



15800 Calvary Rd.
Kansas City, MO 64147

Syllabus

Course: BU351 Consumer & Family Finance
Credit: 3 credit hours
Semester: Fall 2021, Cycle 3
Time: 6:00–9:00 p.m. Wednesday, Oct 25 – Dec 17
Place: Ed building, room 105
Instructor: Dave Allen,
Contact info David.Allen@calvary.edu
Phone: 816-425-6139 (office)

I. DESCRIPTION

This course involves the study of personal and family financial planning goals and objectives. The student will learn investment strategies, as well as procedures for generating living wills, managing wealth, planning for retirement and transferring an individual's estate after death. This course also provides an integrated approach in understanding consumer problems and perspectives pertaining to personal and family-owned business practices.

** This is a blended class, meaning that both campus and online students take this class together. Campus students attend the classes in person, online students attend the classes via the online classroom. All interaction and assignments for campus and online students are done in the online classroom.*

II. SYLLABUS DISCLOSURE

The design and specific layout for this course is still being developed. The assignments and flow may vary somewhat from the syllabus. Please refer to Canvas for the specific assignments and due dates.

III. OBJECTIVES

A. General competencies to be achieved. The student will:

1. Define the terms and the differences between consumer and personal finance. (PLO 2,3,4) (Assignment W1, P1, W2, P2, W3)
2. Recognize consumer problems and link them to potential private and public solutions (PLO 2,5) (Assignment W1, P1, W2, P2, W3)

Our Mission: "...to prepare Christians to live and serve in the church and in the world according to the Biblical worldview."

3. Apply lessons from history of consumer culture to current consumer problems, in developing a family financial strategy (PLO 3) (Assignment W1, P1, W2, P2, W3)
 4. Understand the role of consumer driven solutions in improving the quality of the consumer/producer exchange, namely the roles and influences of social responsibility, fair trade, green strategies, and sustainability. (PLO 5) (Assignment W1, P1, W2, P2, W3)
- B. Specific competencies to student outcomes. The student will:
1. Recognize the keys to achieving biblically sound financial success, setting specific and attainable financial goals, and monitoring progression toward these goals (PLO 1,2,3,4,5) (Assignment W2, P2, W3)
 2. Make efficient major consumption decisions, (PLO 1,4,6) (Assignment W2, P2, W3)
 3. Secure future financial success using budgeting, credit, saving, investing, and retirement and estate planning, (PLO 2,3,4,5) (Assignment W2, P2, W3)
 4. Understand income and asset protection through an effective understanding of insurance, tax laws, and financial institutions (PLO 4,5,6) (Assignment W1, P1, W2, P2, W3)
 5. Apply basic economic theory and personal finance tools when making financial decisions (PLO 3,4,5) (Assignment W2, P1, W2, P2, W3)
 6. Assess the economic indicators and the future direction of the economy to achieve optimal financial decisions. (PLO 3,4,5) (Assignment W1, P1, W2, P2, W3)

III. REQUIREMENTS

A. Writing:

1. Students are to read: *Whatever Happened to Penny Candy*, and write reflections/interactions on what they believe are the most important learning outcomes from Burkett's book. For this assignment, headings should indicate major sections and the subtitles for each learning outcome. This reflection paper will be a minimum of 1800 + words of total text. Students may write more. This is intended to be a guide rather than an absolute standard; however, reflection papers below the minimum word count are generally not thorough enough.
2. Students are to read: *Your Money Counts*, and write reflections/interactions on what they believe are the most important learning outcomes from Dayton's book. For this assignment, headings should indicate major sections and the subtitles for each learning outcome. This reflection paper will be a minimum of 1800 + words of total text. Students may write more. This is intended to be a guide rather than an

absolute standard; however, reflection papers below the minimum word count are generally not thorough enough.

3. Students are to read: *Money Matters for Teens* and write reflections/interactions on what they believe are the most important learning outcomes from Dayton's book. For this assignment, headings should indicate major sections and the subtitles for each learning outcome. This reflection paper will be a minimum of 1800 + words of total text. Students may write more. This is intended to be a guide rather than an absolute standard; however, reflection papers below the minimum word count are generally not thorough enough.

B. Classroom presentations by students

1. Students will develop a 5-8 minute presentation based on their reading and research for *Whatever Happened to Penny Candy*. These presentations will explore the significant learning from the text. The presentation will need to be accompanied by a Power Point slide set. These slides will need to be brought to class the night of presentation on a thumb drive.

