

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Economics and Finance  
with effect from Semester A 2017/18**

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**Part I Course Overview**

**Course Title:** Managing Your Personal Finance

**Course Code:** GE1202

**Course Duration:** One Semester

**Credit Units:** 3

**Level:** B1

Arts and Humanities

**Proposed Area:**  Study of Societies, Social and Business Organisations

*(for GE courses only)*

Science and Technology

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:** Nil  
*(Course Code and Title)*

**Precursors:** Nil  
*(Course Code and Title)*

**Equivalent Courses:** Nil  
*(Course Code and Title)*

**Exclusive Courses:** Nil  
*(Course Code and Title)*

## Part II Course Details

### 1. Abstract

Taught by finance experts from EF Department and renowned guest speakers, this course provides students with the basic conceptual framework and practical expertise of financial planning. People from all backgrounds have to plan and manage their personal financial matters at different stages of their lives. Personal finance is also equally pervasive in the ways people live, work, invest, manage their relations with their friends and family, and develop their sense of responsibility.

Students will collect product information from financial institutions, critically analyse their features and make innovative recommendations to their clients from the perspective of a personal financial planner. They will understand difficulties and intricacies involved in financial planning. Students develop their attitude and ability of discovery and innovation from this edge-cut course and achieve their own accomplishment of discovery and innovation.

This course uses individual assignments, group project and/ or presentations to practise students' understanding of the financial planning and to discover their spirit of achieving financial independence.

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs <sup>#</sup>	Weighting <sup>@</sup> (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Identify and describe the decisions involved in financial planning and the importance of financial planning as part of the broader scheme of life planning;	20%	√	√	
2.	describe and compare the characteristics of financial planning products in the market;	20%		√	√
3.	Critically analyze the psychological and sociological factors that can influence consumer and investor behaviour;	15%	√		√
4.	explain how ethical and regulatory considerations, such as those related to consumer rights and protection, affect financial planning; Apply these standards to critically comment on unscrupulous business practices, i.e. Lehman Bonds sale in Hong Kong.	15%			√
5.	Discover the ability of combining knowledge from various related disciplines in making appropriate personal finance decisions*.	30%	√	√	√
		100%			

\* These areas include (i) economics, (ii) finance, (iii) accounting, (iv) psychology, (v) sociology, (vi) risk management, (vii) life-cycle planning, (viii) human relationship, and (ix) law.

@ If weighting is assigned to CILOs, they should add up to 100%.

# Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

*Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.*

A2: Ability

*Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.*

A3: Accomplishments

*Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.*

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.					Hours/week (if applicable)
		1	2	3	4	5	
Lecture, and discussion	To provide elementary framework of personal financial planning, and review the existing financial market followed by an interactive discussion to arouse students' interests. Lectures will stress current issues in financial markets to help students discover the latest trends.	√	√	√	√	√	3 hours per week
Individual assignments	The assignments include research on real world products to apply on personal finance situation	√	√	√	√	√	
Group project and/ or presentation	To promote self-directed and discovery-based learning, students are expected to collect product information from financial institutions, critically analyse their features and make innovative recommendations to their clients. Students may be required to present a written group report on, for example, drawing up a financial plan that will incorporate the various inter-disciplinary areas.  The presentation gives students an opportunity to develop abilities to communicate innovative ideas and the results of their work with clarity, concision, and precision.	√	√	√	√	√	

#### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.					Weighting*	Remarks
	1	2	3	4	5		
Continuous Assessment: 50%							
Individual assignments	√	√	√	√	√	20%	
Group project and/ or presentation	√	√	√	√	√	30%	
Examination: 50% (duration: 2 hours, if applicable)							
Final examination	√	√	√	√	√	50%	
						100%	

\* The weightings should add up to 100%.

*Students are required to pass both coursework and examination components in order to pass the course.*

## 5. Assessment Rubrics

*(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)*

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Final examination		Strong evidence of the ability to explain the various factors (e.g. financial, social, psychological) behind decision making in personal finance, to apply knowledge from various fields to make effective financial plans in the context of spiritual fulfilment, interpersonal relations, ethical value, and financial responsibility. Students have demonstrated very strong overall ability to discover and innovate, and showed very strong evidence of accomplishments of discovery.	Evidence of the ability to explain the various factors (e.g. financial, social, psychological) behind decision making in personal finance, to apply knowledge from various fields to make effective financial plans in the context of spiritual fulfilment, interpersonal relations, ethical value, and financial responsibility. Students have demonstrated strong overall ability to discover and innovate, and showed strong evidence of accomplishments of discovery.	Some evidence of the ability to explain the various factors (e.g. financial, social, psychological) behind decision making in personal finance, to apply knowledge from various fields to make effective financial plans in the context of spiritual fulfilment, interpersonal relations, ethical value, and financial responsibility. Students have demonstrated some ability to discover and innovate, and showed satisfactory evidence of accomplishments of discovery.	Basic familiarity with the subject matter in examinations. Students have demonstrated marginal ability to discover and innovate, and showed marginal evidence of accomplishments of discovery.	Little evidence of familiarity with the subject matter. Students have demonstrated little ability to discover and innovate, and showed little evidence of accomplishments of discovery.

