Course Syllabus
Investments
FIR 3710-001 – CRN: 80487
Fall 2020
Number of Credit Hours: 3

Instructor: Napoleon Hill Overton, CFA
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URL: Napoleon Overton’s web site
Office Hours: By appointment.

Course Overview:

Principles of investments in stocks and, to a lesser extent, bonds. Includes fundamental, economic, and technical analyses; measurable and unmeasurable aspects of risk; portfolio management; psychological aspects of the market. Development and monitoring of investment portfolio by exploring possible investment alternatives; terminology and analysis techniques necessary to fulfill future financial goals. Students manage a real equity portfolio of roughly $500,000.

Pre-Requisites/Co-Requisites:

FIR 3410 – Financial Management

Fall 2020 Disclosures regarding the Covid-19 pandemic:
This class was originally scheduled to meet in person from 12:40-2:05 on Mondays and Wednesdays. However, it will be taught remotely in the fall semester of 2020. We WILL meet via “Zoom” on the first day of classes, August 17, 2020. I will email a Zoom meeting invitation to you, and post it on the course home page. In addition, it is my intention to hold virtual class meeting via Zoon most, if not all Mondays during the semester to cover topics related to the TVA portfolio. This time will also be used to help students with any material that is giving them trouble. All the resources you need to complete the course successfully can be found on the course home page in D2L ( Desire to Learn, a.k.a. e-learn and e-courseware).

Please visit this web page on the FCBE website for information regarding the Covid pandemic.
(https://www.memphis.edu/fcbe/faculty/covid_19_notice.php)
Required Texts (and Related Materials):
Bodie, Kane & Marcus, *Essentials of Investments* (Published by McGraw Hill). It is not necessary to acquire the most current edition (the 11th edition) of this textbook. Used editions 8-10 will serve you well. Used textbooks are available for purchase at a reasonable cost on Amazon and other web sites, as well as at bookstores.

Recommended Texts (and Related Materials):  It is recommended (but not required) that students have access to at least one periodical that includes business news (*Wall Street Journal, Barrons, etc.*) If you are seeking a business degree, you should be reading business news.

Students interested in value investing may consider adding to their library the book:

Bruce Greenwald & Judd Kahn, *Value Investing, from Graham to Buffett and beyond.* (Published by John Wiley & Sons.)

Financial Calculator: You will need a financial calculator to successfully complete this course, unless you are comfortable using financial functions in excel to make time value of money calculations. If you do not yet own a financial calculator, I recommend the TI BA II Plus calculator, as this is the calculator that I use in my recorded lectures. This is an inexpensive calculator that can be found in the bookstore and many general merchandise and office supply stores. You may use any financial calculator you choose, but it is your responsibility to learn and know how to use your calculator. I will not endeavor to explain the key strokes on any calculator other than the TI BA II Plus. The Hewlett-Packard 12B11 Plus is another inexpensive financial calculator which should work just fine for you.

Location of Course Materials:
Materials for the class are located on [the course home page in D2L](#). To log on, you need your University of Memphis UUID and password. If you have trouble logging on, first try the university [iam.memphis.edu website](#) to see if you can fix the problem. If not, go to [the online helpdesk website](#), call the help desk at 901-678-8888, or go to Computer Services on the first floor of the Administrative building. Once logged on, select this course. The home page has all of the information needed to complete this course successfully. Read the news items regularly throughout the semester, and go to Course Content in the upper left-hand corner of the page.

