



## FIN 4030 Investments

### Spring Semester 2012

**Class Location:** AIU Mexico City Campus

**Class Time:** Fridays from 9 to 12 hrs

**Instructor:** Jesús Almazán

**Home Telephone:** 56041712

**Cellular Telephone:** 044-5512445766

**E-mail:** jalmazan@yahoo.com

**Grading:** Letter

**Units:** 3

### **ALLIANT INTERNATIONAL UNIVERSITY – MEXICO CITY** SPRING SEMESTER 2012

**Jan. 17 -20 Tuesday – Friday**

New student orientation/Attendance is mandatory for new students

**Jan. 23 Monday**

Instruction begins for Spring Semester [full-term (16-week) and Session 1 (8-week) courses]

**Feb. 6 Monday**

Add/Drop Deadline for Spring Semester full-term courses. Last day to add or drop a full-term course without late fee. Last day to drop a full-term course for 100% refund

**Monday, February 6-- Constitution Day Holiday—NO CLASSES**

**Feb. 17 Friday**

Last day to withdraw from Spring Semester Session 1 courses in good standing

**Mar. 8 Thursday**

*Annual Student Leadership Conference*

**Mar. 16 Friday**

Last day to withdraw from Spring Semester full-term courses in good standing

**Mar. 18 Sunday**

Last day of Spring Session 1 courses

**Mar. 19 Monday**

Instruction begins for Spring Semester Session 2 (8-week) courses

**Monday, March 19-- Benito Juárez Holiday—NO CLASSES**

**Mar. 30 Friday**

Spring Semester Session 1 grades due to Registrar's Office

**Apr. 2 – 8 Monday – Sunday**

**Spring Break. Classes do not meet**

**Apr. 20 Friday**

Last day to withdraw from Spring Semester Session 2 courses in good standing. Spring Semester Session 1 grades available on-line.

**Apr. 23 Monday**

Registration for Summer Term and Fall Semester begins

**Tuesday MAY 1—HOLIDAY—NO CLASSES**

**May 7 Monday**

Last day to register for Summer Term without paying a late fee

**May 13 Sunday**

Last day of Spring Semester full-term courses



**Tuesday MAY 15—HOLIDAY—MEXICO CAMPUS CLOSED**

**May 14-20 Monday – Sunday**

Final Examinations; make up classes (in case of holidays, etc.); semester-end activities

**May 20 Sunday**

Last day of Spring Semester Session 2 courses

**May 25 Friday**

Spring Semester full-term grades due to Registrar's Office

**June 1 Friday**

Spring Semester Session 2 grades due to Registrar's Office

**June 8 Friday**

Spring Semester grades available on-line

**COMMENCEMENT CEREMONIES—May 18, 2012**

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## **I. Rationale:**

This course is a deep understanding of all the subjects related with investments. It covers all the necessary subjects to take decisions about how to invest money. It covers Ethics, Financial Mathematics, Probability and Statistics, Economics, Analysis of Equity, Analysis of Debt Securities, Financial Markets, Derivatives, Alternative Investments and Portfolio Management.

The course assumes that the student is familiar with accounting, but will review a good number of concepts and theories by means of their application to case studies.

## **Alliant's Mission Statement**

Alliant International University prepares students for professional careers of service and leadership, and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world.

Alliant is committed to excellence in four areas:

1. Education for Professional Practice

Alliant's educational programs are designed to give students the knowledge, skills and ethical values they need to serve and lead effectively in a variety of professional settings. Alliant graduates are expected to achieve mastery of a body of knowledge and be able to apply that knowledge in professional practice in order to achieve desired and beneficial outcomes.

2. Scholarship

Scholarship in the Alliant context includes the discovery of new knowledge; the discovery of new applications of knowledge to solve practical problems; the integration of knowledge in new ways; and innovation in teaching knowledge and professional competencies.

3. Multicultural and International Competence



Alliant is an inclusive institution committed to serving diverse populations around the world by preparing professionals to work effectively across cultural and national boundaries; by increasing the number of professionals working in underserved areas; and by understanding and responding to the needs of diverse communities.

4. Community Engagement

Alliant's faculty, students, alumni and staff are dedicated to making a positive difference in the world through professional education and practice. We measure the success of our university in part by the impact we have, both directly and indirectly, on the welfare of individuals, families, organizations and communities.

