

# FIN 281 Personal Finance

## Instructor and Class Information

Instructor	Contact Information	Office Hours
Deb Bauer  <i>Peter and Molly Powell</i> <i>Distinguished Senior Instructor of Finance II</i>	<a href="mailto:djbauer@uoregon.edu">djbauer@uoregon.edu</a> 541 346-2836	Via Zoom see canvas start here module for times and link

Class Location	CRN	Credits	Term
Asynchronous online	31828	4	Spring 2024

This syllabus should be your first stop if you have questions about the course and its organization. The contents list below will help you navigate to the relevant section.

Personal Finance is an asynchronous online course, delivered via Canvas. As such it is asynchronous, with no scheduled class meeting time. Office hours will also be offered online via zoom.

## Prerequisites

No prerequisites. Business Majors can take the course (need to be manually cleared by an academic advisor in Lundquist) and please note that it doesn't count toward any requirement for the business major or minor. This class is an elective and does not count toward general education requirements.

## Course Description

Overview of lifetime personal finance strategies. Topics include financial goals and building net worth, major purchasing decisions, credit use, tax planning, retirement and estate planning.

## Course Overview

I am so glad that you chose to join us as we navigate our way through a multitude of personal finance topics on our way to achieving financial literacy and success. You will learn how personal finance affects almost every aspect of our lives, and gain the information and tools necessary to understand the financial implications of ordinary, everyday decisions. You will immediately be able to

apply your new-found skills, and you will carry those skills with you at every stage of your journey through life. The stakes are high! Master the material in this course and not only will you earn a good grade, but you will be well prepared to make sound financial decisions, and to meet whatever financial challenges the future might bring.

I know that personal finance can seem daunting. We shall be thinking about money management, mortgages, credit reports, auto loans, interest rates, taxes and estate planning and more. There will be math involved! But have no fear. Personal finance need not be difficult. You will learn to ignore irrelevant information, process relevant information, and critically reason your way to a better financial future. And we will even have some fun on the way!

Congratulations, you are taking the first steps on the path towards lifetime financial success.

## **What You Should Know About Online Classes**

Online classes are offered for students who are unable to attend regular classes (because of job or other commitments, distance from Eugene, etc.). Also, some students take online classes because they prefer the flexibility that an online class adds to their schedule. The material in this online version of this class is the same as that in the lecture version and the assessments are similar in format and difficulty. However, online classes require more discipline on your part than face-to-face classes given the necessity of mastering the material primarily from the textbook, instructor videos and related sources (both offline and online) and the lack of set class time.

To succeed in an online class, you must be extremely motivated and well organized.

I highly recommend that you schedule regular times through the week that you devote to this class.

## **Required Materials and Tech**

Focus on Personal Finance, Kapoor, Dlabay, Hughes, Hart, 7<sup>th</sup> Ed., McGraw Hill. I recommend the 180 day rental for about \$52. You do not need a Connect code, but it does come with the rental. You must have the text.

High speed internet access is required. If you are not near campus it is your responsibility to ensure you have consistent access to complete requirements. If you need help figuring out options let me know.

Calculator: You need a calculator. It does not need to be a financial calculator. It does need to be able to take a square root, find a natural log (have the LN or ln button), and raise to a power (exponent) besides two. You should be able to get a calculator for under \$20. One example would be the Texas Instruments TI-30XIIS which is about \$16. If you already have a graphing or financial calculator that is fine as well. Also, you can potentially use the expanded calculator on your phone or computer this term. There is some math in this class and basic math skills are expected.

**EXCEL:** You may find Excel to be a useful tool and can access it in computer labs on campus. You do not need to have it on your own laptop.

## **Course Outcome(s)**

When you have completed this course, you will have developed the skills and knowledge to be able to make smart financial decisions at all stages of your life.

## **Learning Objectives**

After completing this course, you will be able to:

1. Plan your finances using time value of money tools
2. Manage your money with goals, budgets, and personal financial statements
3. Utilize consumer credit and purchasing fundamentals to make wise spending decisions
4. Compare housing options based on the financial implications
5. Make investing decisions to plan for a comfortable retirement (Tip: start ASAP!)
6. Describe the different types of insurance and how to use insurance to manage risk
7. Develop an estate plan (it's never too early)

## **Expectations of Students**

Per university guidelines, a 4-credit course should list 120 hours of activities in which students are engaged over the course of the term. Realize that you should therefore **expect to spend an average of 12 hours per week on this class** during the 10-week term.

You will need to be highly engaged to succeed in this class. There are many written assignments with due dates throughout the term, weekly quizzes, and discussions that require timely responses. Organization and timeliness are keys to success.

