

RUTGERS UNIVERSITY
School of Business - Camden

INVESTMENTS AND PORTFOLIO MANAGEMENT – Spring 2025

52:390:315:90:08432

Location: online access through Canvas, and McGraw-Hill Connect

Professor: Mr. Ralph Giraud, M.S.

Office Phone: (856) 668-4959

E-mail: ralph.giraud@rutgers.edu

Office: BSB 409

Office Hours: by appointment via scheduling through EMAIL

COURSE DESCRIPTION:

Organization and functioning of securities markets; efficient capital markets; modern portfolio management; asset pricing models; security valuation principles and practices; analysis and management of bonds and common stocks; derivative securities; and evaluation of portfolio performance.

Prerequisites: 52:390:301, 50:640:130, and 50:960:284.

COURSE OBJECTIVES:

This course will give you a deeper understanding of the concepts you learned in the Principles of Finance prerequisite course concerning investment securities and securities markets. Some discussions will describe the individual qualities of the various securities markets, plus securities analysis, while addressing the process of how to “assemble” different types of financial assets into an investment portfolio. Lectures may also cover current investment theories and strategies. Topics such as Behavioral Finance, Technical Analysis, and Risk Management will be introduced. Subsequently, you will learn ways to evaluate investment portfolio performance, as you complete your introduction to Investments and Portfolio Management by bringing all of these different elements together into an “investment process.”

Throughout the course, it is important to always be mindful of the concepts of risk and return!

At the very least, this course should be of personal benefit to you from an individual investment perspective, even if you don't pursue a role concerning investing funds belonging to other individuals or organizations.

STUDENT LEARNING OBJECTIVES:

This course covers in greater detail some important topics from the Principles of Finance prerequisite course (52:390:301). Listed below are basic learning objectives for each Topic:

1. Time Value of Money: The time value of money concepts form the basic building blocks for financial decision making. You should be able to compute present and future values of single and multiple cash flows, know the differences in how interest rates are computed and quoted, and be able to amortize loans.

2. Valuation: You should know the different features of two major types of financial securities: fixed income securities (bonds) and equity securities (stocks). You should also be able to value both bonds and stocks. While stock valuation can be fairly complicated, you should understand how stock values are determined.

3. Risk and Return: Virtually all investments that are made by either businesses or individuals are risky, in the sense that the future benefits from these investments are uncertain. You should know how to measure risk, how to diversify risk by forming portfolios, and how returns from investments are related to risk.

4. Capital Budgeting: Capital budgeting is the process by which firms decide what long-term investments to make. You should be able to compute cash flows from these investments and know how to make financially sound investment decisions in these assets.

REQUIRED TEXTS:

Textbook (required): Zvi Bodie, Alex Kane and Alan Marcus, **Essentials of Investments, 12th edition**, 2022, McGraw-Hill, Loose Leaf with Connect Access Card ISBN13: 9781260772166.

Connect: McGraw-Hill's **Connect** is a web-based assignment and assessment solution **required** for this course.

<https://connect.mheducation.com/class/r-giraud-section-90---remote-instruction-and-learning>

<http://video.mhhe.com/watch/4q72PpEpzkXAd3hW4o52c8>

<https://www.mheducation.com/highered/support/connect/first-day-of-class/canvas.html#technical-support>

If you have any issues while registering or using Connect, please contact McGraw-Hill's Customer Experience team through <http://www.mhhe.com/support> or at 800-331-5094. To avoid problems related to unexpected technical issues, you are advised not to wait until the last moment to complete assignments. Please review your "Connect Student Quick Tips" document for further support.

Calculators and laptops: A financial calculator is a great tool that will facilitate your computations, which is relatively inexpensive compared to the cost of a laptop. However, **use of a laptop is strongly recommended.** If you choose to use a financial calculator, suggestions may include the Hewlett Packard HP 10BII or Texas Instruments BAI Plus. I will not bear any responsibility of teaching you how to use it.

