

**FIR 3410 M50 – ONLINE  
BUSINESS FINANCE  
Fall 2013**

**INSTRUCTOR**

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**WELCOME TO BUSINESS FINANCE**

The purpose of this course is to familiarize you with fundamentals of finance. Upon successful completion of this course, you should

- i) have an improved understanding of financial statement analysis, and financial markets and institutions;
- ii) be able to compute the present value and future value of a lump sum or stream of cash flows, and have an understanding of risk measurement and how risk impacts required rates of return on investments,
- iii) understand basic considerations involved in the valuation of stocks and bonds including the benefits of portfolio diversification, and
- iv) understand how to estimate a company's cost of capital and use it to evaluate corporate investments.

**KEYS TO SUCCESS IN THIS COURSE**

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 grade. 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.

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 the 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 quizzes that test 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.

Similar to a traditional lecture classroom, chapters must be completed according to the syllabus schedule. Homework assignments, bonus problem sets, quizzes, and tests are required to be completed in Aplia. All assignments have due dates which are clearly shown in the course schedule that is part of this syllabus. The quizzes, tests, homework assignments, 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.**

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. 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. I have covered every item in the recorded lectures that I cover in a traditional class, with the intention that this online class would cover the same material as a traditional 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.

You should set aside three 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 have 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 start on module assignments early during the 17-day period each module is open, rather than waiting until there are only a few days left to complete the assignment.

## **CRITICAL THINKING & COMMUNICATION**

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.

## **PREREQUISITES**

Accounting 2020, Economics 2120, and ISDS (Statistics) 2710 or Math 1530

## **COURSE TOPICS**

In sequence of their assignment and required completion:

- Module 1: Overview of Finance, Financial Markets, and Financial Institutions (Ch. 1 & 2)
- Module 2: The Structure and Analysis of Financial Statements (Ch. 3 & 4)
- Module 3: Time Value of Money Analysis (Ch. 5)
- Module 4: Interest Rates and Bond Valuation (Ch. 6 & 7)
- Module 5: The Relationship of Risk and Return (Ch. 8)
- Module 6: Overview of Stocks and their Valuation (Ch. 9)
- Module 7: The Cost of Capital and Capital Budgeting (Ch. 10 & 11)

## **REQUIRED COURSE MATERIALS**

- **Textbook**: Brigham & Houston, *Fundamentals of Financial Management*, concise 7<sup>th</sup> edition.
- **Aplia** is the publisher’s computer-based homework and quiz management system that will be used for homework assignments, bonus problem sets, quizzes, and tests. You must have access to Aplia to successfully complete this course.
  - **Option 1 – acquire a physical textbook**: An access code to Aplia is packaged with the custom textbook package carried in the University or Tiger bookstores. With Aplia, you also get 24/7 online access to an eBook – an online edition of the text – to aid you in successfully completing your work, wherever and whenever you choose. The University bookstore website recently showed a price of \$163.25 for the package.
  - **Option 2 – acquire Aplia access with e-book**: If you do not require a physical textbook, you may purchase access to Aplia online which includes 24/7 online access to an e-book. This is the least expensive option, at a discounted price of \$110.00. To purchase Aplia online directly from Cengage, go to <http://www.cengagebrain.com/>. A document providing Aplia registration instructions for this course is posted within the course website on e-courseware.

- ***If you purchase the textbook online, rent the textbook, or buy the textbook used***, you will need to go to the Cengage website to purchase access to Aplia.
- To purchase Aplia online or to access the course in Aplia once you have an access code, go to <http://www.cengagebrain.com/> to set up your account and register for the course. **Please use the same name in Aplia that is shown in your identification for your University of Memphis identification** (the name associated with your UofM email address). You will need to register for this online section of FIR 3410 using the Aplia course registration code **NU76-GTX2-A5KW**.
- **Financial Calculator:** You must have a financial calculator to get through this course, unless you are comfortable using excel functions to do time value of money calculations. The Hewlett Packard 10BII+ is the preferred calculator, and is available at U of M bookstores and popular office supply stores. You may use any brand of financial calculator for the course as long as it has functions for net present value (NPV) and Internal Rate of Return (IRR), but I use the HP10BII+ in the lecture presentations and will not endeavor to explain the required keystrokes for any other calculator. It is your responsibility to learn/know how to use your calculator.