## **How Your Grade Will Be Determined**

### **Quizzes: 16%**

In each week of the 10-week term you will complete a graded quiz on canvas. The quizzes are not timed and can be accessed multiple times throughout the week. I drop your lowest two quizzes and the remaining 8 are worth 16% of your grade. Be aware that the quizzes simply disappear at exactly 11:59 pm Pacific so you cannot submit something late. The two dropped quizzes are built-in flexibility to allow for technology issues, personal emergencies, illness, etc. In order to be fair to all students, please do not ask for special consideration, it will not be granted.

### **Discussions: 35%**

There are 5 required discussion board responses throughout the term. They are worth 35% (7% each) of your grade and details can be found on canvas. Note each discussion consists of a post and a reply to a teammate's post.

### **Personal Financial Plan: 36%**

The personal financial plan will have three deliverables spread throughout the term. Each deliverable requires you to start early to complete the requirements, it can't be done in one day. Each deliverable is worth 12% of your grade for a total of 36%.

### **Final Reflection and Action Plan: 13%**

The final reflection and action plan is due finals week worth 13% of your term grade. You may think of it as a cumulative take home written final exam that will be submitted on canvas.

See late policies below. There is no curve, and there is no extra credit. If you cannot meet the requirements for the class please withdraw.

<b>Assessment</b>	<b>% of grade</b>
Discussion group (post/reply 5 times during term)	35%
Individual personal financial plan (3 deliverables)	36%
8 of 10 Quizzes (lowest two dropped)	16%
Final Reflection and Action Plan	13%
<b>Total</b>	<b>100%</b>

### **Late Work Policy**

It is important to stay on task in online courses and the deliverables are established to help you do so. I highly recommend you utilize the canvas calendar, course calendar, or create your own to track due dates.

**These late policies hold in all cases and are reason-neutral per university guidelines. Covid-19, flu, death in family, hospitalization, etc. all are treated the same under a reason-neutral policy. Essentially, the reason for being late does not matter, these late policies are followed.**

## **Quizzes**

**Quizzes will not be accepted late under any circumstances**, including illness, family emergency, technology issues, travel, sports, work, etc. Instead, I will drop your lowest two quizzes for the term which allows for each individual student to have an "out" when they need it. My advice is to plan to complete every quiz so when the unexpected happens you have a safety net. If you email me asking for a late quiz to be accepted, I am unlikely to reply, as the answer is right here.

## **Discussion Posts**

**Discussion posts will not be accepted late under any circumstances** and you will miss those points if you miss the deadline. If you miss the due date to post, you can still respond to your discussion group members to earn 2/10 points before that second deadline.

## **Individual Personal Financial Plan**

Each deliverable will be accepted up to 48 hours late and will incur a letter grade penalty approximately for each 24 hours. As soon it is late (10 minute grace period) and for each 24 hour period thereafter, your grade is reduced by one full letter grade. So, if you submit 11 minutes up to one day late, the highest you can earn is an 89%, add a minute and up to two days late highest is 79%, etc. After 48 hours you can submit up to two weeks late but will incur a 40 point penalty, the highest you can earn is 60%. This accounts for the extra time one might have if they are unprepared and claim to have an illness/emergency while also allowing those with an illness/emergency to still pass the class.

## **Final Reflection and Action Plan**

Will be accepted up to 48 hours late and will incur a letter grade penalty approximately for each 24 hours as above. After that you would need to request an incomplete in the course which is subject to instructor approval and the maximum grade may be 60% as above. You must request the incomplete by Monday of finals week and all university criteria for an incomplete must be met.

## **Grading Scale**

Here is an outline of the letter grade criteria in this course:

Average	Letter grade
98-100%	A+
94-97%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-

Average	Letter grade
77-79%	C+
74-76%	C
70-73%	C-
65-69%	D
Below 65%	F

I round up anything .50 and higher. There will not be a curve. You may also have the option of taking the class pass/no pass, please see degree requirements. 70% and above is passing, 69% and below is not passing.

Sharing out or receiving any information from the class assessments is a form of academic misconduct per the university student conduct code. Please don't do it and be prepared to get an F in this course as well as other University sanctions (up to expulsion) if you do. If you share my quiz questions or other course content to an internet site they can track you through your account and you will get an F, even if the course has ended, I can always change your grade. You'll also be violating my copyright and I will pursue action against you. Don't mean to sound harsh, just don't do it and you don't have to worry about any of this.

