



BUAD 306: Business Finance
Syllabus – Fall 2015

Section:	14791
Class Time:	Tue/Thu 12pm
Class Location:	JFF LL105
Professor:	Mark D Griffiths
Office:	ACC301B
Office Hours:	T&T 10-11:30 & by appt
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Course Description

BUAD 306 is a fundamentals course in business finance. Finance is a way of thinking about economic problems that involve uncertainty over time. This course is designed to provide an introductory framework for understanding how financiers think, how they break down components of a financial problem, and how they make decisions as investors and corporations in the financial market. By the end of the semester, you should be familiar with financial vocabulary, understand aspects of financial theory, develop skills in financial computation, and appreciate the underlying financial mindset as well as incentives involved when solving problems of finance. You will learn how to determine risk, how to make decisions, and how to value an investment as a potential financial opportunity.

Course Learning Objectives

Through lecture, case analysis, worked samples, and by learning to apply appropriate mathematical and financial formulae and functions, you will be able to:

1. Understand basic types, goals, and implications of financial management and the role of the financial decision-maker.
2. Interpret financial statements and how they influence long-term planning and growth.
3. Understand the meaning of *time value of money* and how to evaluate the trade-off between dollars today and dollars sometime in the future.
4. Understand how firms decide to commit capital and its impact on cash flow (discounted cash flow).
5. Understand interest rates and bonds and realize how interest rates impact bonds.
6. Understand the different criteria used to evaluate proposed investments (e.g., net present value (NPV), profitability index, payback period).
7. Determine the cost of capital, and understand and apply the concepts of the *weighted average cost of capital*.

8. Recognize and understand the elements of optimal capital structure, the effects of financial leverage, bankruptcy, and the role of taxes.
9. Understand the dynamics of behavioral finance and its influence on individual and corporate financial decision-making (e.g., the impact of heuristics).
10. Understand derivatives, or *options*, in the context of corporate finance.

These course level objectives align with selected Marshall Program Learning Goals. Please see the table in Appendix for specifics.

Required Materials

- *Fundamentals of Corporate Finance*, Eleventh Edition by Ross, Westerfield and Jordan. The Tenth Alternative edition is also acceptable.
- Calculator with financial functions. I will teach from the Texas Instruments BA II Plus. Other calculators are similar, such as the BA II Plus Professional, the Hewlett Packard 17bII+, and Hewlett Packard 10bII. Many graphical calculators, such as the TI-83, have built-in financial functions. However, it is the student's responsibility to learn the functions of their particular calculators. You should bring your calculator to all classes and exams. *You will be extremely disadvantaged if you do not have your calculator during exams.* During exams you will not be allowed to use cellphone calculators, computers, or any other device that can communicate to other devices, so learning how to use the financial calculator is essential for success in the class.

Prerequisites: ACCT 410, BUAD 250a, BUAD 280 or BUAD 305.

Course Notes: Copies of lecture slides and other class information are available through your Blackboard account. Lecture slides are posted **after** the lecture has been provided.

Grading Summary:

Exams	% of Grade
Exam 1	25%
Exam 2	25%
Exam 3	25%
Exam 4	25%
TOTAL	100%

Three items are considered when assigning final grades:

1. Your average weighted score as a percentage of the available points for all exams (the points you receive divided by the number of points possible).
2. The overall average percentage score within the class.
3. Your ranking among all students in the class.

Your grade will not be based on a mandated target, but on your performance. Historically, the average grade for this class is about a B. The percentage of students getting each grade in the past is approximately:

A+	10%
A	11%
A-	12%
B+	13%
B	14%
B-	13%
C+	12%
C or lower	The remainder

Assignments and Grading Detail

Your grade is made up of your exam scores only:

1. **Exams.** All exams are closed book, closed notes. Financial calculators are allowed and recommended, but E-devices (cell phones, PDAs, iPhones, Blackberries, other texting devices, laptops, iPods, etc.) are not allowed. You will be provided with any relevant equations (and some irrelevant ones). All exams will use the Scantron multiple choice format. Students must provide their own pencils. Students must take the exam in the lecture section in which they are registered.

All four exams are 75 minute-timed exams held during regular class meeting times and in the regular class location. Therefore, there are no conflicts of exam times with any other course at USC.

Exam Absence Policy

Students are required to be present for all four exams. If you are not able to take the exams on the dates and times specified in the detailed schedule, you should not take this class.

