

**EL CAMINO COLLEGE COMPTON CENTER**

**Spring 2012 / February 11, 2012 to June 8, 2012**

**Course # BUS 17 Section Number: 9504 Title: Personal Finance**

**Instructor: Dovard Ross, MBA**

**El Camino College Mission statement:** The mission of El Camino College is to meet the educational needs of our diverse community and ensure student success by offering quality comprehensive educational opportunities.

**Instructor Contact Information**

**Lecture Meeting Days:** Mon & Wed

**Lecture Times:** 1:15 pm to 2:40 pm

**Lecture Meeting Room:** 131

**Units:** 3 Units

**Phone:** (310) 900-1600, Ext. 2459

**Instructor's Office Location:** VT 114

**Office Hours:** Tuesday and Thursday  
12 pm to 2:30 pm

**E-Mail:** [dross@elcamino.edu](mailto:dross@elcamino.edu)

**Web Site:** Located on the Faculty & Staff  
Link at [www.compton.edu](http://www.compton.edu)

**I. Required Text:**

**Title of Text:** Personal Finance

**ISBN and Publisher:** ISBN: 978-0-07-3530697 – McGraw-Hill Irwin

**Author's Name:** Kapoor, Dlabay and Hughes

**Edition:** Tenth

**Optional Text**

**Requirement:** None

**Supplemental Materials:** Students will need a calculator that performs business and financial calculations, and access to MS Excel and the Internet for some exercises.

**Methods of Delivery:** Face-to-face and Etudes @ ([www.myetudes.org](http://www.myetudes.org))

**II. Course Description:**

In this course students examine the basic economic issues applied to individual and family management, such as financial planning, record keeping, budgeting, managing money, credit, and taxes, are covered. Emphasis is placed on housing and other major expenditures, protecting assets through insurance and other means, investing in stocks, bonds, mutual funds, and real estate, as well as retirement planning.

### III. Course Prerequisites:

Recommended Preparation: eligibility for English 28

### IV. Course Objectives:

Students will learn the following:

- A. Assess personal financial goals, the financial planning process, and time value of money.
- B. Examine the purpose, value, and components of key personal financial statements.
- C. Determine budget items and construct a personal budget.
- D. Compare and contrast the providers of today's financial services.
- E. Examine the proper use of credit and credit cards and other sources of credit.
- F. Assess the tax liability for different types of taxpayers.
- G. Analyze the steps in the home-buying process.
- H. Differentiate between the various types of auto, health, and life insurance policies.
- I. Compare and contrast various investment choices.
- J. Analyze individual stocks.
- K. Compare and contrast the advantages and disadvantages of investing in bonds.
- L. Analyze methods of investigating, selecting, and purchasing mutual funds.
- M. Evaluate the economic and non-economic reasons people invest in real estate.
- N. Assess the costs of retirement and the retirement planning process.

### V. Student Learning Outcomes: Upon completion of the course, students should demonstrate the following skills:

- A. Assess personal financial goals. Examine the purpose, value and components of key
- B. financial statements;
- C. Compare and contrast the providers of today's financial services;
- D. Determine budget items and construct a personal budget;
- E. Assess the tax liability for different types of tax payers;
- F. Examine the proper use of credit and credit cards;
- G. Assess the tax liability for different types of taxpayer types of tax payer;
- H. Analyze the steps in the home-buying process;
- I. Differentiate between the various types of auto, health, and life insurance policies;
- J. Compare and contrast various investment choices;
- K. Analyze individual stocks;

- L. Compare and contrast the advantages and disadvantages of investing in bonds;
- M. Analyze methods of investing, selecting, and purchasing mutual funds;
- N. Evaluate the economic and non-economic reasons people invest in real estate;
- O. Assess the costs of retirement.

#### VI. **Assessment Activities:**

- A. Problem solving demonstrations (computational or non-computational)
- B. Examination on the materials covered
  - 1. Multiple Choice/True or False
  - 2. Mathematical Word Problems

#### VII. **Evaluation Criteria**

Teaching Methods and Methods of Evaluation:

- A. Lectures: Important material from the text and outside sources may be covered in class. Students should plan to take careful notes as not all material can be found in the texts or readings. Discussion is encouraged as is student-procured outside material relevant to topics being covered.
- B. Assignments: End of chapter activities that include: Financial Planning Problems; Key Terms Review; Financial Planning Case Studies and Critical Thinking Discussion Questions. Your term paper, the Personal Financial Plan, is also a key factor in the Evaluation Criteria.
- C. Quizzes: Six quizzes will be given; (1) *Planning Your Personal Finances*, covering Chapters 1 through 4; (2) *Managing Your Personal Finances*, covering Chapters 5 through 7; (3) *Making Your Purchasing Decisions*, covering Chapters 8 and 9; (4) *Insuring Your Resources*, covering Chapters 10 through 12; (5) *Investing Your Financial Resources*, covering Chapters 13 through 17; and (6) *Controlling Your Financial Future*, covering Chapters 18 and 19.
- D. Participation: Student participation will be graded by the level of class participation and attendance. Some of the characteristics of effective class participation are:
  - 1. Are the points that are made relevant to the discussion in terms of increasing everyone's understanding, or are they merely regurgitation of case facts?
  - 2. Do your comments take into consideration the ideas offered by others earlier in the class, or are the points isolated and disjointed? The best contributions following the lead off tend to be those, which reflect, not only excellent preparation, but good listening, and interpretative and integrative skills as well.

3. Do your comments show evidence of a thorough reading and analysis of the case?
  4. Does the participant distinguish among different kinds of data; that is, facts, opinions, assumptions, and inferences?
  5. Is there a willingness to test new ideas or are all comments cautious/"safe"?
  6. Is the participant willing to interact with other class members by asking questions or challenging conclusions?
- E. *Outstanding Contributor*: Contributions in class reflect thorough preparation. Ideas offered are usually substantive; provide one or more major insights, as well as, direction for the class. Arguments, when offered, are well substantiated and persuasively presented. If this person were not a member of the class, the quality of the discussions would be diminished significantly.
- F. *Good Contributor*: Contributions in class reflect thorough preparation. Ideas offered are usually substantive; provide good insights and sometimes direction for the class discussion. Arguments, when presented, are, generally, well substantiated and are often persuasive. If this person were not a member of the class, the quality of the discussion would be diminished considerably.
- G. *Adequate Contributor*: Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights, but seldom offer a major new direction for the discussion. Arguments are sometimes presented, and are fairly well substantiated and sometimes persuasive. If this person were not a member of the class, the quality of the discussions would be diminished somewhat.
- H. *Non-participant*: This person has said little or nothing in this workshop or class. Hence, there is no adequate basis for evaluation. If this person were not a member of the class, the quality of the discussions would not be changed.
- I. *Unsatisfactory Contributor*: Contribution in class reflects inadequate or non-existent preparation. Ideas offered are seldom substantive; provide few, if any, insights; and rarely provide a constructive direction for the class discussion. Integrative comments and effective arguments are completely absent. Class contributions are, at best, "time fillers" efforts to make isolated, obvious, or confusing points. If this person were not a member of the class, valuable class time would be saved.

## VIII. Grading Scale

Grade	Criteria	Points	Activities and the Percent Weight of Your Grade	Possible Points
<b>A</b>	Far exceeds the standard	.GT. 900	End of Chapter Activities 18 at 10 points each (16%)	180
<b>B</b>	Exceeds the standard	825 to 899	Six Quizzes at 50 points each (27%)	300
<b>C</b>	Met the standard	700 to 824	Participation 18 Weeks at 10 points per week (16%)	180
<b>D</b>	Barely met the standard	600 to 699	Critical Thinking Case Studies 3 at 50 points each (14%)	150
<b>F</b>	Did not meet the standard	.LT. 600	Term Paper Student's "Personal Financial Plan" (27%)	300
			Totals	1110

## IX. Attendance Requirements:

### A. Attendance at first class

Students who enroll in class but do not attend the first scheduled class meeting may be dropped from the roster. A student who registers for a class and never attends is still responsible for dropping the class.

### B. Attendance without official enrollment

Students will not be permitted to attend classes in which they are not enrolled.

### C. Attendance during semester

A student may be dropped from class when the number of hours absent exceeds the number of units assigned to the course. If your absences and tardiness exceed the unit value of the course, you can be dropped. This rule also applies to excessive absences due to illness or medical treatment.

### D. Absence/Tardy/Drop Policy

If you look in the College catalog you will see that regular attendance is expected of every student. The catalog also states that a student can be dropped from the class when absences exceed the number of units assigned to the course. My policy is as follows: if a student misses three classes, the student may be dropped or his or her letter grade for the class lowered even if the student and the instructor have made prior arrangements. Coming in late (more than 30 minutes is counted as an absence) or leaving early is counted

as ½ an absence. Twice tardy equals an absence. Please do not schedule appointments or errands that will interfere with F2F class time. The bottom line is you registered to be in the classroom, so make the most of your time, enjoy, open your mind and share some of your perspective along the way.

