

# **AEB 4138: Advanced Agribusiness Management Spring 2020**

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**Location:** Tuesdays period 4 (10:40 AM - 11:30 AM) CSE E222  
Thursdays periods 4 & 5 (10:40 AM - 12:35 PM) CSE E222

**Office Hours:** TBA

**TA:** Joanna van Asselt ([joannavanasselt@ufl.edu](mailto:joannavanasselt@ufl.edu))  
**TA Office Hours:** TBA

**Credits:** 3  
**Prerequisites:** AEB 3103 and AEB 3144; agribusiness majors

## **Required Materials:**

Top Hat (Join Code: 663625)

Thompson, et. al., [The Business Strategy Game, Online Edition](#), McGraw-Hill Irwin.

Please bring your laptop with Excel and/or financial calculator to all classes.

## **Recommended Materials:**

Ross, Stephen A., Randolph W. Westerfield, and Bradford D. Jordan, *Essentials of Corporate Finance*, 10<sup>th</sup> Edition, 2020, McGraw-Hill/Irwin. ISBN: 9781260013955 (RWJ)  
Older editions of the book may suffice. However, students are responsible for ensuring that they are studying the correct material.

*Financial Calculator:* Students are responsible for learning how to use their calculator. Class time will **not** be devoted to this purpose. Suggested models: Hewlett-Packard HP-10BII or Texas Instruments BAII Plus

Holden, C. *Excel Modeling in Corporate Finance*, 5<sup>th</sup> Edition, Pearson Prentice Hall. ISBN: 978-0205987252.

*The Economist* and *The Wall Street Journal*

## **E-Learning Canvas:**

There is an E-learning Canvas webpage for this course. To access the website, you will need your Gatorlink username and password. E-learning Canvas can be accessed via <http://elearning.ufl.edu>. If you are having difficulties accessing the website, please contact the UF Computing Help Desk directly by calling (352) 392-HELP or via e-mail [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu). You will need your UFID when contacting them.

## **Course Description:**

Integration of finance and management to solve problems faced by agricultural firms and agribusinesses. In addition to lectures, students will work in small groups to identify and to analyze case studies from agricultural and rural businesses.

## **Structure of the Course:**

This course is intended to provide a *senior-level capstone experience*. As such, the course will be taught with the assumption that students are highly motivated, diligent, and have a level of economic sophistication expected of a senior within the major. This course utilizes the skills acquired in previous courses and is intended to reinforce and strengthen students' knowledge of management and financial concepts. Through a simulation and case studies, students will analyze decision-making from the perspective of senior-level management. The course is designed to improve students' critical thinking skills, enhance their written and verbal communication skills, and advance their teamwork skills.

The class is designed such that classroom participation (not only attendance but also active participation) and preparation outside the classroom are necessary for learning and performing well in the course. Lectures will cover the major points of selected chapters. However, unless told otherwise, students are required to read and understand all assigned readings. **It is expected that students will read all materials thoroughly.**

Frequently, the course will be delivered in a flipped classroom style where **students are expected to complete assigned readings prior to class** and be ready for active exploration and discussion to deepen their understanding. The role of the instructor will be to facilitate discussion, add insights from their expertise, moderate classroom activities, and ask probing questions to stimulate students' creative and critical thinking skills.

## **Course Objectives:**

The course is designed to provide students with the fundamentals of finance and its applications in agriculture and agribusiness. Consequently, we shall cover a broad range of finance topics and applications.

The objectives of the class may be summarized as follows:

- 1) Highlight the importance of finance in real-world decision-making and the uniqueness of finance related to agricultural and agribusiness firms.

- 2) Employ fundamental concepts and techniques that are at the heart of financial decision-making. We shall cover various topics including the financial ratios, time value of money, financial statement analysis, capital budgeting, capital structure, investment decisions, credit, banking, agricultural lending, risk management and financial markets.

