

Syllabus information may be subject to change. The most up-to-date syllabus is posted on HuskyCT.

Instructor Information

Professor: Vishal Paul Baloria, PhD, CPA

Pronouns: he/him/his

Email: vishal.baloria@uconn.edu

Telephone: 860-486-1930

Office: BUSN 420

Office Hours/Availability: Tuesday, 12:30-2:00 pm

Course Materials

Required textbooks are available for purchase through the [UConn Bookstore](#) (or use the Purchase Textbooks tool in HuskyCT). The text and simulation are available as a bundle from Stukent.

Required Materials:

1) Mehnert-Melland, Ralf (2022), *Personal Finance Essentials: Principles for Life*.

2) Mimic Personal Finance. In this simulation, students get exposed to the entire lifecycle of financial behavior by managing a budget, keeping track of bills, developing credit scores, making decisions around purchasing cars and real estate, investing in the stock market, starting a business, and having unexpected events disrupt their personal finances.

Course Description

This course introduces essential topics in personal finance for individuals and entrepreneurs. The course will focus on financial literacy, personal finance topics including recordkeeping, budgeting, risk, insurance, credit, purchasing decisions, savings / investment options, income taxation of individuals and small businesses, and retirement savings.

Course Learning Objectives

By the end of this course, you should be able to:

- LO1. Understand how to prepare and analyze a personal or small business balance sheet and budget
- LO2. Review and comprehend relevant local, state, and federal tax liabilities and the public policy-making process
- LO3. Make informed decisions about major purchases (e.g., auto, home, insurance products)
- LO4. Evaluate investment options (e.g., savings account, stocks, bonds) and explore role of financial institutions
- LO5. Understand consumer credit (e.g., mortgages, auto loans, lines of credit, business loan) and protection laws

Alignment of Common Curriculum & Course Student Learning Objectives with Assessments

The Common Curriculum prepares students to tackle 21st-century challenges by combining coursework across disciplines to expand their worldviews, enhance their range of skills, and develop into critical, creative, emotionally intelligent, and interdisciplinary thinkers. The Curriculum is designed to help students learn to be versatile in a rapidly changing world; combine knowledge in innovative ways; apply learning strategies to new contexts, including their major; see local and global patterns and the interconnectedness of intellectual work; and appreciate how we need each other to tackle today's challenges.

The University has defined student learning objective (what a student should know, be able to do, or attitudes/beliefs they should possess by the end of the course) for each Topic of Inquiry in the Common Curriculum. Each Common Curriculum course aligns to one or more of those objectives. The course's student learning objectives align to the Common Curriculum objectives; course assessment (assignments, exams/quizzes, etc) align to both the course learning objectives and the Common Curriculum objectives. The alignment for this specific course is detailed below.

TOI-5 Individual Values and Social Institutions: Informed citizenship and leadership call on an appreciation of how society is organized on multiple scales, from individual values and actions to social institutions and economic systems.

Topic of Inquiry	Common Curriculum objective	Course student learning objective(s)	Course assessment(s)
TOI-5	Using theories and methods of social scientific or humanistic inquiry, students will be able to critically examine how institutions and values are justified and/or how they relate to political, social, economic, or familial institutions.	LO2, LO4, LO5	Class Participation, Group Presentation, Exams

Course Requirements and Grading

Summary of Course Grading:

Course Components	Weight
Class Participation	10%
Group Presentation	8%
Quizzes	12%
Simulation	25%
Exams	45%

Class Participation: Financial literacy impacts and is impacted by public policy, financial markets, as well as economic and social systems. You will be asked to regularly engage in our classroom discussion on these topics. Class participation can come in several forms: asking questions, responding to questions, and/or conversing with classmates on material.

Group Presentation: You will be asked to give a brief in-class presentation (approximately 5 minutes) in groups of 5. The topic will be mutually decided between the instructor and group and will be based on current financial events.

Quizzes: Each chapter in the textbook has a quiz associated with it for a total of 12 quizzes throughout the semester.

Simulation: The Mimic Personal Finance simulation is a semester-long exercise where you work through day-to-day personal finance issues – pay bills, obtain credit, apply for jobs, make major purchases, pay off debt, etc. Every week I will announce (in class and/or on HuskyCT) tasks that I expect you to complete within the simulation for that week.

Exams: There will be three exams throughout the semester. These will test material related to Chapters 1-12 using objective style questions and evaluate the student's ability to apply personal finance principles to specific contexts.

Grading Scale:

Course grade	GPA
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.0

Missed and late assignment policy: All course due dates are identified in the syllabus, discussed in-class, and/or posted in announcements on HuskyCT. Deadlines are based on Eastern Time; if you are in a different time zone, please adjust your submittal times accordingly. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated appropriately in class and/or through HuskyCT.*

Late Work may be reduced by 50% of assigned grade points after 24 hours and 100% after 48 hours. There is no credit for late submissions after 48 hours unless approved in advance by the instructor.

Feedback and Performance: I will make every effort to provide feedback and grades within 14 days. To keep track of your performance, pay close attention to your grades within Stukent and those communicated by the instructor.