2. Students will develop a 5-8 minute presentation based on their reading and research for *Your Money Counts*. These presentations will explore the significant learning from the text. The presentation will need to be accompanied by a Power Point slide set. These slides will need to be brought to class the night of presentation on a thumb drive.

C. Classroom attendance or weekly online attendance.

D. Read text, complete assignments, and participate in assessment & forum (Canvas) activities.

E. Completion of course materials in each week according to the prescribed schedule found in Canvas.

F. Complete final assignment.

IV. METHODS

A. Reading

B. Written Assignments

C. Lecture

D. Student presentations

E. Quizzes and Final Exam

V. MATERIALS – ALL TEXTS ARE REQUIRED!

Burkett, Larry. and Wooding, Marnie. *Money Matters for Teens*. Chicago, Moody Press, 2000 ISBN 0-8024-4636-1. Cost:\$12.99

Dayton, Howard L. Jr. *Your Money Counts: The Biblical Guide to Earning, Spending, Saving, Investing, Giving, and Getting Out of Debt*. Gainesville, GA. Tyndale House Publishers, 2011, ISBN 1414359497. Cost \$11.99

Maybury, Richard J., *Whatever Happened to Penny Candy*, Eagle, ID: Bluestocking Press, 2004. ISBN: 978-0942617641. Cost: \$14.20

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases, and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources.

VI. INSTITUTIONAL INFORMATION

- Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any disabling condition that may require support.
- *Plagiarism is defined as copying any part of a book or paper without identifying the author. This also includes taking another person's ideas and presenting them as your own.*
- The Clark Academic Center (learning@calvary.edu), located in the library building, is dedicated to providing free academic assistance for all CU students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.
- **Business Administration students must write papers according to the *Publication Manual of the American Psychological Association, Seventh edition (APA Manual)***
- Please see textbook section for important information about using the “Bible as a textbook”.

RUBRIC FOR THE EVALUATION OF WRITTEN ASSIGNMENTS

CRITERIA	NEEDS IMPROVEMENT Minimum Points	SATISFACTORY Medium Points	EXCEPTIONAL Maximum Points
CONTENT 50%	The writer does not demonstrate cursory understanding of subject matter, and/or the purpose of the paper is not stated clearly. The objective, therefore, is not addressed and supporting materials are not correctly referenced. <i>39.9 or FEWER POINTS</i>	The writer demonstrates limited understanding of the subject matter in that theories are not well connected to a practical experience or appropriate examples, though the attempt to research the topic is evident, and materials are correctly referenced. <i>40 to 47.9 POINTS</i>	The writer demonstrates an understanding of the subject matter by clearly stating the objective of the paper and links theories to practical experience. The paper includes relevant material that is correctly referenced, and this material fulfills the objective of the paper. <i>48 to 50 POINTS</i> Grade:
ORGANIZATION 20%	Paragraphs do not focus around a central point, and concepts are disjointedly introduced or poorly defended (i.e., stream of consciousness). <i>15.9 or FEWER POINTS</i>	Topics/content could be organized in a more logical manner. Transitions from one idea to the next are often disconnected and uneven. <i>16 to 18.9 POINTS</i>	The writer focuses on ideas and concepts within paragraphs, and sentences are well-connected and meaningful. Each topic logically follows the objective and the conclusion draws the ideas together. <i>19 to 20 POINTS</i> Grade
FORMAT 5%	The paper does not conform to Turabian or APA style. <i>3.4 or FEWER POINTS</i>	The paper does not conform completely to Turabian or APA style (e.g., margins, spacing, pagination, headings, headers, citations, references, according to the appropriate style guide). <i>3.5 to 4.4 POINTS</i>	The paper is correctly formatted to style (e.g., margins, spacing pagination, headings, headers, citations, references, according to the <i>appropriate style guide</i>). <i>4.5 to 5 POINTS</i> Grade
GRAMMAR, PUNCTUATION, & SPELLING 10%	The writer demonstrates limited understanding of formal written language use; writing is colloquial (i.e., conforms to spoken language). Grammar and punctuation are consistently incorrect. Spelling errors are numerous. <i>FEWER THAN 7 POINTS</i>	The writer occasionally uses awkward sentence construction or overuses and/or inappropriately uses complex sentence structure. Problems with word usage (e.g., evidence of incorrect use of Thesaurus) and punctuation persist causing difficulties with grammar. <i>7 to 8.9 POINTS</i>	The writer demonstrates correct usage of formal English language in sentence construction. Variation in sentence structure and word usage promotes readability. There are no spelling, punctuation, or word usage errors. <i>9 to 10 POINTS</i> Grade
READABILITY & STYLE 15 %	The writer struggles with limited vocabulary and has difficulty conveying meaning such that only the broadest, most general messages are presented. <i>10.4 or FEWER POINTS</i>	Some words, transitional phrases, and conjunctions are overused. Ideas may be overstated, and sentences with limited contribution to the subject are included. <i>10.5 to 13.4 POINTS</i>	The reading audience is correctly identified, demonstrated by appropriate language usage (i.e., avoiding jargon and simplifying complex concepts). Writing is concise, in active voice. <i>13.5 to 15 POINTS</i> Grade

