

**EBUS 5760/7760: Consumer Financial Planning  
Spring 2006**

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**Course Description:** Consumer problems encountered during and after school years. How the economy functions, wise purchase decisions, managing money. Focus on relevant consumer problems and the need for financial planning.

**Course Dates:** Thursday, January 12, 2006, through Thursday, April 27, 2006

**Location:** 135 River's Crossing

**Required Reading:** *Personal Finance*, Garman/Forgue, Houghton Mifflin, 8<sup>th</sup> Edition, 2006.

**Introduction:** Assignments will include end-of-chapter problems as well as web-based assignments available both in the textbook and on the Houghton Mifflin website. The course syllabus is a general plan for the course; deviations to this schedule may be necessary. Announcements regarding such changes will be delivered to all students via your UGA e-mail address through the WebCt course support tool. It is your responsibility to check this e-mail regularly if it is not your primary e-mail account. Extensive PowerPoint slides will be available for every chapter discussed.

**Course Schedule:**

January 13	Introduction to course Ch. 1: The Importance of Personal Finance
January 19	Ch. 2: Financial Planning
January 26	Ch. 3: Budgeting and Cash-Flow Management
February 2	Ch. 4: Managing Income Taxes
February 9	Ch. 5: Management of Monetary Assets <b>Quiz 1: Chapters 1, 2, 3</b>
February 16	Ch. 6: Credit Use and Credit Cards
February 23	Ch. 7: Installment Credit
March 2	Ch. 8: Automobiles and Other Major Purchases <b>Quiz 2: Chapters 4, 5, 6</b>
March 9	Ch. 9: The Housing Expenditure
March 16	<b>Spring Break: Enjoy and be safe!</b>
March 23	Ch. 10: Risk Management and Property/Liability Insurance

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March 30	Ch. 11: Health Care Planning <b>Quiz 3: Chapters 7, 8, 9</b>
April 6	Ch. 12: Life Insurance Planning
April 13	NBEA – no class meeting
April 20	Ch. 13: Investment Fundamentals and Portfolio Management
April 27	Group discussion of work
May 1-3	<b>Quiz 4: Chapters 10, 11, 12, 13</b>

**Assignments and due dates:**

**NB** Please check the assignment listings in WebCt for additional directions for some assignments. I prefer that those assignments requiring computation be turned in during class. For those assignments, please show **all** work rather than just your answer. The contextual assignment must be turned in during class and must be keyboarded. Additional guidelines are included in the WebCt assignment posting. Those assignments submitted via WebCt are **due** at 7:15 on the date listed.

**1. End-of-chapter Assignments:**

	<b><u>Due date:</u></b>
Ch. 1, Financial math no. 1	January 19
Ch. 1, Financial math no. 5	January 19
Ch. 2, Decision-Making case 1: Budgeting advice	January 26
Ch. 2, Money matters: Johnson's' financial statements	January 26
Ch. 3, Web assignment no. 5	February 2
Ch. 4, Decision-Making case 1: A new family celebrates	February 16
Ch. 4, Money matters: Victor & Maria reduce tax liability	February 16
Ch. 4, Web assignment no. 2	February 16
Ch. 4, Web assignment no. 4	February 16
Ch. 5, Decision-making case 1: A lobbyist considers . . .	February 23
Ch. 5, Money matters: Victor & Maria need to save . . . (for parts 2 & 3 Use Appendix <b><u>A.3</u></b> )	February 23
Ch. 6, What would you recommend now?	February 23
Ch. 6, Decision-Making case 1: credit-related speech	February 23

Ch. 7, What would you recommend now?	March 9
Ch. 7, Decision-Making case 2: Clauses in car purchase	March 9
Ch. 7, Financial math no. 2	March 9
Ch. 8, Financial math no. 1	March 23
Ch. 8, Financial math no. 2	March 23
Ch. 9, Financial math no. 1	March 30
Ch. 9, Financial math no. 4	March 30
Ch. 9, Money matters: Johnsons buy a condo (be sure to read entire case – p. 262)	March 30
Ch. 10, What would you recommend now?	April 6
Ch. 11, Financial math no. 2	April 6
Ch. 12, Decision-Making case 1: Life insurance for newly weds	April 13
Ch. 13: Decision-Making case 2: Investing a gift of cash	April 13