## Class Schedule

Week	Topic	Deliverable
1	Welcome activities, introduction post, syllabus quiz  Financial Planning	Week 1 quiz Sunday 11:59pm  <b>Discussion Board:</b> Student Introductions due <b>Wednesday 4/3 11:59pm</b> , replies due Sunday
2	Time Value of Money	Week 2 quiz Sunday 11:59pm
3	Money Management	Week 3 quiz Sunday 11:59pm  <b>Discussion Board:</b> Financial Planning & Money Management Skills Due <b>Wednesday 4/17 11:59pm</b> , replies by Sunday  <b>Financial plan deliverable 1 Sunday 4/21</b>

<b>Week</b>	<b>Topic</b>	<b>Deliverable</b>
4	Financial Services	Week 4 quiz Sunday 11:59pm  <b>Discussion Board:</b> Financial Services <b>Due Wednesday 4/24 11:59pm</b> , replies by Sunday
5	Consumer Credit and Consumer Purchasing	Week 5 quiz Sunday 11:59pm
6	Selecting and Financing Housing	Week 6 quiz Sunday 11:59pm  <b>Discussion Board:</b> Housing <b>Due Wednesday 5/8 11:59pm</b> ; replies by Sunday
7	Insurance: home and auto; health and disability; life	Week 7 quiz Sunday 11:59pm  <b>Financial Plan deliverable 2 Sunday 5/19</b>
8	Investing Basics and Bonds	Week 8 quiz Sunday 11:59pm  <b>Discussion Board:</b> Insurance  <b>Due Wednesday 5/22 11:59pm</b> , replies by Sunday
9	Investing in stocks and mutual funds	Week 9 quiz Sunday 11:59pm
10	Estate Planning & Retirement Taxes (optional)	Week 10 quiz Sunday 11:59pm  <b>Financial plan deliverable 3 Sunday 6/9</b>
11		<b>Final Reflection and Action Plan</b> <b>Wednesday 6/12</b>

## Questions/Virtual Office Hours

Office hours will be held via Zoom for this online course as not every student is in Eugene. See the start here module on canvas for dates, times, and link.

If you have general course questions (likely answered in the syllabus) or questions on the material, please post them on the "Raise your hand" discussion board. You should feel free to add to, answer,

or comment on others' questions. This is a real opportunity for you to engage with the class, and with each other. How much you choose to participate in this way is up to you, just like raising your hand in the classroom. It is not graded but you could lose points if you do not abide by the rules of engagement. See below. Please check the "Raise your hand" discussion board before you post, because someone else might already have asked the same question. You can add to or answer another person's question if you wish, and we will build up a set of questions and answers.

If you have a question that relates to your grade, or something else of a personal nature, please use email to communicate with me. Please do not email me questions regarding course material, these questions belong on the "Raise your hand" discussion board so that everyone can benefit from them.

Your communication on the discussion boards should be professional, respectful, spellchecked, and not use abbreviations. I reserve the right to drop your grade by half a letter grade if you do not abide by this rule.

Please expect a response from me on either the discussion board or via email within 48 hours. I check the site and my email frequently and may get back to you sooner, but if you expect 48 hours you will not be disappointed.

You may also schedule an appointment with me to ask questions over Zoom. Email me at [djbauer@uoregon.edu](mailto:djbauer@uoregon.edu) and we can set up a phone call or video call. I am here to help, just ask and we will make it work.

## **Student Engagement Inventory**

<b>Educational activity</b>	<b>Hours student engaged</b>	<b>Explanatory comments</b>
Course attendance	0	The course will be completely online and hours engaged will consist of the remaining activities in this table.
Assigned readings and viewings, practice	40	Includes provided course readings, instructor notes and videos, links to external sites. Practicing where math is involved.
Financial Plan	20	There are three deliverables and this time estimate includes reading instructions, completing worksheets, and crafting the deliverables for submission.

<b>Educational activity</b>	<b>Hours student engaged</b>	<b>Explanatory comments</b>
Online interaction	20	Specifically, crafting responses to required discussion boards, reading other students' responses and posting your replies.
Quizzes	20	This time allotment assumes you are prepared for the assessment, having completed the assigned readings etc. Each quiz or exam will take significantly longer if you are unprepared.

**Total hours: 120**

## **Incomplete Policy**

[UO Incomplete Policy](#)

## **Plagiarism and Academic Misconduct**

The [University Student Conduct Code](#) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available [at the UO Libraries Citation and Plagiarism page](#).

Use of any AI or other software to produce responses or portray knowledge as your own without citation is in violation of academic policies in this course and will result in an F similar to any other plagiarism. If you use ChatGPT or similar on a written assignment, it is fine! Just cite it and include the query you used.

## **Lundquist College of Business Code of Conduct**

The Lundquist College of Business learning community is committed to a set of core values that guide our interactions with one another. Our values are as important within our Lundquist College community as within the business community. Our values help define both how we aspire to act and what it means to be a business professional.