INDIVIDUAL INTRODUCTION (BIOGRAPHY):

I, Ralph Giraud, am currently an Instructor of Teaching – Finance and the Financial Markets Lab Manager at the Rutgers (University) School of Business – Camden (NJ) campus, where I have been teaching since September 2013. I had also been an undergraduate Economics Adjunct Instructor at Temple University (Philadelphia, PA). My teaching experience in undergraduate and graduate Business began in January 2009. In addition, I have been an accomplished Finance and Marketing professional, with experience in various roles, including Fixed Income Portfolio Management, Fixed Income Securities Trading, investment securities sales, and Consultant to asset managers concerning the Financial Services sector.

I began my Fixed Income Securities Trading career at Legg Mason's Wall Street office in New York City in 1983, and my first Portfolio Manager position was with commercial bank Provident Bank of Maryland (purchased in April 2009 by M & T Bank).

I have an M.S. Finance degree from the University of Colorado at Denver, and a B.S.B.A. degree in Marketing from Manhattan College in Riverdale, NY. I am past President and currently a Member of the Board of Directors of the Philadelphia Council for Business Economics (PCBE), a chapter of the National Association for

Business Economics (NABE), past President and current Member of the Board of Directors of the Washington (D.C.) Association of Money Managers (WAMM), and a member of the Events Committee of the CFA (Chartered Financial Analysts) Society of Philadelphia.

Please consider me to be your friend as well as your Instructor, as I would be honored to be a personal and professional reference for you. I would like to use my network of professional contacts to assist you with your academic and career pursuits!

TEACHING METHODS:

“Remote Instruction/Learning” lectures, threaded discussions, and exams/assigned work will be based mainly on material from course textbooks, supplemented by use of appropriate websites and other resources. It is your responsibility as a student to fulfill all course requirements through thorough preparation in order to achieve student learning objectives. This responsibility includes reviewing topics IN ADVANCE of scheduled class-work. Additional responsibilities include perfect “Remote Instruction/Learning,” timely attendance (in accordance with university policies), active participation, and completion and timely submission of assignments. Ask the professor for help immediately when necessary.

COMMUNICATION REQUIREMENTS:

Canvas

Our course syllabus, some Word documents, Excel files, Power Point slides, website links, details about Finance and Economics events, and other course information will all be posted through the Canvas LMS (Learning Management System). To access this system, go to <http://canvas.Rutgers.edu>, log in, click on the course tab, then click on the website link “2025SP – INVEST& PORTFOL MGMT 52:390:315:90.”

Rutgers email - USE YOUR RUTGERS EMAIL ADDRESS

All communications to students will be done using the Rutgers email address provided to you. Please forward your Rutgers email to your personal email if necessary. Not checking your Rutgers email is not an excuse for missing any communications.

“REMOTE INSTRUCTION AND LEARNING” COURSE STUDENT RESPONSIBILITIES:

Class Communication:

Since “traditional, face-to-face” class attendance is not compulsory, a viable and reliable form of communication is vitally important. Note that since all class communication will be via your Rutgers email plus discussion forums and other tools in Canvas, you are expected to check your Rutgers e-mail at least on a daily basis. All class announcements can also be accessed via the ‘Announcement’ page in Canvas.

- Participate in the assigned class discussions, at least twice weekly according to Discussion Post instruction requirements, to get maximum credit for class participation. These discussions are designed to be a collaborative learning experience for all involved.
- For the general class discussion forum, you are also strongly encouraged to share any relevant class related topics pertaining to the current business environment. You may also benefit and assist other students via thoughtful interaction.

Class Materials:

Textbook chapter files (to be released before the individual chapter PowerPoint “Audio Review”) will be posted by midnight on the day preceding the beginning of a course “chapter module,” with the exception of the first

week of our course. You are strongly encouraged to access this course at least every other day via Canvas (approximately a minimum of 3 times within a 7 day period). At this time you may envision that the course format “cycle” will include covering 3 to 4 textbook chapters, followed by your receiving an exam preparation list, and then an exam must be completed within 3 – 4 days after the exam preparation list is released.