There will be no make-up exams. However, there are legitimate reasons for missing an exam. If you provide documentation of serious medical problems or crime incidents for missing an exam, the other exam scores will be re-weighted to accommodate the missing score. However, if you miss more than one exam, I will be unable to assign a complete grade to you.

2. **Assignments.** There will be 8 assignments posted to Blackboard during the course. **They will not be graded.** They are designed to provide practice material during the course. Answers to the homework will be posted online for students to evaluate their performance.

Technology Policy

Personal computers and wireless Internet are a key part of today's technological culture, but they also can distract you from the class discussion and dampen participation. You may bring your laptops/iPads etc. to class for note-taking, but please refrain from browsing the internet, updating your Facebook profile, playing games, instant messaging, shopping, etc. Although you may think you are being discreet, 90% of the time students engaging in such behavior give themselves away (through inappropriate facial expressions, lack of eye contact, out of sync typing, etc.). Use of computer in the classroom is a privilege. If you abuse this privilege, laptops may be banned from the classroom.

Teaching Assistant

The teaching assistant is listed at the top of the syllabus. The TA will hold regular office hours and can answer questions on the material during office hours or via email.

Tutoring

Tutoring is offered through the Marshall Office of Undergraduate Advising as a supplement to classroom instruction. Tutors are able to assist students in understanding difficult concepts, but tutoring sessions are only effective if students regularly attend class and actively engage in the process of thinking critically about the course content. For more information on tutoring, visit the Marshall Office of Undergraduate Advising in BRI-104 (213-740-0690), or <http://students.marshall.usc.edu/undergrad/advising/>.

MARSHALL GUIDELINES

Add/Drop Process

This class will remain open enrollment (R-clearance) for the first three weeks of the semester. If there is an open seat, students will be freely able to add a class using Web Registration throughout the first three weeks of the term. If the class is full, students will need to continue checking Web Registration to see if a seat becomes available. There are no wait lists and the professor cannot add students. See USC guidelines here: http://www.usc.edu/dept/publications/cat2012/private/pdf/2012_2013/academic_policies_12.pdf

- Waitlist. There are no centralized wait lists for Marshall undergraduate courses. Although there are no wait lists, the Undergraduate Advising Office provides a system by which students can indicate their interest in enrolling in classes that are currently full in order to track demand and manage classroom space effectively.
- Dropping Students. The professor may drop any student who, without prior consent, does not attend the first two class sessions. The instructor is not required to notify the student that s/he is being dropped.

Statement for Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me **by Tuesday September 8**. DSP is located in Grace Ford Salvatori Hall 120

and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. For more information visit www.usc.edu/disability.

Statement on Academic Integrity

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. SCampus, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A. <http://www.usc.edu/dept/publications/SCAMPUS/gov/>

Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/> Failure to adhere to the academic conduct standards set forth by these guidelines and our programs will not be tolerated by the USC Marshall community and can lead to dismissal.

Emergency Preparedness/Course Continuity

In case of emergency, and travel to campus is difficult, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. Instructors should be prepared to assign students a "Plan B" project that can be completed at a distance. For additional information about maintaining your classes in an emergency please access: <http://cst.usc.edu/services/emergencyprep.html>

Please activate your course in Blackboard with access to the course syllabus. Whether or not you use Blackboard regularly, these preparations will be crucial in an emergency. USC's Blackboard learning management system and support information is available at blackboard.usc.edu.

Incomplete Grades

An incomplete (IN) grade may be assigned due to an "emergency" that occurs after the 12th week of classes. An "emergency" is defined as a serious **documented** illness, or a **documented** unforeseen situation that is beyond the student's control, that prevents a student from completing the semester. Prior to the 12th week, the student still has the option of dropping the class. Arrangements for completing an IN course should be initiated by the student, and negotiated with the instructor. Class work to complete the course should be completed within one calendar year from the date the IN was assigned. The IN mark will be converted to an F grade should the course not be completed.

COURSE READINGS/CLASS SESSIONS

- Students should read the assigned chapter(s) BEFORE the associated lecture date.

