Syllabus
FNAN 301-A01 Financial Management
Summer 2011

Updated May 24, 2011

Professor: Dr. Steve Pilloff
Relevant dates: June 6 – June 24
Office: 224 Enterprise Hall
Email: spilloff@gmu.edu
Phone: 703-993-5058
Office hours: M – R: 11:30 p.m. – 12:30 p.m. and by appointment

Professor: Dr. Thomas Hogan
Relevant dates: May 23 – June 5
Office: 237 Enterprise Hall
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Administrative Assistant: Angie Shaffer
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Regular work hours: M/F: 1:00 p.m. – 5:00 p.m. (but will vary considerably by week)

Lecture room: Science and Technology II, Room 9
Lecture time: M – F: 9:30 a.m. – 11:20 a.m.

Course description
FNAN 301 provides an introduction to the fundamental concepts, principles, and analytical tools in finance to both finance and non-finance majors. Topics covered include the time value of money, security valuation, capital budgeting, risk and return analysis, and cost of capital. Each student's understanding of the course material will be assessed through graded assignments, quizzes, and a final examination. To learn the material, students should attend all classes and work through many problems in class and on their own.

Prerequisites
C or better in ECON 103, ACCT 203, and OM 210; sophomore standing
Course objectives and goals
Course objectives and learning goals are presented in Appendix B

Academic Integrity and Honor Code
Students are expected to know and adhere to the GMU Honor Code, which can be found at http://academicintegrity.gmu.edu/honorcode/. Suspected, possible, or potential violations of the Honor Code will be reported to the Honor Committee.

Violations of the Honor Code include, but are not limited to, submitting work completed by another person and representing it as one’s own, using another student's iclicker remote, talking to another person other than a proctor during an exam, using an impermissible aid such as unauthorized notes on an exam, removing an exam from the classroom, and sharing information about exams with other students.

Students are reminded that they “have the duty to report to a member of the Honor Committee, within the prescribed time outlined under Procedures for Reporting a Violation, any violations of the Honor Code.”

Required Items
1. Connect: Graded assignments are made available by the professor and submitted by students through Connect, which is a web-based homework management system.

   Students must have access to Connect to use it. There are several alternatives for gaining access. New copies of the optional FNAN 301 book, which can be bought at the GMU bookstore, come with Connect access. If no book, a used book, or the electronic version of the optional book is obtained, then Connect can be purchased separately, either at the GMU bookstore or through the Connect site for this course:
   
   http://connect.mcgraw-hill.com/class/fnan301-summera2011

   Note that students can obtain a free 21-day subscription through the Connect site for this course. This alternative may be particularly attractive for students that wind up dropping the course. The free trial can be obtained by following the registration process.

   Subscriptions from previous semesters may be used for this class as well although the account may expire mid-semester. All assignments that are submitted while an account is active are saved, even after an account expires. The site lists “Steve Pilloff” as the instructor.

2. Financial calculator: Calculators with financial functions are used a great deal to solve problems in FNAN 301. Support will be provided for the TI-83 Plus. Students may use a different calculator if desired, but course instructors may not be able to help with any calculator other than the TI-83 Plus.

   There is a great deal of information on using financial calculators in the course overheads and on-line. One potentially helpful web site is http://www.tvmcalcs.com. In the course, we will support the time value of money functions with the TVM Solver and the basics of the npv and irr functions. We will not emphasize other functions.
Students should bring their calculator to all lectures, as it will greatly enhance the value of those classes by enabling more active participation and learning. Students should bring their calculator to all exams.

3. **iclicker remote**: Class participation is encouraged and will be assessed in part by student use of an iclicker remote, which is a response system that allows students to answer questions posed during lecture. iclicker remotes can be purchased at the GMU Bookstore.

There is a great deal of information on using the iclicker remote at [http://www.iclicker.com](http://www.iclicker.com).

Students should bring their iclicker remote to class since participation grades will be influenced by whether or not students answer questions. Also, it will greatly enhance the value of those classes by enabling more active participation and learning.

4. **Blackboard**: Students must have access to Blackboard, which is an on-line course management tool that enables students to receive messages, observe grades, and download overheads, problems and solutions, and other relevant material. Blackboard also includes a discussion board, which can be used by students to appropriately communicate about course-related issues including problems on graded assignments.

Another resource on Blackboard that students should review regularly is a set of two documents with various notes and corrections that likely will be updated frequently. The names of these documents will indicate when they were last updated and which professor made the update. Revised versions of various documents may also be posted on Blackboard with the name of the file indicating when it was revised.

The Blackboard homepage for all courses at GMU is [http://courses.gmu.edu](http://courses.gmu.edu).

5. **GMU MasonLIVE email account**: Students must have their GMU MasonLIVE email accounts activated so that they can receive important University information, including messages related to this course. Moreover, students are expected to keep adequate space available in their inboxes so that they can receive emails and students are expected to regularly check their inboxes. See [http://masonlive.gmu.edu](http://masonlive.gmu.edu) for more information.

**Optional Item**


The custom book is best used as a supplement to course lectures, overheads, problems, and solutions that students can consult to help them understand particular topics. Students are not responsible for anything in the custom book that is not presented in class, overheads, problems, or solutions assigned for a grade or for practice. Options for obtaining the custom book are described in Appendix C.
Important resources

1. **Answering student questions:** If a student has a question related to course material, they can ask their question to the relevant professor (depending on the date) either in person or through email. If a student would like to talk to someone in person, then they can visit the professor during office hours, which are listed at the beginning of this document. If a student would like to ask questions via email, they should send a message to the professor, who will attempt to respond expeditiously. Our goal is to respond within 24 hours of when a question is received, but hopefully sooner.

When students send an email, they should cut and paste any relevant problems into the email message and include any work that’s been done. Students should not just write that they are confused, but should be specific about what is causing confusion. Please include the relevant formulas, numbers used as inputs, and results.

2. **Finance Tutors:** A list of potential finance tutors is posted on Blackboard. Efforts have been taken to develop a sizeable list so that current students have numerous alternatives and can obtain tutoring services if desired. The people on this list performed well in FNAN 301 and many are current undergraduates.

Although the names of potential tutors are provided on Blackboard, the terms of any arrangements are strictly up to the student and the tutor. Course coordinators, professors, TAs, and administrative support staff currently associated with FNAN 301 may not provide compensated tutoring services to students in the course.