SYLLABUS UPDATES AND OTHER COURSE COMMUNICATION:

All changes and announcements will be made at least once, through the Canvas website for this course. If you anticipate missing any classwork, find a classmate who can inform you about work you miss, as you are responsible for keeping up with this course. It is your responsibility as a student to contact me as your Instructor if you will be late in submitting classwork, or cannot submit classwork, for any reason. I reserve the right as the Course Instructor to make changes to stated syllabus information at any time. If you do not use your **rutgers.edu** email domain for your primary email address, please insure that you forward messages to whatever email address you use. It is YOUR responsibility to “remain current” with course developments. Please check the Canvas course website on a daily basis.

Direct Interaction:

Although Canvas provides good learning tools, oftentimes, a direct one-to-one professional interaction to resolve difficult issues is usually the most effective. For example, you may have a certain technical/mathematical problem that is frustratingly difficult to solve, that you think is difficult to be resolved in an open forum or elsewhere. In this case, please feel free to send me an e-mail so that I can reply by offering a remote meeting opportunity to help you directly resolve any difficulties.

Professor Communication:

I will try to reply to all emails within 48 hours. Please do not expect an immediate response. If I do not reply to you within 48 hours, please send me another email, in the event that I may be experiencing technological problems. Although I check my emails a few times daily, I may not be able to completely answer all emails immediately upon receiving them.

GENERAL /ADMINISTRATIVE

Key Spring 2025 Dates:

Spring 2025 classes begin	Tuesday, January 21st
Last day to drop classes w/o “W”	Thursday, January 30 th
Last day to add classes	Thursday, January 30 th
Spring break	Saturday, March 15 th – Sunday March 23rd
Last day to withdraw with “W”	Wednesday, April 21 st at 5:00 P.M.
Regular classes end	Monday, May 5th
Reading days (no testing)	Tuesday May 6th and Wednesday May 7th
Final exam period	Thursday, May 8 th – Wednesday, May 14th

ACADEMIC INTEGRITY

The Academic Integrity policy can be found at <http://studentconduct.rutgers.edu/student-conduct-processes/academic-integrity/>.

Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.

Academic Integrity means that you (the student) must:

- properly acknowledge and cite all use of the ideas, results, or words of others,
- properly acknowledge all contributors to a given piece of work,
- make sure that all work submitted as your own in a course activity is your own and not from someone else
- obtain all data or results by ethical means and report them accurately
- treat all other students fairly with no encouragement of academic dishonesty

Adherence to these principles is necessary in order to ensure that:

- everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments
- all student work is fairly evaluated and no student has an inappropriate advantage over others
- the academic and ethical development of all students is fostered
- the reputation of the University for integrity is maintained and enhanced.

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld. Violations are taken seriously and will be handled according to University policy.

If there are questions on how to comply, please contact the appropriate Associate Dean or Area Head at the School of Business.

*The use of generative AI tools (such as ChatGPT, DALL-E, etc.) are **not permitted** in this class; therefore, any use of AI tools for work in this class may be considered a violation of Rutgers University's Academic Honesty policy and Student Conduct Code, since the work is not your own. **When in doubt about permitted usage, please ask for clarification.***

STUDENT CODE OF CONDUCT <http://studentconduct.rutgers.edu/university-code-of-student-conduct>

Violations of the Student Code of Conduct are considered serious infractions of student behavior and students who violate the code are subject to penalties relative to the level of the matter. In general, students may not disturb normal classroom procedures by distracting or disruptive behavior, this includes online as well as in-person.

The Code of Student Conduct is more than a collection of University regulations to be abided by – it seeks to promote the University's values and educate. The Code of Student Conduct encourages students to be their authentic selves as they find their place on campus, while also encouraging students to embrace inclusion through discovery, dialogue, and development as they celebrate diverse backgrounds.

