



## Syllabus

### SCHOOL OF BUSINESS AND MANAGEMENT

BUS 317: Finance

5 Credits

Effective: Spring 2020/2021

*Access to the Internet is required.*

*All written assignments must be in Microsoft-Word-compatible formats.*

*See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.*

## FACULTY

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

## COURSE DESCRIPTION

Finance is a way of thinking about economic problems that involve uncertainty over time. This course is designed to provide an introductory framework for understanding how financiers think, how they break down components of a financial problem, and how they make decisions as investors and corporations in the financial market. Core concepts include the flow of cash between the financial statements, financial statement analysis, time value of money, valuation, working capital management, intermediate and long-term financing, the cost of capital, capital budgeting, and securitization. In addition, this course will touch on advanced concepts including the latest issues in FinTech, such as robo-advisors, big data, blockchain technology, goal-based investing, gamification and behavioral finance.

## COURSE RESOURCES

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). The reading list can be found under *Course Information* in Blackboard as well as from the library homepage (“Find Your Textbook” button).

**Note:** Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

Required: Brigham, Eugene F. and Joel F. Houston, *Fundamentals of Financial Management: Concise, 9<sup>th</sup> Ed.*, Cengage: 2017. ISBN: 978-1-305-63593-7

Required: Sironi, Paolo, *FinTech Innovation: From Robo-Advisors to Goal-Based Investing and Gamification*, Wiley, 2016. ISBN: 978-1-119-22698-7 URL: <https://ebookcentral.proquest.com/lib/cityuseattle/detail.action?docID=4603179#>

## CITYU LEARNING GOALS

This course supports the following City University learning goals:

- City University of Seattle graduates are critical thinkers and are information literate.

## COURSE OUTCOMES

In this course, learners:

- Analyze the overall financial health of a firm through the computation of liquidity, solvency, and profitability ratios.
- Make informed decisions with regards to capital allocation and financial management of an organization based on current financial theories and best practices.
- Improve the corporate working capital position through cash and current asset management.
- Describe the element of long-term debt financing decisions, including bond yields and prices, and bond ratings
- Apply the concepts of operating and financial leverage to product and financing decisions.
- Explore the future of finance using Fintech.
- Assess market-based pricing of securities.
- Apply time value of money (TVM) analytical techniques to solve effective rate, current bond and stock valuation problems, and similar applications involving both single sum and annuity calculations.

## CORE CONCEPTS, KNOWLEDGE, AND SKILLS

Understanding the flow of cash between the financial statements, financial statement analysis, time value of money, valuation, working capital management, intermediate and long-term financing, the cost of capital, capital budgeting, and securitization, robo-advisors, big data, blockchain technology, goal-based investing, gamification and behavioral finance.

## OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle’s decimal grading system, based on the following:

### *Overview of Required Assignments*

Instructor Determined Activities (including participation)	100 points
Integrated Cases	300
Fintech Research Paper	250
Group Case Study Presentation	250
Final Assessment	100
<b><i>TOTAL</i></b>	<b><i>1,000 points</i></b>

### *Grading Rubrics*

Detailed grading rubrics are provided in Blackboard.

## SPECIFICS OF COURSE ASSIGNMENTS

### *Instructor Determined Activities (including participation)*

Whether in class, online, or in a mixed mode setting, students will be graded on their participation in classroom discussions; their ability to present, explain, or defend alternative

viewpoints; and the degree to which they have mastered the concepts and principles inherent in the study of business management. Written work will be assessed not only on relevance to the subject presented, but also on adherence to good written form, APA style, and professional presentation. The instructor may also choose to create additional activities to support learning in the classroom or online.

