**BU 484/998: Applied Portfolio Management**  
**Course Syllabus Spring 2015**

**Instructor:** Robert A. Weigand, Ph.D.  
Professor of Finance and Brenneman  
Professor of Business Strategy

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**Phone:** 670-1591  
**E-mail:** profweigand@yahoo.com  
http://www.washburn.edu/faculty/rweigand  
**class webpage:** http://www.washburn.edu/faculty/rweigand/page2/apm.html

**Meeting Time:** Monday  
5:30-8:15 pm  
Henderson Learning Center 104

**Office Hours:**  
Mon/Wed 2:15 pm-4:45 pm. You may set an appointment to receive priority during office hours times. You are also welcome to stop by and visit whenever you catch me in the office.

**Required Materials:**  

**Optional Materials:**  
Regularly reading/viewing the online financial press via the links available on my website is required (CNBC, MarketWatch, New York Times Business, etc.).

**Prerequisites:**  
Students must complete all prerequisite classes before registering (grade of C or better in BU 483 and instructor approval for undergrads: grade of C or better in the MBA core finance and accounting classes for MBAs). Students must be proficient in all prerequisite material (introductory finance, statistics, accounting, economics and basic Microsoft Excel). Further note that the "consent of instructor" prerequisite applies to admission to the course as well as permission to proceed with the various components of the course, including authoring and presenting the final stock research reports.

**Course Description.** BU 484 is a one-semester course that provides students with the opportunity to practice investment analysis and portfolio management. Students learn the perspectives and techniques associated with portfolio management and security analysis and apply their knowledge by analyzing stocks and other investments with the guidance of the supervising professor. The results of these analyses are written up in a professional format and presented to a panel made up of industry professionals, students, faculty, alumni, and other university stakeholders. Based on the reports and presentations, funds provided by the university are allocated to various investments and held in a portfolio that is reviewed and updated in subsequent semesters.

**Course Learning Objectives Include:**

- Distinguish the timeless themes of investing from short-term, trendy perspectives.
- Improved ability to manage money, both personally and for clients in a professional setting, by making investment decisions with a portfolio of "live" securities.
- Learn how to analyze information from financial statements and other sources and synthesize this information into a professional-quality stock report.
- Understand and critique the validity of professional stock research.
- Identify the big-picture forces affecting financial markets and understand how trends in these forces affect the future risk and expected return of financial securities.
- Learn to interpret market behavior in terms of "cycles," e.g., short-term cycles (bull and bear markets, and corrections nested inside bull markets); intermediate-term cycles (business cycle expansions and contractions and increases and decreases in liquidity driven by central banks' monetary policy); and long-
term cycles of risk and expected return.

- Apply course concepts and analytical techniques to current issues in finance.
- Develop and refine professional presentation skills.
- Improved ability to model complex financial calculations in Excel, including forecasting financial statements and creating company valuation models based on the forecasts.
- Improved ability to interview more effectively for career positions in the fields of investment analysis, money management and financial planning, as well as other general finance positions.

**Brief Overview of My Teaching/Education Philosophy.** Business schools are professional schools. Business education should focus on developing competent and ethical practitioners of business, similar to the way medical schools develop competent doctors and law schools develop competent attorneys. Students are best served by courses that include cases and projects that simulate real-world business problems and situations and highlight the skills students have acquired. These skills should directly contribute to improved professional performance. Theory is useful when it provides a conceptual framework that helps students identify classic business themes and breakdown complex situations into more manageable components so that problem-solving and analysis becomes easier.

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*Some of the formal class policies listed below, particularly the ones on attendance, class participation, completion of homework, etc., may appear unnecessary, especially for an adult audience. Experience has taught me, however, that the small amount of time and effort it takes to make class policies and other expectations clear at the beginning of the semester can save a lot of time and effort later by preempting unnecessary misunderstandings. Thank you for your patience and attention to these items.*

**Office Hours and Appointments.** Office hours are listed on page 1 of the syllabus. Priority will be given to students who email ahead and schedule an appointment during the times listed on page 1. Students are welcome to drop by informally or make advance appointments anytime. Calling/emailing ahead is recommended, but not required.

**Examinations.** The course is designed as a seminar that emphasizes ongoing collaboration and interaction and extended project work. Students should instead focus their efforts on the major outputs we create as a class (denoted in the next section below with an asterisk). As such, there are no comprehensive exams scheduled, but students will be quizzed periodically. Quizzes may be announced or unannounced; students should therefore be prepared to take and pass a quiz at every in-class meeting. If the instructor deems it necessary, however, 1 or more comprehensive exams will be added to the course evaluation system shown below. The new weight of each comprehensive exam will be determined by the instructor, and will be deducted proportionately from the weight of each grading component shown below.