Course Objectives:
Upon successful completion of this course, students should have the ability to evaluate different techniques of equity securities analysis. They should understand the basic premises of value investing, and be able to compare and contrast value investing with investing in growth or momentum stocks. They should be familiar with portfolio management performance evaluation techniques, the concept of market efficiency, and behavioral finance. They should know the basic structure of standard forms filed with the Securities and Exchange Commission and be able to navigate these statements to find desired information. Finally, students should know the basic components of an equity research report and be able to evaluate a stock and present their findings in an organized, logical presentation.
Fogelman College Learning Outcomes for Your Degree:
This course is designed to help you to meet the overall learning objectives for the BBA degree offered by the Fogelman College. The Fogelman College has established the following learning goals for all students successfully completing the BBA degree:

• Graduates will be effective communicators.
• Graduates will demonstrate critical thinking skills.
• Graduates will be knowledgeable about ethical factors in the business environment.
• Graduates will be knowledgeable about the global business environment.
• Graduates will be proficient users of business presentation and analysis technology.

You are encouraged to take the time to become familiar with the overall learning objectives for the BBA program.

Course Methodology:
This is an internet-based, distance learning course. There are many benefits to online education, but it is still in many respects self-directed learning, requiring a high level of responsibility, dedication, and self-discipline on your part. This is not a correspondence course that you complete at your own pace; there are assignments to be completed and deadlines to meet in every module. You are responsible for your own work, your own progress, and your own scores. What you get from this class will be directly proportional to what you put in. One of the benefits of online education is its flexibility, but it is also very easy to fall behind. I implore you to be diligent to complete assignments early during the window of time that they are available. Waiting until the last day or two before a deadline to complete an assignment is unwise.

Online computer assisted learning is asynchronous (i.e., takes place outside the classroom). If this is your first on-line course, it is different from any course you've ever taken. Your first task is to completely alter your mindset as to your role as a student and mine as your instructor.

Your role as a student in this course is to be an active learner. This should be contrasted with passive learning in which you sit in a classroom listening to a lecture. This is different from other, more traditional modes of non-passive learning such as group participation or discussion seminars. Active learning in this context entails aggressively seeking and assimilating packets of knowledge.

My role as instructor is to guide, focus, and critique your learning experience. I do this through narrated lecture presentations, and by assigning readings, homework problems, discussions, and tests that evaluate your reading comprehension and direct your attention to specific issues identified in the textbook. As an active learner, you seek out the information you need to appropriately address the issues.

In your class assignments, you will be continually encouraged to question the material presented, (1) focusing on why, and not just how, (2) learning different analysis techniques to use in finance problems, and (3) drawing conclusions that test your understanding of the issues discussed in the course material. One of the goals is to foster a critical thinking mindset to help equip you to cope with the rapidly evolving financial environment.
**Course Design:**

The “Getting Started” section of the course homepage includes this course syllabus and some thorough resources for learning how to use several of the more popular financial calculators. In addition, there are also some textbook resources on the course home page. Under the copyright agreement, students are prohibited from downloading, copying or redistributing course materials.

Each of the seven modules is open for 12 days, and each assignment within each module closes on the module’s due date. There is a two-day overlap of the opening of each module with the closing of the previous module. Please see the schedule of course activities toward the end of this syllabus for a schedule of due dates.

I am very interested in your feedback on the course. You are encouraged to submit your feedback on the course under the “online office” within “discussions” in D2L (eLearn). You are free to make your voice heard in this area. I will check this discussion board regularly and will respond to any questions you may have.

The course is organized into seven modules, several of which cover one or two chapters in your text. Each module includes:

- An overview with specific instructions to complete the module
- Learning Objectives (a good resource to use in studying for module Tests)
- Reading Assignment(s) (Most Modules)
- A series of narrated PowerPoint presentations, similar to lectures
- A Copy of PowerPoint slides used in lecture presentations
- A list of graded assignments for the module which include:
  - A graded homework assignment
  - A graded Test
  - Two graded discussions

In addition to the graded discussions in D2L, each module includes a “homework discussion” topic. This is a place for students to help one another on homework assignments. I also monitor these discussion areas and will attempt to respond promptly to student questions.

All students are required to make at least one 10-minute presentation to the class on a stock of their choice, followed by a question and answer discussion period of up to 10 minutes.

A Comprehensive Final Exam Follows the last module (module 7) at the end of the course.