3. **Videos:** Videos of Dr. Pilloff solving some of the test bank problems have been posted on YouTube ([www.youtube.com](http://www.youtube.com)). Although written solutions to these problems are posted on Blackboard, some students may find that videos of a professor going through the solution are useful or more understandable.

At this time, all of the problems that have an associated video are based on time value of money. Problems with videos have the relevant link provided with the problem and solution, which are posted on Blackboard under “test bank problems.” Students can also find the videos by searching for “fnan301” on YouTube.

4. **Other Help and Tutoring and Services:** Math tutoring is available from the Math Tutoring Center in Room 344 of the Johnson Center ([http://math.gmu.edu/tutorcenter.htm](http://math.gmu.edu/tutorcenter.htm)). In addition, there is a great deal of material on basic algebra on-line. Several potentially helpful resources include:


   Chapter 2 of the course on elementary algebra from the National Repository of Online Courses: [http://www.montereyinstitute.org/courses/Elementary%20Algebra/nroc%20prototype%20files/coursestartc.html](http://www.montereyinstitute.org/courses/Elementary%20Algebra/nroc%20prototype%20files/coursestartc.html)
Basic computer and technology tutoring is available through the Training in Office & Productivity Skills (TOPS) office (http://tops.gmu.edu/). Useful information on Blackboard can be obtained from the GMU Instructional Resource Center (http://www.irc.gmu.edu). English tutoring is available from the English Language Institute (http://eli.gmu.edu/). General help can be obtained from the University libraries (http://library.gmu.edu/mudge/IM/IMRef.html). Personal issues may be assisted by Counseling and Psychological Services (CAPS) at http://caps.gmu.edu. Lastly, the University Catalog (http://catalog.gmu.edu) is the central resource for university policies affecting student, faculty, and staff conduct in university affairs. Other policies are available at http://universitypolicy.gmu.edu. All members of the university community are responsible for knowing and following established policies.

Exams
There will be four quizzes, which will have roughly 10 multiple-choice questions. Quizzes will be given on class on May 31, June 6, June 13, and June 20. The final exam will be cumulative and have roughly 25 multiple-choice questions. The final will be given in our regular classroom from 10:30 a.m. to 1:15 p.m. on June 23. The term “exams” refers to all four quizzes and the final.

Students that have plans that conflict with an exam should consider modifying their plans or taking FNAN 301 during another semester. If an exam is missed for an unexcused reason such as a wedding, then a make-up would not be permitted and the student would receive a 0 on the exam.

Grades for all exams will be out of 100 points. Exam grades are based on answers indicated on a student’s Scantron form number 882-E, which students must bring to each exam. If identified, credit is given for correct answers that are misread by the Scantron machine.

Relevant information and policies for the exams are presented in Appendix A. It is important for students to become familiar with the material in this appendix, as policy violations often lead to deductions, exams not being accepted (and therefore given zeroes), and/or potential violations of the Honor Code and a report to the Honor Committee.

In recent semesters, students in FNAN 301 have lost a total of about 1,000 points per semester from deductions, the large majority of which were 2 or 3 points for not following directions by doing things such as not signing the pledge on the exam or not correctly filling out the information section of the Scantron form as instructed by the directions. In the Fall 2010 and Spring 2011 semesters, there were fewer deductions than in other recent semesters. If there is a mistake in grading an exam, then the exam score will be changed accordingly.

Students will be provided formula sheets with all exams. These sheets are on Blackboard for student review. If a student finds an error or omission, the student should notify the professors so that any relevant modifications or additions can be made for the exam. Students are strongly encouraged to use these formula sheets for all work done in the course. This practice should help build familiarity with the formula sheets and better prepare students for exams.

Solutions to exams taken this semester will be posted on Blackboard, but students that want information on their individual exams can see their Scantron form and get their exams from the instructor during his
office hours or from the administrative assistant for FNAN 301 during her scheduled hours. The instructor and administrative assistant can often email students relevant information such as a student’s answers and why a deduction was taken. Other opportunities to collect exams may be provided.

Quizzes from the Summer A 2011 semester (except the front page) will be discarded on or sometime after the first day of classes of the Fall 2011 semester. Final exams from the Summer A 2011 semester (except the front page) will be discarded on or sometime after September 19, 2011.

Students can only take a make-up exam or an exam at an alternative time if explicit permission from the professor is given. Appendix D provides more information on make-up exams. Make-up quizzes for the four quizzes will be given on Wednesday, June 22, 2011, in the regular classroom at 10:00 a.m. Should the final exam for FNAN 301 conflict with a student’s other GMU final exams, the issue must be raised with Dr. Pilloff and resolved by 5:00 p.m. on June 17, 2011.

**Graded assignments**

This course will have graded assignments that must be completed through Connect. The problems in these assignments tend to be relatively simple and are often most useful for gaining a basic understanding of the material. Assignments provide students with an opportunity to have their performance evaluated in a way that is linked relatively closely to effort. More complex problems posted on Blackboard tend to be more representative of problems on exams. Graded assignment should be viewed as the “tip of the iceberg” with respect to the material covered in this course.

Students are given up to three submissions for each assignment. A student’s highest score among all submissions determines the assignment grade. Although students have three chances to submit each assignment, fewer submissions can be made without penalty. Students can see their scores by clicking on the “reports” tab in Connect.

Connect offers students the opportunity to see whether their answers are correct (by clicking “how am I doing”) in a way that is not considered a submission. Finally, assignments have been set up so that only questions that are incorrectly answered in an earlier submission need to be redone in a subsequent attempt. Correctly answered questions from earlier submissions receive credit on subsequent attempts, so student grades on subsequent attempts can not be lower than on previous submissions.

Only answers that have been submitted for grading before the deadline receive credit. In order to help students avoid receiving no credit, the assignments have been set up to automatically submit when due with whatever work has been completed at that time. All assignments are due before 11:55 p.m. (according to Connect’s clock) on the due day. There will be 4 graded assignments throughout the semester. Each assignment is worth 100 points. A student’s overall grade for the assignments will be the average among all the assignments.

Students should not wait until the due day to complete their graded assignments. Students may encounter an unanticipated situation such as a sudden onset of an illness, work emergency, power outage, or Internet problem that would prevent them from working on their assignment. Such a situation would not be grounds for an extension. In general, extensions for assignments are rarely given.

