College of Charleston  
School of Business, Department of Finance  
FINC 120-03 CRN 11432 Fall Semester 2019

Expecting the Unexpected:  
How to best continue your financial journey for a life of economic sustainability.  
A “Things to do List” of the best strategies to fill five financial buckets over your lifetime. By creating financial freedom and economic sustainability, these strategies will allow you to care for all you have loved throughout your life, making your Family your First Priority, while Living a Life You Love with Passion, Intention and Purpose.

Instructor: Denise Marie Fugo, MBA  
Classroom: Beatty 218, 5 Liberty Street, Charleston, SC  
Current Financial News followed by Class Instruction & Discussion 8am-9:15am TTR

Office: JC Long Room 221  
Hours: Tuesday and Thursday 9:30am-10:30am or by appointment  
I prefer communicating via text between the hours of 7am and 8pm.  
Cell:(216)406-0256 please text me your request and include your name.  
eMail: FugoDM@CofC.edu

COURSE PREREQUISITES: None

CATALOG COURSE DESCRIPTION: An introductory course analyzing the characteristics and relative importance of common and preferred stocks, mutual funds, municipal and corporate bonds, Treasury obligations, U.S. Government agency issues and real estate. Special topics including portfolio management, insurance and interest rates will also be covered.

An introductory course analyzing five diverse financial buckets to help you and your family survive any economic downturn: Emergency Savings/Disability Income; Cash Value Life insurance/Personal Line of Credit; Retirement Plans; Stock Index Portfolio/Investor Risk Profile; and your last paycheck and room and board, Annuities/Long Term Care. On a parallel track, we will study the importance of entrepreneurship in the age of robots, and wills, trusts, and family foundations to build family legacy from your good work.

Each student will meet with the professor for one hour and twenty minutes to develop their economic engine based on your personal strengths.. Each student will present 1-2 chapters from each book. (Low interactive students may be excused from this assignment or those suffering from Post Traumatic Stress Syndrome.) All quizzes and exams are open book. Finally, documentaries, podcasts, and movie clips will be used to help you understand the concepts of planning your financial life.

COURSE OBJECTIVE: This class will cover the importance of saving versus spending; setting up your financial buckets today to use the next forty years to help you slowly build wealth. What does a well run organization look like in regards to organizational governance and salary and benefits? Illustrating that by filling your financial buckets throughout your economic journey, you can design the life you choose to live. Topics include:
**Goal Setting:** A child born in 2014 is projected to live to 120 years of age based on medical technological advances only. How do you plan to support yourself financially if you live to 100+ years of age?

**Cash Management:** By the age of 18 you have received gifts of money for graduations, religious ceremonies, birthdays, and holidays. You have been working since you were 14(?) Where did all that money go? This class will teach you to pay yourself first.

**Budgeting:** The American Dream of going to college and owning a car(s) and a home(s) is a debt based model which is not sustainable. If globally we are slipping into a deflationary world, does that model still apply? Is it possible to plan a debt free life? Understanding the Time Value of Money, the beauty of compounding, and long term investment in the stock market via Benjamin Graham and his research on “The Intelligent Investor”.

**Insurance:** Creating your personal line of credit and savings through insurance. What is the minimum amount of insurance needed for you and your spouse to live in the best of assisted living facilities: Room and Board expenses for Seniors 55+? Planning for a “Special Needs Child?”

**Investments:** Understanding your Personal Risk Profile. Researching Index Funds that match your profile and will allow you to sleep through the night, even when the stock market drops 30% in one day. Understanding the stocks and bonds that are in index funds both in your Retirement and Investment Portfolios.

**Tax Planning:** Keeping more of your hard earned money throughout your lifetime by maximizing tax deductible, tax deferred, tax free and tax exempt investment vehicles. Once you begin receiving your social security benefits your annual income is limited by law, however dividends, interest and rents are not. Is it true, state and federal governments can seize your social security earnings and your money in your bank account? How you can protect yourself if you fall on hard times?

**Estate Planning:** Upwards of 70% of Americans die without a will, thereby putting their assets and last wishes at risk, as your family navigates through the Probate Court system. The government may claim your undistributed assets. How can a trust protect your assets and your last wishes?

Over 80% of seniors live on their own. What is an Elder Care Attorney? Can they help with end of life planning for my parents and grandparents? How do we preserve their assets for future generations? What is a Family Foundation?

