Course Syllabus: Financial Analysis & Certifications  
FIR 4730-M50 (CRN: 88546) / FIR 6730-410 (CRN: 92843)  
Fall 2020 - 3 Credit Hours

Instructor: Napoleon Hill Overton, CFA  
Cell Phone: 901-409-4527  
E-mail: nhvertong@memphis.edu  
Office: FCB 232  
URL: Napoleon Overton’s web site  
Office Hours: By Appointment  
You may also reach me at 901-409-4527 any day between 9 am. and 9 pm

Course Overview:  
Preparation for careers in financial markets; development of investment analysis skills for investment research and financial planning, such as savings and retirement; Financial Certifications.

Pre-Requisites/Co-Requisites:  
None

Fall 2020 Disclosures regarding the Covid-19 pandemic:  
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):

- **Text:** You must purchase Wiley’s CFA Level 1 Program Exam Review material at a discounted price of $100 plus tax and shipping to successfully complete this course. With this purchase, you will have access to the Wiley materials in “Canvas”, a learning management system similar to D2L (also referred to as e-learn or e-courseware). All of your tests and homework assignments must be completed in this software system. Discussion topics are to be completed within D2L. Instructions to purchase access to the materials are on the course homepage under “Getting Started” within “Contents”, and will be sent by email.

- **Financial Calculator:** Students will need a financial calculator to successfully complete this course, unless they are comfortable using Excel to make financial calculations. Students may use any financial calculator they choose to use. The TI BAII Plus and the HP 10BII Plus are two relatively inexpensive and functional financial calculators. FYI, the only calculators allowed on the CFA® exam are 1) the TI BAII Plus and 2) the HP 12-C. In this online course you may, of course, use excel to solve mathematical problems if you are comfortable doing so.
• Wiley Material Access Instructions:
  Students will be able to access the course by following the instructions below. The code will
discount the price of the course to $100.
  1) Go to  http://efficientlearning.com/ucfa
  2) Select ‘Add to cart’
  3) Enter the discount code: MEMPHIS3724
  4) Completing the check out and account creation
  5) Review Welcome Email
  6) Once set up, you will continue to access the course by logging
  into: https://www.efficientlearning.com/login/

CFA® is a registered trademark of the Chartered Financial Analyst Institute.

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.

Location of Course Materials:
The internet class home page is located within D2L (also referred to as “elearn” or “ecourseware”). To
log on, you need your University of Memphis UUID and password. If you have trouble logging on, first try
the university’s “I Am” page to see if you can fix the problem. If not, go to the online helpdesk, 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.

Course Objectives:
Upon successful completion of this course, students should have an improved ability to evaluate the
financial consequences of various investment / business decisions. They should be more able to
integrate the basic frameworks of their business education in Finance, Accounting, Economics,
Management, Marketing, and Quantitative analysis to evaluate the financial impact of business and
investment decisions. The course will loosely follow the curriculum of the CFA® Level I candidate
body of knowledge which includes: 1) Ethics and Professional Conduct, 2) Quantitative Methods, 3)
Economics, 4) Financial Reporting and Analysis, 5) Corporate Finance, 6) Portfolio Management, 7)
Equity Valuation and Analysis, 8) Fixed Income Valuation and Analysis, 9) Derivatives and 10)
Alternative Investments. We will not cover all of these materials in detail, as there is not enough time
in a semester to adequately cover all of the CFA Level I exam materials. Therefore, students must
rely upon their comprehensive knowledge of these subjects gained from their business education,
and should not view this course as a thorough CFA exam “prep course”.

Fogelman College Learning Outcomes for Your Degree:
This course is designed to help you to meet the overall learning objectives for the BBA, MBA, MSBA,
and PhD degrees 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.
The Fogelman College has established the following learning goals for all students successfully completing the MBA degree:

• Graduates will be leaders.
• Graduates will be technologically competent.
• Graduates will be knowledgeable about social and ethical issues affecting business.
• Graduates will be knowledgeable in functional areas and their integration.
• Graduates will be critical thinkers and problem solvers.

The Fogelman College has established the following learning goals for all students successfully completing the MSBA degree:

• Graduates will be competent in the use of technology.
• Graduates will be effective communicators.
• Graduates will be knowledgeable about threats and opportunities in a global society.
• Graduates will be problem solvers.