The spirit of the Code of Student Conduct promotes student engagement both on and off campus, global citizenship, and leadership. It encourages students to uphold the highest tenets of trust, honesty, and integrity, understanding at all times that our actions significantly impact our personal journeys, our communities, and our larger society.

Rutgers–Camden, Rutgers–Newark, and Rutgers–New Brunswick students originate from all corners of the

world and travel between many campuses and cities. As our students strive to achieve their goals, they are expected to conduct themselves in accordance with University policies and procedures, but more importantly, the values and spirit that these policies and procedures are founded upon.

Violations of the Student Code of Conduct should be reported to the Dean of Students office deanofstudents@camden.rutgers.edu or 856-225-6050.

If the violation is immediate and a potential threat is a concern, call the Rutgers-Camden police at 856-225-6111.

NETIQUETTE STATEMENT:

Student Netiquette Code of Conduct

Etiquette expectations from on-line students:

The following protocols on the codes of behavior reflect professional business norms on manners, courtesy, and respect. *(In general, you should treat others as you would like others to treat yourself. Be mindful that what is acceptable in a text or chatroom with friends may not be appropriate in a classroom or in an online conversation with an instructor.)*

This Business course covers topics that students will deal with in a professional business environment, so please treat all communications in this course as if you are in this type of setting. Mannerly and respectful behavior are expected at all times!

Even though this course is being conducted in an online format, as opposed to the traditional “face-to-face” format, communications are still essentially “person to person” in nature. There are many instances when communications are actually “person to class,” because of course requirements such as “threaded discussion posts,” so your online behavior is actually “magnified” and visible for all class participants to see!

Though “online” students do not have the dynamic of “face-to-face” contact, and a student may assume that online course participants are “distant,” this type of learning environment still demands the highest standards of courteous personal behavior.

If you happen to be the first student posting your written communication that any individual course participant can see, please be sensitive to the fact that other course participants may have different “cultural norms” and technological abilities. Be respectful of anyone and everyone who can read what you write!

If you are not the first student posting your written communication in relation to a course topic, it would be wise to “get a feel” for how other students responded to the topic in earlier communication posts, before participating through your written communications.

The following protocols on the codes of behavior reflect professional business norms on manners, courtesy, and respect. *(In general, you should treat others as you would like others to treat yourself. Be mindful that what is acceptable in a text or chatroom with friends may not be appropriate in a classroom or in an online conversation with an instructor.)*

Etiquette expectations from online students:

Even though many of you are already aware of these protocols, they are explicitly stated here so that everyone is cognizant of the same protocols. These protocols should be followed by all students taking this course to help ensure the online experiences for everyone involved are pleasant. They are as follows:

- If you were to send an email to the professor / tutor, please address the person appropriately such as “Dr.” or “Mr./Ms.”, not ‘Hey’. Note that I will address you with your first name, unless you prefer that I address you differently.

- When sending an e-mail, you can get better attention by using the following guidelines:
 - I. use descriptive subject lines, (I am sure you have received a lot of Spam e-mails and I have occasionally and accidentally deleted student e-mails that I thought was Spam.)
 - II. please be as brief as possible by going straight to the point, and if possible, limit the use of attachments

“Netiquette Class Participation” Rules

The writing required for this course will not vary if you are in a synchronous session (chat) versus asynchronous session (discussion board). Spelling and grammatical errors will be part of grade calculations. You will not be judged differently in synchronous versus asynchronous sessions.

Class participation in this online course should truly be regarded as “class contributions.” Students contribute to discussions and other course areas through simple, understandable and constructive written communications. It would be good to take the time to properly analyze and interpret course topics and other student communications before participating through your own written communications. Your class participation grade is based on the value that it adds, not simply the frequency of participation or the length of your written communications!

Please be tolerant of any mistakes that the Instructor or other students may make, or that you may make yourself! “Correct with respect,” when addressing errors concerning course topics that any course participant might make in his/her written communications.

