

## Business 12: Money Matters

**Lecture ALL ATTEND: Wednesday 3:00-4:15 in BBC 202** (course code 46751)

All sections are **Monday 3:00-4:15**. Be sure to attend the section in which you are enrolled. Most days include collaborative learning with your group. You will stay in the same group the whole semester.

Sections:	Sec 1: BBC 104	Sec 2: BBC 324	Section 3: BBC 021
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Office Hours	Mon/Wed 4:15 - 5:00 PM or by appointment	Tues 4:00 - 5:15 PM or by appointment	Wed 4:30 - 5:45 PM or by appointment
Office:	ADM 164	BT 564	BT 564

BUS12 provides a basic introduction to personal finance for young adults. It also fulfills the Lower Division General Education (GE) Human Understanding & Development (Area E) requirement.

### Learning Objectives: Money Management and Personal Finance

Personal finance centers on two fundamental challenges: managing money and building financial wealth. By the end of this course you will be able to:

#### 1. **Budget your money**

You will participate in a team activity in which you will practice developing and working with a budget, and responding appropriately to various unexpected life events that may occur. You will also practice staying within your income and adjusting your spending in order to save more.

#### 2. **Manage your credit & credit cards**

You will get practice evaluating credit card offers. You will learn the dangers of too much debt, and what to do if your credit bills are already too large to pay-off immediately.

#### 3. **Pay for your college education**

You will learn about various loans and scholarships available. There will be class discussion, and a guest lecturer from the Financial Aid Office.

#### 4. **Recognize the reasons for and effects of personal income taxes**

You will learn about the history of income taxes and the affect of income taxes on your earnings. You will learn about the different personal income tax filings and responsibilities.

#### 5. **Explain the power of compounding and compute the result of compounding**

Compounding can make you a millionaire – or throw you into bankruptcy. You will see how the power of compounding can make even small savings mount up or can ruin your credit score and worse. You will get practice computing the cost/reward of compounding in class and in homework.

#### 6. **Choose among different kinds of investments depending on the goal**

You will participate in a team activity in which you will select and track investments, including stocks, bonds, mutual funds, and certain commodities. You will learn about the risks and rewards of investing. You will learn about building a balanced portfolio to minimize risk and maximize return per your personal financial profile.

**7. *Set goals and make a plan for success in college and the rest of your life, based on your own values***

You will write two short papers, one that reflects on your family's attitudes about money, and another that integrates what you have learned about your own values and how financial knowledge can help you meet your life goals. You will learn about retirement and estate planning to build your financial net worth by using financial tools such as: insurance, investing, and budgeting. You will learn how to read and prepare the two most important Personal Financial documents: 1) Personal Budget and 2) Personal Financial Statement of Net Worth.

**Learning Objectives: Human Understanding and Development (GE Area E)**

Discovery, research, critical thinking, written work, attention to the rich cultural diversity of the campus, and active discussion will be key parts of this course. We explore topics and issues from an interdisciplinary focus to show how interesting and important ideas can be viewed from different perspectives.

This course qualifies as a Human Understanding & Development (Area E) course in your General Education requirements. The goal of all area E courses is to help students understand themselves as integrated physiological, social, and psychological entities who are able to formulate strategies for lifelong personal development. Area E courses address challenges confronting students who are entering the complex social system of the university, so that students can employ available university resources to support academic and personal development.

All area E courses are designed to enable you to achieve the following learning outcomes:

**8. *Recognize the physiological, social/cultural, and psychological influences on personal well-being.***

You will write a paper in which you will reflect on the attitudes about money you have developed through the influence of family and friends. In your final assignment, you will reflect on developmental activities you wish to pursue. At various points in the course we will discuss, and assignments will focus on, aspects of your life that will help you support your own and perhaps your family's physiological, social/cultural, and psychological development. Since money is a point of stress for many people, for at least some part of their lives, readings and exams focus on physiological, social/cultural, and psychological aspects of stress.

**9. *Recognize the interrelation of the physiological, social/cultural, and psychological factors on their development across the lifespan.***

Many financial concerns change over the years, and most segments of the course ask you to think not only about how you are affected right now during college, but also how that might change as your career develops, when (if) you have children/a spouse. You will learn the basics of planning for retirement – which you should start as soon as you have a “real” job.

**10. *Use appropriate social skills to enhance learning and develop positive interpersonal relationships with diverse groups and individuals. You will learn to participate actively and civilly in class discussions and dialogues.***

You will work in collaborative learning communities (teams) to increase your understanding of the concepts in the course. Teams are organized to include diverse students. Part of learning to work in a team is learning to make decisions based on consensus. There are exam questions on communicating about money with family and graded team exercises.

**11. *Recognize yourself as an individual undergoing a particular stage of human development***

You will be asked to write about yourself as a college student and about your formative years. You will write about your goals for the future. You will take the Strong Interest Inventory, and we help you interpret the results to help you to understand how your own interests fit with interests of others in various occupations. Knowing this can help you choose a career and a major. At the request of students in prior

semesters we now include a module on managing your time (not so different from managing your money!).