**Grading/Evaluation of Students.** A numerical final class average for each student will be calculated as a weighted average of the following evaluation criteria (* denotes a group output):

<table>
<thead>
<tr>
<th>Evaluation Category</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Contribution and Professionalism</td>
<td>20%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>* Market Outlook Newsletter Assignment</td>
<td>10%</td>
</tr>
<tr>
<td>* Demonstration Assignments (Spreadsheet Analyses and Stock Pitch Ideas)</td>
<td>10%</td>
</tr>
<tr>
<td>* Short Stock Reports and Reviews of Existing Student Investment Fund Positions</td>
<td>10%</td>
</tr>
<tr>
<td>* Spreadsheet Models</td>
<td>10%</td>
</tr>
<tr>
<td>* Stock Research Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>* Final Stock Analysis Research Report</td>
<td>20%</td>
</tr>
</tbody>
</table>

There is a maximum of 100 achievable points. After all the criteria are evaluated, an appropriate grade distribution based on final class averages will be constructed. Students with final class averages conforming to the traditional 90/80/70/60 breakpoints will earn grades at least equal to A/B/C/D, but I reserve the right to extend the grade distribution to allow for the advanced nature of the course material. In general, grades of A are awarded to students who display consistent excellence in terms of attendance, attitude, preparation, commitment and
achievement. Grades of B are awarded for above average achievement and a determined commitment to excel in the course. Grades of C are awarded for average work, and for students that demonstrate commitment but may not be performing at the highest levels. Grades of D or F indicate below average or failing work, and/or an inadequate commitment to mastering the course material. Grades are not rationed. There is no limit to the number of grades in any grading category that can be awarded. Grades are determined only by the items listed in this syllabus. There are no “extra credit” points. Grades are based on observable outcomes such as project quality, students’ contribution to creating a positive class environment, and students’ final presentations. Unobservable inputs such as study time or effort do not affect course grades.

**More on Grading, Deliverables, and our Workflow.** Notice that, just like a business, your grade is determined by "deliverables" — project work that comprises the Investment Fund’s required workflow for the semester. These deliverables (listed on the previous page) are arranged in the order in which I expect they will be completed. More detailed information on the workflow is available on our class web page.

**The Stock Analysis Project and Presentation.** Thirty percent of your course grade will be determined by the stock analysis project (20%) and presentation (10%). The project is based on lectures and exercises posted on the class website. A hard copy of the report, a Word file, a well-organized supporting spreadsheet showing all the calculations that went into the report, and a PowerPoint presentation of your stock analysis are due on **Sunday, May 10** (note that there is some assignment, and sometimes multiple assignments, due every week).

**Applied Portfolio Management is Different Than Other Courses.** Unlike most other courses, Applied Portfolio Management (APM) is not a lecture/homework/exam type of course. Instead, APM runs like a business unit inside the School of Business. The best way to understand the way the course functions is to envision enrolled students as employees and the professor as the manager of the unit, where the main goal of the unit is to effectively manage the Student Investment Fund. This may involve recommending new stocks to buy for the fund, recommending stocks to sell, or analyzing the portfolio and/or current stock holdings. It is the professor’s (manager’s) job to assign students to the tasks for which he believes they are best suited. Students are expected to take direction from the professor regarding all assigned tasks and complete these tasks according to the specified deadline 100% of the time.

**Disclaimers (Read Carefully).** The detailed topic outline on the course website and pages 9-12 of this syllabus shows the course schedule. Some flexibility across weeks should be expected, but in general I’ll try to adhere to the schedule as much as possible. While students are encouraged to pursue as much additional reading as they like, class time will focus on the material described in the topic outline below.

I reserve the right to change the methods of evaluation, the weights assigned to each evaluation component, or anything else that needs to be changed at any time during the semester if, in my judgment, the change is in the best interest of the course learning environment. This may include, but is not limited to, spot-checking homework assignments and lecture notes and giving short unannounced quizzes. As described above, I also reserve the right to change the course evaluation system and administer one or more comprehensive exams as needed.

