

**CHƯƠNG TRÌNH ĐÀO TẠO KHÓA 2025**  
**NGÀNH TÀI CHÍNH - NGÂN HÀNG**  
**TRÌNH ĐỘ ĐẠI HỌC**

*(Kèm theo Quyết định số 1055/QĐ-ĐHQT ngày 04 tháng 9 năm 2025  
của Hiệu trưởng Trường Đại học Quốc tế)*

**1. Thông tin chung**

- Tên ngành đào tạo:
- + Tiếng Việt: Tài chính - Ngân hàng
- + Tiếng Anh: Finance and Banking
- Mã ngành đào tạo: 7340201
- Trình độ đào tạo: Đại học
- Loại hình đào tạo: Chính quy
- Thời gian đào tạo: 04 năm
- Tên văn bằng sau khi tốt nghiệp:
- + Tiếng Việt: Cử nhân Tài chính Ngân hàng
- + Tiếng Anh: Bachelor of Arts in Finance and Banking
- Nơi đào tạo: Trường Đại học Quốc tế - ĐHQG-HCM

**2. Thông tin tuyển sinh và kế hoạch đào tạo**

**a. Đối tượng tuyển sinh**

Đối tượng tuyển sinh căn cứ theo quy chế tuyển sinh đại học của Bộ Giáo dục và Đào tạo và Thông tin tuyển sinh hàng năm của Đại học Quốc gia TP.HCM và Thông tin tuyển sinh của trường Đại học Quốc tế.

**b. Hình thức tuyển sinh**

Trường Đại học Quốc tế thực hiện tuyển sinh theo Quy chế tuyển sinh Đại học ban hành hàng năm bởi Bộ Giáo dục và Đào tạo, căn cứ theo Thông tin tuyển sinh hàng năm của Đại học Quốc gia TP.HCM và Thông tin tuyển sinh của trường Đại học Quốc tế.

**c. Nhóm ngành tuyển sinh: Kinh doanh - Quản lý - Kinh tế, mã tuyển sinh: IU02**

**d. Tổ hợp môn xét tuyển: Toán, Vật lý, Tiếng Anh; Toán, Hóa học, Tiếng Anh; Toán, Lịch sử, Tiếng Anh; Toán, Địa lý, Tiếng Anh; Toán, Tiếng Anh, Giáo dục kinh tế và pháp luật; Ngữ văn, Toán, Tiếng Anh.**

**e. Dự kiến chỉ tiêu tuyển sinh, quy mô đào tạo:**

	2025
Chỉ tiêu tuyển sinh	140
Quy mô đào tạo	1.034

### 3. Mục tiêu đào tạo

#### a. Mục tiêu chung:

- Duy trì chất lượng đào tạo đại học và sau đại học xuất sắc theo tiêu chuẩn khu vực và quốc tế
- Phát triển đội ngũ giảng viên chất lượng cao nhằm phục vụ công tác đào tạo, nghiên cứu khoa học, và hỗ trợ sinh viên tại khoa EFA
- Xây dựng cơ sở vật chất và nâng tầm môi trường học tập để thu hút sinh viên giỏi xuất sắc trong và ngoài nước
- Nỗ lực phát triển vai trò đi đầu trong giáo dục, tập trung đào tạo những nhà lãnh đạo tương lai cho đất nước.
- Hợp tác với doanh nghiệp nhằm đảm bảo chương trình đào tạo của Khoa EFA luôn theo sát với thực tiễn và phù hợp với xu hướng phát triển chung của Việt Nam và thế giới, và giúp sinh viên tốt nghiệp Khoa EFA được trang bị đầy đủ kiến thức và kỹ năng làm việc đa dạng, có khả năng cạnh tranh trong môi trường doanh nghiệp trong và ngoài nước.

Bảng 1. Sự phù hợp của mục tiêu đào tạo với Tầm nhìn, sứ mạng và Mục tiêu giáo dục của Luật giáo dục đại học.

Mục tiêu đào tạo của CTĐT	Tầm nhìn	Sứ mạng (tô đậm những nội hàm mà mục tiêu thể hiện hoặc gắn kết)	Luật giáo dục (tô đậm những nội hàm mà mục tiêu thể hiện hoặc gắn kết)
-Duy trì chất lượng đào tạo đại học và sau đại học xuất sắc theo tiêu chuẩn khu vực và quốc tế -Phát triển đội ngũ giảng viên chất lượng cao nhằm phục vụ công tác đào tạo, nghiên cứu khoa học, và hỗ trợ sinh viên tại khoa EFA -Xây dựng cơ sở vật chất và nâng tầm môi trường học tập để thu hút sinh viên giỏi xuất sắc trong và ngoài nước -Nỗ lực phát triển vai trò đi đầu trong giáo dục, tập trung đào tạo	-Trường ĐHQT là trường đại học nghiên cứu thuộc tốp đầu tại châu Á; là cơ sở giáo dục quốc tế, tự chủ, sáng tạo; là nơi vun đắp và phát triển nguồn nhân lực chất lượng cao cho thị trường lao động trong nước và quốc tế. Khoa Kinh tế - Tài chính – Kế toán (EFA) thuộc trường ĐHQT là lựa chọn của nhóm sinh viên tốp đầu của Việt Nam, cũng là nơi dẫn đầu về chất lượng đào tạo, nghiên cứu, tự chủ, sáng tạo, đạt	-Đào tạo chất lượng cao, đạt chuẩn kiểm định chất lượng giáo dục theo tiêu chuẩn quốc tế/khu vực cho tất cả các chương trình đào tạo. -Giảng dạy và nghiên cứu thực hiện bằng tiếng Anh, đồng thời vẫn duy trì phát triển bản sắc văn hóa Việt Nam -Đào tạo và rèn luyện người học thành nhà lãnh đạo toàn cầu, và có trách nhiệm với xã hội, dẫn dắt xã hội trong tương lai.	-Đào tạo nhân lực trình độ cao, nâng cao dân trí, bồi dưỡng nhân tài; nghiên cứu khoa học và công nghệ tạo ra tri thức, sản phẩm mới, phục vụ nhu cầu phát triển kinh tế - xã hội, bảo đảm quốc phòng, an ninh, hội nhập quốc tế. -Đào tạo người học phát triển toàn diện về đức, trí, thể, mỹ; có tri thức, kỹ năng, trách nhiệm nghề nghiệp; có khả năng nắm bắt tiến

<p>những nhà lãnh đạo tương lai cho đất nước.</p> <p>Hợp tác với doanh nghiệp nhằm đảm bảo chương trình đào tạo của Khoa EFA luôn theo sát với thực tiễn và phù hợp với xu hướng phát triển chung của Việt Nam và thế giới, và giúp sinh viên tốt nghiệp Khoa EFA được trang bị đầy đủ kiến thức và kỹ năng làm việc đa dạng, có khả năng cạnh tranh trong môi trường doanh nghiệp trong và ngoài nước</p>	<p>trình độ tiên tiến của khu vực và trên thế giới.</p>	<p>-Nghiên cứu cơ bản với hàm lượng tri thức lớn song hành với nghiên cứu ứng dụng, đáp ứng yêu cầu đổi mới sáng tạo và phát triển bền vững của doanh nghiệp, địa phương và xã hội; quan tâm, thúc đẩy các hoạt động kết nối và phục vụ cộng đồng.</p>	<p>bộ khoa học và công nghệ tương xứng với trình độ đào tạo, khả năng tự học, sáng tạo, thích nghi với môi trường làm việc; có tinh thần lập nghiệp, có ý thức phục vụ Nhân dân.</p>
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#### b. Mục tiêu cụ thể (Program Objectives - POs)

Mục tiêu cụ thể của CTĐT được xác định từ mục tiêu chung, bao gồm 05 mục tiêu, trong đó có 01 mục tiêu về kiến thức, 01 mục tiêu về kỹ năng và 03 mục tiêu về tự chủ và trách nhiệm, được trình bày như sau:

Kiến thức:

PO1 - Có kiến thức nền tảng về kinh tế, tài chính, quản trị tài chính, và các định chế tài chính trong nước và quốc tế, các hoạt động định giá và đầu tư, và dịch vụ tài chính khác trên thị trường tài chính

Kỹ năng:

PO2 - khả năng sáng tạo và đổi mới

Tự chủ và trách nhiệm

PO3 - tư cách đạo đức và kỹ năng làm việc đa dạng

PO4 - tư duy học tập suốt đời

PO5 - định hướng nghề nghiệp làm công dân toàn cầu

#### 4. Chuẩn đầu ra của chương trình đào tạo (Program Learning Outcomes –PLOs)

Chuẩn đầu ra của chương trình đào tạo: được xác định từ các mục tiêu cụ thể. Với mỗi nhóm mục tiêu kiến thức, kỹ năng, mức tự chủ và trách nhiệm cần xác định các chuẩn đầu ra tương ứng. Chuẩn đầu ra bảo đảm đầy đủ theo quy định về chuẩn đầu ra theo các bậc/trình độ tương ứng tại phụ lục “Bảng mô tả Khung trình độ Quốc gia Việt Nam” kèm theo Quyết định số 1982/QĐ-TTg ngày 18 tháng 10 năm 2016 của Thủ tướng Chính phủ).

Chuẩn đầu ra (CDR)	Nội dung Chuẩn đầu ra	Trình độ năng lực*
<b>Kiến thức</b>		
PLO1	Có kiến thức nền tảng về kinh tế, tài chính, quản trị tài chính, và các định chế tài chính trong nước và quốc tế, các hoạt động định giá và đầu tư, và dịch vụ tài chính khác trên thị trường tài chính	Bậc 5
PLO2	Có kiến thức chuyên sâu về tài chính và các hoạt động định giá và đầu tư (như cổ phiếu, trái phiếu, các công cụ phái sinh, các thương vụ mua bán và sáp nhập M&A, ..), và dịch vụ tài chính khác trên thị trường tài chính, phát triển các mô hình tài chính liên quan, quản trị ngân hàng, quản lý danh mục đầu tư và quản lý quỹ, quản trị và kiểm soát rủi ro tài chính	Bậc 6
<b>Kỹ năng</b>		
PLO3	Có kỹ năng làm việc đa dạng có thể ứng dụng trong công việc sau khi ra trường, như kỹ năng phân tích báo cáo và xử lý số liệu độc lập, kỹ năng làm việc độc lập và làm việc theo nhóm, kỹ năng lãnh đạo, kỹ năng thuyết trình, kỹ năng giao tiếp và thuyết phục nhà đầu tư, kỹ năng sử dụng các phần mềm văn phòng và các phần mềm xử lý số	Bậc 5
<b>Mức tự chủ và trách nhiệm</b>		
PLO3	Có tư cách đạo đức cá nhân và nghề nghiệp, tôn trọng bình đẳng giới, tôn trọng sự khác biệt, thích nghi và hiểu biết các nền văn hóa và luật doanh nghiệp trên thế giới	Bậc 6
PLO4	Có định hướng nghề nghiệp, có trách nhiệm công dân và ý tưởng phục vụ cộng đồng	Bậc 6

\*Trình độ năng lực theo thang Bloom

## 5. Ma trận giữa mục tiêu đào tạo và chuẩn đầu ra

Bảng 2. Mối quan hệ giữa CDR của CTĐT và mục tiêu đào tạo

	PLOs <sup>(1)</sup>	POs <sup>(2)</sup>				
		PO1	PO2	PO3	PO4	PO5
Kiến thức	PLO1	x			x	x
	PLO2	x	x		x	x
Kỹ năng	PLO3		x		x	
Tự chủ và trách nhiệm	PLO4			x	x	x
	PLO5			x	x	x

## 6. Quy trình đào tạo, điều kiện tốt nghiệp

Căn cứ Quyết định số 1342/QĐ-ĐHQG ngày 30 tháng 9 năm 2022 của Giám đốc Đại học Quốc gia Thành phố Hồ Chí Minh về việc ban hành Quy chế đào tạo trình độ đại học.

Căn cứ Quyết định số 719/QĐ-ĐHQGT ngày 06 tháng 12 năm 2021 của Hiệu trưởng trường Đại học Quốc tế về việc ban hành Quy chế đào tạo trình độ đại học theo hệ thống tín chỉ tại trường Đại học Quốc tế.

## 7. Thang điểm (theo thang điểm chính thức của trường)

Trường quy định thang điểm đánh giá kết quả học tập của người học (Quy chế đào tạo trình độ đại học theo hệ thống tín chỉ tại trường Đại học Quốc tế)

Bảng 3: Thang điểm

Xếp loại	Thang điểm 100	Điểm chữ	Thang điểm 4
Xuất sắc	Từ 90 đến 100	A+	4,0
Giỏi	Từ 80 đến cận 90	A	3,5
Khá	Từ 70 đến cận 80	B+	3,0
Trung bình khá	Từ 60 đến cận 70	B	2,5
Trung bình	Từ 50 đến cận 60	C	2,0
Yếu	Từ 40 đến cận 50	D+	1,5
Kém	Từ 30 đến cận 40	D	1,0
	Dưới 30	F	0,0

## 8. Khối lượng kiến thức toàn khoá

Tổng số tín chỉ: **124 tín chỉ**, trong đó phân bổ kiến thức như Bảng 4 (không bao gồm Giáo dục thể chất và Giáo dục quốc phòng):

Bảng 4. Cấu trúc chương trình đào tạo

TT	Các khối kiến thức <sup>(3)</sup>	Khối lượng			
		Số tín chỉ			Tỷ lệ % (Tổng khối kiến thức/ Tổng số tín chỉ)
		Tổng	Lý thuyết	Thực hành	
<b>I</b>	<b>Khối kiến thức giáo dục đại cương</b>	<b>50</b>	<b>50</b>	<b>0</b>	<b>40.3%</b>
	- Bắt buộc: 47 tín chỉ	47	47	0	
	- Tự chọn: 3 tín chỉ	3	3	0	
<b>II</b>	<b>Khối kiến thức cơ sở ngành</b>	<b>27</b>	<b>27</b>	<b>0</b>	<b>21.8%</b>
	- Bắt buộc: 27 tín chỉ	27	27	0	
	- Tự chọn: 0 tín chỉ	0	0	0	
<b>III</b>	<b>Kiến thức chuyên ngành</b>	<b>32</b>	<b>32</b>	<b>0</b>	<b>25.8%</b>
	- Bắt buộc: 23 tín chỉ	23	23	0	
	- Tự chọn: 9 tín chỉ	9	9	0	
<b>IV</b>	<b>Kiến thức bổ trợ</b>	<b>0</b>	<b>0</b>	<b>0</b>	
	- Bắt buộc: 0 tín chỉ				
	- Tự chọn: 0 tín chỉ				
<b>V</b>	<b>Thực tập, khóa luận/luận văn tốt nghiệp</b>	<b>15</b>	<b>15</b>	<b>0</b>	<b>12.1%</b>
	<b>Tổng cộng</b>	124	124	0	100%

### 9. Nội dung chương trình đào tạo

Bảng 5: Khung CTĐT chung của nhóm ngành

Stt	Mã MH	Tên môn học (MH)		Tín chỉ	Ghi chú
		Tiếng Anh	Tiếng Việt		
<b>Khối kiến thức Kinh tế - Chính trị - Xã hội - Luật</b>					
1	PE015IU	Philosophy of Marxism-Leninism	Triết học Mác-Lênin	3	
2	PE016IU	Political Economics of Marxism and Leninism	Kinh tế chính trị Mác-Lênin	2	
3	PE017IU	Scientific Socialism	Chủ nghĩa xã hội khoa học	2	
4	PE018IU	History of Vietnamese Communist Party	Lịch sử Đảng Cộng sản Việt Nam	2	
5	PE019IU	Ho Chi Minh's Thoughts	Tư tưởng Hồ Chí Minh	2	
6	PE021IU	General Law	Pháp luật đại cương	3	
7	BA118IU	Introduction to Psychology	Nhập môn tâm lý học	3	

8	BA197IU	Introduction to Sociology	Nhập môn xã hội học	3	Chọn 1 trong 4 môn
9	PE007IU	World Economic Geography	Địa lý kinh tế thế giới	3	
10	PE010IU	Vietnamese History and Culture	Lịch sử văn hoá Việt Nam	3	
<b>Khối kiến thức Ngoại ngữ</b>					
11	EN008IU	Listening AE1	Tiếng Anh chuyên ngành 1 (kỹ năng nghe)	2	
12	EN007IU	Writing AE1	Tiếng Anh chuyên ngành 1 (kỹ năng viết)	2	
13	EN012IU	Speaking AE2	Tiếng Anh chuyên ngành 2 (kỹ năng nói)	2	
14	EN011IU	Writing AE2	Tiếng Anh chuyên ngành 2 (kỹ năng viết)	2	
<b>Giáo dục chung khác</b>					
15	PE008IU	Critical Thinking	Tư duy phản biện	3	
16	BA003IU	Principles of Marketing	Nguyên lý Marketing	3	
17	BA005IU	Financial Accounting	Kế toán tài chính	3	
18	BA016IU	Fundamentals of Financial Management	Nguyên lý Quản trị Tài chính	3	
19	BA080IU	Statistics for Business	Thống kê ứng dụng trong kinh doanh	3	
20	BA081IU	Business Law	Luật kinh doanh	3	
21	BA117IU	Introduction to Microeconomics	Kinh tế vi mô 1	3	
22	BA119IU	Introduction to Macroeconomics	Kinh tế vĩ mô 1	3	
23	BA120IU	Business Computing Skills	Tin học quản lý	3	
24	BA256IU	Workshop 1	Workshop 1	3	
25	PT001IU	Physical Training 1	Giáo dục thể chất 1	3	
26	PT002IU	Physical Training 2	Giáo dục thể chất 2	3	
<b>Tổng cộng</b>				<b>61</b>	
25		Military Training			
<b>Khối kiến thức khác ngành</b>					
1	BA123IU	Principles of Management (Cho riêng BA)	Nguyên lý Quản trị	3	
2	BA282IU	Math for Business (Cho riêng EFA)	Toán trong kinh doanh	4	

Bảng 6. Các môn học thuộc Chương trình đào tạo

Stt	Mã MH	Tên môn học (MH)		Loại MH (bắt buộc/tự chọn)	Tín chỉ			Phòng TN (**)
		Tiếng Anh	Tiếng Việt		Tổng cộng	Lý thuyết	Thực hành/ Thí nghiệm	
<b>I</b>	<b>Kiến thức giáo dục đại cương</b>				<b>50</b>	<b>50</b>	<b>0</b>	
	<b>Lý luận chính trị</b>				<b>11</b>	<b>11</b>	<b>0</b>	
1	PE015IU	Nguyên Lý Cơ Bản Của Chủ Nghĩa Mác- Lênin	Philosophy of Marxism and Leninism	Bắt buộc	3	3	0	
2	PE016IU	Kinh tế chính trị chủ nghĩa Mác-Lênin	Political economics of Marxism and Leninism	Bắt buộc	2	2	0	
3	PE019IU	Tư tưởng Hồ Chí Minh	Ho Chi Minh's Thoughts	Bắt buộc	2	2	0	
4	PE017IU	Chủ nghĩa xã hội khoa học	Scientific Socialism	Bắt buộc	2	2	0	
5	PE018IU	Lịch sử Đảng Cộng Sản Việt Nam	History of Vietnamese Communist Party	Bắt buộc	2	2	0	
	<b>Khoa học xã hội - Nhân văn - Nghệ thuật</b>				<b>6</b>	<b>6</b>	<b>0</b>	
6	PE021IU	Pháp luật đại cương	General Law	Bắt buộc	3	3	0	
	<b>Chọn 1 trong 4 môn học sau</b>							
7	BA118IU	Giới thiệu về Tâm lý học	Introduction to Psychology	Tự chọn	3	3	0	
8	BA197IU	Giới thiệu về Xã hội học	Introduction to Sociology	Tự chọn	3	3	0	
9	PE007IU	Địa lý kinh tế thế giới	World Economic Geography	Tự chọn	3	3	0	
10	PE010IU	Lịch sử văn hoá Việt Nam	Vietnamese History and Culture	Tự chọn	3	3	0	
	<b>Ngoại ngữ</b>				<b>8</b>	<b>8</b>	<b>0</b>	
11	EN008IU	Tiếng Anh chuyên ngành 1 (kỹ năng nghe AE1)	Listening AE1	Bắt buộc	2	2	0	
12	EN007IU	Tiếng Anh chuyên ngành 1 (kỹ năng viết AE1)	Writing AE1	Bắt buộc	2	2	0	

13	EN012IU	Tiếng Anh chuyên ngành 2 (kỹ năng nói)	Speaking AE2	Bắt buộc	2	2	0	
14	EN011IU	Tiếng Anh chuyên ngành 2 (kỹ năng viết)	Writing AE2	Bắt buộc	2	2	0	
<b>Toán - Tin học - Khoa học tự nhiên - Công nghệ - Môi trường</b>					<b>10</b>	<b>10</b>	<b>0</b>	
15	BA282IU	Toán trong kinh doanh	Math for business	Bắt buộc	4	4	0	
16	BA080IU	Thống kê ứng dụng trong kinh doanh	Statistics for business	Bắt buộc	3	3	0	
17	BA120IU	Tin học quản lý	Business Computing Skills	Bắt buộc	3	3	0	
<b>Kinh tế - Quản lý</b>					<b>15</b>	<b>15</b>	<b>0</b>	
18	BA117IU	Kinh tế vi mô	Introduction to Microeconomics	Bắt buộc	3	3	0	
19	BA119IU	Kinh tế vĩ mô	Introduction to Macroeconomics	Bắt buộc	3	3	0	
20	PE008IU	Tư Duy Phản Biện	Critical Thinking	Bắt buộc	3	3	0	
21	BA003IU	Nguyên lý tiếp thị	Principles of Marketing	Bắt buộc	3	3	0	
22	BA123IU	Nguyên lý quản trị	Principles of Management	Bắt buộc	3	3	0	
<b>II</b>	<b>Kiến thức cơ sở ngành</b>				<b>27</b>	<b>27</b>	<b>0</b>	
23	BA256IU	Workshop 1	Workshop 1	Bắt buộc	3	3	0	
24	BA005IU	Kế toán tài chính	Financial Accounting	Bắt buộc	3	3	0	
25	BA010IU	Kế toán quản trị	Managerial Accounting	Bắt buộc	3	3	0	
26	EFA233IU	Đạo đức và Quản trị công ty	Ethics and Corporate Governance	Bắt buộc	3	3	0	
27	BA006IU	Giao tiếp trong kinh doanh	Business Communication	Bắt buộc	3	3	0	
28	BA016IU	Nguyên lý Quản trị Tài chính	Fundamentals of Financial Management	Bắt buộc	3	3	0	
29	BA081IU	Luật kinh doanh	Business Law	Bắt buộc	3	3	0	
30	BA054IU	Tài chính doanh nghiệp	Corporate Finance	Bắt buộc	3	3	0	

31	BA134IU	Thị trường và các định chế tài chính	Financial Institutions and Markets	Bắt buộc	3	3	0	
<b>III</b>	<b>Kiến thức chuyên ngành</b>				<b>32</b>	<b>32</b>	<b>0</b>	
	<b>Chuyên ngành Tài chính Doanh nghiệp</b>				<b>32</b>	<b>32</b>	<b>0</b>	
	<b>Kiến thức bắt buộc</b>				<b>23</b>	<b>23</b>	<b>0</b>	
32	BA154IU	Khởi nghiệp và quản trị doanh nghiệp nhỏ	Entrepreneurship and Small Business Management	Bắt buộc	3	3	0	
33	BA051IU	Quản trị tài chính quốc tế	International Financial Management	Bắt buộc	3	3	0	
34	BA065IU	Định giá và phân tích kinh doanh	Business Analysis and Evaluation	Bắt buộc	3	3	0	
35	BA217IU	Tài chính hành vi	Behavioral Finance	Bắt buộc	3	3	0	
36	BA087IU	Thuế	Taxation	Bắt buộc	3	3	0	
37	BA269IU	Phương pháp nghiên cứu trong tài chính và kế toán	Research methods for finance and accounting	Bắt buộc	3	3	0	
38	BA257IU	Workshop 2 về tài chính	Workshop 2 on Financial Issues	Bắt buộc	2	2	0	
39	BA220IU	Quản trị vốn lưu động	Working Capital Management	Bắt buộc	3	3	0	
	<b>Kiến thức tự chọn</b>				<b>9</b>	<b>9</b>	<b>0</b>	
	<i>Chọn 1 trong 2 môn học sau</i>				3	3	0	
40	BA216IU	Phái sinh và Quản lý rủi ro	Derivatives and Risk Management	Tự chọn bắt buộc	3	3	0	
41	BA218IU	Phân tích tín dụng và cho vay	Credit Analysis and Lending	Tự chọn bắt buộc	3	3	0	
	<i>Chọn 1 trong 2 môn học sau</i>				3	3	0	
42	BA174IU	Kinh tế lượng và ứng dụng trong tài chính	Econometrics with Financial Applications	Tự chọn bắt buộc	3	3	0	
43	BA057IU	Kiểm toán căn bản	Auditing	Tự chọn bắt buộc	3	3	0	
	<i>Chọn 1 trong 12 môn học sau</i>				<b>3</b>	<b>3</b>	<b>0</b>	
44	BA138IU	Lý thuyết danh mục đầu tư và quản trị	Portfolio theory and	Tự chọn	3	3	0	

			Investment analysis					
45	BA191IU	Các phương pháp định lượng trong tài chính	Quantitative methods for finance	Tự chọn	3	3	0	
46	BA263IU	Mô hình tài chính	Financial Modelling	Tự chọn	3	3	0	
47	BA222IU	Các quyết định quản trị và báo cáo tài chính	Management Decisions and Financial Reporting	Tự chọn	3	3	0	
48	EFA215IU	Quản lý tài sản	Wealth management	Tự chọn	3	3	0	
49	EFA240IU	Chiến lược đầu tư bất động sản	Real Estate Investment Strategy	Tự chọn	3	3	0	
50	BA150IU		Special Study	Tự chọn	3	3	0	
51	BA255IU	Thực tập chuyên sâu	Special Internship	Tự chọn	3	3	0	
52	EFA239IU	Phân tích dữ liệu trong tài chính	Data Analytics in Finance	Tự chọn	3	3	0	
53	EFA216IU	Ứng dụng trí tuệ nhân tạo	AI Applications	Tự chọn	3	3	0	
54	BA261IU	Công nghệ tài chính	Fintech	Tự chọn	3	3	0	
<b>2 môn workshop 2 sẽ được tính là 1 môn tự chọn</b>								
55	EFA230IU	Workshop 2 về các vấn đề kinh tế	Workshop 2 on Economics Issues	Tự chọn	2	2	0	
56	BA281IU	Workshop 2 về Kế toán	Workshop 2 on Accounting Issues	Tự chọn	2	2	0	
<b>Chuyên ngành Quản trị Ngân hàng</b>					<b>32</b>	<b>32</b>	<b>0</b>	
<b>Kiến thức bắt buộc</b>					<b>23</b>	<b>23</b>	<b>0</b>	
57	EFA236IU	Thanh toán quốc tế	International Payment	Bắt buộc	3	3	0	
58	BA214IU	Quản trị các định chế tài chính	Financial Institutions Management	Bắt buộc	3	3	0	
60	BA269IU	Phương pháp nghiên cứu trong tài chính và kế toán	Research methods for finance and accounting	Bắt buộc	3	3	0	
61	BA189IU	Quản trị rủi ro ngân hàng	Banking Risk Management	Bắt buộc	3	3	0	

62	BA257IU	Workshop 2 về tài chính	Workshop 2 on Financial Issues	Bắt buộc	2	2	0	
63	EFA235IU	Quản lý và quy định ngân hàng thương mại	Commercial Banking Management and Regulation	Bắt buộc	3	3	0	
64	EFA237IU	Bảo hiểm	Insurance	Bắt buộc	3	3	0	
65	BA218IU	Phân tích tín dụng và cho vay	Credit analysis and Lending	Bắt buộc	3	3	0	
<b>Kiến thức tự chọn</b>					<b>9</b>	<b>9</b>	<b>0</b>	
<i>Chọn 1 trong 2 môn học sau</i>					<b>3</b>	<b>3</b>	<b>0</b>	
66	BA051IU	Quản trị tài chính quốc tế	International Financial Management	Tự chọn bắt buộc	3	3	0	
67	BA261IU	Fintech	Fintech	Tự chọn bắt buộc	3	3	0	
<i>Chọn 1 trong 2 môn học sau</i>					<b>3</b>	<b>3</b>	<b>0</b>	
68	BA174IU	Kinh tế lượng và ứng dụng trong tài chính	Econometrics with Financial Applications	Tự chọn bắt buộc	3	3	0	
69	EFA240IU	Chiến lược đầu tư bất động sản	Real Estate Investment Strategy	Tự chọn bắt buộc	3	3	0	
<i>Chọn 1 trong 12 môn học sau</i>					3	3	0	
70	EFA239IU	Phân tích dữ liệu trong tài chính	Data Analytics in Finance	Tự chọn	3	3	0	
71	EFA215IU	Quản lý tài sản	Wealth management	Tự chọn	3	3	0	
72	BA065IU	Định giá và phân tích kinh doanh	Business Analysis & Evaluation	Tự chọn	3	3	0	
73	BA191IU	Các phương pháp định lượng trong tài chính	Quantitative methods for finance	Tự chọn	3	3	0	
74	BA216IU	Phái sinh và Quản lý rủi ro	Derivatives and Risk Management	Tự chọn	3	3	0	
75	EFA217IU	Đầu tư cổ phần chưa đại chúng và Ngân hàng đầu tư	Private Equity and Investment Banking	Tự chọn	3	3	0	
76	BA154IU	Khởi nghiệp và quản trị	Entrepreneurs hip and	Tự chọn	3	3	0	

		doanh nghiệp nhỏ	Small Business Management					
77	BA263IU	Mô hình tài chính	Financial Modelling	Tự chọn	3	3	0	
78	EFA216IU	Ứng dụng trí tuệ nhân tạo	AI Applications	Tự chọn	3	3	0	
79	BA150IU		Special Study	Tự chọn	3	3	0	
80	BA255IU	Thực tập chuyên sâu	Special Internship	Tự chọn	3	3	0	
81	EFA230IU	Workshop 2 về các vấn đề kinh tế	Workshop 2 on Economics Issues	Tự chọn	2	2	0	
82	BA281IU	Workshop 2 về Kế toán	Workshop 2 on Accounting Issues	Tự chọn	2	2	0	
<b>Chuyên ngành Đầu tư tài chính</b>					<b>32</b>	<b>32</b>	<b>0</b>	
<b>Kiến thức bắt buộc</b>					<b>23</b>	<b>23</b>	<b>0</b>	
83	BA191IU	Các phương pháp định lượng trong tài chính	Quantitative methods for finance	Bắt buộc	3	3	0	
84	BA065IU	Định giá và phân tích kinh doanh	Business Analysis and Evaluation	Bắt buộc	3	3	0	
85	EFA239IU	Phân tích dữ liệu trong tài chính	Data Analytics in Finance	Bắt buộc	3	3	0	
86	BA216IU	Phái sinh và Quản lý rủi ro	Derivatives and Risk management	Bắt buộc	3	3	0	
87	BA269IU	Phương pháp nghiên cứu trong tài chính và kế toán	Research methods for finance and accounting	Bắt buộc	3	3	0	
88	EFA217IU	Đầu tư cổ phần chưa đại chúng và Ngân hàng đầu tư	Private Equity and Investment Banking	Bắt buộc	3	3	0	
89	BA257IU	Workshop 2 về tài chính	Workshop 2 on Financial Issues	Bắt buộc	2	2	0	
90	BA138IU	Lý thuyết danh mục đầu tư và quản trị	Portfolio theory and Investment analysis	Bắt buộc	3	3	0	
91	EFA237IU	Bảo hiểm	Insurance	Bắt buộc	3	3	0	

	<b>Kiến thức tự chọn</b>				<b>9</b>	<b>9</b>	<b>0</b>	
	<i>Chọn 1 trong 2 môn học sau</i>				3	3	0	
92	BA051IU	Quản trị tài chính quốc tế	International Financial Management	Tự chọn bắt buộc	3	3	0	
93	BA174IU	Kinh tế lượng và ứng dụng trong tài chính	Econometrics with Financial Applications	Tự chọn bắt buộc	3	3	0	
	<i>Chọn 1 trong 2 môn học sau</i>				3	3	0	
94	EFA238IU	Phân tích kỹ thuật	Technical Analysis	Tự chọn bắt buộc	3	3	0	
95	BA217IU	Tài chính hành vi	Behavioural Finance	Tự chọn bắt buộc	3	3	0	
	<i>Chọn 1 trong 11 môn học sau</i>				3	3	0	
96	EFAxxxIU	Quản lý tài sản	Wealth management	Tự chọn	3	3	0	
97	EFA240IU	Chiến lược đầu tư bất động sản	Real Estate Investment Strategy	Tự chọn	3	3	0	
98	BA150IU		Special Study	Tự chọn	3	3	0	
99	BA255IU	Thực tập chuyên sâu	Special Internship	Tự chọn	3	3	0	
100	EFA241IU	Định giá tài sản	Asset Pricing	Tự chọn	3	3	0	
101	BA191IU	Các phương pháp định lượng trong tài chính	Quantitative methods for finance	Bắt buộc	3	3	0	
102	BA154IU	Khởi nghiệp và quản trị doanh nghiệp nhỏ	Entrepreneurship and Small Business Management	Tự chọn	3	3	0	
103	BA263IU	Mô hình tài chính	Financial Modelling	Tự chọn	3	3	0	
104	EFA216IU	Ứng dụng trí tuệ nhân tạo	AI Applications	Tự chọn	3	3	0	
105	BA261IU	Công nghệ tài chính	Fintech	Tự chọn	3	3	0	
106	EFA230IU	Workshop 2 về các vấn đề kinh tế	Workshop 2 on Economics Issues	Tự chọn	3	3	0	
107	BA281IU	Workshop 2 về Kế toán	Workshop 2 on Accounting Issues	Tự chọn	3	3	0	
<b>IV</b>	<b>Kiến thức bổ trợ</b>				<b>0</b>	<b>0</b>	<b>0</b>	
<b>V</b>	<b>Thực tập, khóa luận/luận văn tốt nghiệp</b>				<b>15</b>	<b>15</b>	<b>0</b>	

108	EFA369IU	Thực tập định hướng	Internship	Bắt buộc	3	3	0	
109	EFA456IU	Luận văn	Thesis	Bắt buộc	12	12	0	
<b>Tổng số (tín chỉ)</b>					<b>124</b>	<b>124</b>	<b>0</b>	

**10. Dự kiến kế hoạch giảng dạy (phân bổ các môn học theo từng học kỳ)**

**Bảng 7. Dự kiến Kế hoạch giảng dạy theo từng học kỳ (Tham khảo)**

Học kỳ	Mã MH	Tên MH		Loại MH (bắt buộc/tự chọn)	Tín chỉ			Môn học tiên quyết (TQ)/ Môn học học trước (HT)/ Môn học song hành (SH)
		Tiếng Anh	Tiếng Việt		Tổng cộng	Lý thuyết	Thực hành/Thí nghiệm	
<b>I</b> (tổng tín chỉ: 16 - không bao gồm 3 tín chỉ Giáo dục thể chất)	EN007IU	Writing AE1	Tiếng Anh chuyên ngành 1 (kỹ năng viết AE1)	Bắt buộc	2	2	0	
	EN008IU	Listening AE1	Tiếng Anh chuyên ngành 1 (kỹ năng nghe AE1)	Bắt buộc	2	2	0	
	PT001IU	Physical Training 1	Giáo dục thể chất 1	Bắt buộc	3	0	3	
	PE015IU	Philosophy of Marxism and Leninism	Nguyên Lý Cơ Bản Của Chủ Nghĩa Mác- Lênin	Bắt buộc	3	3	0	
	PE016IU	Political economics of Marxism and Leninism	Kinh tế chính trị chủ nghĩa Mác-Lênin	Bắt buộc	2	2	0	
	BA117IU	Introduction to Microeconomics	Kinh tế vi mô	Bắt buộc	3	3	0	
	BA282IU	Maths for Business	Toán trong kinh doanh	Bắt buộc	4	4	0	
<b>Tổng cộng</b>					<b>16</b>	<b>16</b>	<b>0</b>	
<b>II</b> (tổng tín chỉ: 15 - không bao gồm 3 tín chỉ Giáo dục thể chất)	EN011IU	Writing AE2	Tiếng Anh chuyên ngành 2 (kỹ năng viết AE2)	Bắt buộc	2	2	0	TQ: Writing AE1 (EN007IU)
	EN012IU	Speaking AE2	Tiếng Anh chuyên ngành 2 (kỹ năng nói AE2)	Bắt buộc	2	2	0	
	PT002IU	Physical Training 2	Giáo dục thể chất 2	Bắt buộc	3	0	3	
	PE017IU	Scientific socialism	Chủ nghĩa Xã hội khoa học	Bắt buộc	2	2	0	

	PE008IU	Critical Thinking	Tư duy phản biện	Bắt buộc	3	3	0	
	BA119IU	Introduction to Macroeconomics	Kinh tế vĩ mô	Bắt buộc	3	3	0	
	BA120IU	Business Computing Skills	Tin học quản lý	Bắt buộc	3	3	0	
<b>Tổng cộng</b>					<b>15</b>	<b>15</b>	<b>0</b>	
<b>III (tổng tín chỉ: 16)</b>	BA003IU	Principles of Marketing	Nguyên lý tiếp thị	Bắt buộc	3	3	0	
	BA080IU	Statistics for Business	Thống kê ứng dụng trong kinh doanh	Bắt buộc	3	3	0	
	PE018IU	History of Vietnamese Communist Party	Lịch sử Đảng Cộng Sản Việt Nam	Bắt buộc	2	2	0	HT: Philosophy of Marxism and Leninism (PE015IU); Political Economics of Marxism and Leninism (PE016IU) and Scientific Socialism (PE017IU)
	BA005IU	Financial Accounting	Kế toán tài chính	Bắt buộc	3	3	0	
	BA256IU	Workshop 1	Workshop 1	Bắt buộc	3	3	0	
	PE019IU	Ho Chi Minh's Thoughts	Tư tưởng Hồ Chí Minh	Bắt buộc	2	2	0	HT: Philosophy of Marxism and Leninism (PE015IU); Political Economics of Marxism and Leninism (PE016IU) and Scientific Socialism (PE017IU)
	<b>Tổng cộng</b>					<b>16</b>	<b>16</b>	<b>0</b>
<b>IV (tổng tín chỉ: 15)</b>	BA016IU	Fundamentals of Financial Management	Nguyên lý Quản trị Tài chính	Bắt buộc	3	3	0	
	BA010IU	Managerial Accounting	Kế toán quản trị	Bắt buộc	3	3	0	HT: Financial Accounting (BA005IU)
	PE021IU	General Law	Pháp luật đại cương	Bắt buộc	3	3	0	

	BA123IU	Principles of Management	Nguyên lý quản trị	Bắt buộc	3	3	0		
<b>Chọn 1 trong 4 môn học sau (3 tín chỉ)</b>									
	BA118IU	Introduction to Psychology	Giới thiệu về Tâm lý học	Tự chọn	3	3	0		
	BA197IU	Introduction to Sociology	Giới thiệu về Xã hội học	Tự chọn	3	3	0		
	PE007IU	World Economic Geography	Địa lý kinh tế thế giới	Tự chọn	3	3	0		
	PE010IU	Vietnamese History and Culture	Lịch sử văn hoá Việt Nam	Tự chọn	3	3	0		
<b>Tổng cộng</b>					<b>15</b>	<b>15</b>	<b>0</b>		
<b>Chuyên ngành Quản trị ngân hàng</b>									
<b>V (tổng tín chỉ: 15)</b>	BA006IU	Business Communication	Giao tiếp trong kinh doanh	Bắt buộc	3	3	0		
	BA081IU	Business Law	Luật kinh doanh	Bắt buộc	3	3	0	HT: General Law (PE021IU)	
	BA134IU	Financial Institutions and Markets	Thị trường và các định chế tài chính	Bắt buộc	3	3	0		
	BA054IU	Corporate Finance	Tài chính doanh nghiệp	Bắt buộc	3	3	0	HT: Fundamentals of financial management – BA016IU	
	<b>Chọn 1 trong 2 môn học sau (3 tín chỉ)</b>								
	BA261IU	Fintech	Công nghệ tài chính	Tự chọn bắt buộc	3	3	0		
	BA051IU	International Financial Management	Quản trị tài chính quốc tế	Tự chọn bắt buộc	3	3	0	HT: Fundamentals of financial management – BA016IU	
<b>Tổng cộng</b>					<b>15</b>	<b>15</b>	<b>0</b>		
<b>VI</b>	EFA236IU	International Payment	Thanh toán quốc tế	Bắt buộc	3	3	0		

<b>(tổng tín chỉ: 15)</b>	BA214IU	Financial Institutions Management	Quản trị các định chế tài chính	Bắt buộc	3	3	0	HT: BA016IU - Fundamentals of Financial Management and BA134IU - Financial Institutions and Markets
	EFA233IU	Ethics and Corporate Governance	Đạo đức và Quản trị công ty	Bắt buộc	3	3	0	
	EFA235IU	Commercial Banking Management and Regulation	Quản lý và quy định ngân hàng thương mại	Bắt buộc	3	3	0	HT: Fundamentals of financial management – BA016IU and BA134IU - Financial Institutions and Markets
	<b>Chọn 1 trong 2 môn học sau (3 tín chỉ)</b>							
	BA174IU	Econometrics with Financial Applications	Kinh tế lượng và ứng dụng trong tài chính	Tự chọn bắt buộc	3	3	0	HT: BA080IU - Statistics for Business
	EFA240IU	Real Estate Investment Strategy	Chiến lược đầu tư bất động sản	Tự chọn bắt buộc	3	3	0	HT: BA016IU - Fundamentals of Financial Management
<b>Tổng cộng</b>					<b>15</b>	<b>15</b>	<b>0</b>	
<b>VII (tổng tín chỉ: 3)</b>	EFA369IU	Internship	Thực tập	Bắt buộc	3	3	0	TQ: BA010IU - Managerial Accounting, BA054IU - Corporate Finance and EFA203IU - Introductory Econometrics
<b>Tổng cộng</b>					<b>3</b>	<b>0</b>	<b>3</b>	
<b>VIII (tổng tín chỉ: 17)</b>	BA269IU	Research methods for finance and accounting	Phương pháp nghiên cứu trong tài chính và kế toán	Bắt buộc	3	3	0	TQ: BA080IU - Statistics for Business

BA257IU	Workshop 2 on Financial Issues	Workshop 2 về tài chính	Bắt buộc	2	2	0	TQ: BA054IU - Corporate Finance and EFA233IU - Ethics and Corporate Governance
BA189IU	Banking Risk Management	Quản trị rủi ro ngân hàng	Bắt buộc	3	3	0	HT: BA080IU - Statistics for Business
BA218IU	Credit Analysis and Lending	Phân tích tín dụng và cho vay	Bắt buộc	3	3	0	TQ: Financial Accounting – BA005IU, Fundamental of Financial Management – BA016IU, Corporate Finance – BA054IU
EFA237IU	Insurance	Bảo hiểm	Bắt buộc	3	3	0	HT: BA016IU - Fundamentals of Financial Management
<b>Chọn 1 trong 12 môn học sau (3 tín chỉ)</b>							
BA150IU	Special Study		Tự chọn	3	3	0	
EFA215IU	Wealth management	Quản lý tài sản	Tự chọn	3	3	0	HT: BA016IU - Fundamentals of Financial Management
BA263IU	Financial Modelling	Mô hình tài chính	Tự chọn	3	3	0	HT: Fundamental of Financial Management – BA016IU
EFA217IU	Private Equity and Investment Banking	Đầu tư cổ phần chưa đại chúng và Ngân hàng đầu tư	Tự chọn	3	3	0	HT: BA054IU - Corporate Finance and BA134IU - Financial Institutions and Markets
BA255IU	Specialized Internship	Thực tập chuyên sâu	Tự chọn	3	3	0	