Although each student must submit his or her own graded assignment, students are allowed to work together on graded assignments. Students may use the discussion board on Blackboard to help each
other with graded assignments. The purpose of permitting students to work together is to enhance learning, not to provide students with a way to obtain answers without doing work.

The following table lists the due date and time for each graded assignment. Students are encouraged to work on and complete assignments well before they are due.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Topic</th>
<th>Due date and time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Corporate financial management and time value of money</td>
<td>Monday, 5/30/2011, before 11:55 p.m.</td>
</tr>
<tr>
<td>2</td>
<td>Bonds and Stocks</td>
<td>Sunday, 6/5/2011, before 11:55 p.m.</td>
</tr>
<tr>
<td>3</td>
<td>Capital budgeting criteria and NPV and relevant cash flows</td>
<td>Sunday, 6/12/2011, before 11:55 p.m.</td>
</tr>
<tr>
<td>4</td>
<td>NPV and relevant cash flows and risk and return</td>
<td>Sunday, 6/19/2011, before 11:55 p.m.</td>
</tr>
</tbody>
</table>

**Practice problems**
A large number of practice problems (with associated solutions) are available on Blackboard. Substantial effort has been made to construct a large set of problems that extensively covers the material relevant for this course. This set is referred to as “test bank problems.” These problems include at least one problem that was on or is similar to each question from past exams (with the exception of some questions from Spring 2011 which could not be incorporated into test bank problems in time for the Summer A session) posted on Blackboard. The test bank problems also include a large number of other problems that could be used as exam problems or highlight important material that could be used as the basis for exam problems.

Questions from exams given in the Fall 2009, Spring 2010, Summer C 2010, Fall 2010, and Spring 2011 semesters are posted on Blackboard and are useful as well. Although the test bank problems include problems like those given on these old exams, the posted questions from old exams provide additional opportunities to work through different versions of many of those problems. Solutions to exams from this semester will be posted throughout the term.

Lecture problems are also included throughout each set of overheads. Depending on time, some of these problems may be reviewed in class, but regardless, all of them are useful in helping students understand material. Solutions to these problems are available on Blackboard.

**Class participation and attendance**
For the vast majority of (if not all) students in FNAN 301, regular attendance is necessary for success. Therefore, students are strongly encouraged to be present for all lectures. Class participation, which requires attendance, is taken into account for a student’s final grade for the course. Participation scores for lectures are based on student responses made with their iclicker remote.

Students must register their iclicker remotes so that the system, which can recognize each remote that provides an answer, can identify which student is operating the relevant remote. In order to complete this step, students can go to [http://www.iclicker.com/registration](http://www.iclicker.com/registration) and fill in the fields that ask for first name, last name, student ID, and remote ID. **When registering on-line, students should enter their Blackboard User ID as their student ID.** The remote ID is the series of numbers and possibly letters found on the bottom of the back of the iclicker remote.
Some iclicker registration may take place in lecture. Students who have difficulty or questions about registering should see their professor during office hours for assistance. Although questions for students to respond to with their iclicker remotes may be asked as of the first day of class, responses will be monitored for class participation starting on Tuesday, May 31.

Students may not receive credit for participation until their iclicker is correctly registered. Once scores are downloaded for a given class, professors may not go back and give credit for students who voted, but who had not registered their remotes by the time scores were downloaded. Appendix E presents useful information on registering and using iclicker remotes.

Students can earn up to 10 participation points for each lecture, starting with the one on May 31. Students who answer all questions that are asked on a day will receive 10 points for that day. Students who answer no questions that are asked on a day will receive 0 points for that day. Students who answer one or more, but not all, of the questions asked on a day receive credit equal to 10 points minus 2 points for each unanswered question for that day, with a minimum score of 0. Students receive full credit for answering questions, regardless of whether their answer is correct or not. One or more questions will frequently be asked at the start of class, so being on time and ready at the start of class is important.

If students do not appear to be putting adequate effort into correctly answering questions or if an insufficient number of students are getting correct answers, then the methodology for determining participation points in lecture may be modified to give more credit for correct answers.

Student responses are based entirely on the iclicker system. Therefore, students are responsible for bringing and correctly using an operational and correctly registered iclicker remote to class. A set of extra batteries is recommended.

Using an iclicker remote to answer a question on behalf of another individual is considered a violation of the Honor Code. In addition, it is considered a violation of the Honor Code by a student if that student’s iclicker remote is used in class by someone other than the student who it is registered to. Therefore, students are encouraged to keep their iclicker remotes in their possession and under their control.

In order to ensure that iclicker remotes are only used by the appropriate student, unannounced attendance checks may be made during the semester. These checks will take place immediately after an iclicker question is answered by students. Any student who is not in class according to the attendance check at the time of the attendance check, but whose iclicker remote was used to answer the question that immediately preceded the attendance check will receive a 70 point deduction from his or her total participation score for the semester as a result of their poor participation. In addition, the student will likely be reported to the Honor Committee.

When a student answers an iclicker question, they should wait at least 1 minute after the time to answer the question has expired before leaving to make sure that they do not leave before an unannounced attendance check. If there is an attendance check, students are responsible for making sure their names are checked off and that their presence is recorded properly by the instructor. Therefore, because students know that they should not leave until it is clear that an attendance check will not take place and that they should confirm that their presence has been noted if there is an attendance check, it is considered cheating if a student’s iclicker remote is used to answer a question and that student’s presence is not noted from an attendance check taking place immediately after the question was asked.
Students should only use their iclicker remote to answer a question for this course while in the classroom. Answering questions from outside the classroom is considered cheating and poor participation. Any student who uses their iclicker remote outside the classroom to answer questions for this course will receive a 70 point deduction from his or her total participation score for the semester. In addition, the student will likely be reported to the Honor Committee.

Ten percent of a student’s final grade is based on class participation. All of a student’s participation points will be added up and the total, divided by 1.4, will constitute their participation score. There are 160 possible points, so it is possible to earn more than 100 points from classroom activities, but a maximum of 100 will be used in calculating the student's participation score.