**Homework Assignments.** There are tasks assigned each week. Early in the semester, the tasks are more like those in traditional courses — readings, homework and spreadsheet assignments, etc. Students are required to complete all the assigned homework during the week in which the homework is due, and have all errors fully corrected no later than the following week. Some weeks homework assignments may be on the honor system, although for most weeks homework will be spot-checked by calling on students to present and discuss what they have read and analyzed. Simply consulting posted homework solutions or supplementary notes does not constitute fulfillment of the homework requirement. Students are expected to understand the solutions to all assigned homework. Before the midpoint of the semester, however, students begin self-organizing their own workflow to accomplish the tasks necessary for effective management of the SIF portfolio. Students should study the topic outline guide and dates, gauge the workload in advance and arrange their schedules so that all work is completed on time every week.

**All Coursework Must Be Completed On Time.** Late work always receives a score of zero, but all coursework must be turned in and completed correctly nonetheless. If a student fails to turn in any required assignments, or cannot
produce an up-to-date homework notebook when requested (see next item below), their course grade will automatically be lowered by a full letter grade for each instance of unpreparedness, regardless of their average on the other graded components of the course. In addition to earning a zero on late assignments, being unprepared for class will have a negative impact on your Class Contribution and Professionalism score.

**Homework Notebooks and Lecture Notes.** All students are required to keep a homework notebook. The physical format of the notebook should be whatever students find most convenient — looseleaf, spiral notebook, USB flash drive, etc. The idea behind the homework notebook is that students are required to have a permanent record of completing all homework assignments that can be presented to the instructor upon request. Each student is also required to have a complete set of lecture notes taken in their own hand during live lecture. Students are required to bring their homework notebooks and lecture notes to all regularly scheduled classes and to the office every time they come in to ask questions.

**Class Contribution and Professionalism.** Twenty percent of your grade is categorized as "class contribution and professionalism," explained in greater detail below. This reflects my cumulative impression of your contribution to the course during the semester. Class contribution measures class participation as described below, as well as your contribution towards creating a positive learning environment. A positive learning environment is fostered when students conform to class policies such as those listed below:

- have good attendance, including attending the first class session and all exams and exercises;
- be punctual (class begins promptly at 5:30 p.m.; please remain in the classroom for the entire class period);
- be fully prepared for every class meeting (including being ready to pass quizzes, discuss the assigned readings, present solutions to assigned homework, and ask good, focused questions);
- turn off all beepers, cell phones, PDAs, and other electronic devices;
- give your full attention to whomever has been granted the floor and refrain from side conversations, newspaper reading, or any activity that is distracting to the class (non-class activities are prohibited during lecture; e.g., surfing the web, checking email, reading non-class materials);
- contribute to class discussion and receive my feedback in a courteous and professional manner;
- read from or present your homework notebook upon request (see policy on homework notebook and lecture notes above);
- turn in all work on time.

**What Constitutes Good Participation?** I expect that everyone will want to participate enthusiastically in all class discussions. Good questions are at least as good as, and sometimes better than, good answers. To ensure maximum participation, I ask that you curb your enthusiasm only to the point where you refrain from calling out. Please signal your desire to participate and I will call on you ASAP. If someone has already participated two or three times, I will first solicit new input into the discussion before calling on that same person again. Opinions prevail when they're based on solid reasoning that's communicated eloquently and concisely, not because someone is willing to speak louder or more forcefully than others.

It is the instructor's responsibility to manage the discussion environment and grant the floor to a speaker. Diversity of opinion contributes to the quality of the course, so I appreciate your courtesy in allowing me to create an inclusive class discussion environment and solicit contributions from the greatest number of students. It will sometimes be necessary to interrupt a student's contribution if it is too lengthy or rambles off topic. Learn to take this in stride; you can always make up for it the next time you're asked to participate. Students will notice a marked increase in the focus and quality of everyone's contribution as the semester progresses and our interaction increasingly becomes based on fact and analysis.

**The Washburn School of Business Values Statement.** The School of Business faculty approved a formal Values Statement at the end of academic year 2008-2009. A copy is included as the final page of this syllabus. Regardless of whether or not you have personally signed the Statement, please be advised that the principles described in the Statement reflect my expectations of how you will conduct yourself in BU 484/998, and any other interactions we may have. As spelled out in the Statement, violations of School of Business Values include obvious behaviors such
as cheating or representing the work of another as your own (Honesty), as well as more subtle behaviors such as being chronically unprepared for class, failure to arrange your schedule so that you can fulfill the class attendance policy, or offering inaccurate excuses for missing deadlines, assignments or exams. If, in the professor’s judgment, a student has committed a clear violation of any of the School of Business Values, a grade of “F” will be assigned for the course, regardless of any other methods of evaluation the student may have submitted up to that point in the semester. Please read the Values Statement and ask questions as necessary.