**2. Influence of Context on Instruction**

March 2

Choose the school where you (1) graduated from, (2) have done or are doing an early field experience, (3) are teaching, or (4) hope to student teach. Assume you will be teaching a consumer finance class. Select a topic from one of the chapters in the course that will be age-appropriate for the grade level you have chosen, and then take into consideration the context in which your “students” live. This assignment will be developed in three parts:

A. Introduction (91.6 points): In this introduction to your lesson, describe the community in which the school is set. You **must** include types of employment opportunities, socio-economic levels to include median household income or mean income, percent of children in school district receiving free/reduced lunches, general education levels in the community.

B. Lesson Plan (template provided; 91.7 points): The lesson plan you develop must include objectives, teaching strategies, the outline of your lesson, and any additional materials such as handouts. Include assignments and other means of assessing student learning you deem appropriate.

C. Monthly Budget (91.7 points): Finally, develop a monthly budget based on the median household income for the community. Your scenario may be developed around a single person or a family with children—the number of your choice! Please describe the person/family for whom you have developed the budget. Please use the sample monthly budget on page 71 (Table 3.2) in your textbook as a guide. You must include at least these categories: shelter (rent or mortgage), insurance, utilities, food, gas, electric, medical, child care if appropriate, gifts/contributions, personal care, clothing, entertainment, miscellaneous. (275 total points)

**3. Web Resources for Consumer Financial Planning**

April 27

You will draw four (4) topics included in this Consumer Financial Planning course. For **each** of these topics, you are to search the Internet and select four (4) web-based resources useful for teaching and learning about these topics. For **each** topic, the following are required:

1. List the topic
2. List each complete Internet site
3. Provide a brief summary of the kind of information available (you may use a bulleted list or narrative)
4. Evaluate/rate **each** web source, with 5 = extremely useful & informative; 4 = very useful; 3 = good; 2 = little contribution; 1 = worthless. Provide a brief explanation of your evaluation.
5. Describe a specific way in which you would incorporate this information into a consumer finance class you might be teaching. Under no circumstances should your list totally replicate the websites found at the end of each chapter. That will result in a grade of zero (0) for this assignment. This is an individual, not a group, assignment.

Grading:	Site	1 point
	Summary	4 points
	Evaluation	1 point
	Use	<u>2 points</u>
	Total	8 points x 4 per topic = 32 x 4 topics = 128 points total

**4. Graduate student assignment no. 1**

April 20

**5. Graduate student assignment no. 2**

April 28

**Basis for course grade:**

<u>Assignment</u>	<u>Undergraduates</u>		<u>Graduate students</u>	
	<u>Pts.</u>	<u>%</u>	<u>Pts.</u>	<u>%</u>
End-of-chapter work	520	37.0	520	30.5
Contextual assign.	275	19.6	275	16.1
Web resources	128	9.1	128	7.5
Grad assign. # 1			200	11.7
Grad assign. # 2			100	5.9
Quiz 1	128	9.1	128	7.5
Quiz 2	130	9.3	130	7.6
Quiz 3	109	7.7	109	6.4
Quiz 4	<u>115</u>	8.2	<u>115</u>	6.8
Total Points	1405		1705	

Grade distribution:

A = 90-100%    B = 80 – 89%    C = 70 – 79%    D = 60 – 69%    F = < 59%

**NB** *The course syllabus and schedule are a general plan for the course; deviations to the class by the instructor may be necessary. University Honor Code and Academic Honesty Policy -- All academic work must meet the standards contained in "A Culture of Honesty." Each student is responsible to inform themselves about those standards before performing any academic work.*  
*The University of Georgia is committed to full inclusion of all students. Students who, by nature of a documented disability, require academic accommodations should contact the professor during office hours. Students may also speak with Disability Services at 542-8719 to discuss the process for requesting accommodations*