Deductions for certain distracting or disruptive behavior such as having unnecessary conversations and sending or receiving text messages may be made. Moreover, individual instructors may choose to prohibit student use of laptops in class. If laptop use is permitted in lecture, only students that sign an agreement in which they promise to use the laptop during class to engage in only activities directly related to the ongoing class may use their laptops. Students that sign and violate this agreement by surfing the Internet, doing homework for any class, etc. will lose their ability to use a laptop in class and may receive a deduction from their participation points. Students who have not signed a laptop agreement and use a laptop in class may receive a deduction from their participation points.

See Appendix F for a discussion of “good” and “bad” classroom behavior and appendix G for the laptop agreement. Note that some professors may not permit any laptop use in class.

Dr. Pilloff will have the final decision on all excused absences. Because students can miss up to 2 classes and still earn a participation score of 100, absences are only excused when a student misses more than 2 classes for an excusable reason and has supporting documentation. Dr. Pilloff will only assess whether to excuse an absence when a student has had more than 2 potentially excusable absences. At that time, all potentially excusable absences will be evaluated and adjustments may be made to any after the first 2 that are excused. All issues associated with participation points such as potentially excusable absences must be addressed with Dr. Pilloff by 9:00 a.m. on June 23, 2011.

Common reasons for absences being excused are medical, religious, military, and participation in intercollegiate athletics or other GMU-sponsored activities. Documentation that supports a student’s reason for missing class is needed for an absence to be excused. Absences due to work, traffic, travel, and parking issues are rarely, if ever, excused.

Students are responsible for everything that is said and reviewed in class, regardless of whether they are in attendance or not. Therefore, if a student misses class, it is their responsibility to get any relevant information. Unless an absence is due to an excusable reason such as a health issue, students should not ask a professor for this information.

In cases of inclement weather, students should check the GMU homepage or call 703-993-1000 to check on cancellation status. Students can sign up for the Mason Alert system to provide emergency information of various sorts at http://alert.gmu.edu. An emergency poster exists in each classroom explaining what to do in the event of a crisis and more information can be found at http://www.gmu.edu/service/cert.
**Extra credit opportunity**
For this course, a large amount of material is made available to students. Much of this material is produced by the professors. Although efforts have been made to make sure that overheads, problems, solutions, etc. are error-free, it would be very surprising if mistakes did not exist.

Therefore, once the first lecture of the semester begins, any student who finds an error in course materials posted on Blackboard should bring it to the attention of the relevant professor at the time. After the final exam starts, no more extra credit will be given for finding errors.

Students who discover errors before corrections are made or the class is informed of the error will receive some modest extra credit that will be applied at the end of the semester to their participation grade. In general, each error found will result in 1 extra point on the student’s class participation grade, which is out of 100 points. Students can receive a maximum of 5 extra credit points from discovering errors, so the maximum possible participation score is 105.

Errors that are discovered will be noted on Blackboard and possibly announced in class. In addition, updated versions of documents that incorporate corrections will be posted in many cases. Extra credit will not be given for errors found in class by multiple people.

**Grading**
Numeric grades for the course are determined exclusively by the weighted average of scores on graded assignments, participation, quizzes, and the final exam, plus any relevant extra credit as described in the following table. In other words, student scores on graded assignments, participation, and exams, which are all out of 100, are each multiplied by the relevant weight, any extra credit is then added, and the resulting sum is the numeric grade for the course that determines the letter grade for the course.

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Weight of numeric grade for the course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graded assignments</td>
<td>10%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Quiz 1</td>
<td>13%</td>
</tr>
<tr>
<td>Quiz 2</td>
<td>13%</td>
</tr>
<tr>
<td>Quiz 3</td>
<td>13%</td>
</tr>
<tr>
<td>Quiz 4</td>
<td>13%</td>
</tr>
<tr>
<td>Final exam</td>
<td>28%</td>
</tr>
</tbody>
</table>
Letter grades for the course are determined exclusively by numeric grades for the course as described in the following table:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range (in %)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97.0 or greater</td>
</tr>
<tr>
<td>A</td>
<td>92.0 – 96.9</td>
</tr>
<tr>
<td>A-</td>
<td>89.0 – 91.9</td>
</tr>
<tr>
<td>B+</td>
<td>86.0 – 88.9</td>
</tr>
<tr>
<td>B</td>
<td>82.0 – 85.9</td>
</tr>
<tr>
<td>B-</td>
<td>78.0 – 81.9</td>
</tr>
<tr>
<td>C+</td>
<td>74.0 – 77.9</td>
</tr>
<tr>
<td>C</td>
<td>69.0 – 73.9</td>
</tr>
<tr>
<td>D</td>
<td>60.0 – 68.9</td>
</tr>
<tr>
<td>F</td>
<td>59.9 or less</td>
</tr>
</tbody>
</table>

Numeric grades for the course are rounded to the nearest tenth of a percent and final letter grades are based on the rounded figure. For example, 68.949 percent would round to 68.9 percent, which would be a D, but 68.950 percent would round to 69.0 percent, which would be a C.

Grades for individual components may be rounded to 1 or 2 decimal places. Curves may be applied to the numeric grade for the course and one or more grade ranges may be expanded as well. However, students should not expect any curves or adjustments as they have not been applied or have been very modest in recent semesters.

Final semester letter grades are only changed if there is a grading or calculation error. Grades are not raised because a student is extremely close to the cutoff between two grades.

Students are responsible for tracking their grades on Blackboard to make sure that all information is accurate. If the grade for a particular assignment, exam, etc. has not been posted within a week, students should contact the professor to make sure that there are no issues that need to be addressed.

This course requires a minimum grade of C to satisfy SOM degree requirements, and students will not be permitted to make more than three attempts to achieve a C or higher in this course. Effective Fall 2010, registration in this course will be prohibited beyond three attempts that resulted in a grade lower than C. If a student has questions about this policy, they should see an academic advisor in Enterprise Hall, room 008.

Effective Fall 2010, students need to earn a B- or higher in FNAN 301 in order to register for certain finance electives taken by finance majors (FNAN courses numbered 302, 311, 321, and 401). Therefore, a grade of B- or higher in FNAN 301 is needed to be a finance major. Students who earned a C or C+ in Fall 2009 or before may be exempt from this policy.

