



**Course:**  
Economic & Financial Literacy  
ECON 3302

**Meeting Info:**  
Online  
7-week

**Instructor:**  
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CAS #141  
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**Office Hours:**  
MW 2:00-4:00pm

**ZOOM Meetings:**  
by appointment, if necessary



## Course Description and Objectives

*In this course, we explore the relationship between the economic way of thinking and personal financial decisions.*

Your career was, is, or will be inextricably connected to your personal finances. Understanding the connections between an organization's financial challenges and opportunities, the industry in which it competes, and the macro and micro economic factors that affect it will make you a more valuable contributor. Understanding your own financial challenges and opportunities, based on the career path you have chosen, will allow you to pursue your professional and personal life goals more deliberately.

You will learn to apply some specific and practical personal finance tools in this course. You will use return on investment to analyze the benefits of education and both hard and soft skill development. You will use spreadsheets and apps to prepare budgets. You will apply the results of personality tests and visualizations to clarify goals and priorities for different times in your life. You will engage in stock market simulations to better understand investments. You will include both tax implications and cybersecurity precautions to augment traditional definitions of insurance. Most of all, you will develop skills to effectively and professionally communicate what you have learned.

### What's in this syllabus?

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### Course Resources:

All required course materials including readings, videos, activities, lectures, and interactives will be posted online in Canvas and made available at **no additional financial cost to you**. There is a three-fold reason for this: 1) I want to bring you a variety of timely educational stimuli so that there is something for everyone to enjoy; 2) I believe, in a 7-week course, that frequent, short learning prompts yield better results than a traditional textbook or even an adaptive learning platform, and 3) as a parent, grandparent, and concerned faculty member, I am sensitive to the costs of education in general, and course materials, in particular.

**Please do your part by recognizing that each of the materials I post has a learning objective that will enrich your knowledge, understanding, and application of the course. Take advantage of these materials and try to connect them to a bigger picture.**

**Additionally, I will offer a recommended reading list that you can use to supplement your learning in this course or to use a reference in lifelong learning beyond this class.**

## How to Take this Course:

Delivered in a 7-week, online format, this is a full semester course for which you receive a full three credits. Please don't underestimate the challenges that this abbreviated schedule entails.

**Each weekly module has a theme that begins with my overview video and notes, followed by four module topics, each including a reading, video, and an activity.**

By necessity, the course moves quickly, and you must stay on top of the work each week in sequence. The course builds on itself, so although you have flexibility within each weekly unit to organize your own time, you cannot work ahead to future units or make up missed work from past units.

Each weekly unit opens on Mondays at midnight and closes on Sundays at 11:59 PM. **The exception to this schedule is Unit Seven, which closes on Saturday, October 9<sup>th</sup> at 11:59 PM because that is the end of course date.**



# 7-Week Course Organization

## Week One: The Economic Way of Thinking Overview

**Monday, August 23<sup>rd</sup> to Sunday, August 29<sup>th</sup>**

- ✚ Topic 1: Scarcity, Choice and Opportunity Cost
- ✚ Topic 2: Marginal Decision-making
- ✚ Topic 3: Behavioral Economics
- ✚ Topic 4: Challenges to Rational Decision-Making

## Week Two: Investing in Yourself & Earning Income

**Monday, August 30<sup>th</sup> to Sunday, September 5<sup>th</sup>**

- ✚ Topic 1: Investing in Yourself
- ✚ Topic 2: Earning Income
- ✚ Topic 3: Budgeting Basics
- ✚ Topic 4: Making Financial Choices

## Week Three: Spending & Credit

**Monday, September 6<sup>th</sup> to Sunday, September 12<sup>th</sup>**

- ✚ Topic 1: Spending
- ✚ Topic 2: Credit Basics
- ✚ Topic 3: Understanding Credit and Debt
- ✚ Topic 4: Using Credit Wisely

## Week Four: Saving & Investing

**Monday, September 13<sup>th</sup> to Sunday, September 19<sup>th</sup>**

- ✚ Topic 1: Saving
- ✚ Topic 2: Short-term and long-term goals
- ✚ Topic 3: Investing Basics
- ✚ Topic 4: Investing Wisely

## Week Five: Protecting & Sharing

**Monday, September 20<sup>th</sup> to Sunday, September 26<sup>th</sup>**

- ✚ Topic 1: Protection
- ✚ Topic 2: Insurance
- ✚ Topic 3: Cybersecurity and Fraud
- ✚ Topic 4: Sharing – Giving back

## Week Six: Macroeconomic Overview

**Monday, September 27<sup>th</sup> to Sunday, October 3<sup>rd</sup>**

- ✚ Topic 1: Macroeconomic goals & challenges
- ✚ Topic 2: Government Fiscal Policy
- ✚ Topic 3: Federal Reserve Monetary Policy
- ✚ Topic 4: Implications of taxation and interest rates on personal finance