*Rubric =*

<b>Grading Components *</b>	<b>% of Grade *</b>	<b>Below Standard</b>	<b>Approaching Standard</b>	<b>At Standard</b>	<b>Exceeds Standard</b>
Engagement	100	Does not adequately complete required aspects of the task.	Completes most required aspects of the task with superficial thought or preparation.	Completes all required aspects of the task with substantive thought or preparation.	Completes all required aspects of the task with substantive thought or preparation, and expands on the topic.
<b>Total</b>	<b>100</b>				

*Integrated Cases*

Eight integrated cases will be assigned during seven of the course weeks (see the course schedule) and can be found at the end of each chapter as assigned under the section entitled “Integrated Case Study”. These cases will be utilized to reinforce specific learning goals.

*Rubric =*

<b>Grading Components *</b>	<b>% of Grade *</b>	<b>Below Standard</b>	<b>Approaching Standard</b>	<b>At Standard</b>	<b>Exceeds Standard</b>
Written Communication	20	Displays inadequate organization and/or development making the case analysis difficult to follow; the written case analysis exhibits multiple errors in grammar,	Student’s work contains spelling, punctuation, and/or grammatical errors which may temporarily confuse the reader, but does not generally impede the overall understanding. Sentence structure generally correct but may be wordy,	Case analysis evidences satisfactory organization and development; the case analysis is readable and easy to follow with only a few lapses; uses good language conventions and mechanics with a few minor	Effective organization and development contribute to full comprehension of written case analysis; readability is enhanced by facility in language use, excellent

		<p>sentence structure, and/or spelling; unacceptable writing skills (e.g., weaknesses in language facility and mechanics) hinder readability and contribute to an ineffective case analysis.</p>	<p>unfocused, repetitive, or confusing. Uses relatively vague or general words and sometimes inappropriate words.</p>	<p>errors in spelling, grammar, sentence structure, and/or punctuation; case analysis meets expectations in this area.</p>	<p>mechanics, and syntactic variety; uses language conventions effectively (e.g., spelling, punctuation, sentence structure, paragraphing, grammar, etc.).</p>
<p>Analytical and Critical Thinking Skills</p>	<p>80</p>	<p>Information presented in the case-study component areas is often inaccurate or incomplete; presents little if any analysis in the component areas; inaccurately and/or inappropriately applies procedures, formulas, or principles; presents few solutions, alternatives, or strategies in the relevant case-study component areas; solutions, alternatives, or strategies are often inaccurate or inconsistent; ideas are</p>	<p>Student merges analysis and assessment of individual operations strategy categories, but the overall analysis is not holistic to identify key areas for improvement and fully facilitate the development of strong recommendations.</p>	<p>Adequately presents information relating to most case-study component areas with only minor inconsistencies, irrelevancies, or omissions; applies appropriate procedures, formulas, or principles with a few minor inaccuracies; outlines solutions, alternatives, or strategies in the relevant case-study component areas that are logical and consistent with the evidence; develops solutions, alternatives, or</p>	<p>Accurately and appropriately analyzes and interprets relevant information pertaining to each case-study component area; effectively applies appropriate procedures, formulas, and/or principles in developing and justifying multiple solutions, alternatives, or strategies in the relevant case-study component areas; solutions, alternatives, or strategies are clear, coherent, well supported, logically</p>

		presented in a vague or rudimentary manner.		strategies in a clear manner.	consistent, and complete.
<b>Total</b>	<b>100</b>				

### *Fintech Research Paper*

Students will select a company with a disruptive technology and evaluate the technology for its financial viability and the effectiveness of the firm's efforts in regards to sustainability. The central question that students should focus on is, "Can this technology be monetized?" To address this question, students will analyze data provided by the company and then conduct further investigation to determine whether the purported benefits are fairly stated and the technology is effective or simply a trend. Students should consider that the technology might be beyond its time. External research should be conducted to help assess the company and the technology. The successful project will compare the new technology to existing successful business models as evidentiary support using the following 3-level technique as guiding questions:

#### Level 1: contextual and analytical questions

How is the technology shaped by its time?

Where did it originate and why?

Who was the originator? Describe them.

What are the basic features of the technology?

What are the various parts of the technology?

What is the monetization model?

How is its business model organized and why is it organized this way?

Report the financial projections.

