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| Course Title: Fundamentals of Finance | |
| Instructor: | |
| Instructor Contact Details | |
| Email: | |
| Contact phone number: | |
| Office hours/office location: | |
| Course Description: | |
| <p>This course is an introduction to business finance. Topics include an overview of the finance function and its importance for the firm and the course presents global aspects of finance, giving an overview of money and capital markets, introducing students to financial analysis and time value of money. In addition, the course examines securities and bond pricing, risk and rates of return, cost of capital, and capital budgeting and risk analysis.</p> | |
| Course Objectives: | |
| <p>The course introduces students to the fundamental concepts in business finance and enables students to understand and to carry out financial calculations. The course also develops students' understanding of financial markets, such as stock and bond markets and examines the effects of the value of the firm created by the interaction of the investment and financial decisions including understanding risk and return trade-offs.</p> <p>Students taking this course are required to have an understanding of college-level mathematical/numerical principles.</p> | |
| Course Learning Outcomes: | |
| <p>At the end of this course, students will:</p> <ul style="list-style-type: none"> • Understand and analyse financial statements • Understand financial markets to be able to make relevant investment decisions • Carry out financial calculations and identify key elements of the investment and funding decisions • Understand the trade-off between risk and rate of return | |
| Charting the Course: FIE's Values and the curriculum: | |
| The following FIE articulated values are addressed in this course: | |
| <p>Knowledge and Inclusivity</p> <ul style="list-style-type: none"> • A recognition of the social, cultural and historical context of knowledge, and of knowledge as socially and culturally constructed and maintained • An understanding of the potential for contribution of non-dominant groups and recognition of their role, power and privilege, within fields of study | ✓ |
| <p>Ethics and Human Rights</p> <ul style="list-style-type: none"> • Recognition of issues of social justice at global and national levels • Awareness of ethical implications of personal choice and governmental action | ✓ |

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| <p>Social and Cultural Reflection and Action</p> <ul style="list-style-type: none"> • A heightened awareness of civic and social responsibilities at local and global levels • Developing our understanding, appreciation of and empathy towards diverse cultures and identities • A continued engagement in cross-cultural and multicultural communication | ✓ |
| <p>Commitment to the Environment</p> <ul style="list-style-type: none"> • Active engagement with environmental impact • Addressing issues of sustainability and applying initiatives | |
| <p>Required Text(s):</p> | |
| <p>Additional/Recommended Readings:</p> <p>Arnold, G. (2008). <i>Corporate Financial Management</i>. (4th Ed.). Pearson</p> <p>Berk, J. & DeMarzo, P. (2008). <i>Corporate Finance</i> plus myFinance Lab. (1st Ed. International Edition.). Pearson</p> <p>Ross, S. A., Westerfield, R. W., Jordan, B. D. (2014). <i>Essentials of Corporate Finance Global Edition</i>. (Global or Middle East Editions). McGraw-Hill Higher Education</p> <p><i>(It is possible to rent a e-book version online at www.coursesmart.co.uk/IR/4905885/007715729x?hdv=6.8)</i></p> <p>It is fine to use any edition after 2010</p> | |
| <p>Instructional Methods:</p> <p>The course combines the use of lectures, seminar discussions, and a group project.</p> | |
| <p>Topics:</p> <p>Macroeconomic framework: The Firm and the Finance Function. The role of the Financial Manager. Financial Objectives and Decisions</p> <p>Overview of the financial markets and the financial system: Their role and importance. The sources of business finance</p> <p>Capital Markets and Market Efficiency: Evaluating firm's performance by using financial statements and ratio analysis</p> <p>The Investment Decision: Overview and importance of project appraisal. Calculation of Net Present Value and Internal Rate of Return. Basic Discounted Cash Flow Techniques and comparison with other appraisal methods. Applications, relevant cash flows, risk and sensitivity analysis</p> <p>The Financing Decision: Different sources of financing a business. Raising Equity Finance. Types of equity, methods of issuing. Main problems and costs faced by firms engage in equity finance. Calculating the value of right and scrip issues. Debt Financing. Fixed and floating interest rates. Bank and security financing. The valuation of fixed interest rate debt. Hybrid finance. Leasing</p> <p>The Cost of Capital and Capital Structure: The Gordon growth model. Traditional approach. Miller and Modigliani's approaches. Weighted Average Cost of Capital</p> | |
| <p>Week-by-Week Class Plan:</p> | |
| <p>Assignments and Due Dates:</p> <p>Attendance and Participation</p> <p>In addition to physical presence in class, your class participation score is based on the mastery of assigned course readings as reflected in a consistent, valid contribution to class discussions, in-class exercises, and in asking questions that enrich the on-going discourse. Occasional participation</p> | |