Writing and Organization. Students are expected to write with clarity and precision, using the minimum number of words to communicate the maximum amount of information. Concise, focused, organized writing is the goal. Proofread thoroughly, because deductions are made cumulatively for all spelling and grammatical errors and any unclear prose (you will lose at least one point for every error, and past a certain threshold, more than one point will be deducted for each error). Tips on good writing and project organization are free for the asking; please call or stop by the office and I’ll be happy to help.

Attendance Policy. Attendance is an important component of your success in the course. Lectures are drawn from a wide variety of background materials, and there is a substantial amount of technical material that requires significant build-up to present effectively. Additionally, most class sessions will include facilitated discussions on pre-assigned topics. Missing many classes and/or being chronically late not only affects your understanding of the material, but imposes costs on other students when you are not present and fully prepared to participate in each class session. As 20% of your grade will be determined by the contribution you make to the course environment and discussions (described above), you must be able to attend class in order to contribute and participate. The recommended number of absences in this course is zero, but students will be allowed to miss up to 2 classes before incurring a mandatory penalty. Beginning with the 3rd absence, students’ final course averages will be reduced by 5 points (based on a 100-point scale) for each additional absence. Students are required to attend the first day of class and must be present for any in-class quizzes, exams and project presentations (dates provided on the course web page). Students must provide advance notification of all absences via e-mail.

Late Arrival. Students are granted the courtesy of one late arrival each semester. If you are late, please enter the room quietly via the rear classroom entrance. Beginning with the 2nd late arrival, students’ final course averages will be reduced by 5 points (based on a 100-point scale) for each additional late arrival.

Make-up Policy. Students will not be granted automatic extensions or make-ups if they miss homework and/or exam deadlines without advance permission. Waivers from homework, exam, or other course requirements or deadlines, including permission to miss and make up an exam at a later time will be granted in writing, and only for extraordinary circumstances (see below). To avoid misunderstandings, there will be no verbal waivers from course requirements or deadlines.

Extraordinary Circumstances. Students encountering genuine emergencies or other extraordinary circumstances should contact me as soon as circumstances allow. Barring truly extraordinary circumstances, however, students are expected to adhere to the course schedule and complete all exams, assignments, and other course requirements on time. Students who fall out of contact for an extended period of time or miss deadlines without advance explanation will be assigned a final course grade of "F."

Communication Channels. E-mail is the best way to contact me. Students are always welcome to call me in the office, but if I don’t answer the phone you might get a faster call back by sending an e-mail with your contact phone numbers and preferred contact times.

Prerequisites. It is the responsibility of the student to meet all prerequisite requirements for courses in which the student is enrolled. A student failing to meet prerequisite requirements is subject to administrative withdrawal from the course at any time.
Mission of the University:
Washburn University enriches the lives of students by providing opportunities for them to develop and to realize their intellectual, academic, and professional potential, leading to becoming productive and responsible citizens. We are committed to excellence in teaching, scholarly work, quality academic and professional programs, and high levels of faculty-student interaction. We develop and engage in relationships to enhance educational experiences and our community.  *Washburn University Board of Regents, 2010*

Definition of a Credit Hour:
For every credit hour awarded for an undergraduate course, the student is typically expected to complete approximately one hour of classroom instruction, online interaction with course material, or direct faculty instruction and a minimum of two additional hours of student work each week for approximately 15 weeks for one semester or the equivalent amount of work over a different amount of time.

Notice of Non-Discrimination/Safe Educational Environment:
Washburn University prohibits discrimination on the basis of race, color, sex, religion, age, national origin, ancestry, disability, marital or parental status, sexual orientation/gender identity, genetic information, or other non-merit reasons, in University programs and activities, admissions, educational programs or activities, and employment, as required by applicable laws and regulations. The following person has been designated to handle inquiries regarding the non-discrimination policies:  Dr. Pamela Foster, Equal Opportunity Director, Washburn University, 1700 SW College Ave, Topeka, Kansas  66621, 785.670.1509, eodirector@washburn.edu

Academic Misconduct Policy:
All students are expected to conduct themselves appropriately and ethically in their academic work. Inappropriate and unethical behavior includes (but is not limited to) giving or receiving unauthorized aid on examinations or in the preparation of papers or other assignments, or knowingly misrepresenting the source of academic work. Washburn University’s Academic Impropriety Policy describes academically unethical behavior in greater detail and explains the actions that may be taken when such behavior occurs. For guidelines regarding protection of copyright, consult [http://www.washburn.edu/copyright](http://www.washburn.edu/copyright). For a complete copy of the Academic Impropriety Policy, contact the office of the Vice President for Academic Affairs, Bradbury Thompson Alumni Center Suite 200, or go on-line to:  [http://www.washburn.edu/academic-impropriety](http://www.washburn.edu/academic-impropriety).