**Instructor’s Expectations:**

The instructor expects students to read the material in the text, view and study the recorded lecture presentations, and complete assignments prior to their due dates. The instructor expects students having difficulties with course materials to contact the instructor for additional help.

Similar to a traditional lecture classroom, module assignments must be completed according to the syllabus schedule. All assignments have due dates which are clearly shown in the course schedule that is part of this syllabus. The tests, homework assignments, discussions, and bonus problem sets all have stated start dates and due dates. Once an assignment closes, it will not be opened again and, if missed, will result in a zero for that assignment. In order to compensate for extreme emergencies causing you to miss a due date, your lowest module score from each of the assignment categories 1) homework, 2) test and 3) discussion will be dropped. This policy substitutes for the make-up policy in a traditional course.

The main reason students fail in an online course is because they do not have the self-discipline
and/or self-motivation required to complete an online course successfully. Some students believe that online courses will be easier than a traditional class. I believe the opposite is true, because the responsibility of self-motivation for doing the work falls completely on the student in an online class. In this online class, there are deadlines just like there are in traditional classes that must be met. It is your responsibility to meet them. Some students ignore the recorded lectures, opting to “Google” or look in “YouTube” for various subject matters instead. You are certainly free to do this. However, I have covered every item in the recorded lectures that I cover in a traditional class, and everything that you need to know to successfully complete the course is covered in my recorded lectures.

In this course, you should set aside approximately 4 hours per week for “class time”, just as you would for a traditional on-campus class. Then you need to set aside an additional 8-12 hours a week for the assignments and reading time - again, just as you would if you were taking a traditional lecture class. **Most importantly, pay attention to the timeline set forth in this syllabus! Assignments will not be reopened after due dates have passed.** Therefore, it is wise and responsible to complete module assignments early during the “window” of time that each module is open. It is unwise and irresponsible to wait until the due date approaches to complete an assignment. Each module is open a total of 12 consecutive calendar days. Reasonably responsible students can find time within a 12-day window to complete the assignments. A computer problem of any kind prior to the deadline of an assignment is not a sufficient excuse for failing to complete assignments on time. It is your responsibility to ensure that you have reliable internet access and a working computer in order to take an online course. (See “technical issues – warning!” and “Hardware/Software Requirements – Technical Support” near the end of this syllabus.)

**Student's Expectations:** Students may expect timely responses to their questions from the instructor. Specifically, it is the instructor’s intention to respond to email inquiries and the discussion boards 2-3 times per week. You may also feel free to call me at any time between 9 am. and 9 pm. at 901-409-4527, or ask a question in either the “online office” discussion board, or the “homework” discussion board contained within each module.

**Grading and Evaluation Criteria:** On eCourseware, you will find your scores under the following specific headings:

<table>
<thead>
<tr>
<th>Assessed Activity</th>
<th>Points</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Tests (7 assignments, 1 dropped)</td>
<td>600</td>
<td>40%</td>
</tr>
<tr>
<td>Module Homework (7 assignments, j1 dropped)</td>
<td>360</td>
<td>24%</td>
</tr>
<tr>
<td>Discussion Participation (7 assignments, 1 dropped)</td>
<td>240</td>
<td>16%</td>
</tr>
<tr>
<td>Stock Presentation &amp; Debates</td>
<td>150</td>
<td>10%</td>
</tr>
<tr>
<td>Comprehensive Final Exam</td>
<td>150</td>
<td>10%</td>
</tr>
<tr>
<td>Sub-Total Possible Points</td>
<td>1,500</td>
<td>100%</td>
</tr>
<tr>
<td>Extra-Credit Equity Research Report</td>
<td>75</td>
<td>5%</td>
</tr>
<tr>
<td>Total Possible Points</td>
<td>1,575</td>
<td>105%</td>
</tr>
</tbody>
</table>
Final Course Grades:
It is the instructor’s intention to use the following grading scale to determine your final grade. The instructor may adjust the cut-off points for grades downward, but will not adjust upward.