BA154IU	Entrepreneurship and Small Business Management	Khởi nghiệp và quản trị doanh nghiệp nhỏ	Tự chọn	3	3	0	
BA191IU	Quantitative Methods for Finance	Các phương pháp định lượng trong tài chính	Tự chọn	3	3	0	HT: BA080IU - Statistics for Business
EFA216IU	AI Applications	Ứng dụng trí tuệ nhân tạo	Tự chọn	3	3	0	HT: Math for Business – BA282IU and Statistics for Business – BA080IU
BA065IU	Business Analysis & Evaluation	Định giá và phân tích kinh doanh	Tự chọn	3	3	0	TQ: Fundamentals of financial management – BA016IU and Financial Accounting - BA005IU
BA216IU	Derivatives and Risk management	Phái sinh và Quản lý rủi ro	Tự chọn	3	3	0	
EFA239IU	Data Analytics in Finance	Phân tích dữ liệu trong tài chính	Tự chọn	3	3	0	HT: BA120IU - Business Computing Skills
<b>2 môn workshop 2 thay thế cho 1 môn tự chọn</b>							
EFA230IU	Workshop 2 on Economics Issues	Workshop 2 về các vấn đề kinh tế	Tự chọn	2	2	0	TQ: EFA201IU - Intermediate Microeconomics, EFA202IU - Intermediate Macroeconomics and EFA203IU - Introductory Econometrics

	BA281IU	Workshop 2 on Accounting Issues	Workshop 2 về Kế toán	Tự chọn	2	2	0	TQ: Managerial Accounting – BA010IU	
Tổng cộng						17	17	0	
<b>IX</b> (tổng tín chỉ: 12)	EFA456IU	Thesis	Luận văn tốt nghiệp	Bắt buộc	12	12	0	TQ: BA269IU - Research methods for finance and accounting, EFA209IU - Research Methods in Economics and EFA369IU - Internship	
	Tổng cộng						12	12	0
<b>Chuyên ngành Tài chính doanh nghiệp</b>									
<b>V</b> (tổng tín chỉ: 15)	BA006IU	Business Communication	Giao tiếp trong kinh doanh	Bắt buộc	3	3	0		
	BA081IU	Business Law	Luật kinh doanh	Bắt buộc	3	3	0		
	BA134IU	Financial Institutions and Markets	Thị trường và các định chế tài chính	Bắt buộc	3	3	0		
	BA054IU	Corporate Finance	Tài chính doanh nghiệp	Bắt buộc	3	3	0		
	<b>Chọn 1 trong 2 môn sau (3 tín chỉ)</b>								
	BA216IU	Derivatives and Risk management	Phái sinh và Quản lý rủi ro		Tự chọn bắt buộc	3	3	0	
	BA218IU	Credit Analysis and Lending	Phân tích tín dụng và cho vay		Tự chọn bắt buộc	3	3	0	TQ: Financial Accounting – BA005IU, Fundamental of Financial Management – BA016IU, Corporate Finance – BA054IU
Tổng cộng						15	15	0	

<b>VI</b> <b>(tổng tín chỉ: 15)</b>	BA051IU	International Financial Management	Quản trị tài chính quốc tế	Bắt buộc	3	3	0	HT: Fundamentals of financial management – BA016IU
	EFA233IU	Ethics and Corporate Governance	Đạo đức và Quản trị công ty	Bắt buộc	3	3	0	
	BA220IU	Working Capital Management	Quản trị vốn lưu động	Bắt buộc	3	3	0	HT: Fundamentals of financial management – BA016IU
	BA065IU	Business Analysis & Evaluation	Định giá và phân tích kinh doanh	Bắt buộc	3	3	0	TQ: Fundamentals of financial management – BA016IU and Financial Accounting - BA005IU
	<b>Chọn 1 trong 2 môn sau (3 tín chỉ)</b>							
	BA174IU	Econometrics with Financial Applications	Kinh tế lượng và ứng dụng trong tài chính	Tự chọn bắt buộc	3	3	0	HT: BA080IU - Statistics for Business
	BA057IU	Auditing		Tự chọn bắt buộc	3	3	0	
<b>Tổng cộng</b>					<b>15</b>	<b>15</b>	<b>0</b>	
<b>VII</b> <b>(tổng tín chỉ: 3)</b>	EFA369IU	Internship	Thực tập	Bắt buộc	3	3	0	TQ: BA010IU - Managerial Accounting, BA054IU - Corporate Finance and EFA203IU - Introductory Econometrics
<b>Tổng cộng</b>					<b>3</b>	<b>0</b>	<b>3</b>	
<b>VIII</b> <b>(tổng tín chỉ: 17)</b>	BA269IU	Research methods for finance and accounting	Phương pháp nghiên cứu trong tài chính và kế toán	Bắt buộc	3	3	0	TQ: BA080IU - Statistics for Business
	BA257IU	Workshop 2 on Financial Issues	Workshop 2 về tài chính	Bắt buộc	2	2	0	TQ: BA054IU - Corporate Finance and

							EFA233IU - Ethics and Corporate Governance
BA217IU	Behavioural Finance	Tài chính hành vi	Bắt buộc	3	3	0	
BA087IU	Taxation	Thuế	Bắt buộc	3	3	0	HT: BA005IU - Financial Accounting, BA010IU - Managerial Accounting, BA117IU - Introduction to Microeconomics, BA119IU - Introduction to Macroeconomics
BA154IU	Entrepreneurship and Small Business Management	Khởi nghiệp và quản trị doanh nghiệp nhỏ	Bắt buộc	3	3	0	
<b>Chọn 1 trong 12 môn học sau (3 tín chỉ)</b>							
EFA240IU	Real Estate Investment Strategy	Chiến lược đầu tư bất động sản	Tự chọn	3	3	0	HT: BA016IU - Fundamentals of Financial Management
BA138IU	Portfolio Theory and Investment Analysis	Lý thuyết danh mục đầu tư và quản trị	Tự chọn	3	3	0	TQ:BA016IU - Fundamentals of Financial Management HT: BA134IU - Financial Institutions and Markets
BA150IU	Special Study		Tự chọn	3	3	0	
BA222IU	Management Decisions and Financial Reporting	Các quyết định quản trị và báo cáo tài chính	Tự chọn	3	3	0	HT: BA005IU - Financial Accounting
EFA215IU	Wealth management	Quản lý tài sản	Tự chọn	3	3	0	HT: BA016IU - Fundamentals of Financial Management

	BA255IU	Specialized Internship	Thực tập chuyên sâu	Tự chọn	3	3	0	
	BA191IU	Quantitative Methods for Finance	Các phương pháp định lượng trong tài chính	Tự chọn	3	3	0	HT: BA080IU - Statistics for Business
	EFA216IU	AI Applications	Ứng dụng trí tuệ nhân tạo	Tự chọn	3	3	0	HT: Math for Business – BA282IU and Statistics for Business – BA080IU
	BA263IU	Financial Modelling	Mô hình tài chính	Tự chọn	3	3	0	HT: Fundamental of Financial Management – BA016IU
	BA261IU	Fintech	Công nghệ tài chính	Tự chọn	3	3	0	
	EFA239IU	Data Analytics in Finance	Phân tích dữ liệu trong tài chính	Tự chọn	3	3	0	HT: BA120IU - Business Computing Skills
<b>2 môn workshop 2 sẽ thay thế cho 1 môn tự chọn</b>								
	EFA230IU	Workshop 2 on Economics Issues	Workshop 2 về các vấn đề kinh tế	Tự chọn	2	2	0	TQ: EFA201IU - Intermediate Microeconomics, EFA202IU - Intermediate Macroeconomics and EFA203IU - Introductory Econometrics
	BA281IU	Workshop 2 on Accounting Issues	Workshop 2 về Kế toán	Tự chọn	2	2	0	TQ: Managerial Accounting – BA010IU
<b>Tổng cộng</b>					<b>17</b>	<b>17</b>	<b>0</b>	
<b>IX (tổng tín chỉ: 12)</b>	EFA456IU	Thesis	Luận văn tốt nghiệp	Bắt buộc	12	12	0	TQ: BA269IU - Research methods for finance and accounting,

								EFA209IU - Research Methods in Economics and EFA369IU - Internship	
Tổng cộng					12	12	0		
<b>Chuyên ngành Đầu tư tài chính</b>									
<b>V (tổng tín chỉ: 15)</b>	BA006IU	Business Communication	Giao tiếp trong kinh doanh	Bắt buộc	3	3	0		
	BA081IU	Business Law	Luật kinh doanh	Bắt buộc	3	3	0		
	BA134IU	Financial Institutions and Markets	Thị trường và các định chế tài chính	Bắt buộc	3	3	0		
	BA054IU	Corporate Finance	Tài chính doanh nghiệp	Bắt buộc	3	3	0		
	<b>Chọn 1 trong 2 môn sau (3 tín chỉ)</b>								
	EFA238IU	Technical Analysis	Phân tích kỹ thuật	Tự chọn bắt buộc	3	3	0	HT: BA080IU - Statistics for Business	
	BA217IU	Behavioural Finance	Tài chính hành vi	Tự chọn bắt buộc	3	3	0		
Tổng cộng					<b>15</b>	<b>15</b>	<b>0</b>		
<b>VI (tổng tín chỉ: 15)</b>	EFA233IU	Ethics and Corporate Governance	Đạo đức và Quản trị công ty	Bắt buộc	3	3	0		
	BA216IU	Derivatives and Risk management	Phái sinh và Quản lý rủi ro	Bắt buộc	3	3	0		
	EFA239IU	Data Analytics in Finance	Phân tích dữ liệu trong tài chính	Bắt buộc	3	3	0	HT: BA120IU - Business Computing Skills	
	BA065IU	Business Analysis & Evaluation	Định giá và phân tích kinh doanh	Bắt buộc	3	3	0	TQ: Fundamentals of financial management – BA016IU and Financial Accounting - BA005IU	
	<b>Chọn 1 trong 2 môn sau (3 tín chỉ)</b>								

	BA174IU	Econometrics with Financial Applications	Kinh tế lượng và ứng dụng trong tài chính	Tự chọn bắt buộc	3	3	0	HT: BA080IU - Statistics for Business
	BA051IU	International Financial Management	Quản trị tài chính quốc tế	Tự chọn bắt buộc	3	3	0	HT: Fundamentals of financial management – BA016IU
Tổng cộng						<b>15</b>	<b>15</b>	<b>0</b>
<b>VII</b> (tổng tín chỉ: 3)	EFA369IU	Internship	Thực tập	Bắt buộc	3	3	0	TQ: BA010IU - Managerial Accounting, BA054IU - Corporate Finance and EFA203IU - Introductory Econometrics
Tổng cộng						<b>3</b>	<b>0</b>	<b>3</b>
<b>VIII</b> (tổng tín chỉ: 17)	BA269IU	Research methods for finance and accounting	Phương pháp nghiên cứu trong tài chính và kế toán	Bắt buộc	3	3	0	TQ: BA080IU - Statistics for Business
	BA257IU	Workshop 2 on Financial Issues	Workshop 2 về tài chính	Bắt buộc	2	2	0	BA054IU - Corporate Finance and EFA233IU - Ethics and Corporate Governance
	EFA217IU	Private Equity and Investment Banking	Đầu tư cổ phần chưa đại chúng và Ngân hàng đầu tư	Bắt buộc	3	3	0	HT: BA054IU - Corporate Finance and BA134IU - Financial Institutions and Markets
	BA138IU	Portfolio Theory and Investment Analysis	Lý thuyết danh mục đầu tư và quản trị	Bắt buộc	3	3	0	TQ:BA016IU - Fundamentals of Financial Management HT: BA134IU - Financial Institutions and Markets

EFA237IU	Insurance	Bảo hiểm	Bắt buộc	3	3	0	HT: BA016IU - Fundamentals of Financial Management
<b>Chọn 1 trong 11 môn học sau (3 tín chỉ)</b>							
EFA240IU	Real Estate Investment Strategy	Chiến lược đầu tư bất động sản	Tự chọn	3	3	0	HT: BA016IU - Fundamentals of Financial Management
BA150IU	Special Study		Tự chọn	3	3	0	
BA261IU	Fintech	Công nghệ tài chính	Tự chọn	3	3	0	
EFA241IU	Asset Pricing	Định giá tài sản	Tự chọn	3	3	0	HT: BA008IU – Statistics for Business
BA255IU	Specialized Internship	Thực tập chuyên sâu	Tự chọn	3	3	0	
BA154IU	Entrepreneurship and Small Business Management	Khởi nghiệp và quản trị doanh nghiệp nhỏ	Tự chọn	3	3	0	
BA191IU	Quantitative Methods for Finance	Các phương pháp định lượng trong tài chính	Tự chọn	3	3	0	HT: BA080IU - Statistics for Business
EFA216IU	AI Applications	Ứng dụng trí tuệ nhân tạo	Tự chọn	3	3	0	HT: Math for Business – BA282IU and Statistics for Business – BA080IU
EFA215IU	Wealth management	Quản lý tài sản	Tự chọn	3	3	0	HT: BA016IU - Fundamentals of Financial Management
BA263IU	Financial Modelling	Mô hình tài chính	Tự chọn	3	3	0	HT: Fundamental of Financial Management – BA016IU
<b>2 môn workshop 2 sẽ thay thế cho 1 môn tự chọn</b>							
EFA230IU	Workshop 2 on Economics Issues	Workshop 2 về các vấn đề kinh tế	Tự chọn	2	2	0	TQ: EFA201IU - Intermediate

								Microeconomics, EFA202IU - Intermediate Macroeconomics and EFA203IU - Introductory Econometrics
	BA281IU	Workshop 2 on Accounting Issues	Workshop 2 về Kế toán	Tự chọn	2	2	0	TQ: Managerial Accounting – BA010IU
Tổng cộng					<b>17</b>	<b>17</b>	<b>0</b>	
<b>IX (tổng tín chỉ: 12)</b>	EFA456IU	Thesis	Luận văn tốt nghiệp	Bắt buộc	12	12	0	TQ: BA269IU - Research methods for finance and accounting, EFA209IU - Research Methods in Economics and EFA369IU - Internship
Tổng cộng					<b>12</b>	<b>12</b>	<b>0</b>	
<b>Tổng</b>					<b>124</b>	<b>124</b>	<b>0</b>	

### 11. Ma trận các môn học và chuẩn đầu ra (kỹ năng)

Mức độ đóng góp của các môn học vào chuẩn đầu ra của CTĐT ngành Tài chính ngân hàng được trình bày như Bảng 8.

Bảng 8. Đóng góp của các môn học vào CDR của CTĐT

Học kỳ	Mã môn học	Tên môn học <sup>(4)</sup> (Bảng tiếng Anh)	Chuẩn đầu ra của CTĐT <sup>(5)</sup>					
			PLO1	PLO2	PLO3	PLO4	PLO5	
<b>I</b> (tổng tín chỉ: 16)	EN007IU	Writing AE1					X	
	EN008IU	Listening AE1					X	
	PT001IU	Physical Training 1						
	PE015IU	Philosophy of Marxism and Leninism					X	
	PE016IU	Political economics of Marxism and Leninism					X	
	BA117IU	Introduction to Microeconomics	X	X		X		
	BA282IU	Maths for Business	X		X			
<b>II</b> (tổng tín chỉ: 15)	EN011IU	Writing AE2					X	
	EN012IU	Speaking AE2					X	
	PT002IU	Physical Training 2						
	PE017IU	Scientific socialism					X	
	PE008IU	Critical Thinking	X					
	BA119IU	Introduction to Macroeconomics	X	X		X		
<b>III</b> (tổng tín chỉ: 16)	BA003IU	Principles of Marketing	X	X		X	X	
	BA080IU	Statistics for Business	X	X				
	PE018IU	History of Vietnamese Communist Party					X	
	BA005IU	Financial Accounting	X	X	X		X	
	BA256IU	Workshop 1	X				X	
	PE019IU	Ho Chi Minh's Thoughts					X	
<b>IV</b> (tổng tín chỉ: 15)	BA016IU	Fundamentals of Financial Management	X	X	X	X	X	
	BA010IU	Managerial Accounting	X	X	X	X		
	PE021IU	General Law	X	X				
	BA123IU	Principles of Management	X	X		X		
	BA118IU	Introduction to Psychology				X		
	BA197IU	Introduction to Sociology				X		
	PE007IU	World Economic Geography					X	
<b>V</b> (tổng tín)	PE010IU	Vietnamese History and Culture					X	
	<b>CHUYÊN NGÀNH: QUẢN TRỊ NGÂN HÀNG</b>							
	BA006IU	Business Communication	X			X		
BA081IU	Business Law	X		X	X			
BA134IU	Financial Institutions and Markets	X			X	X		

<b>chỉ: 15)</b>	BA054IU	Corporate Finance	x			x	x
	BA261IU	Fintech	x			x	x
	BA051IU	International Financial Management	x			x	x
<b>VI (tổng tín chỉ: 15)</b>	EFA236IU	International Payment	x			x	x
	BA214IU	Financial Institutions Management	x			x	x
	EFA233IU	Ethics and Corporate Governance	x		x		
	EFA235IU	Commercial Banking Management and Regulation	x		x	x	x
	BA174IU	Econometrics with Financial Applications	x		x	x	x
	EFA240IU	Real Estate Investment Strategy	x		x	x	x
<b>VII (tổng tín chỉ: 3)</b>	EFA369IU	Internship	x				x
<b>VIII (tổng tín chỉ: 17)</b>	BA269IU	Research methods for finance and accounting	x				
	BA257IU	Workshop 2 on Financial Issues	x			x	
	BA189IU	Banking Risk Management	x		x		
	BA218IU	Credit Analysis and Lending	x				x
	EFA237IU	Insurance	x	x	x	x	x
	BA150IU	Special Study	x	x	x	x	x
	EFA215IU	Wealth management	x	x	x	x	x
	BA263IU	Financial Modelling	x	x	x	x	x
	EFA217IU	Private Equity and Investment Banking	x	x	x	x	x
	BA255IU	Specialized Internship	x	x	x	x	
	BA154IU	Entrepreneurship and Small Business Management	x	x	x	x	x
	BA191IU	Quantitative Methods for Finance	x	x	x	x	x
	EFA216IU	AI Applications	x	x	x	x	x
	BA065IU	Business Analysis & Evaluation	x	x	x	x	x
	BA216IU	Derivatives and Risk management	x	x	x	x	x
	EFA239IU	Data Analytics in Finance	x	x	x	x	x
EFA230IU	Workshop 2 on Economics Issues	x	x	x	x	x	
BA281IU	Workshop 2 on Accounting Issues	x	x	x	x	x	

<b>IX (tổng tín chỉ: 12)</b>	EFA456IU	Thesis	x	x	x	x	x
<b>CHUYÊN NGÀNH: TÀI CHÍNH DOANH NGHIỆP</b>							
<b>V (tổng tín chỉ: 15)</b>	BA006IU	Business Communication	x			x	
	BA081IU	Business Law	x		x	x	
	BA134IU	Financial Institutions and Markets	x			x	x
	BA054IU	Corporate Finance	x			x	x
	BA216IU	Derivatives and Risk management	x			x	x
	BA218IU	Credit Analysis and Lending	x			x	x
<b>VI (tổng tín chỉ: 15)</b>	BA051IU	International Financial Management	x			x	x
	EFA233IU	Ethics and Corporate Governance	x			x	x
	BA220IU	Working Capital Management	x		x		
	BA065IU	Business Analysis & Evaluation	x		x	x	x
	BA174IU	Econometrics with Financial Applications	x		x	x	x
	BA057IU	Auditing	x		x	x	x
<b>VII (tổng tín chỉ: 3)</b>	EFA369IU	Internship	x				x
<b>VIII (tổng tín chỉ: 17)</b>	BA269IU	Research methods for finance and accounting	x				
	BA257IU	Workshop 2 on Financial Issues	x			x	
	BA217IU	Behavioural Finance	x		x		
	BA087IU	Taxation	x				x
	BA154IU	Entrepreneurship and Small Business Management	x	x	x	x	x
	EFA240IU	Real Estate Investment Strategy	x	x	x	x	x
	BA138IU	Portfolio Theory and Investment Analysis	x	x	x	x	x
	BA150IU	Special Study	x	x	x	x	x
	BA222IU	Management Decisions and Financial Reporting	x	x	x	x	x
	EFA215IU	Wealth management	x	x	x	x	
	BA255IU	Specialized Internship	x	x	x	x	x
	BA191IU	Quantitative Methods for Finance	x	x	x	x	x

	EFA216IU	AI Applications	x	x	x	x	x
	BA263IU	Financial Modelling	x	x	x	x	x
	EFA239IU	Data Analytics in Finance	x	x	x	x	
	BA261IU	Fintech	x	x	x	x	x
	EFA230IU	Workshop 2 on Economics Issues	x	x	x	x	x
	BA281IU	Workshop 2 on Accounting Issues	x	x	x	x	x
<b>IX (tổng tín chỉ: 12)</b>	EFA456IU	Thesis	x	x	x	x	x
<b>CHUYÊN NGÀNH: ĐẦU TƯ TÀI CHÍNH</b>							
<b>V (tổng tín chỉ: 15)</b>	BA006IU	Business Communication	x			x	
	BA081IU	Business Law	x		x	x	
	BA134IU	Financial Institutions and Markets	x			x	x
	BA054IU	Corporate Finance	x			x	x
	EFA238IU	Technical Analysis	x			x	x
	BA217IU	Behavioural Finance	x			x	x
<b>VI (tổng tín chỉ: 15)</b>	EFA233IU	Ethics and Corporate Governance	x			x	x
	BA216IU	Derivatives and Risk management	x			x	x
	EFA239IU	Data Analytics in Finance	x	x	x	x	x
	BA065IU	Business Analysis & Evaluation	x		x	x	x
	BA174IU	Econometrics with Financial Applications	x		x	x	x
	BA051IU	International Financial Management	x		x	x	x
<b>VII (tổng tín chỉ: 3)</b>	EFA369IU	Internship	x				x
<b>VIII (tổng tín chỉ: 17)</b>	BA269IU	Research methods for finance and accounting	x				
	BA257IU	Workshop 2 on Financial Issues	x			x	
	EFA217IU	Private Equity and Investment Banking	x		x		
	BA138IU	Portfolio Theory and Investment Analysis	x				x
	EFA237IU	Insurance	x	x	x	x	x
	EFA240IU	Real Estate Investment Strategy	x	x	x	x	x
	BA150IU	Special Study	x	x	x	x	x
	BA261IU	Fintech	x	x	x	x	x
	EFA241IU	Asset Pricing	x	x	x	x	x

	BA255IU	Specialized Internship	x	x	x	x	
	BA154IU	Entrepreneurship and Small Business Management	x	x	x	x	x
	BA191IU	Quantitative Methods for Finance	x	x	x	x	x
	EFA216IU	AI Applications	x	x	x	x	x
	EFA215IU	Wealth management	x	x	x	x	x
	BA263IU	Financial Modelling	x	x	x	x	x
	EFA230IU	Workshop 2 on Economics Issues	x	x	x	x	x
	BA281IU	Workshop 2 on Accounting Issues	x	x	x	x	x
<b>IX (tổng tín chỉ: 12)</b>	EFA456IU	Thesis	x	x	x	x	x

## 12. Mô tả vắn tắt nội dung và khối lượng các môn học

### 12.1. Tên môn học tiếng Anh, Tên môn học tiếng Việt:

#### Kiến thức giáo dục đại cương

#### 1. PE015IU - Philosophy of Marxism and Leninism - Nguyên Lý Cơ Bản Của Chủ Nghĩa Mác-Lênin

**Credits:** 3 (3.0)

**Prerequisite:** No

**Course description:** This course provides students with the most fundamental theoretical foundations, enabling them to approach the content of the course on Ho Chi Minh's Thought and the Revolutionary Path of the Communist Party of Vietnam. It helps students understand the ideological foundation of the Party, thereby fostering revolutionary beliefs and ideals, and gradually establishing a worldview, outlook on life, and general methodology to approach the specialized sciences they are trained in.

#### 2. PE016IU - Political Economics of Marxism and Leninism - Kinh tế chính trị chủ nghĩa Mác-Lênin

**Credits:** 2 (2.0)

**Prerequisite:** No

**Course description:** The course content consists of 6 chapters. Chapter 1 discusses the subject, research methods, and functions of Marxist-Leninist political economy. Chapters 2 through 6 present the core content of Marxist-Leninist political economy according to the course objectives. Specifically, topics include commodities, markets, and the roles of actors in the market economy; surplus value production in the market economy; competition and monopoly in the market economy; socialist-oriented market economy and economic interest relations in Vietnam; industrialization, modernization, and Vietnam's international economic integration.

#### 3. PE019IU - Ho Chi Minh's Thought - Tư tưởng Hồ Chí Minh

**Credits:** 2 (2.0)

**Prerequisite:** Philosophy of Marxism and Leninism (PE015IU); Political Economics of Marxism and Leninism (PE016IU) and Scientific Socialism (PE017IU)

**Course description:** This course aims to provide students with a comprehensive understanding of Ho Chi Minh's philosophy, which is the result of applying and developing Marxism-Leninism within the specific context of Vietnam, while also drawing upon Vietnamese national values and global cultural influences.

**4. PE017IU - Scientific Socialism - Chủ nghĩa xã hội khoa học**

**Credits:** 2 (2.0)

**Prerequisite:** No

**Course description:** The course content consists of 7 chapters. Chapter 1 introduces foundational issues in Scientific Socialism, clarifying the formation and development of this theory, its research subject, methodology, and the significance of studying Scientific Socialism. Chapters 2 through 7 present the fundamental theoretical issues of Scientific Socialism, such as: the historical mission of the working class; socialism and the transitional period toward socialism; the concept of socialist democracy and the socialist state; social class structure and class alliances during the transition to socialism; issues related to ethnicity and religion; and the role of the family during the socialist transition.

**5. PE018IU - History of Vietnamese Communist Party - Lịch sử Đảng Cộng Sản Việt Nam**

**Credits:** 2 (2.0)

**Prerequisite:** Philosophy of Marxism and Leninism (PE015IU); Political Economics of Marxism and Leninism (PE016IU) and Scientific Socialism (PE017IU)

**Course description:** This course aims to equip students with a system of knowledge on the Party's history of leadership, struggle and governance; it also provides a clear awareness of the Party's role as a political Party - an organization that leads the proletariat and the Vietnamese nation. It also helps students raise their political awareness and be keenly aware of the nation's and state's major issues in relation to present-day and global issues.

**6. BA118IU - Giới thiệu về Tâm lý học - Introduction to Psychology**

**Credits:** 3 (3.0)

**Prerequisite:** No

**Course description:** This course introduces psychology principles and theories include methodology and brief analysis of major content areas ranging from development, perception, and learning to motivation/emotion, personality, and social

**7. BA197IU- Giới thiệu về Xã hội học - Introduction to Sociology**

**Credits:** 3 (3.0)

**Prerequisite:** No

**Course description:** This course provides a basic understanding of the nature of social sciences, introduces the fields of sociology and its key themes, and facilitates the development of the awareness of the language and methodology relating to the study of social sciences.

**8. PE007IU - Địa lý kinh tế thế giới - World Economic Geography**

**Credits:** 3 (3.0)

**Prerequisite:** No

**Course description:** Course provides various dimensions of the world economy geography (WEG) in the age of globalization. In a world, the trend of global trade is increasingly vital, WEG is an imperative for all who wish to know what is happening to their global economy. Course gives the very basic concepts and terms in studying economic geography. In economic aspects, it concerns: the varied ways of people earning, the patterns of human activities to produce, the distributed and consumed goods and services, and the

geographic framework of world trade and business. The lectures will have an emphasis on geographic changes in the world economy.

**9. PE010IU - Lịch sử văn hoá Việt Nam - Vietnamese History and Culture**

**Credits:** 3 (3.0)

**Prerequisite:** No

**Course description:** This course provides the students with basic understanding of the Vietnamese history and culture from historical perspectives, encourage a positive attitude towards Vietnamese Studies as a regional studies, to build up the students' confidence in independent research on Vietnamese history and culture and culture as well as to raise their historical, socio – cultural awareness

**10. PE021IU - Pháp luật đại cương - General Law**

**Credits:** 3 (3.0)

**Prerequisite:** No

**Course description:** This course provides students with general knowledge, basic concepts, principles, main legal branches that serve the foundation of the Vietnamese legal system and. During the course students will be also familiarized with legal language; engaged in critical thinking; and exposed to legal reasoning and problem-solving skills in order to develop students' ability to apply them to real life situation

**11. EN008IU - Tiếng Anh chuyên ngành 1 (kỹ năng nghe AE1)- Academic English 1 (listening skill)**

**Credits:** 2(2.0)

**Prerequisite:** No

**Course description:** This course concentrates on academic English listening and writing skills. Strategies for Academic Listening, Note-taking, and Discussion will help the student face the challenges of learning English in an Academic environment. The student will learn to do all the things that successful international college students do – listen actively to lectures, take effective notes, and participate confidently in discussions about the lecture with classmates and the lecturer. While learning these strategies, you will also learn and use common academic vocabulary as well as useful idioms. Writing skills are developed for pre-advanced academic writers. It focuses on composition writing using Writing process, Building Framework, Description, Opinion, Process, Comparison-Contrast, Cause-Effect, Problem-Solution, and Argument. Students will have writing practice in “Real-World Writing” formats.

**12. EN007IU - Tiếng Anh chuyên ngành 1 (kỹ năng viết AE1) - Academic English 1 (writing skill)**

**Credits:** 2 (2.0)

**Prerequisite:** No

**Course description:** This course provides students with comprehensive instructions and practice in essay writing, including transforming ideas into different functions of writing such as process, cause-effect, comparison-contrast, and argumentative essays.

**13. EN012IU - Tiếng Anh chuyên ngành 2 (kỹ năng nói) - Academic English 2 (speaking skill)**

**Credits:** 2 (2.0)

**Prerequisite:** Writing AE1 (EN007IU)

**Course description:** This course introduces basic concepts in research paper writing, especially the role of generalizations, definitions, classifications, and the structure of a research paper to students who attend English- medium college or university. It also provides

them with methods of developing and presenting an argument, a comparison or a contrast.

14. **EN011IU - Tiếng Anh chuyên ngành 2 (kỹ năng viết) - Academic English 2 (writing skill)**

**Credits:** 2 (2.0)

**Prerequisite:** No

**Course description:** Writing subject provides an overview of the organizational format for a research paper and assists students in completing research projects in any content area course by providing assistance in writing effective research papers using a step-by-step process approach. Course content includes the components of a research paper, and techniques of selecting and narrowing topics; writing thesis statements; outlining; locating and documenting sources; taking notes; writing introductions, body paragraphs, and conclusions; and writing rough and final drafts. Students work with projects relating to their content area courses

15. **BA282IU - Toán trong kinh doanh - Math for business**

**Credits:** 4 (4.0)

**Prerequisite:** No

**Course description:** The course will provide students with an understanding of fundamental mathematical techniques and methods to business context and management decision making. More specifically, the course will introduce the basic theory and concepts of Calculus, Linear Algebra and Optimization, with applications to management, economics, finance. Included topics are Mathematical Functions, Vectors and Matrices, Differentiation and Integration, Linear Programming

16. **BA080IU - Thống kê ứng dụng trong kinh doanh - Statistics for business**

**Credits:** 3 (3.0)

**Prerequisite:** No

**Course description:** This course introduces the basic concepts and procedures used in Business Statistical Analysis. It includes descriptive statistics and presentation of data, the rules of probability, discrete and continuous probability distributions, sampling and sampling distributions, classical confidence intervals, hypothesis testing, the analysis of variance, simple and multiple regression. These basic topics will be useful in the writing of the final year's thesis, the subject of which usually involves the statistical formulation of a problem, the collection and manipulation of data, basic statistical analysis and estimation of parameters.

17. **BA120IU - Tin học quản lý - Business Computing Skills**

**Credits:** 3 (3.0)

**Prerequisite:** No

**Course description:** This course equips students with fundamental knowledge of information technology and its application to meet the information processing needs of businesses. This course also develops skills in using basic software tools that help managers increase productivity, including Microsoft PowerPoint, Microsoft Excel, Microsoft Word, and email usage.

18. **BA117IU - Introduction to Microeconomics**

**Credits:** 3 (3.0)

**Prerequisite:** No

**Course description:** Microeconomics is the introductory course in economics. The course is designed to teach students the basic tools of microeconomic analysis.

Microeconomics is the branch of economics that deals with the interaction of households and firms in individual markets. Topics include gain from trade, demand and supply analysis, elasticity, consumer choice, production and cost, types of market structures. Students focus on analyzing how prices and output levels are determined, what happens when governments intervene in markets, when do markets “fail”, how do markets produce an “efficient” use of a society’s scarce resources and are market outcomes equitable

**19. BA119IU - Introduction to Macroeconomics**

**Credits:** 3 (3.0)

**Prerequisite:** No

**Course description:** The main goal of macroeconomics is to gain a better understanding of various broad economic issues of a country, a region and the global economy as well as to evaluate the impacts of macroeconomic policies on the domestic and global economy. Topics include economic growth, cost of living, saving and investment, unemployment, inflation, aggregate demand and supply, fiscal and monetary policies. Students are exposed to both macroeconomic theory and contemporary macroeconomic issues. Students focus on how to develop economic tools and to apply those tools to understanding contemporary issues

**20. PE008IU - Tư Duy Phản Biện - Critical Thinking**

**Credits:** 3 (3.0)

**Prerequisite:** EN007IU Writing AE1 and EN008IU Listening AE1

**Course description:** This course provides students with the knowledge and practice necessary to sharpen their observation and judgment skills, enabling them to evaluate arguments effectively and construct compelling arguments of their own. Additionally, the course helps students evaluate information from diverse sources to obtain reliable data and avoid fallacies.

**21. BA003IU - Nguyên lý tiếp thị - Principles of Marketing**

**Credits:** 3 (3.0)

**Prerequisite:** No

**Course description:** This course is an introduction to the field of marketing. In this course, the students will start to examine the most basic concepts in marketing – customer needs, wants, and demand in order to understand the marketplace. Next, the main steps in designing a customer-driven marketing strategy are also explored. This course specially focuses on constructing an integrated marketing program that delivers superior value by using the marketing mix (the four Ps) – product/service design, pricing, distribution, and promotion. Finally, other new contents of modern marketing, such as customer relationship management and partner relationship management are also briefly mentioned.

**22. BA123IU - Nguyên lý quản trị - Principles of Management**

**Credits:** 3 (3.0)

**Prerequisite:** No

**Course description:** This subject will provide the fundamental theories and concepts of management as they apply within the contemporary work environment.

**Kiến thức cơ sở ngành**

**23. BA256IU- Workshop 1 - Workshop 1**

**Credits:** 3 (3.0)

**Prerequisite:** No

**Course description:** The course provides students with soft skills and the right attitude to succeed in university and future professional working environments. This course includes

nine presentations made by guest speakers who are either directors/managers or experts who have at least five years of experience. The presentations are scheduled in a systematic and scientific way to allow students to practice what they learn in class and to do teamwork assignments given by guest speakers

24. **BA005IU - Kế toán tài chính - Financial Accounting**

**Credits:** 3 (3.0)

**Prerequisite:** No

**Course description:** BA005IU– Financial Accounting is the entry-level course which explores the basis of accounting that would be beneficial to student seeking a degree in the business area. Students will be introduced to the importance of accounting within the business environment and how accounting information can be utilized to facilitate business decisions. Students who decide to choose the Accounting and Finance major may go on to take the course Managerial Accounting or Auditing in the following semesters, which will focus on evaluating and auditing firms, and report information to stakeholders.

25. **BA010IU - Kế toán quản trị - Managerial Accounting**

**Credits:** 3 (3.0)

**Prerequisite:** Financial Accounting – BA005IU

**Course description:** This course analyzes the factors shaping the globalization and internationalization process of companies and presents a conceptual framework for analyzing multinational enterprises. Key topics include the impact of international environments (cultural, political, and economic) on corporate behavior and operations; the evolution and development of multinational enterprises and the geographic spread of international business activities; specific entry strategies such as foreign direct investment, exporting, licensing, franchising, manufacturing, acquisitions, joint ventures, and strategic alliances; the movement of goods, services, capital, knowledge, and technology across national borders; and an overview of the core functions of a typical multinational enterprise.

26. **EFA233IU - Đạo đức và Quản trị công ty - Ethics and Corporate Governance**

**Credits:** 3 (3.0)

**Prerequisite:** No

**Course description** This course examines key philosophical and ethical questions in business, including the social responsibilities of firms, the role of self-interest, and the balance between individualism and collectivism. It explores how economic actions impact society through the lens of political economy, addressing issues of justice, fairness, and property rights.

Students will also study corporate governance, focusing on both theoretical foundations and practical applications. Through lectures and case studies, the course develops students' ability to assess ethical practices and governance structures in real-world business contexts.

27. **BA006IU - Giao tiếp trong kinh doanh - Business Communication**

**Credits:** 3 (3.0)

**Prerequisite:** No

**Course description:** This course gives students a comprehensive view of communication, its scope and importance in business, and the role of communication in establishing a favorable outside the firm environment, as well as an effective internal communications program. The various types of business communication media are covered. This course also develops an awareness of the importance of succinct written expression to modern business communication.

**28. BA016IU - Nguyên lý Quản trị Tài chính - Fundamental of Financial Management**

**Credits:** 3 (3.0)

**Prerequisite:** Financial Accounting – BA005IU

**Course description:** A primary prerequisite to Corporate Finance, this course introduces financial principles that benefits managers in operating business. Its content integrates both conceptual and mathematical information. The learning experience will include: an introduction to finance, time value of money and techniques of pricing of financial instruments such as bonds and stocks; evaluation of major projects; the relationship between risk and return; an introduction to Capital Asset Pricing Model (CAPM) and Portfolio theory; and cost of capital.

**29. BA081IU - Luật kinh doanh - Business Law**

**Credits:** 3 (3.0)

**Prerequisite:** General Law – PE021IU

**Course description:** Followed by the course General Law, this course provides further, more specific and practical legal knowledge on regulations applicable for a whole life cycle of a business, i.e., from its establishment, operation until the dissolution/bankruptcy of a business. Also, students will be introduced to international trade organizations and main international trade rules that are widely applied and shall be necessary for Vietnamese businesses while trading with foreign entities in the era of globalization. This subject will further strengthen students' problem solving and legal analyzing skills with improved ability to apply in day-to-day practical situations.

**30. BA054IU - Tài chính doanh nghiệp - Corporate Finance**

**Credits:** 3 (3.0)

**Prerequisite:** Fundamentals of Financial Management – BA016IU

**Course description:** This course is designed to explore the major decision-making areas of managerial finance and some selected topics of financial theory. The course covers the theories and empirical evidence related to corporate investment, financing (capital structure policy), payout policy, and business restructurings, and attempts to develop the decision-making ability in these areas.

**31. BA134IU - Thị trường và các định chế tài chính - Financial Institutions and Markets**

**Credits:** 3 (3.0)

**Prerequisite:** No

**Course description:** This course examines the role that financial institutions and markets play in the dominant economies of the world. Financial institutions will be explored, with emphasis on the types of institutions and how each type of institution participates in financial intermediation. The roles and operations of financial markets will be examined with focus on regulation, market structure, interest rates, and the function of the central bank.

**Kiến thức chuyên ngành**

**Chuyên ngành Tài chính doanh nghiệp**

**32. BA216IU - Phái sinh và Quản lý rủi ro - Derivatives and Risk Management**

**Credits:** 3 (3.0)

**Prerequisite:** No

**Course description:** This course provides a conceptual framework for understanding the different types of derivatives and their characteristics, examining the use of derivatives in

portfolio management, and learning why derivatives are increasingly fundamental to risk management.

33. **BA218IU - Phân tích tín dụng và cho vay - Credit Analysis and Lending**

**Credits:** 3 (3.0)

**Prerequisite:** Financial Accounting – BA005IU, Fundamental of Financial Management – BA016IU, Corporate Finance – BA054IU

**Course description:** Provide students with essential skills and knowledge about credit activities in the Vietnamese banking system. Get students ready for work as a credit officer.

34. **BA154IU - Khởi nghiệp và quản trị doanh nghiệp nhỏ - Entrepreneurship and Small Business Management**

**Credits:** 3 (3.0)

**Prerequisite:** No

**Course description:** This course provides an in-depth exploration of the principles and practices of entrepreneurship and small business management. Students will learn how to identify business opportunities, develop viable business plans, secure financing, and manage the day-to-day operations of a small enterprise. Topics include innovation, market analysis, business models, legal considerations, and growth strategies. Through case studies, interactive exercises, and real-world projects, students will gain practical skills needed to start, manage, and grow a successful small business in a competitive environment.

35. **BA051IU - Quản trị tài chính quốc tế - International Financial Management**

**Credits:** 3 (3.0)

**Prerequisite:** Fundamentals of financial management – BA016IU

**Course description:** This subject will provide the general framework of international finance; a framework that highlights the fundamentals of international finance theory (e.g., exchange rate determinants, foreign exchange exposure, foreign exchange markets, interest rate parity). The subject is designed to lay the groundwork for students to be an active learner of international finance and to develop knowledge, capability, and skills necessary for making sound financial decisions for a multinational firm.

36. **BA065IU - Định giá và phân tích kinh doanh - Business Analysis and Evaluation**

**Credits:** 3 (3.0)

**Prerequisite:** Fundamentals of financial management – BA016IU and Financial Accounting - BA005IU

**Course description:** Business Analysis and Valuation (BA065IU) is designed to help students interpret financial statements and value firms. The course emphasizes practical applications. Consequently, the majority of the course will be spent analyzing and discussing financial statements in real decision contexts. This is supplemented by lecture and discussion of material from the text and articles from the financial press.

Much of the analysis is general, but the course focuses on publicly traded corporations subject to the Security Commission regulations. The first half of the course focuses on developing the four basic steps in the fundamental analysis framework: business analysis, accounting analysis, financial analysis, and prospective analysis. These tools are then used to conduct comprehensive business analyses of firms from a variety of different perspectives, such as equity security valuation, and M&A analysis ...

37. **BA217IU - Tài chính hành vi - Behavioral Finance**

**Credits:** 3 (3.0)

**Prerequisite:** No.

**Course description:** This course is designed for senior students in financial majors. Behavioral Finance is currently a very active research area in Finance. It focuses on the limited rational (or irrational) aspects of human behavior and their effects on asset prices and financial decisions. Classic behavioral models such as the prospect theory have been in existence for a long time, but do not really catch attention until recently.

It has been widely recognized that investors' behavior is not completely rational. Well known behavioral biases include mental accounting, overconfidence, framing, and etc. As such, there have been more and more empirical findings of market inefficiencies in the literature that cannot be explained satisfactorily by the rational (modern) finance theories. This significantly challenges the implications derived from the modern finance theories and leads to the great interests in Behavioral Finance.

38. **BA269IU - Phương pháp nghiên cứu trong tài chính và kế toán** -  
**Research methods for finance and accounting**

**Credits:** 3 (3.0)

**Prerequisite:** BA080IU - Statistics for Business

**Course description:** Research Methods in Finance introduces students to the nature, scope, and significance of research and research methodologies. Additionally, the course analyzes issues involved in the design and conduct of empirical research in finance by examining recently published papers in the top finance journals (Journal of Finance, Journal of Financial Economics, Review of Financial Studies, Journal of Financial and Quantitative Analysis, Journal of Corporate Finance).