## **II. Course Description, Purpose, Student Learning Outcomes and Assessment:**

### ***A. Course Description***

The Investments course provides senior-level business students with an opportunity to apply the theories and concepts learned through their program of study. Participants will work individually to learn the basic techniques to analyze the different type of investments and to produce a comprehensive, professionally crafted demonstration portfolio for an individual or an organization. The class final project will allow students to demonstrate their capability to investigate and understand the in-depth intricacies of complex investment issues. Students will create an investment portfolio or a recommendations appropriate for any investor.

### ***B. Purpose of the Course***

Students will have the opportunity to review, question, and integrate knowledge to make the best investment decisions. Also, they will be able to practice and develop key business skills, and create holistic solutions to problems facing businesses and civil society organizations.

### ***C. Specific Learning Outcomes:***

Upon completing this course, students should be capable of the following:

- Learn some techniques how properly to manage money
- Understand the process, institutions, markets and instruments involved in the transfer of money among individuals, business and governments
- Understand a good number of accounting concepts and theories by means of their application to case studies

### ***D. Instructional Strategy***

The format of this course will be primarily lecture and class discussion, but will also include writing labs, videos, student oral presentations, PowerPoint presentations, the elicitation of individual insights, and task-oriented group work.

**Principal Rubrics:**

1. Class Participation: Preparation, presentation, and participation in the class should demonstrate your capacity to successfully demonstrate the identified outcomes. Class questions will focus on your preparation and participation, which will be evaluated on the basis of five criteria:

<b>Class Participation Rubric</b>	Clear Evidence	Minimal Evidence points	No Evidence
Preparation, Familiarity & Reflection on reading	Student exhibits substantial familiarity with the reading	Student demonstrates a basic familiarity with the reading.	Student demonstrates a lack of preparation and familiarity with the reading.
Understanding of Readings	Student has a clear understanding of the reading.	Student has minimal understanding of the reading.	Student lacks a basic understanding of the reading.
Contribution to Others Learning	Student contributes to the learning of others.	Student makes minimal contribution to the learning of others.	Student failed to contribute to the learning of others.
Clarity & Originality of Contribution	Student's contribution is clear and original.	Student's contribution is minimal.	Student contribution lacks clarity and originality.

2. Presentations (incl. power point: Objectives for this type of presentation include

1. Quality of oral presentation,
2. Focused, relevant research presented in a student-friendly manner,
3. Defense of one's analysis,
4. Response to questions,
5. Prompting relevant dialogue on important issues.

3. Research Paper Scoring Rubric:

<b>Grading Criteria: Format</b>	Excellent	Proficient	Poor
Grammar & Punctuation	The paper has no major grammatical and punctuation errors and very few minor errors. Any minor errors do not interfere with the understanding of the paper.	The paper has a few major errors and multiple minor errors, but almost all sentences are clear and understandable.	The paper has so many basic grammar errors that the paper cannot be readily understood.
Style of paper	Presentation style assured real learning by reader and engaged the reader.	Presentation style was adequate to advance reader learning.	Style of paper was confusing to reader. (0 points)
Presentation of research and design to class	Presentation was engaging for classmates.	Presentation was interesting but lacked clarity and explanation	Presentation lacked clarity and was not engaging of fellow students in the class
Adherence to APA style	Paper demonstrated full adherence to APA style.	Paper demonstrated partial adherence to APA style.	Paper failed to utilize APA style.

<b>Grading Criteria: Content</b>			
Organization	Writing is clear, logical, and very organized around a developed thesis.	Writing has minimal organization and a basic thesis statement.	The paper is unclear with no organization.
Support	Every important point is clearly supported by strong evidence.	The use of evidence is minimal, but it does support the thesis.	The paper does not attempt to support a thesis.
Analysis	Analysis shows a strong relationship between evidence and thesis.	Analysis of the evidence stretches its meaning in an attempt to support	The paper does not attempt to explain how the content relates to the

		the thesis.	thesis.
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4. Final Examination Rubrics:

<b>Short Questions</b>	<b>Answer</b>	<b>Superior-Exceeds Expectations</b>	<b>Proficient-Meets Expectations</b>	<b>Poor-Below Expectations</b>
Student uses relevant concepts to answer the question		Student uses multiple relevant concepts to respond to the question, beyond those mentioned in the question itself.	Student uses the concepts that are specifically mentioned in the question.	Student does not use all the concepts that are specifically mentioned in the question.
Student exhibits understanding of the concepts/information		Student clearly and completely exhibits knowledge of the relevant concepts. (10 points)	Student exhibits basic knowledge of the relevant concepts used in the response. (5 points)	Student clearly lacks a basic understanding of the relevant concepts. (0 points)
The response is well-written.		The response is highly readable.	The response is basically understandable.	Response is not understandable.
<b>Essay Question</b>		<b>Superior-Exceeds Expectations</b>	<b>Proficient-Meets Expectations</b>	<b>Poor-Below Expectations</b>
Student uses relevant concepts to answer the question		Student uses multiple relevant concepts to respond to the question, beyond those mentioned in the question itself.	Student uses the concepts that are specifically mentioned in the question.	Student does not use all the concepts that are specifically mentioned in the question.
Student exhibits understanding of the concepts/information		Student clearly and completely exhibits knowledge of the relevant concepts.	Student exhibits basic knowledge of the relevant concepts use in the response	Student clearly lacks a basic understanding of the relevant concepts.
The response is well-written.		The response is highly readable.	The response is basically understandable and consists of at least 3 full paragraphs. (2 points)	Response is not very comprehensive/