Student Services Center:
The Student Service Center is the place where students can take care of a range of matters related to admissions, financial aid, student records/registration, and student accounts. The "one-stop" concept in Morgan Hall, room 152 incorporates the front office services of the Business Office, Financial Aid and the Registrar in one convenient location. Stop in and visit with a University Service Advisor for assistance or give us call us at (785) 670-2162. You can also email us at [SSC@washburn.edu](mailto:SSC@washburn.edu).

Student Health Services:
Student Health Services (SHS) provides support for students experiencing challenges with learning and adapting to university life. SHS offers urgent care for illness and injury; sports, school, and travel abroad physicals (including TB testing); well woman exams; STD and pregnancy testing; immunizations/vaccinations; and care of chronic illness. Services are provided by Board Certified Advanced Practice Registered Nurses (APRN) who collaborate with WU Student Counseling Services and physicians in the Topeka area. More information can be found at [http://www.washburn.edu/health](http://www.washburn.edu/health)

WU Counseling Services
Licensed mental health professionals are available in the Counseling Services’ office for personal, academic, and mental health support. This is accomplished by providing a variety of counseling services as well as resources and referrals to students.  More information can be found at [http://www.washburn.edu/counseling](http://www.washburn.edu/counseling)
Disability Services:

The Student Services Office is responsible for assisting in arranging accommodations and for identifying resources on campus for persons with disabilities. Qualified students with disabilities must register with the office to be eligible for services. The office MUST have appropriate documentation on file in order to provide services. Accommodations may include in-class note takers, test readers and/or scribes, adaptive computer technology, brailled materials. Requests for accommodations should be submitted at least two months before services should begin; however, if you need an accommodation this semester, please contact the Student Services Office immediately.

Location: Student Services, Memorial Student Union/Mosiman Room (MOVED effective 1/6/2014)
Web: http://www.washburn.edu/student-services
Phone: 785-670-1629
E-Mail: student-services@washburn.edu

Students may voluntarily identify themselves to the instructor for a referral to the Student Services Office.

Center for Student Success:

As a Washburn student, you may experience difficulty with issues such as studying, personal problems, time management, or choice of major, classes, or employment. The Center for Student Success (Office of Academic Advising, University Tutoring and Writing Center, First-Year Experience, and Testing and Assessment) is available to help students either directly through academic advising, mentoring, testing and developing learning strategies or by identifying the appropriate University resource. If you feel you need someone with whom to discuss an issue confidentially and free of charge, contact the center at 785-670-1942, advising@washburn.edu, or visit Mabee Library, Room 201.

Withdrawal Policy:
During fall and spring semesters, students may go online and withdraw from full semester courses through the second week of class with no recorded grade. From the third through the eleventh week a “W” is recorded for any dropped course. After the eleventh week, there are NO withdrawals, and a grade will be assigned for the course. These deadlines will be different for short-term, out-of-sequence, or summer courses. To view the deadline dates for your courses visit the “Last Day” Deadlines web page at: https://www2-prod.washburn.edu/self-service/coursedates.php Depending on the timing of the request to withdraw from a course, students may be eligible for a full or partial refund. Information regarding tuition refunds is available at http://www.washburn.edu/current-students/business-office/tuition-refunds.html Please note: tuition refund amounts and deadlines are changing effective Fall 2014. In addition, depending on the timing of the request to withdraw from a course, students may be responsible for repaying all or a portion of their financial aid. Students who do not attend their courses and fail to officially withdraw themselves will receive a grade of “F” and may also be required to repay all or a portion of their financial aid based on their non-attendance. For further information, contact the Financial Aid Office at 785.670.1151 or e-mail financialaid@washburn.edu.

Attendance/Administrative Withdrawal:
Although it is the student’s responsibility to initiate course withdrawals, an instructor, after due notice to the student, may request withdrawal of the student from a course because of nonattendance through the same date as the last day a student may withdraw from a course. This would NOT absolve the student of financial responsibility for tuition/fees for the course in question. The inclusion of this information in the course syllabus is considered due notice.

Official E-Mail Address:
Your Washburn University e-mail address will be the official address used by the University for relaying important messages regarding academic and financial information and the University will consider this your official notification for important information. It may also be used by your instructors to provide specific course
information. If you prefer to use an alternate e-mail address to receive official University notices you can set a forwarding address in the Outlook Web App by following the steps below.