will have a negative impact on your participation score.

Mid-Term Exam:

Team Research Project Paper and Presentation:

In a 10 minute 8 slide presentation and 2,000 word paper:

Conduct a financial analysis of any company listed on a major stock exchange. Review the financial statements for the past three years and investigate its financial performance, cash flows, capital expenditures, financial ratios, and profitability trends. Apply the various theoretical tools that you have learned in this course to explain the macro environment in which the company operates. Provide an analytical commentary on the company's performance; simply providing a 'descriptive' will be insufficient. Include a bibliography to show the extent of your readings and research; emphasis is placed on the 'quality' of your sources.

Final Exam:

Possible Co-curricular Activities and Tentative Dates:

Bloomberg's tour

A Docklands and Canary Wharf tour

Bank of England visit

Assessment Plan:

- Attendance and Participation: 20%
- Mid-Term Exam: 25%
- Team Research Project Paper and Presentation: 25%
- Final Exam: 30%

Academic Integrity:

By enrolling at FIE, you have joined an academic community and you are expected and required to act honestly regarding the work you submit for assessment in your courses. Academic integrity is closely related to the concept of good academic practice.

Any attempts to Cheat; Fabricate; Plagiarise; Collaborate without Authorisation; Participate in Academically Dishonest Activities; and/or Facilitate Academic Dishonesty will be viewed as a breach of this regulation.

Most students do not have any problems understanding the rules and expectations about acting honestly at university. If you have any questions you must talk to your faculty or a member of FIE's Academic Team.

Attendance and Participation:

Regular attendance is essential in order to pass a course. A class constitutes lectures, student presentations, discussions, seminars, co-curricular activities, tests, and examinations. In addition, under UK Home Office regulations class attendance is mandatory.

Class attendance and participation is formally recorded and incorporated into a student's final grade.

In addition to physical presence in class, a student's participation in a class is evaluated on the mastery of assigned course readings as reflected in a consistent, valid contribution to class discussions, in-class exercises, and in asking questions that enrich the on-going discourse. Consistency and validity in participation is expected in every class. Limited participation will have a negative impact on a student's participation score.

When unexpected events cause students to miss a class, it is the student's responsibility to initiate contact with the faculty member to notify them in advance, or as soon as is reasonably possible.

Absence from class does not relieve a student of responsibility for assignments. **Students bear the ultimate responsibility for all missed class material and assessment.**

If a student misses 25% or more of a course, then they may be awarded a failure for the course and/or not permitted to finish the course.

FIE Grading Rubric:

| Letter Grades | Knowledge & Content | Methodology & Structure, Language & Style | Understanding, Reflection & Critique | Integrative thinking & demonstration of experiential learning |
|---------------|---|--|---|---|
| A | Interesting topic handled with intelligence, originality, and depth; wealth of supporting material, smoothly integrated into the text; tone is evident and maintained throughout; no factual inaccuracies | Material is unified and well-focused; organization is clear, logical and purposeful throughout the essay; well-chosen examples. Uses sophisticated sentences effectively; usually chooses words aptly; observes conventions of written English and manuscript format; makes few minor or technical errors | Well-chosen examples; persuasive reasoning used to develop and support thesis consistently: uses quotations and citations effectively; causal connections between ideas are evident | Gives full insight into the nature of an event, experience, or artefact; achieves complete integration of knowledge from diverse disciplines to interpret an issue. Shows clear understanding of cultural impact through appropriate examples |
| B | Content is above average; worthwhile topic; satisfactory depth of development; supporting details for the thesis and topic sentences are specific, concrete, and plentiful; has only minor factual inaccuracies | Material is unified and well-focused; pattern of organization is clear, logical, and well executed; makes an effort to organize paragraphs topically. Some mechanical difficulties or stylistic problems; may make occasional problematic word choices or awkward syntax errors; a few spelling or punctuation errors or cliché; usually presents quotations effectively | Pursues thesis consistently: develops a main argument with clear major points and appropriate textual evidence and supporting detail; makes an effort to organize paragraphs topically | Gives some insights into the nature of an event, experience, or artefact; achieves partial integration of knowledge from diverse disciplines to interpret an issue; some understanding of cultural impact through appropriate examples |
| C | Worthwhile topic; supporting material for thesis and topic sentences is general and abstract rather than specific and concrete; most information is correct | Organization is clear, logical, and coherent; some ideas unsupported; fails to integrate quotations appropriately. More frequent wordiness; several unclear or awkward sentences; imprecise use of words or over-reliance on passive voice; one or two major grammatical errors | Only partially develops the argument; shallow analysis; some ideas and generalizations undeveloped or unsupported; makes limited use of textual evidence; fails to integrate quotations appropriately | Able to explain to a limited extent, the quality of a performance, event, or artefact; gives few insights into event, experience; discusses few qualities of an experience; a limited understanding of cultural impact with few examples |
| D | Trivial subject; very few supporting details for the thesis and topic sentences; has some correct & incorrect information | Not logically organized; digresses from one topic to another; no clear organizational pattern. Some major grammatical or proofreading errors (subject-verb agreement; sentence fragments); language marred by clichés | Frequently only narrates; digresses from one topic to another without developing ideas or terms; makes insufficient or awkward use of textual evidence | Little integration of experience and narrative; limited insight of issues and insufficient understanding of cultural impact |
| F | Consists of unsupported generalities and/or the repetition of commonplace ideas; lacks originality and insight; information is | Does not follow the instructions; rambling, disorganized and incoherent. Numerous grammatical errors | Little or no development; may list incorrect facts or misinformation; uses no quotations or fails to cite sources or plagiarizes | Little or no integration experience and narrative; lack of insight and fails to understand cultural impact |

Late Submission of Written Work:

Written work may be submitted later than the due date only with express permission from the faculty. Credit is not given for work received late, except in exceptional circumstances of personal illness or similar (which must be made known to FIE at the time). Documentation of exceptional circumstances from a third party, such as a doctor's note, may be required. Any extensions made beyond the last class meeting must be committed to writing and include information on the exceptional circumstances that require the extension, the nature of work yet to be submitted, and the date by which the work will be received. If said work is not received by the agreed extension date, barring further exceptional circumstances, the work will not be given credit.

Diversity, Inclusivity and Accessibility

FIE regards its housing and classroom facilities as safe spaces to live, study, and work with students, faculty, and staff who are understanding, supportive, and trustworthy. Inappropriate, derogatory comments and/or actions, harassment, bullying, victimisation and discrimination are not tolerated. Any such behaviour will be investigated and dealt with appropriately. Students must be respectful of diverse opinions and of all class members regardless of personal attribute and use inclusive language in written and oral work.

Students who wish to use academic accommodations at FIE can register to do so via FIE's Administration Team, by providing the appropriate supporting documentation. Students who have approved FIE academic accommodations should discuss them directly with their faculty member(s) within or around the first few class sessions, or via email. Exams are facilitated by FIE faculty and students should give 2 weeks' notice to faculty members if use of approved exam accommodations is required. The Administration team can assist students and faculty with liaison and facilitation as needed.

Writing and Language Support

FIE's Writing Support Tutors are available to assist students of all levels of expertise with all phases of the writing process. Available year-round and to all students. To book an appointment or for more information visit www.fie.org.uk/wst.

Please note that FIE allows the use of a foreign language/English dictionary in exam situations for students where English is not their primary language UNLESS the use of the dictionary would give the student a significant advantage (e.g. where the exam is aimed at getting the students to define terms that might be found in the dictionary).