If a student does not agree with another course participant (student or Instructor) about a course topic or opinion, it is allowable to state the disagreement in written communication, as long as the statement reflects a constructive suggestion with respect for all who can read it!

Responses to a student’s written communication may not be immediate, whether for example it is a reply to a discussion post or even an email to the Instructor. If you do not get instant feedback or an instant email response, it may simply be because we all have busy lives! Your written communication does have value, and please keep in mind that value can be determined by the reader as well as the author.

If you are sending me an email with a question or concern, I will generally respond within 24 – 48 hours, though I check my emails several times during a normal day.

Never send offensive and insulting messages* (this is a violation of the Student Code of Conduct). If you disagree, say so and state your reasons. Social media is a very powerful tool for communication. However, it can be badly misused if it is not used correctly or professionally. For example, you may have personal and legitimate concerns with this course. However, other students, who do not have similar feelings, can be negatively influenced by your concerns. This will unnecessarily and negatively affect their overall experience of the course. Therefore, to minimize such an occurrence, please feel free to directly contact the instructor/tutor first to resolve any concerns that you may have to help ensure that everyone’s online experience of this course is beneficial.

- Always guard against inciting others when it comes to content, opinions, etc. That is, avoid blaming or accusing others of wrongdoing.
- Do not start a volley of back and forth emails, with copies distributed to every student in the class.
- Copy the minimum number of people. That is, send e-mails to only the people you think should receive and will benefit from it.

- Treat all emails and postings as permanent forms of written record and do not expect that any your e-mail communications to be private, unless stated otherwise. Instead, assume that all e-mail communications are public.
- Do not publicize your own or others' personal information (such as email, phone numbers, last names, etc.)

Conflict Resolution

I will attempt to solve any situation I believe may be a conflict, if I perceive any communication is disrespectful of the rights of any participant in our course, and students should contact me in case of conflicts via email at ralph.giraud@rutgers.edu.

I will allow students to call me with any concerns regarding conflicts at a mutually convenient date and time, if the phone call is initially scheduled and confirmed by all relevant participants via email. My personal cell phone number is provided in the beginning of this document primarily for important telephone calls, not for text messages.

DISABILITY SERVICES/ACCOMMODATIONS

The University is committed to supporting the learning of all students and faculty will provide accommodations as indicated in a Letter of Accommodation issued by the Office of Disability Services (ODS). If you have already registered with ODS and have your letter of accommodations, please share this with me early in the course. If you have or think you have a disability (learning, sensory, physical, chronic health, mental health or attentional), please contact <https://success.camden.rutgers.edu/disability-services>. Accommodations will be provided only for students with a letter of accommodation from ODS. Their services are free and confidential. Letters only provide information about the accommodation, not about the disability or diagnosis.

Web page: <https://learn.camden.rutgers.edu/disability-services>

E-mail: disability-services@camden.rutgers.edu

COURSE REQUIREMENTS (Grade Weight):

1. **EXAMS:** There will be four Exams, Exam # 1 covering Chapters 1 - 4 (15%), Exam # 2 covering Chapters 5 – 8 (20%), Exam # 3 covering Chapters 9 – 10, & 12 (20%) and Exam # 4 covering Chapters 12 – 13,18 & 22 (25%). Material for exams are based on finance applications/processes reviewed and employed during online lectures and homework assignments. Online exams will be given through McGraw-Hill Connect.

Exam Make-up Policy: The Course Outline does NOT allow any regularly scheduled class dates for “Make – up Exams.” If for some legitimate “university approved” reason you are not able to take a scheduled exam, you must immediately submit valid proof concerning the reason for your absence (e.g.: doctor’s note, an obituary, university approved excuse related to participation in university athletic event, military orders). Written notice regarding this absence must be provided at least one week in advance, so other options can be evaluated. Make-up exams for non-university approved reasons are NOT guaranteed.

2. **“TAKE-HOME” ASSIGNMENTS (10%):** Online “take-home” assignments will be given over the course of the semester through McGraw-Hill Connect. Late submissions will not be accepted.