The instructors reserve the right to change the grading policy.
**Incompletes**
An incomplete will only be given to a student if he or she has completed a majority of the work for the semester, has a C or better in the work completed at the time of the request, and has a documented excusable reason such as a serious illness or unanticipated family emergency for being unable to complete the remainder of the work as scheduled. Poor time management or failure to deal with a situation earlier in the semester would not be accepted as reasons for an incomplete.

**Office of Disability Services**
If a student has a disability or situation for which their professor needs to be made aware, they should schedule a time to discuss this with their professor in a timely manner. All academic accommodations must be arranged through the Office of Disability Services (ODS), which implements and coordinates reasonable accommodations and disability-related services that afford equal access to university programs and activities. The ODS is located in the Student Union Building 1, Room 222. Its phone number is (703) 993-2474 and its web site is http://www2.gmu.edu/depts/unilife/ods/.
**Keys to Success in this Course**

Many students find this class to be very challenging. However, the path to success is very clear:

1) Get “the low-hanging fruit” by earning the 20 easy points

   A) Come to class on time and for the entire session with your iclicker remote ready to go for lectures

   B) Complete all graded assignments on time and for full credit

   Note: If you get the 20 “easy” points, then (if there are no curves or adjustments to grade ranges) you need to average:
   
   61.3 percent on exams to get a C for the course
   
   72.5 percent to get a B- for the course

2) Prepare effectively for exams

   A) For quizzes, do test bank problems over and over and over to make sure you understand them and can do them quickly and start preparing for exam as soon as material is presented in class

   B) For the final, do problems from the relevant old quizzes and test bank problems over and over and over to make sure you understand them and can do them quickly

   Note: For most students, effective preparation for this course requires more work than for other courses

3) Avoid unnecessary deductions

   For example, use your iclicker remote appropriately, fill out Scantron forms for exams correctly and completely, bring the correct Scantron form to exam, stop writing (or erasing) when exam time is up, bring your ID to exams, do not cheat, do not use your laptop inappropriately, do not text during class, etc.

Although the path to success in this class is clear, success in this class is not easy for most students. Therefore, students are strongly encouraged to stay on top of material and use the many resources made available to them.
**Important final notes**

1. The instructors of this course have and will continue to put in a great deal of effort to provide students with plentiful resources to learn relevant material and be successful in this course. However, in order for success to occur, students typically must put forth a consistent and substantial amount of effort. This includes regularly attending class, repeatedly reviewing course material, and repeatedly solving many problems, especially the test bank problems.

   Students often find FNAN 301 to be an extremely challenging course. However, we are confident that a substantial number of the students in the course can complete it successfully if they put in the necessary effort.

2. The instructors of this course will make a concerted effort to adhere to course policies in order to be fair and consistent to all students. As a result, students may face consequences, possibly severe, as a result of their actions or lack of actions.

   As a general rule, we try to say what we mean and mean what we say.

3. Although the instructors of this course will make a concerted effort to adhere to course policies in order to be fair and consistent to all students, rare exceptions may be made in highly unusual circumstances.

4. Students should never assume that they can do anything abnormal or atypical such as taking a make-up exam or submitting an assignment for credit after it is due without obtaining explicit consent from the instructors.

5. Violations of any course policies can potentially lead to grade deductions and/or possible violations of the Honor Code and a report to the Honor Committee. Suspected, possible, or potential violations of the Honor Code will be reported to the Honor Committee.
## Tentative Schedule

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Material covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>5/23</td>
<td>Introduction and corporate financial management</td>
</tr>
<tr>
<td>T</td>
<td>5/24</td>
<td>Present and future value</td>
</tr>
<tr>
<td>W</td>
<td>5/25</td>
<td>Perpetuities</td>
</tr>
<tr>
<td>R</td>
<td>5/26</td>
<td>Annuities and annuities due</td>
</tr>
<tr>
<td>F</td>
<td>5/27</td>
<td>Complex annuities</td>
</tr>
<tr>
<td>M</td>
<td>5/30</td>
<td><strong>No Class</strong> - Memorial Day</td>
</tr>
<tr>
<td>T</td>
<td>5/31</td>
<td><strong>Quiz 1</strong> and EAR / APR</td>
</tr>
<tr>
<td>W</td>
<td>6/1</td>
<td>Bonds</td>
</tr>
<tr>
<td>R</td>
<td>6/2</td>
<td>Stocks</td>
</tr>
<tr>
<td>F</td>
<td>6/3</td>
<td>Bonds and stocks</td>
</tr>
<tr>
<td>M</td>
<td>6/6</td>
<td><strong>Quiz 2</strong> and capital budgeting criteria</td>
</tr>
<tr>
<td>T</td>
<td>6/7</td>
<td>Capital budgeting criteria</td>
</tr>
<tr>
<td>W</td>
<td>6/8</td>
<td>Relevant cash flows and NPV analysis</td>
</tr>
<tr>
<td>R</td>
<td>6/9</td>
<td>Relevant cash flows and NPV analysis</td>
</tr>
<tr>
<td>F</td>
<td>6/10</td>
<td>Relevant cash flows and NPV analysis</td>
</tr>
<tr>
<td>M</td>
<td>6/13</td>
<td><strong>Quiz 3</strong> and relevant cash flows and NPV analysis</td>
</tr>
<tr>
<td>T</td>
<td>6/14</td>
<td>Risk and return</td>
</tr>
<tr>
<td>W</td>
<td>6/15</td>
<td>Risk and return</td>
</tr>
<tr>
<td>R</td>
<td>6/16</td>
<td>Risk and return</td>
</tr>
<tr>
<td>F</td>
<td>6/17</td>
<td>Risk and return</td>
</tr>
<tr>
<td>M</td>
<td>6/20</td>
<td><strong>Quiz 4</strong> and cost of capital</td>
</tr>
<tr>
<td>T</td>
<td>6/21</td>
<td>Cost of capital</td>
</tr>
<tr>
<td>W</td>
<td>6/22</td>
<td><strong>No Class</strong> - reading day and make-up quizzes</td>
</tr>
<tr>
<td>R</td>
<td>6/23</td>
<td><strong>Final exam</strong>, 10:30 a.m. – 1:15 p.m.</td>
</tr>
</tbody>
</table>

*This schedule may be modified at the discretion of the professor as a result of weather or other reasons.*
Appendix A
Exam Information and Policies

There will be four quizzes, which will have roughly 10 multiple-choice questions. Quizzes will be given in class on May 31, June 6, June 13, and June 20. The final exam will be cumulative and have roughly 25 multiple-choice questions. The final will be given in our regular classroom from 10:30 a.m. to 1:15 p.m. on June 23. The term “exams” refers to the final and four quizzes. All exams will be held in the regular classroom.