## **HARDWARE / SOFTWARE REQUIREMENTS, TECHNICAL SUPPORT**

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 [System Check](#)
- If you are unfamiliar with eCourseware, student guides are located at: [https://umdrive.memphis.edu/g-alc/alc\\_website\\_public/ecourseware-student-user-guides.pdf](https://umdrive.memphis.edu/g-alc/alc_website_public/ecourseware-student-user-guides.pdf).
- If you need additional eCourseware assistance, you may email [alcsupport@memphis.edu](mailto:alcsupport@memphis.edu).
- General questions can be answered by going to Ask Tom: <http://asktom.custhelp.com/app/answers/list>.
- For issues with Aplia, go to the support website <http://poweron.cengage.com/magellan/TechSupport/login.aspx>
- Students needing technical support for issues other than Aplia should contact the online helpdesk at <https://umhelpdesk.memphis.edu/>, 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 <http://www.memphis.edu/ecampus/technical.php>.

## **TECHNICAL ISSUES**

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 minute before a due date/time to try to complete graded assignments. All ISPs and computers are not created equal, and class 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.

## **COURSE HOMEPAGE**

- The Internet class home page is located at: <http://elearn.memphis.edu>. To log on, you need your University of Memphis UUID and password. If you have trouble logging on, first try <http://iam.memphis.edu> to see if you can fix the problem. If not, go to the online helpdesk at <https://umhelpdesk.memphis.edu/>, 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 course home page has all of the information needed to complete this course successfully. Read the news items, and go to Course Content in the upper left-hand corner of the page.

## **COURSE DESIGN**

The Course overview includes this course syllabus, instructions to register for this class in Aplia, and some resources for learning how to use several of the more popular financial calculators. In addition, I have included a copy of correspondence with the publisher of the text confirming that inclusion of some of the text book resources on the course website is permitted. Under the copyright agreement, students are prohibited from downloading, copying or redistributing course materials.

I am very interested in your feedback on the course. You are encouraged to submit your feedback on the course under “course feedback” within discussions in eLearn. You are free to make your voice heard in this area. I also have set up an “online office” within discussions on eLearn. 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 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 quizzes)
- Reading Assignment(s)
- A series of narrated PowerPoint presentations, similar to lectures
- A list of graded assignments for the module which include:
  - A graded homework assignment
  - An optional bonus problem set (for extra-credit points in the module)
  - A graded Quiz
  - A link to graded discussions
- Supplementary Learning Materials including:
  - Study guides for each chapter
  - Solutions to integrated cases at the end of most text book chapters (extremely well done)
  - A Copy of PowerPoint slides used in lecture presentations

A Comprehensive Final Exam Follows the last module (module 7).

## **REQUIREMENTS TO COMPLETE EACH MODULE:**

1. **Read the overview / introduction** which provides specific instructions to complete each of the seven modules of the course. Review the learning objectives to familiarize yourself with what you should concentrate on when reading the text and listening to narrated PowerPoint presentations.
2. **Read** the chapters assigned in the text book. While reading, take notes of the important items covered. Rework examples in the chapter to make sure you understand the concepts covered. Make use of the excellent “self-test questions and problems” at the end of each chapter, which are solved in Appendix A of the text.
3. **Watch and listen to** the narrated slides and take notes. Important concepts are emphasized, and key calculations demonstrated. Rewind when necessary. *The narrations range from roughly 15-30 minutes.*
4. **Participate in Discussions** shown under “Graded Assignments” for each module. These are “easy” points to earn toward your overall course score if you participate. This is also an “easy” way to penalize your overall course score if you fail to participate. To earn full points, post your answer to at least two questions posed in each module, and respond to at least two other students’ postings. . A one or two line post will likely earn less than full points. There are no “right” answers to the questions posed. However, your responses to the questions may reveal whether you have studied the material. There are also non-graded homework discussion topics in each module for students to discuss homework problems and class materials among themselves. Discussion posts must be made during the time period the module is open. You are free to post to discussions within modules that have closed, but posts made after the module closes will not be graded.