**Outlook Web App: Set Forwarding Address**
1. Go to [http://outlook.washburn.edu](http://outlook.washburn.edu)
2. Sign in
3. Click the Gear in the upper right
4. Choose **Options**
5. Select **Forward your email** from the list on the right
6. In the lower portion of the screen, enter the email address to which you want to forward all your email.
7. Click the start forwarding button

It is your responsibility to ensure that your official e-mail box does not exceed your message quota resulting in the inability of e-mail messages to be accepted into your mailbox.

**Success Week:**
Success Week for undergraduate students is designated as the five week days preceding the first day of scheduled final examinations each Fall and Spring semester. Success Week is intended to provide students ample opportunity to prepare for final examinations. For academic programs, the following guidelines apply:

A. Faculty are encouraged to utilize Success Week as a time for review of course material in preparation for the final examination. If an examination is to be given during Success Week, it must not be given in the last **three** days of Success Week unless approved by the Dean or Department Chair. Assignments worth no more than 10% of the final grade and covering no more than one-fourth of assigned reading material in the course may be given.

B. Major course assignments (extensive research papers, projects, etc.) should be due on or before the Friday prior to Success Week and should be assigned early in the semester. Any modifications to assignments should be made in a timely fashion to give students adequate time to complete the assignments.

C. If major course assignments must be given during Success Week, they should be due in the first **three** days of Success Week. Exceptions include class presentations by students and semester-long projects such as a project assignment in lieu of a final. Participation and attendance grades are acceptable.

The Success Week policy excludes make-up assignments, make-up tests, take-home final exams, and laboratory examinations. It also does not apply to classes meeting one day a week for more than one hour. All University laboratory classes are exempt from this policy.
BU 484/988 Investments Topic Outline and Course Schedule

For each assignment due date, bring your spreadsheets, notes on the readings and all other assigned work to class in hard copy and electronic form (USB flash drive) and be ready to present and discuss everything. Textbook materials (such as companion spreadsheets) must be downloaded from the Wiley support site: http://bcs.wiley.com/he-bcs/Books?action=resource&bcsId=8666&itemId=1118630912&resourceId=34104

Additional materials will be posted on the course page URL shown below. Supplementary readings will also be assigned for most class meetings, so be sure to listen for these announcements.

Course Web Page: http://www.washburn.edu/faculty/rweigand/page2/apm.html

Attendance is required on Jan 26, May 4, and May 11 (final exam 5:30-8:00 pm).

Week 1: Jan 19. No in-class meeting (Martin Luther King holiday)

Assignments:
1. No assignments for Jan. 19.

Week 2: Jan 26. Class Discussion: A Random Walk Down Wall Street

Assignments:
1. Review the course syllabus. Make sure you understand all the course policies, especially how grades are determined and the CC&P (Class Contribution and Professionalism) policy.
2. Read the first 11 chapters of A Random Walk Down Wall Street.
3. Answer the Random Walk Down Wall Street study guide questions and bring your answers to class on Jan. 26 (questions were distributed to each student via email before the start of the semester).

Week 3: Feb 2. Chapter 1: Perspectives on Active and Passive Money Management

Assignments:
1. Read Chapter 1 of Applied Equity Analysis and Portfolio Management.
2. Write out answers to end-of-chapter questions 1-36. Bring your written answers to class on Feb. 2 and be ready to discuss.
3. Students should review the stocks held in the Student Investment Fund, available at the following link: SIF. Be ready to describe basic information about the Fund, such as the number of stocks, which sectors are overweighted vs. which are underweighted, and the Fund’s average dividend yield and beta.


Assignments:
1. Read Chapter 2 of Applied Equity Analysis and Portfolio Management.
2. Chapter 2 comes with 2 companion spreadsheets. The first spreadsheet (Ch02-Graphs) allows users to update and graph each of The Conference Board’s leading, coincident and lagging indicators. The homework assignment (as described in Chapter 2) is to write brief descriptions of the level and trend of each indicator (10 leading, 4 coincident and 7 lagging, for a total of 21 descriptions), and to synthesize each description into a -1, 0, or +1 score and enter these scores into the second chapter spreadsheet (Ch02-Scorecard).
3. Students are required to bring their written descriptions and both spreadsheets to class on Feb. 9. We will devote this class session to editing the descriptions further. We will continue to work on the written descriptions and eventually publish them as our semester Economic Outlook (due Feb. 23).
4. Students will most likely find it helpful to review the Economic Outlooks written by previous classes, which can be found at the following link: APM Economic Outlook.
Week 5: Feb 16. Chapter 3: Valuation, Expected Returns and the Dividend Discount Model

