

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Economics and Finance  
with effect from Semester A 2018/19**

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**Part I Course Overview**

<b>Course Title:</b>	<b>Introduction to Finance</b>
<b>Course Code:</b>	<b>GE2260</b>
<b>Course Duration:</b>	<b>1 Semester</b>
<b>Credit Units:</b>	<b>3</b>
<b>Level:</b>	<b>B2</b>
<b>Proposed Area:</b> <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input checked="" type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
<b>Medium of Instruction:</b>	<b>English</b>
<b>Medium of Assessment:</b>	<b>English</b>
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	<b>Nil</b>
<b>Precursors:</b> <i>(Course Code and Title)</i>	<b>Nil</b>
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	<b>Nil</b>
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	<b>Not for undergraduate students under College of Business and its departments</b>

## Part II Course Details

### 1. Abstract

This course demystifies finance in an accessible and relatable way to give students a broad and general knowledge of some key fundamental concepts in Finance. This course covers topics such as role of money and interest in everyday life, ethical and social responsibility of financial decisions at both individual and organizational levels, various financial investment tools and funding sources, formulating investment strategies, understanding and interpreting financial news, etc. It is anticipated that through the continuous assessments, including introducing various financial products, analyzing financial news and investment games, students from many disciplines will find this course useful not only for managing their own personal wealth in the future but also for knowing how to become responsible citizens by establishing proper attitude towards finance. In addition, the financial knowledge acquired in this course will help students hone their financial sense to know when things are going well and when something is not right in whatever organizations that they may work for in the future.

### 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* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Recognise the role of money and interest, and importance of financial management in everyday life.	15%	√	√	
2.	Develop the ability to evaluate and analyse the general investment tools, such as stocks, bonds, mutual funds, etc.	20%	√	√	
3.	Appreciate the ethical and social responsibility of financial decisions at both individual and organizational levels (both private and public sectors).	15%	√	√	√
4.	Demonstrate the skills of evaluating financial projects through assessing various sources of financing available to individuals and companies in real life with aid of suitable database and information sources.	30%	√	√	
5.	Develop the ability to interpret financial news.	20%	√	√	√
		100%			

\* 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	
Lectures	Lectures, exercises and in-class discussions. Lecturer encourages students to think critically and logically by getting students to solve the problems by themselves rather than giving out the solutions without engaging students.	√	√	√	√	√	3
Individual Assignments	Assignment questions related to lectures will be devised to help students learn by practicing.	√	√			√	
Midterm test	The mid-term test consists of multiple-choice questions which check for the understanding of a wide range of topics.	√	√				
Group project	Students are encouraged to retrieve and use data from database, such as Bloomberg and other online resources, to investigate some real-life cases or problems. High marks will be awarded to those who show team effort, creative thinking and reasonable analysis.		√	√	√	√	

**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 <sup>1</sup>	√	√	√		√	10%	
Mid-term exam <sup>2</sup>	√	√				20%	
Group project <sup>3</sup>		√		√	√	20%	
Examination: 50% (duration: 2 hours, if applicable)							
Final exam <sup>2</sup>	√	√	√	√	√	50%	
						100%	

\* The weightings should add up to 100%.

1. Individual assignments provide students opportunity to challenge themselves on whether they really comprehend the theories and concepts covered in the course. Students will need to demonstrate such by applying what they learn to solve the assignment questions as assigned by the lecturer.

2. The mid-term test consists of multiple choice questions. The multiple choice questions enable a wide range of topics to be covered. The final exam consists of both multiple choice and structural questions. Not only do the structural questions test students' knowledge on the subject, they also test if students could apply the learned techniques and skills to solve the problems which could be simulated cases or scenarios in the real life.

3. The group project tests students' capability to demonstrate their critical thinking skills to extract, assess, and evaluate information collected from wide range of sources, and applying the academic knowledge that they learned to a real-life scenario and/or case. Students are tested on their capability to produce effective solutions to real-life problem(s).