The Fogelman College has established the following learning goals for all students successfully completing the PhD degree:

• Goal 1: Graduates will demonstrate a detailed knowledge of their areas of specialization.
• Goal 2: Graduates will master the analytical/methodological skills needed to evaluate and conduct research in their areas of specialization.
• Goal 3: Graduates will demonstrate their ability to design and conduct original research in their chosen fields of specialization.
• Goal 4: Graduates will be able to teach college-level courses in their areas of specialization.
• Goal 5: Graduates will be able to communicate the results of their research in a clear and effective manner.

You should take the time to become familiar with the overall learning objectives as a student in your degree program: Learning objectives for the BBA program; Website for MBA Program Learning Objectives; Website for MSBA Program Learning Objectives; learning objectives for the PhD Degree 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 each 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, and all too often results in students suffering self-inflicted penalties to their scores due to missing due dates. It will serve you well finish assignments early within the window of time they are available to you to work on.
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 may 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, 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 intelligently 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, instructions to purchase your materials through Wiley Efficient Learning, and some thorough resources for learning how to use several of the more popular financial calculators. You must have access to the Wiley materials to successfully complete this course, as the e-book, all homework assignments and all tests are housed in “Canvas”, a learning management system (LMS) similar to D2L. Discussion assignments for each module are to be completed in D2L.

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 respond to any questions you may have.

The course is organized into seven modules, each of which covers selected topics in your text book. Within D2L, each module includes:

- An overview with specific instructions to complete the module
- A list of Learning Objectives
- Reading Assignment(s) and Recorded Lecture(s)
- A list of graded assignments for the module which include:
  - A graded homework assignment, consisting of several “lesson assessments” within the Wiley materials for each Module
  - A graded Test
  - Two graded discussion topics

A Comprehensive Final Exam Follows the last module (module 7).
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 class, 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 assessments, and discussions, all have stated start (or available) 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 required to complete an online course successfully. Some students believe that online courses are easier than a traditional class; I believe the opposite is true because the responsibility of self-motivation falls completely on the student in an online class. In this class, there are deadlines just like there are in traditional classes that must be met. It is your responsibility to meet them.

You should set aside approximately 3 hours per week for “class time”, just as you would for a traditional on-campus class. Then you need to set aside an additional three to six 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 17 consecutive calendar days, except for module 1 which is open for only eight days. Responsible students can find time within a 17-day window to complete the assignments. The reason that I say that waiting until the last day or two or three before a due date to complete assignments is irresponsible is that computer problems, personal or family health issues and work schedules can all conflict with students ability to complete an assignment within a short (1-3 day) time frame. That is why each module is open for a total of 17 days. So, if you wait until a due date is near to attempt to complete an assignment, you do so at your own risk.

Student’s Expectations: Students may expect timely responses to their questions from the instructor. Specifically, it is the instructor’s intention to respond to inquiries in the discussion boards 2-3 times per week, and to respond to email communication within two business days. I expect to provide feedback on assessments within 5 business days of their due dates. You may also feel free to call me at any time between 9 am. and 9 pm. CST at 901-409-4527.

Grading and Evaluation Criteria: Within D2L, you will find your scores within these categories:

<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>1,500</td>
<td>50%</td>
</tr>
<tr>
<td>Module Homework (7 assignments, 1 dropped)</td>
<td>605</td>
<td>20%</td>
</tr>
<tr>
<td>Discussion Participation (7 assignments, 1 dropped)</td>
<td>600</td>
<td>20%</td>
</tr>
<tr>
<td>Comprehensive Final Exam (1 assignment.)</td>
<td>300</td>
<td>10%</td>
</tr>
<tr>
<td>Sub-Total Possible Points</td>
<td>3,005</td>
<td>100%</td>
</tr>
</tbody>
</table>
Final Course Grades:
The following grading scale will be used to determine your final grade. The instructor reserves the right to 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.