Assignments:
1. Read Chapter 3 of Applied Equity Analysis and Portfolio Management.
2. Write out answers to end-of-chapter questions 1-34. Bring your written answers to class on Feb. 16 and be ready to discuss. Note that some of the problems must be solved with a calculator -- meaning that you are required to write out a long-form solution (these are marked “C” in the textbook) -- and others only need to be solved using the companion chapter spreadsheet (these problems are marked with an “S”). You should be ready to discuss the solutions to both the calculator and spreadsheet problems.

Week 6: Feb 23: Chapter 4: Historical Performance Analysis

Assignments:
1. Read Chapter 4 of Applied Equity Analysis and Portfolio Management. Be sure to download the companion spreadsheet for the chapter.
2. Write out answers to end-of-chapter questions 1-18. Bring your written answers to class on Feb. 23 and be ready to discuss.
3. Students are responsible for understanding how to calculate and interpret every metric presented in the chapter. Practice working problems 19-36 for all the metrics whose calculation is unclear.
4. We will spend class time discussing the MCD vs. YUM case study presented in Chapter 4. If you have any questions about how to calculate any of the metrics, make sure you have item #3 above completed for each of those metrics.
5. The final version of this semester's Economic Outlook is due today (Feb. 23).


Assignments:
1. Read Chapter 5 of Applied Equity Analysis and Portfolio Management, pp. 143-182 (the second half of the Amazon case, past figure 5A.21, is not required).
2. Write out answers to end-of-chapter questions 1-10. Bring your written answers to class on Mar. 2 and be ready to discuss. Note that the Amazon case has its own separate spreadsheet to be downloaded. Some of the homework problems require you to manipulate the forecasting assumptions in the spreadsheet.


Assignments:

Assignments:
1. This week student teams will present their reviews of existing positions in the Student Investment Fund. We’ll make team assignments in class. On March 9 the teams will present (for about 20-25 minutes) the analysis process applied to one of the 4 stocks below (these will be refreshed for Spring 2015). The main idea is to a.) understand the firm’s history, b.) be able to explain your choice of modeling assumptions, c.) forecast if the firm is likely to create significant future economic profit, and d.) estimate the intrinsic value of the stock (using a discounted FCF model and dividend discount model), and compare your estimate to the current stock price.
(Week 8 Mar 9 continued on next page)
Use the historical performance scorecard for your firms -- this forces you to study each indicator closely enough to think +1, 0, -1, indicator by indicator. Your scorecard percentage will reflect your degree of conviction for the various stocks you analyze.

2. As students prepare their stock review narratives, they will find it instructive to review previous published analyses on Oracle, Coca-Cola, Apple and Amazon (article links online). Notice how all the analyses are based on highlights of the longer analysis process featured in the textbook.


Assignments:
1. Students will prepare the position reviews decided upon during the Mar. 9 class meeting for presentation on Mar. 23.
2. Additional materials for reviewing existing positions will be posted once students decide on the stocks they will be analyzing.
3. As students prepare their stock review narratives, they will find it instructive to review previous published analyses on Oracle, Coca-Cola and Apple.
4. It is also recommended that students review recent position reviews from Spring 2012 and Spring 2013, available at the following link: SIF Research.


Assignments:
1. Read Chapter 6 of Applied Equity Analysis and Portfolio Management.
2. Write out answers to end-of-chapter questions 1-14. Bring your written answers to class on Mar. 23 and be ready to discuss. Note that the Amazon case has its own separate spreadsheet to be downloaded. Some of the homework problems require you to manipulate the forecasting assumptions in the spreadsheet.
3. This week the class will decide which positions to review at our next class meeting on Mar. 30.

Week 11: Mar 30. Position Reviews and New Idea Generation

Assignments:
1. This week student teams will continue presenting reviews of existing positions in the Student Investment Fund. The companies to be analyzed were chosen during the Mar. 23 class meeting.
2. We will also begin researching new positions to acquire for the SIF. This week students will use the Capital IQ stock screening tools to identify new stocks to research. The following video will orient you to the tools: http://www.youtube.com/watch?v=n-3YSUQ5onE&list=FLhTYMjRbbXYeDgkhWLZSrug&feature=share
3. Based on the results of the stock screening exercise, students will decide upon several stocks to research. Additional materials supporting that research will be posted based on the companies selected.