All absences are counted: there are no excused or unexcused absences; therefore, no notes from doctors, etc. are needed.

**X. Statement of Student Conduct:**

**A. Instructor expectation of student conduct <sup>1</sup>**

Conduct at El Camino College must conform to the laws of the State of California, District Policies, and campus rules and regulations. The El Camino College faculty, staff and administration are dedicated to maintaining an optimal learning environment; the standards of behavior as outlined in this policy are essential to the maintenance of a quality college environment. These standards will apply to all students on campus, other college property or while attending any college-sponsored event. Violation of such laws, policies, rules and regulations or behavior adversely affecting suitability as a student, will lead to disciplinary action. Disciplinary actions as noted in Section II, may be taken against any person who engaged in behavior defined as misconduct as listed in Section B.

**B. Late/Missed assignment policy**

Late work will not earn the full points possible. Students will lose two points for each day the assignment is late. Assignments must be submitted by the end of the workshop. No assignments will be accepted after the end of the final class meeting. **THERE ARE NO EXTRA CREDIT ASSIGNMENTS.**

**C. Academic conduct, cheating, plagiarism**

**Classroom Misconduct**

1. Dishonesty, including but not limited to cheating, plagiarism or knowingly furnishing false information to the College.
2. Forgery, alteration, or misuse of college documents, records, or identification.
3. Violation of college policies or off -campus regulations, including but not limited to campus regulations concerning student organizations, the use of college facilities, or time, place, and manner of public expression.
4. Continued disruptive behavior, continued willful disobedience, profanity or vulgarity, or continued defiance of the authority of, or abuse of, college personnel or to anyone on campus.

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<sup>1</sup> Please refer to Board Policy 5500 Standards of Student Conduct at [www.elcamino.edu](http://www.elcamino.edu)

5. Willful misconduct which results in injury or death to a student or college personnel.
6. Assault, battery, sex crimes including sexual assault or rape, or any threat of force or violence upon a student or college personnel.
7. Sexual harassment which includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.
8. Obstruction or disruption of teaching, research, administration, disciplinary proceedings, or other authorized college activities including but not limited to its Community service functions or to authorized activities held off campus.
9. Obstruction or disruption includes but is not limited to the use of skateboards, bicycles, radios, and roller skates.
10. Unauthorized entry to or use of college facilities, equipment or supplies.
11. Theft or deliberate damage to property of a college staff member, a student, or a visitor to the college including but not limited to the Library, Bookstore, and Food Service areas.
12. Defacing or damaging any college real or personal property.
13. Failure to comply with the directions of a member of the college certificated personnel, college management or supervisor personnel, or campus police acting within the scope of his or her duties.

**D. Cheating or Plagiarism Policy**

This policy applies to all forms of dishonesty, including but not limited to cheating, plagiarism or knowingly furnishing false information to the college.

**1. Examples of Cheating**

- a. Falsifying or attempting to falsify attendance records and/or grade rosters;
- b. Changing answers on a previously scored test, assignment or experiment with the intent to defraud;
- c. Inventing data for the purpose of completing a laboratory experiment or case study analysis with the intent to defraud;
- d. Giving and/or taking information during an examination by any means such as sign language, hand signals or secret codes;
- e. Obtaining copies of notes, exams or exam questions by any means other than distribution from the instructor. (This includes copying and removing exam questions from the classroom for any purpose.);
- f. Using study aids such as calculators, tape recorders or notes that have been specifically prohibited by the instructor.

## 2. Examples of Plagiarism

- a. Representing the words, ideas or work of another as one's own in any academic exercise (plagiarism), including the use of commercial term paper companies;
- b. Copying or allowing another student to copy from one's paper or answer sheet during an examination;
- c. Allowing another individual to assume one's identity for the purpose of enhancing one's grade in any of the following: testing, field trips or attendance;
- d. It is plagiarism to go to the Internet, find an article, copy it to the clipboard and then drop it into your word processor. Listing the article as a reference on the last page will not cover you. This is plagiarism.