39. **BA087IU - Thuế** - **Taxation**

**Credits:** 3 (3.0)

**Prerequisite:** No.

**Course description:** This course is designed to explore the principles of taxation and the Vietnamese tax system. Emphasis is placed on personal income tax, corporate income tax, value added tax, foreign contractor tax.

40. **BA257IU - Workshop 2 về tài chính - Workshop 2 on Financial Issues**

**Credits:** 2 (2.0)

**Prerequisite:** BA054IU - Corporate Finance and EFA233IU - Ethics and Corporate Governance

**Course description:** This workshop will provide students with an opportunity to engage with ongoing work and projects within the Finance and Banking industry. During the meeting, invited guest speakers will present “works in progress” and “experience sharing”. It will help students expand their financial understanding and career opportunities. Finally, Students are required to submit 03 Written reports to evaluate their understanding based on 03 given topics.

41. **BA220IU - Quản trị vốn lưu động - Working Capital Management**

**Credits:** 3 (3.0)

**Prerequisite:** No.

**Course description:** Working capital management is designed to examine the theory and practice of working capital management. The course analyses the elements and natures of working capital management and determines factors that affect working capital policies. Key topics of study include introducing terminologies, policies, best practices in working capital management; evaluating working capital ratios; managing cash, marketable securities, inventory, account receivable, and short-term financing; and financial planning and forecasting.

42. **BA174IU - Kinh tế lượng và ứng dụng trong tài chính - Econometrics with Financial Applications**

**Credits:** 3 (3.0)

**Prerequisite:** BA080IU - Statistics for Business

**Course description:** The course will provide students with an understanding and applications of econometric methods and models to effectively analyze financial data using software, to estimate and test selected financial models, to interpret the results and answer questions from the real financial world.

This course will focus on investigating the relationship between financial variables, modeling and forecasting time series of financial variables, modeling volatility as well as analyzing long-term relationships. A roadmap of econometric methodologies is also provided.

These methods and models are widely used in corporate finance, risk management, quantitative trading, portfolio analysis...

43. **BA057IU - Kiểm toán căn bản - Auditing**

**Credits:** 3 (3.0)

**Prerequisite:** No

**Course description:** Following the beginning finance course, this course is designed to focus on conceptual, theoretical and practical aspects of auditing financial statements. It builds on, and extends the materials taught in the foundation established in accounting courses

44. **BA138IU - Lý thuyết danh mục đầu tư và quản trị- Portfolio theory and Investment analysis**

**Credits:** 3 (3.0)

**Prerequisite:** BA016IU - Fundamentals of Financial Management and BA134IU - Financial Institutions and Markets

**Course description:** Portfolio Theory and Investment Analysis (BA016IU) is designed to help students to be able to apply pricing models and other techniques in the valuation of securities; measuring the portfolio risk and determining portfolio performance; constructing optimal portfolios; and taking applied perspective on investment management for individual and institutional investors. The learning experience will include an introduction to modern portfolio theory, passive and active portfolio management strategies, pricing models of financial instruments such as stocks; evaluation of portfolio risk and return compared to the benchmarks; Capital Asset Pricing Model (CAPM) and other issues in finance.

45. **BA191IU - Các phương pháp định lượng trong tài chính - Quantitative methods for finance**

**Credits:** 3 (3.0)

**Prerequisite:** BA080IU - Statistics for Business

**Course description:** The course will provide students with an understanding and a mindset of modern quantitative analysis methodology to financial decision making.

More specifically, the course will introduce the basic theory and concepts of chance, arbitrage, risk neutral probability, mathematical and stochastic modeling; with applications to strategic games, betting, portfolio selection, option pricing in both continuous and discrete worlds. Accordingly, the well-known Black-Scholes formula is obtained with applications in hedging.

This course will lay the foundation for students to study further courses in finance such as risk management, fixed income securities, derivatives...

46. **BA263IU - Mô hình tài chính - Financial Modelling**

**Credits:** 3 (3.0)

**Prerequisite:** BA016IU - Fundamentals of Financial Management

**Course description:** The course covers topics in order to help students interpret and analyze financial statements of a company effectively. In this course, students will learn how to design, develop and build their own interactive financial models to solve complex financial questions. Moreover, the course focuses on building up Excel skills to analyse historical financial statements and perform financial projection, company valuation, estimate portfolio risks and optimal portfolio construction etc. Simple regression using Excel to estimate the relation between variables is also presented in this course.

47. **BA222IU - Các quyết định quản trị và báo cáo tài chính - Management Decisions and Financial Reporting**

**Credits:** 3 (3.0)

**Prerequisite:** BA005IU - Financial Accounting

**Course description:** The course helps students develop their accounting knowledge learned in Financial Accounting course to a higher level where they will be able to understand what is and what is not conveyed in the various financial statements, their specific elements, and the related footnotes. This understanding will prepare students for the Financial Statement Analysis course. The students will also have an opportunity to see how the three primary management decisions affect the financial reporting process.

48. **EFAxxxIU - Quản lý tài sản - Wealth management**

**Credits:** 3 (3.0)

**Prerequisite:** BA016IU - Fundamentals of Financial Management

**Course description:** The course is designed for students looking to take control of their finances. Through these modules, students will cover a variety of personal finance topics, including budgets and cash flows, saving money for the future, managing debts, investing, and managing risk. The readings and activities will prepare students to understand the current state of their money, as well as take actions to work toward their financial goals.

49. **EFA240IU - Chiến lược đầu tư bất động sản - Real Estate Investment Strategy**

**Credits:** 3 (3.0)

**Prerequisite:** BA016IU - Fundamentals of Financial Management

**Course description:** The course covers topics in order to help students understand the potential risks and returns regarding investing in and financing both commercial and residential real estate. It covers different techniques and concepts which include: appraising, investing, consulting and managing real estate portfolios, investing and financing development. In addition, this course provides necessary updated legal knowledge related to the real estate sector that can affect the rights of lenders and investors in the Vietnamese market. It also helps students understand the features of different vehicles for lending and investing in the real estate market, the economic benefits and the significance of the local economy where properties are located.

At the end of the course, students will be able to conduct the appropriate methods of analysis and inform real estate finance and investment decisions as well as understand the financial assets securitized by real estate.

50. **BA150IU - Special Study**

51. **BA255IU - Thực tập chuyên sâu - Special Internship**

52. **EFA239IU - Phân tích dữ liệu trong tài chính - Data Analytics in Finance**

**Credits:** 3 (3.0)

**Prerequisite:** BA120IU - Business Computing Skills

**Course description:** Nowadays, the use of software and specialized software has been recognized more and more important in the financial industry and services, especially for financial analysts, whose role is to analyze data, use models and support decision-making process in firms and financial institutions.

This course Applied Software in Finance will provide students with necessary skills and knowledge to smoothly use important software packages in Finance such as Python. The students will get familiar with the main functions of the software package, which will facilitate their study subsequently in other quantitative courses.

53. **EFA216IU - Ứng dụng trí tuệ nhân tạo - AI Applications**

**Credits:** 3 (3.0)

**Prerequisite:** Math for Business – BA282IU and Statistics for Business – BA080IU

**Course description:** This course equips students with the theoretical foundations and practical skills to apply artificial intelligence (AI) and machine learning (ML) techniques to real-world challenges in finance and economics. By integrating insights from industry and academia, the

The program focuses on developing proficiency in ML, explainability frameworks, generative AI, and ethical AI deployment. Students will engage with financial data analysis, predictive modeling, algorithmic trading, risk management, and policy evaluation, while critically assessing the societal and ethical implications of AI-driven solutions. The curriculum emphasizes hands-on learning through programming tools, case studies from institutions and projects that mirror real-world financial scenarios, ensuring graduates can bridge the gap between technical AI concepts and real-world financial strategies.

54. **BA261IU - Công nghệ tài chính – Fintech**

**Credits:** 3 (3.0)

**Prerequisite:** No

**Course description:** The fourth technology revolution 4.0 has change the way how the business world runs. Global trade, finance and banking as a result is rapidly changing with the raising of start-up financial technologies, which is referred as FINTECH. Recently, 30% of large Financial Institutions are investing in Artificial Intelligence (AI) while 77% expect to adopt blockchain as part of an in-production system or process by 2020 (PWC Global Fintech report 2017). Fintech now isn't just about the tech, it's about culture, ways of working, problem solving, customer engagement and new ideas of leadership.

The course covers recent trends and tools of financial technologies in financial sectors, including lending platform, internet finance, blockchain (including: bitcoin, cryptocurrency), cybersecurity, digital payments, big data, crowd funding, etc. and their realistic impact on global banking and finance. In addition, this course The course contains both lectures and practical cases.

55. **EFA230IU - Workshop 2 về các vấn đề kinh tế - Workshop 2 on Economics Issues**

**Credits:** 2 (2.0)

**Prerequisite:** EFA201IU - Intermediate Microeconomics, EFA202IU - Intermediate Macroeconomics and EFA203IU - Introductory Econometrics

**Course description:** This course is a continuation of Workshop 1 with a special focus on topics related to the economics major. Guest speakers will present ongoing economic issues and share their industrial experience. Students are expected to obtain practical

knowledge and improve their career opportunities from guest speakers' insights. At the end of the course, students are required to submit written reports as a course assessment.

56. **BA281IU - Workshop 2 về Kế toán - Workshop 2 on Accounting Issues**

**Credits:** 2 (2.0)

**Prerequisite:** Managerial Accounting – BA010IU

**Course description:** This course provides students with practical exposure to the tasks and projects they are likely to encounter in the accounting profession. Throughout the course, guest speakers will present "Ongoing Work" and share their experiences. This approach helps students broaden their knowledge of accounting and auditing and gain a deeper understanding of their career development path. To assess the course, students are required to submit three extracurricular reports on three topics presented by the speakers.

**Chuyên ngành Quản trị ngân hàng**

57. **EFA236IU - Thanh toán quốc tế - International Payment**

**Credits:** 3 (3.0)

**Prerequisite:** No

**Course description:** This course is aimed to provide students with knowledge regarding how the international transactions are settled: principles of draft, documentary collections, letter of credit, international guarantee and factoring; international NonTrade settlement, settlement risks, control forfeiting and factoring. Students could master the usage in international payments and settlements as well as the international rules and regulations regarding international trade finance payments. The overall objective of this course is to provide those students who would like to work in companies or banks involved in international sales, finance, shipping and administration a good specialty foundation

58. **BA214IU - Quản trị các định chế tài chính - Financial Institutions Management**

**Credits:** 3 (3.0)

**Prerequisite:** BA016IU - Fundamentals of Financial Management and BA134IU - Financial Institutions and Markets

**Course description:** This course is to help the student apply modern finance theory and financial modeling techniques to financial decision-making and risk management in financial institutions. Includes: (i) Application of portfolio, option pricing, and corporate finance theories to the management of general market risks; (ii) Interest rate risk management and financial futures; (iii) Liquidity risk management; (v) Loan portfolio management, credit evaluation models, loan pricing and credit rationing; (iv) hedging strategies.

59. **BA065IU - Định giá và phân tích kinh doanh - Business Analysis and Evaluation**

**Credits:** 3 (3.0)

**Prerequisite:** Fundamentals of financial management – BA016IU and Financial Accounting - BA005IU

**Course description:** Business Analysis and Valuation (BA065IU) is designed to help students interpret financial statements and value firms. The course emphasizes practical applications. Consequently, the majority of the course will be spent analyzing and discussing financial statements in real decision contexts. This is supplemented by lecture and discussion of material from the text and articles from the financial press.

Much of the analysis is general, but the course focuses on publicly traded corporations subject to the Security Commission regulations. The first half of the course focuses on developing the four basic steps in the fundamental analysis framework: business analysis,

accounting analysis, financial analysis, and prospective analysis. These tools are then used to conduct comprehensive business analyses of firms from a variety of different perspectives, such as equity security valuation, and M&A analysis ...

60. **BA269IU - Phương pháp nghiên cứu trong tài chính và kế toán** -  
**Research methods for finance and accounting**

**Credits:** 3 (3.0)

**Prerequisite:** BA080IU - Statistics for Business

**Course description:** Research Methods in Finance introduces students to the nature, scope, and significance of research and research methodologies. Additionally, the course analyzes issues involved in the design and conduct of empirical research in finance by examining recently published papers in the top finance journals (Journal of Finance, Journal of Financial Economics, Review of Financial Studies, Journal of Financial and Quantitative Analysis, Journal of Corporate Finance).

61. **BA189IU - Quản trị rủi ro ngân hàng** - **Banking Risk Management**

**Credits:** 3 (3.0)

**Prerequisite:** BA080IU - Statistics for Business

**Course description:** In the course of their operation, banks face with different types of risk that may adversely affect their business. Thus, banks are obliged to establish a comprehensive and reliable risk management system, in line with international standards.

The Banking Risk Management course provides an overview of the infrastructure and the financial risk of the banking system, its institutions, and markets in a global context. The underlying theme in this course is the application of modern finance theory and quantitative modeling techniques to the financial decision making and management of banks. The subject of bank decision-making is approached from a risk perspective.

The course covers the major decision areas for bank management within the framework of a regulatory and "corporate responsible" environment. The main topics covered are bank risk and its management including market risk, credit risk, operational risk and liquidity risk within an international context.

This course will help students prepare for their career in financial and banking risk management.

62. **BA257IU - Workshop 2 về tài chính - Workshop 2 on Financial Issues**

**Credits:** 2 (2.0)

**Prerequisite:** BA054IU - Corporate Finance and EFA233IU - Ethics and Corporate Governance

**Course description:** This workshop will provide students with an opportunity to engage with ongoing work and projects within the Finance and Banking industry. During the meeting, invited guest speakers will present "works in progress" and "experience sharing". It will help students expand their financial understanding and career opportunities. Finally, Students are required to submit 03 Written reports to evaluate their understanding based on 03 given topics.

63. **EFA235IU - Quản lý và quy định ngân hàng thương mại - Commercial Banking Management and Regulation**

**Credits:** 3 (3.0)

**Prerequisite:** Fundamentals of financial management – BA016IU and BA134IU - Financial Institutions and Markets

**Course description:** This course investigates efficient techniques for commercial bank management. Topics of inquiry include industry structure and competition, regulation,

administrative organization, and the management of asset and liability composition to achieve corporate objectives such as profitability, liquidity, capital adequacy, asset quality, and sensitivity to market risk factors.

64. **BA051IU - Quản trị tài chính quốc tế - International Financial Management**

**Credits:** 3 (3.0)

**Prerequisite:** Fundamentals of financial management – BA016IU

**Course description:** This subject will provide the general framework of international finance; a framework that highlights the fundamentals of international finance theory (e.g., exchange rate determinants, foreign exchange exposure, foreign exchange markets, interest rate parity). The subject is designed to lay the groundwork for students to be an active learner of international finance and to develop knowledge, capability, and skills necessary for making sound financial decisions for a multinational firm.

65. **BA261IU - Công nghệ tài chính – Fintech**

**Credits:** 2 (2.0)

**Prerequisite:** No

**Course description:** The fourth technology revolution 4.0 has changed the way how the business world runs. Global trade, finance and banking as a result is rapidly changing with the raising of start-up financial technologies, which is referred as FINTECH. Recently, 30% of large Financial Institutions are investing in Artificial Intelligence (AI) while 77% expect to adopt blockchain as part of an in-production system or process by 2020 (PWC Global Fintech report 2017). Fintech now isn't just about the tech, it's about culture, ways of working, problem solving, customer engagement and new ideas of leadership.

The course covers recent trends and tools of financial technologies in financial sectors, including lending platform, internet finance, blockchain (including: bitcoin, cryptocurrency), cybersecurity, digital payments, big data, crowd funding, etc. and their realistic impact on global banking and finance. In addition, this course The course contains both lectures and practical cases.

66. **BA174IU - Kinh tế lượng và ứng dụng trong tài chính - Econometrics with Financial Applications**

**Credits:** 3 (3.0)

**Prerequisite:** BA080IU - Statistics for Business

**Course description:** The course will provide students with an understanding and applications of econometric methods and models to effectively analyze financial data using software, to estimate and test selected financial models, to interpret the results and answer questions from the real financial world.

This course will focus on investigating the relationship between financial variables, modeling and forecasting time series of financial variables, modeling volatility as well as analyzing long-term relationships. A roadmap of econometric methodologies is also provided.

These methods and models are widely used in corporate finance, risk management, quantitative trading, portfolio analysis...

67. **EFA240IU - Chiến lược đầu tư bất động sản - Real Estate Investment Strategy**

**Credits:** 3 (3.0)

**Prerequisite:** BA016IU - Fundamentals of Financial Management

**Course description:** The course covers topics in order to help students understand the potential risks and returns regarding investing in and financing both commercial and residential real estate. It covers different techniques and concepts which include: appraising, investing, consulting and managing real estate portfolios, investing and financing development. In addition, this course provides necessary updated legal knowledge related to the real estate sector that can affect the rights of lenders and investors in the Vietnamese market. It also helps students understand the features of different vehicles for lending and investing in the real estate market, the economic benefits and the significance of the local economy where properties are located.

At the end of the course, students will be able to conduct the appropriate methods of analysis and inform real estate finance and investment decisions as well as understand the financial assets securitized by real estate.

**68. EFA237IU - Bảo hiểm – Insurance**

**Credits:** 3 (3.0)

**Prerequisite:** BA016IU - Fundamentals of Financial Management

**Course description:** This course aims to provide students with the fundamental knowledge of insurance, including the required economic theory of insurance corporations, insurance classification scheme, insurance in risk management, and the main operations/functions of the insurance companies.

**69. BA218IU - Phân tích tín dụng và cho vay - Credit analysis and Lending**

**Credits:** 3 (3.0)

**Prerequisite:** Financial Accounting – BA005IU, Fundamental of Financial Management – BA016IU, Corporate Finance – BA054IU

**Course description:** Provide students with essential skills and knowledge about credit activities in the Vietnamese banking system. Get students ready for work as a credit officer.

**70. EFA239IU - Phân tích dữ liệu trong tài chính - Data Analytics in Finance**

**Credits:** 3 (3.0)

**Prerequisite:** BA120IU - Business Computing Skills

**Course description:** Nowadays, the use of software and specialized software has been recognized more and more important in the financial industry and services, especially for financial analysts, whose role is to analyze data, use models and support decision-making processes in firms and financial institutions.

This course Applied Software in Finance will provide students with necessary skills and knowledge to smoothly use important software packages in Finance such as Python. The students will get familiar with the main functions of the software package, which will facilitate their study subsequently in other quantitative courses.

**71. EFA215IU - Quản lý tài sản - Wealth management**

**Credits:** 3 (3.0)

**Prerequisite:** BA016IU - Fundamentals of Financial Management

**Course description:** The course is designed for students looking to take control of their finances. Through these modules, students will cover a variety of personal finance topics, including budgets and cash flows, saving money for the future, managing debts, investing, and managing risk. The readings and activities will prepare students to understand the current state of their money, as well as take actions to work toward their financial goals.

**72. BA065IU - Định giá và phân tích kinh doanh - Business Analysis & Evaluation**

**Credits:** 3 (3.0)

**Prerequisite:** Fundamentals of financial management – BA016IU and Financial Accounting - BA005IU

**Course description:** Business Analysis and Valuation (BA065IU) is designed to help students interpret financial statements and value firms. The course emphasizes practical applications. Consequently, the majority of the course will be spent analyzing and discussing financial statements in real decision contexts. This is supplemented by lecture and discussion of material from the text and articles from the financial press.

Much of the analysis is general, but the course focuses on publicly traded corporations subject to the Security Commission regulations. The first half of the course focuses on developing the four basic steps in the fundamental analysis framework: business analysis, accounting analysis, financial analysis, and prospective analysis. These tools are then used to conduct comprehensive business analyses of firms from a variety of different perspectives, such as equity security valuation, and M&A analysis ...

**73. BA191IU - Các phương pháp định lượng trong tài chính - Quantitative methods for finance**

**Credits:** 3 (3.0)

**Prerequisite:** BA080IU - Statistics for Business

**Course description:** The course will provide students with an understanding and a mindset of modern quantitative analysis methodology to financial decision making.

More specifically, the course will introduce the basic theory and concepts of chance, arbitrage, risk neutral probability, mathematical and stochastic modeling; with applications to strategic games, betting, portfolio selection, option pricing in both continuous and discrete worlds. Accordingly, the well-known Black-Scholes formula is obtained with applications in hedging.

This course will lay the foundation for students to study further courses in finance such as risk management, fixed income securities, derivatives...

**74. BA216IU - Phái sinh và Quản lý rủi ro - Derivatives and Risk Management**

**Credits:** 3 (3.0)

**Prerequisite:** No

**Course description:** This course provides a conceptual framework for understanding the different types of derivatives and their characteristics, examining the use of derivatives in portfolio management, and learning why derivatives are increasingly fundamental to risk management.

**75. EFA217IU - Đầu tư cổ phần chưa đại chúng và Ngân hàng đầu tư - Private Equity and Investment Banking**

**Credits:** 3 (3.0)

**Prerequisite:** BA054IU - Corporate Finance and BA134IU - Financial Institutions and Markets

**Course description:** This course is designed to introduce students to the functions and businesses of investment banks. The course covers the roles of investment bankers in mergers and acquisitions, leveraged buyouts, and equity offerings.

**76. BA154IU - Khởi nghiệp và quản trị doanh nghiệp nhỏ - Entrepreneurship and Small Business Management**

**Credits:** 3 (3.0)

**Prerequisite:** No

**Course description:** This course provides an in-depth exploration of the principles and practices of entrepreneurship and small business management. Students will learn how to

identify business opportunities, develop viable business plans, secure financing, and manage the day-to-day operations of a small enterprise. Topics include innovation, market analysis, business models, legal considerations, and growth strategies. Through case studies, interactive exercises, and real-world projects, students will gain practical skills needed to start, manage, and grow a successful small business in a competitive environment.

77. **BA263IU - Mô hình tài chính - Financial Modelling**

**Credits:** 3 (3.0)

**Prerequisite:** BA016IU - Fundamentals of Financial Management

**Course description:** The course covers topics in order to help students interpret and analyze financial statements of a company effectively. In this course, students will learn how to design, develop and build their own interactive financial models to solve complex financial questions. Moreover, the course focuses on building up Excel skills to analyse historical financial statement and perform financial projection, company valuation, estimate portfolio risks and optimal portfolio construction etc. Simple regression using Excel to estimate the relation between variables is also presented in this course.

78. **EFA216IU - Ứng dụng trí tuệ nhân tạo - AI Applications**

**Credits:** 3 (3.0)

**Prerequisite:** Math for Business – BA282IU and Statistics for Business – BA080IU

**Course description:** This course equips students with the theoretical foundations and practical skills to apply artificial intelligence (AI) and machine learning (ML) techniques to real-world challenges in finance and economics. By integrating insights from industry and academia, the

program focuses on developing proficiency in ML, explainability frameworks, generative AI, and ethical AI deployment. Students will engage with financial data analysis, predictive modeling, algorithmic trading, risk management, and policy evaluation, while critically assessing the societal and ethical implications of AI-driven solutions. The curriculum emphasizes hands-on learning through programming tools, case studies from institutions and projects that mirror real-world financial scenarios, ensuring graduates can bridge the gap between technical AI concepts and real-world financial strategies.

79. **BA150IU - Special Study**

80. **BA255IU - Thực tập chuyên sâu - Special Internship**

81. **EFA230IU - Workshop 2 về các vấn đề kinh tế - Workshop 2 on Economics**

**Issues**

**Credits:** 2 (2.0)

**Prerequisite:** EFA201IU - Intermediate Microeconomics, EFA202IU - Intermediate Macroeconomics and EFA203IU - Introductory Econometrics

**Course description:** This course is a continuation of Workshop 1 with a special focus on topics related to the economics major. Guest speakers will present ongoing economic issues and share their industrial experience. Students are expected to obtain practical knowledge and improve their career opportunities from guest speakers' insights. At the end of the course, students are required to submit written reports as a course assessment.

82. **BA281IU - Workshop 2 về Kế toán - Workshop 2 on Accounting Issues**

**Credits:** 2 (2.0)

**Prerequisite:** Managerial Accounting – BA010IU

**Course description:** This course provides students with practical exposure to the tasks and projects they are likely to encounter in the accounting profession. Throughout the course, guest speakers will present "Ongoing Work" and share their experiences. This approach helps

students broaden their knowledge of accounting and auditing and gain a deeper understanding of their career development path. To assess the course, students are required to submit three extracurricular reports on three topics presented by the speakers.

**Chuyên ngành Đầu tư tài chính**

**83. BA191IU - Các phương pháp định lượng trong tài chính - Quantitative methods for finance**

**Credits:** 3 (3.0)

**Prerequisite:** BA080IU - Statistics for Business

**Course description:** The course will provide students with an understanding and a mindset of modern quantitative analysis methodology to financial decision making.

More specifically, the course will introduce the basic theory and concepts of chance, arbitrage, risk neutral probability, mathematical and stochastic modeling; with applications to strategic games, betting, portfolio selection, option pricing in both continuous and discrete worlds. Accordingly, the well-known Black-Scholes formula is obtained with applications in hedging.

This course will lay the foundation for students to study further courses in finance such as risk management, fixed income securities, derivatives...

**84. BA051IU - Quản trị tài chính quốc tế - International Financial Management**

**Credits:** 3 (3.0)

**Prerequisite:** Fundamentals of financial management – BA016IU

**Course description:** This subject will provide the general framework of international finance; a framework that highlights the fundamentals of international finance theory (e.g., exchange rate determinants, foreign exchange exposure, foreign exchange markets, interest rate parity). The subject is designed to lay the groundwork for students to be an active learner of international finance and to develop knowledge, capability, and skills necessary for making sound financial decisions for a multinational firm.

**85. BA174IU - Kinh tế lượng và ứng dụng trong tài chính - Econometrics with Financial Applications**

**Credits:** 3 (3.0)

**Prerequisite:** BA080IU - Statistics for Business

**Course description:** The course will provide students with an understanding and applications of econometric methods and models to effectively analyze financial data using software, to estimate and test selected financial models, to interpret the results and answer questions from the real financial world.

This course will focus on investigating the relationship between financial variables, modeling and forecasting time series of financial variables, modeling volatility as well as analyzing long-term relationships. A roadmap of econometric methodologies is also provided.

These methods and models are widely used in corporate finance, risk management, quantitative trading, portfolio analysis...

**86. BA065IU - Định giá và phân tích kinh doanh - Business Analysis and Evaluation**

**Credits:** 3 (3.0)

**Prerequisite:** Fundamentals of financial management – BA016IU and Financial Accounting - BA005IU

**Course description:** Business Analysis and Valuation (BA065IU) is designed to help students interpret financial statements and value firms. The course emphasizes practical applications. Consequently, the majority of the course will be spent analyzing and discussing financial statements in real decision contexts. This is supplemented by lecture and discussion of material from the text and articles from the financial press.

Much of the analysis is general, but the course focuses on publicly traded corporations subject to the Security Commission regulations. The first half of the course focuses on developing the four basic steps in the fundamental analysis framework: business analysis, accounting analysis, financial analysis, and prospective analysis. These tools are then used to conduct comprehensive business analyses of firms from a variety of different perspectives, such as equity security valuation, and M&A analysis ...

**87. EFA239IU - Phân tích dữ liệu trong tài chính - Data Analytic in Finance**

**Credits:** 3 (3.0)

**Prerequisite:** BA120IU - Business Computing Skills

**Course description:** Nowadays, the use of software and specialized software has been recognized more and more important in the financial industry and services, especially for financial analysts, whose role is to analyze data, use models and support decision-making processes in firms and financial institutions.

This course Applied Software in Finance will provide students with necessary skills and knowledge to smoothly use important software packages in Finance such as Python. The students will get familiar with the main functions of the software package, which will facilitate their study subsequently in other quantitative courses.

**88. BA216IU - Phái sinh và Quản lý rủi ro - Derivatives and Risk management**

**Credits:** 3 (3.0)

**Prerequisite:** No

**Course description:** This course provides a conceptual framework for understanding the different types of derivatives and their characteristics, examining the use of derivatives in portfolio management, and learning why derivatives are increasingly fundamental to risk management.

**89. EFA238IU - Phân tích kỹ thuật - Technical Analysis**

**Credits:** 3 (3.0)

**Prerequisite:** BA080IU - Statistics for Business

**Course description:** The course will provide students with an understanding of technical analysis background, and help students learn how to apply technical analysis as a standalone trading methodology, or as a supplement to fundamental analysis. Throughout this course students will also learn how to implement these techniques using a trading software package. This course will also discuss applications to equity, commodity, and foreign exchange markets.

**90. BA217IU - Tài chính hành vi - Behavioural Finance**

**Credits:** 3 (3.0)

**Prerequisite:** No.

**Course description:** This course is designed for senior students in financial major. Behavioral Finance is currently a very active research area in Finance. It focuses on the limited rational (or irrational) aspects of human behavior and their effects on asset prices and financial decisions. Classic behavioral models such as the prospect theory have been in existence for a long time, but do not really catch attention until recently.

It has been widely recognized that investors' behavior is not completely rational. Well known behavioral biases include mental accounting, overconfidence, framing, and etc. As such, there have been more and more empirical findings of market inefficiencies in the literature that cannot be explained satisfactorily by the rational (modern) finance theories. This significantly challenges the implications derived from the modern finance theories and leads to the great interests in Behavioral Finance.

91. **BA269IU - Phương pháp nghiên cứu trong tài chính và kế toán** -  
**Research methods for finance and accounting**

**Credits:** 3 (3.0)

**Prerequisite:** BA080IU - Statistics for Business

**Course description:** Research Methods in Finance introduces students to the nature, scope, and significance of research and research methodologies. Additionally, the course analyzes issues involved in the design and conduct of empirical research in finance by examining recently published papers in the top finance journals (Journal of Finance, Journal of Financial Economics, Review of Financial Studies, Journal of Financial and Quantitative Analysis, Journal of Corporate Finance).

92. **EFAxxxIU - Đầu tư cổ phần chưa đại chúng và Ngân hàng đầu tư** - **Private Equity and Investment Banking**

**Credits:** 3 (3.0)

**Prerequisite:** BA054IU - Corporate Finance and BA134IU - Financial Institutions and Markets

**Course description:** This course is designed to introduce students to the functions and businesses of investment banks. The course covers the roles of investment bankers in mergers and acquisitions, leveraged buyouts, and equity offerings.

93. **BA257IU - Workshop 2 về tài chính - Workshop 2 on Financial Issues**

**Credits:** 2 (2.0)

**Prerequisite:** BA054IU - Corporate Finance and EFA233IU - Ethics and Corporate Governance

**Course description:** This workshop will provide students with an opportunity to engage with ongoing work and projects within the Finance and Banking industry. During the meeting, invited guest speakers will present “works in progress” and “experience sharing”. It will help students expand their financial understanding and career opportunities. Finally, Students are required to submit 03 Written reports to evaluate their understanding based on 03 given topics.

94. **BA138IU - Lý thuyết danh mục đầu tư và quản trị** - **Portfolio theory and Investment analysis**

**Credits:** 3 (3.0)

**Prerequisite:** BA016IU - Fundamentals of Financial Management and BA134IU - Financial Institutions and Markets

**Course description:** Portfolio Theory and Investment Analysis (BA016IU) is designed to help students to be able to apply pricing models and other techniques in the valuation of securities; measuring the portfolio risk and determining portfolio performance; constructing optimal portfolios; and taking applied perspective on investment management for individual and institutional investors. The learning experience will include an introduction to modern portfolio theory, passive and active portfolio management strategies, pricing models of financial instruments such as stocks; evaluation of portfolio risk and return compared to the benchmarks; Capital Asset Pricing Model (CAPM) and other issues in finance.

**95. EFA237IU - Bảo hiểm – Insurance****Credits:** 3 (3.0)**Prerequisite:** BA016IU - Fundamentals of Financial Management

**Course description:** This course aims to provide students with the fundamental knowledge of insurance, including the required economic theory of insurance corporations, insurance classification scheme, insurance in risk management, and the main operations/functions of the insurance companies.

**96. EFA215IU - Quản lý tài sản - Wealth management****Credits:** 3 (3.0)**Prerequisite:** BA016IU - Fundamentals of Financial Management

**Course description:** The course is designed for students looking to take control of their finances. Through these modules, students will cover a variety of personal finance topics, including budgets and cash flows, saving money for the future, managing debts, investing, and managing risk. The readings and activities will prepare students to understand the current state of their money, as well as take actions to work toward their financial goals.

**97. EFA240IU - Chiến lược đầu tư bất động sản - Real Estate Investment Strategy****Credits:** 3 (3.0)**Prerequisite:** BA016IU - Fundamentals of Financial Management

**Course description:** The course covers topics in order to help students understand the potential risks and returns regarding investing in and financing both commercial and residential real estate. It covers different techniques and concepts which include: appraising, investing, consulting and managing real estate portfolios, investing and financing development. In addition, this course provides necessary updated legal knowledge related to the real estate sector that can affect the rights of lenders and investors in the Vietnamese market. It also helps students understand the features of different vehicles for lending and investing in the real estate market, the economic benefits and the significance of the local economy where properties are located.

At the end of the course, students will be able to conduct the appropriate methods of analysis and inform real estate finance and investment decisions as well as understand the financial assets securitized by real estate.

**98. BA150IU - Special Study****99. BA255IU - Thực tập chuyên sâu - Special Internship****100.EFA241IU - Định giá tài sản - Asset Pricing****Credits:** 3 (3.0)**Prerequisite:** BA008IU – Statistics for Business

**Course description:** This course provides an overview of two aspects of empirical asset pricing: cross-section of stock returns and technical analysis.

**101.EFA230IU - Workshop 2 về các vấn đề kinh tế - Workshop 2 on Economics Issues****Credits:** 2 (2.0)

**Prerequisite:** EFA201IU - Intermediate Microeconomics, EFA202IU - Intermediate Macroeconomics and EFA203IU - Introductory Econometrics

**Course description:** This course is a continuation of Workshop 1 with a special focus on topics related to the economics major. Guest speakers will present ongoing economic issues and share their industrial experience. Students are expected to obtain practical knowledge and improve their career opportunities from guest speakers' insights. At the end of the course, students are required to submit written reports as a course assessment.

**102. BA281IU - Workshop 2 về Kế toán - Workshop 2 on Accounting Issues****Credits:** 2 (2.0)**Prerequisite:** Managerial Accounting – BA010IU

**Course description:** This course provides students with practical exposure to the tasks and projects they are likely to encounter in the accounting profession. Throughout the course, guest speakers will present "Ongoing Work" and share their experiences. This approach helps students broaden their knowledge of accounting and auditing and gain a deeper understanding of their career development path. To assess the course, students are required to submit three extracurricular reports on three topics presented by the speakers.

**103. BA154IU - Khởi nghiệp và quản trị doanh nghiệp nhỏ - Entrepreneurship and Small Business Management****Credits:** 3 (3.0)**Prerequisite:** No

**Course description:** This course provides an in-depth exploration of the principles and practices of entrepreneurship and small business management. Students will learn how to identify business opportunities, develop viable business plans, secure financing, and manage the day-to-day operations of a small enterprise. Topics include innovation, market analysis, business models, legal considerations, and growth strategies. Through case studies, interactive exercises, and real-world projects, students will gain practical skills needed to start, manage, and grow a successful small business in a competitive environment.

**104. BA263IU - Mô hình tài chính - Financial Modelling****Credits:** 3 (3.0)**Prerequisite:** BA016IU - Fundamentals of Financial Management

**Course description:** The course covers topics in order to help students interpret and analyze financial statements of a company effectively. In this course, students will learn how to design, develop and build their own interactive financial models to solve complex financial questions. Moreover, the course focuses on building up Excel skills to analyse historical financial statements and perform financial projection, company valuation, estimate portfolio risks and optimal portfolio construction etc. Simple regression using Excel to estimate the relation between variables is also presented in this course.

**105. EFA216IU - Ứng dụng trí tuệ nhân tạo - AI Applications****Credits:** 3 (3.0)**Prerequisite:** Math for Business – BA282IU and Statistics for Business – BA080IU

**Course description:** This course equips students with the theoretical foundations and practical skills to apply artificial intelligence (AI) and machine learning (ML) techniques to real-world challenges in finance and economics. By integrating insights from industry and academia, the

program focuses on developing proficiency in ML, explainability frameworks, generative AI, and ethical AI deployment. Students will engage with financial data analysis, predictive modeling, algorithmic trading, risk management, and policy evaluation, while critically assessing the societal and ethical implications of AI-driven solutions. The curriculum emphasizes hands-on learning through programming tools, case studies from institutions and projects that mirror real-world financial scenarios, ensuring graduates can bridge the gap between technical AI concepts and real-world financial strategies.

**106. BA261IU - Công nghệ tài chính – Fintech****Credits:** 3 (3.0)**Prerequisite:** No

**Course description:** The fourth technology revolution 4.0 has change the way how the business world runs. Global trade, finance and banking as a result is rapidly changing with the raising of start-up financial technologies, which is referred as FINTECH. Recently, 30% of large Financial Institutions are investing in Artificial Intelligence (AI) while 77% expect to adopt blockchain as part of an in-production system or process by 2020 (PWC Global Fintech report 2017). Fintech now isn't just about the tech, it's about culture, ways of working, problem solving, customer engagement and new ideas of leadership.

The course covers recent trends and tools of financial technologies in financial sectors, including lending platform, internet finance, blockchain (including: bitcoin, cryptocurrency), cybersecurity, digital payments, big data, crowd funding, etc. and their realistic impact on global banking and finance. In addition, this course The course contains both lectures and practical cases.

**Thực tập và khóa luận tốt nghiệp**

**107. EFA369IU - Thực tập định hướng - Internship**

**Credits:** 3 (3.0)

**Prerequisite:** BA010IU - Managerial Accounting, BA054IU - Corporate Finance and EFA203IU - Introductory Econometrics

**Course description:** This is a compulsory internship in which students must gain practical working experience at a company. The minimum internship period is 32 full working days, which is roughly equivalent to about two months of a full-time job or four months of part-time job. For assessment, students must submit a written report that covers all aspects of the internship, including a personal reflection and insights from working experience

**108. EFA456IU - Luận văn – Thesis**

**Credits:** 12 (12.0)

**Prerequisite:** BA269IU - Research methods for finance and accounting, EFA209IU - Research Methods in Economics and EFA369IU - Internship

**Course description:** This course is an independent study course for students undertaking the research and writing of a graduation thesis. A thesis requires students to synthesize knowledge and skills acquired over the course of the degree's education. Students need to complete two rounds of defenses. Thesis must be designed and completed under the supervision of a faculty and graded by additional faculty members.

**TRƯỜNG KHOA**

**Trịnh Quốc Đạt**



**Đinh Đức Anh Vũ**



**Phụ lục 1**  
**NỘI DUNG ĐIỀU CHỈNH**  
**CHƯƠNG TRÌNH ĐÀO TẠO NGÀNH TÀI CHÍNH HÀNG KHÓA 2025 SO**  
**VỚI KHÓA 2024**

(Kèm theo Quyết định số 1055/QĐ-ĐHQT ngày 04 tháng 9 năm 2025  
của Hiệu trưởng Trường Đại học Quốc tế)

**1. Các môn học loại bỏ khỏi chương trình đào tạo**

Stt	Mã MH	Tên môn học	Số tín chỉ	Bắt buộc/ Tự chọn
1	BA156IU	Human Resources Management	3 (3;0)	Bắt buộc
2	EFA234IU	Bank Accounting	3 (3;0)	Tự chọn bắt buộc
3	BA186IU	Investment Banking	3 (3;0)	Bắt buộc với chuyên ngành Đầu tư tài chính Tự chọn với chuyên ngành Quản trị Ngân hàng
4	BA221IU	Personal Finance	3 (3;0)	Tự chọn
5	BA219IU	Accounting Information System	3 (3;0)	Tự chọn bắt buộc

Lý do: Một số kiến thức đã được tích hợp vào môn học khác hoặc được dạy lồng ghép xuyên suốt nhiều môn học

**2. Các môn học bổ sung vào chương trình đào tạo**

STT	Mã môn học	Tên môn học	Số tín chỉ	Bắt buộc/ Tự chọn
1	EFA216IU	AI Applications	3 (3;0)	Tự chọn
2	EFA217IU	Private Equity and Investment Banking	3 (3;0)	Bắt buộc với chuyên ngành Quản trị Ngân hàng và Đầu tư tài chính Tự chọn với chuyên ngành Tài chính Doanh nghiệp
3	EFA215IU	Wealth Management	3 (3;0)	Tự chọn

STT	Mã môn học	Tên môn học	Số tín chỉ	Bắt buộc/ Tự chọn
4	BA154IU	Entrepreneurship and Small Business Management	3 (3;0)	Bắt buộc với chuyên ngành Tài chính Doanh nghiệp Tự chọn với chuyên ngành Đầu tư tài chính và Quản trị Ngân hàng

Lý do: Môn học mới cung cấp kiến thức và kỹ năng đang được doanh nghiệp, tổ chức tuyển dụng yêu cầu cao. Môn học tích hợp giữa tài chính – công nghệ – quản trị – pháp luật giúp sinh viên có cái nhìn toàn diện hơn.

### 3. Các điều chỉnh khác

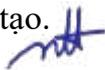
- Giảm tổng tín chỉ từ 139 còn 124
- Các môn học đổi tên

STT	Mã MH	Tên cũ	Tên mới	Số tín chỉ	Lý do
1	BA257IU	Workshop 2 on Financial	Workshop 2 on Financial Issues	2 (2;0)	Tên cũ không có ý nghĩa trong tiếng Anh
2	BA269IU	Research methods for finance	Research methods for finance and accounting	3 (3;0)	Thêm tên cho phù hợp với cả 2 ngành Tài chính và Kế toán

### 4. Hướng xử lý cho các sinh viên khóa cũ khi chưa học các môn học bị loại bỏ khỏi chương trình đào tạo

- Các học phần bị loại khỏi chương trình đào tạo là các học phần thuộc nhóm tự chọn (ngoại trừ học phần *Human Resource Management* – mã BA156IU, 3 tín chỉ), Do đó, việc điều chỉnh chương trình không ảnh hưởng đến kế hoạch học tập của sinh viên các khóa tuyển trước.

- Đối với học phần *Human Resource Management* – BA156IU (3 tín chỉ), đây là học phần do Khoa Quản trị Kinh doanh phối hợp với các bộ môn liên quan phụ trách giảng dạy, và được mở định kỳ hằng năm theo kế hoạch đào tạo. Vì vậy, học phần này vẫn đảm bảo đủ số lượng để tổ chức lớp học, và sinh viên các khóa tuyển trước (K2023, K2024) có thể đăng ký học chung theo đúng quy định hiện hành về tổ chức giảng dạy học phần trong chương trình đào tạo.





**Phụ lục 2**  
**MỨC ĐỘ ĐÁP ỨNG**  
**KHUNG NĂNG LỰC SỐ CỦA CHƯƠNG TRÌNH ĐÀO TẠO**

*(Kèm theo Quyết định số 1055/QĐ-ĐHQT ngày 04 tháng 9 năm 2025 của Hiệu trưởng Trường Đại học Quốc tế)*

\* Đáp ứng Thông tư 02/2025/TT-BGDĐT ngày 24/01/2025 của Bộ Giáo dục và Đào tạo Quy định về Khung năng lực số cho người học.