What is a Substantive Post?

Adapted from: Skip Hessel, D.M., M.B.A.

In a world of social media and text-messaging, interaction between student and teacher and other students is important. However, scholars begin to blur the boundaries of academic substance. Students want to make good grades and receive fair treatment. Instructors want to share principles of their discipline. In an effort to clarify how to post thoughts in an interactive forum, these instructions attempt to define substance.

A substantive post conveys a complete thought with academic rigor. Scholars must take into account the wide variety of readers in a social media setting and communicate appropriately. One cannot assume that every reader has had exactly the same training or even similar experiences. Ergo, one must write complete thoughts to overcome any inadequacy. Similarly, academic rigor forgoes any thoughtless conclusions. While expressing new ideas and exercising academic freedom, contributors must consider what is known about the subject and include known knowledge in academic writing. Writers should consider the level of knowledge and use certain amount of judgement too. Substance requires balance. Scholars should consider their readers and communicate as well as possible.

Because today's academic environment includes many cultures, writers must consider the inappropriate use of metaphors and colloquialisms. An expression or satire may not make sense to a reader from a culture in another part of the same country or on the other side of the world. Students posting substantive responses avoid using expressions and phrases with vague meanings that the reader could misunderstand.

Substantive posts also cite sources. When using the ideas of others, a scholar gives appropriate in-text citations when responding to forum. For example,

Blackaby and Blackaby (2011) found many believers get frustrated with technology and media that has become commonplace; however, believers must “embrac[e] technology with gusto” (p. 8).

Others who express innovative thinking should receive credit for their ideas. Additionally, readers should have the opportunity to consider source materials themselves. A substantive post will include such citations.

Students often ask for specific guidelines. Unfortunately, students sometimes put minimum requirements ahead of quality responses. At the risk of students falling into this trap, the instructor believes a substantive post will contain one or two complete paragraphs that include approximately 300 words. Some substantive posts convey meaning with less; however, many require much more. Moreover, a substantive post will demonstrate the scholar's attempt to grow. Therefore, assigned reading materials and other sources are found as in-text citations and as references. At a minimum, each substantive post will contain at least one. Students expecting great evaluations should include at least one citation in a 300+ word post.

In many ways, participating in a forum raises tremendous opportunity. The asynchronous learning environment allows students to consider the thoughts of others, to research the subject, and to respond in their own time. Students should take advantage of this unique opportunity. Your instructor will gently correct you and evaluate you along your journey. But great students will consider how they can practice these skills from their very first post.

Reference

Burkett, Larry. and Wooding, Marnie. *Money Matters for Teens*, Chicago, Moody Press, 2000

Chapman, Morris H., *Biblical Financial Study*, Gainesville, GA. Tyndale House Publishers, 2005.

Dayton, Howard L. Jr. *Your Money Counts: The Biblical Guide to Earning, Spending, Saving, Investing, Giving, and Getting Out of Debt*, Chicago, Moody Press, 1997.

Dayton, Howard L. Jr. and Dayton, Beverly. *The Secret of handling Money God's Way*, Gainesville, GA. Tyndale House Publishers, 2011.

Maybury, Richard J., *Whatever Happened to Penny Candy*, Eagle, ID: Bluestocking Press, 2004.

Stocklin, Christopher. *Financial Transformation*, Nashville, ACW Press, 2010