## Writing Requirement

You have several writing assignments across the semester adding up to a minimum of 1500 words. Your grade will be based on the quality of your writing (correctness, clarity, and conciseness) as well as on the content. Feedback early in the semester will help you to write papers you are truly proud of by the end of the semester.

## Required Materials

**Required readings are available as links from the course website on Desire to Learn (D2L)**

The following materials are available for sale in the Spartan Bookstore:

- A good dictionary is essential. **Quizzes and exams will include vocabulary from your readings.** Be sure to look up any words you do not know. Internet and CD-based dictionaries are good resources, but if you sometimes study where these are not readily available, you'll also want a hard copy dictionary. If you do not already own one, Webster's 11<sup>th</sup> New Collegiate Dictionary is recommended.
- Strong- Interest Inventory: about \$10 – *ask for it* at the information desk on the lower level, under the stairs. It is not on the regular book shelves.
- At least 12 Scantrons form 815E
- At least 3 Scantrons form 882

## San Jose Bucks Game

Completed in class with your collaborative learning group. Must be present at both lectures and section classes to earn "Income points." It is important to participate in discussion and group decision making. No make-ups on the game. You must participate with your team.

## Grading

Quizzes (nearly every section) 10 at 10 pts each.. <b>No make-ups on quizzes. You will be able to drop your lowest quiz grade.</b>	100	Managing your time assignment ( <i>at least 250 words</i> , about 1 page)	15
Strong Interest Inventory (SII)	5	Reading the gameboard	15
San Jose Bucks Game meeting the objectives	10	Family Attitudes paper ( <i>at least 500 words</i> , about 2 pages)	20
San Jose Bucks Game (7 at 10 points each).	70	My Success Story (Integrative paper) ( <i>at least 750 words</i> , about 3 pages)	25
Compounding assignment	15	Exams 1 & 2. (60 pts each)	120
Evaluating a credit card assignment	15	Final exam	120
		<b>TOTAL</b>	<b>530</b>

**All papers will be graded for grammar, clarity, conciseness, and coherence.**

### Letter Grades:

Grade	Percent	Grade	Percent	Grade	Percent	Grade	Percent
A+	97 - 100	B+	87 - 89	C+	76 - 79	D +	67 – 69
A	93 - 96	B	83 - 86	C	73 - 76	D	63 – 66
A-	90 - 92	B-	80 - 82	C -	70 - 72	D -	60 – 62

**Rule on late assignments:** Late assignments will be marked down 5% per day late, not including weekends, for a maximum of 50% reduction. (For example, if a paper worth 20 points is due Tuesday and turned in on Thursday, it would be marked down by 10%, or 2 points.)

## Extra Credit

Each section will have one extra credit opportunity worth 30 points (approximately the + or – on a letter grade).

## Using Desire 2 Learn (D2L)

Desire 2 Learn is an online course management system. You will find all of your assignments and nearly all of the readings on this Website. Login at: <https://sjsu.desire2learn.com/> .

For basic instructions, including how to login see:

<https://sjsu.desire2learn.com/d2l/lms/content/preview.d2l?tld=726129&ou=65146> .

### **Important!!!!:**

- **Change your password in D2L!**
- **Check your email address at mysjsu.com. Change the email address if it is one you do not check regularly!** We use mysjsu.com to email students frequently. (D2L shows everyone's email address, mysjsu does not. We want your permission to give out email addresses.)
- **Submit all assignments in the D2L drop boxes.** Papers are due at the beginning of class on the due date. The drop box time stamps submissions. Since we usually discuss assignments in class, papers submitted after the beginning of class are considered late. Trying to submit your paper in the last few minutes before class is dangerous. If too many students are trying to submit papers at the same time the webpage can become blocked. If you cannot submit, try again 10 minutes or more later. Hard copy papers will not be accepted.

## Academic Integrity Statement

The University emphasizes responsible citizenship and an awareness of ethical choices inherent in human development. Academic honesty and fairness foster ethical standards for all those who depend upon the integrity of the university, its courses, and its degrees. University degrees are compromised and the public is defrauded if faculty members or students knowingly or unwittingly allow dishonest acts to be rewarded academically.

This policy sets the standards for such integrity and shall be used to inform students, faculty and staff of the university's Academic Integrity Policy.

### **Student Role**

The San José State University Academic Integrity Policy requires that each student:

- Know the rules that preserve academic integrity and abide by them at all times. This includes learning and abiding by rules associated with specific classes, exams and course assignments.
- Know the consequences of violating the Academic Integrity Policy.
- Know the appeal rights, and the procedures to be followed in the event of an appeal.
- Foster academic integrity among peers.

To find out more about the role the university expects you to play in maintaining an ethical environment on campus, as well as faculty and office of student conduct & ethical development roles check out the policy (<http://www.sjsu.edu/senate/S07-2.htm>) or the Office of Student conduct and Ethical development ([http://sa.sjsu.edu/judicial\\_affairs](http://sa.sjsu.edu/judicial_affairs)).

## Statement of Students with Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with your instructor as soon as possible, or visit during office hours. Presidential Directive 97-03 requires that students with disabilities register with DRC to establish a record of their disability. To find out more about resources available on campus to students with disabilities go to: <http://www.drc.sjsu.edu/>.