Quizzes will explicitly draw from the test bank problems on Blackboard. Some of these problems reflect the types of problems that have been asked in the past and could get asked again (with different names, numbers, and/or timelines, etc.). Others of these problems may not have been asked in the past, but could get asked in the future (with different names, numbers, and/or timelines, etc.). Some exam problems may not be the same as test bank problems, but could be based on test bank problems.

To provide students with additional problems to work through, questions (with solutions) from exams given in the Fall 2009, Spring 2010, Summer C 2010, Fall 2010, and Spring 2011 semesters are posted on Blackboard, and exams from this semester will be posted after the exams have been graded.

The final exam will explicitly draw from quiz problems from the Fall 2009, Spring 2010, Fall 2010, Spring 2011 and Summer A 2011 semesters that are (or will be) posted on Blackboard. In addition, questions may also draw from the test bank problems on material not covered on a quiz. Although all the material made available for this course should be useful for learning the relevant subject matter, exams draw explicitly from the sources noted above. Therefore, students should review problems from test bank problems (for quizzes) and old quizzes and relevant test bank problems (for the final) over and over.

The correct answer to a multiple-choice question is the best answer. The term “best answer” refers to the answer that is most consistent with the material covered in class or the answer that is correct most often among the choices that could be potentially correct at some time. The identification of the best answer may be relevant when one answer would be correct all the time under common circumstances and assumptions and another answer would be correct only in rare and highly unusual circumstances and assumptions. Every question should have one answer that is clearly the “best answer” and the intention is to avoid ambiguity as much as possible.

Exam grades are based on answers indicated on a student’s Scantron form number 882-E. Therefore, students must bring a Scantron form number 882-E to each exam and fill it out before time expires. Empty Scantron forms result in a score of zero. Note that Scantron form number 882-E-LOVAS is different than Scantron form number 882-E and that the use of Scantron form number 882-E-LOVAS may result in a deduction. If identified, credit is given for correct answers that were misread by the Scantron machine.

Students will be provided a set of formula sheets with their exams. These sheets are on Blackboard for review. If a student finds an error or omission, they should inform their professor so that any relevant modifications or additions can be made for exams. Students are strongly encouraged to use the formula sheets for all work done in this course. This practice should increase student familiarity with the formula sheets and better prepare them for exams.
The following table presents relevant information on when each exam will take place, how much time students will have to complete each exam, and what material will be covered on each exam. Professors will provide more information on the specific material covered on each quiz.

<table>
<thead>
<tr>
<th>Exam</th>
<th>Date</th>
<th>Time limit</th>
<th>Material covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz 1</td>
<td>May 31, 2011</td>
<td>50 minutes</td>
<td>Time value of money</td>
</tr>
<tr>
<td>Quiz 2</td>
<td>June 6, 2011</td>
<td>50 minutes</td>
<td>Time value of money, bonds, and stocks</td>
</tr>
<tr>
<td>Quiz 3</td>
<td>June 13, 2011</td>
<td>50 minutes</td>
<td>Capital budgeting criteria and relevant cash flows and NPV analysis</td>
</tr>
<tr>
<td>Quiz 4</td>
<td>June 20, 2011</td>
<td>50 minutes</td>
<td>Relevant cash flows and NPV analysis and risk and return</td>
</tr>
<tr>
<td>Final</td>
<td>June 23, 2011</td>
<td>145 minutes</td>
<td>All material covered in course</td>
</tr>
</tbody>
</table>

Time limits on exams will be strictly enforced. This means that students must have their Scantron form filled out completely by the end of the exam period. If a student is observed writing on or erasing from anything, including a Scantron form or exam booklet, after time has expired, that student may receive a deduction, the exam may not be accepted, and/or the student may be reported to the Honor Committee. In fact, at the end of the exam, the proctor will announce “pencils down.” This means that students should place their pencil, eraser, and any other writing implements on the desk so that they are not holding anything that can be used to write or erase.

Students can use a traditional or financial calculator on exams. However, calculators must be calculator-only devices. Computers and other electronic gadgets like cell phones that have calculator features may not be used. Students are responsible for having a functioning calculator and should not expect exam proctors to provide them with a calculator. Therefore, students are encouraged to bring a back-up calculator and/or extra batteries to all exams.

Students should bring an ID to exams. GMU student IDs or government-issued IDs are acceptable. We may check IDs to confirm the identity of all students. If a student does not have ID, that student may receive a deduction, the exam may not be accepted, and/or the students may be reported to the Honor Committee.

Many of the quantitative questions on the exam include “plus or minus” language as part of the possible answers. This language is included to account for modest differences in solutions due to rounding. For example, if one possible answer is “$100 (plus or minus $1),” then a student would select that answer if they believe the answer to the question is any number between (and including) $99 and $101. Similarly, a student would select an answer of “1.00% (plus or minus .02 percentage points)” if they believe the answer to the question is any number between (and including) 0.98% and 1.02%.

Sharing material on the specific questions asked, either directly or indirectly, with any current or potential future student in FNAN 301 is considered cheating unless that material has been made available to students as part of the course material. Likewise, looking at, hearing about, reviewing, etc. questions and/or solutions from an exam given in FNAN 301 is considered cheating unless that material has been made available to students as part of the course material.

Announcements may be made during the exam to make clarifications or correct mistakes. If a student misses such an announcement because that student arrived late or chose to hand in their exam and leave the room before time was up, then the student took the risk of missing such announcements. Therefore, arriving late or leaving early is done at a student’s own risk.
A draft of the instructions and policies for the exam is presented on the following page. These policies will be printed on the first page of exams. Students should take time before exams to familiarize themselves with these policies, so they do not violate them and/or have to spend time reviewing them during the exam. Any meaningful modifications will be brought to the attention of students in class or at the exam.

Students may and are encouraged to fill out all of the information on their Scantron form (except the exam version, which will not be known ahead of time) before entering the exam room. While in the exam room, students should not begin to answer questions or look at the exam until given explicit permission to do so.