- Integrity  
Members of our community act with integrity and honesty. These qualities are essential in providing a basis for trust and go to the core of what is expected from business professionals.
- Respect  
Our community conveys respect for the dignity of all people. Our relationships are based on mutual respect. Differences of opinion are discussed openly and civilly. These discussions focus on issues and are presented in a courteous manner. We are sensitive to the impacts of both our words and actions on others.
- Openness  
We encourage all members of our community to exchange ideas freely within the bounds of reasonable behavior. We recognize that learning requires an open environment.
- Responsibility  
We act publicly and accept responsibility for our actions. We understand that the community will keep us accountable for our dealings. We deliver on the commitments and promises we make to others.
- Teamwork  
Our community is stronger when we work as a team. We foster attitudes encouraging members of the community to give and receive constructive criticism, and develop creative solutions to challenges.

## **Accessible Education**

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact [the Accessible Education Center](#) in 164 Oregon Hall at 541-346-1155 or [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu).

## **Mental Health and Wellness**

Life at college can be very complicated. Students often feel overwhelmed or stressed, experience anxiety or depression, struggle with relationships, or just need help navigating challenges in their life. If you're facing such challenges, you don't need to handle them on your own--there's help and support on campus.

As your instructor if I believe you may need additional support, I will express my concerns, the reasons for them, and refer you to resources that might be helpful. It is not my intention to know the details of what might be bothering you, but simply to let you know I care and that help is available. Getting help is a courageous thing to do—for yourself and those you care about.

University Health Services help students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates. Find out more at [University Health Service's Duck Nest](#).

University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at [Counseling Services](#) or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).

## **Help for Victims and Survivors**

If you are a victim or survivor of sexual assault, sexual harassment, dating or domestic violence, gender-based harassment or bullying, and/or stalking and need help, start at [the Help for Victims and Survivors page](#). There is staff available 24-hours a day for confidential advice and assistance. Even if you are unsure what to do, call 541-346-7233 (SAFE) and you'll be connected with somebody who will listen to you and help guide you as you figure out what you want to do next. We are here to support you and help provide the assistance and services you need.

## **Bias Education and Response Team**

The [University of Oregon Bias Education and Response Team](#) (BERT), based in the Office of the Dean of Students, works to provide those who have witnessed, or themselves become a target of an act of bias, an opportunity to be heard and supported. The fundamental role of BERT is to respond to situations that affect the larger University of Oregon community through education about current and historical issues surrounding bias. Utilizing best practices in our field, the BERT provides services to witness(es), bystander(s), targeted individual(s), offender(s), or a member(s) of the community in order to create change in a timely, effective, and comprehensive way. It is through our education services and initiatives that we hope to eliminate acts of bias within our community.

If you have witnessed or experienced bias and would like more information or would like to report it, please visit [the Bias Education and Response Team page](#).

## **Title IX**

If you or someone you know (student, faculty, or staff) has experienced gender discrimination, sexual harassment, or sexual violence, the university can offer assistance, support, and resources. Please see [the How to Report page](#)

## **Prohibited Discrimination and Harassment Reporting**

Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at [the Help for Victims and Survivors page](#). To get help by phone, a student can also call either the UO's 24-hour hotline at 541-346-7244 (SAFE), or the non-confidential Title IX Coordinator at 541-346-8136. From the SAFE website, students may also connect to [Callisto](#), a confidential, third-party reporting site that is not a part of the university.

Students experiencing any other form of prohibited discrimination or harassment can find information at [the University's Respect page](#) or [the University's Equal Access page](#) or contact the non-confidential Office of Affirmative Action and Equal Opportunity (AAEO) office at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available at [Discrimination & Harassment](#).

Specific details about confidentiality of information and reporting obligations of employees can be found at [the University's Equal Access page](#).

## **Emergency Response**

### **Active shooter**

In the unlikely event of an active shooter on campus, all students should "run – hide – fight." Our first line of defense will be to run from the classroom and away from campus. (You are to get yourself to safety. There will be no class meeting spot in this emergency.) If running is not an option, attempt to hide in the classroom by turning off the lights and getting on the ground. If hiding is not an option, fight the active shooter by throwing objects at his/her eyes (books, laptops, water bottles, etc.) and then tackling him/her until help arrives.

### **Earthquake or Fire for Eugene Students**

Leave the building by the nearest, safe exit and gather on the north side of Lillis by the wind sculpture.

### **Earthquake or Fire for Portland Students**

Leave the building by the nearest, safe exit and gather next to the memorial statue on the waterfront lawn.

**I reserve the right to change any of this information due to unforeseen circumstances or to better meet the goals of the course.**