**I. Mức độ đáp ứng khung năng lực số của chương trình đào tạo**

**1. Miền năng lực 1: Khai thác dữ liệu và thông tin**

\* Đánh giá năng lực thành phần theo 8 bậc của Khung năng lực số (từ bậc 1 đến bậc 8)

STT	Mã MH	Tên MH (Tiếng Anh)	Năng lực thành phần (NLTP)		
			NLTP 1.1	NLTP 1.2	NLTP 1.3
1	BA120IU	Business Computing Skills	6	5	6
2	BA269IU	Research Methods for Finance	5	5	5

**2. Miền năng lực 2: Giao tiếp và hợp tác trong môi trường số**

\* Đánh giá năng lực thành phần theo 8 bậc của Khung năng lực số (từ bậc 1 đến bậc 8)

STT	Mã MH	Tên MH (Tiếng Anh)	Năng lực thành phần					
			NLTP 2.1	NLTP 2.2	NLTP 2.3	NLTP 2.4	NLTP 2.5	NLTP 2.6
1	BA261IU	Fintech				6		
2	BA006IU	Business Communication	5	5	5	5	5	5

**3. Miền năng lực 3: Sáng tạo nội dung số**

\* Đánh giá năng lực thành phần theo 8 bậc của Khung năng lực số (từ bậc 1 đến bậc 8)

STT	Mã MH	Tên MH (Tiếng Anh)	Năng lực thành phần			
			NLTP 3.1	NLTP 3.2	NLTP 3.3	NLTP 3.4
1	BA120IU	Business Computing Skills				4

**4. Miền năng lực 4: An toàn**

*\* Đánh giá năng lực thành phần theo 8 bậc của Khung năng lực số (từ bậc 1 đến bậc 8)*

STT	Mã MH	Tên MH (Tiếng Anh)	Năng lực thành phần			
			NLTP 4.1	NLTP 4.2	NLTP 4.3	NLTP 4.4
1	BA081IU	Business Law		4		
2	EFA233IU	Ethics and Corporate Governance		5	4	4
3	PE021IU	General Law	4	4		

### **5. Miền năng lực 5: Giải quyết vấn đề**

*\* Đánh giá năng lực thành phần theo 8 bậc của Khung năng lực số (từ bậc 1 đến bậc 8)*

STT	Mã MH	Tên MH (Tiếng Anh)	Năng lực thành phần			
			NLTP 5.1	NLTP 5.2	NLTP 5.3	NLTP 5.4
1	BA263IU	Financial Modelling	5	6	5	5
2	BA214IU	Financial Institutions Management	5	6	5	5

### **6. Miền năng lực 6: Ứng dụng trí tuệ nhân tạo**

*\* Đánh giá năng lực thành phần theo 8 bậc của Khung năng lực số (từ bậc 1 đến bậc 8)*

STT	Mã MH	Tên MH (Tiếng Anh)	Năng lực thành phần		
			NLTP 6.1	NLTP 6.2	NLTP 6.3
1	BA261IU	Fintech	7	7	7
2	EFA216IU	AI Applications	7	7	7
3	BA154IU	Entrepreneurship and Small Business Management	6	6	6

## **II. Phương pháp đánh giá chuẩn đầu ra khung năng lực số**

Miền năng lực	Năng lực thành phần (NLTP)	Môn học (Mã môn- Tên môn)	Hình thức đánh giá
1. Khai thác dữ liệu và thông tin	NLTP 1.1	BA120IU - Business Computing Skills	Bài thi giữa kỳ và cuối kỳ
		BA269IU - Research Methods for Finance	Bài tập nhóm
	NLTP 1.2	BA120IU - Business Computing Skills	Bài thi giữa kỳ và cuối kỳ và bài tập cá nhân
		BA269IU - Research Methods for Finance	Bài tập nhóm
	NLTP 1.3	BA120IU - Business Computing Skills	Bài thi giữa kỳ và cuối kỳ và bài tập cá nhân
		BA269IU - Research Methods for Finance	Bài tập nhóm
2. Giao tiếp và hợp tác trong môi trường số	NLTP 2.1	BA006IU- Business Communication	Bài tập nhóm
	NLTP 2.2	BA006IU- Business Communication	Bài tập nhóm
	NLTP 2.3	BA006IU- Business Communication	Bài tập nhóm
	NLTP 2.4	BA261IU - Fintech	Bài tập nhóm
		BA006IU- Business Communication	Bài tập cá nhân

<b>Miền năng lực</b>	<b>Năng lực thành phần (NLTP)</b>	<b>Môn học (Mã môn- Tên môn)</b>	<b>Hình thức đánh giá</b>
	NLTP 2.5	BA006IU- Business Communication	Bài tập nhóm
	NLTP 2.6	BA006IU- Business Communication	Bài tập nhóm
3. Sáng tạo nội dung số	NLTP 3.1		
	NLTP 3.2		
	NLTP 3.3		
	NLTP 3.4	BA120IU - Business Computing Skills	Bài thi giữa kỳ và cuối kỳ và bài tập cá nhân
4. An toàn	NLTP 4.1	PE021IU - General Law	Bài kiểm tra trong lớp
	NLTP 4.2	BA081IU - Business Law	Bài kiểm tra trong lớp
		EFA233IU - Ethics and Corporate Governance	Bài tập nhóm
		PE021IU - General Law	Bài kiểm tra trong lớp
	NLTP 4.3	EFA233IU - Ethics and Corporate Governance	Bài tập nhóm
	NLTP 4.4	EFA233IU - Ethics and Corporate Governance	Bài tập nhóm
5. Giải quyết vấn đề	NLTP 5.1	BA263IU - Financial	Bài tập nhóm

Miền năng lực	Năng lực thành phần (NLTP)	Môn học (Mã môn- Tên môn)	Hình thức đánh giá	
		Modelling		
		BA214IU - Financial Institutions Management	Bài tập nhóm	
	NLTP 5.2	BA263IU - Financial Modelling	Bài tập nhóm	
		BA214IU - Financial Institutions Management	Bài tập nhóm	
	NLTP 5.3	BA263IU - Financial Modelling	Bài tập nhóm	
		BA214IU - Financial Institutions Management	Bài tập nhóm	
	NLTP 5.4	BA263IU - Financial Modelling	Bài tập nhóm	
		BA214IU - Financial Institutions Management	Bài tập nhóm	
	6. Ứng dụng trí tuệ nhân tạo	NLTP 6.1	BA261IU - Fintech	Bài tập nhóm
			EFA216IU - AI Applications	Bài tập nhóm
BA154IU Entrepreneurship and Small Business Management			Bài tập nhóm	

Miền năng lực	Năng lực thành phần (NLTP)	Môn học (Mã môn- Tên môn)	Hình thức đánh giá
	NLTP 6.2	BA261IU - Fintech	Bài tập nhóm
		EFA216IU - AI Applications	Bài tập nhóm
		BA154IU Entrepreneurship and Small Business Management	Bài tập nhóm
	NLTP 6.3	BA261IU - Fintech	Bài tập nhóm
		EFA216IU - AI Applications	Bài tập nhóm
		BA154IU Entrepreneurship and Small Business Management	Bài tập nhóm



**Phụ lục 3**  
**ĐỀ CƯƠNG CHI TIẾT CÁC MÔN HỌC**

*(Kèm theo Quyết định số 1055/QĐ-ĐHQG ngày 04 tháng 9 năm 2025  
của Hiệu trưởng Trường Đại học Quốc tế)*

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(Đề cương chi tiết được sắp xếp thứ tự theo bảng 6 – Các môn học thuộc CTĐT)



**ĐẠI HỌC QUỐC GIA THÀNH PHỐ HỒ CHÍ MINH**  
**KHOA CHÍNH TRỊ - HÀNH CHÍNH**

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**ĐỀ CƯƠNG CHI TIẾT MÔN HỌC**  
**(Dành cho trường Đại học Quốc Tế)**

**1. Thông tin tổng quát**

- Tên môn học:

+ Tiếng Việt

+ Tiếng Anh

- Mã số môn học: PE015IU

- Thuộc khối kiến thức/kỹ năng:

Kiến thức cơ bản/giáo dục đại cương

Kiến thức chuyên ngành

Môn học chuyên về kỹ năng chung

- Số tín chỉ:

+ Lý thuyết

+ Thực hành (thuyết trình)

- Môn học tiên quyết: Không

- Môn học trước: Không

- Môn học song hành: Không

**Triết học Mác-Lênin**

Philosophy of Marxism – Leninism

Kiến thức cơ sở ngành

Kiến thức khác

Môn học đồ án/luận văn tốt nghiệp

03

30 (trên lớp)

15 (trên lớp)

90 (về nhà)

**2. Mô tả môn học**

*(vị trí của môn học đối với chương trình đào tạo (CTĐT), những mục đích và nội dung chính yếu của môn học)*

Môn học thuộc phần kiến thức giáo dục đại cương thuộc mảng lý luận chính trị, trang bị cho sinh viên những kiến thức cơ bản về triết học Mác-Lênin. Môn học nghiên cứu những quy luật vận động, phát triển chung nhất của tự nhiên, xã hội, tư duy; gồm 3 chương: Triết học và vai trò của triết học trong đời sống xã hội, chủ nghĩa duy vật biện chứng và chủ nghĩa duy vật lịch sử.

**3. Tài liệu học tập**

*(Các giáo trình, tài liệu tham khảo, các phần mềm, không quá 5 cuốn)*

**Giáo trình:**

[1] Bộ Giáo dục và Đào tạo (2021), *Giáo trình Triết học Mác – Lênin*, (dùng cho khối không chuyên ngành lý luận chính trị), Nxb. Chính trị quốc gia, Hà Nội.

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**Phần mềm:****4. Mục tiêu môn học**

(các mục tiêu tổng quát của môn học, thể hiện sự liên quan với các chuẩn đầu ra (X.x.x) của CTĐT và trình độ năng lực (TĐNL) được phân bổ cho môn học)

Mục tiêu (1)	Mô tả mục tiêu (2)	CDR của môn học tương ứng CTĐT (3)	TĐNL tương ứng CTĐT (4)
G1	<b>4.1 Về kiến thức</b> Sinh viên <b>hiểu</b> được vai trò của triết học Mác - Lênin trong đời sống xã hội và những nội dung cơ bản về: Chủ nghĩa duy vật biện chứng và chủ nghĩa duy vật lịch sử.		
G2	<b>4.2. Về kỹ năng</b> Sinh viên <b>vận dụng, phân tích</b> được những tri thức cơ bản của triết học Mác - Lênin về chủ nghĩa duy vật biện chứng và chủ nghĩa duy vật lịch sử vào việc nhận thức, lý giải các hiện tượng, quy luật trong đời sống xã hội Việt Nam và thế giới.		
G3	<b>4.3. Về thái độ/năng lực tự chủ và trách nhiệm</b> Sinh viên <b>đánh giá</b> được giá trị, tính khoa học cách mạng và nhân văn của triết học Mác - Lênin đối với thực tiễn Việt Nam và nhân loại		

(1): Ký hiệu mục tiêu của môn học.

(2): Mô tả các mục tiêu bao gồm các động từ chủ động, các chủ đề CDR (X.x.x) và bối cảnh áp dụng tổng quát

(3), (4): Ký hiệu CDR của CTĐT và TĐNL tương ứng được phân bổ cho môn học.

**5. Chuẩn đầu ra môn học**

(các mục cụ thể hay CDR của môn học và mức độ giảng dạy I, T, U)

CDR (1)	Mô tả CDR (2)	Mức độ giảng dạy (3)
G1.1	Sinh viên hiểu những tri thức cơ bản về triết học nói chung, những điều kiện ra đời của triết học Mác – Lênin. Đồng thời giúp sinh viên phân tích, đánh giá được thực chất cuộc cách mạng trong triết học do C.Mác và Ph.Ăngghen thực hiện và các giai đoạn hình thành, phát triển triết học Mác – Lênin; Vai trò của triết học Mác trong đời sống xã hội và trong thời đại ngày nay.	I, T
G1.2	Sinh viên hiểu được quan điểm của chủ nghĩa duy vật biện chứng về vật chất, các hình thức, phương thức tồn tại của vật chất; nguồn gốc, bản chất của ý thức; mối quan hệ biện chứng giữa vật chất và ý thức.	I.T. U

	Sinh viên hiểu được những nội dung cơ bản của phép biện chứng duy vật; ý nghĩa phương pháp luận trong nhận thức và thực tiễn. Sinh viên hiểu những kiến thức cơ bản về lý luận nhận thức của chủ nghĩa duy vật biện chứng; ý nghĩa phương pháp luận.	
G1.3	Sinh viên hiểu những kiến thức về học thuyết hình thái kinh tế - xã hội; vận dụng ý nghĩa phương pháp luận vào thực tiễn của Việt Nam. Giúp sinh viên hiểu được những quan điểm cơ bản của triết học Mác – Lênin về giai cấp; về nhà nước và cách mạng xã hội; về dân tộc, quan hệ giai cấp - dân tộc – nhân loại; ý nghĩa phương pháp luận trong nhận thức những vấn đề cơ bản của cách mạng Việt Nam. Sinh viên hiểu những quan điểm cơ bản của triết học Mác – Lênin về con người, về ý thức xã hội, sự vận dụng vào cách mạng Việt Nam.	I, T, U
G2.1	Sinh viên phân tích mang tính khái quát hóa để rút ra <i>Từ khóa tri thức</i> đối với mỗi nội dung và tư duy có hệ thống.	U
G2.2	Sinh viên vận dụng trình bày, thuyết minh, phản biện, tranh luận, hùng biện những tri thức lý luận đang học tập, nghiên cứu dựa trên thực tiễn.	U
G2.3	Sinh viên vận dụng trong giao tiếp xã hội, hợp tác và làm việc nhóm, chia sẻ tri thức và kinh nghiệm, khả năng điều hành nhóm làm việc.	U
G3.1	Sinh viên phân tích, đánh giá được những nền tảng khoa học và cách mạng của chủ nghĩa duy vật biện chứng và chủ nghĩa duy vật lịch sử.	U
G3.2	Sinh viên vận dụng lập trường mácxít nhằm đấu tranh chống lại các quan điểm sai trái, xuyên tạc triết học Mác – Lênin.	U

(1): Ký hiệu CDR của môn học

(2): Mô tả CDR, bao gồm các động từ chủ động, các chủ đề CDR ở cấp độ 4 (X.x.x.x) và bối cảnh áp dụng cụ thể.

(3): I (Introduce): giới thiệu; T (Teach): dạy; U (Utilize): sử dụng

## 6. Đánh giá môn học

(các thành phần, các bài đánh giá, các tiêu chí đánh giá, chuẩn đánh giá, và tỷ lệ đánh giá, thể hiện sự tương quan với các CDR của môn học)

Thành phần đánh giá (1)	Bài đánh giá (2)	CDR môn học (3)	Tỷ lệ % (4)
A1. Đánh giá quá trình	- Chuyên cần (A1.1) - Tham gia học tập trên lớp tích cực, hăng hái phát biểu (A1.2) - Thuyết trình nhóm (A1.3)	G1.1, G1.2- G1.3, G2.1, G2.2- G2.3 G3.1-	30%

		G3.2	
A2. Đánh giá giữa kỳ	Hình thức tự luận hoặc trắc nghiệm (A2.1)	G1.1 G2.1- G2.2, G3.1- G3.2	20%
A3. Đánh giá cuối kỳ	- Hình thức tự luận, sinh viên được sử dụng tài liệu giấy, không sử dụng thiết bị nối mạng khi làm bài thi: 75 phút (A3.1) - Điểm thưởng (tối đa 20% của điểm cuối kỳ)	G1.2- G1.3, G2.1- G2.2, G3.1- G3.2	50%

(1): các thành phần đánh giá của môn học.

(2): các bài đánh giá

(3): các CDR được đánh giá.

(4): tiêu chí đánh giá.

(5): chuẩn đánh giá

(6): Tỷ lệ điểm của các bài đánh giá trong tổng điểm môn học

### 7. Kế hoạch giảng dạy chi tiết

(các nội dung giảng dạy theo buổi học, thể hiện sự tương quan với các CDR của môn học, các hoạt động dạy và học (ở lớp, ở nhà) và các bài đánh giá của môn học)

#### Lý thuyết

1	Nội dung (2)	CDR môn học (3)	Hoạt động dạy và học (4)	Bài đánh giá (5)
1/3 tiết	<b>Giới thiệu về môn học</b> <b>Chương 1</b> <b>TRIẾT HỌC VÀ VAI TRÒ</b> <b>CỦA TRIẾT HỌC TRONG</b> <b>ĐỜI SỐNG XÃ HỘI</b> I. triết học và vấn đề cơ bản của triết học 1. Khái lược về triết học - Nguồn gốc ra đời của triết học 1. Khái lược về triết học	G1.1	<b>Hoạt động dạy:</b> - Giới thiệu đề cương môn học - Giới thiệu nội dung đề tài thuyết trình nhóm) - Trình chiếu, thuyết giảng <b>Hoạt động học:</b> - Chia nhóm - Giới thiệu nhóm học tập - Nghe giảng, phát biểu - Đọc trước mục I, II của chương 1	A1.1, A1.2, A2.1, A3.1
2/3 tiết	<b>Chương 1</b> <b>TRIẾT HỌC VÀ VAI TRÒ</b> <b>CỦA TRIẾT HỌC TRONG</b> <b>ĐỜI SỐNG XÃ HỘI</b>	G1.1 G2.2 G2.3	<b>Hoạt động dạy:</b> - Trình chiếu, thuyết giảng <b>Hoạt động học:</b>	A1.1, A1.2, A2.1, A3.1

	I. Triết học và vấn đề cơ bản của triết học (tt) 1. Khái lược về triết học - Khái niệm triết học 2. <i>Vấn đề cơ bản của triết học</i>		- Nghe giảng, phát biểu - Phác thảo nội dung thuyết trình nhóm - Đọc trước phần I, mục 3, chương 1.	
3/3 tiết	<b>Chương 1</b> <b>TRIẾT HỌC VÀ VAI TRÒ CỦA TRIẾT HỌC TRONG ĐỜI SỐNG XÃ HỘI (tiếp theo)</b> I. Triết học và vấn đề cơ bản của triết học (tt) 3. <i>Biện chứng và siêu hình</i>	G1.1 G2.2 G2.3	<b>Hoạt động dạy:</b> - Trình chiếu, thuyết giảng <b>Hoạt động học:</b> - Nghe giảng, phát biểu - Phác thảo nội dung thuyết trình nhóm - Đọc trước phần II chương 1.	A1.1, A1.2, A2.1, A3.1
4/3 tiết	<b>Chương 1</b> <b>TRIẾT HỌC VÀ VAI TRÒ CỦA TRIẾT HỌC TRONG ĐỜI SỐNG XÃ HỘI (tiếp theo)</b> II. Triết học Mác - Lênin và vai trò của triết học Mác - Lênin trong đời sống xã hội 1. <i>Sự ra đời và phát triển của triết học Mác - Lênin</i> - <i>Giới thiệu nội dung mục 2.3</i>	G1.1 G2.2 G2.3	<b>Hoạt động dạy:</b> - Trình chiếu, thuyết giảng <b>Hoạt động học:</b> - Nghe giảng, phát biểu - Phác thảo nội dung thuyết trình nhóm - Đọc trước phần I chương 1.	A1.1, A1.2, A2.1, A3.1
5/3 tiết	<b>Chương 2</b> <b>CHỦ NGHĨA DUY VẬT BIỆN CHỨNG</b> I. Vật chất và ý thức 1. <i>Vật chất và các hình thức tồn tại của vật chất</i> 2. <i>Nguồn gốc, bản chất và kết cấu của ý thức</i>	G1.2 G2.1 G.2.2 G3.1 G3.2	<b>Hoạt động dạy:</b> - Trình chiếu, thuyết giảng <b>Hoạt động học:</b> - Nghe giảng, phát biểu, làm việc nhóm, thuyết trình. - Đọc trước mục 3 phần I chương 2.	A1.1, A1.2, A2.1, A3.1
6/3 tiết	<b>Chương 2</b> <b>CHỦ NGHĨA DUY VẬT BIỆN CHỨNG</b> I. Vật chất và ý thức 3. <i>Mối quan hệ giữa vật chất và ý thức</i> II. Phép biện chứng duy vật 1. <i>Hai loại hình biện chứng và phép biện chứng duy vật</i>	G1.2 G2.1 G.2.2 G3.1 G3.2 G1.3	- Trình chiếu, thuyết giảng <b>Hoạt động học:</b> - Nghe giảng, phát biểu, làm việc nhóm, thuyết trình. - Đọc trước mục 1,2 phần II chương 2.	A1.1, A1.2, A2.1, A3.1
7/3 tiết	<b>Chương 2</b> <b>CHỦ NGHĨA DUY VẬT BIỆN</b>	G1.3 G2.1	<b>Hoạt động dạy:</b> - Trình chiếu, thuyết	A1.1, A1.2,

	<p><b>CHỨNG (tiếp theo)</b>  <b>II. Phép biện chứng duy vật</b>  <b>2. Nội dung của phép biện chứng duy vật</b>  <i>a. Hai nguyên lý.</i>  - Nguyên lý về mối liên hệ phổ biến  - Nguyên lý về sự phát triển  - <b>Kiểm tra giữa kỳ</b></p>	G.2.2 G3.1 G3.2	giảng <b>Hoạt động học:</b> - Nghe giảng, phát biểu, làm việc nhóm, thuyết trình. - Đọc trước mục 2 phần II chương 2.	A3.1
8/3 tiết	<p>Chương 2  <b>CHỦ NGHĨA DUY VẬT BIỆN CHỨNG (tiếp theo)</b>  <b>II. Phép biện chứng duy vật</b>  <b>2. Nội dung của phép biện chứng duy vật</b>  <i>c. Các cặp phạm trù của PBCDV</i>  - Phạm trù cái riêng – cái chung  - Phạm trù nguyên</p>	G1.3 G2.1 G.2.2 G3.1 G3.2	<b>Hoạt động dạy:</b> - Trình chiếu, thuyết giảng <b>Hoạt động học:</b> - Nghe giảng, phát biểu, làm việc nhóm, thuyết trình. - Đọc trước mục 2 phần II chương 2.	A1.1, A1.2, A3.1
9/3 tiết	<p>Chương 2  <b>CHỦ NGHĨA DUY VẬT BIỆN CHỨNG (tiếp theo)</b>  <b>II. Phép biện chứng duy vật</b>  <b>2. Nội dung của phép biện chứng duy vật</b>  <i>c. Ba quy luật:</i>  - Quy luật Lượng – Chất.  - Quy luật thống nhất và đấu tranh của các mặt đối lập</p>	G1.3 G2.1 G.2.2 G3.1 G3.2	<b>Hoạt động dạy:</b> - Trình chiếu, thuyết giảng <b>Hoạt động học:</b> - Nghe giảng, phát biểu, làm việc nhóm, thuyết trình. - Đọc trước phần III chương 2.	A1.1, A1.2, A3.1
10/3 tiết	<p>Chương 2  <b>CHỦ NGHĨA DUY VẬT BIỆN CHỨNG (tiếp theo)</b>  <b>III. Lý luận nhận thức</b>  <b>1. Các nguyên tắc của lý luận nhận thức duy vật biện chứng</b>  <b>2. Nguồn gốc, bản chất của nhận thức</b>  <b>3. Thực tiễn và vai trò của thực tiễn đối với nhận thức</b>  - Giới thiệu mục 4.5</p>	G1.3 G2.1 G.2.2 G3.1 G3.2	<b>Hoạt động dạy:</b> - Trình chiếu, thuyết giảng <b>Hoạt động học:</b> - Nghe giảng, phát biểu, làm việc nhóm, thuyết trình. - Đọc trước phần I chương 3.	A1.1, A1.2, A3.1
11/3 tiết	<p>Chương 3  <b>CHỦ NGHĨA DUY VẬT LỊCH SỬ</b>  <b>I. Học thuyết hình thái kinh tế - xã hội</b>  <b>1. Sản xuất vật chất là cơ sở của sự tồn tại và phát triển xã hội</b></p>	G1.4 G2.1 G.2.2 G3.1 G3.2	<b>Hoạt động dạy:</b> - Trình chiếu, thuyết giảng <b>Hoạt động học:</b> - Nghe giảng, phát biểu, làm việc nhóm, thuyết trình.	A1.1, A1.2, A3.1

	2. <i>Biện chứng giữa lực lượng sản xuất và quan hệ sản xuất</i>		- Đọc trước mục 3.4 phần I chương 3.	
12/3 tiết	<p style="text-align: center;"><b>Chương 3</b> <b>CHỦ NGHĨA DUY VẬT LỊCH SỬ</b></p> <p>I. Học thuyết hình thái kinh tế - xã hội</p> <p>3. <i>Biện chứng giữa cơ sở hạ tầng và kiến trúc thượng tầng của xã hội</i></p> <p>4. <i>Sự phát triển các hình thái kinh tế - xã hội là một quá trình lịch sử - tự nhiên</i></p>	G1.4 G2.1 G.2.2 G3.1 G3.2	<p><b>Hoạt động dạy:</b></p> <p>- Trình chiếu, thuyết giảng</p> <p><b>Hoạt động học:</b></p> <p>- Nghe giảng, phát biểu, làm việc nhóm, thuyết trình.</p> <p>- Đọc trước phần II và phần III chương 3.</p>	A1.1, A1.2, A1.3, A3.1
13/3 tiết	<p style="text-align: center;"><b>Chương 3</b> <b>CHỦ NGHĨA DUY VẬT LỊCH SỬ (tiếp theo)</b></p> <p><b>-Giới thiệu các khái niệm</b></p> <p>II. Giai cấp và dân tộc</p> <p>1. <i>Vấn đề giai cấp và đấu tranh giai cấp</i></p> <p>2. <i>Dân tộc</i></p> <p>3. <i>Mối quan hệ giai cấp - dân tộc - nhân loại</i></p> <p>III. Nhà nước và cách mạng xã hội</p> <p>1. <i>Nhà nước</i></p>	G1.4 G2.1 G.2.2 G3.1 G3.2	<p><b>Hoạt động dạy:</b></p> <p>- Trình chiếu, thuyết giảng</p> <p><b>Hoạt động học:</b></p> <p>- Nghe giảng, phát biểu, làm việc nhóm, thuyết trình.</p> <p>- Đọc trước phần IV chương 3.</p>	A1.1, A1.2, A1.3, A3.1
14/3 tiết	<p style="text-align: center;"><b>Chương 3</b> <b>CHỦ NGHĨA DUY VẬT LỊCH SỬ (tiếp theo)</b></p> <p>IV. Ý thức xã hội</p> <p>1. <i>Khái niệm tồn tại xã hội và các yếu tố cơ bản của tồn tại xã hội</i></p> <p>2. <i>Ý thức xã hội và kết cấu của ý thức xã hội</i></p>	G1.4 G2.1 G.2.2 G3.1 G3.2	<p><b>Hoạt động dạy:</b></p> <p>- Trình chiếu, thuyết giảng</p> <p><b>Hoạt động học:</b></p> <p>- Nghe giảng, phát biểu, làm việc nhóm, thuyết trình.</p> <p>- Đọc trước phần V chương 3.</p>	A1.1, A1.2, A1.3, A3.1
15/3 tiết	<p style="text-align: center;"><b>Chương 3</b> <b>CHỦ NGHĨA DUY VẬT LỊCH SỬ (tiếp theo)</b></p> <p>V. Triết học về con người</p> <p>1. <i>Khái niệm con người và bản chất con người</i></p> <p>- <i>Giới thiệu mục 2.3.4</i></p> <p>- <i>Ôn tập thi cuối kỳ</i></p>	G1.4 G2.1 G.2.2 G3.1 G3.2	<p><b>Hoạt động dạy:</b></p> <p>- Trình chiếu, thuyết giảng</p> <p>- Ôn tập thi cuối kỳ</p> <p><b>Hoạt động học:</b></p> <p>- Thuyết trình, thảo luận nhóm</p> <p>- Nghe giảng, ôn tập</p>	A1.1, A1.2, A1.3, A3.1

(1): Thông tin về tuần/buổi học.

(2): Liệt kê nội dung giảng dạy theo chương, mục

(3): Liệt kê CDR liên quan của môn học (ghi ký hiệu Gx.x),

(4): Liệt kê các hoạt động dạy và học (ở lớp, ở nhà), bao gồm đọc trước tài liệu

(nếu có yêu cầu)

(5): Liệt kê các bài đánh giá liên quan (ghi ký hiệu Ax.x)

**Thực hành**

Tuần/Buổi học (1)	Nội dung (2)	CĐR môn học (3)	Hoạt động dạy và học (4)	Bài đánh giá (5)
...	Bài thực hành 1: ...	Gx.x ...	Dạy: ... Học ở lớp: ... Học ở nhà: ...	Ax.x ...

(1): Thông tin về tuần/buổi học. (2): Liệt kê nội dung thực hành theo bài thực hành

(3): Liệt kê CĐR liên quan của môn học (ghi ký hiệu Gx.x),

(4): Liệt kê các hoạt động dạy và học (ở lớp, ở nhà), bao gồm đọc trước tài liệu (nếu có yêu cầu)

(5): Liệt kê các bài đánh giá liên quan (ghi ký hiệu Ax.x)

**8. Quy định của môn học**

(Các quy định của môn học (nếu có), thí dụ: sinh viên không nộp bài tập và các báo cáo đúng hạn, được coi như không nộp bài; sinh viên vắng 2 buổi thực hành trở lên, không được phép dự thi cuối kỳ ...)

- Quy định về Bài thuyết trình nhóm:

- Thành lập nhóm: Số lượng sinh viên tùy vào sĩ số lớp, do giảng viên quy định. Hạn chót đăng ký đề tài nhóm quản lý trên forum là buổi 2 hoặc trực tiếp nộp cho GV buổi 1.
- Các nhóm thuyết trình theo thứ tự được phân công. Lưu ý các nhóm cần có mặt đủ và mang theo tất cả các tài liệu liên quan khi thuyết trình.
- Hình thức nộp bài: Nộp file và biên bản làm việc nhóm qua mail cho GV

- Quy định về giờ giấc, chuyên cần, kỷ luật trong khóa học: Lên lớp đúng giờ, dự tối thiểu 80% thời gian học trên lớp (chỉ được phép vắng mặt tối đa 20% số tiết học). Nếu vắng quá số tiết quy định thì sẽ bị điểm 0 chuyên cần.

**9. Phụ trách môn học**

- Khoa/Bộ môn: Bộ môn Lý luận và Khoa học chính trị, Khoa Chính trị - Hành chính

- Địa chỉ và email liên hệ: daotao.spas@vnuhcm.edu.vn

KT. Trưởng Bộ môn  
Phó trưởng Bộ môn



TS. Mạch Thị Khánh Trinh

Tp. Hồ Chí Minh, ngày 01 tháng 10 năm 2023

KT. TRƯỞNG KHOA  
PHÓ TRƯỞNG KHOA



TS. Nguyễn Đình Quốc Cường

## ĐỀ CƯƠNG CHI TIẾT MÔN HỌC

(Dành cho Trường Đại học Quốc tế, ĐHQG-HCM)

### 1. Thông tin tổng quát

- Tên môn học:

+ Tiếng Việt

+ Tiếng Anh

**Kinh tế chính trị Mác - Lênin**

Political economics of Marxism and Leninism

- Mã số môn học:

PE016IU

- Thuộc khối kiến thức/kỹ năng:

Kiến thức cơ bản/giáo dục đại cương

Kiến thức cơ sở ngành

Kiến thức chuyên ngành

Kiến thức khác

Môn học chuyên về kỹ năng chung

Môn học đồ án/luận văn tốt nghiệp

- Số tín chỉ:

02

+ Lý thuyết

21 (trên lớp)

+ Thực hành (thuyết trình)

09 (trên lớp)

60 (về nhà)

- Môn học tiên quyết:

- Môn học trước:

Triết học Mác – Lênin

- Môn học song hành:

### 2. Mô tả môn học

Môn học này cung cấp cho sinh viên những phân tích của Các Mác về phương thức sản xuất tư bản chủ nghĩa và chỉ ra giới hạn phát triển của phương thức sản xuất này. V.I.Lênin bổ sung học thuyết kinh tế chính trị của Mác trong tình hình mới – giai đoạn chủ nghĩa tư bản độc quyền thống trị. Dựa vào nội dung cơ bản của kinh tế chính trị Mác – Lênin, sinh viên được tìm hiểu về mô hình kinh tế tổng quát của Việt Nam trong thời kỳ quá độ - Kinh tế thị trường định hướng xã hội chủ nghĩa. Bên cạnh đó, môn học này cũng cung cấp cho sinh viên về tính tất yếu phải công nghiệp hóa, hiện đại hóa và hội nhập kinh tế quốc tế trong bối cảnh CMCN lần thứ 4 và toàn cầu hóa diễn ra mạnh mẽ.

### 3. Tài liệu học tập



### 3.1. Giáo trình

- [1] Bộ Giáo dục và Đào tạo (2021), *Giáo trình Kinh tế chính trị Mác – Lênin*, (dùng cho khối không chuyên ngành lý luận chính trị) Nxb. Chính trị quốc gia, Hà Nội.
- [2] Bộ Giáo dục và Đào tạo (2012), *Giáo trình Những Nguyên lý cơ bản của chủ nghĩa Mác – Lênin*, Nxb. Chính trị quốc gia, Hà Nội.

### 3.2. Tài liệu khác

- [3] Các Mác, *Tư bản*, NXB Chính trị quốc gia Sự thật, Hà Nội, 2018
- [4] Klaus Schwab (2018), *Cách mạng công nghiệp lần thứ tư*, NXB Thế giới.
- [5] V.I.Lênin, Toàn tập – tập 27, NXB Chính trị Quốc gia Sự thật, 2005

### 3.3. Phần mềm: N/A

## 4. Mục tiêu môn học

(các mục tiêu tổng quát của môn học, thể hiện sự liên quan với các chuẩn đầu ra (X.x.x) của CTĐT và trình độ năng lực (TĐNL) được phân bổ cho môn học)

Mục tiêu (1)	Mô tả mục tiêu (2)	CĐR của môn học tương ứng CTĐT (3)	TĐNL tương ứng CTĐT (4)
G1	<p><b>4.1 Về kiến thức</b></p> <p>Sinh viên hiểu được sự vận động và phát triển của phương thức sản xuất tư bản chủ nghĩa và giới hạn của nó theo phân tích của Mác – Lênin. Sinh viên cũng được hiểu rõ về mô hình kinh tế của Việt Nam thời kỳ quá độ lên chủ nghĩa xã hội đó là kinh tế thị trường định hướng xã hội chủ nghĩa. Ngoài ra, sinh viên cũng hiểu rõ về công nghiệp hóa, hiện đại hóa và hội nhập kinh tế quốc tế của Việt Nam.</p>		3.5
G2	<p><b>4.2. Về kỹ năng</b></p> <p>Sinh viên vận dụng những kiến thức đã học có thể nhận định, phân tích và đánh giá các vấn đề kinh tế chính trị trong nước và quốc tế. Vận dụng kiến thức kinh tế chính trị Mác – Lênin để</p>		3.0

	đánh giá chủ nghĩa tư bản đương đại cũng như phân tích, đánh giá được mô hình kinh tế của Việt Nam trong thời kỳ quá độ lên chủ nghĩa xã hội. Ngoài ra, sinh viên còn vận dụng kiến thức kinh tế chính trị để phân tích quá trình công nghiệp hóa, hiện đại hóa và hội nhập kinh tế quốc tế của Việt Nam.		
G3	<b>4.3. Về thái độ/năng lực tự chủ và trách nhiệm</b> Vận dụng kiến thức kinh tế chính trị Mác – Lênin để có thái độ tích cực trong việc góp phần vào xây dựng và bảo vệ con đường chủ nghĩa xã hội của Việt Nam. Đấu tranh bác bỏ những luận điệu xuyên tạc, chống phá Chủ nghĩa Mác – Lênin và sự lãnh đạo của Đảng Cộng sản Việt Nam.		4.0

(1): Ký hiệu mục tiêu của môn học. (2): Mô tả các mục tiêu bao gồm các động từ chủ động, các chủ đề CDR (X.x.x) và bối cảnh áp dụng tổng quát

(3), (4): Ký hiệu CDR của CTĐT và TĐNL tương ứng được phân bổ cho môn học.

### 5. Chuẩn đầu ra môn học

CDR (1)	Mô tả CDR (2)	Mức độ giảng dạy (3)
G1.1	G1.1.1. Hiểu rõ lịch sử của kinh tế chính trị và kinh tế chính trị Mác – Lênin.	I, T
	G1.1.2 Hiểu rõ về mục tiêu, phương pháp và chức năng của KTCT Mác - Lênin	I.T
G1.2	G1.2.1. Hiểu rõ hai thuộc tính của hàng hóa và cấu trúc của giá trị hàng hóa	I.T.U
	G1.2.2. Hiểu về mặt chất và mặt lượng của giá trị hàng hóa và các nhân tố ảnh hưởng đến mặt lượng giá trị hàng hóa	I, T
	G1.2.3. Hiểu rõ mối quan hệ giữa giá trị hàng hóa và tiền tệ	I, T, U
	G1.2.4. Hiểu về thị trường và các quy luật cơ bản của kinh tế thị trường	I, T, U

G1.3	G1.3.1. Hiểu rõ được công thức chung của tư bản và mâu thuẫn của nó	I, T
	G1.3.2. Hiểu rõ được nguồn gốc của giá trị thặng dư TBCN	I, T
	G1.3.3. Hiểu rõ hàng hóa sức lao động và tính chất đặc biệt của nó	I, T
	G1.3.4. Hiểu được bản chất và các hình thức của tiền công	I, T, U
	G1.3.5. Hiểu được các phương pháp sản xuất giá trị thặng dư TBCN	I, T
	G1.3.6. Hiểu rõ ý nghĩa của tuần hoàn và chu chuyển tư bản	I, T
	G1.3.7. Hiểu được mục đích của tích lũy tư bản	I, T, U
	G1.3.8. Hiểu rõ các hình thức biểu hiện của giá trị thặng dư TBCN là mối quan hệ của chúng	I, T
G1.4	G1.4.1. Hiểu rõ hai giai đoạn phát triển của CNTB	I, T
	G1.4.2. Hiểu được nguyên nhân hình thành CNTB độc quyền	I, T
	G1.4.3. Hiểu được 5 đặc điểm của CNTB độc quyền theo phân tích của V.I. Lênin	I, T
	G1.4.4. Hiểu được những nguyên nhân hình thành và đặc điểm của chủ nghĩa tư bản độc quyền nhà nước.	I, T
G1.5	G1.5.1. Hiểu rõ về mô hình kinh tế thị trường định hướng XHCN và các đặc trưng của nó	I, T
	G1.5.2. Hiểu rõ về vai trò của thể chế kinh tế thị trường định hướng XHCN và tại sao cần phải hoàn thiện nó	I, T
	G1.5.3. Hiểu rõ vai trò của lợi ích kinh tế và các quan hệ lợi ích kinh tế trong nền kinh tế thị trường.	I, T
G1.6	G1.6.1. Hiểu rõ lý do tại sao một quốc gia cần phải tiến hành CNH và các quốc gia CNH thành công tiêu biểu	I, T
	G1.6.2. Hiểu rõ lịch sử và đặc trưng của các cuộc CMCN và mối liên hệ giữa CMCN với CNH	I, T, U
	G1.6.3. Hiểu rõ quá trình CNH, HĐH của Việt Nam	I, T
	G1.6.4. Hiểu được tính tất yếu của Việt Nam phải hội nhập kinh tế quốc tế trong bối cảnh toàn cầu hóa	I, T
	G2.1. Vận dụng phương pháp trừu tượng hóa khoa học để phân tích các vấn đề kinh tế chính trị	U
	G2.2. Vận dụng kiến thức kinh tế chính trị Mác -	

G2	Lênin để đánh giá chủ nghĩa tư bản hiện nay và sự lựa chọn con đường tiến lên CNXH của Việt Nam	U
	G2.3. Vận dụng kiến thức về kinh tế thị trường định hướng XHCN để hiểu rõ con đường đi lên CNXH của Việt Nam từ đó đấu tranh chống lại các thế lực chống phá chủ nghĩa Mác - Lênin	U
	G2.4. Vận dụng kiến thức về CNH, HĐH và hội nhập kinh tế quốc tế để phân tích chiến lược phát triển của Việt Nam trong bối cảnh CMCN 4.0 và toàn cầu hóa diễn ra ngày càng sâu rộng	U
G3	G3.1. Vận dụng kiến thức kinh tế chính trị Mác - Lênin, đóng góp vào công cuộc xây dựng chủ nghĩa xã hội	U
	G3.2. Vận dụng kiến thức kinh tế chính trị Mác – Lênin đấu tranh chống lại các luận điệu xuyên tạc chủ nghĩa Mác – Lênin và con đường đi lên CNXH của Việt Nam	U

(1): Ký hiệu CDR của môn học

(2): Mô tả CDR, bao gồm các động từ chủ động, các chủ đề CDR ở cấp độ 4 (X.x.x.x) và bối cảnh áp dụng cụ thể.

