

COURSE SYLLABUS

COURSE TITLE: Money and Banking

COURSE & SECTION NUMBER: FIN 323 **COURSE LOCATION:** <http://trineonline.trine.edu/>

PREREQUISITES: ECO 203 or ECO 223 **OFFICE PHONE:** 260.665.7556

COURSE DESCRIPTION: This course is a study of the principles of monetary economics. An analysis of the structure and operation of financial institutions and the Federal Reserve System is included. The function of monetary policy within the framework of macroeconomic theory is examined.

REQUIRED TEXT: An Introduction to Financial Markets and Institutions, 2nd Edition; Burton, Nesiba, and Brown; M.E. Sharpe, 2010

OTHER MATERIALS: The following will be beneficial in completing this course...

Calculator: It may be necessary for you to obtain a scientific calculator to complete financial problems. You may obtain a Texas Instruments BA II Plus or similar financial calculator if you choose not to use Excel (recommended). It will be assumed you have a working knowledge of the calculator and its functions will not be reviewed.

Practice work: Practice questions and problems for each chapter are highly suggested for review but are not a graded assignment. Practice questions and problems, including answers, can be located in the Moodle course under each Module (for each respective chapter).

MINIMUM TECHNOLOGY REQUIREMENTS: In order to use Moodle effectively, it is recommended that students have high-speed Internet access and a monitor capable of displaying information at least 800x600 pixels. Students should utilize a Microsoft Windows XP or newer operating system on their personal computer (PC) or Mac. Although it is not required to access Moodle, students should have Microsoft Office XP (<http://www.microsoft.com/download/en/default.aspx>) or newer installed in their PC to view and access documents provided by the instructor. Browser plug-ins that may be used can be downloaded using the following links: Adobe Flash Player (<http://www.adobe.com/downloads/>), Windows Media Player (<http://www.microsoft.com/download/en/default.aspx>), and Adobe Acrobat Reader (<http://www.adobe.com/downloads/>).

REQUIRED TECHNOLOGY SKILLS: Students are expected to have a clear understanding how to operate a PC/Mac and its software, navigate and use Microsoft Office XP or newer, browse the Internet, utilize e-mail/attachments, upload/download files, and navigate Moodle. Moodle tutorials are available (http://www.trine.edu/virtualcampus/resources/moodle_tutorials.cfm).

LEARNING OUTCOMES: Upon completion of this course, the student should be able to:

- Define the institution of central banking and explain the role of the Federal Reserve and its monetary policy in the U.S. economy.

- Describe the historical development of fractional reserve banking.
- Explain the process of money creation under fractional reserve banking.
- Describe the effects of bank credit expansion on the economy.
- Summarize and contrast the Keynesian and the Austrian economic theories and their implications for economic policies.
- Summarize the history of bank regulation and describe the current bank regulatory structure in the U.S.

COURSE REQUIREMENTS: The following will be a requirement of completing this course. Specific assignment details and instructions are located in the Moodle course under each weekly Module...

PowerPoint: PowerPoint lessons can be located in the Moodle course. Simply click the link under each Module (for each respective chapter) and open the file to view the lesson. PowerPoint review is highly suggested as a supplemental study aide but is not a graded assignment.

Video: Video lessons—including their length, citation, and synopsis—can be located in the Moodle course. Simply click the link under each Module (for each respective chapter) under “Video” and choose the video from the playlist you wish to view. Video review is highly suggested as a supplemental study aide but is not a graded assignment. (No alternative means of access or text is provided for the vision or hearing impaired student. However, video is not a graded assignment.)

Chapter Review: Chapter review answers to the “Review Questions” should be submitted according to the course schedule in the Moodle course under each respective Module using the assignment submit link. Please submit Chapter Review as one attachment. This assignment will further emphasize the assigned text readings, provide a practical application for chapter discussions, and will aide in preparing for the exams. Answers to the Discussion Questions may be brief as long as the question is addressed. Assessment expectations include accuracy and completion.

Chapter Discussion: Chapter discussion questions and comments should be posted according to the course schedule in the Moodle “Discussion Forum” under each respective Module. This assignment will emulate a classroom discussion by providing peer analysis of current topics. Students are required to participate actively in the Moodle “Discussion Forum,” having read the assigned material and completing the Chapter Review on time. In addition to the discussion prompts already posted, the module activities and assignments are subjects for discussion, questions, and comments. Thoughtful, detailed posts supported by the text and your own research and experiences is expected (i.e. simply stating “I agree” does not qualify; make sure your response explains *why* you agree or not). Posts should be free of spelling errors and grammatically correct. Students are encouraged to respond to the instructor and make posts of three to five or more sentences. Assessment expectations include at least one (1) initial posting and at least two (2) responses relevant to the material each Module to receive full credit; anything less will be downgraded accordingly.

Exams: Complete the exams in the Moodle course under each respective Module according to the course schedule. This assignment is given to ensure student accountability in respect to the material assigned. They will represent general knowledge and will not contain specific information about a company or person. The exams are timed, comprised of multiple choice questions (including mathematical problems), and you must choose the best answer and one answer only. You may use your book or notes, but given the time frames available to complete the exams they are unlikely to be helpful if you do not know the material. Multiple attempts will not be allowed, the exams can only be taken once, and they cannot be resumed later once started; therefore, DO NOT open an exam until you are prepared to complete it.

Casework: Complete the casework and post in the Moodle course under its respective Module using the assignment submit link according to the course schedule. This assignment will further emphasize the assigned text readings and provide a practical application of chapter discussion and chapter review.