Week	Day	Topic	Chapters
AUG 22	Tue	Introduction to Corporate Finance <i>What does a financial manager do? Forms of Business Organization, Goal of Financial Mgmt, Agency Problem, Principal-Agent Problem, Incentives</i>	1
AUG 24	Thu	Financial Statements <i>Balance Sheet, Income Statement, Average versus marginal tax rates, Operating Cash Flow, Change in Net Working Capital, Standardized Financial Statements, Sources and Uses of Cash, Ratio Analysis</i>	2 & 3
AUG 29	Tue	Time Value of Money <i>Future Value and Compounding, investing for a single period, compound growth, lump sum versus payments, Present Value and discounting, present versus future value, determining the discount rate, single period present value, lump sum versus payments</i>	5
AUG 31	Thu	Discounted Cash Flow Valuation <i>Future and Present Values of multiple cash flows, Valuation of Annuities, Perpetual Bonds, Future value of Annuities, Annuities Due</i>	6
SEP 6	Tue	Discounted Cash Flow Valuation <i>Effective Annual Rates, Calculating and comparing rates, EAR versus APR, Continuous Compounding, Loan Types, Amortization, Pure Discount Loans, Interest Only loans, Amortized Loans</i>	6
SEP 8	Thu	Review for Exam 1	
SEP 13	Tue	Exam 1	

SEP 15	Thu	Interest Rates and Bond Valuation <i>Bonds and valuation of bonds, Bond Features, Interest Rate Risk, Default and Credit Risk, Re-investment rate risk, Bond Indenture, Debt or Equity? Long Term Debt, Government Bonds, Corporate Bonds, Mortgage Bonds, Floating Rate bonds, Zero Coupon Bonds</i>	7
SEP 20	Tue	Interest Rates and Bond Valuation <i>Bond Ratings, Moody's and Standard and Poors, Investment Grade versus High Yield (Junk) Debt, Real versus nominal rates, Fisher Effect, Term Structure of Interest Rates – Yield Curve</i>	7
SEP 22	Thu	Stock Valuation <i>Zero Growth, Constant Growth Model, Shareholder Rights, Common Stock versus Preferred Stock, Cumulative versus non-cumulative, Dealers and Brokers, NYSE, NASDAQ</i>	8
SEP 27	Tue	Net Present Value and Other Investment Criteria <i>NPV estimate, Payback Rule, Internal Rate of Return, Discounted Payback, Profitability Index, Capital Budgeting</i>	9
SEP 29	Thu	Net Present Value and Other Investment Criteria <i>IRR versus NPV, Mutually Exclusive Projects, Nonconventional cash flows, NPV profile, Acceptance and rejection rules for each capital budgeting criteria</i>	9
OCT 4	Tue	Review for Exam 2	
OCT 6		Exam 2	
OCT 11	Tue	Making Capital Investment Decisions <i>Incremental Cash Flows, Pro Forma Statements, Side Effects, Sunk Costs, Opportunity Costs, Net Working Capital, Financing Costs</i>	

OCT 13	Thu	Making Capital Investment Decisions <i>Depreciation (MACRS), Operating Cash Flow – alternative definitions, Setting a Bid Price, Cost Cutting Proposals</i>	10
OCT 18	Tue	Capital Market History <i>Returns thru time for different asset classes, Historical record, Risk premiums, variability of returns, average versus geometric, capital market efficiency</i>	12
OCT 20	Thu	No Class	
OCT 25	Tue	Return, Risk, and Security Market Line <i>Expected Returns and variances, portfolio weights and expected returns, unexpected returns, Systematic and unsystematic risk, diversification</i>	13
OCT 27	Thu	Return, Risk, and Security Market Line <i>Systematic risk and beta, Portfolio beta, Security Market Line, Reward to risk ratio, Beta and the risk premium, Capital Asset Pricing Model (CAPM), Cost of Capital</i>	13
NOV 1	Tue	Review for Exam 3	
NOV 3	Thu	Exam 3	
NOV 8	Tue	Cost of Capital <i>Cost of Capital, Cost of Equity, Cost of Debt, Cost of Preferred Stock</i>	14
NOV 10	Thu	Cost of Capital <i>Weighted Average Cost of Capital, Divisional Cost of Capital, Project Cost of Capital</i>	14

NOV 15	Tue	Financial Leverage and Capital Structure Policy <i>Capital Structure Question – Debt or Equity Financing? Effect of Financial leverage, Cost of equity or debt? M&M proposition I&II</i>	16
NOV 17	Thu	Financial Leverage and Capital Structure Policy <i>M&M proposition I and II with and without corporate taxes, Bankruptcy Costs, Optimal Capital Structure, Bankruptcy liquidation versus reorganization</i>	16
NOV 22	Tue	Dividends and Payout Policy <i>Cash dividends, stock dividends, Low payouts versus high payout ratios, tax and legal benefits, dividend policy, stock repurchase plans, stock splits, reverse splits</i>	17
NOV 24	Thu	Thanksgiving - No Class	
NOV 29	Tue	Review for Exam 4	
DEC 1	Thu	Exam 4	

All exams for this course are held during regular class time in the regular location. There are no exams during USC's official Finals Week.