This course is “practical” as opposed to “theoretical” in content, and is presented from the savers point of view. Students will learn several “how to’s.” Some examples include; how to create a personal financial statement, how to create and use budgets, whether to purchase or lease a car, how to rent or buy a home, how to choose an insurance and or investment advisor, and how to plan/pay for major life events like marriage, your children’s education, retirement and health care. Mastery of the course material will enable the student to make more intelligent financial decisions throughout their life. Bottom line, you will learn how to save throughout your entire life for the unexpected and to be able to **Live a Life You Love**.
College of Charleston, School of Business, Learning Goals:

Communication Skills: Students demonstrate the ability, via both written and spoken word, to effectively present, critique, and defend ideas in a cogent, persuasive manner. This class utilizes the Writing Across Curriculum model, as well as Excel/Sheets for word and numerical presentations and Powerpoint/Slide presentations. Professor will work with students to help set up and work in Excel.

Quantitative Fluency: Students demonstrate competency in critical analysis, logical reasoning, data analysis skills.

Global and Civic Responsibility: Students identify and define social, ethical, environmental and economic challenges at local, national and international levels. Students integrate knowledge and skills in addressing these issues of environment, humanity and economics.

Intellectual Innovation and Creativity: Students demonstrate their resourcefulness and originality in addressing extemporaneous problems.

Synthesis: Students demonstrate the ability to integrate knowledge from multiple disciplines incorporating learning from both classroom and non-classroom settings in the completion of complex and comprehensive tasks.

LEARNING OUTCOMES:
1. Use of academic resources and student support services at the College of Charleston, including the library, information technology, the Center for Student Learning, the Academic Advising and Planning Center, the office of Career Services, and other appropriate academic resources, student support services, and cultural resources;

2. Familiarity with appropriate data, information and knowledge-gathering techniques and research skills in the discipline;

3. Using appropriate critical thinking skills and problem-solving techniques in a variety of contexts;

4. Identify and evaluate both personal and financial goals as well as explore different career opportunities.

5. Understanding your Investment Risk Profile with respect to investing.

7. Understanding the value of lifelong professional association networking and creating a LinkedIn account and graduating with 500+ contacts plus publishing your first article on LinkedIn.

8. Completing a DISC Profile to understand your strengths at work and home.

9. Understanding your Gallup StrengthsFinder, “...to tap into your talents to succeed.”

10. **Financial Computation** – Students will learn to use mathematical procedures and tools to analyze and solve personal financial problems. They will demonstrate competency by preparing and maintaining financial records and interpreting financial information.

    - **Credit Management** – use mathematical procedures to compute credit cost, calculate effective interest rates and determine payments
    - **Financial Management** – use mathematical procedures to prepare a budget, maintain financial records, reconcile bank statements and determine net worth twice each year for the rest of your life: Building your Personal Financial Statement.
    - **Savings and Investment** – use financial procedures to calculate the purchase price of stocks, bonds and stock index and mutual funds; compare rates of return.
    - **Taxation** – use mathematical procedures to compute and prepare income tax returns.
    - **Technology Tools** – use appropriate technology to perform calculations, apply formulas and create graphs and communicate ideas in writing and in class presentations.

**INSTRUCTOR EXPECTATIONS:**

Reading, Writing, Arithmetic: Practicing the basics every day

**Mission:** Life is a continuous journey of learning and practicing. I like to use this quote from playwright Edward Albee to describe my philosophy towards teaching:

"If you're going to spend $100 or more to go to the theater, something should happen to you. Maybe somebody should be asking you some questions about your values or the ways you think about things and maybe you should come out of the theater (with) something having happened to you. Maybe you should be changing or thinking about change. But if you go there and the only thing you worry about is where you left the damn car, then you wasted your $100."

Like the real world you will be graded on:
- All reading (pre class preparation)
- All in class discussion
- Homework calculations: if you need help please come to my office immediately
- Excel formatting and calculations (Please come to my office to set up your Personal Financial Statement.)
- Critical thinking, discussion and writing
- Presentation Skill: eye contact, body movement, vocal quality, engagement, impact

Please use a black or blue ink. No pencil please.