After completing this course, students will be able to:

- 1) Create coordinated pro forma financial statements;
- 2) Suggest improvements for liquidity, solvency, profitability, and efficiency ratios using financial statements;
- 3) Assess investment opportunities using NPV, IRR, MIRR, and sensitivity and scenario analyses;
- 4) Determine the equity value of a firm using the discounted dividend/discounted cash flow model;
- 5) Calculate the cost of capital for a food or agricultural firm and interpret its implications for evaluating operating and financial risk;
- 6) Use the factors that influence optimal capital structure to determine the optimal debt and equity levels for a food or agricultural firm;
- 7) Develop written documents that effectively and persuasively communicate a stance regarding a business decision;
- 8) Work in teams to create an effective oral and written presentation for communicating a suggested strategy or decision for a firm.

**Attendance Policy:**

Students are expected to attend all classes. Regular and punctual attendance at all classes is the responsibility of each student. In the event of an absence, it is the responsibility of the student to make up any resulting deficiencies.

I will inform the class in advance if I will not attend a particular class, in which case arrangements will be made for a substitute instructor or other alternatives. However, in case of an absence for which no advance arrangements have been made, students are authorized to leave after a 10-minute wait.

## Grading:

<u>Assignment</u>	<u>Weight</u>
Class Participation and Effort	5%
In-class Assignments/Quizzes/Activities	15%
Top Hat Questions	5%
Individual Case Study Assignments (3 @ 10% each)	30%
BSG Quizzes (2 @ 2.5% each)	5%
BSG BOD Groups Presentation (2 @ 10% each)	20%
BSG Weekly Decisions Worksheets	10%
Peer Evaluations (2 @ 5% each)	10%
<u>Total</u>	<u>100%</u>

**In general, late assignments will NOT be accepted. The instructor reserves the right to determine if a student shall be permitted to submit an assignment late (see excused absences and late assignment policy below).**

### Excused Absences and Late Assignment Policy:

In order to be excused from class, an in-class assignment or quiz or activity, or allowed to submit an assignment late, you **must** notify me in advance and secure my permission. The only acceptable reasons to request an excuse are:

- Medical emergency (ordinary doctor's visit is not acceptable; proper documentation justifying the excuse will be required).
- Significant personal or professional commitment (e.g., field trip for another course; military duty; interview; religious holidays; participation in official university activities such as music performances, athletic competition or debate; court-imposed legal obligations (jury duty or subpoena; court appearance for traffic tickets or arrests will not be excused). Eligibility depends on instructor's judgment, and hence *prior permission is a must*. Students will not be excused from group presentations as group presentations are scheduled based on students' availability. Assignments are due on their due date and assignments must be submitted on their due date or prior to their due date even if the student is excused from class on the assignment due date.
- Genuine family emergency (again, proper documentation/verification from will be needed).
  - Given that case study assignments are posted well in advance of their due dates, university athletes or students engaging in approved professional or personal commitments are expected to submit assignments by their stated due dates. Under certain circumstances, I will allow make-up assignments or extensions when the assignment is missed due to official university sporting events pending ample WRITTEN notification in advance (at least 7 days prior). Club/recreational sports are not granted the same courtesy.

Students who are excused from class will have their participation grades calculated using only the possible points for the days on which they were not excused. In other words, their grade will be based only on the points for which they have not been excused.

- Excused students will be permitted to make up in-class assignments/quizzes when feasible (see below). Students should contact Dr. Kropp on the first day that they return

to class after their absence to make arrangements to complete make-up in-class assignments/quizzes.

**Documentation must be submitted no later than the first day you return to class. Simply emailing Dr. Kropp that you will not be in class does not count as documentation.**

Should you experience a significant hardship/illness (e.g. diagnosis of a terminal/chronic disease of you or a close family member; e.g., depression; Crohn's disease, cancer, etc.) during the semester that negatively affects your performance in the course or has the potential to negatively affect your performance in the course, you must inform Dr. Kropp as soon as possible such that appropriate accommodations can be made. You will be asked to obtain documentation from the Dean of Students Office regarding your circumstances. Providing documentation at the end of the semester and seeking retroactive accommodations will

### **Re-grades:**

If you feel that an error has been made in the grading of an assignment or quiz, you are encouraged to submit the assignment/quiz for a re-grade. Please note that the **entire** assignment/quiz will be reviewed for accuracy. Re-grade requests must be submitted no more than one week after the assignment/quiz in question was returned to you. Please put the assignment/quiz in an envelope along with a typed explanation of the issue in question.