The information section of the Scantron form should be filled out as follows:

<table>
<thead>
<tr>
<th>NAME</th>
<th>Your name</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUBJECT</td>
<td>Your G number</td>
</tr>
<tr>
<td>TEST NO.</td>
<td>The exam (quiz 1, quiz 2, quiz 3, quiz 4, or final)</td>
</tr>
<tr>
<td>DATE</td>
<td>“Summer A 2011”</td>
</tr>
<tr>
<td>PERIOD</td>
<td>The version of your exam (A, B, C, D, E, F, G, or H)</td>
</tr>
</tbody>
</table>

Once given permission to start the exam, each student is encouraged to immediately finish filling out the information section of their Scantron form, write their name and G number on the exam, and sign the pledge on the exam. Taking these actions right away will help students avoid unnecessary deductions.

This appendix may be modified during the semester.
I understand and pledge that I have complied and will comply with George Mason University’s Honor Code. I did not give nor receive any unauthorized aid on this exam. I promise not to discuss this exam in any way with any other student, especially any other student who has not yet completed their exam.

Signature: _________________________________________________________________________________________

Instructions and policies
Fill in the information section of your Scantron form legibly and as indicated in the following table. Failure to adhere to these guidelines may result in your exam not being accepted or being accepted with a deduction. All students should write “Summer A 2011” in the DATE box for each exam, but all other information (name, G number, exam, and version) should be filled in to reflect your exam and personal information.

<table>
<thead>
<tr>
<th>NAME</th>
<th>Your name</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUBJECT</td>
<td>Your G number</td>
</tr>
<tr>
<td>TEST NO.</td>
<td>The exam (quiz 1, quiz 2, quiz 3, quiz 4, or final)</td>
</tr>
<tr>
<td>DATE</td>
<td>“Summer A 2011”</td>
</tr>
<tr>
<td>PERIOD</td>
<td>The version of your exam (A, B, C, D, E, F, G, or H)</td>
</tr>
</tbody>
</table>

Do not open this exam until given explicit permission to do so.

Indicate your answers by filling in the appropriate “bubbles” on your Scantron form 882-E with a number 2 pencil. Grades are based on these answers.

You may use a traditional or financial calculator. However, your calculator must be a calculator-only device. Computers and other electronic gadgets like cell phones that have calculator features may not be used.

You may use no aids other than this exam, the formula sheets, your calculator, and your writing instrument.

If scratch paper is needed, use empty spaces on your exam or formula sheets. Do not bring or use extra scratch paper.

The exam, formula sheets, and Scantron form must be turned in. Failure to do so may lead to your exam not being accepted or being accepted with a deduction.

Sign the pledge and provide your name and G number at the top of this page. Failure to do so may lead to your exam not being accepted or being accepted with a deduction.

Any potential violations of the Honor Code will be reported to the Honor Committee.

All items except those used to take the exam such as pencils, calculators, erasers, etc. must be placed in the front of the room as instructed by the proctor.

All cell phones and similar devices should be turned off when you are in the exam room. These should be at the front of the room and not with any student.

Unless you have handed in your exam because you are finished, you are not allowed to leave the room after exams have been distributed without the permission of an instructor or a proctor.

If you complete the exam within the last few minutes of the allotted time, you may be asked to remain in your seat until the end of the exam period. An instructor or proctor will make an announcement indicating that all remaining students should wait until the end of the exam.

During the exam, you may be asked to show identification to an instructor or proctor, so that we can confirm your identity. If you do not have your GMU ID, driver’s license, or some other government-issued ID, your exam may not be accepted or may be accepted with a deduction.

Do not talk during the exam except to ask an instructor or proctor a question.

You may not write on or erase from anything, including your Scantron form and test booklet, after time has expired. When the proctor announces “pencils down,” you should place your pencil, eraser, and any other writing implements on your desk so that you are not holding anything that can be used to write or erase.

Food is not permitted in the exam.
Appendix B
Course Objectives and Learning Goals

Course objectives
After completing FNAN 301, students should understand financial concepts and be able to conduct financial analysis. Specific goals are that students will be able to:

1. Value any stream of cash flows, including those associated with assets, financial securities, and capital investment projects
2. Understand the key concepts of financial analysis and theory and be able to apply them in financial decision-making
3. Apply financial management techniques using a financial calculator

Learning Goals for SOM Undergraduate Programs
1. Our students will be competent in their discipline.
2. Our students will be aware of the uses of technology in business.
3. Our students will be effective communicators.
4. Our students will have an interdisciplinary perspective.
5. Our students will be knowledgeable about global business and trade.
6. Our students will recognize the importance of ethical decisions.
7. Our students will be knowledgeable about the legal environment of business.
8. Our students will be knowledgeable about team dynamics and the characteristics of effective teams.
9. Our students will understand the value of diversity and the importance of managing diversity in the context of business.
10. Our students will be critical thinkers.
FNAN 301 addresses learning goals #1, #2, #6, and #10

Learning Goals for SOM Finance Majors
1. Finance majors will be able to value complex projects, assets, and securities.
2. Finance majors will be able to demonstrate, evaluate, and explain the risk return trade-offs in finance.
3. Finance majors will be able to conduct a financial analysis of a firm using financial statements.
4. Finance majors will be able to price and use derivatives.
5. Finance majors will recognize and understand how to address ethical issues in finance including agency problems.
6. Finance majors will be able to conduct research to support the analysis of a firm or financial project and effectively present their analysis.
7. Finance majors will understand the relationships among investors, firms, financial institutions, and regulatory entities in financial markets and systems.
8. Finance majors will understand how global financial markets and institutions affect firms and investors.
FNAN 301 addresses learning goals #1, #2, and #5
Appendix C
Alternatives for Obtaining the Optional FNAN 301 Book

1) New hard copies of the custom book can be purchased at the GMU bookstore. They come with access to Connect. The package with the new version of the book and Connect access has ISBN number 0-07-800474 and is titled “Financial Management, FNAN 301, Version 1.1.”


3) Used hard copies of the custom book can be purchased from students who took the course in a previous semester. These books do not come with access to Connect.