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
2. Individual assignments		<p>1. Strong evidence of the ability to effectively apply concepts from the course to a real world person finance situation and reach a constructive suggestion. Students have demonstrated very strong overall ability to discover and innovate, and showed very strong evidence of accomplishments of discovery.</p> <p>2. Strong evidence of the ability to flexibly modify concepts from the course in light of practical and circumstantial considerations in a real world situation</p>	<p>1. Evidence of the ability to effectively apply concepts from the course to a real world person finance situation and reach a constructive suggestion. Students have demonstrated strong overall ability to discover and innovate, and showed strong evidence of accomplishments of discovery.</p> <p>2. Evidence of the ability to flexibly modify concepts from the course in light of practical and circumstantial considerations in a real world situation</p>	<p>1. Evidence of the ability to effectively apply concepts from the course to a real world person finance situation and reach a suggestion. Students have demonstrated some overall ability to discover and innovate, and showed satisfactory evidence of accomplishments of discovery</p> <p>2. Evidence of the ability to modify concepts from the course in light of practical and circumstantial considerations in a real world situation</p>	<p>1. Evidence of the ability to apply concepts from the course to a real world person finance situation and reach a suggestion. Students have demonstrated marginal ability to discover and innovate, and showed marginal evidence of accomplishments of discovery.</p>	<p>1. Little evidence of ability to apply concepts from the course to a real world person finance situation and reach a suggestion. Students have demonstrated marginal ability to discover and innovate, and showed marginal evidence of accomplishments of discovery.</p>

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
3. Group project and/or presentation		<ol style="list-style-type: none"> <li>1. Present and communicate effectively and excellently in oral and electronic format</li> <li>2. Show excellent coverage of materials and contents and demonstrate excellent time management skills</li> <li>3. Provide quality answers to questions raised in the presentation Q &amp; A session</li> </ol>	<ol style="list-style-type: none"> <li>1. Present and communicate effectively in oral and electronic format</li> <li>2. Show good coverage of materials and contents and demonstrate good time management skills</li> <li>3. Provide good answers to questions raised during the presentation Q &amp; A session</li> </ol>	<ol style="list-style-type: none"> <li>1. Present and communicate acceptably in oral and electronic format (with some areas need improvement)</li> <li>2. Fair coverage of materials and contents and acceptable time management skills</li> <li>3. Provide acceptable answers to questions raised during the presentation Q &amp; A session</li> </ol>	<ol style="list-style-type: none"> <li>1. Marginally present and communicate in oral and electronic format (with major areas need improvement)</li> <li>2. Marginal coverage of materials and contents and poor time management skills</li> <li>3. Provide fair answers to questions raised during the presentation Q &amp; A session</li> </ol>	<ol style="list-style-type: none"> <li>1. Present and communicate poorly in oral and electronic format (with major areas need improvement)</li> <li>2. Little coverage of materials and contents and poor time management skills</li> <li>3. Provide poor answers to questions raised during the presentation Q &amp; A session</li> </ol>

**Part III Other Information** (more details can be provided separately in the teaching plan)

**1. Keyword Syllabus**

Personal finance  
Financial planning, career planning, Money Management Strategy  
Consumer rights and Financial Services in the market  
Sociological and behavioural factors in personal finance  
Assessing your financial health  
Managing your cash flows and debts credit card, mortgage loan, auto loan and personal loan  
Financial markets, regulations, ethics and good practice  
Stocks, bonds alternative investment products  
Managing your investment portfolio  
Insurance  
Retirement and Estate Planning

**2. Reading List**

**2.1 Compulsory Readings**

*(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)*

1.	Gitman, Joehnk, <i>Personal Financial Planning</i> , Billingsley Latest Edition, Cengage Learning
2.	Ernst & Young, <i>Personal Financial Planning Guide: The Control of your Future and Unlock the Door to Financial Security</i> , John Wiley & Sons, latest edition.
3.	Jeff Madura, <i>Personal Finance</i> , Third Edition, , Pearson
4.	Kapoor, Dlabay, Hughes, <i>Personal Finance</i> , 9 <sup>th</sup> Edition, McGraw-Hill

**2.2 Additional Readings**

*(Additional references for students to learn to expand their knowledge about the subject.)*

- A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

<b>GE PILO</b>	<b>Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)</b>
PILO 1: Demonstrate the capacity for self-directed learning	CILO 1, 2, 3, 4 and 5
PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology	CILO 1, 2, 3, 4 and 5
PILO 3: Demonstrate critical thinking skills	CILO 1, 2, 3, 4 and 5
PILO 4: Interpret information and numerical data	CILO 1, 2, 3, 4 and 5
PILO 5: Produce structured, well-organised and fluent text	CILO 1, 2, 3, 4 and 5
PILO 6: Demonstrate effective oral communication skills	CILO 1, 2, 3, 4 and 5
PILO 7: Demonstrate an ability to work effectively in a team	CILO 1, 2, 3, 4 and 5
PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues	CILO 1, 2, 3, 4 and 5
PILO 9: Value ethical and socially responsible actions	CILO 3, 4 and 5
PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation	CILO 1, 2, 3, 4 and 5

*GE course leaders should cover the mandatory PILOs for the GE area (Area 1: Arts and Humanities; Area 2: Study of Societies, Social and Business Organisations; Area 3: Science and Technology) for which they have classified their course; for quality assurance purposes, they are advised to carefully consider if it is beneficial to claim any coverage of additional PILOs. General advice would be to restrict PILOs to only the essential ones. (Please refer to the curricular mapping of GE programme: [http://www.cityu.edu.hk/edge/ge/faculty/curricular\\_mapping.htm](http://www.cityu.edu.hk/edge/ge/faculty/curricular_mapping.htm).)*

- B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

<b>Selected Assessment Task</b>
Group presentation