(3): I (Introduce): giới thiệu; T (Teach): dạy; U (Utilize): sử dụng

## 6. Đánh giá môn học

(các thành phần, các bài đánh giá, các tiêu chí đánh giá, chuẩn đánh giá, và tỷ lệ đánh giá, thể hiện sự tương quan với các CDR của môn học)

Thành phần đánh giá (1)	Bài đánh giá (2)	CDR môn học (3)	Tỷ lệ % (4)
A1. Đánh giá quá trình	- Chuyên cần (A1.1) - Tham gia học tập trên lớp tích cực, hăng hái phát biểu (A1.2) - Thuyết trình nhóm (A1.3)	G1.1- G1.6; G2.1 - G2.4; G3.1- G3.2	30%
A2. Đánh giá giữa kỳ	Kiểm tra tự luận: 60 phút (A2.1)	G1.1, G1.2, G1.3	20%
A3. Đánh giá cuối kỳ	Tự luận sinh viên được sử dụng tài liệu khi làm bài thi: 60 phút (A3.1)	G1.1 - G1.6; G2.1-G2.4	50%

(1): Các thành phần đánh giá của môn học. (2): Các bài đánh giá

(3): Các CDR được đánh giá. (4): Tiêu chí đánh giá. (5): Chuẩn đánh giá

(6): Tỷ lệ điểm của các bài đánh giá trong tổng điểm môn học

## 7. Kế hoạch giảng dạy chi tiết

Tuần/Buổi học (1)	Nội dung (2)	CDR môn học (3)	Hoạt động dạy và học (4)	Bài đánh giá (5)
1/4 tiết	<p style="text-align: center;"><b>Giới thiệu về môn học</b> <b>Chương 1</b> <b>ĐỐI TƯỢNG, PHƯƠNG PHÁP NGHIÊN CỨU VÀ CHỨC NĂNG CỦA KINH TẾ CHÍNH TRỊ MÁC – LÊNIN</b></p> <p>I. Khái quát về sự hình thành và phát triển của kinh tế chính trị Mác – Lênin.</p> <p>II. Đối tượng, mục đích và phương pháp nghiên cứu của kinh tế chính trị Mác – Lênin</p> <p>III. Chức năng của kinh tế chính trị Mác – Lênin</p> <p style="text-align: center;"><b>Chương 2</b> <b>HÀNG HÓA, THỊ TRƯỜNG VÀ VAI TRÒ CỦA CÁC CHỦ THỂ THAM GIA THỊ TRƯỜNG</b></p> <p>I. Lý luận của C. Mác về sản xuất hàng hóa và hàng hóa</p> <p>1. Sản xuất hàng hóa</p> <p>2. Hàng hóa</p> <p>- <i>Khái niệm và thuộc tính của hàng hóa.</i></p> <p>- <i>Tính hai mặt của lao động sản xuất hàng hóa.</i></p> <p>- <i>Lượng giá trị và các nhân tố ảnh hưởng đến lượng giá trị của hàng hóa.</i></p>	G.1.1 G.1.2	<p><b>Hoạt động dạy:</b></p> <ul style="list-style-type: none"> <li>- Giới thiệu về môn học, cơ cấu điểm, cách thức giảng dạy và học tập môn Kinh tế chính trị Mác – Lênin</li> <li>- Giới thiệu nội dung đề tài thuyết trình (nhóm GHW)</li> <li>- Trình chiếu, thuyết giảng chương 1,2 và giải đáp thắc mắc.</li> </ul> <p><b>Hoạt động học:</b></p> <ul style="list-style-type: none"> <li>- Chia nhóm</li> <li>- Giới thiệu nhóm học tập</li> <li>- Nghe giảng, phát biểu, nêu thắc mắc</li> <li>- Đọc trước chương 2 và chương 3</li> </ul>	A1.1 A1.2 A2.1 A3.1
	<p style="text-align: center;"><b>Chương 2</b> <b>HÀNG HÓA, THỊ TRƯỜNG VÀ VAI TRÒ CỦA CÁC CHỦ THỂ THAM GIA THỊ TRƯỜNG (tiếp theo)</b></p>		<p><b>Hoạt động dạy:</b></p> <ul style="list-style-type: none"> <li>- Trình chiếu, thuyết giảng, giải đáp thắc</li> </ul>	A1.1 A1.2

2/4 tiết	<p>3. Tiền tệ</p> <p>4. Dịch vụ và quan hệ trao đổi trong trường hợp một số yếu tố khác hàng hóa thông thường ở điều kiện ngày nay</p> <p><b>II. Thị trường và nền kinh tế thị trường.</b></p> <p>1. Khái niệm, phân loại và vai trò của thị trường.</p> <p>2. Nền kinh tế thị trường và một số quy luật chủ yếu của nền kinh tế thị trường</p> <p>- <i>Nền kinh tế thị trường.</i></p> <p>- <i>Một số quy luật kinh tế chủ yếu của nền kinh tế thị trường.</i></p> <p><b>III. Vai trò của một số chủ thể tham gia thị trường.</b></p> <p>1. Người sản xuất</p> <p>2. Người tiêu dùng</p> <p>3. Các chủ thể trung gian trong thị trường.</p> <p>4. Nhà nước.</p>	G.1.2 G.2.1	<p>mắc</p> <p>- Tổng kết nội dung thuyết trình nhóm</p> <p><b>Hoạt động học:</b></p> <p>- Nghe giảng, thảo luận, phát biểu, nêu thắc mắc.</p> <p>- Thuyết trình nhóm GHW</p> <p>- Đọc trước chương 3.</p>	A1.3 A2.1 A3.1
3/4 tiết	<p style="text-align: center;"><b>Chương 3</b></p> <p style="text-align: center;"><b>GIÁ TRỊ THẶNG DƯ TRONG NỀN KINH TẾ THỊ TRƯỜNG</b></p> <p><b>I. Lý luận của Các Mác về giá trị thặng dư</b></p> <p>1. Nguồn gốc của giá trị thặng dư.</p> <p>- <i>Công thức chung của tư bản</i></p> <p>- <i>Hàng hóa sức lao động</i></p> <p>- <i>Sự sản xuất giá trị thặng dư</i></p> <p>- <i>Tư bản bất biến và tư bản khả biến</i></p> <p>- <i>Tiền công</i></p> <p>- <i>Tuần hoàn và chu chuyển tư bản</i></p> <p>2. Bản chất của giá trị thặng dư</p> <p>3. Các phương pháp sản xuất giá trị thặng dư</p>	G.1.3 G.2.2 G.3.1 G.3.2	<p><b>Hoạt động dạy:</b></p> <p>- Trình chiếu, thuyết giảng, giải đáp thắc mắc</p> <p>- Tổng kết nội dung thuyết trình nhóm</p> <p><b>Hoạt động học:</b></p> <p>- Nghe giảng, thảo luận, phát biểu, nêu thắc mắc.</p> <p>- Thuyết trình nhóm GHW</p>	A1.1 A1.2 A1.3 A2.1 A3.1

			- Đọc trước chương 4.	
4/4 tiết	<p style="text-align: center;"><b>Chương 3</b> <b>GIÁ TRỊ THẶNG DƯ TRONG</b> <b>NỀN KINH TẾ THỊ TRƯỜNG</b> <b>(tiếp theo)</b></p> <p><b>II. Tích lũy tư bản</b></p> <p>1. Bản chất của tích lũy tư bản. 2. Những nhân tố ảnh hưởng đến quy mô tích lũy. 3. Một số hệ quả của tích lũy tư bản.</p> <p><b>III. Các hình thức biểu hiện của giá trị thặng dư trong nền kinh tế thị trường.</b></p> <p>1. Lợi nhuận 2. Lợi tức. 3. Địa tô TBCN</p>	G.1.3 G.2.2 G.3.1 G.3.2	<p><b>Hoạt động dạy:</b></p> <p>- Trình chiếu, thuyết giảng, giải đáp thắc mắc</p> <p>- Tổng kết nội dung thuyết trình nhóm</p> <p><b>Hoạt động học:</b></p> <p>- Nghe giảng, thảo luận, phát biểu, nêu thắc mắc.</p> <p>- Thuyết trình nhóm GHW</p> <p>- Đọc trước chương 4.</p>	A1.1 A1.2 A1.3 A2.1 A3.1
5/4 tiết	<p style="text-align: center;"><b>Chương 4</b> <b>CẠNH TRANH VÀ ĐỘC QUYỀN TRONG NỀN KINH TẾ THỊ TRƯỜNG (tiếp theo)</b></p> <p>1. Lý luận của V.I. Lê nin về đặc điểm kinh tế của độc quyền (tt).</p> <p>- <i>Xuất khẩu tư bản trở thành phổ biến</i></p> <p>- <i>Cạnh tranh để phân chia thị trường thế giới là tất yếu giữa các tập đoàn độc quyền.</i></p> <p>- <i>Lôi kéo, thúc đẩy các chính phủ vào việc phân định khu vực lãnh thổ ảnh hưởng là cách thức để bảo vệ lợi ích độc quyền.</i></p> <p>2. Lý luận của V.I. Lênin về đặc điểm kinh tế của độc quyền nhà nước trong CNTB</p>	G.1.4 G.2.2 G.3.1 G.3.2	<p><b>Hoạt động dạy:</b></p> <p>- Trình chiếu, thuyết giảng, giải đáp thắc mắc</p> <p>- Tổng kết nội dung thuyết trình nhóm</p> <p><b>Hoạt động học:</b></p> <p>- Nghe giảng, thảo luận, phát biểu, nêu thắc mắc.</p> <p>- Thuyết trình nhóm GHW</p> <p>- Đọc trước chương 5.</p>	A1.1 A1.2 A1.3 A3.1

	<p>- Sự kết hợp nhân sự giữa tổ chức độc quyền và nhà nước.</p> <p>- Sự hình thành, phát triển sở hữu nhà nước.</p> <p>- Độc quyền nhà nước trở thành công cụ để nhà nước điều tiết nền kinh tế.</p> <p><b>III. Biểu hiện mới của độc quyền, độc quyền nhà nước trong điều kiện ngày nay; vai trò lịch sử của CNTB.</b></p> <p>1. Biểu hiện mới của độc quyền</p> <p>2. Biểu hiện mới của độc quyền nhà nước dưới CNTB</p> <p>3. Vai trò lịch sử của CNTB</p>			
6/4 tiết	<p style="text-align: center;"><b>Chương 5</b> <b>KINH TẾ THỊ TRƯỜNG ĐỊNH HƯỚNG XÃ HỘI CHỦ NGHĨA VÀ CÁC QUAN HỆ LỢI ÍCH KINH TẾ Ở VIỆT NAM</b></p> <p><b>I. Kinh tế thị trường định hướng xã hội chủ nghĩa ở Việt Nam</b></p> <p>1. Khái niệm về kinh tế thị trường định hướng XHCN ở Việt Nam.</p> <p>2. Tính tất yếu khách quan của việc phát triển kinh tế thị trường định hướng XHCN ở Việt Nam.</p> <p>3. Đặc trưng của kinh tế thị trường định hướng XHCN ở Việt Nam.</p> <p><b>II. Hoàn thiện thể chế kinh tế thị trường định hướng XHCN ở Việt Nam</b></p> <p>1. Sự cần thiết phải hoàn thiện thể chế kinh tế thị trường định hướng XHCN ở Việt Nam.</p> <p>2. Nội dung hoàn thiện thể chế kinh tế thị trường định hướng XHCN ở</p>	<p>G.1.5</p> <p>G.2.3</p> <p>G.3.1</p> <p>G.3.2</p>	<p><b>Hoạt động dạy:</b></p> <p>- Trình chiếu, thuyết giảng, giải đáp thắc mắc</p> <p>- Tổng kết nội dung thuyết trình nhóm</p> <p><b>Hoạt động học:</b></p> <p>- Nghe giảng, thảo luận, phát biểu, nêu thắc mắc.</p> <p>- Thuyết trình nhóm GHW</p> <p>- Đọc trước chương 6.</p>	<p>A1.1</p> <p>A1.2</p> <p>A1.3</p> <p>A3.1</p>



	Việt Nam. <b>III. Các quan hệ lợi ích kinh tế ở Việt Nam.</b> 1. Lợi ích kinh tế và quan hệ lợi ích kinh tế. <i>- Lợi ích kinh tế</i>			
7/4 tiết	<p style="text-align: center;"><b>Chương 5</b></p> <p style="text-align: center;"><b>KINH TẾ THỊ TRƯỜNG ĐỊNH HƯỚNG XÃ HỘI CHỦ NGHĨA VÀ CÁC QUAN HỆ LỢI ÍCH KINH TẾ Ở VIỆT NAM (tiếp theo)</b></p> <p>1. Lợi ích kinh tế và quan hệ lợi ích kinh tế (tt). <i>- Quan hệ lợi ích kinh tế.</i></p> <p>2. Vai trò của nhà nước trong đảm bảo hài hòa các quan hệ lợi ích. <i>- Bảo vệ lợi ích hợp pháp, tạo môi trường thuận lợi cho hoạt động tìm kiếm lợi ích của các chủ thể kinh tế.</i> <i>- Điều hòa lợi ích giữa cá nhân – doanh nghiệp – xã hội.</i> <i>- Kiểm soát, ngăn ngừa các quan hệ lợi ích có ảnh hưởng tiêu cực đối với sự phát triển của xã hội.</i></p> <p style="text-align: center;"><b>Chương 6</b></p> <p style="text-align: center;"><b>CÔNG NGHIỆP HÓA, HIỆN ĐẠI HÓA VÀ HỘI NHẬP KINH TẾ QUỐC TẾ CỦA VIỆT NAM</b></p> <p><b>I. Công nghiệp hóa, hiện đại hóa của Việt Nam.</b></p> <p>1. Khái quát về cách mạng công nghiệp và công nghiệp hóa. <i>- Khái quát về cách mạng công nghiệp</i> <i>- Công nghiệp hóa và các mô hình công nghiệp hóa trên thế giới</i></p>	G.1.5 G.1.6 G.2.3 G.2.4 G.3.1 G.3.2	<p><b>Hoạt động dạy:</b></p> <ul style="list-style-type: none"> <li>- Trình chiếu, thuyết giảng, giải đáp thắc mắc</li> <li>- Tổng kết nội dung thuyết trình nhóm</li> </ul> <p><b>Hoạt động học:</b></p> <ul style="list-style-type: none"> <li>- Nghe giảng, thảo luận, phát biểu, nêu thắc mắc.</li> <li>- Thuyết trình nhóm GHW</li> <li>- Đọc trước chương 6.</li> </ul>	A1.1 A1.2 A1.3 A3.1
	<b>Chương 6</b>		<b>Hoạt động dạy:</b>	

8/2 tiết	<p align="center"><b>CÔNG NGHIỆP HÓA, HIỆN ĐẠI HÓA VÀ HỘI NHẬP KINH TẾ QUỐC TẾ CỦA VIỆT NAM (tiếp theo)</b></p> <p>2. Tính tất yếu khách quan và nội dung công nghiệp hóa, hiện đại hóa ở Việt Nam.</p> <p>- <i>Tính tất yếu của công nghiệp hóa, hiện đại hóa ở Việt Nam.</i></p> <p>- <i>Nội dung CNH, HĐH ở Việt Nam</i></p> <p><b>II. Hội nhập kinh tế quốc tế của Việt Nam</b></p> <p>1. Khái niệm và nội dung hội nhập kinh tế quốc tế.</p> <p>2. Tác động của hội nhập kinh tế quốc tế đến quá trình phát triển của Việt Nam</p> <p>3. Phương hướng nâng cao hiệu quả hội nhập kinh tế quốc tế trong phát triển của Việt Nam</p> <p><b>Ôn tập thi cuối kì</b></p>	G.1.6 G.2.4 G.3.1 G.3.2	<p>- Trình chiếu, thuyết giảng, tổng kết nội dung thuyết trình nhóm.</p> <p>- Giải đáp thắc mắc cho sinh viên</p> <p>- Công bố điểm quá trình.</p> <p><b>Hoạt động học:</b></p> <p>- Nghe giảng</p> <p>- Phát biểu, thảo luận</p> <p>- Nêu thắc mắc về môn học.</p>	A1.1 A1.2 A1.3 A3.1
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(1): Thông tin về tuần/buổi học. (2): Liệt kê nội dung giảng dạy theo chương, mục

(3): Liệt kê CDR liên quan của môn học (ghi ký hiệu Gx.x),

(4): Liệt kê các hoạt động dạy và học (ở lớp, ở nhà), bao gồm đọc trước tài liệu (nếu có yêu cầu)

(5): Liệt kê các bài đánh giá liên quan (ghi ký hiệu Ax.x)

### 8. Quy định của môn học

- Quy định về Bài thuyết trình nhóm GHW:

+ Thành lập nhóm: 5 sinh viên/nhóm. Hạn chót đăng ký đề tài nhóm Quản lý trên forum là buổi 1 hoặc trực tiếp nộp cho GV.

+ Tuần 2 (buổi thứ 2) thuyết trình theo thứ tự. Lưu ý các nhóm cần có mặt đủ và mang theo tất cả các tài liệu liên quan đến GHW khi đi thuyết trình.

+ Hình thức nộp bài: Nộp file và biên bản làm việc nhóm qua mail cho GV

- Quy định về giờ giấc, chuyên cần, kỷ luật trong khóa học: Lên lớp đúng giờ, dự tối thiểu 80% thời gian học trên lớp (chỉ được phép vắng mặt tối đa 20% số tiết học). Nếu vắng quá số tiết quy định sẽ bị cấm thi theo quy chế. Có đầy đủ điểm kiểm tra, điểm thi kết thúc học phần & nhiệt tình thảo luận, phát biểu xây dựng bài, nghiêm túc trong giờ học.

**9. Phụ trách môn học**

- Khoa/Bộ môn: Bộ môn Lý luận và Khoa học chính trị, Khoa Chính trị - Hành chính
- Email liên hệ: [daotao.spas@vnuhcm.edu.vn](mailto:daotao.spas@vnuhcm.edu.vn).

**KT. Trưởng Bộ môn**  
**Phó trưởng Bộ môn**



**Lê Văn Thông**

*TP. Hồ Chí Minh, ngày 01 tháng 10 năm 2023*

**KT. TRƯỞNG KHOA**  
**PHÓ TRƯỞNG KHOA**



The stamp is circular and red, containing the text: "TRƯỜNG ĐẠI HỌC CHÍNH TRỊ - HÀNH CHÍNH HỒ CHÍ MINH" around the perimeter and "KHOA CHÍNH TRỊ - HÀNH CHÍNH" in the center.

**TS. Nguyễn Đình Quốc Cường**

**ĐỀ CƯƠNG CHI TIẾT HỌC PHẦN**  
*(DÀNH CHO TRƯỜNG ĐẠI HỌC QUỐC TẾ)*

**1. Thông tin về giảng viên (cung cấp cho sinh viên khi giảng dạy)**

- Họ và tên:
- Chức danh, học hàm, học vị:
- Đơn vị công tác: **Khoa Chính trị - Hành chính, ĐHQG-HCM**
- Thời gian và địa điểm làm việc:...
- Địa chỉ liên hệ:
- Điện thoại, email:
- Thông tin về trợ giảng (nếu có) (họ và tên, địa chỉ liên hệ, điện thoại, e-mail):

**2. Thông tin chung về học phần**

- Mã học phần: PE019IU
- Tên học phần: **Tư tưởng Hồ Chí Minh**
- Tên học phần bằng tiếng Anh: **Ho Chi Minh's Thoughts**
- Số tín chỉ: 02 (30 tiết).
- Cấu trúc/cơ cấu học phần:
  - Số tiết lý thuyết: *30 tiết*
  - Số tiết thực hành:
  - Số tiết bài tập:
  - Khác: Số tiết tự học: *60 tiết*
- Loại học phần thuộc khối kiến thức (check vào các ô):
  - Kiến thức đại cương:
  - Kiến thức cơ sở ngành:
  - Kiến thức chuyên ngành:
  - Kiến thức bổ trợ:
  - Khóa luận tốt nghiệp:
  - Đồ án/dự án/seminar tốt nghiệp:
  - Khác:....
- Các học phần tiên quyết: **không** hoặc **có**, nếu **có** thì điền các thông tin sau
- Các học phần học trước học phần này: **không** hoặc **có**, nếu **có** thì điền các thông tin sau
  - .....
  - .....
- Học phần song hành: **không** hoặc **có**, nếu **có** thì điền các thông tin sau
  - .....



- .....
  - Các yêu cầu khác (nếu có):.....
  - Bộ môn phụ trách học phần: Lý luận và Khoa học chính trị, Khoa Chính trị - Hành chính
- 3. Mô tả vắn tắt nội dung học phần:** (trình bày ngắn gọn vai trò, vị trí học phần/môn học, kiến thức sẽ trang bị cho sinh viên, quan hệ với các học phần/môn học khác trong chương trình đào tạo)

Môn học thuộc phần kiến thức giáo dục đại cương trong khối kiến thức cơ bản về lý luận chính trị Trang bị cho sinh viên những kiến thức cơ bản về: Đối tượng, phương pháp nghiên cứu và ý nghĩa học tập môn tư tưởng Hồ Chí Minh; về cơ sở, quá trình hình thành và phát triển tư tưởng Hồ Chí Minh; về độc lập dân tộc và chủ nghĩa xã hội; về Đảng Cộng sản và Nhà nước Việt Nam; về đại đoàn kết dân tộc và đoàn kết quốc tế; về văn hóa, đạo đức, con người.

#### 4. Mục tiêu của học phần

##### - Mục tiêu chung:

+ Sinh viên **hiểu** được những nội dung cơ bản của tư tưởng Hồ Chí Minh về con đường cách mạng Việt Nam; về độc lập dân tộc gắn liền với chủ nghĩa xã hội; về Đảng Cộng sản Việt Nam; về Nhà nước pháp quyền xã hội chủ nghĩa Việt Nam; về đại đoàn kết dân tộc và đoàn kết quốc tế; về văn hóa, đạo đức và con người...

+ Sinh viên **vận dụng** được những kiến thức cơ bản của tư tưởng Hồ Chí Minh vào trong nhận thức và trong hoạt động thực tiễn của bản thân.

+ Sinh viên **phân tích, đánh giá** được giá trị, tính khoa học cách mạng và nhân văn của tư tưởng Hồ Chí Minh đối với thực tiễn Việt Nam và nhân loại.

##### - Mục tiêu cụ thể:

Ký hiệu mục tiêu của học phần (G)	Mô tả/nội dung mục tiêu học phần	Mức độ năng lực đạt được (theo thang đánh giá Bloom)	Ghi chú
<b>KIẾN THỨC</b>			
G1.1	Sinh viên hiểu những kiến thức cơ bản về khái niệm; cơ sở, quá trình hình thành và phát triển tư tưởng Hồ Chí Minh; tư tưởng Hồ Chí Minh về độc lập dân tộc gắn liền với chủ nghĩa xã hội;	2	
G1.2	Sinh viên hiểu những nội dung cơ bản của tư tưởng Hồ Chí Minh về Đảng Cộng sản Việt Nam; về Nhà nước của nhân dân, do nhân dân, vì nhân dân; về sự vận dụng của Đảng Cộng sản Việt Nam trong cách mạng dân tộc dân chủ và cách mạng xã hội chủ nghĩa, trong công cuộc đổi mới đất nước hiện nay.	2	
G1.3	Sinh viên hiểu những nội dung cơ bản của tư tưởng Hồ Chí Minh về đại đoàn kết dân tộc và đại đoàn kết quốc tế; hiểu những nội dung cơ bản của tư tưởng Hồ Chí Minh về văn hóa, đạo đức và con	2	

	người.		
<b>KỸ NĂNG</b>			
G2.1	Sinh viên vận dụng giá trị của tư tưởng Hồ Chí Minh trong hoạt động lý luận và thực tiễn; Sinh viên phân tích, nhận diện và phân bác những luận điệu xuyên tạc về tư tưởng Hồ Chí Minh về độc lập dân tộc và chủ nghĩa xã hội.	3	
G2.2	Sinh viên phân tích được một cách khoa học những vấn đề về xây dựng Đảng cộng sản Việt Nam và xây dựng Nhà nước pháp quyền xã hội chủ nghĩa của nhân dân, do nhân dân, vì nhân dân trong thời kỳ đổi mới đất nước.	4	
G2.3	Sinh viên vận dụng tư tưởng Hồ Chí Minh về đại đoàn kết dân tộc và đoàn kết quốc tế trong giai đoạn hiện nay; Sinh viên vận dụng được phương pháp tư duy mới trong học tập, nghiên cứu; tự mình biết đào sâu lý luận gắn với thực tiễn với tinh thần độc lập, sáng tạo.	3	
<b>THÁI ĐỘ</b>			
G3.1	Sinh viên vận dụng, học tập và làm theo tư tưởng, đạo đức, phong cách Hồ Chí Minh trong học tập và cuộc sống hằng ngày.	3	
G3.2	Sinh viên đánh giá được bản chất khoa học và cách mạng của tư tưởng Hồ Chí Minh, từ đó có bản lĩnh chính trị vững vàng, có lòng yêu nước nồng nàn, trung thành với mục tiêu lý tưởng của Đảng, của dân tộc. Trung thực, thẳng thắn, xây dựng tập thể đoàn kết. Trân trọng, giữ gìn và phát huy di sản tư tưởng của Hồ Chí Minh trong hoạt động thực tiễn.	5	
G3.3	Sinh viên vận dụng bản chất khoa học và cách mạng của tư tưởng Hồ Chí Minh trong việc đấu tranh chống lại các âm mưu xuyên tạc tư tưởng Hồ Chí Minh, chủ trương, đường lối của Đảng. Có hành vi đạo đức chuẩn mực. Có năng lực học tập, tự nghiên cứu các vấn đề chuyên môn.	3	

TH  
KH  
H TRI  
DAI

(\*) 1. Ghi nhớ (Remembering), 2. Hiểu (Understanding), 3. Vận dụng (Applying), 4. Phân tích (Analyzing), 5. Đánh giá (Evaluating), 6. Sáng tạo (Creating).

#### 5. Chuẩn đầu ra (CĐR) của học phần

Thứ tự các	Ký hiệu CĐR	Mô tả/nội dung CĐR học phần	Mức độ giảng dạy	Liên kết giữa CĐR	Liên kết giữa CĐR học
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CĐR	học phần (CHP)		(I, T, U) *	học phần và mục tiêu học phần	phần và CĐR chương trình đào tạo
<b>KIẾN THỨC</b>					
1	CHP1	Hiểu được khái niệm, đối tượng, phương pháp nghiên cứu và ý nghĩa học tập môn tư tưởng Hồ Chí Minh.	I	G1.1	
2	CHP2	Hiểu được cơ sở, quá trình hình thành và phát triển tư tưởng Hồ Chí Minh.	I, T, U	G1.1	
3	CHP3	Hiểu được kiến thức cơ bản tư tưởng Hồ Chí Minh về độc lập dân tộc và chủ nghĩa xã hội. Sự vận dụng của Đảng vào trong sự nghiệp cách mạng hiện nay.	I, T,U	G1.1	
4	CHP4	Hiểu được kiến thức cơ bản tư tưởng Hồ Chí Minh về Đảng Cộng Sản Việt Nam và Nhà nước của nhân dân, do nhân dân, vì nhân dân. Sự vận dụng tư tưởng Hồ Chí Minh vào công tác xây dựng Đảng và xây dựng Nhà nước.	I, T,U	G1.2	
5	CHP5	Hiểu được kiến thức cơ bản tư tưởng Hồ Chí Minh về đại đoàn kết toàn dân tộc và đoàn kết quốc tế. Sự vận dụng của Đảng vào trong sự nghiệp cách mạng hiện nay;	I, T,U	G1.3	
6	CHP6	Hiểu được kiến thức cơ bản tư tưởng Hồ Chí Minh về văn hóa, đạo đức, con người. Sự vận dụng tư tưởng Hồ Chí Minh trong việc xây dựng văn hóa, đạo đức, con người Việt Nam hiện nay.	I, T,U	G1.3	
<b>KỸ NĂNG</b>					
7	CHP7	Phân tích mang tính khái quát hóa để rút ra <i>Từ khóa tri thức</i> đối với mỗi nội dung và tư duy có hệ thống.	T, U	G2.1; G2.2; G2.3	
8	CHP8	Vận dụng kiến thức học phần để trình bày, thuyết	U	G2.1; G2.2;	

		minh, phản biện, tranh luận, hùng biện những tri thức lý luận đang học tập, nghiên cứu dựa trên thực tiễn.		G2.3	
9	CHP9	Vận dụng kiến thức học phần để giao tiếp xã hội, hợp tác và làm việc nhóm, chia sẻ tri thức và kinh nghiệm, khả năng điều hành nhóm làm việc.	U	G2.1; G2.2; G2.3	
<b>THÁI ĐỘ</b>					
10	CHP10	Phân tích, đánh giá và có ý thức trách nhiệm bảo vệ tinh khoa học, cách mạng, nhân văn của tư tưởng Hồ Chí Minh.	T, U	G3.1 G3.2 G3.3	
11	CHP11	Vận dụng kiến thức đã học gắn với trách nhiệm cá nhân đối với tập thể, cộng đồng.	U	G3.1 G3.2 G3.3	
12	CHP12	Phân tích, đánh giá được sự cần thiết của việc học tập, nghiên cứu suốt đời và vận dụng tư tưởng Hồ Chí Minh trong cuộc sống.	T, U	G3.1 G3.2 G3.3	

(\* I (Introduce): giới thiệu; T (Teach): dạy; U (Utilize): sử dụng

#### 6. Hình thức, phương pháp và trọng số đánh giá kết quả học phần

Hình thức đánh giá	Nội dung chi tiết	Phương pháp đánh giá (đánh dấu X)				Ký hiệu bài đánh giá	Trọng số đánh giá	Ghi chú
		Viết	Trắc nghiệm	Vấn đáp	Khác			
Đánh giá quá trình	- Chuyên cần - Tham gia học tập trên lớp tích cực, hăng hái phát biểu. -Thuyết trình nhóm					ĐG1 (tổng điểm từ ĐG1.1 đến ĐG1.6)	30%	
Điểm kiểm tra giữa kỳ		X	X	X		ĐG1.1	20%	



Đánh giá tổng kết	Điểm cuối học kỳ	X					ĐG2	50%	Điểm bài thi + điểm thường (tối đa 20%=2 điểm)
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7. **Thang điểm đánh giá:** theo thang điểm 100.

8. **Kế hoạch giảng dạy chi tiết của học phần :** Ghi chi tiết đến 2 cấp ( chương và bài).

STT Buổi (3 tiết/ buổi)	Tên bài giảng của học phần (Ghi chi tiết tên chương và bài giảng của mỗi chương)	Liên kết với CDR học phần	Hoạt động dạy và học						Phương pháp dạy học (thuyết trình; thảo luận; các phương pháp dạy học tích cực/lấy người học làm trung tâm...)	Bài đánh giá
			Số tiết lên lớp				SV tự nghiên cứu, tự học			
			Lý thuyết	Thực hành/ thực tập	Bài tập	Thảo luận/ khác	Số tiết	Ghi chú (nếu có)		
1/2	Chương 1. Khái niệm, đối tượng, phương pháp nghiên cứu và ý nghĩa học tập môn tư tưởng Hồ Chí Minh		02						Thuyết trình	ĐG1.1; ĐG1.6; ĐG2
2/2	Chương 2. Cơ sở, quá trình hình thành và phát triển tư tưởng Hồ Chí Minh		02						Thuyết trình, thảo luận nhóm	ĐG1.1; ĐG1.3; ĐG1.5; ĐG1.6; ĐG2
3/2	Chương 2 (tiếp)		01			01			Thuyết trình, thảo luận nhóm	ĐG1.1; ĐG1.3; ĐG1.5; ĐG1.6; ĐG2
4/2	Chương 2 (tiếp)		02						Thuyết trình, thảo luận nhóm	ĐG1.1; ĐG1.3; ĐG1.5; ĐG1.6; ĐG2
5/2	Chương 3. Tư tưởng Hồ Chí								Thuyết trình,	ĐG1.1; ĐG1.3;

	Mình về độc lập dân tộc và chủ nghĩa xã hội		02					thảo luận nhóm	ĐG1.5; ĐG1.6; ĐG2
6/2	Chương 3(tiếp)		01			01		Thuyết trình, thảo luận nhóm	ĐG1.1; ĐG1.3; ĐG1.5; ĐG1.6; ĐG2
7/2	Chương 3(tiếp)		01			01			
8/2	Chương 4. Tư tưởng Hồ Chí Minh về Đảng Cộng sản Việt Nam và Nhà nước của nhân dân, do nhân dân và vì nhân dân		02					Thuyết trình, thảo luận nhóm	ĐG1.1; ĐG1.3; ĐG1.5; ĐG1.6; ĐG2
9/2	Chương 4 (tiếp)		02					Thuyết trình, thảo luận nhóm	ĐG1.1; ĐG1.3; ĐG1.5; ĐG1.6; ĐG2
10/2	Chương 4 (tiếp)					02		Thuyết trình, thảo luận nhóm	ĐG1.1; ĐG1.3; ĐG1.5; ĐG1.6; ĐG2
11/2	Chương 5. Tư tưởng Hồ Chí Minh về đại đoàn kết toàn dân tộc và đoàn kết quốc tế		02					Thuyết trình, thảo luận nhóm	ĐG1.1; ĐG1.3; ĐG1.5; ĐG1.6; ĐG2
12/2	Chương 5 (tiếp)		01			01		Thuyết trình, thảo luận nhóm	ĐG1.1; ĐG1.3; ĐG1.5; ĐG1.6; ĐG2
13/2	Chương 6. Tư tưởng Hồ Chí Minh về văn hóa, đạo đức, con người		02					Thuyết trình, thảo luận nhóm	ĐG1.1; ĐG1.3; ĐG1.5; ĐG1.6; ĐG2
14/2	Chương 6 (tiếp)		02					Thuyết trình, thảo luận nhóm	ĐG1.1; ĐG1.3; ĐG1.5; ĐG1.6; ĐG2
15/2	Chương 6 (tiếp)					02		Thuyết trình, thảo	ĐG1.1; ĐG1.3; ĐG1.5;

									luận nhóm	ĐG1.6; ĐG2
	<b>Tổng cộng số tiết</b>		22	...	...	08	...	...		

### 9. Tài liệu học tập

STT	Tên tác giả	Năm xuất bản	Tên giáo trình	Tên Nhà xuất bản	Giáo trình chính/Tài liệu tham khảo/Khác	Nơi có thể có tài liệu/trang web
1	Bộ Giáo dục và Đào tạo	2021	<i>Giáo trình Tư tưởng Hồ Chí Minh</i>	Nxb. Chính trị quốc gia Sự thật, Hà Nội.	Giáo trình chính	
2	Hồ Chí Minh	2011	<i>Toàn tập</i>	Nxb. Chính trị quốc gia Sự thật, Hà Nội.	Tài liệu tham khảo	Báo điện tử Đảng Cộng sản Việt Nam, <a href="https://hochiminh.vn/tac-pham-cua-ho-chi-minh/ho-chi-minh-toan-tap">https://hochiminh.vn/tac-pham-cua-ho-chi-minh/ho-chi-minh-toan-tap</a>
3	Hồ Chí Minh	2016	<i>Biên niên tiểu sử</i>	Nxb. Chính trị quốc gia Sự thật, Hà Nội.	Tài liệu tham khảo	

### 10. Quy định của môn học

- Khi có các thắc mắc liên quan môn học, sinh viên có thể liên lạc với quản lý Bộ môn Lý luận và Khoa học chính trị và Khoa Chính trị - Hành chính qua email: [daotao.spas@vnuhcm.edu.vn](mailto:daotao.spas@vnuhcm.edu.vn)

- Quy định về Bài thuyết trình nhóm:

- + Thành lập nhóm: Theo tình hình thực tế của lớp học.
- + Hạn chót đăng ký đề tài nhóm Quản lý trên forum là Buổi 2.
- + Bắt đầu từ tuần 4 thuyết trình theo thứ tự. Lưu ý các nhóm cần có mặt đủ và mang theo tất cả các tài liệu liên quan đến bài tập khi đi thuyết trình.

+ Hình thức nộp bài: Nộp file và biên bản làm việc nhóm qua mail cho GV

- Quy định về đánh giá môn học: theo Quy định về việc giảng dạy và học tập các môn Lý luận chính trị của khoa Chính trị - Hành chính.

**KT. Trưởng Bộ môn**  
**Phó trưởng Bộ môn**



**Lê Văn Thông**

*Tp. Hồ Chí Minh, ngày 01 tháng 10 năm 2023*

**KT. TRƯỞNG KHOA**  
**PHÓ TRƯỞNG KHOA**



**TS. Nguyễn Đình Quốc Cường**

**ĐẠI HỌC QUỐC GIA TP. HỒ CHÍ MINH**  
**KHOA CHÍNH TRỊ - HÀNH CHÍNH**

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**ĐỀ CƯƠNG CHI TIẾT MÔN HỌC**  
**(dành cho trường Đại học Quốc Tế)**

**1. Thông tin tổng quát**

- Tên môn học:
- Tiếng Việt
- Tiếng Anh
- Mã số môn học: PA21GEP03
- Thuộc khối kiến thức/kỹ năng:
- Kiến thức cơ bản/giáo dục đại cương
- Kiến thức chuyên ngành
- Môn học chuyên về kỹ năng chung
- Số tín chỉ: 2 (30 tiết)
- Lý thuyết
- Thực hành
- 30 tiết
- Môn học tiên quyết:
- Môn học trước: Triết học Mác – Lênin
- Môn học song hành:

**Chủ nghĩa xã hội khoa học**

**Scientific socialism**

PA21GEP03

Kiến thức cơ sở ngành

Kiến thức khác

Môn học đồ án/luận văn tốt nghiệp

2 (30 tiết)

30 tiết

**2. Mô tả môn học**

*(Vị trí của môn học đối với chương trình đào tạo (CTĐT), những mục đích và nội dung chính yếu của môn học)*

Môn học thuộc phần kiến thức giáo dục đại cương trong khối kiến thức cơ bản về lý luận chính trị.

Trang bị cho sinh viên những kiến thức cơ bản về chủ nghĩa xã hội khoa học: Đối tượng, phương pháp nghiên cứu, ý nghĩa của việc nghiên cứu chủ nghĩa xã hội khoa học; về sứ mệnh lịch sử của giai cấp công nhân; về chủ nghĩa xã hội và thời kỳ quá độ lên chủ nghĩa xã hội; về dân chủ xã hội chủ nghĩa và nhà nước xã hội chủ nghĩa; về cơ cấu xã hội - giai cấp và liên minh giai cấp, tầng lớp trong thời kỳ quá độ lên chủ nghĩa xã hội; về vấn đề dân tộc và tôn giáo trong thời kỳ quá độ lên chủ nghĩa xã hội.

Môn học có mối quan hệ trực tiếp tới việc giáo dục lập trường, tư tưởng cho sinh viên, cũng như cung cấp kiến thức chuyên sâu cho sinh viên trong cách nhìn nhận các vấn đề chính trị xã hội.

**3. Tài liệu học tập**

*(Các giáo trình, tài liệu tham khảo, các phần mềm, không quá 5 cuốn)*

**Giáo trình:**

- Bộ Giáo dục và Đào tạo (2021), *Giáo trình Chủ nghĩa xã hội khoa học*, (dùng cho



khối không chuyên ngành lý luận chính trị) Nxb. Chính trị quốc gia, Hà Nội.

- Bộ Giáo dục và Đào tạo (2012), *Giáo trình Những Nguyên lý cơ bản của chủ nghĩa Mác – Lênin*, Nxb. Chính trị quốc gia, Hà Nội.

- Hội đồng Trung ương (2008), *Giáo trình Chủ nghĩa xã hội khoa học*, Nxb. Chính trị quốc gia, Hà Nội.

**Tài liệu khác:**

[1] Tên tác giả (năm xuất bản), *Tên giáo trình*. Nơi xuất bản: Tên nhà xuất bản

**Phần mềm:**

[..] Tên hãng phần mềm (năm phát hành/phiên bản). *Tên phần mềm...*

**4. Mục tiêu môn học**

(Các mục tiêu tổng quát của môn học, thể hiện sự liên quan với các chuẩn đầu ra (X.x.x) của CTĐT và trình độ năng lực (TĐNL) được phân bổ cho môn học)

Mục tiêu (1)	Mô tả mục tiêu (2)	CDR của môn học tương ứng CTĐT (3)
G1	<p><b>Về kiến thức</b></p> <ul style="list-style-type: none"> <li>- Sinh viên hiểu một cách có hệ thống những nội dung cơ bản của học phần chủ nghĩa xã hội khoa học. Cùng các môn lý luận chính trị và các môn học khác giúp sinh viên có nhận thức tổng hợp, toàn diện về chủ nghĩa Mác-Lênin, tư tưởng Hồ Chí Minh và con đường đi lên CNXH ở Việt Nam.</li> <li>- Sinh viên hiểu những tri thức khoa học để luận giải sự ra đời tất yếu của chủ nghĩa xã hội, những nhiệm vụ, giải pháp cần thực hiện trong quá trình xây dựng chủ nghĩa xã hội nói chung và ở Việt Nam nói riêng.</li> <li>- Sinh viên hiểu những căn cứ khoa học để chống lại những nhận thức sai lệch và sự chống phá của các thế lực thù địch.</li> </ul>	
G2	<p><b>Về kỹ năng</b></p> <p>Sinh viên phân tích, đánh giá, giải quyết các vấn đề chính trị xã hội nảy sinh trong thực tiễn. Và vận dụng quan điểm khoa học của chủ nghĩa Mác - Lênin để nhận diện được âm mưu diễn biến hòa bình của các thế lực phản động, thù địch.</p>	
G3	<p><b>Về thái độ/năng lực tự chủ và trách nhiệm</b></p> <p>Sinh viên đánh giá được sự cần thiết của việc học tập các môn lý luận chính trị; có niềm tin vào mục tiêu, lý tưởng xã hội chủ nghĩa và con đường đi lên chủ nghĩa xã hội; tin tưởng vào sự thành công của công cuộc đổi mới do Đảng Cộng sản Việt Nam khởi xướng và lãnh đạo.</p>	

(1): Ký hiệu mục tiêu của môn học. (2): Mô tả các mục tiêu bao gồm các động từ chủ động, các chủ đề CDR (X.x.x) và bối cảnh áp dụng tổng quát

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A1  
g

(3), (4): Ký hiệu CDR của CTĐT và TĐNL tương ứng được phân bổ cho môn học.

### 5. Chuẩn đầu ra môn học

(Các mục cụ thể hay CDR của môn học và mức độ giảng dạy I, T, U)

CDR (1)	Mô tả CDR (2)	Mức độ giảng dạy (I, T, U) (3)
G1.1	Sinh viên hiểu những kiến thức cơ bản, hệ thống về sự ra đời, các giai đoạn phát triển; đối tượng, phương pháp nghiên cứu và ý nghĩa của việc học tập, nghiên cứu chủ nghĩa xã hội khoa học. Trên cơ sở đó tạo điều kiện để sinh viên nghiên cứu các phạm trù tiếp theo của chủ nghĩa xã hội khoa học.	I, T
G1.2	Sinh viên hiểu những nội dung cơ bản của lý luận về sứ mệnh lịch sử toàn thế giới của giai cấp công nhân, biểu hiện và ý nghĩa của sứ mệnh đó trong bối cảnh hiện nay.	I, T
G1.3	Sinh viên hiểu những kiến thức cơ bản và hệ thống quan điểm của chủ nghĩa Mác - Lênin về hình thái kinh tế - xã hội cộng sản chủ nghĩa, về chủ nghĩa xã hội, thời kỳ quá độ lên chủ nghĩa xã hội và quá độ lên chủ nghĩa xã hội bỏ qua chế độ tư bản chủ nghĩa ở Việt Nam.	T, U
G1.4	Sinh viên hiểu đầy đủ và đúng bản chất của nền dân chủ xã hội chủ nghĩa và nhà nước xã hội chủ nghĩa, quan điểm của Đảng Cộng sản Việt Nam về việc xây dựng và hoàn thiện nền dân chủ và nhà nước xã hội chủ ở Việt Nam hiện nay.	T, U
G1.5	Sinh viên hiểu những kiến thức nền tảng về cơ cấu xã hội - giai cấp và liên minh giai cấp, tầng lớp trong thời kỳ quá độ lên chủ nghĩa xã hội. Giúp sinh viên hiểu rõ vị trí, vai trò của những giai cấp, tầng lớp cơ bản trong quá trình xây dựng đất nước và nội dung của liên minh giai cấp, tầng lớp trong thời kỳ quá độ lên chủ nghĩa xã hội ở Việt Nam.	T, U
G1.6	Sinh viên hiểu quan điểm cơ bản chủ nghĩa Mác-Lênin về vấn đề dân tộc, tôn giáo. Sinh viên nắm được những nội dung cơ bản của chính sách dân tộc, tôn giáo của Đảng và Nhà nước ta.	T, U
G1.7	Sinh viên hiểu những quan điểm cơ bản của chủ nghĩa Mác - Lênin, tư tưởng Hồ Chí Minh và Đảng Cộng sản Việt Nam về gia đình, xây dựng gia đình trong thời kỳ quá độ lên chủ nghĩa xã hội, xây dựng gia đình ở Việt Nam hiện nay.	T, U
G2.1	Sinh viên phân tích lý luận – thực tiễn về các vấn đề đặt ra trong cuộc sống một cách đúng đắn và nhận diện những biến đổi xã hội ở nước ta	U

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<b>CĐR (1)</b>	<b>Mô tả CĐR (2)</b>	<b>Mức độ giảng dạy (I, T, U) (3)</b>
	trong thời kỳ quá độ lên chủ nghĩa xã hội.	
G2.2	Sinh viên vận dụng những nội dung trong bài học để phân tích, giải thích những vấn đề trong thực tiễn một cách khách quan, có cơ sở khoa học.	U
G2.3	Sinh viên vận dụng kiến thức môn học để làm việc nhóm, quản lý nhóm	U
G3.1	Xây dựng và củng cố niềm tin vào lý tưởng cộng sản chủ nghĩa, vào con đường đi lên chủ nghĩa xã hội, góp phần xây dựng thành công chủ nghĩa xã hội ở Việt Nam.	T, U
G3.2	Có ý thức chính trị - xã hội, thái độ kiên định về lập trường, tư tưởng, có tinh thần đấu tranh bảo vệ lẽ phải, bảo vệ những quan điểm, chủ trương, chính sách đúng đắn của Đảng và Nhà nước; chống lại biểu hiện thờ ơ về chính trị và những quan điểm sai trái, thù địch cũng như những biểu hiện tiêu cực trong đời sống xã hội.	U
G3.3	Có năng lực dạy học, tự nghiên cứu các vấn đề liên quan đến chủ nghĩa Mác- Lênin, tư tưởng Hồ Chí Minh, đường lối, sách lược của Đảng, Nhà nước.	U

(1): Ký hiệu CĐR của môn học

(2): Mô tả CĐR, bao gồm các động từ chủ động, các chủ đề CĐR ở cấp độ 4 (X.x.x.x) và bối cảnh áp dụng cụ thể.