Course Topics
Topics to be addressed in this course include:

- Module 1: CFA Code of Ethics and Standards of Professional Conduct
- Module 2: Quantitative Methods
- Module 3: Financial Reporting and Analysis (1)
- Module 4: Financial Reporting and Analysis (2)
- Module 5: Corporate Finance & Equity Investments
- Module 6: Fixed Income Investments
- Module 7: Portfolio Management

List of Formal Assessed Activities:

Homework Assignments:
Each reading in the text is broken down into several Lessons. After each lesson, there is an assessment. These assessments will serve as your homework assignments. These assessments are only 5 questions each, are not timed, and you may re-take them as many times as you like. There are several “assessments” within each module which collectively make up your homework assignment for each module. **Be sure to pay attention to the schedule of due dates**, as Homework assignments account for 20% of your course grade. The homework assignments will open and close at the same times that the modules open and close, and will not be available for you to work on for points after the due date! The lowest of the seven module homework scores will be dropped, leaving six homework assignments that will count for 20% of your course score (~3% each assignment). Homework assignments are to be completed in Canvas, where the Wiley materials are housed. The link to access these materials for this course, after you have purchased them, is: [https://www.efficientlearning.com/login/](https://www.efficientlearning.com/login/)

Tests:
Timed tests (called “quizzes” in canvas) in this class are included in each of the 7 modules. These tests are 50 questions each and timed for 100 minutes (2 minutes per question). This is somewhat less demanding of a time constraint than the actual CFA® exam which contains a total of 240 questions over 6 hours (1 ½ minutes per question). Tests account for 50% of the course grade, so each test is worth approximately 8% of your course score (out of 100%). **Be sure to pay attention to the schedule of due dates**, as the tests will open and close at the same
times that the modules open and close. The tests have stated start and end dates and will not be available after the end 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.

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, it is very important that you take good notes and approach the tests and final exam as if you were taking a traditional in-class test. Be prepared before you start! The lowest of seven test scores will be dropped, leaving six module tests that will count for 50% of your course grade (~8% each test). A comprehensive final exam, counting for 10% of your course score, is to be taken at the end of the semester. Tests are to be completed in Canvas, where the Wiley materials are housed. The link to these materials for this course is: [https://www.efficientlearning.com/login/](https://www.efficientlearning.com/login/)

**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, what 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 20% of your course score. Therefore, each module discussion accounts for ~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 - which is where you may ask me questions. Discussions are to be completed on the course home page within D2L.

**How are discussions graded?** The following should help:

1. Each module discussion is worth 100 points toward your course score and includes two discussion topics (50 points each). 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 35 points per topic. You will receive the full 35 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 35 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 70 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 10 point deduction per question. So, even if you would have received the full 35 points for that post, 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 30 possible points for each module discussion are based on your responses to other
students' posts. Fifteen (15) 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 does not matter whether you respond to two other students' posts within the same topic, or one for each of the two module topics.

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 penalizing your overall grade!

Final Exam:

A Comprehensive Final Exam must be completed during final exam week, accounting for 10% of your course score. This is a timed exam and cannot be stopped once you have started. So set aside a two-hour block of time when you can focus without interruption. The time limit on the final exam is somewhat 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!

Final Exam Schedule:
You may complete the final exam any time during the final exam week as scheduled according to the Registrar's academic calendar website. This is from Wednesday, November 18th through Tuesday, November 24, 2020.

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 7173-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 be using the university's email system for communications in this online course, and will not respond to emails regarding this class sent through the "e-learn" email system, which is far too cumbersome to use. My email address is 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. As a suggestion, you may want 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 the regular university email system. I will not check email sent through the e-learn email system.

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, posting your question / comment in the discussion threads is often 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 that 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 on by their due date to earn credit.

**Academic Integrity:**

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/she may take steps as described on the campus’ Office of Student Conduct website.”**
Participation:
In this online class, participation is 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 separate score for participation in this online class, other than its reflection in your discussion and assignment scores.

Late Submission of Assignments:
Assignments submitted after their due dates will not be graded. Students must submit assignments prior to their due date to earn credit. Each module (except for the first module) allows for a 17-day window in which the assignment may be completed. This 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. The policy of dropping the lowest of your a) homework, b) discussion, and c) test scores effectively allows all students one (but only one) period during the semester in which outside influences prevent the completion of the assignments.

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 submitted after the due date.

Inclement Weather:
Inclement weather does not typically affect an online class. No adjustments to the schedule will be made due to inclement weather.

Student Services:
Please access the FCBE Student Services page for information about:

- Students with Disabilities
- Tutoring and other Academic Assistance
- Advising Services for Fogelman Students
- Technical Assistance

Schedule of Activities
This schedule is tentative and can be changed at the discretion of the instructor.