#### Level 2: comparative, causal and evaluative questions

How is this technology similar or different than other technologies in its industry?

What are the complements and substitutes? Describe.

What industry and market factors will help it be successful? Explain.

Are these factors sufficient? Are they contributors? Are they probabilistic?

What other influential factors can you think of and which are irrelevant? Why?

How strong is the company's case that they will be successful?

What are your criteria for judging the estimation of success?

What is the strongest argument against this technology?

#### Level 3: counterfactual and synthesis questions

How would the market change if this technology was successful?

How would the market be different if this technology was not successful?

What would happen if the technology was successful to a greater or lesser degree?

How could this technology be useful in other industries or other applications?

If this technology is successful, what factors contribute to its success more or less than the company claims? If it is less successful, why? If it is more successful, why?

How would you adjust the financial projections? Are they fair?

What ideas would you add to the technology? Why?

Although this analysis is largely qualitative, students should focus on finance concepts taught in this course. The analysis should be at least 2,000 words long and be written in proper APA style.

Rubric =

<b>Grading Components *</b>	<b>% of Grade *</b>	<b>Below Standard</b>	<b>Approaching Standard</b>	<b>At Standard</b>	<b>Exceeds Standard</b>
Integration of Knowledge	50	The paper does not demonstrate that the author has fully understood and applied concepts learned in the course.	The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course.	The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.	The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.
Topic Focus and Depth	20	The topic is not clearly defined. cursory discussion in all the sections of the paper or brief discussion in only a few sections.	The topic is too broad for the scope of this assignment. The writer has omitted pertinent content or content runs-on excessively. Quotations from others outweigh the writer's own ideas excessively.	The topic is focused but lacks direction. The paper is about a specific topic but the writer has not established a position. In-depth discussion & elaboration in most sections of the paper.	The topic is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper, either by statement of a position or hypothesis. In-depth discussion & elaboration in all sections of the paper.

Cohesiveness, Spelling and Grammar	15	Does not tie together information. Paper does not flow and appears to be created from disparate issues. Headings are necessary to link concepts. Writing does not demonstrate understanding any relationships. Unacceptable number of spelling and/or grammar mistakes.	Sometimes ties together information from all sources. Paper does not flow - disjointedness is apparent. Author's writing does not demonstrate an understanding of the relationship among material obtained from all sources. Noticeable spelling and grammar mistakes.	For the most part, ties together information from all sources. Paper flows with only some disjointedness. Author's writing demonstrates an understanding of the relationship among material obtained from all sources. Minimal spelling and/or grammar mistakes.	Ties together information from all sources. Paper flows from one issue to the next without the need for headings. Author's writing demonstrates an understanding of the relationship among material obtained from all sources. No spelling and/or grammar mistakes.
Sources	15	More than 5 current sources, of which at least 3 are peer-review journal articles or scholarly books. Sources include both general background sources and specialized sources. Special-interest sources and popular literature are acknowledged as such if they are cited. All web sites utilized are authoritative. Cites all data obtained from other sources. APA citation style is used in	5 current sources, of which at least 2 are peer-review journal articles or scholarly books. All web sites utilized are authoritative. Cites most data obtained from other sources. APA citation style is used in both text and bibliography.	Fewer than 5 current sources, or fewer than 2 of 5 are peer-reviewed journal articles or scholarly books. All web sites utilized are credible. Cites some data obtained from other sources. Citation style is either inconsistent or incorrect.	Fewer than 5 current sources, or fewer than 2 of 5 are peer-reviewed journal articles or scholarly books. Not all web sites utilized are credible, and/or sources are not current. Does not cite sources.

		both text and bibliography.			
<b>Total</b>	<b>100</b>				

*Group Case-Study Presentation*

Teams will be formed and each team will be assigned a comprehensive case study. Teams are responsible for a presentation that effectively integrates and applies forecasting techniques; utilizes net present value analysis; accurately calculates the weighted average cost of capital; and correctly presents this data for the decision-making process. Further, teams should explain how working capital management can be maximized in the organization featured in the case study. Teams will present their conclusions to the class. This is a presentation-only assignment and no paper is due. However, teams will be required to utilize and submit a PowerPoint file.