(3): I (Introduce): giới thiệu; T (Teach): dạy; U (Utilize): sử dụng

### 6.Đánh giá môn học

(Các thành phần, các bài đánh giá, các tiêu chí đánh giá, chuẩn đánh giá, và tỷ lệ đánh giá, thể hiện sự tương quan với các CĐR của môn học)

<b>Thành phần đánh giá (1)</b>	<b>Bài đánh giá (2)</b>	<b>CĐR môn học (3)</b>	<b>Tỷ lệ % (6)</b>
A1. Đánh giá quá trình	A1.1. Chuyên cần A1.2. Thuyết trình nhóm, bài tập lớn, thu hoạch...	G1.1 - G1.7, G2.1 - G2.3, G3.1- G3.3	30%
A2. Đánh giá giữa kỳ (Quiz)	A2.1. Trắc nghiệm (đề đóng) hoặc tự luận (được tham khảo tài liệu) thời gian làm bài 45 phút	G1.1 - G1.3, G2.1 - G2.3, G3.1- G3.3	20%
A3. Đánh giá cuối kỳ (FEX)	A3.1. Thi đề chung. Đề thi bao quát toàn bộ nội dung môn học bằng hình thức tự luận (đề mở). Thời gian 60 phút.	G1.1 - G1.7, G2.1 - G2.3, G3.1- G3.3	50%

(1): các thành phần đánh giá của môn học. (2): các bài đánh giá  
 (3): các CDR được đánh giá. (4): tiêu chí đánh giá. (5): chuẩn đánh giá  
 (6): Tỷ lệ điểm của các bài đánh giá trong tổng điểm môn học

#### 6. Kế hoạch giảng dạy chi tiết

Tuần/Buổi học (1)	Nội dung (2)	Hoạt động dạy và học (3)	CDRMH (4)
1/2 tiết	<p><b>Giới thiệu về môn học</b>  <b>Chương 1: NHẬP MÔN CHỦ NGHĨA XÃ HỘI KHOA HỌC</b>            1. SỰ RA ĐỜI CỦA CHỦ NGHĨA XÃ HỘI KHOA HỌC  <i>1.1. Hoàn cảnh lịch sử sự ra đời của chủ nghĩa xã hội khoa học</i>  <i>1.2. Vai trò của C. Mác và Ăngghen</i></p>	<p><b>Dạy:</b>            - Thông báo quy định giảng dạy, học tập.            - Công bố quy định kiểm tra, đánh giá môn học            - Giới thiệu nội dung môn học            - Giới thiệu nội dung đề tài thuyết trình nhóm, chia nhóm  <b>Học ngoài lớp:</b>            - Đọc trước tài liệu chương 1.  <b>Dạy:</b> thuyết giảng  <b>Học ở lớp:</b> Thảo luận và phát biểu trên lớp.</p>	G1.1 G2.1 G2.2 G3.1 G3.1 G3.3
2/2 tiết	<p><b>Chương 1: NHẬP MÔN CHỦ NGHĨA XÃ HỘI KHOA HỌC</b>            2. CÁC GIAI ĐOẠN PHÁT TRIỂN CƠ BẢN CỦA CHỦ NGHĨA XÃ HỘI KHOA HỌC  <i>2.1. C.Mác và Ph.Ăngghen phát triển chủ nghĩa xã hội khoa học</i>  <i>2.2. V.I.Lênin vận dụng và phát triển chủ nghĩa xã hội khoa học trong điều kiện mới</i>  <i>2.3. Sự vận dụng và phát triển sáng tạo chủ nghĩa xã hội khoa học từ sau khi Lênin qua đời đến nay</i>            3. ĐỐI TƯỢNG, PHƯƠNG PHÁP VÀ Ý NGHĨA CỦA VIỆC NGHIÊN CỨU CHỦ NGHĨA XÃ HỘI KHOA HỌC  <i>3.1. Đối tượng nghiên cứu của chủ nghĩa xã hội khoa học</i></p>	<p><b>Dạy:</b> thuyết giảng phần 1; 2.1. Hướng dẫn tự đọc phần còn lại.  <b>Học ở lớp:</b> Thảo luận và phát biểu trên lớp.  <b>Học ngoài lớp:</b>            - Phác thảo nội dung thuyết trình nhóm GHW            - Đọc trước tài liệu chương 2.</p>	G1.1 G2.1 G2.2 G3.1 G3.1 G3.3



	<p>3.2. Phương pháp nghiên cứu của chủ nghĩa xã hội khoa học</p> <p>3.3. Ý nghĩa của việc nghiên cứu chủ nghĩa xã hội khoa học</p>		
3/2 tiết	<p><b>Chương 2</b> <b>SỨ MỆNH LỊCH SỬ CỦA GIAI CẤP CÔNG NHÂN</b></p> <p><b>1. Quan điểm cơ bản của chủ nghĩa Mác - Lênin về giai cấp công nhân và sứ mệnh lịch sử thế giới của giai cấp công nhân</b></p> <p>1.1. Khái niệm và đặc điểm của giai cấp công nhân</p> <p>1.2. Nội dung và đặc điểm sứ mệnh lịch sử của giai cấp công nhân</p> <p>1.3. Những điều kiện quy định sứ mệnh lịch sử của giai cấp công nhân.</p> <p><b>2. Giai cấp công nhân và việc thực hiện sứ mệnh lịch sử của giai cấp công nhân hiện nay</b></p> <p>2.1. Giai cấp công nhân hiện nay</p> <p>2.2. Thực hiện sứ mệnh lịch sử của giai cấp công nhân trên thế giới hiện nay</p>	<p><b>Dạy:</b> thuyết giảng, phát vấn, chấm phần biện.</p> <p><b>Học ở lớp:</b> Thảo luận và phát biểu trên lớp.</p> <p><b>Học ngoài lớp:</b> - Đọc trước tài liệu mục 3, chương 2</p>	<p>G1.2</p> <p>G2.1</p> <p>G2.2</p> <p>G3.1</p> <p>G3.1</p> <p>G3.3</p>
4/2 tiết	<p><b>Chương 2: SỨ MỆNH LỊCH SỬ CỦA GIAI CẤP CÔNG NHÂN (tiếp theo)</b></p> <p><b>3. SỨ MỆNH LỊCH SỬ CỦA GIAI CẤP CÔNG NHÂN VIỆT NAM</b></p> <p>3.1. Đặc điểm của giai cấp công nhân Việt Nam</p> <p>3.2. Nội dung sứ mệnh lịch sử của giai cấp công nhân Việt Nam hiện nay</p> <p>3.3. Phương hướng và một số giải pháp chủ yếu để xây dựng giai cấp công nhân Việt Nam hiện nay</p>	<p><b>Dạy:</b> thuyết giảng, phát vấn, chấm phần biện.</p> <p><b>Học ở lớp:</b> Thảo luận và phát biểu trên lớp.</p> <p><b>Học ngoài lớp:</b> - Đọc trước tài liệu chương 3</p>	<p>G1.2</p> <p>G2.1</p> <p>G2.2</p> <p>G3.1</p> <p>G3.1</p> <p>G3.3</p>
5/2 tiết	<p><b>Chương 3: CHỦ NGHĨA XÃ HỘI VÀ THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI</b></p> <p><b>1. CHỦ NGHĨA XÃ HỘI</b></p> <p>1.1. Chủ nghĩa xã hội, giai đoạn đầu của hình thái kinh tế - xã hội công sản chủ</p>	<p><b>Dạy:</b> thuyết giảng, phát vấn, chấm phần biện.</p> <p><b>Học ở lớp:</b> Thảo luận và phát biểu trên lớp.</p> <p><b>Học ngoài lớp:</b></p>	<p>G1.3</p> <p>G2.1</p> <p>G2.2</p> <p>G3.1</p> <p>G3.1</p> <p>G3.3</p>

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	<p>nghĩa</p> <p>1.2. Điều kiện ra đời chủ nghĩa xã hội</p> <p>Những đặt trưng cơ bản của chủ nghĩa xã hội</p> <p>2. THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI</p> <p>2.1. Tính tất yếu khách quan của thời kỳ quá độ lên chủ nghĩa xã hội</p> <p>2.2. Đặc điểm của thời kỳ quá độ lên chủ nghĩa xã hội</p>	- Đọc trước tài liệu mục 3, chương 3	
6/ 2 tiết	<p><b>Chương 3: CHỦ NGHĨA XÃ HỘI VÀ THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI</b></p> <p>(tiếp theo)</p> <p>3. QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI Ở VIỆT NAM</p> <p>3.1. Quá độ lên chủ nghĩa xã hội bỏ qua chế độ tư bản chủ nghĩa</p> <p>3.2. Những đặc trưng cơ bản của chủ nghĩa xã hội và phương hướng xây dựng chủ nghĩa xã hội ở Việt Nam hiện nay</p>	<p><b>Dạy:</b> thuyết giảng, phát vấn, chấm phần biện.</p> <p><b>Học ở lớp:</b> Thảo luận và phát biểu trên lớp.</p> <p><b>Học ngoài lớp:</b> - ôn tập, chuẩn bị kiểm tra giữa kỳ</p>	G1.3 G2.1 G2.2 G3.1 G3.1 G3.3
7/ 2 tiết	<p>-Kiểm tra giữa kỳ</p> <p>-Hướng dẫn tự đọc các nội dung của chương 4.5.6</p>	<p><b>Dạy:</b> Tổ chức kiểm tra giữa kỳ, hướng dẫn tự học</p> <p><b>Học ở lớp:</b> Làn bài thi</p> <p><b>Học ngoài lớp:</b> - Đọc trước tài liệu chương 4</p>	G1.1, G1.2, G1.3 G2.1, G2.2, G2.3 G3.1, G3.1, G3.3
8 /2 tiết	<p><b>Chương 4: DÂN CHỦ XÃ HỘI CHỦ NGHĨA VÀ NHÀ NƯỚC XÃ HỘI CHỦ NGHĨA</b></p> <p>1. DÂN CHỦ VÀ DÂN CHỦ XÃ HỘI CHỦ NGHĨA</p> <p>1.1. Dân chủ và sự ra đời, phát triển của dân chủ</p> <p>1.2. Dân chủ xã hội chủ nghĩa</p> <p>2. NHÀ NƯỚC XÃ HỘI CHỦ NGHĨA</p> <p>2.1. Sự ra đời, bản chất, chức năng của nhà nước xã hội chủ nghĩa</p> <p>2.2. Mối quan hệ giữa dân chủ xã hội chủ nghĩa và nhà nước xã hội chủ nghĩa</p>	<p><b>Dạy:</b> thuyết giảng, phát vấn, chấm phần biện.</p> <p><b>Học ở lớp:</b> Thảo luận và phát biểu trên lớp.</p> <p><b>Học ngoài lớp:</b> Đọc trước tài liệu mục 3, chương 4</p>	G1.4 G2.1 G2.2 G3.1 G3.1 G3.3

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9/ 2 tiết	<p><b>Chương 4: DÂN CHỦ XÃ HỘI CHỦ NGHĨA VÀ NHÀ NƯỚC XÃ HỘI CHỦ NGHĨA (tiếp theo)</b></p> <p>3. DÂN CHỦ XÃ HỘI CHỦ NGHĨA VÀ NHÀ NƯỚC PHÁP QUYỀN XÃ HỘI CHỦ NGHĨA Ở VIỆT NAM</p> <p>3.1. Dân chủ xã hội chủ nghĩa ở Việt Nam</p> <p>3.2. Nhà nước pháp quyền xã hội chủ nghĩa ở Việt Nam</p> <p>3.3. Phát huy dân chủ xã hội chủ nghĩa, xây dựng nhà nước pháp quyền xã hội chủ nghĩa ở Việt Nam hiện nay</p>	<p><b>Dạy:</b> thuyết giảng, phát vấn, chăm phân biện.</p> <p><b>Học ở lớp:</b> Thảo luận và phát biểu trên lớp.</p> <p><b>Học ngoài lớp:</b> Đọc trước tài liệu chương 5</p>	<p>G1.4</p> <p>G2.1</p> <p>G2.2</p> <p>G3.1</p> <p>G3.1</p> <p>G3.3</p>
10/ 2 tiết	<p><b>Chương 5: CƠ CẤU XÃ HỘI - GIAI CẤP VÀ LIÊN MINH GIAI CẤP, TẦNG LỚP TRONG THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI</b></p> <p>1. CƠ CẤU XÃ HỘI GIAI CẤP TRONG THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI</p> <p>1.1. Khái niệm và vị trí của cơ cấu xã hội - giai cấp trong cơ cấu xã hội</p> <p>1.2. Sự biến đổi có tính quy luật của cơ cấu xã hội - giai cấp trong thời kỳ quá độ lên chủ nghĩa xã hội</p> <p>2. LIÊN MINH GIAI CẤP, TẦNG LỚP TRONG THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI</p> <p>2.1. Tính tất yếu của liên minh giai cấp, tầng lớp trong thời kỳ quá độ lên chủ nghĩa xã hội</p> <p>2.2. Nội dung của liên minh giai cấp, tầng lớp trong thời kỳ quá độ lên chủ nghĩa xã hội</p>	<p><b>Dạy:</b> thuyết giảng, phát vấn, chăm phân biện.</p> <p><b>Học ở lớp:</b> Thảo luận và phát biểu trên lớp.</p> <p><b>Học ngoài lớp:</b> Đọc trước tài liệu mục 3, chương 5</p>	<p>G1.5</p> <p>G2.1</p> <p>G2.2</p> <p>G3.1</p> <p>G3.1</p> <p>G3.3</p>
11/ 2 tiết	<p><b>Chương 5: CƠ CẤU XÃ HỘI - GIAI CẤP VÀ LIÊN MINH GIAI CẤP, TẦNG LỚP TRONG THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI (tiếp theo)</b></p> <p>3. CƠ CẤU XÃ HỘI - GIAI CẤP VÀ LIÊN MINH GIAI CẤP, TẦNG LỚP</p>	<p><b>Dạy:</b> thuyết giảng, phát vấn, chăm phân biện.</p> <p><b>Học ở lớp:</b> Thảo luận và phát biểu trên lớp.</p> <p><b>Học ngoài lớp:</b> Đọc trước tài liệu</p>	<p>G1.5</p> <p>G2.1</p> <p>G2.2</p> <p>G3.1</p> <p>G3.1</p> <p>G3.3</p>

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	<p>TRONG THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI Ở VIỆT NAM</p> <p>3.1. Cơ cấu xã hội - giai cấp trong thời kỳ quá độ lên chủ nghĩa xã hội ở Việt Nam.</p> <p>3.2. Liên minh giai cấp, tầng lớp trong thời kỳ quá độ lên chủ nghĩa xã hội ở Việt Nam.</p>	<p>chương 6</p>	
12/ 2 tiết	<p><b>Chương 6: VẤN ĐỀ DÂN TỘC VÀ TÔN GIÁO TRONG THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI</b></p> <p>1. DÂN TỘC TRONG THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI</p> <p>1.1. Chủ nghĩa Mác - Lênin về dân tộc</p> <p>1.2. Dân tộc và quan hệ dân tộc ở Việt Nam</p>	<p><b>Dạy:</b> thuyết giảng, phát vấn, chấm phần biện.</p> <p><b>Học ở lớp:</b> Thảo luận và phát biểu trên lớp.</p> <p><b>Học ngoài lớp:</b> Đọc trước tài liệu mục 2, 3 chương 6</p>	<p>G1.6</p> <p>G2.1</p> <p>G2.2</p> <p>G3.1</p> <p>G3.1</p> <p>G3.3</p>
13/ 2 tiết	<p><b>Chương 6: VẤN ĐỀ DÂN TỘC VÀ TÔN GIÁO TRONG THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI ( tiếp theo)</b></p> <p>2. TÔN GIÁO TRONG THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI</p> <p>2.1. Chủ nghĩa Mác - Lênin về tôn giáo.</p> <p>2.2. Tôn giáo ở Việt Nam và chính sách tôn giáo của Đảng, Nhà nước ta hiện nay</p> <p>3. QUAN HỆ DÂN TỘC VÀ TÔN GIÁO Ở VIỆT NAM</p> <p>3.1. Đặc điểm quan hệ dân tộc và tôn giáo ở Việt Nam</p> <p>3.2. Định hướng giải quyết mối quan hệ dân tộc và tôn giáo ở Việt Nam hiện nay.</p>	<p><b>Dạy:</b> thuyết giảng, phát vấn, chấm phần biện.</p> <p><b>Học ở lớp:</b> Thảo luận và phát biểu trên lớp.</p> <p><b>Học ngoài lớp:</b> Đọc trước tài liệu chương 7</p>	<p>G1.6</p> <p>G2.1</p> <p>G2.2</p> <p>G3.1</p> <p>G3.1</p> <p>G3.3</p>
14/ 2 tiết	<p><b>Chương 7: VẤN ĐỀ GIA ĐÌNH TRONG THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI</b></p> <p>1. KHÁI NIỆM, VỊ TRÍ VÀ CHỨC NĂNG CỦA GIA ĐÌNH</p> <p>1.1. Khái niệm gia đình</p> <p>1.2. Vị trí của gia đình trong xã hội</p> <p>1.3. Chức năng cơ bản của gia đình</p>	<p><b>Dạy:</b> thuyết giảng, phát vấn, chấm phần biện.</p> <p><b>Học ở lớp:</b> Thảo luận và phát biểu trên lớp.</p> <p><b>Học ngoài lớp:</b> Đọc trước tài liệu mục 3, chương 7</p>	<p>G1.7</p> <p>G2.1</p> <p>G2.2</p> <p>G3.1</p> <p>G3.1</p> <p>G3.3</p>



	<p>2. CƠ SỞ XÂY DỰNG GIA ĐÌNH TRONG THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI</p> <p>2.1. Cơ sở kinh tế - xã hội</p> <p>2.2. Cơ sở chính trị - xã hội</p> <p>2.3. Cơ sở văn hóa</p>		
15/ 2 tiết	<p><b>Chương 7: VẤN ĐỀ GIA ĐÌNH TRONG THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI (tiếp theo)</b></p> <p>3. XÂY DỰNG GIA ĐÌNH VIỆT NAM TRONG THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI</p> <p>3.1. Sự biến đổi gia đình Việt Nam trong thời kỳ quá độ lên chủ nghĩa xã hội</p> <p>3.2. Phương hướng cơ bản xây dựng và phát triển gia đình Việt Nam trong thời kỳ quá độ lên chủ nghĩa xã hội.</p> <p>- Ôn tập thi cuối kỳ</p>	<p><b>Dạy:</b> thuyết giảng, phát vấn, chấm phần biện.</p> <p><b>Học ở lớp:</b> Thảo luận và phát biểu trên lớp.</p> <p><b>Học ngoài lớp:</b> Ôn tập thi cuối kỳ</p>	<p>G1.7</p> <p>G2.1</p> <p>G2.2</p> <p>G3.1</p> <p>G3.1</p> <p>G3.3</p>

(Các nội dung giảng dạy theo buổi học, thể hiện sự tương quan với các CDR của môn học, các hoạt động dạy và học (ở lớp, ở nhà) và các bài đánh giá của môn học)

#### Lý thuyết

- (1): Thông tin về tuần/buổi học. (2): Liệt kê nội dung giảng dạy theo chương, mục
- (3): Liệt kê CDR liên quan của môn học (ghi ký hiệu Gx.x),
- (4): Liệt kê các hoạt động dạy và học (ở lớp, ở nhà), bao gồm đọc trước tài liệu (nếu có yêu cầu)
- (5): Liệt kê các bài đánh giá liên quan (ghi ký hiệu Ax.x)

#### Thực hành

Tuần/Buổi học (1)	Nội dung (2)	CDR môn học (3)	Hoạt động dạy và học (4)	Bài đánh giá (5)

- (1): Thông tin về tuần/buổi học. (2): Liệt kê nội dung thực hành theo bài thực hành
- (3): Liệt kê CDR liên quan của môn học (ghi ký hiệu Gx.x),
- (4): Liệt kê các hoạt động dạy và học (ở lớp, ở nhà), bao gồm đọc trước tài liệu (nếu có yêu cầu)
- (5): Liệt kê các bài đánh giá liên quan (ghi ký hiệu Ax.x)

#### 7. Quy định của môn học

- Quy định về Bài thuyết trình nhóm GHW:
- + Thành lập nhóm: Số lượng sinh viên tùy tình hình thực tế của lớp, giảng viên quy định. Hạn chót đăng ký đề tài nhóm Quản lý trên forum là Buổi 2 hoặc trực tiếp nộp cho GV buổi 1.
- + Các nhóm thuyết trình theo thứ tự, giảng viên quy định. Lưu ý các nhóm cần có mặt đủ và mang theo tất cả các tài liệu liên quan đến GHW khi đi thuyết trình.
- + Hình thức nộp bài: Nộp file và biên bản làm việc nhóm qua mail cho GV
- Quy định về giờ giấc, chuyên cần, kỷ luật trong khóa học:
- + Lên lớp đúng giờ, dự tối thiểu 80% thời gian học trên lớp (chỉ được phép vắng mặt tối đa 20% số tiết học). Nếu vắng quá số tiết quy định sẽ bị cấm thi theo quy chế.
- + Có đầy đủ các phần điểm quá trình, điểm kiểm tra giữa kỳ điểm thi kết thúc học phần.
- Khi có các thắc mắc liên quan môn học, sinh viên có thể liên lạc với quản lý Bộ môn Lý luận và khoa học chính trị và Khoa Chính trị - Hành chính qua email: [daotao.spas@vnuhcm.edu.vn](mailto:daotao.spas@vnuhcm.edu.vn)

#### 8. Phụ trách môn học

- Khoa/Bộ môn: Bộ môn Lý luận và khoa học chính trị - Khoa Chính trị - Hành chính (ĐHQG TP.HCM)
- Địa chỉ và email liên hệ: Tầng 7, nhà Điều hành ĐHQG. Khu phố 1. Phường Linh Trung, TP. Thủ Đức. Đại chỉ mail: [daotao.spas@vnuhcm.edu.vn](mailto:daotao.spas@vnuhcm.edu.vn)

**KT. Trưởng Bộ môn**  
**Phó trưởng Bộ môn (phụ trách)**



**TS. Mạch Thị Khánh Trinh**

*Tp. Hồ Chí Minh, ngày 01 tháng 10 năm 2023*

**KT. TRƯỞNG KHOA**  
**PHÓ TRƯỞNG KHOA**



**TS. Nguyễn Đình Quốc Cường**

## ĐỀ CƯƠNG CHI TIẾT MÔN HỌC

(DÀNH CHO TRƯỜNG ĐẠI HỌC QUỐC TẾ, ĐHQG-HCM)

### 1. THÔNG TIN CHUNG (General information)

- |   |  |
|---|--|
| - Tên môn học:  |  |
| + Tiếng Việt  | <b>Lịch sử Đảng Cộng sản Việt Nam</b>                      |
| + Tiếng Anh   | History of Vietnamese communist party                      |
| - Mã số môn học:  | PE018IU  |
| - Thuộc khối kiến thức/kỹ năng:   |  |
| <input checked="" type="checkbox"/> Kiến thức cơ bản/giáo dục đại cương | <input type="checkbox"/> Kiến thức cơ sở ngành             |
| <input type="checkbox"/> Kiến thức chuyên ngành                         | <input type="checkbox"/> Kiến thức khác                    |
| <input type="checkbox"/> Môn học chuyên về kỹ năng chung                | <input type="checkbox"/> Môn học đồ án/luận văn tốt nghiệp |
| - Số tín chỉ:   | 02   |
| + Lý thuyết   | 20 tiết  |
| + Thực hành (thuyết trình)  | 10 tiết (trên lớp)<br>60 tiết (về nhà)                     |
| - Môn học tiên quyết:   | Không  |
| - Môn học trước:  | Không  |
| - Môn học song hành:  | Không  |

### 2. MÔ TẢ MÔN HỌC (Course description)

Môn học nằm trong khối kiến thức giáo dục đại cương thuộc mảng lý luận chính trị. Môn học với những kiến thức cơ bản, hệ thống về Lịch sử Đảng Cộng sản Việt Nam như: sự ra đời của Đảng Cộng sản Việt Nam, sự lãnh đạo của Đảng trong đấu tranh giành chính quyền, giải phóng dân tộc và xây dựng chủ nghĩa xã hội từ năm 1930 đến năm nay.

### 3. MỤC TIÊU MÔN HỌC (Course Goals)

Mục tiêu (1)	Mô tả mục tiêu (2)	CDR của môn học tương ứng CTĐT (3)
G1	<b>Về kiến thức</b> Sinh viên hiểu được những tri thức cơ bản, có tính hệ thống về sự ra đời của Đảng Cộng sản Việt Nam (1920-1930), sự lãnh đạo của Đảng đối với cách mạng Việt Nam trong thời kỳ đấu tranh giành chính quyền chính quyền (1930-1945), trong hai cuộc kháng chiến chống thực dân	



	Pháp và đế quốc Mỹ xâm lược (1945-1975), trong sự nghiệp xây dựng, bảo vệ Tổ quốc thời kỳ cả nước quá độ lên chủ nghĩa xã hội, tiến hành công cuộc đổi mới (1975 đến nay).	
G2	<b>Về kỹ năng</b> Sinh viên vận dụng phương pháp tư duy khoa học về lịch sử để lựa chọn, khái quát hóa tài liệu nghiên cứu, học tập môn học; đồng thời sinh viên phân tích, đánh giá, vận dụng kiến thức lịch sử vào công tác thực tiễn.	
G3	<b>Về thái độ/năng lực tự chủ và trách nhiệm</b> Sinh viên đánh giá được sự thật khách quan và nâng cao lòng tự hào, niềm tin đối với sự nghiệp lãnh đạo của Đảng và phê phán những quan niệm sai trái về lịch sử của Đảng.	

#### 4. CHUẨN ĐẦU RA MÔN HỌC (Course learning outcomes)

CDR (1)	Mô tả CDR (2)	Mức độ giảng dạy (3)
G1.1	Hiểu được đối tượng, chức năng, nhiệm vụ nội dung và phương pháp nghiên cứu, học tập môn Lịch sử Đảng Cộng sản Việt Nam	I,U
G1.2	Hiểu được quá trình ra đời của Đảng Cộng sản Việt Nam (1920-1930), nội dung cơ bản, giá trị lịch sử của Cương lĩnh chính trị đầu tiên của Đảng và quá trình Đảng lãnh đạo cuộc đấu tranh giành độc lập, giành chính quyền (1930-1945)	I, T,U
G1.3	Hiểu được quá trình lãnh đạo của Đảng đối với hai cuộc kháng chiến chống thực dân Pháp và đế quốc Mỹ xâm lược, hoàn thành giải phóng dân tộc, thống nhất đất nước thời kỳ 1945-1975	I, T,U
G1.4	Hiểu được quá trình phát triển đường lối và sự lãnh đạo của Đảng để đưa cả nước quá độ lên chủ nghĩa xã hội và tiến hành công cuộc đổi mới từ sau ngày thống nhất đất nước năm 1975 đến nay. Những thành tựu và bài học kinh nghiệm trong quá trình lãnh đạo từ năm 1930 đến nay.	I, T,U
G2.1	Vận dụng kiến thức đã học để nhận thức, hành động theo đường lối của Đảng.	U
G2.2	Vận dụng, phân tích với tư duy độc lập trong nghiên cứu nhằm giải quyết các vấn đề khi làm việc theo nhóm và trình bày kết quả nghiên cứu.	U
G3.1	Đánh giá được sự lãnh đạo đúng đắn của Đảng Cộng sản Việt Nam đối với cách mạng nước ta. Quyết tâm phấn đấu thực hiện đường lối cách mạng của Đảng.	U

G3.2	Đánh giá được tầm quan trọng của sự nghiêm túc trong học tập và nghiên cứu, tự rèn luyện bản thân trở thành người có phẩm chất chính trị và đạo đức tốt.	U
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### 5. ĐÁNH GIÁ MÔN HỌC

Thành phần đánh giá (1)	Bài đánh giá (2)	CĐR môn học (3)	Tỷ lệ % (4)
A1. Đánh giá quá trình	- Chuyên cần (A1.1) - Tham gia học tập trên lớp tích cực, hăng hái phát biểu (A1.2) - Thuyết trình nhóm (A1.3)	G1.1, G1.2- G1.3, G2.1, G2.2- G2.3 G3.1-G3.2	30%
A2. Đánh giá giữa kỳ	Kiểm tra giữa kỳ (A2.1)	G1.1 G2.1-G2.2, G3.1-G3.2	20%
A3. Đánh giá cuối kỳ	Thi cuối học kỳ (A3.1)	G1.2-G1.3, G2.1-G2.2, G3.1-G3.2	50%

### 6. KẾ HOẠCH GIẢNG DẠY CHI TIẾT

Tuần/Buổi học (1)	Nội dung (2)	Hoạt động dạy và học (3)	CĐRMH (4)
1/2 tiết	<p><b>Chương nhập môn ĐỐI TƯỢNG, CHỨC NĂNG, NHIỆM VỤ, NỘI DUNG VÀ PHƯƠNG PHÁP NGHIÊN CỨU, HỌC TẬP LỊCH SỬ ĐẢNG CỘNG SẢN VIỆT NAM</b></p> <p>I. Đối tượng nghiên cứu của môn học lịch sử Đảng Cộng sản Việt Nam</p> <p>II. Chức năng, nhiệm vụ của môn học lịch sử Đảng Cộng sản Việt Nam</p> <p>III. Phương Pháp nghiên cứu, học tập môn lịch sử Đảng Cộng sản Việt Nam</p>	<p><b>Hoạt động dạy:</b></p> <ul style="list-style-type: none"> <li>- Giới thiệu đề cương môn học</li> <li>- Giới thiệu nội dung đề tài thuyết trình nhóm)</li> <li>- Trình chiếu, thuyết giảng</li> </ul> <p><b>Hoạt động học:</b></p> <ul style="list-style-type: none"> <li>- Chia nhóm</li> <li>- Giới thiệu nhóm học tập</li> <li>- Nghe giảng, phát biểu</li> <li>- Đọc trước mục 1, 2 phần I của chương 1</li> </ul>	G1.1 G2.1 G2.2 G3.1 G3.2
	<p><b>Chương 1 ĐẢNG CỘNG SẢN VIỆT NAM RA ĐỜI VÀ LÃNH ĐẠO</b></p>	<p><b>Hoạt động dạy:</b></p> <ul style="list-style-type: none"> <li>- Trình chiếu, thuyết giảng mục</li> </ul>	

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2/2 tiết	<p><b>ĐẤU TRANH GIÀNH CHÍNH QUYỀN (1930-1945)</b>  I. Đảng cộng sản Việt Nam ra đời và cương lĩnh chính trị đầu tiên của Đảng (tháng 2 – 1930)</p> <p>1. Bối cảnh lịch sử  2. Nguyễn Ái Quốc chuẩn bị các điều kiện để thành lập Đảng</p>	<p>1,2 phần I của chương 1  - Đặt vấn đề và giải quyết vấn đề  <b>Hoạt động học:</b>  - Nghe giảng, thuyết trình, thảo luận nhóm.  - Đọc trước mục 3,4 phần I của chương 1</p>	<p>G1.2  G2.1  G2.2  G3.1  G3.2</p>
3/2 tiết	<p><b>Chương 1 (tiếp theo)</b>  I. Đảng cộng sản Việt Nam ra đời và cương lĩnh chính trị đầu tiên của Đảng (tháng 2 – 1930) (tt)</p> <p>3. Thành lập Đảng Cộng sản Việt Nam và Cương lĩnh chính trị đầu tiên của Đảng  4. Ý nghĩa lịch sử của việc thành lập Đảng Cộng sản Việt Nam</p>	<p><b>Hoạt động dạy:</b>  - Trình chiếu, thuyết giảng mục 3,4 phần I của chương 1  - Đặt vấn đề và giải quyết vấn đề  <b>Hoạt động học:</b>  - Nghe giảng, thuyết trình, thảo luận nhóm.  - Đọc trước mục 1, 2 phần II của chương 1</p>	<p>G1.1  G1.2  G2.1  G2.2  G3.1  G3.2</p>
4/2 tiết	<p><b>Chương 1 (tiếp theo)</b>  II. Lãnh đạo đấu tranh giành chính quyền (1930-1945)</p> <p>1. Phong trào cách mạng 1930-1935 và khôi phục phong trào 1932-1935  2. Phong trào dân chủ 1936-1939</p>	<p><b>Hoạt động dạy:</b>  - Trình chiếu, thuyết giảng mục 1, 2 phần II của chương 1  - Đặt vấn đề và giải quyết vấn đề  <b>Hoạt động học:</b>  - Nghe giảng, thuyết trình, thảo luận nhóm.  - Đọc trước mục 3, 4 phần II của chương 1</p>	<p>G1.2  G2.1  G2.2  G3.1  G3.2</p>

5/2 tiết	<p>II. Lãnh đạo đấu tranh giành chính quyền (1930-1945) (tt)</p> <p>3. Phong trào giải phóng dân tộc 1939-1945</p> <p>4. Tính chất, ý nghĩa và kinh nghiệm của Cách mạng Tháng Tám năm 1945</p>	<p><b>Hoạt động dạy:</b></p> <ul style="list-style-type: none"> <li>- Trình chiếu, thuyết giảng mục 3, 4 phần II của chương 1</li> <li>- Đặt vấn đề và giải quyết vấn đề</li> </ul> <p><b>Hoạt động học:</b></p> <ul style="list-style-type: none"> <li>- Nghe giảng, thuyết trình, thảo luận nhóm.</li> <li>- Đọc trước mục 1,2 phần I của chương 2</li> </ul>	<p>G1.2</p> <p>G1.3</p> <p>G2.1</p> <p>G2.2</p> <p>G3.1</p> <p>G3.2</p>
6/2 tiết	<p style="text-align: center;"><b>Chương 2</b></p> <p style="text-align: center;"><b>ĐẢNG LÃNH ĐẠO HAI CUỘC KHÁNG CHIẾN, HOÀN THÀNH GIẢI PHÓNG DÂN TỘC, THỐNG NHẤT ĐẤT NƯỚC (1945-1975)</b></p> <p>I. Lãnh đạo xây dựng, bảo vệ chính quyền cách mạng, kháng chiến chống thực dân Pháp xâm lược 1945-1954</p> <p>1. Xây dựng và bảo vệ chính quyền cách mạng 1945-1946</p> <p>2. Đường lối kháng chiến toàn quốc và quá trình tổ chức thực hiện từ năm 1946 đến năm 1950</p>	<p><b>Hoạt động dạy:</b></p> <ul style="list-style-type: none"> <li>- Trình chiếu, thuyết giảng mục 1, 2 phần I của chương 2</li> <li>- Đặt vấn đề và giải quyết vấn đề</li> </ul> <p><b>Hoạt động học:</b></p> <ul style="list-style-type: none"> <li>- Nghe giảng, thuyết trình, thảo luận nhóm.</li> <li>- Đọc trước mục 3, 4 phần I của chương 2</li> </ul>	<p>G1.3</p> <p>G2.1</p> <p>G2.2</p> <p>G3.1</p> <p>G3.2</p>
7/2 tiết	<p><b>Chương 2 (tiếp theo)</b></p> <p>I. Lãnh đạo xây dựng, bảo vệ chính quyền cách mạng, kháng chiến chống thực dân Pháp xâm lược 1945-1954 (tt)</p> <p>3. Đẩy mạnh cuộc kháng chiến đến thắng lợi 1951-1954</p> <p>4. Ý nghĩa lịch sử và kinh nghiệm của Đảng trong lãnh đạo kháng chiến chống Pháp và can thiệp Mỹ</p>	<p><b>Hoạt động dạy:</b></p> <ul style="list-style-type: none"> <li>- Trình chiếu, thuyết giảng mục 3, 4 phần I của chương 2</li> <li>- Đặt vấn đề và giải quyết vấn đề</li> </ul> <p><b>Hoạt động học:</b></p> <ul style="list-style-type: none"> <li>- Nghe giảng, thuyết trình, thảo luận nhóm.</li> <li>- Đọc trước mục 1 phần II của chương 2</li> </ul>	<p>G1.3</p> <p>G2.1</p> <p>G2.2</p> <p>G3.1</p> <p>G3.2</p>

8/2 tiết	<p align="center"><b>Chương 2 (tiếp theo)</b></p> <p>II. Lãnh đạo xây dựng chủ nghĩa xã hội ở miền bắc và kháng chiến chống đế quốc Mỹ xâm lược, giải phóng miền nam, thống nhất đất nước (1954-1975)</p> <p><i>1. Sự lãnh đạo của Đảng đối với cách mạng hai miền Nam – Bắc 1954-1965</i></p>	<p><b>Hoạt động dạy:</b></p> <ul style="list-style-type: none"> <li>- Trình chiếu, thuyết giảng mục 1 phần II của chương 2</li> <li>- Đặt vấn đề và giải quyết vấn đề</li> </ul> <p><b>Hoạt động học:</b></p> <ul style="list-style-type: none"> <li>- Nghe giảng, thuyết trình, thảo luận nhóm.</li> <li>- Đọc trước mục 2,3 phần II của chương 2</li> </ul>	<p>G1.3</p> <p>G2.1</p> <p>G2.2</p> <p>G3.1</p> <p>G3.2</p>
9/2 tiết	<p align="center"><b>Chương 2 (tiếp theo)</b></p> <p>II. Lãnh đạo xây dựng chủ nghĩa xã hội ở miền bắc và kháng chiến chống đế quốc Mỹ xâm lược, giải phóng miền nam, thống nhất đất nước (1954-1975) (tt)</p> <p><i>2. Lãnh đạo cách mạng cả nước giai đoạn 1965-1975</i></p> <p><i>3. Ý nghĩa lịch sử và kinh nghiệm lãnh đạo của Đảng thời kỳ 1954-1975</i></p>	<p><b>Hoạt động dạy:</b></p> <ul style="list-style-type: none"> <li>- Trình chiếu, thuyết giảng mục 2,3 phần II của chương 2</li> <li>- Đặt vấn đề và giải quyết vấn đề</li> </ul> <p><b>Hoạt động học:</b></p> <ul style="list-style-type: none"> <li>- Nghe giảng, thuyết trình, thảo luận nhóm.</li> <li>- Ôn tập nội dung chương 1,2</li> </ul>	<p>G1.3</p> <p>G2.1</p> <p>G2.2</p> <p>G3.1</p> <p>G3.2</p>
10/2 tiết	<p align="center"><b>Chương 3</b></p> <p align="center"><b>ĐẢNG LÃNH ĐẠO CẢ NƯỚC QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI VÀ TIẾN HÀNH CÔNG CUỘC ĐỔI MỚI (1975 ĐẾN NAY)</b></p> <p>I. Lãnh đạo cả nước xây dựng chủ nghĩa xã hội và bảo vệ tổ quốc (1975-1986)</p> <p><i>1. Xây dựng chủ nghĩa xã hội và bảo vệ Tổ quốc 1975-1981</i></p>	<p><b>Hoạt động dạy:</b></p> <ul style="list-style-type: none"> <li>- Trình chiếu, thuyết giảng mục 1 phần I của chương 3</li> <li>- Đặt vấn đề và giải quyết vấn đề</li> <li>- Tổ chức kiểm tra giữa kỳ</li> </ul> <p><b>Hoạt động học:</b></p> <ul style="list-style-type: none"> <li>- Nghe giảng, thuyết trình, thảo luận nhóm.</li> <li>- Thực hiện kiểm tra giữa kỳ</li> <li>- Đọc trước mục 2</li> </ul>	<p>G1.4</p> <p>G2.1</p> <p>G2.2</p> <p>G3.1</p> <p>G3.2</p>

		phần I của chương 3	
11/2 tiết	<p><b>Chương 3 (tiếp theo)</b></p> <p>I. Lãnh đạo cả nước xây dựng chủ nghĩa xã hội và bảo vệ tổ quốc (1975-1986) (tt)</p> <p>1. <i>Xây dựng chủ nghĩa xã hội và bảo vệ Tổ quốc 1975-1981 (tt)</i></p> <p>2. <i>Đại hội đại biểu toàn quốc lần thứ V của Đảng và các bước đột phá tiếp tục đổi mới kinh tế 1982-1986</i></p>	<p><b>Hoạt động dạy:</b></p> <ul style="list-style-type: none"> <li>- Trình chiếu, thuyết giảng mục 1 phần I của chương 3</li> <li>- Đặt vấn đề và giải quyết vấn đề</li> </ul> <p><b>Hoạt động học:</b></p> <ul style="list-style-type: none"> <li>- Nghe giảng, thuyết trình, thảo luận nhóm.</li> <li>- Đọc trước mục 1 phần II của chương 3</li> </ul>	G1.4 G2.1 G2.2 G3.1 G3.2
12/2 tiết	<p><b>Chương 3 (tiếp theo)</b></p> <p>II. Lãnh đạo công cuộc đổi mới, đẩy mạnh công nghiệp hóa, hiện đại hóa và hội nhập quốc tế (1986 đến nay)</p> <p>1. <i>Đổi mới toàn diện, đưa đất nước ra khỏi khủng hoảng kinh tế - xã hội 1986-1996</i></p>	<p><b>Hoạt động dạy:</b></p> <ul style="list-style-type: none"> <li>- Trình chiếu, thuyết giảng mục 1 phần II của chương 3</li> <li>- Đặt vấn đề và giải quyết vấn đề</li> </ul> <p><b>Hoạt động học:</b></p> <ul style="list-style-type: none"> <li>- Nghe giảng, thuyết trình, thảo luận nhóm.</li> <li>- Đọc trước mục 2 phần II của chương 3</li> </ul>	G1.4 G2.1 G2.2 G3.1 G3.2
13/2 tiết	<p><b>Chương 3 (tiếp theo)</b></p> <p>II. Lãnh đạo công cuộc đổi mới, đẩy mạnh công nghiệp hóa, hiện đại hóa và hội nhập quốc tế (1986 đến nay) (tt)</p> <p>1. <i>Đổi mới toàn diện, đưa đất nước ra khỏi khủng hoảng kinh tế - xã hội 1986-1996 (tt)</i></p> <p>2. <i>Tiếp tục công cuộc đổi mới, đẩy mạnh công nghiệp hóa, hiện đại hóa và hội nhập quốc tế 1996 đến nay</i></p>	<p><b>Hoạt động dạy:</b></p> <ul style="list-style-type: none"> <li>- Trình chiếu, thuyết giảng mục 1, 2 phần II của chương 3</li> <li>- Đặt vấn đề và giải quyết vấn đề</li> </ul> <p><b>Hoạt động học:</b></p> <ul style="list-style-type: none"> <li>- Nghe giảng, thuyết trình, thảo luận nhóm.</li> <li>- Đọc trước mục 3 phần II của chương</li> </ul>	G1.4 G2.1 G2.2 G3.1 G3.2

		3	
14/2 tiết	<p><b>Chương 3 (tiếp theo)</b></p> <p>II. Lãnh đạo công cuộc đổi mới, đẩy mạnh công nghiệp hóa, hiện đại hóa và hội nhập quốc tế (1986 đến nay) (tt)</p> <p>2. <i>Tiếp tục công cuộc đổi mới, đẩy mạnh công nghiệp hóa, hiện đại hóa và hội nhập quốc tế 1996 đến nay (tt)</i></p> <p>3. <i>Thành tựu, kinh nghiệm của công cuộc đổi mới</i></p>	<p><b>Hoạt động dạy:</b></p> <ul style="list-style-type: none"> <li>- Trình chiếu, thuyết giảng mục 2,3 phần II của chương 3</li> <li>- Đặt vấn đề và giải quyết vấn đề</li> </ul> <p><b>Hoạt động học:</b></p> <ul style="list-style-type: none"> <li>- Nghe giảng, thuyết trình, thảo luận nhóm.</li> <li>- Đọc trước phần kết luận</li> </ul>	<p>G1.4</p> <p>G2.1</p> <p>G2.2</p> <p>G3.1</p> <p>G3.2</p>
15/2 tiết	<p><b>KẾT LUẬN</b></p> <p>1. <i>Những thắng lợi vĩ đại của cách mạng Việt Nam.</i></p> <p>2. <i>Những bài học lớn về sự lãnh đạo của Đảng</i></p>	<p><b>Hoạt động dạy:</b></p> <ul style="list-style-type: none"> <li>- Hướng dẫn sv tự học</li> <li>- Ôn tập tổng kết môn học</li> <li>- Công bố bảng điểm chi tiết các hoạt động</li> <li>- Giải đáp thắc mắc</li> </ul> <p><b>Hoạt động học:</b></p> <ul style="list-style-type: none"> <li>- Nghe giảng, phát biểu</li> <li>- Ôn tập toàn bộ nội dung môn học tại nhà</li> </ul>	<p>G1.1</p> <p>G1.2</p> <p>G1.3</p> <p>G1.4</p> <p>G2.1</p> <p>G2.2</p> <p>G3.1</p> <p>G3.2</p>

## 7. QUY ĐỊNH CỦA MÔN HỌC (Course requirements and expectations)

- Quy định về Bài thuyết trình nhóm:

- Thành lập nhóm: Số lượng sinh viên tùy vào sĩ số lớp, do giảng viên quy định. Hạn chót đăng ký đề tài nhóm Quản lý trên forum/Moodle là Buổi 2 hoặc trực tiếp nộp cho GV buổi 1.
- Các nhóm thuyết trình theo thứ tự được phân công. Lưu ý các nhóm cần có mặt đủ và mang theo tất cả các tài liệu liên quan khi thuyết trình.
- Hình thức nộp bài: Nộp file và biên bản làm việc nhóm qua mail cho GV

- Quy định về giờ giấc, chuyên cần, kỷ luật trong khóa học: Lên lớp đúng giờ, dự tối thiểu 80% thời gian học trên lớp (chỉ được phép vắng mặt tối đa 20% số tiết học). Nếu vắng quá số tiết quy định sẽ bị điểm 0 chuyên cần.