Weekly Time Commitment: You should expect to dedicate 9 hours a week to this 15-week course. This expectation is based on the various course activities, assignments, assessments, and the University of Connecticut's policy regarding credit hours. More information related to hours per week per credit can be accessed at the [Online Student website](#).

Tentative Class Schedule

Please note that the attached schedule is tentative and may change as the semester proceeds. It is your responsibility to keep up with the course assignments and any announced changes that may be made throughout the semester.

Week	Course Topic	Deliverables
Jan. 20 - Jan. 26	Chapter 1 (Introduction)	
Jan. 27 - Feb. 2	Chapter 2 (Personal Goals)	Group Names Due
Feb. 3 - Feb. 9	Chapter 3 (Earning Money)	
Feb. 10 - Feb. 16	Chapter 3 (Earning Money)	
Feb. 17 - Feb. 23	Chapter 4 (Budgeting)	Quizzes #1-4 Due
Feb. 24 - Mar. 2	Chapter 5 (Banking and Insurance)	Exam #1
Mar. 3 - Mar. 9	Chapter 6 (Borrowing Money)	
Mar. 10 - Mar. 16	Chapter 7 (Credit and Debit Cards)	Exam #2
Mar. 24 - Mar. 30	Chapter 8 (Credit Scores and Issues)	
Mar. 31 - Apr. 6	Chapter 9 (Spending Money)	Quizzes #5-8 Due
Apr. 7 - Apr. 13	Chapter 10 (Spending on a Place to Live)	
Apr. 14 - Apr. 20	Chapter 11 (Saving Money)	
Apr. 21 - Apr. 27	Chapter 12 (Investing Money)	Quizzes #9-12 Due
Apr. 28 - May 4	Chapter 12 (Investing Money)	Exam #3, Simulation Due

Resources/Policies

Academic Integrity

You are responsible for acting in accordance with the [University of Connecticut's Student Code](#). Review and become familiar with the expectations. In particular, make sure you have read the section that applies to you on Academic Integrity. Students in this course are expected to maintain the highest standards of intellectual honesty. If you have any questions about what constitutes academic dishonesty (cheating or plagiarism), you should review UConn's code of conduct at <http://community.uconn.edu/the-student-code-appendix-a/> and consult with the instructor PRIOR to taking any questionable actions.

Avoiding Plagiarism: As a student, it is your responsibility to avoid plagiarism and meet University expectations related to [academic integrity](#). The University of Connecticut Library recommends the following resources for students to understand and avoid plagiarism:

[Understanding Plagiarism](#), a tutorial from UConn Library

[Citing Sources](#), a UConn guide to introduce citing MLA, APA styles and more

[Citation Machine](#), interactive citation tool for MLA and APA styles

[KnightCite](#), interactive citation tool for MLA, APA, and Chicago styles

[Assignment Calculator](#), interactive tool that provides a timeline for writing

[Research QuickStart](#), guidance on common questions and needs in the research process

[Research Now](#), guides to help you develop your research skills

Copyright: Copyrighted materials within the course are only for the use of students enrolled in the course for purposes associated with this course and may not be retained or further disseminated.

Resources for Students Experiencing Distress

The University of Connecticut is committed to supporting students in their mental health, their psychological and social well-being, and their connection to their academic experience and overall wellness. The university believes that academic, personal, and professional development can flourish only when each member of our community is assured equitable access to mental health services. The university aims to make access to mental health attainable while fostering a community reflecting equity and diversity and understands that good mental health may lead to personal and professional growth, greater self-awareness, increased social engagement, enhanced academic success, and campus and community involvement.

Students who feel they may benefit from speaking with a mental health professional can find support and resources through the [Student Health and Wellness-Mental Health](#) (SHaW-MH) office. Through SHaW-MH, students can make an appointment with a mental health professional and engage in confidential conversations or seek recommendations or referrals for any mental health or psychological concern.

Mental health services are included as part of the university's student health insurance plan and also partially funded through university fees. If you do not have UConn's student health insurance plan, most major insurance plans are also accepted. Students can visit the Student Health and Wellness-Mental Health located in Storrs on the main campus in the Arjona Building, 4th Floor, or contact the office at (860) 486-4705, or <https://studenthealth.uconn.edu/> for services or questions.

Accommodations for Illness or Extended Absences

If illness prevents you from participating in class, it is your responsibility to notify me as soon as possible. If life circumstances are affecting your ability to focus on courses and your UConn experience, students can email the Dean of Students at dos@uconn.edu to request support.

Students with Disabilities

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, [\(860\) 486-2020](tel:8604862020) or <http://csd.uconn.edu/>.

Policy against Discrimination, Harassment, and Inappropriate Romantic Relationships

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Refer to the [Policy against Discrimination, Harassment and Inappropriate Romantic Relationships](#) for more information. To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the [Office of Diversity & Equity](#) under the [Sexual Assault Response Policy](#). The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. Refer to the [Sexual Assault Reporting Policy](#) for more information.