Boston College Mission Statement
Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation's finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage.

Course Description
This course explores methods and tools to better understand the complex financial investments and markets which all investors – both corporate and personal - have access to and must now use to meet their long term financial objectives. In periods of economic and financial uncertainty, financial knowledge is critical to achieving greater financial security. This course focuses on two key elements of the investment process - security analysis and portfolio management. Security analysis involves understanding the characteristics of various investment options such as stocks, bonds, derivatives and alternative asset classes. Portfolio management is the process of combining individual securities into an optimal portfolio tailored to the investor’s objectives and constraints. The course content, learning objectives, and assessments will be primarily qualitative in nature, yet end of section activities will guide the student through specific quantitative examples, respectively.

Textbooks & Readings (Required)
Essentials of Investments, 10th – Bodie, Kane, Marcus
https://www.amazon.com/Investments-10th-Zvi-Bodie/dp/0077861671

Restaurant Valuation Case –
https://cb.hbsp.harvard.edu/cbmp/product/111081-PDF-ENG

Canvas
Canvas is the Learning Management System (LMS) at Boston College, designed to help faculty and students share ideas, collaborate on assignments, discuss course readings and materials, submit assignments, and much more - all online. As a Boston College student, you should familiarize yourself with this important tool. For more information and training resources for using Canvas, click here.
While live, synchronous engagement is available with your professor for this course, the content is delivered asynchronously. As are your learning assessments and projects. In as much, your ability to access learning materials via Canvas is critical. We require reliable, high speed internet access at all times throughout your learning experience.

**Course Objectives**

1. Students will gain factual knowledge (terminology, classifications, methods, trends) of financial investments and markets.

2. Students will learn fundamental principles, generalizations and theories which will provide an essential foundation to develop a better understanding of the complex financial environment in which they will have to make critical financial decisions in the future.

3. Students will learn to analyze and critically evaluate ideas, arguments and points of view expressed in financial publications or in the financial advice offered by financial professionals.

4. The student will demonstrate financial instruments and markets knowledge and proficiency across cultural settings and will learn the impact of culture, gender, and age in finance as evidenced by various case studies we will review.

5. The student will demonstrate ethical awareness and proficiency as it pertains to financial instruments and markets, as evidenced by various case studies we will review.

**Grading**

The final course grade is based on a total of 100 points:

- Attendance and active participation in weekly discussion boards (15 points)

- Quizzes (25 points)

- Individual Case Analysis (30 points), Restaurant Valuation case

- Final Exam (30 points)

The undergraduate grading system for Summer Session is as follows:

A (4.00), A- (3.67)
B+ (3.33), B (3.00), B- (2.67)
C+ (2.33), C (2.00), C- (1.67)
D+ (1.33), D (1.00), D- (.67)
F (.00)

All students can access final grades through Agora after the grading deadline each semester. Transcripts are available through the Office of Student Services.
Deadlines and Late Work
Assignments are due at the beginning of the class period on the specified dates. Late assignments will be graded accordingly.

Course Assignments
It is expected that you will complete assigned readings and exercises outside of and aside from the video lectures available on the LMS. Please note that some weeks will require more time and some weeks less time, depending on the respective topics covered.

Students are expected to complete the following out of class course readings:

Course Schedule
CLASS START DATE: Fall 2017 classes will begin Monday August 28

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction &amp; Syllabus Review</td>
<td>- Investments Background Ch. 1</td>
<td>Discussion board, CH. 1 quiz Bill Ackman’s Lemonstand - <a href="https://www.youtube.com/watch?v=WEDIj9JBTC8#">https://www.youtube.com/watch?v=WEDIj9JBTC8#</a></td>
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<td></td>
<td>- Assets, Investments, Markets Ch. 1</td>
<td>Discussion board, quiz</td>
<td></td>
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<tr>
<td>2</td>
<td>Asset Classes Ch. 2</td>
<td>Discussion board, Ch. 2+3 quizzes</td>
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<td></td>
<td>Financial Instruments Ch. 2</td>
<td>Discussion board, quiz</td>
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<td></td>
<td>Securities Markets Ch. 3</td>
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<td>3</td>
<td>Mutual Funds Ch. 4</td>
<td>Discussion board, Ch. 4-6 quizzes</td>
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<td>Risk &amp; Return Ch. 5</td>
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<td>Efficient Diversification Ch. 6</td>
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<td>4</td>
<td>Capital Market Pricing Ch. 7</td>
<td>Discussion board, Ch. 7+8 quizzes</td>
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<td>Efficient Market Hypothesis Ch. 8</td>
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<td>5</td>
<td>Bond Price &amp; Yield Ch. 10</td>
<td>Discussion board, Ch. 10+11 quizzes</td>
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<td></td>
<td>Managing Bond Portfolios Ch. 11</td>
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<td>6</td>
<td><strong>Mid-Term Review</strong></td>
<td><strong>Covers Ch. 1-8 + 10, 11</strong></td>
<td><strong>Discussion Board</strong></td>
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<td>7</td>
<td>Macro Analysis Ch. 12</td>
<td>Discussion board, Ch. 12+14 quizzes</td>
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<td>Financial Statement Analysis Ch. 14</td>
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<td>8</td>
<td>Equity Valuation Ch. 13</td>
<td>Discussion board, Ch. 13 quiz <strong>Case Analysis Due Discussion Board</strong></td>
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<td>9</td>
<td><strong>Restaurant Valuation Case Analysis in ASYNCH</strong> Ch. 13</td>
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<td>10</td>
<td>Options Markets Ch. 15</td>
<td>Discussion board, Ch. 15+16 quizzes</td>
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<td>Options Valuation Ch. 16</td>
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<td>11</td>
<td>Futures Markets Ch. 17</td>
<td>Discussion board, Ch. 17+18 quizzes</td>
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<td>Portfolio Performance Eval. Ch. 18</td>
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<tr>
<td>12</td>
<td>Globalization &amp; International Investing Ch. 19</td>
<td>Discussion board, Ch. 19+9 quizzes</td>
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<td>Behavioral Finance Ch. 9</td>
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Individual Case Analysis Assignment:

There is one required individual case assignment. The purpose of this assignment is for you to critically examine the key issues in the case and recommend a course of action. The deliverable is not more than THREE pages (11.5pt font or larger, single space and standard 1" margins all around) that reflect your analysis of the case. The real world is about quality over quantity so please don’t bore me with a summary of information already given to you in the case. You are encouraged to attach exhibits to support your write-up, and you are allowed an additional FOUR pages of exhibits. Following are guidelines for including material in the appendix:

Your Case write up should be submitted to the LMS no later than 5 PM ET on October 25th.

Exhibits are not required for a high grade; however, they are generally helpful to organize ideas, evaluate options, provide supporting evidence for recommendations, etc. All exhibits should be clearly referenced in the write-up (don’t include material that is not specifically referenced or discussed in your narrative). You are allowed an additional FOUR pages of exhibits. Less is better. Keep in mind that exhibits should not be used simply as an extension of textual material. Only include exhibits if you think they contribute something above and beyond the write-up.

Format for Individual Case Write-Up Assignment

(1) Your case write-up should begin with an executive summary that highlights the major issues in the case and clearly states your recommendation(s) based on your thorough analysis the aforementioned key issues (this should be one short paragraph). The remainder of the case write-up should present in greater the detail the analyses which support your conclusions.

(2) The role of the discussion questions is to highlight some of the key aspects of the case. You should also identify other factors that you feel are relevant to the situation at hand that may not be explicitly listed in the case and be prepared to include or discuss those factors in your analysis.

(3) The questions are designed to get you to think about certain issues. The issues that you identify as the major issues in the case are the ones that you should focus on in your write-up. So, don’t answer the questions on a question-by-question basis. Rather, in analyzing and writing up the case, adopt the perspective of a consultant who has been hired by the company to advise it on the problem at hand. Stitch together the arguments in a smooth way in your write-up. Make sure you evaluate alternative strategies before arriving at your recommendation.

(4) Be sure to use the data in the case when appropriate, including footnotes and exhibits. Write-ups which ignore relevant data are incomplete. However, note that just because some data is presented in the case, it does not necessarily mean that the data is crucial or relevant to the solution you propose. Good managers know what data to use, and how that data must be used.
Effective, highly rewarded case write-ups will:

- Provide a coherent, well-organized analysis, not simply a set of notes pieced together. Redraft and proofread the report.
- Be concise. Keep the sections short, and provide a strong logical flow for your recommendations. Cut all the fat from your paper: for every sentence, ask yourself "does this specific phrase advance my argument?" If the answer is no, remove it. Write crisply and avoid details of the case that are not relevant to your recommendations. Do not simply restate data from the case. The CEO is already familiar with the business! On the other hand, take every opportunity to support your arguments with case data.
- State assumptions explicitly, whenever necessary.
- Provide recommendations that are cost-effective and appropriate to the marketing challenge and timing (short-term or long-term) of the problem at hand.
- Identify appropriate tradeoffs when formulating your recommendation. For example, it is not acceptable to recommend that a company should attempt to have the: 1) highest quality, 2) lowest price, and 3) highest service. (e.g., Tesla for $10,000 and free lifetime battery service)
- Tie your exhibits to the text of the report by explicit reference ("see Exhibit X").

**Quizzes**

Weekly multiple choice and short answer quizzes will be given to test your knowledge of our course content. Quizzes are to be completed before the following week’s class. So, the Ch. 1 quiz should be completed before our week 2 meeting.

Quizzes will be timed, and must be completed within the set time constraint. The quizzes will test your knowledge of and proficiency in assigned readings for respective weeks. You MAY use your textbook while completing quizzes. That being said, if you have not completed assigned readings ahead of taking the quiz, you will not have enough time to complete the quiz.

**Accessing, link to McGraw Hill Connect...**

**Attendance & Discussion Board**

Attending class is an important component of learning. Students are expected to attend and complete all asynchronous class sessions. When circumstances prevent a student from attending class, the student is responsible for contacting the instructor before the class meets. Students who miss class are still expected to complete all assignments and meet all deadlines.

We will have discussion topics weekly on the LMS, and you are expected to actively engage in these discussions.

Consistent with BC’s commitment to creating a learning environment that is respectful of persons of differing backgrounds, we believe that every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing their academic status. Students are responsible for reviewing course syllabi as soon as possible, and for communicating with the instructor promptly regarding any possible conflicts with observed religious holidays. Students are responsible for completing all class requirements for days missed due to conflicts with religious holidays.
Accommodation and Accessibility
Boston College is committed to providing accommodations to students, faculty, staff and visitors with disabilities. Specific documentation from the appropriate office is required for students seeking accommodation in Summer Session courses. Advanced notice and formal registration with the appropriate office is required to facilitate this process. There are two separate offices at BC that coordinate services for students with disabilities:

- The Connors Family Learning Center (CFLC) coordinates services for students with LD and ADHD.
- The Disabilities Services Office (DSO) coordinates services for all other disabilities.

Find out more about BC’s commitment to accessibility at www.bc.edu/sites/accessibility.

Scholarship and Academic Integrity
Students in Summer Session courses must produce original work and cite references appropriately. Failure to cite references is plagiarism. Academic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on exams or assignments, or submitting the same material or substantially similar material to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student’s work. Please see the Boston College policy on academic integrity for more information.