## Week Seven: Microeconomic Overview

**Monday, October 4<sup>th</sup> to Saturday, October 9<sup>th</sup>**

- ✚ Topic 1: Industry Organization
- ✚ Topic 2: Financial Institutions & Markets
- ✚ Topic 3: Entrepreneurship
- ✚ Topic 4: Global Markets

**Optional Module #8: Economics & Personal Finance in a Pandemic  
(To be announced!)**

## Student Responsibilities

For each weekly module, you will actively watch my overview module video, take the overview quiz, and then move on to the module topics. For each of the four weekly module topics, complete the reading, video, activity, and quiz. At the end of each weekly module, you will choose to do **just one** of the following three summative assessment options:

- 1) A **5-minute video** demonstrating and explaining what you learned through the unit's four topic **activities**, **OR**
- 2) A **written summary** of the week's overview and four-unit topic resources, in the **form of a memo** to a boss, **OR**
- 3) An **online test** of what you learned with **20 multiple choice** questions and **one short answer** question.

Over the course, you **must do two of each type of assessment** and may choose to do a third of one type to total seven. I will count only your best six weekly module grades and those six must include two assessments from each category.

Weekly modules open on Mondays at 8:00am and all module assessments are **due on Sundays at 11:59 PM** of the same week. **The one exception is for Unit Seven, which will close at 11:59 PM on Saturday, October 9<sup>th</sup> when the course closes.** No assessments will be re-opened once they have closed and no work will be accepted late, or in alternate form. You do have several **built-in grade boosters with the scavenger hunt/course overview quiz, initial discussion board introductions, and weekly optional discussion board participation.** Across these activities, you can earn up to 15 buffer points which will help if you miss assignments or do not perform as well as you would like. Please take advantage of these opportunities at the beginning of the course.

**Make-up policy for all students and all situations:** In addition to the 15 optional buffer points described above, you may **drop a single week's module grade** if you have technology problems, health issues, travel requirements, family emergencies, religious obligations, personal commitments, work conflicts, school-sponsored activities, or anything else that prevents you from on-time, proper Canvas submission. This semester, I will also offer an optional 8<sup>th</sup> module on *Economics & Personal Finance in the Pandemic*. Details on the optional unit will be announced in week #3.

## Course Grading Policy

|                        |     |
|------------------------|-----|
| Week One Unit Grades   | 50* |
| Week Two Unit Grades   | 50* |
| Week Three Unit Grades | 50* |
| Week Four Unit Grades  | 50* |
| Week Five Unit Grades  | 50* |
| Week Six Unit Grades   | 50* |
| Week Seven Unit Grades | 50* |

**\*The 50 points of weekly unit grades are comprised of five 5-point quizzes and one 25-point end of unit assessment.**

|                           |     |
|---------------------------|-----|
| Total Points Possible     | 350 |
| Make-Up Policy – drop one | -50 |
| Best six module grades    | 300 |

|                               |   |
|-------------------------------|---|
| Optional Introduction         | 4 |
| Optional Getting Started Quiz | 4 |
| Optional Discussion Board     | 7 |

**Possible Course points 315**

The 15 points of introduction, course overview quiz, and discussion board participation act as your buffer points to help boost your grade if you don't do as well as you had hoped on a particular assignment. Although optional, I would strongly encourage you to complete them.

Of the seven weekly units, I will drop your lowest weekly unit grade and count only your best six-unit grades for course final grade purposes. Each week's 50 points comes from the module's five 5-point quizzes (overview and its four topics) and the one 25-point end of module assessment. You get to choose each week between video creation, written assignment and test as the end of module assessment, but remember that over the course, you must complete two of each type. The six that I count must reflect two of each type.

Based on the sum of your best six units, your plus optional buffer points earned, course grades will be:

- A: >270 points
- B: 240-269 points
- C: 210-239 points
- D: 180-219 points
- F: <180 of points



## Frequently asked questions:

**Q1. Canvas has a feature that shows my grade as an average. The average indicates that I am failing; should I drop the class?**

*A1. Absolutely not! I wish I could turn off that feature of Canvas, but I cannot. As a quick example, let's say you earned 4/5 on each of the five quizzes for a module, that's 20 points. Further, let's say you earned 20/25 points on the written memo. This would mean that you earned 40 points for the module. Remember that when you chose the written memo, however, you chose not to do the activity video or the test. You will, by default, receive zero points for those alternate assignments. Your Canvas generated "average" will be 40% ... meaningless! When in doubt, refer back to the grade policy above.*

**Q2. So, every module there are four activities, but there is no place for me to turn them in. What must I do to get credit?**

*A2. Just like your reading and video watching, your weekly topic activities are resources that will help you learn. There will be quiz and test questions about them and you will reference them in the written memos. It is only when you choose to do the activity videos at the end of two or three units that you will actually show me through demonstration or documentation your activity work.*

**Q3. Along those same lines, you offer something called a "module review document." Where do I turn that in?**

*A3. Again, you don't. I created the module review document as a table that you might find useful for notetaking, summarizing, and documenting your learning from each unit. Mostly, it is a reminder - a checklist of sorts - for you to remember that each module consists of an overview and four topics, each with a reading, a video, and an activity. Use it if you find it helpful or develop your own system if you don't.*