## 8. TÀI LIỆU HỌC TẬP, THAM KHẢO (Reference)

### Giáo trình:

[1] Bộ Giáo dục và Đào tạo (2021), *Giáo trình Lịch sử Đảng Cộng sản Việt Nam* (dành cho bậc đại học hệ không chuyên lý luận chính trị), NXB. Chính trị Quốc gia Sự Thật, Hà Nội.

### Tài liệu khác:

[1] Hội đồng Trung ương chỉ đạo biên soạn giáo trình quốc gia các môn khoa học Mác – Lênin, Tư tưởng Hồ Chí Minh (2019), *Giáo trình Lịch sử Đảng Cộng sản Việt Nam* (tái bản có sửa chữa, bổ sung), Nxb. Chính trị quốc gia, Hà Nội.

[2] Bộ Giáo dục và Đào tạo (2017), *Giáo trình Đường lối cách mạng của Đảng Cộng sản Việt Nam*, Nxb Chính trị quốc gia, Hà Nội.

*Tp. Hồ Chí Minh, ngày 01 tháng 10 năm 2023*

**KT. Trưởng Bộ môn**  
**Phó trưởng Bộ môn**

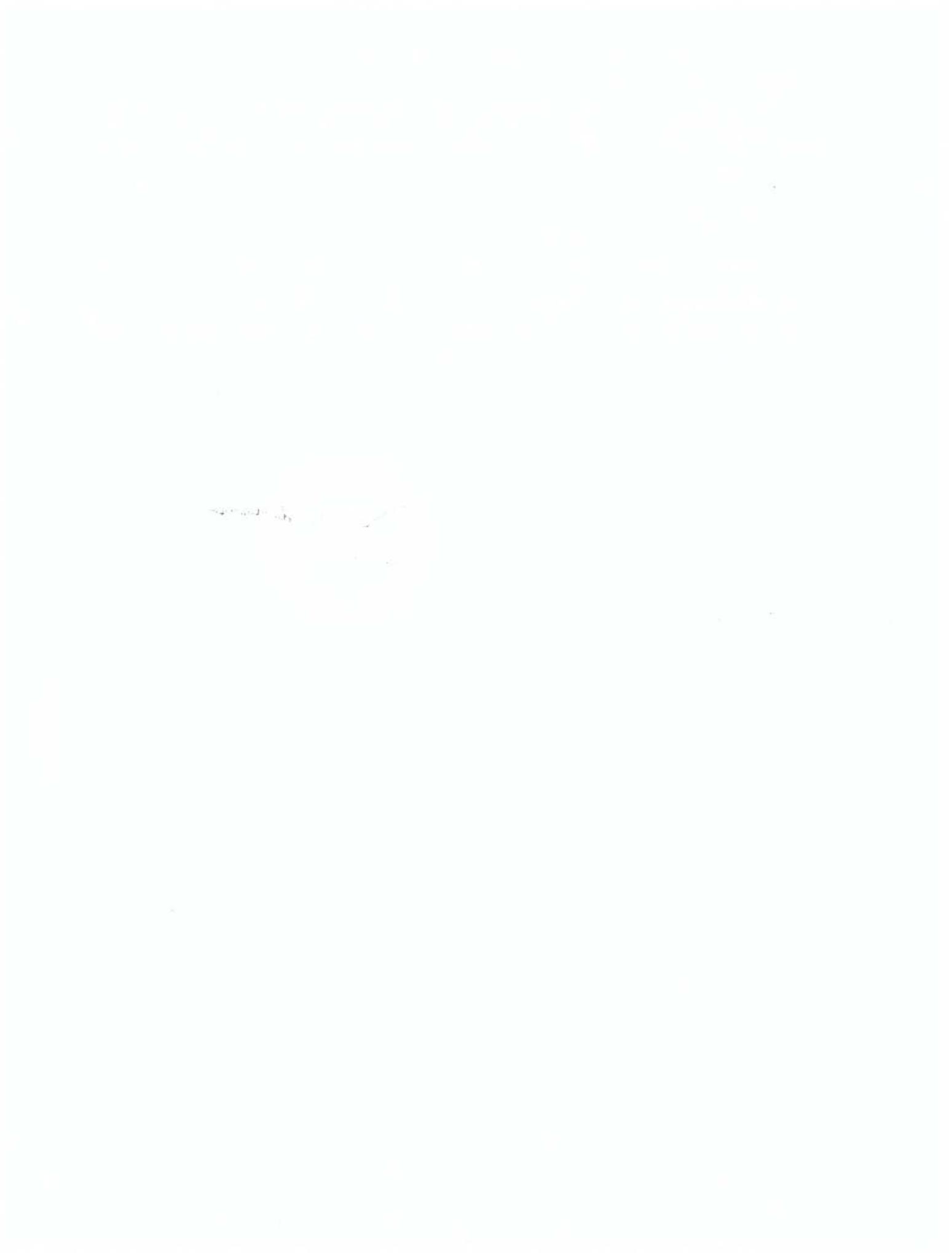


**Lê Văn Thông**

**KT. TRƯỞNG KHOA**  
**PHÓ TRƯỞNG KHOA**



**TS. Nguyễn Đình Quốc Cường**





# VIETNAM NATIONAL UNIVERSITY HCMC INTERNATIONAL UNIVERSITY

## COURSE SYLLABUS

### General Law

#### PE021IU

#### 1. General information

<b>Department</b>	Office of Academic Affairs
<b>Course classification</b>	Foundation course
<b>Course designation</b>	Face to face
<b>Semester(s) in which the course is taught</b>	All semesters in each academic year
<b>Person responsible for the course</b>	Dr. Vo Tuong Huan LLM. Bui Doan Danh Thao
<b>Language</b>	English
<b>Relation to curriculum</b>	Compulsory
<b>Teaching methods</b>	Student-centred approach
<b>Workload (incl. contact hours, self-study hours)</b>	(Estimated) Total workload: 127.5 hours Contact hours (lecture, in class discussions): 37.5 hours (=45 periods) Private study including examination preparation, specified in hours <sup>1</sup> : 90 hours
<b>Credit points</b>	3
<b>Required and recommended prerequisites for joining the course</b>	N/A

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

<b>Course objectives</b>	<p>The overarching aims of this course are to:</p> <ul style="list-style-type: none"> <li>• Provide essential knowledge of Vietnamese legal system through integrated technology and real cases for social and cultural sustainability.</li> <li>• Raise awareness of responsibility toward others and how to stand for ending all types of legal violations, <b>especially corruption in various social contexts</b>.</li> <li>• Practice necessary skills to act as an ambassador to ensure social fairness and global equitable rights.</li> <li>• Use integrated online legal resources and communication tools to help the community to identify issues and develop countermeasures.</li> </ul>									
<b>Course learning outcomes</b>	<p>Upon the successful completion of this course, students will be able to:</p> <table border="1" data-bbox="488 604 1425 1507"> <thead> <tr> <th data-bbox="488 604 724 684"><b>Competency level</b></th> <th data-bbox="724 604 1425 684"><b>Course learning outcome (CLO)</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="488 684 724 1073">Knowledge</td> <td data-bbox="724 684 1425 1073"> <p>CLO1. Apply appropriate legal knowledge in the Vietnamese legal system to solve legal issues in <b>various social contexts</b> for a fair sustainable lifelong being.</p> <p>CLO1.1. Apply general knowledge on state and law to solve legal issues in <b>various social contexts</b> for a fair sustainable lifelong being.</p> <p>CLO1.2. Apply principle legal norms in some law branches such as constitution, civil, criminal, labor and administrative law to solve legal issues in <b>various social contexts</b> for a fair sustainable lifelong being.</p> </td> </tr> <tr> <td data-bbox="488 1073 724 1272">Skill</td> <td data-bbox="724 1073 1425 1272"> <p>CLO2. Communicate knowledge in the Vietnamese legal system to encourage people to raise their legal rights aiming for fair social/cultural moves.</p> <p>CLO3. Integrate ICTs to solve legal issues in <b>various social contexts</b>.</p> </td> </tr> <tr> <td data-bbox="488 1272 724 1507">Attitude</td> <td data-bbox="724 1272 1425 1507"> <p>CLO4. Detect the responsibility to ensure social and cultural fairness, <b>including ending corruption</b>, in <b>various social contexts</b> through understanding importance of law in social contexts.</p> <p>CLO5. Respond to the base for coexistence in <b>various social contexts</b>.</p> </td> </tr> </tbody> </table>		<b>Competency level</b>	<b>Course learning outcome (CLO)</b>	Knowledge	<p>CLO1. Apply appropriate legal knowledge in the Vietnamese legal system to solve legal issues in <b>various social contexts</b> for a fair sustainable lifelong being.</p> <p>CLO1.1. Apply general knowledge on state and law to solve legal issues in <b>various social contexts</b> for a fair sustainable lifelong being.</p> <p>CLO1.2. Apply principle legal norms in some law branches such as constitution, civil, criminal, labor and administrative law to solve legal issues in <b>various social contexts</b> for a fair sustainable lifelong being.</p>	Skill	<p>CLO2. Communicate knowledge in the Vietnamese legal system to encourage people to raise their legal rights aiming for fair social/cultural moves.</p> <p>CLO3. Integrate ICTs to solve legal issues in <b>various social contexts</b>.</p>	Attitude	<p>CLO4. Detect the responsibility to ensure social and cultural fairness, <b>including ending corruption</b>, in <b>various social contexts</b> through understanding importance of law in social contexts.</p> <p>CLO5. Respond to the base for coexistence in <b>various social contexts</b>.</p>
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<b>Content</b>	<p>The course will introduce students to Vietnamese legal systems. In particular, students will understand their rights and obligations in the Constitution, Criminal law, administrative law, civil law, labor law and enterprise law of Vietnam. From this, students will raise awareness towards their responsibility to ensure justice, <b>including ending corruption</b>, in society.</p>									
<b>Examination forms</b>	<p>Multiple choice questions Case-based exams Essay exams Oral exams</p>									

<b>Study and examination requirements</b>	<p>To pass this course, the students must:</p> <ul style="list-style-type: none"> <li>• Achieve a composite mark of at least 50; and</li> <li>• Make a satisfactory attempt at all assessment tasks (see below).</li> </ul> <p><b>GRADING POLICY</b></p> <p>Grades can be based on the following:</p> <table border="1" data-bbox="488 401 1430 604"> <tr> <td>Assignment</td> <td>20%</td> </tr> <tr> <td>Midterm examination</td> <td>30%</td> </tr> <tr> <td>Final examination</td> <td>50%</td> </tr> <tr> <td><b>Total</b></td> <td><b>100%</b></td> </tr> </table> <p><b>COURSE POLICIES</b></p> <p><b>Attendance</b></p> <p>Regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than eighty percent of scheduled classes they may be refused final assessment. Exemptions may only be made on eligible medical grounds.</p> <p><b>Workload</b></p> <p>It is expected that the students will spend at least <i>six</i> hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where they need to complete assignments or prepare for examinations, the workload may be greater.</p> <p>Over-commitment has been a cause of failure for many students. They should take the required workload into account when planning how to balance study with part-time jobs and other activities.</p> <p><b>General Conduct and Behaviour</b></p> <p>The students are expected to conduct themselves with consideration and respect for the needs of fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students will be asked to leave the class. The use of laptops is also encouraged during law lessons only to search for materials online. More information on student conduct is available on <a href="#">the university webpage</a>.</p> <p><b>Keeping informed</b></p> <p>The students should take note of all announcements made in lectures or on the course's Blackboard, and another announced mean of communications. From time to time, the university will send important announcements to their university e-mail addresses without providing a paper copy. The students will be deemed to have received this information.</p> <p><b>Academic honesty and plagiarism</b></p> <p>Plagiarism is the presentation of the thoughts or work of another as one's own. Students are also reminded that careful time management is an important part of the study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and</p>	Assignment	20%	Midterm examination	30%	Final examination	50%	<b>Total</b>	<b>100%</b>
Assignment	20%								
Midterm examination	30%								
Final examination	50%								
<b>Total</b>	<b>100%</b>								

	<p>the proper referencing of sources in preparing all assessment items. The university regards plagiarism as a form of academic misconduct and has very strict rules regarding plagiarism.</p> <p><b>Special consideration</b></p> <p>Requests for special consideration (for final examination only) must be made to the Office of Academic Affairs within one week after the examination. General policy and information on special consideration can be found at the Office of Academic Affairs. Absence on the Mid-term is not allowed, or in special cases approved by Lecturer can be replaced with relevant Assignment.</p> <p><b>Meeting up with the lecturers after classes</b></p> <p>Students must make an appointment via emails if they want to meet up with the lecturer after classes and be on time. If there are any changes to the scheduled time, students must inform the lecturer immediately.</p>
<p><b>Reading list</b></p>	<p>Please note that it is very important to gain familiarity with the subject matter in the readings and cases available on Blackboard and the internet <i>before</i> attendance in classes.</p> <p><b>Required Course Texts and Materials</b></p> <p><u>Legal Texts:</u></p> <ol style="list-style-type: none"> <li>1. Constitution of Vietnam - 2013</li> <li>2. Civil Code of Vietnam - 2015</li> <li>3. Criminal Code of Vietnam – 2015 (amended in 2017)</li> <li>4. Law on Law on Handling of Administrative Violations 2012</li> <li>5. Law on Enterprises – 2020</li> <li>6. Labour Code 2019</li> <li>7. Law on anti-corruption 2018</li> </ol> <p>Available at <a href="https://luatvietnam.vn/">https://luatvietnam.vn/</a> or Blackboard</p> <p><u>Books:</u></p> <ul style="list-style-type: none"> <li>• PGS.TS. Phan Trung Hien, <i>Giáo trình Pháp Luật Đại cương</i>, NXB Chính Trị Quốc Gia Sự Thật 2022.</li> <li>• Mai Hong Quy (Chief Editor) (2<sup>nd</sup> 2017), <i>Introduction to Vietnamese Law</i>, Hong Duc Publishing House.</li> </ul> <p><u>Additional materials provided in Blackboard</u></p> <p>The lecturer will attempt to make lecture notes and additional reading available on Blackboard. However, this is not an automatic entitlement for students doing this subject. Note that this is not a distance learning course, and you are expected to attend lectures and take notes. This way, you will get the added benefit of class interaction and demonstration.</p> <p><b>Optional Course Texts and Materials</b></p> <p><u>Recommended Internet sites</u></p> <p><a href="#">UNCTAD</a> (United Nations Conference on Trade and Development)</p> <p><a href="#">WTO</a> (World Trade Organization)</p> <p><a href="#">MOIT - Vietnam</a> (Official website of Ministry of Industry and Trade)</p> <p><a href="#">MPI - Vietnam</a> (Official website of Ministry of Planning and Investment)</p>

	<p><b><u>Other Resources, Support and Information</u></b></p> <p>Additional learning assistance is available for students in this course and will be made available on Blackboard. Academic journal articles are available through connections via the <a href="#">VNU - Central Library</a>. Recommended articles will be duly informed to the students.</p> <p><b><u>Books:</u></b></p> <ul style="list-style-type: none"> <li>• Nguyen Phu Trong, <i>Kiên quyết, kiên trì đấu tranh phòng, chống tham nhũng, tiêu cực, góp phần xây dựng đảng và nhà nước ta ngày càng trong sạch, vững mạnh</i>, NXB Chính Trị Quốc Gia Sự Thật 2023.</li> <li>• University of Law Ho Chi Minh City, <i>Giáo trình luật Hiến pháp Việt nam</i>, NXB Hồng Đức 2023.</li> <li>• University of Law Ho Chi Minh City, <i>Giáo trình Luật hành chính</i>, NXB Hồng Đức 2022.</li> <li>• University of Law Ho Chi Minh City, <i>Giáo trình Luật hình sự Việt Nam</i>, NXB Hồng Đức 2022.</li> <li>• University of Law Ho Chi Minh City, <i>Giáo trình Luật dân sự Việt Nam</i>, NXB Hồng Đức 2022.</li> <li>• University of Law Ho Chi Minh City, <i>Giáo trình Luật lao động Việt Nam</i>, NXB Hồng Đức 2022.</li> <li>• University of Law Ho Chi Minh City, <i>Giáo trình pháp luật về chủ thể kinh doanh</i>, NXB Hồng Đức 2022.</li> </ul>
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## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (SLO) (1-5) and Program/Student Learning Outcomes (PLO/SLO) (1 - 10) is shown in the following table:

SLO	PLO/SLO									
	1	2	3	4	5	6	7	8	9	10
1	R,M					R,M	R,M	R,M	R,M	R,M
2			R,M							
3			R,M							
4				R,M						
5					R,M					

*R: Reinforced*

*M: Mastery*

## 3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	<p><b>Introduction to State</b></p> <ul style="list-style-type: none"> <li>• What is State?</li> <li>• Nature of state</li> <li>• Forms of state</li> <li>• Functions of state</li> <li>• Introduction to structure of Vietnamese state</li> </ul>	1-5 (level I - introduced)	<p>Tests</p> <p>Peer evaluations</p> <p>Class-performance evaluations</p>	<p>Discussions</p> <p>Case studies</p>	<p>PPT - Introduction to Vietnamese legal system available on Blackboard</p>

2	<p><b>Introduction to law?</b></p> <ul style="list-style-type: none"> <li>• What is law?</li> <li>• Nature of law</li> <li>• Forms of law</li> <li>• Structure of law</li> <li>• Categorization of legal system.</li> <li>• Enforcement</li> <li>• Breach of law and liabilities for breach of law</li> <li>• Introduction to structure of Vietnamese legal system</li> </ul>	1-5 (level I - introduced)	Tests Peer evaluations Class-performance evaluations	Discussions Case studies	PPT - Introduction to Vietnamese legal system available on Blackboard
3	<p><b>Constitutional Law</b></p> <ul style="list-style-type: none"> <li>• General introduction on Vietnamese Constitution and its nature and basic principles.</li> <li>• Political, economic and other regimes of Vietnam</li> <li>• Basic rights and responsibilities of citizens. Relationship between citizens and the State.</li> <li>• Structure, functions and duties of Vietnamese state, especially in prevention of corruption</li> </ul>	1-5 (Level R - reinforced)	Tests Peer evaluations Class-performance evaluations	Discussions Case studies	PPTs – Constitutional law available on Blackboard  Constitution 2013 available on Blackboard
4	<p><b>Constitutional Law (Cont)</b></p> <ul style="list-style-type: none"> <li>• Structure and functions and duties of Vietnamese state</li> <li>• Duties of the state in prevention of corruption</li> </ul>	1-5 (Level R - reinforced)	Tests Peer evaluations Class-performance evaluations	Discussions Case studies	PPTs – Constitutional law available on Blackboard  Constitution 2013 available on Blackboard
5	<p><b>Administrative Law</b></p> <ul style="list-style-type: none"> <li>• Definition and nature of administrative law</li> <li>• Administrative law violations</li> <li>• Liabilities for breach of administrative law, exemption from the liability</li> </ul>	1-5 (Level R - reinforced)	Tests Peer evaluations Class-performance evaluations	Discussions Case studies and law on anti-corruption	PPT– Administrative law available on Blackboard  Law on handling administrative violations 2012, and Law on anti-corruption 2018 available on Blackboard
6	<p><b>Criminal Law</b></p> <ul style="list-style-type: none"> <li>• Definition and nature of criminal law</li> </ul>	1-5 (Level R - reinforced)	Tests Peer evaluations Class-performance	Discussions Case studies, especially cases related	PPT– Criminal law available on Blackboard

	<ul style="list-style-type: none"> <li>Crimes</li> <li>Punishments</li> </ul>		evaluations	to corruption	Criminal code 2015 available on Blackboard
7	<b>Criminal Law (Cont)</b> <ul style="list-style-type: none"> <li>Crimes related to corruption</li> <li>Punishments for corruption</li> </ul>	1-5 (Level R - reinforced)	Tests Peer evaluations Class-performance evaluations	Discussions Case studies, especially cases related to corruption	PPT– Criminal law available on Blackboard  Criminal code 2015 available on Blackboard
8	<b>Revision for mid-term exam</b>		Quizzes Projects		
9	<b>Civil Law (Part I)</b> <ul style="list-style-type: none"> <li>Definition and nature Civil law relationship</li> <li>Subject of civil law</li> <li>Property and ownership</li> <li>Civil transactions</li> </ul>	1-5 (Level R - reinforced)	Tests Peer evaluations Class-performance evaluations	Discussions Case studies	PPT– Civil law available on Blackboard  Civil code 2015 available on Blackboard
10	<b>Civil Law (Part II)</b> <ul style="list-style-type: none"> <li>Contracts</li> <li>Definitions</li> <li>Formation of contracts</li> <li>Validity of contracts</li> <li>Liability for breach of contracts</li> </ul>	1-5 (Level M - Mastery)	Tests Peer evaluations Class-performance evaluations	Discussions Case studies	PPT– Civil law available on Blackboard  Civil code 2015 available on Blackboard
11	<b>Civil Law (Part III)</b> <ul style="list-style-type: none"> <li>Inheritance</li> <li>Testamentary inheritance</li> <li>Intestacy</li> </ul>	1-5 (Level M - Mastery)	Tests Peer evaluations Class-performance evaluations	Discussions Case studies	PPT– Civil law available on Blackboard  Civil code 2015 available on Blackboard
12	<b>Law on Enterprises</b> <ul style="list-style-type: none"> <li>Introduction to law on enterprises</li> <li>Introduction to forms, features, establishment, reorganization and dissolution of an enterprise</li> </ul>	1-5 (Level I - Introduced)	Tests Peer evaluations Class-performance evaluations	Discussions Case studies	PPT– Law on enterprises available on Blackboard  Law on enterprises 2020 available on Blackboard
13	<b>Labor Law</b> <ul style="list-style-type: none"> <li>Definition, and nature of labour law</li> <li>Employees and employers</li> <li>Working time, and resting time</li> <li>Salary (including salary for overtime working hours)</li> </ul>	1-5 (Level M - Mastery)	Tests Peer evaluations Class-performance evaluations	Discussions Case studies	PPT– Labor law available on Blackboard  Labor code 2019 available on Blackboard
14	<b>Labour Law (Cont.)</b>	1-5 (Level M -	Tests Peer evaluations	Discussions Case studies	PPT– Labor law available on

	<ul style="list-style-type: none"> <li>• Employment contracts</li> <li>• Labor disciplines</li> <li>• Dispute settlements</li> </ul>	Mastery)	Class-performance evaluations		Blackboard Labor code 2019 available on Blackboard
15	<b>Revision/ Tutoring classes</b>		Quizzes Projects		

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5
In class evaluation (20%)	70% pass	80% pass	100% pass	100% pass	100% pass
Midterm examination (30%)	70% pass	80% pass	100% pass	100% pass	100% pass
Final examination (50%)	70% pass	80% pass	100% pass	100% pass	100% pass

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

## 5. Rubrics

No.	CLOs	Criteria	<b>COMPLETELY FAIL</b> Below 30%	<b>INADEQUATE</b> 30% – 49%	<b>ADEQUATE</b> 50% - 69%	<b>ABOVE AVERAGE</b> 70% - 89%	<b>EXEMPLARY</b> ≥ 90%
1	CLO 1	<b>Organization and clarification</b>	No evidence of organization and coherence	Does not organise ideas logically and with clarification  Limited evidence of coherence  Ideas lack consistence	Generally organised logically, with evidence of progression  Occasionally, there may be a lack of focus or ideas may be tangential	Clear organization and progression.  Responds appropriately and relevantly, although some ideas are underdeveloped	Response is focused, detailed and non-tangential.  Shows a high degree of attention to logic and reasoning of points.  Clearly leads the reader to the conclusion and stirs thought regarding the topic
2		<b>Originality and usefulness of the analysis</b>	Shows no ability to identify legal issues or a clear inability to gather the facts	Demonstrates an incomplete grasp of the task.  There is no overall sense of creative coherence.  Arguments are addressed incompletely.	Shows ability to identify legal issues, gather the facts and develop claims.  Argument are addressed well but no links with evidence	Shows strong ability to identify legal issues, gather the fact and develop claims as well as link claims with evidence.  Overall, an acceptable solution is offered and explained	Shows strong ability to identify legal issues, gather the facts and develop claims as well as link claims with evidence.  Satisfactory solutions are offered and supported
3		<b>Use of data/information</b>	Shows no effort to incorporate information from primary and secondary sources	Shows little information from sources. Poor handling of sources	Shows moderate amount of source information incorporated.  Some key points supported by sources.  Quotations may be poorly integrated into paragraphs.  Some possible problems with source citations	Draws upon sources to support most points.  Some evidence may not support arguments or may appear where inappropriate.  Quotations integrated well into paragraphs.  Sources cited correctly	Draws upon primary and secondary source information in useful and illuminating ways to support key points.  Excellent integration of quoted material into paragraphs. Source cited correctly
4	CLO2	<b>Use of frameworks</b>	Shows no effort to structure	Shows limited ability to structure	Shows effort to link problems with the theoretical	Shows ability to structure problems in	Shows ability to structure problems in correspondence to

			problems in correspondence to theoretical frameworks	problems in correspondence to theoretical frameworks	frameworks. There are still some mistakes	correspondence to theoretical frameworks correctly. Minor mistakes in resolving problems	theoretical frameworks correctly. The problems are well resolved
5		<b>Quality of arguments</b>	Shows no effort to construct logical arguments. Fails to support analysis	Shows little attempt to offer support for key claims or to relate evidence to analysis. Reasons offered are irrelevant.	Shows argument of poor quality. Weak, undeveloped reasons are offered to support key claims	Shows clear, relevant and logical arguments.	Shows identifiable, reasonable and sound arguments. Clear reasons are offered to support key claims.

*Ho Chi Minh City, May 2023*  
*Head of Office of Academic Affairs*

*Huỳnh Khả Tú*



**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
School of Economics, Finance, and Accounting

**COURSE SYLLABUS**

**Course Name: Introduction to Psychology**

Course Code: BA118IU

**1. General information**

Course designation	Psychology principles and theories include methodology and brief analysis of major content areas ranging from development, perception, and learning to motivation/emotion, personality, and social processes. BA197IU - Introduction to Sociology (E) 3 credits This course provides a basic understanding of the nature of social sciences, introduces the fields of sociology and its key themes, and facilitates the development of the awareness of the language and methodology relating to the study of social sciences.
Semester(s) in which the course is taught	1,2
Person responsible for the course	TBA
Language	English
Relation to curriculum	Core/ Elective
Teaching methods	Lecture, Q&A, Group Discussion, Group Research Project
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 127.5 Contact hours (please specify whether lecture, discussion, presentation session, etc.): 37.5 Private study including examination preparation, specified in hours <sup>1</sup> : 90
Credit points	4.62 ECTS
Required and recommended prerequisites for joining the course	None

Course objectives	The chief aims of this course are for students to learn: <ul style="list-style-type: none"><li>o The subject of human behavior, o The methods of social sciences,</li><li>o The resources for continuous learning after the course,</li><li>o The applications in both professional and personal realms, and</li><li>o The enjoyment of learning.</li></ul>
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Course learning outcomes	Upon the successful completion of this course students will be able to:	
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>
	Knowledge	<p>Toward this Aim, the objectives are that student will:</p> <p>✓Regarding Subjects: Learn how People behave what they see, what they feel, how they work, how they love, what make them happy, and so on. This applies to you, to your career, and to your personal relationships such as with friends, parents, future children, bosses, peers, and opponents.</p> <p>✓The course combines a set of materials covering a wide range of sub-topics. ranging from development and learning to motivation/emotion, personality, health psychology, psychological disorders and social processes. In the addition, the course provides plenty of materials for students to choose their own additional learning.</p> <p>✓Students learn more than just the business world, studying most intimate and important aspects of our life, such as whether we are happy, how we grow up, how we grow old, how the society affects us, and how our body affects us. Since it is a vast field, we will only sample some parts of psychology—those that have to do with important parts of life, and of the business world.</p> <p>✓Regarding Resources: Learn how to use a vast array of information, from websites to scholarly articles to books, so that students can continue to learn, to grow in the understanding of human behavior for the rest of their lives.</p> <p>✓Regarding Methods: Learn how to detect wrong information—what some of them are, how they come about, how they are advocated, why they are wrong, what the is contrary evidence, and how to take the next step.</p>
Skill	<p>Through the way we conduct this class, students will also learn</p> <ul style="list-style-type: none"> <li>- How to work in team</li> <li>- Public presentation skills</li> <li>- Setting your own goal and collaborate with lecturer and classmates to achieve it.</li> <li>- Effective communication: The ability to collect, analyze and organize information and to convey those information clearly and fluently, in both written and spoken forms.</li> <li>- Critical argument and judgment: The ability to identify and debate critical issues / problems, as</li> </ul>	

		well as to evaluate financial information, make decisions and reflect critically on the justification for decisions.
	Attitude	<ul style="list-style-type: none"> <li>- Learn within teams (such skills as task assignment and management, conflict resolution and co-operation, consensus building, and leadership)</li> <li>- Provide professional business presentations (both oral and written)</li> </ul>
Content	<ol style="list-style-type: none"> <li>1. Introduction to the Class</li> <li>2. What is Psychology?</li> <li>3. Sensation and Perception</li> <li>4. Learning</li> <li>5. Human memory</li> <li>6. Intelligence and cognition</li> <li>7. Motives and Feelings</li> <li>8. Human sexuality</li> <li>9. Human Personality</li> <li>10. Health Psychology</li> <li>11. Social Psychology</li> </ol>	
Examination forms	MCQ, short-answer and long-answer questions	
Study and examination requirements	<p>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed based on their class participation. Questions and comments are strongly encouraged.</p> <p>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</p>	
Reading list	<p>Textbook required: Dennis Coon &amp; John O. Mitterer (2009) Introduction to Psychology –Active Learning Through Modules 12th Ed. WADSWORTH Cengage Learning</p> <p>Reference book: Stephen F. Davis &amp; Joseph J. Palladino (2013) Psychology, 7th Ed., Pearson Custom Publishing.</p> <p>Other professional articles will be assigned as the course progresses.</p>	

## 2. Learning Outcomes Matrix (optional)

## 3. Planned learning activities and teaching methods

Date	Topic	Reading
Class 1 -07/9	Introduction to the Class What is Psychology?	Modules 1.1
Class 2 – 14/9	Sensation and Perception	Modules 4.1, 4.2, 4.4 4.6, 4.8
Class 3 – 21/9	Learning	Modules 6.1, 6.2 6.3, 6.4, 6.5, 6.6

Class 4- 28/9	Human memory	Modules 7.1, 7.2, 7.4, 7.5, 7.6
Class 5- 05/10	Intelligence and cognition	Modules 8.1, 8.2
Class 6 -12/10	Intelligence and cognition	Modules 8.3, 8.4
Class 7- 19/10	Motives and Feelings	Modules 9.1, 9.2, 9.3
Class 8 – 26/10	Motives and Feelings	Modules 9.4, 9.5, 9.6
02-07/11	Midterm exam week	Covers modules 4, 6, 7, 8 &9
Class 9 -09/11	Human sexuality	Modules 10.1, 10.2, 10.3, 10.4
Class 10- 16/11	Human Personality	Modules 11.1, 11.2, 11.3, 11.4, 11.5, 11.7
Class 11 -23/11	Human Personality	Modules 11.1, 11.2, 11.3, 11.4, 11.5, 11.7
Class 12 -30/11	Health Psychology	Modules 12.1, 12.2, 12.4, 12.5
Class13 - 07/12	Health Psychology	Modules 12.1, 12.2, 12.4, 12.5
Class14 – 14/12	Social Psychology	Modules 15.1, 15.2, 15.4, 15.7
Class 15 – 21/12	Social Psychology	Modules 15.1, 15.2, 15.4, 15.7
28/12	Reserved week	
04 – 16 Jan 2016	Final exam	Covers modules 10, 11, 12 & 15

#### 4. Assessment plan

##### 1. Grading:

- In-process assessment: 30% (assignment +project report + attendance)
- Midterm exam: 30%
- Final exam: 40%
- Total 100%

##### 2. Project Report Team work project: (10%)

Work in team to design an experiment to test certain cause-and-effect relationships in any topics covered in this course that you feel interested. The instructor will give more guidance on this project during the course.

You need to present the project report at the end of the course.

Submitting assignments and project reports

You are required to submit all assignments and project reports via Turnitin.com website. The process is as follows:

- Create a Turnitin account (Turnitin.com) (the course id: 10620435 and the password: 12345)
- Upload your work onto the appropriate assignment folder on Turnitin - Check the similarity percentage
- Re-paraphrase the report and re-submit if similarity >2% for each paragraph

Teamwork rules:

4-5 students/team

If team members are reported not working with the team by other members, they will be excluded from the team and can have two options:

- Do the assignment by themselves without extended deadline
- Get 0 grade for the assignment

Marking Criteria (project report and presentation)	Marks	Learning outcomes/attributes
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Quality of arguments: relevance, logic and cohesion	20	Ability to give compelling arguments and reasoning to support analysis
Use of frameworks to analysis	20	Ability to structure problems in support accordance with theoretical frameworks and resolve them
Use of case evidence to support analysis	20	Ability to conduct applied research to gather data/information pertaining to the case
Originality and usefulness of the analysis	20	Ability to engage in creative problem solving skills
Organisation, clarity of expression, editing etc	20	Clarity of vision

## 5. Rubrics (optional)

### 5.1. Grading checklist

### 5.2. Holistic rubric

<b>Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW</b>	
<b>Score</b>	<b>Description</b>
5	Demonstrates complete understanding of the problem. All requirements of task are included in response
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted

Note: this rubric is also used to evaluate questions in an exam.

### 5.3. Analytic rubric

#### *Critical thinking value rubric for evaluating questions in exams:*

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.

<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Source: Association of American Colleges and Universities

### Oral communication value rubric for evaluating presentation tasks:

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.

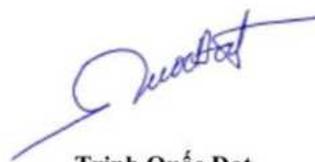
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.

*Source: Association of American Colleges and Universities*

## 6. Date revised:

*Ho Chi Minh City, 10 / June / 2025*

**Dean of School**



**Trịnh Quốc Đạt**



**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
School of Economics, Finance, and Accounting

**COURSE SYLLABUS**

**Course Name: Introduction to Sociology**

Course Code: BA197IU

**1. General information**

Course designation	This course provides a basic understanding of the nature of social sciences, introduces the fields of sociology and its key themes, and facilitates the development of the awareness of the language and methodology relating to the study of social sciences.
Semester(s) in which the course is taught	1
Person responsible for the course	TBA
Language	English
Relation to curriculum	Core/ Elective
Teaching methods	Lecture, Q&A, Group Discussion, Group Research Project
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 127.5 Contact hours (please specify whether lecture, discussion, presentation session, etc.): 37.5 Private study including examination preparation, specified in hours <sup>1</sup> : 90
Credit points	4.62 ECTS
Required and recommended prerequisites for joining the course	

Course objectives	<p>This introductory course provides students with an understanding of sociology in general as an academic discipline and equips students with an analytical perspective of society and everyday life through sociological theories in particular. Students will have the opportunities to analyze the ways in which people interact and function in social groups. It is a practical as well as theoretical study which includes such subjects as culture, values, and norms, social stratification, conformity, deviance, urban living, social change, and social movements. By learning how to apply theory to empirical examples the students will develop their “sociological imagination” and cultivate an open perspective in trying to understand their behavior, society, and other cultures. This is a writing intensive course and to promote the learning of course material writing assignments will be assigned throughout the semester. In these assignments the students will be able to apply the knowledge they acquire during the course and it will help them polish their critical thinking and writing skills.</p>								
Course learning outcomes	<p>Upon the successful completion of this course students will be able to:</p> <table border="1" data-bbox="446 766 1404 1892"> <thead> <tr> <th data-bbox="446 766 690 808">Competency level</th> <th data-bbox="690 766 1404 808">Course learning outcome (CLO)</th> </tr> </thead> <tbody> <tr> <td data-bbox="446 808 690 1480">Knowledge</td> <td data-bbox="690 808 1404 1480"> <p>After finishing this course, students will be able to:</p> <ul style="list-style-type: none"> <li>· know and understand the underlying concepts and principles of sociology as they relate to the study of business management.</li> <li>· organize ideas gained from theoretical understanding of sociology and apply them to business and management situations</li> </ul> <p>Students should be able to do the following upon completion of this class:</p> <ul style="list-style-type: none"> <li>· Explaining several reasons for studying the sociology.</li> <li>· Identifying and discussing key issues involved in debates about social change in areas such as group and organization, gender, social interaction and network, social structure, culture, etc.</li> <li>· Discussing and analyzing basic common sociological theoretical perspectives</li> <li>· Developing critical thinking skills as course topics are discussed and debated.</li> <li>· Improving writing skills through essays and in-class writing assignments.</li> </ul> </td> </tr> <tr> <td data-bbox="446 1480 690 1774">Skill</td> <td data-bbox="690 1480 1404 1774"> <ul style="list-style-type: none"> <li>• Effective communication: The ability to collect, analyze and organize information and to convey those information clearly and fluently, in both written and spoken forms.</li> <li>- Critical argument and judgment: The ability to identify and debate critical issues / problems, as well as to evaluate financial information, make decisions and reflect critically on the justification for decisions.</li> </ul> </td> </tr> <tr> <td data-bbox="446 1774 690 1892">Attitude</td> <td data-bbox="690 1774 1404 1892"> <ul style="list-style-type: none"> <li>- Learn within teams (such skills as task assignment and management, conflict resolution and co-operation, consensus building, and leadership)</li> </ul> </td> </tr> </tbody> </table>	Competency level	Course learning outcome (CLO)	Knowledge	<p>After finishing this course, students will be able to:</p> <ul style="list-style-type: none"> <li>· know and understand the underlying concepts and principles of sociology as they relate to the study of business management.</li> <li>· organize ideas gained from theoretical understanding of sociology and apply them to business and management situations</li> </ul> <p>Students should be able to do the following upon completion of this class:</p> <ul style="list-style-type: none"> <li>· Explaining several reasons for studying the sociology.</li> <li>· Identifying and discussing key issues involved in debates about social change in areas such as group and organization, gender, social interaction and network, social structure, culture, etc.</li> <li>· Discussing and analyzing basic common sociological theoretical perspectives</li> <li>· Developing critical thinking skills as course topics are discussed and debated.</li> <li>· Improving writing skills through essays and in-class writing assignments.</li> </ul>	Skill	<ul style="list-style-type: none"> <li>• Effective communication: The ability to collect, analyze and organize information and to convey those information clearly and fluently, in both written and spoken forms.</li> <li>- Critical argument and judgment: The ability to identify and debate critical issues / problems, as well as to evaluate financial information, make decisions and reflect critically on the justification for decisions.</li> </ul>	Attitude	<ul style="list-style-type: none"> <li>- Learn within teams (such skills as task assignment and management, conflict resolution and co-operation, consensus building, and leadership)</li> </ul>
Competency level	Course learning outcome (CLO)								
Knowledge	<p>After finishing this course, students will be able to:</p> <ul style="list-style-type: none"> <li>· know and understand the underlying concepts and principles of sociology as they relate to the study of business management.</li> <li>· organize ideas gained from theoretical understanding of sociology and apply them to business and management situations</li> </ul> <p>Students should be able to do the following upon completion of this class:</p> <ul style="list-style-type: none"> <li>· Explaining several reasons for studying the sociology.</li> <li>· Identifying and discussing key issues involved in debates about social change in areas such as group and organization, gender, social interaction and network, social structure, culture, etc.</li> <li>· Discussing and analyzing basic common sociological theoretical perspectives</li> <li>· Developing critical thinking skills as course topics are discussed and debated.</li> <li>· Improving writing skills through essays and in-class writing assignments.</li> </ul>								
Skill	<ul style="list-style-type: none"> <li>• Effective communication: The ability to collect, analyze and organize information and to convey those information clearly and fluently, in both written and spoken forms.</li> <li>- Critical argument and judgment: The ability to identify and debate critical issues / problems, as well as to evaluate financial information, make decisions and reflect critically on the justification for decisions.</li> </ul>								
Attitude	<ul style="list-style-type: none"> <li>- Learn within teams (such skills as task assignment and management, conflict resolution and co-operation, consensus building, and leadership)</li> </ul>								