A = 90%+
B = 80% - 89.99%
C = 65% - 79.99%
D = 60% - 64.99%
F = 59.99% or below

The instructor does plan to use a +/- grading scale, and may curve scores at any time.

List Formal Assessed of Activities:

Tests:
Timed tests in this online class are included for each of the 7 modules outlined in D2L. These tests are 30 questions each and timed for 60 minutes. Therefore, you should not expect to have time to look up a lot of questions in the text, or “Google” search very much. You may use your notes and textbook. However, if you try to look up every answer you will find that you do not have time to finish! Therefore, take good notes as you study and approach the tests and final exam as if you were taking a traditional on-campus course. Be prepared before you start! The tests have specified available and due dates and will not be available after the due date! Do not collaborate with any other person on tests. Teamwork is not permitted on tests. Do your own work! . The tests cannot be stopped once you start. Tests account for 40% of your course grade, so each test is worth approximately 7% of your course score (out of 100%). Be sure to pay attention to the schedule, as the tests will open and close at the same times that the modules open and close. The lowest of seven test scores will be dropped.

Homework Assignments:
There are homework assignments for each of the seven modules as outlined in D2L. These homework assignments vary in length depending on the material covered, and are to be completed in D2L. The homework assignments are set up to allow two attempts to complete each assignment. The higher of the two scores will be retained. Homework assignments account for 24% of your course grade, so each assignment is worth approximately 4% of your course score (out of 100%). Be sure to pay attention to the schedule, as the homework assignments will open and close at the same times that the modules open and close. However, you may return to any previous homework assignment for studying purposes after its due date has passed. The lowest of the seven homework scores will be dropped.

Discussions:
I want to get to know as many of the students enrolled in the course as possible. It also maximizes your online experience if you learn about each other. In the “Getting Started” section in D2L and in the discussion area there is a forum that asks you to introduce yourself. Explain what your major is, your future plans, etc. in the forum. This is a graded assignment and you must complete it by the time the first module closes to earn credit for your participation.

An important aspect of the learning experience is classroom interaction and discussion. In an online class, this is accomplished through the discussion board. There are two graded
discussion topics within each of the seven modules which collectively account for 16% of your course score. Therefore, each module discussion accounts for approximately 3 points toward your overall course score (out of 100 points). Hence, you cannot afford to ignore the discussions. You should read the discussion board regularly. In addition, “homework discussion” topics are set up within the discussion forums for each module in which you can share with each other about solving problems and answering questions related to the material. You will also find my online office under discussions where you may ask me questions.

How are discussions graded? The following should help:

1. Each module discussion is worth 40 points toward your course score and includes two discussion topics. Your main post to each topic should be your response to the issue raised in the topic, not a reply to another student’s post. Click “Start a new thread” to make your main, original post to each topic. Your main post for each topic is worth a maximum of 15 points per question. You will receive the full 15 points per question if you provide an original response to the issue raised and some explanation for you having that opinion. In general, a 1 or 2 line post will almost always get you less than 15 points. State your opinion about the issue raised in the topic, and explain the basis for your opinion. This should take at least 3 lines of text. Make your main post to the two discussion subjects within each module and earn 30 points toward your score for the module discussion.

You need to post prior to the last day the module is open if you want to earn full credit. If your main post is on the last day for the unit, then there is a 5 point deduction per question. So, even if you would have received the full 15 points for that question, your score would end up being less. The reason for this policy is that posts made at the last minute tend to be less thoughtful, and I want to encourage everyone to be involved in the discussions throughout the period each module is open. Posts made after the module closes are not graded.