5. **Open the Aplia website**, log in and select the current module you are working on.
  - **Homework Assignment:** Each module has a graded homework assignment. You have three chances to answer most problems. You can access a demonstration of how to solve the problem by using the “grade it now” function within Aplia, on the problems that support the “grade it now” function. Each time you use this function, you will have access to a solution to the problem posed, and then the same problem will appear with different numbers inserted into the question. With this function, you should be able to achieve high scores on your homework assignments in most cases if you are paying attention to the guided solutions.
  - **Bonus Problem Sets:** Each module has a bonus problem set which you are encouraged, but not required to work. This is good practice for the module quiz, and will be scored for extra-credit points for each module. It does not count against your grade in any way if you choose not to work on the bonus problem sets. These are purely extra credit points, so the bonus problem sets are all upside to your grade, with no downside.
  - **Quiz:** Each module has a timed quiz which is graded. The amount of time allowed for each quiz varies by the number of questions included in the particular quiz for each module, but the time allowed typically ranges from 1 to 2 hours. Once you start a quiz, you cannot stop and return to the quiz. So begin a quiz only when you have set aside an adequate amount of time to complete the quiz without interruption.
- Each module also includes some supplemental materials including a study guide for each chapter covered, a copy of the PowerPoint slides used in the lecture presentations, and an “integrated” case solution for each of the chapters that includes an integrated case at the end of the chapter in the text. These are excellent resources for students seeking additional help in understanding the material, or for students seeking a more thorough understanding of the material.

The class home page contains a Discussion Board that each student should become familiar with and use frequently. The discussion board is a means of contacting other students in the class and is an appropriate place to discuss homework problems and to ask non-personal questions, etc. I encourage you to help your classmates out if you know the answer to their question. Don't just give answers to the questions, but explain how to solve the problems.

### **INSTRUCTIONAL ASSISTANCE**

- Examples of most all of the kinds of problems for which you will be held responsible on quizzes and tests are worked in the narrated PowerPoint presentations. You have plenty of opportunity to practice solving problems prior to taking the quiz for each module by i) working through the self-test questions and problems at the end of each chapter, ii) completing homework assignments in Aplia, iii) working through the study guides and iv) integrated cases, and v) working the extra-credit bonus problem sets in Aplia.
- 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 24 hours if at all possible.
- If you still are having difficulty after reading the material in the text, watching the narrated PowerPoint presentations, working through the study guides and integrated cases, 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. 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!

## **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 check my eLearn e-mail daily (Monday through Friday), usually late afternoon, and will check the Threaded Discussions several times a week. 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 3410-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! This makes it easier to identify each of you. If at all possible, I will respond to your questions / problems within 24 hours or sooner.

### **E-mail Policies**

To contact me, please e-mail me from within the course shell. Your eLearn email is located in the upper right hand corner of the course site, and my eLearn email address is [nhverton@elearnmail.memphis.edu](mailto:nhverton@elearnmail.memphis.edu). This makes sure that ALL my online e-mail communication goes to one location. This way it makes it easier for me to have access to JUST my online class correspondence. Please do not use my University of Memphis e-mail address - it is too easy for me to lose track of your correspondence!

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. If you want to share this selectively, that 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.

### **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 to be used. I do not intend to grade participation based on the quality of your writing style; 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, edit, and revise your writing. Once you are finished, you can cut and paste the work into the threaded discussion or into e-mail.

## GRADING

On eCourseware, you will find your scores under the following specific headings:

	<u>Points Possible</u>	<u>Weight</u>
<b>Quizzes (Aplia assignments)</b>	295	40%
<b>Homework (Aplia assignments)</b>	394	30%
<b>Discussion Participation (D2L)</b>	70	20%
<b>Comprehensive Final Exam (Aplia)</b>	<u>100</u>	<u>10%</u>
<b>Total Possible Points</b>	859	100%
<b>Bonus Problem Sets</b>	417	<u>5%</u>
		105%

Note: Please disregard the weighted average scores in the Aplia gradebook, as these scores exclude the graded discussion assignments. Your scores will be posted to eCourseware shortly following the date(s) that each module closes.

It is the instructor's intention to use the following grading scale 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.

### **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 will be completed in Aplia. Homework assignments are set up to give you up to three chances to answer each question. You can use the "grade it now" option in Aplia to see a solution to the problem you are working on, after which you'll have another chance (up to three chances) to solve the same problem with a different set of numbers in it. Students seem to find this feedback very useful in ironing out details of how to solve different problems. Homework assignments account for 30% of the course grade, so each assignment is worth approximately 4.3% 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, and will not be available for you to work on after the end date! The lowest of the seven homework scores will be dropped.