Excel is required for this class. If you have never used excel, don't worry please come by my office.
Printed Name
Signed Name
Date is mandatory on all homework, quizzes, exams

Seven (7) day turnaround on all assignments. **All exams are open book and notes.**

Reading quizzes are announced in advance.
Red Flags or questions written in book or with sticky notes or marked with note cards

5 one page articles written in your own voice.
  - Oaks Discussion Post
  - Financial Blog
  - Powerpoint
  - Excel Presentation
  - Executive Summary for your Boss
Crain's Book of Lists will be reviewed in class for job prospecting

Writing ONLY using your own voice.
Minimum three (3) Modern Language Association citations, preferably from books

Danglers: Chunking words visually

Word Choices: Please never use the word “Greed or greedy” use financial misconduct terms

Avoid “run on sentences”; make your point efficiently

Proofreading; papers will be revised multiple times before handing in for grading
  - Six times silently
  - One time aloud

Be Creative
Introductory and summary paragraphs need to be related

Homework will be handed in printed in ink; only unique written work may be composed in Word/Docs document.

Use Excel for homework assignments when calculation is required. Presentation counts.
Assume you are presenting this information to the Board of Directors. When possible please format to one page to save trees.

Show all math, it may be worth an extra ½ point on quizzes and exams
  - Two decimals is fine, unless the answer is less than 1, then show 4 decimals

Exams are comprehensive: Fill in the blank, Multiple Choice, True and False, Matching, Math, Critical Thinking, Timelines and graphs
Quizzes and exams are based on reading, class discussions, whiteboard notes, critical thinking and problem solving. Open book and notes is permitted.

Please text me with questions. If you have course related problems, please contact me immediately via text. If you have technical problems, please contact the Student Computing Support Desk at 843-953-5457 or email StudentComputingSupport@cofc.edu.

Two Final Projects:

Passion, Intention, Purpose Presentations:
Outline
Three Page written Executive Summary
10 Powerpoint/Slides or Props are required.
Performances are accepted as well.

Important Papers Binder (reviewed for midterm and final grade)
3-4 inch binder required with 18 dividers and a minimum of 2 manila folders: one for Uncle Sam i.e. Taxes, one for your important documents. Add one for each pet, spouse and children.

The instructor has the right to modify and/or change the course syllabus by notification to students in class.

STUDENT EXPECTATIONS:
Students are expected to read nightly, discuss topics in class, write well researched papers including 3 outside sources and citations, present their life plan to their classmates, perform financial calculations, create their own study guides and take WRITTEN notes in class.

Students must have access to a working computer with a connection to the Internet. Computer failure/unavailability does not constitute an excuse for not completing assignments by the due date.

All assignments and homework are due 7 days from the assigned date and must be turned in at the beginning of class. A 3 page single space (font size 11) Executive Summary is required of all students explaining their Passion, Intention and Purpose. A five minute presentation in business attire and a minimum of ten (10) Powerpoint/Slides or other props, is required as well. See PIP on syllabus. Each student in required to teach a minimum of one chapter during their 15 Minute Professor presentation, which requires a minimum of ten (10) slides. Each class that this presentation is late, 2 points will be deducted. Please check the Syllabus.

PREPARATION: Come to class prepared. Read the chapter referenced on the syllabus BEFORE coming to class. After reading the Textbook chapter assigned, complete the Financial Planning Exercises listed on the syllabus and turn in at each class.

The anticipated quiz dates are listed in the Syllabus. Some questions will be taken from the Financial Planning Exercises and from the vocabulary listed at the back of your textbook. The
purchase of **both books listed below is suggested.** Trustee Legal Companion is worth keeping in your personal library.

**HOMEWORK:** Homework will be assigned for all of the chapters. Your understanding of the homework assignments will be critical as problems similar to the homework will be on each quiz and midterm. Homework will be collected daily. Quizzes may include problems assigned as homework.

**PARTICIPATION:** Participation in class discussions through questions and sharing your own stories, articles, etc. is critical to the education process in this class and also makes it more fun for all of us! I will call randomly on students to answer questions from the reading and also just for your life experience input.

**CLASS ATTENDANCE IS MANDATORY:** Oaks attendance is taken daily. Even if you don’t care to do the reading, coming to each class is critical. You will learn from each lecture as well as student’s shared experiences. Attendance is expected at every class. If you have pre-approved absences for athletic or other College commitments or for religious reasons, please provide me with the absence notification memo and also remind me just prior to each absence via text. **Class starts promptly at 8:00am with a review of current financial events that may impact your economic future.** Withdrawal: Note that “W” is not automatic. You must be doing **passing work which is completing 60% of the homework.** Withdrawal before the first examination does not guarantee a “W” because of the importance of class participation and quizzes to the course grade.

I am available to answer questions immediately following the class session. Office hours before and after each class are available. Please text me to arrange at 216-406-0256 including your name and request. Thank you!