### **Final Grades:**

<u>Grade</u>	<u>Range</u>
A	93 - 100
A-	90 - 92.99
B+	87 - 89.99
B	83 - 86.99
B-	80 - 82.99
C+	77 - 79.99
C	73 - 76.99
C-	70 - 72.99
D+	67 - 69.99
D	63 - 66.99
D-	60 - 62.99
E	0 - 59.99

If necessary, a curve may be added when calculating final grades. In past semesters, the curve has been approximately 1 - 3 points. The curve will be determined based on the current semester's students' performance; therefore, the curve may be larger or smaller than the curve for previous semesters.

Final grades will not be posted on the course website. Students may obtain their final course grade once grades have been posted by the University Registrar. I will not respond to emails or

other inquiries regarding grades between the final assignment due date and when final grades are posted by the registrar.

### **Grades and Grade Points:**

For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

### **Bonus Point Opportunity:**

Students who upload an **appropriate professional** headshot during the first week of the semester to their Canvas profile will receive one bonus point added to their final course grade. Professional means no pets, hats, friends (even cropped out ones), gators, beer, booze, etc.

### **Class Participation and Effort:**

As previously stated, students are expected to attend all classes. In addition to attending class, students are expected to participate and exert effort in learning the material both in class and outside of class. While you must attend class to be able to participate, simply showing up will not suffice. Thus, class participation and effort will be based on:

*Participation:* Attending class and **actively** participating in activities, asking questions, and providing comments. Obviously, you cannot participate if you do not attend class. Contributing to conversations in other classes and on the job is a critical skill. You can take steps to improve your participation. If you tend to be a non-participant, I encourage you to prepare questions or jot down a few key points before class and make an effort to speak up in class. If you tend to 'dominate' discussions, learn to let other people contribute.

*Arriving on time:* Arriving late impedes your learning as well as the learning of your classmates. Tardiness will be noted and will negatively affect your grade.

*Engagement:* Use of cell phones, laptops, etc. for non-note taking purposes during class impedes your learning as well as the learning of your classmates. Engaging in these activities will negatively affect your grade (see **Emailing, Text Messaging, Instant Messaging, Facebook, Smokeless Tobacco, Vaping, Etc.** section below).

*Energy spent on assignments:* The in-class assignments and case study assignments are designed to be learning experiences. To learn you must get outside your comfort zone, and hence the assignments are designed to be challenging and make you uncomfortable. The case study assignments cannot be completed the night before. Rushed, sloppy, and incomplete assignments indicate a lack of effort.

*Utilizing office hours/seeking assistance from Dr. Kropp or the TA:* Office hours are designed to give students an opportunity to obtain additional assistance and clarification. Students are encouraged to attend office hours; however, it is expected that students exerted some effort in attempting to find the answer prior to arriving at office hours. Students are expected to have read

the assignment and required readings, attempted the assignment, and come with specific questions. I recognize that my office hours may not be convenient to all students, and hence I encourage students to also ask questions in class or via email.

*Emailing, Text Messaging, Instant Messaging, Facebook, Smokeless Tobacco, Vaping, Etc.*

Students caught engaging in these activities during class will receive a one percentage point penalty on their final **course** grade for **each** offense. ***This policy will be strictly enforced. No, I will not interrupt the class even further by telling you that I'm docking you a point.***

### **In-class Assignments/Quizzes/Activities:**

To encourage “learn by doing”, there will be several in-class activities, assignments, and quizzes over the course of the semester. All quizzes will be individual assignments and collaboration will not be allowed. Unless otherwise stated, students may work together to complete in-class assignments and activities. The lowest In-class Assignments/Quizzes/Activities grade will be dropped when calculating final grades. Students will be permitted to make up in-class assignments and quizzes only if their absence was excused. In other words, students will not be permitted to make up in-class assignments or quizzes due to unexcused absences (again, prior permission is essential). Several in-class activities require participation from the entire class (e.g., simulating a bond market) and hence students will not be able to make up these activities; if a student is excused on a day when one of these activities occur, then the excused activity will not be used in the calculation of the students grade. Individuals absent from an in-class assignment, quiz or activities will receive a score of zero (0) unless there is an excused absence or valid, medically related, excuse.