2. The other 10 possible points for each module discussion are based on your responses to other students’ posts. Five (5) points are awarded for each response, so you need to respond to at least two other students’ posts in each module discussion. To respond to other posts, read the post, and then click on “reply to thread”. You are encouraged to get involved in the discussions; just saying, "I agree" or "Good point" isn't enough and will not earn you points. Please tell me why you agree or disagree with the post. That way, I know you read what that student had to say! It makes no difference if you respond to two posts within the same topic or to one post in each of the two discussion topics per module.

Remember, the discussions can really be EASY points! However, skipping them or delaying getting involved in the discussion till the last day is also a horrible way of hurting your overall grade!

Stock Presentations & Debates:

Debates: Students will be paired in twos to discuss an assigned stock currently held in the portfolio. There is a bull story (positive view) and a bear story (negative view) on every stock; otherwise, they wouldn’t trade amongst investors. Think about it: Every time a stock trades, there is someone that thinks it is a good time and good price at which to buy the stock, and there is someone on the other side of the trade that thinks it is a good time and price to sell. Exploring both sides of that equation is a useful analytical exercise. I will assign individual stocks to each pair of students. The job of the student team is for one person to champion the bull story, and the other to “debate” that position by pointing out the bear story (reasons to sell). This will be followed by a short Q&A discussion within the class. We will complete these “debates” early in the semester. Each student may choose to use a few PowerPoint slides to support/illustrate his or her main points, though PowerPoint presentations are not required for the debates.
Presentations: Each student is required to make at least one presentation on a stock during the semester. Presentations should be accompanied by at least a few PowerPoint Slides with at least one slide devoted to each of the following subject areas:

1. Company / Business Overview
2. Industry Overview and Competitive Positioning
3. Management and Corporate Governance
4. Financial Analysis
5. Valuation
6. Key Risks
7. Investment Summary and Recommendation

Presentations are limited to 10 minutes, followed by a discussion of up to 10 minutes to include questions and answers about the presentation and recommendation. Students may select a stock for their presentation either from within the TVA portfolio, or from outside the portfolio. Stocks selected should be suitable for inclusion in the portfolio based on TVA Investment Challenge guidelines.

Your stock presentation and debate accounts for 10% of your course score which represents a full letter grade on the scoring scale for the course. Students failing to make a presentation will receive a zero for this assignment.

Final Exam:
A Comprehensive Final Exam must be completed on final exam day, accounting for 10% of your course score. This is a timed exam and cannot be stopped once you have started. Set aside a two-hour block of time when you can focus without interruption. The time limit on the final exam is more constraining than on the module tests, so you should not count on being able to look up too many things in the book. Be prepared when you start! You may complete the final exam any time on Final exam day, Friday, August 7.

Course Policies:
As with any course, there are policies that need to be followed. With an online class, since we never meet face to face, these policies tend to be even more important.

Communication Expectations: Since this class meets over the Internet, it is critical that constant communication is maintained. For my part, I will endeavor to check my e-mail and the Threaded Discussions several times a week. Please ask questions about solving problems either in the online office discussion or in the homework discussion. This way, all students are able to see my response to your questions and benefit from the explanation. For communications that do not pertain to the course material, E-mail communication works best since I am not always in my office (I also enjoy the flexibility of online teaching!). To better serve you, PLEASE include in the subject line of your e-mail "FIR 3710-M50". Also, please make sure to include your name in your message - it is often hard knowing who you are when all I have is an e-mail address. If at all possible, I will respond to your questions / problems within 48 hours. I will NOT be using the elearn email system for communications in this online course. Please use my "regular" U of M email address to contact me (nhverton@memphis.edu).
Threads Policies

I will not place limits on the use of conference threads other than to clearly state that I will not tolerate rudeness or inconsiderate comments being posted. Please treat each other’s views with the same respect that you would want your views handled. Remember, it is VERY easy to be guilty of "flaming" in a thread situation. If handled properly, you may find that the "threads" are the most enjoyable aspect of the class.