One former version of the book is titled “Financial management, FNAN 301” is missing one chapter that is relevant to the material that we will be covering. An electronic version of the missing chapter (14 from Ross, Westerfield, and Jordan) can be purchased on-line at www.ebooks.primisonline.com for about $5.00 through “Custom eBooks.” The chapter has ISBN number 0-390-668389 and is referenced in the course listing as “Financial Management - Supplement.”
Appendix D

Information on Make-Up Exams

If a student misses an exam or anticipates missing one, then that student must notify the relevant professor prior to the exam, if possible, or as soon afterwards as possible, either in person or via email. In this notification, the student should explain the reason for requesting a make-up exam. The student may get some initial feedback as to the reasonableness of the request, but this does not constitute final permission to take a make-up.

A final decision on a make-up will not be made until documentation, such as a physician’s statement noting that a student could not take an exam because of illness or a copy of military orders indicating that a student could not take an exam due to required service, is provided to the professor. Note that documentation is necessary when a student misses an exam because he or she is sick. After considering the reason for the missed exam and reviewing the documentation, the professor will make a decision and will respond to the student’s request either by granting permission for a make-up, rejecting the request for a make-up, or asking for more time or information. If a student does not hear back from the professor, the student should send an email to the professor, as it is the student’s responsibility to secure a response to a request for permission to take a make-up exam.

If a student’s request to take a make-up is approved, then the professor will inform the student via email that permission has been granted. Students must bring a paper print-out of the approval email with them to the make-up exam. This print-out may be collected and failure to bring a paper print-out indicating permission to take a make-up could result in a deduction, denial to take the make-up, which would lead to a grade of 0, or the make-up not counting, which would also lead to a grade of 0.

Make-up exams tend to be structured differently than the initial exam. Although the questions are similar to those on regular exams, make-ups tend to involve fewer multiple-choice questions and some open-ended questions where a set of potential answers is not provided. A make-up exam for the first quiz from the Spring 2010 semester is posted on Blackboard and illustrates how make-up exams tend to be structured.

Common reasons for permission for a make-up being given are medical, religious, military, and participation in intercollegiate athletics or other GMU-sponsored activities.

Note that traffic is almost never an excusable reason for missing an exam. It is only grounds for being allowed to take a make-up if there is a highly unusual incident that causes a substantial delay for many vehicles and that can be documented. Students are expected to take into account the possibility of heavy traffic and/or non-major delays and should plan accordingly. In addition, personal travel and social engagements like weddings are not considered excusable reasons for missing an exam. At the start of the semester, students should make sure that any scheduling conflicts between pre-existing plans and the course exam schedule are identified and addressed. Special arrangements are not made with students simply because plans were already made when the semester began. Most work conflicts are not considered excusable either, so students should make any necessary special arrangements with employers ahead of time. Also, legal issues such as incarceration that prevent a student from taking an exam are generally not reasons for an excused absence.
Appendix E
Information on iclicker Remotes

To answer a question, students should turn on the iclicker remote by pressing the bottom “on/off” button. A blue “power” light will appear at the top of the remote to indicate that the device is turned on.

When an “iclicker” question is asked to the class, students should select A, B, C, D, or E as their answer and press the corresponding letter on their iclicker before the allotted time, which will be displayed on the screen, has expired, or until the time limit has been reached.

To confirm that an answer has been recorded, students can check the “vote status” light on the iclicker remote. A green light indicates that the answer was sent and received. A red flashing light signals that the student’s answer was not captured by the system. If a student sees a red flashing light or is uncertain that they saw a green light, they can simply answer again. Moreover, a student can change their answer as long as the timer is still going. The most recent answer is the one that is recorded.

According to the company that manages the iclicker system, students should not use Duracell batteries (they are a bit short for the casing) or rechargeable batteries (they harm the iclicker remote). For questions about their iclicker remotes or the system, students can contact support@iclicker.com.
Appendix F
“Good” and “Bad” Classroom Behavior

Some important reminders for “good” behavior include coming to class on time; bringing a calculator to work through problems during lecture; reading the syllabus and becoming familiar with the course outline, key dates, policies, etc.; asking questions about material and concepts that are not well understood by raising a hand to be called on; minimizing the distraction of a late arrival by entering quietly and not disrupting fellow students; reporting knowledge of any possible or potential Honor Code violations; and adhering to the SOM Standards of Behavior as described as follows:

The mission of the School of Management at George Mason University is to create and deliver high quality educational programs and research. Students, faculty, staff, and alumni that participate in these educational programs contribute to the well-being of society. High quality educational programs require an environment of trust and mutual respect, free expression and inquiry, and a commitment to truth, excellence, and lifelong learning. Students, program participants, faculty, staff, and alumni accept these principles when they join the SOM community. In doing so, they agree to abide by the following Community Standards of Behavior:

- Respect for the rights, differences, and dignity of others
- Honesty and integrity in dealing with all members of the community
- Accountability for personal behavior

Integrity is an essential ingredient of a successful learning community. Ethical standards of behavior help promote a safe and productive community environment, and ensure every member the opportunity to pursue excellence.

SOM can and should be a living model of these behavioral standards. To this end, community members have a personal responsibility to integrate these standards into every aspect of their experience at the SOM. Through our personal commitment to these Community Standards of Behavior, we can create an environment in which all can achieve their full potential.

Some important reminders for “bad” behavior include having cell phones on, using any handheld electronic device during class other than a calculator; using a laptop during class to engage in any activity that is not directly related to the ongoing class; talking with neighbors; leaving early or taking an unnecessary break in the middle of class; sleeping; and packing up belongings before class is over and the professor or TA has finished.

Laptops can be particularly distracting. Therefore, there will be little tolerance for students who are using them for anything other than what is directly related to the ongoing class. Spot checks may be conducted and the participation grades for students who do not have permission to use their laptops and/or are using their laptops in class to engage in any activity that is not directly related to the ongoing class may be adversely affected.

Students should not cheat or engage in any form of academic dishonesty. Suspected, possible, or potential violations of the Honor Code will be reported to the Honor Committee.
Appendix G
FNAN 301 Laptop Agreement

I agree to use my laptop during class to engage in only activities directly related to the ongoing class.

Unrelated activities that I will not do include, but are not limited to, surfing the Internet, checking email, and doing homework for this or another class.

I understand that if I violate the terms of this agreement, then I will lose my ability to use a laptop in class and I may receive a deduction from my participation points.

Student name: ______________________________________________________

Student G number: __________________________________________________

Student signature: ___________________________________________________

Date: _____________________________________________________________