For online-only sessions, teams will record their presentations; upload them to YouTube; and submit the link for grading. The link should be included within the PowerPoint file when it is submitted.

*Rubric =*

<b>Grading Components *</b>	<b>% of Grade *</b>	<b>Below Standard</b>	<b>Approaching Standard</b>	<b>At Standard</b>	<b>Exceeds Standard</b>
Content & Presentation Skill	40	Focus is lost or ideas are hard to follow; lack of enthusiasm or interest; limited engagement with the class. The presentation does not demonstrate that the group has fully understood and applied concepts learned in the course.	Some research materials (references) used, less than three are pertinent and /or current. More than five errors in reference citations. Some references not used properly.	Demonstrates a clear flow of ideas; general interest in the topic and engagement with the class. The presentation demonstrates that the group, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.	Demonstrates a clear and concise flow of ideas; passionate interest in the topic and engagement with the class. The presentation demonstrates that the the group fully understands and has applied concepts learned in the course. The presenters provide an introduction, supporting points and concluding remarks that show analysis and synthesis of ideas.

Group Participation	40	PPT slides have limited use of visuals or are loosely related to the material. Any one of the group members seems disengaged or unfamiliar with the report and presentation.	The group presentation includes a partial overview and somewhat unbalanced contributions of members. The presentation demonstrates limited evidence of cooperation between team members and inconsistencies of presentation. There are some discrepancies between the sections of the presentation.	PPT slides are relevant to the material but disorganized. Presentation relies more heavily on some group members than others; evidence that group members can only speak about one assigned part.	PPT slides augment and extend comprehension of the issues; organized and relevant. All group members are active in the presentation showcasing a comprehensive knowledge of all aspects of the case report.
Involvement & Q&A: Questions, Discussion, Activities	20	Discussion addresses surface features of the topic or issue; little attempt to engage the class in learning; limited response to questions with no reference to theory or research.	Engages discussions in ways that facilitate class contributions by restating the views of other class members and/or asking questions for clarification.	Questions and discussion addresses important information and develops understanding; response to comments and questions make some connection to theory or research.	Uses salient discussion points to elucidate material and develop advanced understanding; thoughtful response to comments and questions with appropriate content supported by theory or research.
<b>Total</b>	<b>100</b>				

*Final Assessment*

Students will be administered a final assessment, approximately three hours in length, testing comprehension of financial theories and concepts covered throughout the course. The final may consist of a variety of types of questions including but not limited to: multiple choice, mathematical problems, cases and long answer questions.

## **COURSE POLICIES**

### **Late Assignments**

A critical aspect of management is to meet predefined deadlines. Therefore, all assignments are expected to be submitted when due. No late assignments are accepted. Life-situations do occur. When an issue arises coordinate with the instructor PRIOR TO the assignment's due date and the due date may be adjusted. It is in the best interest of the student to ensure that all assignments are submitted on time.

### **Participation**

Class participation will be evaluated during class. Participation includes being prepared for class discussions and contributing meaningful content when appropriate. It also includes individual effort contributed to team projects.

### **Professional Writing**

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

## **UNIVERSITY POLICIES**

Students are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

### **Antidiscrimination**

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. CityU will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

### **Non-Discrimination & Prohibition of Sexual Harassment**

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of

sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

### **Religious Accommodations**

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

### **Academic Integrity**

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

### **Attendance**

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For

online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Attendance*.

### **Final Assignment Due Date**

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

## **SUPPORT SERVICES**

### **Disability Services Accommodations Statement**

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at [disability@cityu.edu](mailto:disability@cityu.edu) or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

### **Library Services**

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

### **Smarthinking Tutoring**

CityU students have access to free online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at [help@cityu.edu](mailto:help@cityu.edu) to request a user name and password.