3. CLASS PARTICIPATION (10%): Your questions and comments concerning course topics should be focused and relevant. Do not hesitate to ask any and all questions as may be necessary. You should be sure that your performance is up to standard throughout the course. It is too late to wait until the last week of classes to ask for help. *I am available to speak with you throughout the entire semester if you need help.*

Incompletes and Problems: If you find that you are having trouble completing course work or need further explanation of class topics, please schedule a date and time to speak with me immediately.

Discussions may involve any combination of prepared materials, journal articles, textbook readings, mini-cases, problems, videos, or other resources. During the week of discussion activity, students are expected to create at least one Discussion Thread by the end of the second (2nd) day of each Discussion Period where a discussion topic is assigned, and then by the fourth (4th) day you will have responded to at least one other posted thread by another students in the class. All postings including responses are to be substantive and further the discussion of the topic of interest.

Postings on the discussion board must reflect student's reading and comprehension of the assigned readings and/or related discussion activity. Discussion postings must reflect the ability to synthesize concepts presented through writing at a college level. The minimum length of a post should be at least a full paragraph will concrete definitions/examples, not including references listed. A typical rubric for evaluating discussion board activity will be provided. In addition to these specific assigned discussions, there will be one or two opportunities for synchronous remote meetings offered to the entire class to discuss issues related to the class, but these will not be graded.

Please read the threaded discussion rubric that follows for more information: This rubric applies to all threaded discussion post activities for our course.

- Criteria - appropriate criteria for grading threaded discussion post activity
- Level of performance - does the information match the criteria and provide the learner with the required information needed to meet expectations at that level
- Scores - each level of performance has an associated score and letter grade:

- 94%...A
- 84%...B
- 74%...C
- 64%...D
- 54%...F

Criteria	Excellent (A)	Above Average (B)	Average (C)	Below Average (D or F)
Analysis/Interpretation	Correct analysis of financial question, proper interpretation of the formula and/or concept to be applied	Correct analysis of financial question	Proper interpretation of the formula and/or concept to be applied	Incorrect analysis of financial question, improper interpretation of the formula and/or concept to be applied

Application	Analysis of financial question, and proper interpretation of the formula and/or concept to be applied is correctly related to a prospective “real life” financial situation	Proper formula and/or concept to be applied to solve a financial problem correctly related to a prospective “real life” financial situation	Proper analysis of financial question to be solved is correctly related to a prospective “real life” financial situation	Analysis of financial question, proper interpretation of formula and/or concept to be applied incorrectly related to a prospective “real life” financial situation
Timeliness	“Early” and correct analysis of financial question, relative to when other students have submitted their analyses of financial question	“Early”/correct “additions” to analysis of financial question, relative to when other students have submitted their analyses of financial question	Relative lateness of correct “additions” to analysis of financial question, versus other students sending analyses of financial question	Late and incorrect analysis of financial question
Accuracy	Correct formulas and concepts in name and format	Correct formulas	Correct concepts	Incorrect formulas and concepts in name and format

4. OPTIONAL BONUS OPPORTUNITY (“Extra Credit,” worth 10%): Those students who successfully pass (at 70%) all four Bloomberg Market Core Concepts Exams (Economic Indicators, Currencies, Fixed Income, and Equities), emailing their Acknowledgement of Completion Certificate to me at ralph.giraud@rutgers.edu and to Bloomberg.Certificates@camden.rutgers.edu, plus emailing me a photo of their Exam scores, will be awarded ten (10) points (i.e.: 10%) that will be added to the calculation of their final grade.

To increase your chances of earning up to an additional 10 percent (10%) credit towards the calculation of your final grade, it is strongly suggested that you attend Bloomberg Market Concepts Training lectures, and/or view the Training lecture recordings through the Canvas course Bloomberg Market Concepts Workshops. Visit <http://fmlab.camden.rutgers.edu/> for further information.