## 3. Avoiding Plagiarism

- a. There are a few things that you can do that will help you to avoid being charged with academic dishonesty. Please note the following:
- b. Anytime that you use the words *or ideas* of another person without giving credit, it is considered plagiarism, **WHETHER YOUR ACTIONS ARE INTENTIONAL OR NOT!**
- c. Differences between direct and indirect quotes:
  - 1). Direct Quotes: Includes the exact wording from the source.
  - 2). Indirect Quotes: Summarizes or paraphrases the content from the source.
- d. Punctuation requirements: ALL word-for-word quotations MUST be placed in quotation marks.
- e. Exception to the rule: Common Knowledge – if the same information can be found in three or more sources and those sources do not cite an earlier source, the information is considered common knowledge. Also, commonly known facts (e.g., Washington, D.C. is the capital of the U.S.) do not need a citation, even if you had to look them up.
- f. When in doubt, **CITE**.

## E. Consequences for Cheating or Plagiarism

Given alleged violation of the Standards of Conduct, any or all of the following actions may be imposed:

1. When there is evidence of cheating or plagiarism in classroom work, students may receive an F for that piece of work or may be suspended from all classes for that term and the following term if deemed appropriate.



2. The instructor may assign a failing grade to the examination or assignment in which the alleged cheating or plagiarism occurred. This action is based on information that the instructor had.
3. The instructor may dismiss the student from the class or activity for the present and/or following class session(s)
4. The instructor may recommend suspension or expulsion of the student from the college as stipulated in BP5138, Section IIB6 and 8. This recommendation must be in accordance with El Camino College's Due Process and Disciplinary Procedures.
5. The instructor will complete the Academic Dishonesty Report Form and submit it to the Academic Affairs Office.

**F. Policy regarding audio taping of lectures**

**Electronic Devices, Food or Drinks in Class:** Usage of cellular phones, PDAs, CD players, radios, and similar devices are prohibited in the classroom and laboratory facilities. Calculators and computers are prohibited during examinations and quizzes, unless specified. Reasonable laptop-size computers, tablet PC's and recording devices may be used in lecture for the purpose of taking notes. **Absolutely no food or drinks (open containers are allowed at your workstation.)**

**G. Policy Regarding Non-students in Class**

Attendance in class is limited to officially enrolled students and authorized visitors or guests. In addition, students must not allow children to be left unsupervised or unattended anywhere on campus. Children are not permitted in classrooms while class is in session.

**XI. Special Accommodations:**

Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Special Resource Center located in room F-10 as soon as possible to better ensure such accommodations are implemented in a timely fashion. Also, please contact the instructor privately to discuss your specific needs.

**XII. Disclaimer Statement:**

Students will be notified ahead of time when and if any changes are made to course requirements or policies

**XIII. Semester schedule of topics and assignments are shown in the following chart:**

**Note:** *This class meets on Monday and Wednesday, from 1:15 pm to 2:40 pm in Room VT 131. The first class meeting will be Monday, February 13, 2012.*

**Legends used in End-of-Chapter Assignments:** Financial Planning Problems (FPP); Key Terms Review (KTR); and Financial Planning Cast Studies (FPCS); and Critical Thinking Discussion Questions (CTDQ).

**Etudes:** Although this is not an online class, Etudes will be used as a delivery system in this class. If you have not previously accessed Etudes, a class management system, your username is the same username for MyECC; but your password is your birthdate, month and day, in this format: MMDD. In addition to your assignments and quizzes, you are able to send Private Messages to me or your fellow classmates.

End-of-Chapter Assignments will be posted no later than 11:55 pm, Monday, the day of the class meeting, with the due dates and assigned points.

We will discuss this in more detail during our orientation.

<b>Weeks</b>	<b>Activities</b>
<p><b>WEEK 1</b> 2/13 to 2/19</p>	<p>Orientation: Review of the Syllabus, Etudes, and Setting expectations</p> <ul style="list-style-type: none"> <li>• Student to instructor</li> <li>• Instructor to student</li> </ul> <p><b>PART ONE: <u>Planning Your Personal Finances</u></b></p> <p>Lectures on Chapter 1: Personal Finance Basics and the Time Value of Money and Chapter 2: Financial Aspects of Career Planning</p>
<p><b>WEEK 2</b> 2/20 to 2/26</p>	<p>Lectures on Chapter 2: Financial Aspects of Career Planning and Chapter 3: Money Management Strategy: Financial Statements and Budgeting</p>
<p><b>WEEK 3</b> 2/27 to 3/4</p>	<p>Lectures on Chapter 3: Money Management Strategy: Financial Statements and Budgeting and Chapter 4: Planning Your Tax Strategy</p>
<p><b>WEEK 4</b> 3/5 to 3/11</p>	<p><b>PART TWO: <u>Managing Your Personal Finances</u></b></p> <p>Lectures on Chapter 5: Financial Services: Savings Plans and Payment Accounts and Lecture on Chapter 6: Introduction to Consumer Credit      <b><u>Quiz 1 on Planning Your Personal Finances</u></b></p>