***E. Description of Course Requirements and Assessment Methods***

The course requirements are designed to achieve the course objectives and contribute to the capstone experience. The assignments are graded objectively, taking into account knowledge applied, content, insights, and the professional skills used to complete the task. Subjective performance is measured by attendance, punctuality, participation, and the willingness to assume leadership roles in course activities, e.g., discussions, etc.

Assessment Methods: Class participation and discussions, reading assignments, written assignments, oral presentation summaries, and the writing up and presentation of a comprehensive case report.

Grade	Per cent
A	100% – 95%
A-	94% – 90%
B+	89% – 87%
B	86% – 84%
B-	83% – 80%
C+	79% – 77%
C	76% – 74%
C-	73% – 70%
D+	69% – 67%
D	66% – 64%
D-	63% – 60%
F	Less than 60%

There will be one oral presentation in class, each being worth 100 points or 100% of the final grade.

Grading Rubric for Oral Presentations	Number of Points
Manner and aplomb	10
Understanding and Organization of Content	50
Ability to Engage the Audience	10
Quality of Visuals	10
Effectiveness of Delivery	20

Students are expected to make use of the “Suggestions for Good Oral Presentations” when making their oral presentations.

Presentations, once scheduled and committed, will not be rescheduled and will be graded as 0 Points, if not completed. All presentations must have copies of summaries to all of the class at the time of the presentation or receive a 10-Point reduction in the grade for this assignment.



### **Comprehensive Case Report (100 points possible, 100% of final grade)**

The Comprehensive Case Report is the culminating assignment of this course, and the written paper and the oral presentation of the same together represent 45% of the final grade for the course.

The content of the case write up must follow the next guidelines:

“In analyzing the case students are expected to place themselves in the role of a strategic decision maker by asking the following questions: *What information do I have? What information do I need? Based on my Report of that information, what do I need to do now?*”

### **Case Report Write Up – Research Report**

Reports will be due no later than 19<sup>th</sup> March 2012. A Report not submitted on the due date will be discounted 10% for being late. Reports submitted after the day of the final class (19/03/09) will not be accepted and will receive a “0” or “F” as a grade for the research report.

The Research Report (formal style), must contain: a Title Page, Abstract, Table of Contents, Lists of Tables and/or Figures, if any, Introduction, Methodology, Findings or Results, Discussion or Conclusions/Recommendations, Bibliography or Works Cited, and Appendices, if any. No less than four secondary references are required. At least 3 out of 4 references must be from current (since 1990) sources.

Students are encouraged to submit drafts of their reports for consultation although it is not a course requirement. It is advisable to note that reports using “Internet Sources,” newspapers, magazines, documents, journals, and books, realize that some are credible, some are not, so these references should not dominate the number of sources used as evidence in the report. Investigate the credibility of the sources before relying on them!

No more than fifty percent (50 %) of the footnotes/endnotes and references can be from the Internet! The use of more than four total sources will not necessarily add to your grade; but using less than four sources will detract from your grade. Only word-processed or typewritten, double-spaced 15-paged Reports will be accepted.

APA style is the University’s adopted style manual for all courses. Students should consult 5th edition of the *Publication Manual of the American Psychological Association* (2001) for more information, available at [www.apastyle.org](http://www.apastyle.org). Further references are available by website for OWL Publishing at Purdue University. The website address for accessing the research report link at Owl Publishing is:

<http://owl.english.purdue.edu/workshops/hypertext/reportW/introduction.html> under: “Writing Lab”

- “Workshops and Presentations”
- “Reports”
- “Understanding the Sections of Your Report.”

### **General Format Structure of the Research Report**

For specific information regarding pagination protocol, students are advised to consult the aforementioned source.



### Front Material

Front material includes a Title page, Abstract, Table of Contents, List of Tables, (if applicable), and a List of Figures, (if applicable).