Grammar / Spelling

There is a tendency to become lax when posting responses to threaded discussions and when sending e-mail. This is not an English class; however, I still expect proper grammar and spelling. I do not intend to grade participation based on the quality of your writing; however, it is disconcerting when it is HARD to understand what someone is expressing because their writing is unclear. One option is to compose your threaded comments or e-mail messages in a word processing program where you can check spelling and revise your writing. Once you are finished, you can cut and paste the work into the threaded discussion or into e-mail.

E-mail policy:
To contact me, please use my regular U of M email address (nhverton@memphis.edu). Do NOT use the e-learn email system within the course shell in D2L.

E-mail can be a valuable tool; however, it can be easily abused. Each of you has the option to e-mail the entire class; however, PLEASE keep these messages related to course content. Also, I suggest that you do not give the entire class your phone number or address, though sharing selectively is fine. These policies are designed so each of you are not inundated with junk mail and you are able to maintain some degree of privacy. Further, often posting your question / comment in the threads is better than sending an e-mail message to the entire class.

Finally, please realize that the University of Memphis or this instructor cannot and will not be held responsible for the content of any personal messages which are sent from one student directly to another student using the online e-mail delivery system. It is expected that all students will adhere to accepted codes of ethical, personal, and civil conduct when conversing online using e-mail or engaging in any real time online chat sessions. Failure to abide by such codes of conduct and etiquette will result in expulsion from the course with a failing grade.

Attendance:
Attendance in an online class is measured by the completion of assignments on time, and participation in discussions. You must complete the assignments before their due date to earn credit.

Academic Integrity:
In short: Don’t cheat! Expectations for academic integrity and student conduct are described in detail on the website of the Office of Student Judicial and Ethical Affairs. Please take a look, in particular, at the sections about "Academic Dishonesty" and "Student Code of Conduct and Responsibilities." I expect students to be aware of these guidelines and to conduct themselves accordingly. In this online
class, it is assumed that you will have the book and notes while taking your exams. **However, you are expected to work alone. If this is found to be false, all parties involved will receive a zero.** I will not tolerate academic misconduct in this course, and will simply follow university policies in these situations. *Note that using a “Solutions Manual” is considered cheating. Should your professor have evidence that using a “Solutions Manual” has occurred, he may take steps as described on the campus’ [Office of Student Conduct website](#).*

**Participation:**
In this online class, participation is primarily measured by your involvement in the graded discussions. Completion of assignments on time is also indicative of your participation in the course. There is no specific separate score for participation in this online class, other than its reflection in your discussion and assignment scores. However, each student is required to make at least one 10-minute presentation on a stock during the semester, followed by a 10-minute question and answer discussion. We will need several class periods to complete these presentations. All students are expected to be present for these virtual classroom meetings. Students who attend less than 75% of these scheduled virtual classrooms will be penalized on their course score.

**Late Submission of Assignments:**
Assignments submitted after their due dates will not be graded. Each module allows for a 17-day window in which the assignment may be completed, except for the first “overview” module, which is allocated only 9 days. 17 days is plenty of time for any reasonably organized student to complete the module assignments. I encourage you to complete your assignments EARLY within the 17-day window.

**Reporting Illness or Absence:**
Students are encouraged to inform the instructor of prolonged serious illness that interferes with completing the assignments for the course. However, an illness that affects a student only for the last several days of a 17-day window allowed to complete module assignments is not a satisfactory justification for not completing assignments on time. Waiting until late in the window of time to complete assignments for each module is a risk that students may choose to take, but they must also accept the consequences of taking that risk, including receiving a zero for an assignment not completed or submitted after the due date.

**Inclement Weather:**
No adjustments to the schedule will be made due to inclement weather in this online class section.