<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
<th>Textbook Chapters</th>
<th>Graded Assignments</th>
<th>Available Date</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview</td>
<td></td>
<td></td>
<td>Discussion board</td>
<td>Aug 17</td>
<td>Aug 25</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Introduction</td>
<td></td>
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<tr>
<td>Module 1</td>
<td>CFA® Code of Ethics and Standards of Professional Conduct</td>
<td>Volume I, Study Session (SS) 1, Readings 1-5, pp. 3-128</td>
<td>Homework Discussion Test</td>
<td>Aug 17</td>
<td>Aug 25</td>
</tr>
<tr>
<td>Module 2</td>
<td>Quantitative</td>
<td>Volume 1, SS 2</td>
<td>Homework</td>
<td>Aug 23</td>
<td>Sep 8</td>
</tr>
<tr>
<td>Module</td>
<td>Topic</td>
<td>Textbook Chapters</td>
<td>Graded Assignments</td>
<td>Available Date</td>
<td>Due Date</td>
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<td></td>
<td>Methods</td>
<td>83, Readings 6-11, pp 131-266</td>
<td>Discussion Test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 3</td>
<td>Financial Reporting and Analysis (1)</td>
<td>Volume 3, SS 6-7, Readings 19-24, pp. 3-118</td>
<td>Homework Discussion Test</td>
<td>Sep 6</td>
<td>Sep 22</td>
</tr>
<tr>
<td>Module 4</td>
<td>Financial Reporting and Analysis (2)</td>
<td>Volume 3, SS 8-9, Readings 25-30, pp 121-270</td>
<td>Homework Discussion Test</td>
<td>Sep 20</td>
<td>Oct 6</td>
</tr>
<tr>
<td>Module 5</td>
<td>Corporate Finance &amp; Equity Investments</td>
<td>Volume 4, SS 10-13, Readings 31-41, pp 3-175</td>
<td>Homework Discussion Test</td>
<td>Oct 4</td>
<td>Oct 20</td>
</tr>
<tr>
<td>Module 7</td>
<td>Portfolio Management</td>
<td>Volume 5, SS 18-19, Readings 51-57, pp 95-213</td>
<td>Homework Discussion Test</td>
<td>Nov 1</td>
<td>Nov 17</td>
</tr>
<tr>
<td>Comprehensive Final Exam</td>
<td></td>
<td></td>
<td>Final Exam</td>
<td>Nov 18</td>
<td>Nov 24</td>
</tr>
</tbody>
</table>

**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.

**Instructional Assistance**
Examples of most all of the kinds of problems for which you will be held responsible on tests are worked in the recorded lectures. You have plenty of opportunity to practice solving problems prior to taking the quiz/test for each module by i) re-working the problems solved in the recorded lectures on your own, ii) working through the “assessment” questions and problems at the end of each Lesson (the homework assignments), and iii) re-working problems solved in the text on your own.

- 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.
- If you have questions about a specific problem, please ask it in the “online office” discussion topic. This way, all students will be able to see the response. I will not respond to questions
about solving problems in an email.

- If you still are having difficulty after reading the material in the text, and watching the recorded lectures, 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.

**Hardware / Software Requirements, Technical Support:**

You must have access to a computer and a reliable internet service provider (ISP) 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.

- Information about minimum hardware and software requirements and general software/plugin recommendations can be found at the [U of M website detailing technical requirements](#).
- To run a browser check on your computers for using D2L, go to [the University’s “system check” wizard](#).
- If you are unfamiliar with D2L, take just a few minutes to view this [short video about using D2L](#).
- Students needing technical support should contact the online helpdesk at [the helpdesk website](#), or call the help desk at 901-678-8888.

**TECHNICAL ISSUES – WARNING!**

We all know that Internet Service Providers (ISPs) have problems from time to time, hard drives fail, and computers sometimes “freeze” up or crash. **It is therefore ill-advised to wait until the last minute 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.** 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. These kinds of computer-related issues combined with the possibility of personal or family health issues and job-related requirements are the reasons that I strongly encourage students to complete module assignments early within the 17-day window during which they are open. Students may choose to take the risk that all things will work and life won’t bring on any surprises during the last few days before a module closes, but they must be willing to accept the consequences of making that choice, including receiving a zero for assignments not completed by their due date.