**Q4. I thought this was a personal finance course, why are we studying economics?**

*A4. Great question, and the kind I most like to answer. There are three primary reasons that we study both economics and personal finance in this course. The first is that the two are inextricably linked. Beginning with the "economic way of thinking", which is a cost/benefit way of decision-making, we understand that personal finance is about making choices related to investing in ourselves, earning income, spending, credit, saving, investing, protecting, and giving back. Second, economic factors and policies like inflation, taxation, interest rates and currency exchange, for example, have dramatic effects on personal finance. Third, the organizations that you work for now or in the future compete in industries. Understanding the economic forces that your organization and industry face will help you to better perform in your position. Having your own financial life in control will free you to focus on that professional performance.*

**Q5. It seems like there is a lot going on in this class. I work full time, have a family, and am taking other courses. What sort of a time commitment is required?**

*A5. Really, that is up to you. This is not a rubber stamp class to help you get a degree. This is part of the professional core of the program that helps make the degree you earn a valuable one, which is why it focuses not only the content of what you learn but your ability to effectively communicate it. The traditional wisdom for a three-credit course is three hours of independent study outside of class for every hour inside - that's 12 hours. Each weekly module consists of an overview and four topics, each with a reading, a video, and an activity. Each is followed by a short quiz. There is a weekly assessment - the test, the written memo, or the activity video - following each module. As a general rule, I would suggest allocating 1.5-2 hours to each the overview and four topics, with the remainder of time to the end of unit assessments. Spacing it out over the week makes much more sense than to try and do it all on the weekend, but I give you the flexibility of the full week so you can choose what works for you. Remember, if you have a bad week, you can drop the module and replace it with another one. I will count only your six best weeks. Note, the weekly modules are all or none .... They either count or don't count; combining partial scores over multiple weeks is not an option. Don't forget to earn your 15 buffer points which will add to your end-of-course total.*

Anything else, please message me in Canvas (preferred contact), or contact me at [sdoty@uttyler.edu](mailto:sdoty@uttyler.edu). We can also Zoom during office hours.

# The Fine Print

## UNIVERSITY POLICIES AND ADDITIONAL INFORMATION THAT MUST APPEAR IN EACH COURSE SYLLABUS

### Some Specifics for this Online Class:

**Do not copy, re-post, or distribute any materials from class.**

When you submit a writing assignment, use proper grammar, spelling, punctuation, sentence structure, and paragraph structure. Proofread!

When preparing and posting a video, be aware of your surroundings, speak clearly, be professional, dress modestly. Keep to 5 minute maximum.

When posting on the discussion board, be polite and professional – use the acronym “THINK” Keep your posts true, helpful, inspiring, necessary, and kind!

### UT Tyler Honor Code:

*Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.*

### Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:

<http://www.uttyler.edu/wellness/rightsresponsibilities.php>

### Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

### UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit [www.uttyler.edu/tobacco-free](http://www.uttyler.edu/tobacco-free).

### Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>.

### Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>

### Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester. Student Absence for University-Sponsored Events and Activities Revised 05/19 If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time, the instructor will set a date and time when make-up assignments will be completed.

### Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

# The Fine Print (continued)

## UNIVERSITY POLICIES AND ADDITIONAL INFORMATION THAT MUST APPEAR IN EACH COURSE SYLLABUS

### Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. i. "Cheating" includes, but is not limited to:

- copying from another student's test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors have designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

ii. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit. iii. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty. iv. All written work that is submitted will be subject to review by plagiarism software.

### UT Tyler Resources for Students

• UT Tyler Writing Center (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu) • UT Tyler Tutoring Center (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu) • The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses. • UT Tyler Counseling Center (903.566.7254)

### Additional Syllabus Information:

#### Important Covid-19 Information for Classrooms and Laboratories

Students are required to wear face masks covering their nose and mouth, and follow social distancing guidelines, at all times in public settings (including classrooms and laboratories), as specified by [Procedures for Fall 2020 Return to Normal Operations](#). The UT Tyler community of Patriots views adoption of these practices consistent with its [Honor Code](#) and a sign of good citizenship and respectful care of fellow classmates, faculty, and staff.

Students who are feeling ill or experiencing symptoms such as sneezing, coughing, or a higher-than-normal temperature will be excused from class and should stay at home and may join the class remotely. Students who have difficulty adhering to the Covid-19 safety policies for health reasons are also encouraged to join the class remotely. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email [saroffice@uttyler.edu](mailto:saroffice@uttyler.edu).

#### Recording of Class Sessions

Class sessions may be recorded by the instructor for use by students enrolled in this course. Recordings that contain personally identifiable information or other information subject to FERPA shall not be shared with individuals not enrolled in this course unless appropriate consent is obtained from all relevant students. Class recordings are reserved only for the use of students enrolled in the course and only for educational purposes. Course recordings should not be shared outside of the course in any form without express permission.