### **In-class Quizzes:**

There will be several in-class quizzes. The quizzes will consist of short-answer, multiple choice, and analytical problem-solving questions. In general, quizzes will be announced in advance. However, “pop” quizzes will also be given.

The quizzes will be open book, open notes, but no collaboration will be allowed unless otherwise stated. A financial calculator may be used. Unless otherwise stated, graphing calculators, cell phones, touch screen devices, tablets, laptops, or other devices with the capability to store formulae are not allowed. Sharing calculators during a quiz is not allowed.

### **Make-up Quizzes:**

Make-up quizzes are not given except in cases of excused absences as discussed above. Make up quizzes will be arranged on a case by case basis and will occur as close to the scheduled quiz as possible – in some cases, the make-up quiz may be given prior to the scheduled quiz date.

### **Top Hat Polling:**

Top Hat will be used to test knowledge of topics already covered in class or the assigned readings. In-class polling helps me understand what you know and allows you to review the material after class. Some of the polling questions will be graded for correctness while others will only be scored on participation. You will need to create a Top Hat Polling account to respond to questions in class using your laptop, smart phone, or tablet connected to the University's Wi-Fi.

It is each student's responsibility to come to class prepared. This includes having your polling account activated and updated, and your polling device (smartphone, tablet, laptop, etc.) charged. You will not be allowed to make up polling questions or be excused from them due to not having the program updated, having your device, or your device charged.

The polling questions are individual questions and collaboration is not allowed. I take academic honest very seriously. Sharing your answers with other students, submitting votes for a fellow student or voting in a class in which you are not present violates the University's Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. If you are caught sharing answers, voting for another student or have votes in a class that you did not attend, **you will receive a zero for your class participation and effort grade for the entire semester and you will be reported to the Dean of Students Office for further disciplinary action.**

### **Business Strategy Game Simulation:**

The [Business Strategy Game](#) is a simulation game in which students (in teams of three to five) will act as the management team responsible for the financial performance of an athletic-shoe company. Teams will determine and implement a strategic plan for 6 years (6 decision rounds plus two practice rounds). Early and continuing attention, focus, and commitment are strongly correlated with success. **Guidelines and expectations** for the BOD presentations and other assignments related to the game will be posted on the class website. **Every student must register on-line and pay the registration fee.** Students who do not register for the game will be given a zero on all assignments related to the game. The top three scoring groups in the game will receive bonus points on their final course grades: 3 points for first place, 2 points for second place, and 1 point for third place.

Students will be asked to assess their team members through two sets of peer evaluations. However, please remember that those who are guilty of allowing free riding are just as guilty as the free riders of poor team functioning. I am willing to help resolve problems if they are brought to my attention. Bullying and other non-professional behaviors will not be tolerated.

### **Policy for Firing Group Members:**

In extreme circumstances, and only after other corrective measures have failed, groups may fire an underperforming group member if there is unanimous agreement to do so from the other group members. Firing a group member requires prior consultation and mediation with the instructor.



## **BSG Quizzes**

Students will complete two individual open-book quizzes pertaining to the BSG. The first is based on the Players' Guide, while the second tests students' understanding of accounting principles used to allocate costs across regions and between branded and private-label production, how to interpret the shifts in exchange rates, how to calculate the financial and operating ratios contained in the each year's reports, and certain other information pertinent to company operations. Student may **not** collaborate with others on this assignment.