### **Quizzes:**

Timed quizzes are included in each of the 7 modules outlined in D2L. These quizzes vary in length depending on the material covered, and will be completed in Aplia. Quizzes account for 40% of the course grade, so each quiz is worth approximately 5.7% of your course score (out of 100%). *Be sure to pay attention to the schedule*, as the quizzes will open and close at the same times that the modules open and close. The quizzes have stated start end dates and will not be available after the end date! You should be able to find the answers to all quiz questions in the text, but you may use any legitimate source in doing so. However, do not collaborate with any other person. Teamwork is not permitted on quizzes. Do your own work! You are encouraged to be prepared for the quizzes, as they are timed, and you may find that you do not have time to look up as many answers as you'd like to. The lowest of the seven quiz scores will be dropped.

## Discussions:

I want to get to know as many of my students as possible. It also maximizes your online experience if you learn about each other. In the course overview 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 graded discussions within each of the seven modules which collectively account for 20% of your course score. Therefore, each discussion topic (including the graded introduction) accounts for approximately 2.5 points toward your overall course score (out of 100 points). Therefore, you cannot afford to ignore the discussions. You should read the discussion board regularly. 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 (at the top right corner of the course homepage.)

How are discussions graded? The following should help:

1. Your main post should be your response to the issue raised in the topic, not a reply to another student's post. Your main post is worth a maximum of 4 points per question. You will receive the full 4 points per question if you give your answer and some explanation for you having that opinion. In general, a 1 or 2 line post will almost always get you less than 4 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 a main post to two discussion subjects within each module and earn 8 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 1 point deduction per question. So, even if you would have received the full 4 points for that question, your score would end up being a 3. 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. You are free to make further posts to discussions that have already closed, but posts made after the module closes are not graded.

2. The other two possible points for each unit are based on your responses to other students' posts. One point is awarded for each response. However, you should get involved in the discussion; 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!

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 great way of hurting your overall grade!

## Exams:

The module quizzes take the place of most exams in this course, but there will be a comprehensive final exam. This is a timed exam and cannot be stopped once you start it. You may use your notes and book; 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 final exam as you would if you were taking a traditional on-campus course. Be prepared before you start!

## 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 (<http://saweb.memphis.edu/judicialaffairs> ). 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 exam. **However, you are expected to work alone. If this is found to be false, all parties involved will receive a zero.**

### 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.

## **COURSE SCHEDULE**

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

<b>Module</b>	<b>Topic</b>	<b>Textbook Chapters</b>	<b>Graded Assignments</b>	<b>Begin Date</b>	<b>End Date</b>
<b>Overview</b>			Discussion board Introduction	Aug. 24 1:00 am	Sep. 9 11:45 pm
<b>Module 1</b>	Overview Material	Ch. 1 – Overview of Financial Mgt. Ch. 2 – Financial Markets & Institutions	Homework Discussion Quiz Bonus Problem Set (Optional)	Aug 24 1:00 am	Sep. 9 11:45 pm
<b>Module 2</b>	Financial Statement Analysis	Ch. 3 – Fin. Stmt. Cash Flow & Taxes Ch. 4- Analysis of Fin. Stmt.	Homework Discussion Quiz Bonus Problem Set (Optional)	Sep. 7 1:00 am	Sep. 23 11:45 pm
<b>Module 3</b>	Time Value of Money Analysis	Ch. 5 – Time Value of Money	Homework Discussion Quiz Bonus Problem Set (Optional)	Sep. 21 1:00 am	Oct. 7 11:45 pm
<b>Module 4</b>	Interest Rates and Bond Valuation	Ch. 6 – Interest Rates Ch. 7 – Bonds & their Valuation	Homework Discussion Quiz Bonus Problem Set (Optional)	Oct 5 1:00 am	Oct. 21 11:45 pm
<b>Module 5</b>	Risk & Return	Ch. 8 – Risk and Rates of Return	Homework Discussion Quiz Bonus Problem Set (Optional)	Oct 19 1:00 am	Nov. 4 11:45 pm
<b>Module 6</b>	Stock Valuation	Ch. 9 – Stocks and their Valuation	Homework Discussion Quiz Bonus Problem Set (Optional)	Nov. 2 1:00 am	Nov. 18 11:45 pm
<b>Module 7</b>	The Cost of Capital and Capital Budgeting	Ch. 10 – The Cost of Capital Ch. 11 – The Basics of Capital Budgeting	Homework Discussion Quiz Bonus Problem Set (Optional)	Nov. 16 1:00 am	Dec. 2 11:45 pm
<b>Comprehensive Final Exam</b>		CH 1-11	Final Exam	Dec 9 1:00 am	Dec. 12 11:45 pm