Week 12: Apr 6. Stock Screening and New Idea Generation (continued)

Assignments:
1. Students will present their analyses of the companies selected last week.
2. It will most likely be necessary to go back to the Capital IQ stock screener or financial media to generate additional ideas.
3. Some of the companies pitched this week may merit further consideration next week, while other students may prefer to research additional new ideas. Additional materials will be posted.
Week 13: Apr 13. Final Identification of Buy and Sell Decisions
**Assignments:**
1. Students will present their analyses of the companies selected last week.
2. Students will identify the companies on which they will write their final reports this week.

Week 14: Apr 20. Refining the Stock Analysis Narrative
**Assignments:**
1. This week we will be working on refining our final stock reports and practicing presentations.

Week 15: Apr 27. Using Technical Analysis to Identify Target Prices
**Assignments:**
1. This week we will continue refining our final stock reports and practicing presentations and work on using technical analysis to identify entry and exit points for our buy and sell recommendations.

Week 16: May 4. Practice Presentations
**Assignments:**
1. Final practice session before next week's presentations (or exam) -- attendance is required.

Week 17: Final Presentations, Mon. May 11, 5:30-8:00 pm.
School of Business Values Statement

Stakeholders of the Washburn School of Business including, but not limited to, faculty, students and administrators, should expect their interactions with other stakeholders and stakeholder groups to be guided by principles, including but not limited to honesty, trust, fairness, respect, integrity and responsibility.

Honesty- Honesty is the cornerstone for the other fundamental program values. There can be no trust, fairness, respect, integrity or responsibility without honesty. Honesty creates the possibility for quality teaching, learning, academic research and communication between individuals.

Trust- Trust results from a culture of honesty. Trust provides the foundation for an environment that nourishes creativity and risk-taking in teaching, learning and scholarship, and is essential to Washburn University's pursuit of quality human development and "learning for a lifetime."

Fairness- A sense of fairness emerges when standards, policies and procedures are equitable, clear, and in the best interest of all program stakeholders. Without fair processes, the learning environment cannot sustain trust and honesty. Fairness insures that all stakeholders have the opportunity to succeed, and provides a foundation for mutual respect among stakeholders.

Respect- A University environment focused on the creation and transmission of knowledge requires interaction and participation by all stakeholders. Quality interaction is facilitated when stakeholders display respect for one another. When stakeholders are treated fairly and honestly, they are better able to trust one another, which leads to a culture of mutual respect.

Integrity- Stakeholders of the Washburn School of Business conduct themselves with integrity when teaching, learning, research, communication and other interactions are conducted in accordance with the principles of honesty, trust, fairness and respect.

Faculty act responsibly when they:
- Maintain currency in their field
- Freely share their knowledge with students
- Develop coursework that is focused, relevant, coherent and adds value to students' career skills and ambitions
- Critically assess students' work in a constructive and rigorous manner
- Challenge students to grow intellectually and professionally
- Create an environment that is conducive to learning
- Assist students in understanding the requirements and expectations of their degree programs

Students act responsibly when they:
- Properly prioritize their commitments to the program
- Manage their work and family responsibilities so they may attend class and be fully engaged in other program activities and requirements
- Understand the requirements and expectations of their degree programs and plan their class schedules consistent with these expectations
- Accept criticism in a professional manner and with the understanding that such feedback is designed to improve their business skills and critical thinking
- Arrive to each class session prepared
- Contribute substantively to the classroom dialogue
- Approach the course material thoughtfully

Washburn University Academic Misconduct Policy
All students are expected to conduct themselves appropriately and ethically in their academic work. Inappropriate and unethical behavior includes (but is not limited to) giving or receiving unauthorized aid on examinations or in the preparation of papers or other assignments, or knowingly misrepresenting the source of academic work. Washburn University’s Academic Impropriety Policy describes academically unethical behavior in greater detail and explains the actions that may be taken when such behavior occurs.
- For guidelines regarding protection of copyright, consult www.washburn.edu/copyright/students.
- For Academic Impropriety Policy, go on-line to: www.washburn.edu/admin/vpaa/fachdbk/FHsec7.html#VIII
- For Student Conduct and Disciplinary Code, go on-line to: www.washburn.edu/admin/vpaa/fachdbk/FHsec7.html - VII

I have read and I understand the Washburn School of Business Values Statement. I agree to practice and abide by these values while I am a stakeholder of the School.

Signature: ____________________________________________________   Date______________________

Student form 8-3-09