**CONTACT:** Feel free to text me on my cell up until 8:00 pm.


**Students with Disabilities:** Students with a documented disability requesting accommodations in this course must be registered with the **Center for Disability Services** [http://disabilityservices.cofc.edu/](http://disabilityservices.cofc.edu/) and must discuss needed accommodations within the first two days of the semester or immediately after obtaining an access plan. If you qualify for this program, please take advantage of it. It has been very helpful to the success of many of my students. Students who have demonstrated problems with some of the types of questions I ask on quizzes and exams will be referred to the Center for Disability Services.

**RESOURCES:** There are many resources on campus to assist you. Also, if procrastination or study skills (or just the pressure of college) are presenting problems for you, please contact me or visit one of the following resources:
Student Learning Center: http://csl.cofc.edu/

The Library https://library.cofc.edu/ or you can be assisted by Amanda Kraft.

The Writing Lab  http://csl.cofc.edu/labs/writing-lab/  Appointments are not required.

The Math Lab  http://csl.cofc.edu/labs/math-lab/index.php

Emergency Closing/Inclement Weather Information:
Emergency Information Website  https://emergency.cofc.edu/
Emergency Information Hotline: 843-953-5611

REQUIRED COURSE MATERIALS:
The following Textbook is recommended for purchase:
**PFIN 4, 5 or 6: Personal Finance** by Gitman, Joehnk and Billingsley
ISBN-10: 1305271432 (book only)

**The Trustee’s Legal Companion: A Step by Step Guide to Administering a Living Trust**
by Carol Elias Zolla, Attorney and Liza Hanks, Attorney

Financial Calculations will require use of Excel. You will be advised in advance when to bring your computer to class. As long as you have Excel then the purchase of a financial calculator to use throughout the course is optional. If you are a future Finance Major, I do recommend purchase of a financial calculator.

GOAL: This course is designed to provide anyone with the knowledge and skills to manage their personal finances and help encourage others.

OBJECTIVES:
1. Understand the process for making personal financial decisions;
2. Establish personal life and financial goals;
3. Evaluate the factors that influence personal financial planning;
4. Apply strategies for attaining personal financial goals.
5. Be proficient in information retrieval from databases or survey data.
6. Understand the social and economic impacts of saving money over the long term and making investment decisions consistent with your investment risk profile.
7. Discuss the ethical issues (privacy and censorship) surrounding technology and personal financial investigation.
8. Investing with a social conscious i.e. causing no harm to the environment, humanity, or economy.
USE OF TECHNOLOGY:
1. This course is web-based.
2. Original assignments must be typed neatly in a Word or DOCS document. Vocabulary
   assignments must be handwritten. Excel assignments must be in presentation format and
   set up to save paper.
3. For financial and statistical analysis, students will be learning and working with Excel.
4. Internet sources should be used to increase student awareness of current events which could
   impact future lifetime earnings. Current Events are reviewed and discussed the beginning of
   each class starting promptly at 8:00am.
5. Specific assignments from various websites related to financial planning will be given:
6. A minimum of three (3) outside Citations should always be noted in all written work.

COMPUTER COMPONENT:
Excel/Sheets, Word/Docs and Powerpoint/Slides are needed. I will help teach if needed.
Financial Calculator is optional, as long as you have Excel.

LIBRARY ASSIGNMENTS: Reading one article from The Wall Street Journal, Barrons, The
Economist, and the Financial Times of London and writing a one page review. The Charleston
Regional Business Review will be distributed in class.

ATTENDANCE is critical to performing well on quizzes and exams:
Experience indicates a student who is not fully engaged in discussion and in class writing
assignments or quantitative problems, will not fully develop their reading comprehension,
listening, writing maturity, and formal presentation skills. Since the development of these
skills is a major course objective, class participation is noted. Class participation is not
synonymous with attendance. It means that you are well prepared to discuss the assigned
readings and learn through the class discussions. We are developing your personal and
organizational leadership skills. Quality is important. Asking questions and sharing personal life
experiences in class can be a valuable learning lesson and such questions/discussions are
encouraged for that reason.