GRADING/EVALUATION: Your grade will be based upon the total points that are earned as detailed below. Grades will be assigned according to the following schedule...

<u>Assignments</u>	<u>Points</u>	<u>Value</u>	<u>Grade</u>	<u>Percentage</u>
Exams	180	49%	A -	90-100
Chapter Discussion	49	13%	B+	86-89
Chapter Review	100	28%	B -	80-85
Casework	<u>35</u>	<u>10%</u>	C+	76-79
	364	100%	C -	70-75
		D+	-	66-69
		D	-	60-65
			F -	<60

Please refer to Moodle Grades for details.

ATTENDANCE: Due to the pace of the course, if you must miss a deadline it will be your responsibility to discuss it with the instructor in advance to arrange for make-up chapter review, casework, or exams. Make-up chapter review, casework, and exams will not be allowed without prior approval. No make-up will be allowed for chapter discussion. Make-up assignments will result in a 20% reduction in points possible.

OTHER POLICIES: The following policies apply to this course...

Participation/Expectations: Students are required to participate actively in the Moodle “Discussion Forum” (see Chapter Discussion under Course Requirements). The instructor will actively participate in the Moodle “Discussion Forum” as well. In doing so, additional examples, analysis, and commentary will be made by the instructor to provide an educational experience similar to that of a traditional class.

Netiquette: “Netiquette” or “network etiquette” defines appropriate communication in the online environment. In short, it governs the way that we interact with each other via this online platform. The TVC encourages students, faculty and staff to use common courtesy and respect in all forms of electronic communication to promote effective and positive interactions. Please refer to [Online Resources for Students](#) for details.

Communication/Expectations: It is the responsibility of the student to ask a question if a topic is not understood; it is my responsibility to further explain the topic until it is understood. E-mail and the Moodle “Discussion Forum” are the available methods for communicating with the instructor and other students. Unless notified otherwise, it is reasonable to expect an e-mail response within 24 hours, a Moodle “Discussion Forum” question answered within 48 hours, and assignments graded within 48 hours. There are no virtual office hours for the instructor. Further, the student can expect at least weekly announcements for additional guidance and feedback.

Academic Misconduct: The University prohibits all forms of academic misconduct. Academic misconduct refers to dishonesty in examinations (cheating), presenting the ideas or the writing of someone else as one’s own (plagiarism), or knowingly furnishing false information to the University by forgery, alteration, or

misuse of University documents, records, or identification. In situations of academic misconduct, instructors have the authority to award a failing grade on the assignment in question or a failing grade for the course. Upon approval by the appropriate Dean, academic misconduct may also result in expulsion from the University. Please refer to the [Student Handbook](#) for details.

eDevices: Use of electronic devices including smart watches and cell phones is prohibited during exams or quizzes unless directly allowed by the instructor.

COURSE SCHEDULE: The course schedule is subject to change at the discretion of the instructor. Please refer to the Moodle course for assignments and due dates in the course schedule. Assignment details and lessons can be found in the Moodle course under each respective Module.

COURSE EVALUATION: The course evaluation survey is an important means of providing the instructor with feedback concerning their course. In order for this process to be successful, student response rate is essential. Students will be sent an online course evaluation survey link via their e-mail account near the end of the term.

TECHNICAL SUPPORT: If you have technical questions about [Moodle](#), computer usage, or e-mail, please contact the Help Desk and/or Trine University IT department.

- Help Desk phone number: 260.665.4275
- Help Desk e-mail: help@trine.edu
- IT department website: <http://www.trine.edu/it/>

OTHER SUPPORT SERVICES: Trine University offers a wide range of services that are designed to help assure that every student is an academic success. Please visit the [Academic Success Center](#) (includes Disability Services, Tutoring Services, Math Help Sessions, and Writing Center), [Student Services](#), [Library](#) (includes Library Information and Library Technology), and [Disability Services](#) websites for more information. A student with a disability who plans to request academic adjustments needs to provide Trine University's Academic Support Services with documentation of his or her disability. Documentation needs to be current and from a professional source such as a school psychologist, educational diagnostician, a licensed private psychologist, or a medical doctor. If the condition being documented is not stable, the documentation should be less than three years old. The provision of documentation does not guarantee that the requested academic adjustments will be provided. Trine University reserves the right to select among equally effective and appropriate adjustments that will provide the student with a disability equal access to its programs. Documentation typically includes a diagnosis of the disability—including the instruments and scores used to determine the disability and the credentials of the person providing the diagnosis, an explanation of how the condition affects the student's ability to function in an academic setting, examples of academic adjustments that are recommended, and an explanation of how the disability relates to these adjustments. In addition to providing documentation of a disability, the student needs to request academic adjustments. Academic adjustments implemented depend on the disability of the student. Each circumstance is considered on an individual basis. It is important for the student with a disability to understand that academic adjustments will in no way lower or waive essential requirements of an academic program.

TRINE VIRTUAL CAMPUS STUDENT RESOURCES: You will find information on the following topics within the Moodle course. Please carefully review each item and let the instructor know if you have any questions...

- Attendance Policy
- E-textbook Information (CaféScribe User Guide)
- Financial Services (Payment Options, Financial Aid Links, Refund Policy)
- Library

- Netiquette
- Plagiarism
- Services for Students with Disabilities
- Trine Virtual Campus (Academic Calendar, Moodle tutorials, etc.)
- Writing Style (APA, MLA)

ADDITIONAL INFORMATION: This course syllabus is subject to change at the discretion of the instructor.