

Introduction

E-mail: bfn253@yahoo.com

Work phone: 313-319-3909

Office Location: Feel free to email or call (you can call until 11 pm EST)

Notes:

Greetings and salutations fellow seekers of knowledge. My name is Peter Badry and I have Fourteen plus years experience in teaching college level economics, business (management, finance and marketing) and mathematics courses. Not that you would know this from my writing skills, but I have quite a lovely Egyptian accent, so don't be surprised when you call me (and please do feel free to call). A French born colleague of mine always offered this on his first day of class, "Just because I speak with an accent doesn't mean I think with one."

I have an undergraduate degree in Electrical Engineering, an MBA and a Masters in Economics. My alma mater is the University of Detroit. I am a passionate instructor, demanding of my students but always available and fair. In spite of all my years in front of a class (or in this case, in front of a monitor) I have always learned a great deal from my students. I do pride myself in adding value to a student's education - I take it personally.

In case you were wondering, this is my third year teaching online at Henry Ford, but I have been instructing courses online for well over 5 years now.

The schedule and material are demanding and the term is lightning quick, so be absolutely certain to stay in touch with me regarding any issues or concerns you might have.

Let's have a great class!!!

Peter

313-319-3909

Syllabus

Instructor: Peter Badry, MBA, MA
Phone: 313-319-3909
E-mail: bfn253@yahoo.com

Text: Fundamentals of Financial Management, 11th.
Edition by Brigham and Houston

Software: Excel, PowerPoint and Microsoft word

Determination of grades:

Homework = 250

Class Participation = 150

Cases (3x 100 each) = 300

Exams (2x 150 each) = 300

Total = 1,000

Grading Scale (percentage):

100-96= A

95-90 = A-

89-86 = B+

85-83 = B

82-80 = B-

79-76= C+

75-73 = C

72-70 = C-

69-66 = D+

65-63 = D

62-0 = E

Catalog Description: This course introduces students to the financing of the modern business enterprise. Topics include financial statement analysis, working capital management, capital accumulation and budgeting, the valuation of securities, and global financial principles.

Major Core Course Objectives

1. Define the finance function.
2. Analyze financial statements.*
3. Discuss the financial and tax environments.
4. Explain the time value of money through illustrations.*
5. Discuss working capital management principles.*
6. Explain short term capital financing principles.
7. Discuss long term capital financing principles.*
8. Discuss the asset acquisition process.
9. Explain the security valuation process.
10. Analyze capital budgeting techniques.*

Method of Instructions:

On Line

Discussion Board Participation:

Each of you is expected to contribute a minimum of one (1) meaningful response to the general discussion per day on at least five (5) out of the seven (7) days for each assignment.

There will be discussion questions based on lectures / textbook reading material and/or case studies. You should respond to each question and also provide feedback/comments to at least one other student's input for each question assigned (be as critical as you like but please maintain your decorum); answers should be thoughtful but concise.

Advancing discussion with substantive responses: For this class, substantive means that your message has substance, that it helps further the discussion of course content. Substantive messages will often include contributions of additional ideas and sources, insights or questions about classmates' comments, connections to the course readings, and ways of applying the lessons from the course, and so on. As a rule of thumb, your substantive comments should be at least several sentences in length.

Short comments, such as "Good idea" or "I agree," do not constitute substantive posts on their own. Neither do comments that are unrelated to the topics at hand (for example, "I saw that movie, too!"). If you say you agree about something, please explain why you agree, and add an additional insight or question.

Hints for Creating Substantive Participation

- Explain why you agree or disagree, and add some examples to support your belief.
- Relate your personal or work experiences to the topic at hand.
- Ask additional questions of your classmates.
- Make connections between the topics being discussed and the readings in the text.
- Add ways you can apply the lessons from the class in your work and educational life.

Students may not receive credit for the course for poor attendance after two consecutive weeks of accumulated absences. Though you are encouraged to communicate frequently with each other in personal notes, only discussion questions and comments to each other in the class folders can be counted for this purpose. You must share the wealth with everyone!

I will be the observer/facilitator of this process and will be assessing your contributions to the topic-related discussion. I'm looking for insightful analysis, probing questions, and constructive suggestions to each other. Keep thinking from the perspective – how can I add something useful? It may be an experience you have had – or a quote from an article you read...be creative!

I will interject questions and respond with occasional brief comments to keep your momentum on track but for the most part, the discussions will be left to you!

Late work will not be graded

Homework (Response to Chapter Questions):

Answer all chapter questions assigned. The responses should be sent to my e-mail: **bfm253@yahoo.com** by the due dates. Answers should clearly identify which question is being addressed. Only submit the answers (include number); do not include the questions! Only one submission per homework assignment is allowed.

Late homework will not be graded

• CASE METHODOLOGY NARRATIVE

1. We will be covering a total of 3 cases in class.
2. Each student will analyze and write up the questions at the end of each case, these questions are to be turned in as indicated in this syllabus.
3. Each case analysis submitted should include a cover page identifying the author, typed and limited to a maximum of 10 pages, not including references, title page, figures, or tables.

Assignment Calendar:

Week

#1 Chapter 1 (June 26- 30)

#2 Chapters 2, 3 (July 2 – 7)

#3 Chapters 4, 5 (July 9 – 13)

#4 Chapter 6 (July 16 – 20)

First Case Study

Mid-Term (Chapters 1-5): Exam will be posted under the "Course Materials" tab on July 21, 2007. The window to take the exam will be from 8 AM on Saturday, July 21, through July 21, 2007, at 11 PM. You have this entire timeframe to complete and submit your work to me via email. **Email answers only to bfn253@yahoo.com.**

Note: There will be no make-up exam!

#5 Chapters 7, 8 (July 23 – 27)

#6 Chapters 9, 10 (July 30 – August 3)

#7 Second Case Study (August 6 – August 10)

Third Case Study

Final Exam (Chapters 6-10): Exam will be posted under the "Course Materials" tab on August 11, 2007. The window to take the exam will be from 8 AM on Saturday, August 11, through August 11, 2007, at 11 PM. You have this entire timeframe to complete and submit your work to me via email. **Email answers only to bfn253@yahoo.com.**

Note: There will be no make-up exam!

INSTRUCTOR'S CLASS POLICY

- (1) No make-up examination, no alternative examination time.
- (2) Homework will be assigned as a study guide; students are advised to work all of the assigned problems. Exams will be patterned partially after homework assignments.
- (3) Student who has problems with tests, assignments, attendance, etc., is encouraged to discuss his\ her situation with the instructor, prior to their occurrence.

Cheating Policy - A copy of Henry Ford Community College's Policy on Academic Dishonesty is attached and can also be found on HFCC's web page (www.hfcc.net).

Drop Policy - Henry Ford Community College's Drop Policy will be followed (see summer 2007 Class Schedule, page 1). After July 30, the student will earn an "E" unless the instructor is requested to give a "drop" grade by the student.