GRADING:

For the assignment of final grades, the course requirements will be weighted approximately as follows:

Exam # 1	15%	
Exam # 2	20%	
Exam # 3	20%	
Exam # 4	25%	
Assignments	10%	
Class Participation	10%	
Optional Extra Credit (Bloomberg Market Concepts, “BMC”)		10%

- 90-100%...A
- 85-89%...B+
- 80-84%...B
- 75-79%...C+
- 70-74%...C

60-69%.....D

Less than 60%....F

COURSE OUTLINE: TOPICS / EXAMS (“target dates,” subject to change)

Class 1: 1/21/2025

Course Introduction

Class 2: 1/23/2025

CHAPTER 1 - Investments: Background and Issues (**DISCUSSION POST # 1: CHAPTER 1**)

Class 3: 1/28/2025

CHAPTER 2 - Asset Classes and Financial Instruments

Class 4: 1/30/2025

CHAPTER 2 - Asset Classes and Financial Instruments (**DISCUSSION POST # 2: CHAPTER 2**)

Class 5: 2/04/2025

CHAPTER 3 - Securities Markets

Class 6: 2/06/2025

CHAPTER 3 - Securities Markets

Class 7: 2/11/2025

CHAPTER 4 – Mutual Funds and Other Investment Companies

Class 8: 2/13/2025

CHAPTER 4 – Mutual Funds and Other Investment Companies (**DISCUSSION POST # 3: CHAPTER 4**)

Class 9: 2/18/2025

EXAM # 1 prep.: CHAPTERS 1 – 4

Class 10: 2/20/2025 (DUE DATE: 2/23/2025)

EXAM # 1: CHAPTERS 1 – 4

Class 11: 2/25/2025

CHAPTER 5 – Risk and Return: Past and Prologue

Class 12: 2/27/2025

CHAPTER 5 – Risk and Return: Past and Prologue (**DISCUSSION POST # 4: CHAPTER 6**)

Class 13: 3/04/2025

CHAPTER 6 – Efficient Diversification

Class 14: 3/06/2025

CHAPTER 6 – Efficient Diversification

Class 15: 3/11/2025

CHAPTER 7 – Capital Asset Pricing and Arbitrage Pricing Theory

Class 16: 3/13/2025
CHAPTER 8 – The Efficient Market Hypothesis

Class 17: 3/25/2025
EXAM # 2 prep.: CHAPTERS 5 – 8

Class 18: 3/27/2025 (DUE DATE: 3/30/2025)
EXAM # 2: CHAPTERS 5 – 8

Class 19: 4/01/2025
CHAPTER 9 - Behavioral Finance and Technical Analysis (**DISCUSSION POST # 5: CHAPTER 9**)

Class 20: 4/03/2025
CHAPTER 10 - Bond Prices and Yields

Class 21: 4/08/2025
CHAPTER 10 - Bond Prices and Yields (**DISCUSSION POST # 6: CHAPTER 10**)

Class 22: 4/10/2025
CHAPTER 12 - Macroeconomic and Industry Analysis

Class 23: 4/15/2025
EXAM # 3 prep.: CHAPTERS 9 – 10, 12

Class 24: 4/17/2025 (DUE DATE: 04/20/2025)
EXAM # 3: CHAPTERS 7 – 10

Class 25: 4/22/2025
CHAPTER 13 - Equity Valuation

Class 26: 4/24/2025
CHAPTER 13: Equity Valuation (**DISCUSSION POST # 7: CHAPTER 13**)

Class 27: 04/29/2025
CHAPTER 18: Portfolio Performance Evaluation

Class 28: 05/01/2025
CHAPTER 22: Investors and the Investment Process

Class 29: 5/05/2025
EXAM # 4 prep.: CHAPTERS 12 – 13, 18, 22

READING DAYS: 5/06/2025 – 5/07/2025

FINAL EXAM PERIOD BEGINS: 5/08/2025 (DUE DATE: 5/13/2025)
EXAM # 4: CHAPTERS 12 – 13, 18, 22