## **BSG Weekly Decision Worksheets:**

Each group must submit a weekly decision worksheet every time BSG decisions are due. The weekly decision worksheet incorporates recently covered concepts in an effort to give students practice with the course material. These worksheets also assist in the preparation of the BOD presentations thus **students should keep the graded worksheets to prepare for the BOD presentations; some of the information on the worksheets cannot be retrieved from the game after the decision round has passed.**

## **BSG Board of Directors Presentations:**

Each team will present its strategic business plan to the Board of Directors (Dr. Kropp, teaching assistant, and potentially other FRE faculty) after three decision rounds and again following the final decision round. Board of Directors meetings will be scheduled such that all group members can be present. A sign-up sheet will be circulated for specific dates and times.

## **Peer Evaluations:**

Each student will be asked to complete a set of peer evaluations (one for each team member) following the first BOD presentation and at the end of the semester (following the final set of decisions and BOD presentation). Peer evaluations can be found on-line within the BSG website. Peer evaluation grades will be determined by their peers' assessment of their performance, attendance at group meetings, contributions and efforts. **Students failing to submit peer evaluations of their other group members will receive a peer evaluation grade of zero.**

## **Case Study Individual Critical Thinking Assignments:**

The course uses a series of individual critical thinking assignments (case studies) that pose issues and problems that have arisen in "real" businesses. Students are required to read, synthesize, analyze, and suggest a course of action. The assignments are opportunities for you to demonstrate that you can competently apply the concepts that you have learned in your undergraduate program. Rubrics for the case studies will be posted on the class website.

Students certainly benefit from having a dialogue with their peers regarding these assignments. These discussions typically enrich the learning process for students. However, these are individual assignments and plagiarism – intentional or unintentional – will not be tolerated. To avoid plagiarism, **never type your assignment while you are having a conversation with a**

**peer regarding a case study. Never share a digital draft or excel file of your work via email.** Suspected plagiarism (including but not limited to similar structure of ideas, same calculations, similar assumptions, similarly formatted tables, etc.) will be dealt with swiftly and severely to the extent possible allowed by the Student Honor Code. Plagiarized assignments will earn a grade of zero. All assignments must be submitted through turnitin via the course website. In addition, students must submit a hardcopy of all assignments by their due dates.

### **Academic Honesty:**

As a student at the University of Florida, you have committed yourself to uphold The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

It is assumed that you will complete all work independently unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action.

### **Software Use:**

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

### **Campus Resources:**

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university’s counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

### *Health and Wellness*

- U Matter, We Care: If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352-392-1575 so that a team member can reach out to the student.
- Counseling and Wellness Center: <https://counseling.ufl.edu/>, 392-1575
- University Police Department: 392-1111 or 9-1-1 for emergencies. <http://www.police.ufl.edu/>
- Sexual Assault Recovery Services (SARS): Student Health Care Center, 392-1161

### *Academic Resources*

- E-learning technical support, 352-392-4357 (select option 2) or e-mail to [Learningsupport@ufl.edu](mailto:Learningsupport@ufl.edu); <https://lss.at.ufl.edu/help.shtml>
- Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling. <https://career.ufl.edu/>
- Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
- Student Complaints On-Campus: <https://sccr.dso.ufl.edu/policies/student-honorcode-student-conduct-code/>
- On-Line Students Complaints: <http://distance.ufl.edu/student-complaint-process/>

### **Student with Disabilities Act:**

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation

0001 Reid Hall, 352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)

### **Online Course Evaluation Process:**

Students are expected to provide **professional and respectful** feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>