***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)
Final Examination (one 2-hour exam)	Demonstrate having a good understanding of relevant ethics and social responsibility, various financial investment tools, basic finance concepts and the capability of applying those financial knowledge and skills learned to tackle problems and to critically analyse / evaluate simulated scenarios and cases devised in the examination.	High	Significant	Moderate	Basic	Not even reaching marginal levels
Individual Assignments	Demonstrate understanding the finance concepts by tackle various problem solving questions as assigned by the lecturer.	High	Significant	Moderate	Basic	Not even reaching marginal levels
Mid-term Test	Demonstrate having a good understanding of relevant ethics and social responsibility, various financial investment tools, basic finance concepts and the capability of applying those financial knowledge and skills learned to tackle problems and to critically analyse / evaluate simulated scenarios and cases devised in the test.	High	Significant	Moderate	Basic	Not even reaching marginal levels
Group Project	Demonstrate the ability extract relevant information or data from various sources and to apply the financial knowledge and concepts learned to investigate and solve real-life issue(s)	High	Significant	Moderate	Basic	Not even reaching marginal levels

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

**1. Keyword Syllabus**

Ethics and social responsibility  
Time value of money  
Interest rates  
Saving and expenditure  
Risk and return  
Risk diversification  
Stock  
Bond  
Mutual Funds  
Real estate  
Cost of financing  
Project appraisal  
Financial statements  
Financial news

**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.	Introduction to Finance: Markets, Investments, and Financial Management, Ronald W. Melicher, Edgar A. Norton, latest edition
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Proposed tentative teaching and learning schedule:

Week 1.	Chapter 2: Money and the Monetary System
Week 2	Chapter 3: Banks and Other Financial Institutions
Week 3.	Chapter 4: Federal Reserve System
Week 4	Chapter 7: Savings and Investment Process
Week 5.	Chapter 5: Policy Makers and the Money Supply
Week 6	Chapter 8: Interest Rates
Week 7.	Chapter 9: Time Value of Money
Week 8	Mid-term Test
Week 9.	Chapter 10: Bonds and Stocks: Characteristics and Valuations
Week 10	Chapter 11: Securities Markets
Week 11.	Chapter 12: Financial Return and Risk Concepts
Week 12	Chapter 13: Business Organization and Financial Data
Week 13	Chapter 14: Financial Analysis and Long-Term Financial Planning

## 2.2 Additional Readings

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

1.	Financial Markets, Instruments and Institutions, Santomero, A.M. and D.F. Babbel, current edition, McGraw Hill.
2.	Fundamentals of Financial Management, Eugene Brigham and Joel Houston, latest edition.
3.	Fundamentals of Corporate Finance, Stephen A. Ross, Randolph W. Westerfield, and Bradford D. Jordan, latest edition.
4.	Corporate Finance Essentials, Stephen A. Ross, Randolph W. Westerfield, and Bradford D. Jordan, latest edition.
5.	Articles published by international financial institutions, such as World Bank, International Monetary Funds, Asian Development Bank, OECD, Bank for International Settlements and others.
6.	Articles published by relevant financial organizations in HKSAR, such as Securities and Futures Commission, Hong Kong Exchange and Clearing, HKSAR Office of the Commissioner of Insurance, and others.
7.	Lecture notes, newspaper clippings and articles
8.	<a href="http://www.adb.org">http://www.adb.org</a>
9.	<a href="http://www.worldbank.org">http://www.worldbank.org</a>
10.	<a href="http://www.imf.org">http://www.imf.org</a>
11.	<a href="http://www.info.gov.hk/hkma">http://www.info.gov.hk/hkma</a>
12.	<a href="http://www.sehk.com.hk">http://www.sehk.com.hk</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	1, 2, 3, 4, 5
PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology	1,2, 3, 4, 5
PILO 3: Demonstrate critical thinking skills	2, 3, 4, 5
PILO 4: Interpret information and numerical data	2, 3, 4, 5
PILO 5: Produce structured, well-organised and fluent text	1, 2, 3, 4, 5
PILO 6: Demonstrate effective oral communication skills	2, 3, 4, 5
PILO 7: Demonstrate an ability to work effectively in a team	2, 3, 4, 5
PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues	1
PILO 9: Value ethical and socially responsible actions	1
PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation	2, 3, 4, 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).)*

- A. 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>
Final Examination