**Students with Disabilities:**
Under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, qualified students with disabilities are entitled to equal access and opportunity to participate in all University programs, services and activities. A qualified student with a disability is one who has a physical or mental impairment that substantially limits one or more of the major life activities and who, with or without reasonable accommodation, meets the essential eligibility requirements for the programs, services and activities offered by the University. Please contact me if you have a disability for which I need to make special arrangements.
**TECHNICAL ISSUES – WARNING!**

Internet Service Providers (ISPs) have problems from time to time, hard drives fail, and computers sometimes “freeze” up or crash. We all know these things – technology isn’t perfect. **It is therefore ill-advised to wait until the last day or two before a due date/time to try to complete graded assignments.** All ISPs and computers are not created equal, and student problems can result from an inferior ISP or computer. **These problems are not an excuse for failing to complete assignments on time, not being involved in threaded discussions, or having no email access.** Since computer crashes and related disasters are bound to happen, I encourage you to make hard copies of your assignments and communications. If you have problems with your ISP, contact them immediately. If you have persistent problems, you may have to access this course from another computer or through another ISP. Keep in mind that your ISP is your link to this class from your home.

**Instructional Assistance**

Examples of most of the kinds of problems for which you will be held responsible on tests are worked in the narrated PowerPoint presentations. You have plenty of opportunity to practice solving problems prior to taking the test for each module by i) re-working the problems solved in the narrated PowerPoint presentations on your own, and ii) completing homework assignments.

Tutoring is offered free on the second floor of the Fogelman Business building in the ESP Business Learning Center, room 256. Hours are posted on the door.

- Go to the discussion board for the module in which the challenging material appears. Student study groups are one of the best things going in college education. Many times students are more effective than instructors in explaining how to solve problems. I may jump in to attempt to clarify the answer to certain questions, and will make an effort to respond to questions posted in my “on-line office” within 48 hours if at all possible.

- If you still are having difficulty after reading the material in the text, watching the narrated PowerPoint presentations, and asking for help in the homework discussions, please email me or make an appointment to meet with me or speak to me on the phone. The best place to reach me by phone is my cell #: 901-409-4527. Should you get stuck on a homework problem, ask a question in the online office (in the Discussions section of D2L). This way, all students will be able to see the response. I am here to help you to succeed! I will not respond to questions about solving problems in an email.
The last day to drop a course during the Summer 2020 semester and receive a “w” is October 2\textsuperscript{nd}.
Hardware / Software Requirements, Technical Support:
You must have access to a computer to complete an online course. Computers are available for your use 24 hours per day, seven days per week in the Technology Hub on the second floor of the University Center.

The University of Memphis utilizes “Desire to Learn” (D2L) software for its online courses. D2L is also sometimes referred to as eCourseware or eLearn.

- To run a browser check for using D2L, go to the University’s “system check” website.
- If you are unfamiliar with eCourseware, student guides are located at the Student Learning Guide on the Advanced Learning Center’s website.
- General questions can be answered by going to The University’s “Ask Tom” website.
- To run a browser check you your computers for using MindTap, go to http://ng.cengage.com/static/browsercheck/index.html.
- For technical issues with MindTap, go to MindTap "customer support" (within MindTap), create a "case", and then call the support telephone number immediately. Do not wait for them to call you back. You must create a case before calling, as the first question they will ask when you call is “what is your case number?”. Please be aware that I will likely be unable to help you with technical issues with MindTap. If you have technical problems, you need to follow these procedures to contact MindTap customer support.
- Students needing technical support for issues other than MindTap should contact the online helpdesk at the helpdesk website, or call the help desk at 901-678-8888.

Additional information about minimum hardware and software requirements and general software/plugin recommendations can be found at the U of M website detailing technical requirements.

ADDITIONAL INFORMATION UNRELATED TO THIS SPECIFIC COURSE
FCBE Academic Internship Credit: In FCBE, all majors offer an academic internship course option as a substitution for a required elective in a student’s major. To apply for academic credit, students must obtain an internship highly related to their major, register prior to the start of their internship and have their internship approved by departmental internship faculty. To review the requirements for applying for academic credit, visit this internship site. Students should allow approximately two weeks for the review and processing of an academic internship application through the Fogelman Internship Network.