APPENDIX

Alignment of Course Learning Objectives with Marshall's Six Undergraduate Program Learning Goals

Goal	Marshall Program Learning Goal Description Covered in this Course (Goals 1, 3, 5, and relevant selected sub-goals)	Emphasis/ Relation to Course Objectives	Relevant Course Topics
1	Our graduates will understand types of markets and key business areas and their interaction <i>to effectively manage different types of enterprises</i> . Specifically, students will: 1.1 Demonstrate foundational knowledge of core business disciplines, including business analytics and business economics. 1.2 Understand the interrelationships between functional areas of business so as to develop a general perspective on business management. 1.3 Apply theories, models, and frameworks to analyze relevant markets (e.g. product, capital, commodity, factor and labor markets). 1.4 Show the ability to utilize technologies (e.g., spreadsheets, databases, software) relevant to contemporary business practices.	High (Course learning objectives 1-10)	Discussion of Net Present Value (NPV); Weighted Average Cost of Capital (WACC), etc.
3	Our graduates will demonstrate critical thinking skills <i>so as to become future-oriented decision makers, problem solvers and innovators</i> . Specifically, students will: 3.1 Students will understand the concepts of critical thinking, entrepreneurial thinking and creative thinking as drivers of innovative ideas (not explicit for this course). 3.2 Critically analyze concepts, theories and processes by stating them in their own words, understanding key components, identifying assumptions, indicating how they are similar to and different from others and translating them to the real world. 3.3 Be effective at gathering, storing, and using qualitative and quantitative data and at using analytical tools and frameworks to understand and solve business problems. 3.4 Demonstrate the ability to anticipate, identify and solve business problems. They will be able to identify and assess central problems, identify and evaluate potential solutions, and translate a chosen solution to an implementation plan that considers future contingencies.	High (Course learning objectives 1-10)	Discussion of ratio analysis; stock valuation; etc.
5	Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities <i>and aspire to add value to society</i> . Specifically, students will: 5.1 Understand professional codes of conduct. 5.2 Recognize ethical challenges in business situations and assess appropriate courses of action.	Moderate (Course learning objectives 1, 8, 9)	Discussion of conflicts of interest; principal/agent problems; corporate governance, etc.
Marshall Undergraduate Program Goals <u>not Explicitly</u> Covered by this Course (Goals 2, 4, 6) (Continued next page)			
2	Our graduates will develop a global business perspective. They will understand how local, regional, and international markets, and economic, social and cultural issues impact business decisions <i>so as to anticipate new opportunities in any marketplace</i> . Specifically, students will: 2.1 Understand how local, regional and global markets interact and are impacted by economic, social and cultural factors. 2.2 Understand that stakeholders, stakeholder interests, business environments (legal, regulatory, competitor) and business practices vary across regions of the world.		

4	<p>Our graduates will develop people and leadership skills to promote their effectiveness as <i>business managers and leaders</i>. Specifically, students will:</p> <p>4.1 Recognize, understand, and analyze the motivations and behaviors of stakeholders inside and outside organizations (e.g., teams, departments, consumers, investors, auditors).</p> <p>4.2 Recognize, understand and analyze the roles, responsibilities and behaviors of effective managers and leaders in diverse business contexts e.g., marketing, finance, accounting.</p> <p>4.3 Understand factors that contribute to effective teamwork.</p>
6	<p>Our graduates will be effective communicators <i>to facilitate information flow in organizational, social, and intercultural contexts</i>. Specifically, students will:</p> <p>6.1 Identify and assess diverse personal and organizational communication goals and audience information needs.</p> <p>6.2 Understand individual and group communications patterns and dynamics in organizations and other professional contexts.</p> <p>6.3 Demonstrate an ability to gather and disseminate information and communicate it clearly, logically, and persuasively in professional contexts.</p>