### Introduction

The introduction provides essential information for the understanding of the case (who, what where, how and why). It sets the scene as well as the specific context for the detailed analysis which follows in the body of the report.

It also identifies the key issues to be discussed, and points the reader in the general direction the report is to follow.

### Methodology

The case report must include the following: internal analysis (including financial analysis), strategic issues, strategic alternatives, recommendations, and implementation.

### Back Material

Back material includes Footnotes or Endnotes, (unless it has been decided by the choice of format style to incorporate the reference sources in the text or body of the report), Bibliography or Works Cited (alphabetical order), and Appendices (optional), e.g., glossary, indices, maps, photographs, correspondence, etc.

### Bibliography or Works Cited

Must be constructed in alphabetical order.

### Appendices

Appendices are optional, but this category includes everything that is not included in the primary sections of the report, and the heading must be used if information is included in the back of the report.

## **III. Course Readings and Materials:**

### Required text:

There is no required text. The professor will provide all the material for the course.

## **IV. Policies and Procedures:**

### ***Behavioral Expectations/Attendance***

1. Policies Related To Class Attendance, Lateness, Missed Exams or Assignments



The University expects regular class attendance by all students. Each student is responsible for all academic work missed during absences. When an absence is necessary, students should contact the instructor as courtesy and to check for assignments. See the University Catalog for the complete policy on attendance.

Attendance criteria for this class are:

Punctuality: Please be on time!

Attendance: More than four unexcused absences will lower course grade one level.

2. Information on Participation/types of participation required by the course

Readings and participation are the central elements in the course. The assignments provide details for class discussions, small and large work groups; and will vary on each assigned topic. This is an interactive course and students are expected to read the assigned material prior to class. The amount and quality of participation in activities and discussions will be reflected in the students' final grades.

3. Instructor Assumptions

It is the student's responsibility to identify and complete any work missed in the course. All written work is due at the beginning of class on the assigned dates. Late papers will be accepted only at the professor's discretion and will be penalized. Grades will be determined on the basis of these course requirements as follows:

You are always welcome to discuss this course or other academic issues with me during my office hours. I will also be happy to make an appointment for another time if you cannot see me during office hours. Don't hesitate to ask if you have any questions or problems.

4. Responsibility to Keep Copies

Remember – it is good practice to keep copies of ALL major assignments/papers you turn in. On rare occasions, work may be lost because of computer failure or other mishaps.

5. Respectful Speech and Actions

Alliant International University, by mission and practice, is committed to fair and respectful consideration of all members of our community, and the greater communities surrounding us. All members of the University must treat one another as they would wish to be treated themselves, with dignity and concern.

As an institution of higher education, Alliant International University has the obligation to combat racism, sexism, and other forms of bias and to provide an equal educational opportunity. Professional codes of ethics (e.g., from the APA for psychology students) and the Academic Code shall be the guiding principles in dealing with speech or actions that, when considered objectively, are abusive and insulting.

6. Academic Code of Conduct and Ethics

The University is committed to principles of scholastic honesty. Its members are expected to abide by ethical standards both in their conduct and in their exercise of responsibility towards other members of the community. Each student's conduct is expected to be in accordance with the standards of the University. ***The complete Academic Code, which covers acts of misconduct including assistance during examination, fabrication of data, plagiarism, unauthorized collaboration, and assisting other students in acts of misconduct, among***



*others, may be found in the University Catalog.* The University reserves the right to use plagiarism detection software.

### ***Policy Regarding Plagiarism***

Plagiarism is not citing, quoting, or paraphrasing the works of others without proper textual and bibliographic citations. It is the responsibility of students to understand the rules of proper use of the intellectual production of others, and the forms of proper citation in academic works. For example, students ***must not*** copy and paste written sources from the internet, and present these sources as their own work. Plagiarism constitutes a violation of university ethics rules.

Documented cases of plagiarism will have the following consequences. In the first instances the student may fail the written assignment that was plagiarized or the course, at the discretion of the class instructor. In the first instance of plagiarism the Program Director will create a file with a copy of the plagiarized work. In the second instance the student may be called before the Student Evaluation and Review Committee (SERC) that may consider suspension from the university for one semester. In the third instance the student may be called before the Student Evaluation and Review Committee (SERC) that may consider dismissal from the university.

If the student has any questions regarding the use of citations in papers or plagiarism, please ask the instructor or the Program Director.

7. Disability Accommodations Request

If you need disability-related accommodations in this class, please see me privately. All accommodations must be requested in a timely manner (at least 2 weeks ahead of time) with a letter of support for Alliant's Office of Disability Services. If you have questions about accommodations, please contact the Office of Disability Services.