Official College of Charleston Class Attendance Policy:
Because class attendance is crucial for any course, students are expected to attend all classes
and laboratory meetings of each course in which they enroll. Instructors maintain the authority to
determine how absences will be addressed, which should be detailed in their attendance
policies. Participation in college-sponsored activities, where students are official representatives
of the College of Charleston, may result in absence(s). Instructors will recognize absences in
which students are official representatives of the College of Charleston (such as intercollegiate
academic or athletic team competition, or academic program sanctioned research presentation
or artistic performance) as excused. During the first week of classes, instructors will announce
and distribute their attendance policies, including criteria to be used in determining excused
absences. Instructors determine whether absences are excused or unexcused for the purposes
of participation grades and in-class assignments.. Regarding formal graded work (such as
exams, presentations, papers), instructors will make "reasonable accommodations" when a
student misses class for an event at which s/he is an official representative of the
College of Charleston. Examples of reasonable accommodations might include: rescheduling an exam, altering presentation times, or flexibility in assignment submission dates. Students are required to submit documentation of their College representation related commitment from the appropriate College authority at least one week prior to the scheduled absence in order to be eligible for reasonable accommodations by the instructor. Regardless of any accommodation granted, students are responsible for satisfying all academic objectives, requirements, and prerequisites as defined by the instructor and the College. Instructors ascertain whether both excused and unexcused absences count in determining the basis for a grade of “WA,” which stands for “withdrawn excessive absences” and is equivalent to a failing grade. If attendance is used for grading purposes, the instructor is responsible for keeping accurate attendance records. If a student has more than the maximum allowed absences as defined in the course syllabus, the professor may assign a “WA.” Instructors are required to submit an electronic “WA” form (located in MyCharleston faculty tab) to the Registrar on or before the last meeting day of the class. The Registrar will then send an email notification to the student. The student is responsible for keeping personal addresses and contact information current through the Office of the Registrar. All students, whether absent or not, are responsible for all information disseminated in the course. The maximum number of missed classes is three (3).

**GRADING SCALE:**

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<tr>
<th>Letter Grade</th>
<th>Grade Point Percentage</th>
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<tr>
<td>A+</td>
<td>100%</td>
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<tr>
<td>A</td>
<td>95-99%</td>
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<tr>
<td>A-</td>
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<td>B+</td>
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<td>B</td>
<td>83-86%</td>
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<td>B-</td>
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<td>C+</td>
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<td>C</td>
<td>73-76%</td>
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<td>C-</td>
<td>70-72%</td>
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<td>D+</td>
<td>67-69%</td>
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<td>D</td>
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<tr>
<td>D-</td>
<td>60-62%</td>
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<tr>
<td>F</td>
<td>Below 60%</td>
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If a student declines to complete their assignments, they will be unable to attain an “A” letter grade.

**CLASS PARTICIPATION AND COMMUNITY:** I encourage you to get involved-ask questions, answer them, and make comments. Your participation is vital to the life of the class. Please do not talk when others are talking and make sure **all phones, pagers and headsets are turned off and placed under your desk at the beginning of each class session.** This will help ensure no distractions to our discussions and demonstrate a respectful commitment to each other and our ideas.

**ACADEMIC HONESTY:** It is your responsibility to read the College Policy on Academic Honesty. This document establishes clear standards for academic honesty and **it will be enforced in this course.** My policy is completely consistent with that document. A College can successfully function only when its integrity is maintained. One important element of integrity is **personal honesty.** Cheating, a form of personal dishonesty is
unfair to students who do not cheat because their performance may appear relatively inferior, and it is unfair to students who do cheat because it short circuits the learning process. In short, cheating is a cancer that invades and subverts the legitimate academic process. It cannot be tolerated at any level. Consequently, my position is simple. All work must be your own and in your own voice. Any student found using case notes prepared by others (including students from prior classes), copying during quizzes or exams, signing someone else’s name to the attendance list, or attempting in any way to promote the work of others as his or her own will receive an F for the course and will be referred to the Honor Board. Note that a person providing assistance is equally as guilty of cheating as the recipient of the assistance. In addition, I will make every effort to see that the guilty party receives the most severe College disciplinary action appropriate. There will be no exceptions or second chances. Period. All suspected cases are referred to the Dean of Students and Honor Board for review, and if appropriate, sanctions. If a student definitively is found to have plagiarized intentionally, he or she will fail the course (earning and XF grade-failure due to academic dishonesty). If you have any questions at all about what constitutes proper citation practice, please let me know and consult a writing handbook for additional details.

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved. Incidents where the instructor determines the student’s actions are related more to a misunderstanding will be handled by the Professor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed by both the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file. Cases of suspected academic dishonesty will be reported directly by the Instructor and/or others having knowledge of the incident to the Dean of Students.