<p><b>WEEK 5</b> 3/12 to 3/18</p>	<p>Lectures on Chapter 6: Introduction to Consumer Credit and Chapter 7: Choosing a Source of Credit: The Costs of Credit Alternatives</p>
<p><b>WEEK 6</b> 3/19 to 3/25</p>	<p><b>PART THREE: <u>Making Your Purchase Decisions</u></b> Lectures on Chapter 8: Consumer Purchasing Strategies and Legal Protection; and Lecture on Chapter 9: The Housing Decision: Factors and Finances      <b><u>Quiz 2 Managing Your Personal Finances</u></b></p>
<p><b>WEEK 7</b> 3/26 to 4/1</p>	<p>Lecture on Chapter 9: The Housing Decision: Factors and Finances <b>PART FOUR: <u>Insuring Your Resources</u></b> Lecture on Chapter 10: Property and Motor Vehicle Insurance <b><u>Quiz 3 Managing Your Purchase Decisions</u></b></p>
<p><b>WEEK 8</b> 4/2 to 4/6</p>	<p>Lectures on Chapter 10: Property and Motor Vehicle Insurance; and Chapter 11: Health, Disability, and Long-Term Care Insurance</p>
<p>4/7 to 4/13</p>	<p style="text-align: center;"><b>Spring Break</b></p>
<p><b>WEEK 9</b> 4/16 to 4/22</p>	<p>Lectures on Chapter 11: Health, Disability, and Long-Term Care Insurance; and Chapter 12: Life Insurance</p>
<p><b>WEEK 10</b> 4/23 to 4/29</p>	<p><b>PART FIVE: <u>Investing Your Financial Resources</u></b> Lectures on Chapter 13: Investing Fundamentals <b><u>Quiz 4 Insuring Your Resources</u></b></p>
<p><b>WEEK 11</b> 4/30 to 5/6</p>	<p>Lectures on Chapter 13: Investing Fundamentals and Chapter 14: Investing in Stocks</p>
<p><b>WEEK 12</b> 5/7 to 5/13</p>	<p>Lectures on Chapter 14: Investing in Stocks; Chapter 15: Investing in Bonds</p>
<p><b>WEEK 13</b> 5/14 to 5/20</p>	<p>Lectures on Chapter 16: Investing in Mutual Funds Lectures</p>
	<p>Chapter 17: Investing in Real Estate and Other Investment Alternatives      <b><u>Quiz 5 Investing Your Financial Resources Finances</u></b></p>

<b>WEEK 14</b> <b>5/21 to 5/27</b>	<b>PART SIX: <u>Controlling Your Financial Future</u></b> Lectures on Chapter 18: Starting Early: Retirement Planning
<b>WEEK 15</b> <b>5/28 to 6/3</b>	Lectures on Chapter 19: Estate Planning <b>Term Paper: Personal Financial Plan is due</b>
<b>WEEK 16</b> <b>6/4 to 6/7</b>	<b><u>Quiz 6 Controlling Your Financial Future</u></b>

<b>Spring 2012 Calendar</b>	<b>Days and Dates</b>
Spring Semester Classes Begin	Saturday, February 11, 2012
Weekday Classes Begin	Monday, February 13, 2012
Washington's Day Holiday (Campus Closed)	Monday, February 20, 2012
Last Day to Challenge Residency Status for Current Semester	Friday, February 24, 2012
<b>Last Day to Add (Full Semester Classes)</b>	<b>Friday, February 24, 2012</b>
<b>Last Day to Drop and be Eligible for Enrollment Fees</b>	<b>Friday, February 24, 2012</b>
<b>Last Day to Apply for Graduation and Certificates (1:00 pm)</b>	<b>Thursday, March 1, 2012</b>
<b>Last Day to Drop Without Notation on Permanent Record</b>	<b>Friday, March 9, 2012</b>
Spring Recess (Faculty and Students)	Saturday-Friday, April 7-13, 2012
<b>Mid-Term Classes Begin</b>	<b>Saturday, April 14, 2012</b>
<b>Last Day to Drop with a "W"</b>	<b>Friday, May 11, 2012</b>
Memorial Day Holiday – Campus Closed	Monday, May 28, 2012
Commencement	Thursday, June 7, 2012
Spring Semester Ends	Friday, June 8, 2012