*Please bring your laptop and/or financial calculator to all classes*

<b>Date</b>	<b>DOW</b>	<b>Topic</b>	<b>Before coming to class</b>	<b>Assignments Due</b>
Jan. 7	Tuesday	Introductions, Administration and Expectations	Read the Syllabus <a href="#">Read AACU Poll of Employers Report</a>	
Jan. 9	Thursday	Review of Financial Statements	Read Chapters 1 & 2 RWJ Read Chapter 25 Holden	
Jan. 14	Tuesday	Cash Flow Statements	Read Chapter 2 RWJ	<b>Form Groups</b>
Jan. 16	Thursday	Creating Linked Financial Statements	Read Chapter 2 RWJ	
Jan. 21	Tuesday	Ratio Analysis	Read Chapter 3 RWJ	<b>BSG Registration</b>
Jan. 23	Thursday	Ratio Analysis	Read Chapter 3 RWJ	
Jan. 28	Tuesday	<b>BSG Practice Decision 1</b> Ratio Analysis	Read Chapter 3 RWJ	<b>First BSG Practice Decision</b> <b>BSG Quiz 1</b>
Jan. 30	Thursday	Farm Credit Guess Lecture	Read Chapter 18 Holden	
Feb. 4	Tuesday	<b>BSG Practice Decision 2</b> The DuPont Identity <b>Ratios for the BSG</b>		<b>Second BSG Practice Decision</b>
Feb. 6	Thursday	Projecting Cash Flows and Pro Forma Scenario and Sensitivity Analysis		<b>BSG Resets</b>
Feb. 11	Tuesday	Time Value of Money	Read Chapters 4 and 5 RWJ Read Chapter 5 Holden	
Feb. 13	Thursday	Time Value of Money and Net Present Value Analysis	Read Chapters 4 and 5 RWJ Read Chapters 1-3 Holden	<b>Case Study 1: Loan Evaluation</b>
Feb. 18	Tuesday	Review of Capital Budgeting Methods	Read Chapters 8 and 9 RWJ Read Chapter 14 Holden	

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<b>Date</b>	<b>DOW</b>	<b>Topic</b>	<b>Before coming to class</b>	<b>Assignments Due</b>
Feb. 20	Thursday	NPV/Capital Budgeting for BSG	Read Chapters 8 and 9 RWJ	
Feb. 25	Tuesday	<b>BSG Decision 1</b> Bond Basics	Read Chapter 6 RWJ Read Chapter 7 Holden	First BSG Decision Worksheet
Feb. 27	Thursday	Understanding Credit Risk	Read Understanding Credit Risk	<b>Case Study 2: Capital Budgeting</b>
Mar. 3	Tuesday	No class – Spring break		
Mar. 5	Thursday	No class – Spring break		
Mar. 10	Tuesday	Bond Pricing and Credit Risk	Read Chapter 6 RWJ Read Chapter 7 Holden	
Mar. 12	Thursday	<b>BSG Decision 2</b> Investment Analysis, Beta and CAPM	Read Chapters 10 and 11 RWJ Read Chapter 8 Holden	Second BSG Decision Worksheet BSG Quiz 2
Mar. 17	Tuesday	Stock Valuation Fundamental Approach	Read Chapter 7 RWJ Read Chapter 9 Holden	
Mar. 19	Thursday	<b>BSG Decision 3</b> Stock Valuation Fundamental Approach	Read Chapter 7 RWJ Read Chapter 9 Holden	Third BSG Decision Worksheet
Mar. 24	Tuesday	No Class – Board of Directors Meetings to Be Scheduled		<b>BOD Presentations</b>
Mar. 26	Thursday	No Class – Board of Directors Meetings to Be Scheduled		<b>BOD Presentations</b>
Mar. 31	Tuesday	Valuing Apple Stock		
Apr. 2	Thursday	<b>BSG Decision 4</b> Weighted Average Cost of Capital	Read Chapter 12 RWJ	Fourth BSG Decision Worksheet
Apr. 7	Tuesday	WACC for BSG	Read Chapter 12 RWJ	

*Please bring your laptop and/or financial calculator to all classes*

<b>Date</b>	<b>DOW</b>	<b>Topic</b>	<b>Before coming to class</b>	<b>Assignments Due</b>
Apr. 9	Thursday	<b>BSG Decision 5</b> Financial Leverage Game	Read Financial Leverage Game	Fifth BSG Decision Worksheet
Apr. 14	Tuesday	Optimal Capital Structure	Read Chapter 13 RWJ Read Chapter 13 Holden	<b>Case Study 3: Stock Valuation</b>
Apr. 16	Thursday	<b>BSG Decision 6</b> Effects of Changing Capital Structure; Wrap up	Read Chapter 14 RWJ	Sixth BSG Decision Worksheet
Apr. 21	Tuesday	<b>No Class –</b> Board of Directors Meetings to Be Scheduled		

*The schedule, policies, procedures and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.*