8. Policy on Course Requirements During Religious Holidays

Alliant International University does not officially observe any religious holidays. However, in keeping with the institution's commitment to issues of cultural diversity as well as humanitarian considerations, faculty are encouraged to appreciate students' religious observances by not penalizing them when they are absent from classes on holy days. Alliant International University faculty will be sensitive to these matters. Students should be similarly respectful of faculty members' right to observe religious days.

9. Resources for Obtaining Tutoring or Other Student Support Services

Tutors are available to help students with course-based or exam-based needs. Contact the Director of Student Support Services for information on obtaining tutoring – or other student support services – on your campus.

10. Policy Regarding Plagiarism

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If the student has any questions regarding the use of citations in papers or plagiarism, please ask the instructor or the Program Director.

11. Problem Solving Resources

If problems arise with faculty, other students, staff, or student support services, students should use the University Problem Solving Procedures located on the web at: [http://www.alliant.edu/academic/studentproblemsolving/Student\\_Grievance\\_Policy.pdf](http://www.alliant.edu/academic/studentproblemsolving/Student_Grievance_Policy.pdf)

**V. Course Schedule:**

1. Reminder that the Syllabus is subject to Change

The following is the general structure and content of the course. Students should remember that the exact content and schedule of the syllabus is subject to change without prior notice to meet student, faculty or other needs. We may spend more time on some topics as needed and conversely, may move more quickly over other topics.

2. Assignments Due, Class Dates, Topics to Be Covered

Session	Date	Topic/Activity	Readings	Assignment Due
1	27/1/12	<input type="checkbox"/> Introduction to the Course <input type="checkbox"/> Ethics		
2	3/2/12	<input type="checkbox"/> Ethics Exam <input type="checkbox"/> Financial Mathematics		
3	10/2/12	<input type="checkbox"/> Probability and Statistics		
4	17/2/12	<input type="checkbox"/> Financial Mathematics, Probability and Statistics Exam <input type="checkbox"/> Microeconomics		
5	24/2/12	<input type="checkbox"/> Macroeconomics		
6	2/3/12	<input type="checkbox"/> Micro and Macroeconomics Exam		
7	9/3/12	<input type="checkbox"/> Equity Analysis		
8	16/3/12	<input type="checkbox"/> Fixed Income Securities		
9	23/3/12	<input type="checkbox"/> Financial Markets		
10	30/3/12	<input type="checkbox"/> Equity, Fixed Income and Financial Markets Exam		
11	6/4/12	<input type="checkbox"/> Derivatives		
12	13/4/12	<input type="checkbox"/> Alternative Investments		

13	20/4/12	<input type="checkbox"/> Derivatives and Alternative Investments Exam		
14	27/4/12	<input type="checkbox"/> Portfolio Management		
15	4/5/12	<input type="checkbox"/> Portfolio Management		
16	11/5/12	<input type="checkbox"/> Portfolio Management Exam		

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## **Appendix: Alliant Mission, Values, Professional Practices and Competencies**

### **A. Alliant Mission**

**Description:** Alliant's mission is:

Alliant International University prepares students for professional careers of service and leadership, and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world.

**Purpose:** The purpose of this anchor is to ensure that the Program fits within the University and School mission and vision.

### **B. Alliant Core Values**

**Description:** The Alliant Core Values are Integrity, Intellectual Advancement, Diversity, Social Responsibility, Innovation, Stewardship, Partnership and Collaboration.

**Purpose:** The purpose of this anchor is to ensure that Alliant's Programs are planning and operating in accordance with Alliant's Core Values.

### **C. Alliant Professional Practice University Components of Excellence from the Mission**

**Description:** The four components of a professional practice university explained in Alliant's mission are:

- Education for Professional Practice
- Scholarship
- Multicultural and International Competence
- Community Engagement

**Purpose:** The purpose of this anchor is to ensure that the 4 components of Alliant as a professional practice university are incorporated into the Programs.

### **D. Professional Practice Competencies**

**Description:** The Alliant Professional Practice Competencies (A-IMPACT) are:

- A discipline-specific body of knowledge and research/scholarship
- Insight into the context of practice
- Multicultural/International competence
- Professional literacies
- Application of knowledge and research in new ways
- Conduct, judgment, dispositions and ethics
- Team-based and multidisciplinary approaches

**Purpose:** The purpose of this anchor is to ensure that the competencies are part of all Alliant's Programs (at an appropriate level) and thus become a hallmark of an Alliant Program.