A student found responsible by the Honor Board for academic dishonesty will receive an XF. The grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor has specified that students can work together on an assignment, quiz and/or test, no form of cheating, including possessing or using an unauthorized study aid (which could include accessing information via a cell phone, FitBit or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance, will be permitted. Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php
Important Websites: (many more valuable website address references are in the text)

https://www.calculator.net/future-value-calculator.html

https://www.annualcreditreport.com

Understanding Interest Rates:


Credit Reports: https://www.annualcreditreport.com


Mortgage Calculator: http://finance.yahoo.com/real-estate then select Comprehensive Mortgage Calculator

NOTE: Students are responsible to know and understand the subject matter covered in each textbook chapter, regardless of whether that material has been covered in class. Students are also responsible to know how to solve assigned end-of-chapter problems for each textbook chapter. Each student will present a minimum of one chapter from the PFIN textbook and The Trustee’s Legal Companion, as the 15 Minute Professor with a powerpoint/slides presentation. Please time your presentation

MEMORANDUM: Variances granted from the common final examination date are undesirable for obvious reasons. Intrinsically, early examination exposes student to question, even if innocent, when cheating is discovered. The penalties of cheating are severe.

GUIDELINES FOR REQUESTED VARIANCE
1. A letter must be written to me and must be supported by additional written documentation regarding the student’s conflicting obligations. Job conflicts are to be supported by a letter from the student’s supervisor on company stationery. Variances for students involved in the wedding of an immediate family member will be considered. Others will not. Copies of wedding invitation and statement of kinship must support those considered. Obituaries and verification of kinship must be provided for out of town family funerals for variance consideration.
2. The letter should include your College of Charleston Student ID number, cell number, address, and name of instructor, and course section.
3. Examination after the date of the common final will be granted only when the student has become physically disabled or hospitalized late in the quarter.

DISABILITY Students approved for SNAP Services are instructed to meet with me, the Professor, and if assigned, the peer facilitator, during the first two weeks of classes or as soon as you are approved for services to discuss accommodations and present a copy of the SNAP-issued Professor Notification Letter (PNL). It is the student’s responsibility to initiate discussion regarding accommodations that may be needed. The College will make reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services/SNAP, located on the first floor of the Lightsey Center, Suite 104. Thank you for attending my class. The skills you will learn in the class you will be able to use for a lifetime and help guide others in your life as well.
**FINC 120 Assignment Calendar  Updated 8/19/2019**

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<tr>
<th>PFIN Reading</th>
<th>Homework</th>
<th>TLC Reading</th>
<th>Tuesday</th>
<th>Thursday</th>
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<td>8/20</td>
<td>Buckets Timeline</td>
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<td>8/27 CH 1</td>
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<td>9/3 CH 2</td>
<td>5</td>
<td>CH 1</td>
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<td>9/10 CH 4</td>
<td>8 Quiz 1</td>
<td>CH 2</td>
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<td>9/17 CH 5</td>
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<td>CH 3</td>
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<td>9/24 CHS 8,9,14-4</td>
<td>Chapter 8 Question 7 Quiz 2</td>
<td>CH 4</td>
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<tr>
<td>10/1 CH 6</td>
<td>In Class “Alive Inside Documentary”</td>
<td>CH 5</td>
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<tr>
<td>10/8 CH 7</td>
<td>Binders Due for Midterm Grade</td>
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<td>CH 6 TLC 1-6 Quiz</td>
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<td>10/15 No Class Fall Break 10/17 CH 3</td>
<td>7 Midterm I PFIN</td>
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<td>10/22 CH 9</td>
<td>7 Quiz 3 “Inside Job” Documentary</td>
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<td>10/29 CH 10/11</td>
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<td>11/12 CH 14/15</td>
<td>7/6/8 Midterm II PFIN</td>
<td>CH 12 TLC 7-12</td>
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<tr>
<td>11/19 Binders Due at Presentation</td>
<td>Passion Intention &amp; Purpose Presentations</td>
<td>Three Page Executive Summary</td>
<td>10 Slide PowerPoint</td>
<td>Business Attire</td>
</tr>
<tr>
<td>11/26 Thanksgiving Break starts 11/27!</td>
<td>Passion Intention &amp; Purpose Presentations</td>
<td>Three Page Executive Summary</td>
<td>10 Slide PowerPoint</td>
<td>Business Attire</td>
</tr>
<tr>
<td>12/3</td>
<td>Reading Day</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Final Exam Date and Time**
Wednesday, December 5th, 12pm -3pm
**12/13 Final Grades posted by 5pm**