Content	<p>Understanding Sociology</p> <p>Culture</p> <p>Social Interaction and Social Structure</p> <p>Groups and Organizations</p> <p>The family and Intimate Relationships</p> <p>Stratification by gender</p> <p>Deviance and Social Control</p>
Examination forms	MCQ, short-answer and long-answer questions
Study and examination requirements	<p>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed based on their class participation. Questions and comments are strongly encouraged.</p> <p>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</p>
Reading list	<p>Textbook:</p> <ul style="list-style-type: none"> <li>· Schaefer, R. T. (2008), <i>Sociology: A Brief Introduction</i>, 12th ed., McGraw Hill.</li> </ul> <p>Reference Books:</p> <ul style="list-style-type: none"> <li>· Brinkerhoff, D. et al (2011), <i>Essentials of Sociology</i>, 8th edition, Wadsworth.</li> <li>· Marsh, I. and Keating, M. (2006), <i>Sociology – Making Sense of Society</i>, 3rd Edition, Pearson &amp; Prentice Hall.</li> <li>· You will also be asked to read several articles which will be provided in class.</li> </ul> <p>Additional materials provided in Blackboard</p> <p>The lecturer will attempt to make lecture notes and additional reading available on Blackboard. However this is not an automatic entitlement for students doing this subject. Note that this is not a distance learning course, and you are expected to attend lectures and take notes. This way, you will get the additional benefit of class interaction and demonstration.</p> <p>Recommended Internet sites</p> <p><a href="http://edu.learnsoc.org/">http://edu.learnsoc.org/</a> (Learn Sociology )</p> <p><a href="http://www.sociologyguide.com/">http://www.sociologyguide.com/</a> (Sociology Guide)</p> <p><a href="http://cliffsnotes.com">http://cliffsnotes.com</a> (Cliff's Notes for study)</p> <p><a href="http://openstaxcollege.org">http://openstaxcollege.org</a> (OpenStaxCollege)</p> <p><a href="http://www.pscw.uva.nl/sociosite/TOPICS/Interaction.html">http://www.pscw.uva.nl/sociosite/TOPICS/Interaction.html</a> (Networks, Groups, and Social Interaction)</p> <p><a href="http://www.who.int/">http://www.who.int/</a> (World Health Organization WHO)</p> <p><a href="http://www.undp.org/">http://www.undp.org/</a> (United Nations Development Program UNDP)</p> <p><a href="http://www.cmsny.org/index.htm">http://www.cmsny.org/index.htm</a> (Center for Migration Studies)</p>

## 2. Learning Outcomes Matrix (optional)

### 3. Planned learning activities and teaching methods

Week	Topic	Learning materials and activities
1	<p><b>Understanding Sociology – Part 1</b></p> <p>What is Sociology?</p> <p>Sociology and the Social Sciences</p> <p>Sociology and Common Sense</p> <p>The Sociological Approach</p> <p>Developing a Sociological Imagination</p>	Textbook, Ch.1
2	<p><b>Understanding Sociology – Part 2</b></p> <p>What is Sociological Theory?</p> <p>The Development of Sociology</p>	Textbook, Ch.1
3	<p><b>Understanding Sociology – Part 3</b></p> <p>Major Theoretical Perspectives</p> <p>Functionalist Perspective      Conflict</p> <p>Perspective Feminist Perspective</p> <p>Interactionist Perspective</p>	<p>Discussion Case:</p> <p><i>Looking at Sports from Three Theoretical Perspectives,</i> p.19, q. 1-2</p>
4	<p><b>Culture – Part 1</b></p> <p>Development of Culture Around the World Cultural Universals</p> <p>Innovation</p> <p>Globalization, Diffusion, and Technology Sociobiology</p>	Textbook, Ch. 3

5	<p><b>Culture – Part 2</b></p> <p>Elements of Culture</p> <p>Values</p> <p>Norms</p> <p>Language</p> <p>Symbols</p> <p>(Sanctions)</p>	Textbook, Ch.3, pp. 53- 77
6	<p><b>Culture – Part 3</b></p> <p>Culture and the Dominant Ideology</p> <p>Cultural Variation</p> <p>Aspects of Cultural Variation</p> <p>Attitudes toward Cultural Variation</p>	Textbook, Ch.3, pp. 53- 77
7	<p><b>Social Interaction and Social Structure</b> Social Interaction And Reality</p> <p>Defining and Reconstructing Reality</p> <p>Negotiated Order</p> <p>Elements of Social Structure</p> <p>Statuses</p> <p>Social Roles Groups</p> <p>Social Networks and Technology Social Institutions</p> <p>Social Structure in Global Perspective</p> <p>Durkheim's Mechanical and Organic Solidarity</p> <p>Tönnies's Gemeinschaft and Gesellschaft Lenski's Sociocultural Evolution Approach</p>	<p>Textbook, Ch. 5</p> <p>Discussion Case: <i>Social Networks among Low-Income Women</i> p. 42, q. 1-2</p>
8	<b>Midterm, no class</b>	
9	<p><b>Groups and Organizations – Part 1</b></p> <p>Understanding Groups</p> <p>Types of Groups Studying Small Groups</p>	Textbook, Ch. 6

<p><b>10</b></p>	<p><b>Groups and Organizations – Part 2</b></p> <p>Understanding Organizations</p> <p style="padding-left: 40px;">Formal Organizations and Bureaucracies  Characteristics of a Bureaucracy  Bureaucracy and Organizational Culture  Voluntary Associations</p> <p>The Changing Workplace  Organizational Restructuring  Electronic Communication</p>	<p>Discussion Case:</p> <p><i>Pizza Delivery Employees as a Secondary Group</i>  p. 131, q. 1-2</p>
<p><b>11</b></p>	<p><b>The family and Intimate Relationships</b> Global View of the Family</p> <p style="padding-left: 40px;">Composition: What Is the Family?  Kinship Patterns: To Whom Are We Related?  Authority Patterns: Who Rules?</p> <p>Studying the Family</p> <p style="padding-left: 40px;">Functionalist View  Conflict View  Interactionist View  Feminist View</p> <p>Marriage and Family</p> <p style="padding-left: 40px;">Courtship and Mate Selection  Variations in Family Life and Intimate Relationships  Child-Rearing Patterns in Family Life</p> <p>Divorce</p> <p style="padding-left: 40px;">Statistical Trends in Divorce  Factors Associated with Divorce  Impact of Divorce on Children</p> <p>Diverse Lifestyles</p> <p style="padding-left: 40px;">Cohabitation  Remaining Single  Marriage without Children</p> <p>Lesbian and Gay Relationships</p>	<p>Schaefer, Ch.14, pp. 299- 324</p>

12	<p><b>Stratification by Gender</b></p> <p>Social Construction of Gender</p> <p>Gender Roles in the United States Cross-Cultural Perspective</p> <p>Explaining Stratification By Gender</p> <p>The Functionalist View The Conflict Response The Feminist Perspective The Interactionist Approach</p> <p>Women: The Oppressed Majority</p> <p>Sexism and Sex Discrimination Sexual Harassment The Status of Women Worldwide Women in the Workforce of the United States</p> <p>Women: Emergence of a Collective Consciousness</p>	Textbook, Ch. 12
13	<p><b>Deviance and Social Control</b></p> <p>What is deviance</p> <p>Sociological perspectives on deviance</p> <p>Functionalist Approach Interactionist Approach The Conflict Approach</p> <p>Social control</p> <p>Law, ethics, and society</p>	Textbook, Ch. 8

#### 4. Assessment plan

##### 4.1. Grading:

Attendance and participation 30%

Mid-Term Exam (60 minutes) 30%

Final paper, including oral presentation 40%

Total 100%

Students' grade will be based on a possible 100 points by doing the following things.

##### 4.2. Assessment Plan

Attendance and Participation

Participation is valued at 30 points. Among other things, participation involves reading material to be discussed in class beforehand, active engagement in class discussions, asking relevant questions, doing all the homework and quizzes, and good faith efforts to grapple with course material. Gaining a high participation grade, of course, will require the student to attend class regularly and complete all assignments.

Mid-term Exam

Mid-term exam will be worth 30 points. There will be a multiple choice section and a writing section. In the writing section students will have to either answer questions after reading an extracted article, or write a short essay to express their own point of view on some selected topics critically and originally.

#### Final Paper and Oral Presentation

More information, including a list of possible topics and rules about teamwork, will be provided in a separate handout.

#### A. GENERAL GUIDELINES:

1. Choose only one topic from the list provided by the lecturer.
2. Read the relevant chapters in the textbook to make sure you apply appropriate sociological theories in your paper.
3. Collect information and/or data to write your paper.
4. students can do the paper and presentation individually or in group.

#### B. GRADE COMPONENTS FOR ORAL PRESENTATION (60 points – this will be converted to the 40% respective ratio of the total course grade)

1. Student(s) will present their paper to the class for discussion.
2. Group members can arrange among themselves about how many people will do the presentation, and who those people are.
3. Length of presentation: minimum 15 minutes, maximum 30 minutes. Q&A session: 10- 30 minutes.

#### 4. Grading components:

- ✓ Quality of slideshow: 20 points
  - ✓ Good verbal presentation: 15 points
  - ✓ Cohesion of ideas and arguments: 10 points
  - ✓ Good Q&A session: 15 points
5. Students who ask good questions or provide excellent comments will get bonus points. Depending on the quality of the question/comment, the student will get from 2 to 5 points for each question s/he poses to the presenter(s). Excellent response and/or sharing from the audience will also get bonus points.

#### C. GRADE COMPONENTS FOR FINAL PAPER (40 points – this will be converted to the 40% respective ratio of the total course grade)

- Based on the questions and comments the student(s) received during the oral presentation, modify and correct all errors and mistakes in the slides and paper.
- One week after the date of presentation, send in both hard copy (printed sheets) and soft copy (PowerPoint and MS Word files) of the paper and presentation to the lecturer.

#### Grading components:

- ✓ Applying appropriate theories: 15 points
- ✓ Good data, statistics, and/or illustrations: 10 points
- ✓ Incorporation of feedback & comments from presentation: 10 points
- ✓ Good overall format, including list of appendices/references/bibliography: 05 points

**Marking Criteria (project report and presentation)**

Marking Criteria	Marks	Learning outcomes/attributes
Quality of arguments: relevance, logic and cohesion	20	Ability to give compelling arguments and reasoning to support analysis
Use of frameworks to support analysis	20	Ability to structure problems in accordance with theoretical frameworks and resolve them
Use of case evidence to support analysis	20	Ability to conduct applied research to gather data/information pertaining to the case
Originality and usefulness of the analysis	20	Ability to engage in creative problem solving skills
Organisation, clarity of expression, editing etc	20	Clarity of vision

***Class participation***

Your regular and punctual attendance at lectures and related seminar (if any) is expected in this course. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment. Regular attendance is essential for successful performance and learning in this course, particular in view of the interactive teaching and learning approach adopted. Please inform your lecture if you are unable to attend the class, and arrange for a classmate to collect any handouts.

**5. Rubrics (optional)****5.1. Grading checklist****5.2. Holistic rubric**

<b>Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW</b>	
<b>Score</b>	<b>Description</b>
5	Demonstrates complete understanding of the problem. All requirements of task are included in response
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted

Note: this rubric is also used to evaluate questions in an exam.

### 5.3. Analytic rubric

#### *Critical thinking value rubric for evaluating questions in exams:*

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Source: Association of American Colleges and Universities

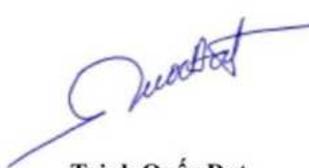
#### *Oral communication value rubric for evaluating presentation tasks:*

	Capstone	Milestone		Benchmark
	4	3	2	1

<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.

Source: Association of American Colleges and Universities

## 6. Date revised:

	<p><i>Ho Chi Minh City, 10 / June / 2025</i></p> <p><b>Dean of School</b></p>  <p><b>Trịnh Quốc Đạt</b></p>
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## SYLLABUS

### GEOGRAPHY OF WORLD ECONOMY

1. **Code:**
2. **Number of Credits:** 3 Credits
3. **Prerequisites:** You should read the materials assigned before the class, as it will facilitate your understanding.
  
4. **Course Description:**
  - Course provides various dimensions of the world economy geography (WEG) in the age of globalization.
  - In a world, the trend of global trade is increasingly vital, WEG is an imperative for all who wish to know what is happening to their global economy.
  - Course gives the very basic concepts and terms in studying economic geography.
  - In economic aspects, it concerns:
    - the varied ways of people earning,
    - the patterns of human activities to produce,
    - the distributed and consumed good and services, and
    - the geographic framework of world trade and business.
  - The lectures will have an emphasis on geographic changes in the world economy.
  - We will examine the geographic organization of economic activity around the world at different geographical scales (global, regional and local) as well as the relationship between geographic conditions and economic development in different states
  - Course requires critical thinking on current economic and social problems from a geographic perspective.
  
5. **Overall Education Objectives/ Learning Outcomes:**  
 After the course, students are able to:
  - understand the basic concepts.
  - be aware of the relationship between geographic conditions and economic development.
  - understand the distribution and migration of human in the process of the economic growth.
  - classify and analyze principles of location.
  - differentiate relationships of economic interdependence of the states,
  - understand of the characteristics of transnational corporations (TNCs) and regional economic blocs.
  
6. **Course Outline:**
  - Chapter 1: Introduction to Geography and Economic Geography
    - Concepts of world geography and world economic geography
    - The geography and world economy
    - The world economy and world environment
  - Chapter 2: Population - Population and World Economy
    - World population and world economy
  - Chapter 3: World Patterns and Regional Trends
    - Economic growth and Economic development

- Resource patterns and population  
 Developed group and Developing groups
- Chapter 4: Geographic Conditions and Economic Development  
 History of world economic  
 Economic structure  
 Economic patterns  
 Natural resources and world economy
- Chapter 5: Globalization in Economic Development – The Role of Multinational Corporations (MNCs)/ Transnational Corporations (TNCs)  
 Economic globalization  
 Economic groups and their relationship  
 The MNCs/TNSc and the world income stream
- Chapter 6: Adjusting to a New Global Economy  
 Economic change  
 Spatial outcomes of economic integration

**7. Course Assessment Policy:**

- Attendance: 10 %
- Assignment Group discussion: 10 %
- Presentation: 10 %
- Mid-term Exam: 30 %
- Final Paper: 40 %

**8. Textbooks and Other Required Materials:**

Paul Knox, John Agnew and Linda McCarthy (2003). *The Economic of the World Economy*. Arnold. London.

**References:**

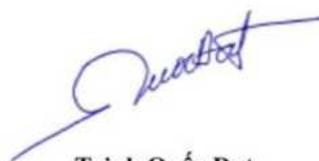
Anthony R.S., Frederick P.S. (1994). *World Economy – Resources, Location, Trade, and Development*. Macmilian College Publishing Company. New York

Jerome Fellmann, Arthur and Judith Getis (1997). *Human Geography: Landscapes of Human Activities*. Brown & Benchmark.

William Norton. (1998). *Human Geography*. Oxford University Press. New York.

*Ho Chi Minh City, 10 / June / 2025*

***Dean of School***



**Trịnh Quốc Đạt**

## VIETNAM HISTORY AND CULTURE

1. **Name of course:** LỊCH SỬ VĂN HOÁ VIỆT NAM – VIETNAM HISTORY AND CULTURE (PE010IU)
2. **Lecturer:** Prof. Vo Van Sen
3. **Number of Credits:** 3
4. **Level:** 1<sup>st</sup> year student
5. **Time allocation:**
  - Lecture: 3 hrs/ week
  - Lab: none
  - Homework, Assignment: 3 hrs/ week
6. **Prerequisites:** (None)
7. **Course Objectives:**
  - To provide the students with basic understanding of the Vietnamese history and culture from historical perspectives
  - To equip students with the strategies and methods required to recognize deeply the fundamental transformations in Vietnamese history from the primitive era till now and the various elements of Vietnamese civilization and culture
  - To encourage a positive attitude towards Vietnamese Studies as a regional studies, to build up the students' confidence in independent research on Vietnamese history and culture and culture as well as to raise their historical, socio – cultural awareness.

### 8. Student responsibility

Student is expected that you will spend at least 6 hours per week studying this course. This time should be made up of reading, working on exercises and problem, group assignment and attending class lectures and tutorials. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment. Regular attendance is essential for successful performance and learning in this course, particular in view of the interactive teaching and learning approach adopted.

### 9. Course Assessment Policy:

The continuous assessment, including class attendance, the mid – year test, papers or reports and final examination, will be as follows:

- |  |     |
|--|-----|
| - Class attendance   | 10% |
| - Midterm test (written test)  | 30% |
| - Papers or reports  | 20% |
| - Final Examination (written test)   | 40% |
| - The midterm and final examinations will be conducted during University examination periods |     |

## METHODS AND ASVICE ON STUDYING

1. Class preparation:

The teaching method will include lecturers, group discussions and individual presentations. Students must actively participate in class. Enthusiasm to read academic materials in both Vietnamese and Japanese. The emphasis will be on basic knowledge and method for the further independent researches on Vietnamese studies. Class discussions in Vietnamese provide the opportunities to rehearse his or her oral academic language in variety of ways

2. The audio – visual instruments will also to help students get overview of some current news, forms of music or arts and related historic events. Student may use computer to search some necessary information on NET. The instructor will introduce to some good URL for students’ research.
3. Self study and short Reports:  
Students should prepare a class file of his own. A group work or individual short reports will be proposed. Student will practice the writing of academic papers and reports in order to build up students’ independent research skills. This will be considered as one of very important skills required by this course.

#### 10. Textbooks and Other Required Materials:

- ... Le Mau Han, Tran Ba De, Nguyen Van Thu, .... Over view of Vietnamese history (Dai cuong lich su Viet Nam), volume 1, 2, 3 publisher of Education, Hanoi, 1998.
- Uy ban Khoa hoc Xa hoi Viet Nam, History of Vietnam, Vol I, II, Social Science Publisher, Hanoi, 1976
- Tran Ngoc Them, Fundamentals of Vietnamese Culture, Social sciences Publisher, Hanoi, 1996
- Nguyen Khac Vien, Vietnam - Along history, The gioi publishers, Ha noi, 1993

#### RECOMMENDED READING

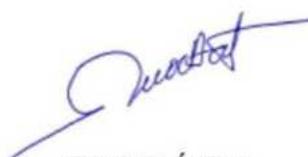
- Oscar Chapuis, A History of Vietnam from Hong Bang to Tu Duc, Greenwood Press, Connecticut, 1995.
- Stanley Karnow, Vietnam: A history. The Viking press, New York, 1983
- Jaynes S. Werner and Luu Doan Huynh (ed. ), the Vietnam War – Vietnamese and American Perspectives. New York: M. E. Sharpe, 1993
- B Woodside, Vietnam and the Chinese Model: A comparative study of Vietnamese and Chinese government in the first half of the nineteenth century. Cambridge, MA: Harvard University Press, 1988

#### 11. Grade scale: 100

#### 12. Course Outline:

The course deals with many various topics on Vietnamese history and culture. Within 15 weeks with plan of content as follows:

- Week 1: Introduction to some main characteristics of Vietnamese history and culture. Van Lang – Au Lac State and the first civilization of Vietnam
- Week 2: Long March to independence (1<sup>st</sup> B.C century to 10<sup>th</sup> century A. D). Sinicization and Desinicization during the domination by Chinese feudalism.
- Week 3: The centralized independent States (10<sup>th</sup> to 14<sup>th</sup> centuries). Dai Viet Civilization (Ly – Tran cultural era)
- Week 4: A new stage in the feudal monarchy: the Le dynasty (15<sup>th</sup> to 17<sup>th</sup> centuries). The peasant war and the Tay Son era (17<sup>th</sup> to 18<sup>th</sup> centuries).
- Week 5: Vietnam under Nguyen Dynasty: losing its independence, Socio – economic transformation in French Indochina
- Week 6: The people’s struggles against the French domination in the late 19<sup>th</sup> and the early 20<sup>th</sup> centuries and Founding of the Vietnamese communist Party
- Week 7: Mid term exam
- Week 8: The National Democratic Movement 1930 – 1945, the 1945 August Revolution and the formation of Democratic Republic of Vietnam
- Week 9: “The resistant War against French colonialists” (1945 -1954)
- Week 10: The 1954 – 1975 Resistant War against American for National Salvation (The Vietnam War) (1)
- Week 11: The 1954 – 1975 Resistant War against American for National Salvation (The Vietnam War) (2)
- Week 12: Renovation in Vietnam (“doimoi”)
- Week 13: Westernization and de- westernization in Vietnamese culture
- Week 14: Seminar (“some key characteristics of Vietnamese History and Culture”)
- Week 15: Final Exam

	<p><i>Ho Chi Minh City, 10 / June / 2025</i></p> <p><b><i>Dean of School</i></b></p>  <p><b>Trịnh Quốc Đạt</b></p>
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**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
School of Languages

**COURSE SYLLABUS**

**Course Name: Listening AE1**

Course Code: **EN008IU**

**1. General information**

Course name	- <i>(in English)</i> <b>LISTENING AE1 (Listening and Note-taking)</b> - <i>(in Vietnamese)</i> Nghe AE1 (Nghe và ghi chú)
Course designation	<i>The course is designed to prepare students for effective listening and note-taking skills, so that they can pursue the courses in their majors without considerable difficulty. The course is therefore lecture-based in that the teaching and learning procedure is built up on lectures on a variety of topics such as business, science, and humanities.</i>
Semester(s) in which the course is taught	1, 2, 3
Person responsible for the course	Lecturers of School of Languages
Language	English
Relation to curriculum	<b>Compulsory</b>
Teaching methods	Lectures, lesson Individual practice Discussion Pair work Group work
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 90 Contact hours (lecture, exercise): 30 Private study including examination preparation, specified in hours <sup>1</sup> : 60
Credit points	2 credits (Theory: 2 + Practice: 0) 3.08 ECTS ( <i>optional</i> )
Number of periods	Theory: 30 Practice: 0

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Required and recommended prerequisites for joining the course	None								
Course objectives	<p>There are a number of objectives embedded in various teaching activities in Listening AE1 course:</p> <ul style="list-style-type: none"> <li>- Pre-listening activities: aim to activate students' current knowledge of the topic, and to provide them with lecture language and effective strategies in listening and note-taking to prepare themselves for the coming lecture. These activities include reading (this can be done before class meetings), discussing and reviewing what they have learned from the reading.</li> <li>- While-listening and post-listening activities: aim to enable students to put their newly activated knowledge and acquired strategies into work by taking notes on the lecture, using the outline given by the teacher or prepared by themselves. They are later on asked to assess their understanding based on their notes and discuss them with their classmates. Finally, as an optional activity, depending on time and students' needs, students are asked to summarize the lecture.</li> <li>- Follow-up activities: students are required to discuss the lecture topic and to prepare arguments for or against the topic in the debate. The purpose is to enhance students' comprehension of the lecture, and to allow them to put their acquired academic language into practice, and to experience the atmosphere of a university lecture class.</li> </ul>								
Course learning outcomes	<p>Upon the successful completion of this course, students will be able to:</p> <table border="1" data-bbox="443 1205 1417 1650"> <thead> <tr> <th data-bbox="443 1205 699 1245">Competency level</th> <th data-bbox="699 1205 1417 1245">Course learning outcome (CLO)</th> </tr> </thead> <tbody> <tr> <td data-bbox="443 1245 699 1328">Knowledge</td> <td data-bbox="699 1245 1417 1328">CLO1. Apply knowledge of lecture language in listening comprehension via giving accurate information</td> </tr> <tr> <td data-bbox="443 1328 699 1532">Skill</td> <td data-bbox="699 1328 1417 1532">CLO2. Demonstrate appropriate listening strategies and note-taking skills in taking organized notes of academic lectures. CLO3. Perform listening comprehension in writing a summary of a lecture.</td> </tr> <tr> <td data-bbox="443 1532 699 1650">Attitude</td> <td data-bbox="699 1532 1417 1650">CLO4. Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities</td> </tr> </tbody> </table>	Competency level	Course learning outcome (CLO)	Knowledge	CLO1. Apply knowledge of lecture language in listening comprehension via giving accurate information	Skill	CLO2. Demonstrate appropriate listening strategies and note-taking skills in taking organized notes of academic lectures. CLO3. Perform listening comprehension in writing a summary of a lecture.	Attitude	CLO4. Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities
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Skill	CLO2. Demonstrate appropriate listening strategies and note-taking skills in taking organized notes of academic lectures. CLO3. Perform listening comprehension in writing a summary of a lecture.								
Attitude	CLO4. Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities								

Content	<p><i>The description of the contents should clearly indicate the weighting of the content and the level.</i></p> <p>Weight: lecture session (2 hours)</p> <p>Teaching levels: I (Introduce); T (Teach); U (Utilize)</p> <table border="1" data-bbox="448 353 1410 936"> <thead> <tr> <th>Topic</th> <th>Weight</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>Orientation &amp; Introduction of strategies and techniques in note-taking</td> <td>2</td> <td>I, T, U</td> </tr> <tr> <td>Chapter 1: New Trends in Marketing Research</td> <td>3</td> <td>T, U</td> </tr> <tr> <td>Chapter 2: Business Ethics</td> <td>3</td> <td>T, U</td> </tr> <tr> <td>Chapter 3: Trends in Children’s Media Use</td> <td>2</td> <td>T, U</td> </tr> <tr> <td>Chapter 4: The Changing Music Industry</td> <td>2</td> <td>T, U</td> </tr> <tr> <td>Chapter 5: The Placebo Effect</td> <td>2</td> <td>T, U</td> </tr> <tr> <td>Midterm Sample Test &amp; Review</td> <td>2</td> <td>T, U</td> </tr> <tr> <td>Chapter 6: Intelligent Machines</td> <td>3</td> <td>T, U</td> </tr> <tr> <td>Chapter 7: Sibling Relationships</td> <td>3</td> <td>T, U</td> </tr> <tr> <td>Chapter 8: Multiple Intelligences</td> <td>3</td> <td>T, U</td> </tr> <tr> <td>Chapter 9: The Art of Graffiti</td> <td>3</td> <td>T, U</td> </tr> <tr> <td>Final Sample Test &amp; Review</td> <td>2</td> <td>T, U</td> </tr> </tbody> </table>	Topic	Weight	Level	Orientation & Introduction of strategies and techniques in note-taking	2	I, T, U	Chapter 1: New Trends in Marketing Research	3	T, U	Chapter 2: Business Ethics	3	T, U	Chapter 3: Trends in Children’s Media Use	2	T, U	Chapter 4: The Changing Music Industry	2	T, U	Chapter 5: The Placebo Effect	2	T, U	Midterm Sample Test & Review	2	T, U	Chapter 6: Intelligent Machines	3	T, U	Chapter 7: Sibling Relationships	3	T, U	Chapter 8: Multiple Intelligences	3	T, U	Chapter 9: The Art of Graffiti	3	T, U	Final Sample Test & Review	2	T, U
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Final Sample Test & Review	2	T, U																																						
Examination forms	Paper-based tests: True-False questions, short-answer questions, open-ended questions (such as writing a summary paragraph)																																							
Study and examination requirements	<p><i>Attendance</i></p> <p>Regular on-time attendance in this course is expected. It is compulsory that students attend at least 80% of the course to be eligible for the final examination.</p> <p><i>Missed tests</i></p> <p>Students are not allowed to miss any of the tests (both on-going assessment and final test). There are very few exceptions. (Only with extremely reasonable excuses, e.g. certified paper from doctors, may students re-take the tests.)</p> <p><i>Class behavior</i></p> <p>Students are supposed to:</p> <ul style="list-style-type: none"> <li>• prepare thoroughly for each class in accordance with the syllabus and complete all assignments upon the instructor’s request</li> <li>• participate fully and constructively in all class activities (and discussions if any)</li> <li>• display appropriate courtesy to all involved in the class</li> <li>• provide constructive feedback to faculty members regarding their performance</li> </ul> <p>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</p>																																							

Reading list	[1] Frazie, L., & Leeming, S. (2013). <i>Lecture ready 3</i> . Oxford: Oxford University Press. References: [2] Frazie, L., & Leeming, S. (2013). <i>Lecture ready 1, 2</i> . Oxford: Oxford University Press.
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## 2. Learning Outcomes Matrix (optional)

### 3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources
1	<b>ORIENTATION</b> <b>Chapter 1</b> <b>New Trends in Marketing Research</b> Recognizing topic introducing and lecture plan presenting expressions Organizing ideas by outlining	1, 2, 4	Lecture Group work Individual task	Ongoing assessment Midterm test	[1] p.2-13
2	<b>Chapter 2 Business Ethics</b> Recognizing transition expressions Using symbols and abbreviations	1, 2, 4	Lecture Group work Individual task	Ongoing assessment Midterm test	[1] p.14-25
3	<b>REVIEW</b>	1, 2, 4		Ongoing assessment Midterm test	Designed by lecturer
4	<b>Chapter 3</b> <b>Trends in Children's Media Use</b> Recognizing generalization and support expressions	1, 2, 4	Lecture Group work Individual task	Ongoing assessment Midterm test	[1] p.28-39
5	<b>Chapter 4</b> <b>The Changing Music Industry</b> Recognizing expressions for clarification or emphasis Organizing notes by using a split-page format	1, 2, 4	Lecture Group work Individual task	Ongoing assessment Midterm test	[1] p.40-52
6	<b>Chapter 5</b> <b>The Placebo Effect</b> Recognizing cause and effect expressions	1, 2, 4	Lecture Group work	Ongoing assessment Midterm test	[1] p.54-65

Week	Topic	CLO	Learning activities	Assessments	Resources
	Noting causes and Effects		Individual task		
7	<b>REVIEW SAMPLE MIDTERM EXAM + CORRECTION</b>	1, 2, 4		Ongoing assessment Midterm test	<b>Designed by lecturer</b>
8	<b>MIDTERM TEST</b>				
9	<b><u>Chapter 6</u> Intelligent Machines</b> Recognizing expressions used to predict causes and effects Using arrows to show the relationship between causes and effects	1-4	Lecture Group work Individual task	Ongoing assessment Final exam	[1] p.66-78
10	<b><u>Chapter 7</u> Sibling Relationships</b> Recognizing expressions of comparison and contrast Noting comparison and contrast	1-4	Lecture Group work Individual task Lecture Group work Individual task	Ongoing assessment Final exam	[1] p.80-91
11	<b>REVIEW <u>In-class assignment</u></b>	1-4 1, 2, 4		Ongoing assessment Final exam	<b>Designed by lecturer</b>
12	<b><u>Chapter 8</u> Multiple Intelligences</b> Recognizing non-verbal signals indicating important information Representing information in list form	1-4	Lecture Group work Individual task	Ongoing assessment Final exam	[1] p.92-104
13	<b><u>Chapter 9</u> The Art of Graffiti</b> Recognizing expressions of definition Reviewing and practicing all note taking strategies	1-4	Lecture Group work Individual task	Ongoing assessment Final exam	[1] p.105-117
14	<b>REVIEW</b>	1-4		Ongoing assessment Final exam	<b>Designed by lecturer</b>

Week	Topic	CLO	Learning activities	Assessments	Resources
15	<u>Sample final exam + Correction</u>	1-4		Ongoing assessment Final exam	
<b>FINAL EXAMINATION</b>					

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
Ongoing assessment (30%)	60% Pass	60% Pass		60% Pass
Midterm test (20%)	Part 1 60% Pass	Part 2 60% Pass		
Final exam (50%)	Part 1 60% Pass	Part 2 60% Pass	Part 3 60% Pass	

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

#### 5. Rubrics (optional)

##### 5.1. Rubrics for Midterm test

Part	Task	CLO
1	Listen to part of a lecture and decide whether these statements are TRUE or FALSE. (40 pts)	1
2	Listen to a talk and fill in the summary notes (60 pts)	2

##### 5.2. Rubrics for Final exam

Part	Task	CLO
1	Listen to part of a lecture and decide whether these statements are TRUE or FALSE. (30 pts)	1
2	Listen to a talk and fill in the summary notes (50 pts)	2
3	Write a short paragraph summarizing the main ideas. (20 pts.)	3

#### Evaluative criteria for Part 3

- Content accuracy (16 pts):** All statements are accurate and relevant. Summary includes main idea and important details of the given lecture.
- Organization & Grammar (4 pts):** The summary is in the form of a paragraph. No/minor punctuation/grammatical/spelling errors.

Revised date: June 5th, 2025

*Ho Chi Minh City, June 6th, 2025*  
*Vice Dean of School of Languages*  
*(Signature)*

**Dr. Vu Hoa Ngan**



**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY  
School of Languages**

**COURSE SYLLABUS  
Course Name: Writing AE1  
Course Code: EN007IU**

**1. General information**

Course name	- <i>(in English)</i> <b>WRITING AE1 (Academic Writing)</b> - <i>(in Vietnamese)</i> <b>Viết học thuật</b>
Course designation	<i>This course provides students with comprehensive instructions and practice in essay writing, including transforming ideas into different functions of writing such as process, cause-effect, comparison-contrast, and argumentative essays.</i>
Semester(s) in which the course is taught	1, 2, 3
Person responsible for the course	Lecturers of School of Languages
Language	English
Relation to curriculum	Compulsory
Teaching methods	Lecture, lesson, project
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 90 Contact hours (lecture, exercise): 30 Private study including examination preparation, specified in hours <sup>1</sup> : 60
Credit points	2 credits (Theory: 2 + Practice: 0) 3.08 ECTS ( <i>optional</i> )
Required and recommended prerequisites for joining the course	None

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Course objectives	Throughout the whole course, students are required to read university-level texts to develop the ability to read critically and to respond accurately, coherently and academically in writing. Through providing them with crucial writing skills such as brainstorming, paraphrasing, idea developing, revising, and editing, this course prepares the students for research paper writing in the next level of AE2 writing.		
Course learning outcomes	Upon the successful completion of this course, students will be able to:		
	Competency level	Course learning outcome (CLO)	
	Knowledge	CLO1. Follow different steps in the writing process to produce a complete essay	
	Skill	CLO2. Use signal language that are specific for different functions (describe a process, discuss the causes and effects, compare and contrast, and make arguments) CLO3. Construct a complete essay including appropriately written thesis statement, topic sentences, and restatement CLO4. Provide a counter-argument and a rebuttal in an argumentative essay.	
Attitude	CLO5. Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities		
Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i>		
	Weight: lecture session (2 hours)		
	Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	Topic	Weight	Level
	The process of Academic Writing	1	I, T, U
	Paraphrasing	1	T, U
	From Paragraph to Essay	4	T, U
	Process Essays	4	T, U
	Cause/Effect Essays	4	T, U
Comparison/ Contrast Essays	6	T, U	
Argumentative Essays	6	T, U	
Test, Review & Correction	4	U	
Examination forms	Essay writing		
Study and examination requirements	<i>Attendance</i> Regular on-time attendance in this course is expected. A student will be allowed no more than three absences. It is compulsory that the students attend at least 80% of the course to be eligible for the final examination.		

	<p><i>Missed Tests</i></p> <p>Students are not allowed to miss any of the tests (both Mid-term and Final). There are very few exceptions. Only with extremely reasonable excuses (eg. certified paper from doctors), students may re-take the examination.</p> <p><i>Class Behaviors</i></p> <p>Students are required to treat their studying in college as a full-time job and spend an adequate amount of time for this Writing AE1 course with approximately 8-10 hours per week (both in class and self-study). Accordingly, students are supposed to follow the obligations below:</p> <ul style="list-style-type: none"> <li>- Prepare thoroughly for each class in accordance with the course syllabus and complete home assignments as the instructor's request.</li> <li>- Participate fully and constructively in all course activities and discussions (if any).</li> <li>- Display appropriate courtesy to all involved in the class.</li> <li>- Provide constructive feedback to faculty members regarding their performance.</li> </ul> <p><i>Plagiarism</i></p> <p>Students are warned not to copy from other books or from their peers for all assessment tasks. Committing plagiarism will result in 0 point for the task. Students who plagiarize twice will be prohibited from sitting the final examination.</p> <p>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</p>
Reading list	<p>[1] Oshima, A., &amp; Hogue, A. (2017). <i>Longman Academic Writing Series, Level 4: Essays</i> (5<sup>th</sup> ed.). New Jersey, NJ: Pearson Longman.</p> <p>[2] Oshima, A., &amp; Hogue, A. (2006). <i>Longman Academic Writing Series, Level 4: Essays</i> (4<sup>th</sup> ed.). New Jersey, NJ: Pearson Longman.</p>

## 2. Learning Outcomes Matrix (optional)

## 3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources
1	<p><b>The process of Academic Writing</b></p> <p>Step 1: Creating (Prewriting)</p> <p>Step 2: Planning (Outlining) Step 3: Writing</p> <p>Step 4: Polishing</p> <p><i>Using Outside Sources</i></p> <p>Paraphrasing</p>	1, 5	<p>Lecture</p> <p>Group work</p> <p>Individual writing</p>	<p>Ongoing assessment &amp; Midterm test</p>	<p>[2] pp. 265-279</p> <p>[1] pp. 58- 65</p>

Week	Topic	CLO	Learning activities	Assessments	Resources
	Plagiarism and how to avoid plagiarism				
2 & 3	<b>From Paragraph to Essay</b> The introductory paragraph: <ul style="list-style-type: none"> <li>• General statements &amp; Introductory techniques</li> <li>• Thesis statements &amp; Logical division of ideas</li> </ul> Body paragraphs: <ul style="list-style-type: none"> <li>• Topic sentences</li> </ul> The concluding paragraph: <ul style="list-style-type: none"> <li>• Restatement</li> </ul> Final thoughts Outlines of essays	1,3,5	Lecture Group work Individual writing	Ongoing assessment & Midterm test	[1] pp. 74– 100
4	<b>Process Essays</b> Introduction Analyzing the models Thesis statements for process essays Transitional signals	2,3,5	Lecture Group work Individual writing	Ongoing assessment & Midterm test	[1] pp. 101-115
5	<b>Process Essays (Cont'd)</b> <b>In-class Assignment 1</b> <b>Review/ Correction:</b> Lecturer gives feedback to one or two students' writings in class.	2,3,5	Lecture Group work Individual writing	Ongoing assessment & Midterm test	[1] pp. 101-115
6	<b>Cause/ Effect Essays</b> Introduction Analyzing the models Organization Signal words and phrases	2,3,5	Lecture Group work Individual writing	Ongoing assessment & Midterm test	[1] pp. 116-132
7	<b>Cause/ Effect Essays (Cont'd)</b> In-class practice <b>Review/ Correction:</b> Lecturer gives feedback to students' writings in class.	2,3,5	Lecture Group work Individual writing	Ongoing assessment & Midterm test	[1] pp. 116 - 132
8	<b>MIDTERM TEST</b>				
9	<b>Comparison/ Contrast Essays</b> Introduction Analyzing the models Organization: <ul style="list-style-type: none"> <li>• Points of comparison</li> </ul>	2,3,5	Lecture Group work Individual writing	Ongoing assessment & Final exam	[1] pp. 133-151

Week	Topic	CLO	Learning activities	Assessments	Resources
	<ul style="list-style-type: none"> <li>Point-by-point organization</li> <li>Block organization</li> </ul> Comparison and Contrast signal words				
10	<b>Comparison/ Contrast Essays (Cont'd)</b> In-class practice Review/ Correction: Lecturer gives feedback to students' writings in class.	2,3,5	Lecture Group work Individual writing	Ongoing assessment & Final exam	[1] pp. 133-151
11	<b>Comparison/ Contrast Essays (Cont'd)</b> <b>In-class Assignment 2</b> Review/ Correction: Lecturer gives feedback to one or two students' writings in class.	2,3,5	Lecture Group work Individual writing	Ongoing assessment & Final exam	[1] pp. 133-151
12	<b>Argumentative Essays</b> Introduction Analyzing the model Organization: Block vs. Point-by-point pattern The elements of an argumentative essay: <ul style="list-style-type: none"> <li>An explanation of the issue</li> <li>A clear thesis statement</li> <li>A summary of the opposing arguments</li> <li>Rebuttals to the opposing arguments</li> <li>Your own arguments</li> </ul> The introductory paragraph: Thesis Statement Statistics as support	2,3,4,5	Lecture Group work Individual writing	Ongoing assessment & Final exam	[1] pp. 152-168
13	<b>Argumentative Essays (Cont'd):</b> In-class practice: <ul style="list-style-type: none"> <li>A summary of the opposing arguments</li> <li>Rebutting an argument</li> <li>Timed writing</li> </ul>	2,4	Lecture Group work Individual writing	Ongoing assessment & Final exam	[1] pp. 152-168

Week	Topic	CLO	Learning activities	Assessments	Resources
14	<b>Argumentative Essays (Cont'd)</b> <b>Review/ Correction:</b> Lecturer gives feedback to one or two students' writings in class.	2,3,4,5	Lecture Group work Individual writing	Ongoing assessment & Final exam	[1] pp. 152-168
15	<b>Sample final examination</b>	2,3,4,5	Individual writing	Ongoing assessment & Final exam	

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5
Ongoing assessment (30%)	60% Pass				
Midterm test (20%)	60% Pass	60% Pass	60% Pass		
Final exam (50%)	60% Pass	60% Pass	60% Pass	60% Pass	

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

#### 5. Rubrics (optional)

##### 5.1. Midterm test rubrics (100 points)

###### TASK 1: Write 3 topic sentences and the restatement from a thesis statement: 40 points

Parts/ Points	Answers/ Criteria	CLO
<b>Topic sentence 1</b> 10 pts	o The topic sentence introduces the topic and the controlling idea (1), starting with a transition signal*.	CLO 3
<b>Topic sentence 2</b> 10 pts	o The topic sentence introduces the topic and the controlling idea (2), starting with a transition signal*.	CLO 3
<b>Topic sentence 3</b> 10 pts	o The topic sentence introduces the topic and the controlling idea (3), starting with a transition signal*.	CLO 3
<b>Restatement</b> 10 pts	o The 3 subtopics are well paraphrased: different words and structures while the meaning kept the same.	CLO 3

*Notes:*

*\*The students are supposed to use a variety of connecting devices (single word, phrase, clause, or sentence) to show their flexibility and expertise in writing.*

###### TASK 2: Write a Cause/Effect essay: 60 points

Answers/ Criteria	Parts/ Points	CLO
<b>Language use and Mechanics</b> A wide variety of sentence patterns and vocabulary are presented correctly. Language used for <i>Cause-Effect Essay</i> is good and Meaning is clear. Spelling, capitalization, punctuations are correct.	<b>10</b>	CLO 2

<b>Answers/ Criteria</b>	<b>Parts/ Points</b>	<b>CLO</b>
<p><b>Content</b> The essay fulfills the requirements of the assignment &amp; the topic is fully addressed. (15) The essay is interesting to read and originally written by the student. (5)</p>	<b>20</b>	CLO 3
<p><b>Organization</b> <i>Introduction:</i> The introduction ends with a thesis statement. (10)</p> <p><i>Body:</i> Each paragraph discusses a particular point and begins with a clear topic sentence. (5) Each paragraph has specific supporting details (fact, examples, etc.) (5) Each paragraph has cohesion and coherence. (5)</p> <p><i>Conclusion:</i> The conclusion summarizes the main points/paraphrases the thesis statement, begins with a conclusion signal, and leaves the readers with the writer's thoughts on the topic. (5)</p>	<b>30</b>	CLO 1,3,5
<b>Total</b>	<b>60</b>	

### 5.2. Final exam rubrics: Write an argumentative essay: 100 points

<b>Criteria/ word count</b>	<b>300-350 words (100%)</b>	<b>CLO</b>
<p><b>Language use and mechanics (20)</b> A wide variety of sentence patterns and vocabulary are presented correctly. Language control is good, and meaning is clear. Spelling, capitalization and punctuation are correct.</p>	20	CLO 2
<p><b>Content: (20)</b> The essay fulfills the task requirements, and the topic is fully addressed. The content is originally created by the students.</p>	20	CLO 3
<p><b>Organization: (60)</b> <i>Introduction:</i> The introduction has a thesis statement. (10)</p> <p><i>Body:</i> At least one paragraph discusses the counter-arguments. (10) Each paragraph discusses a particular point and begins with a clear topic sentence. (10) Each paragraph has specific supporting details (fact, examples, etc.). There are no sentences that are off-topic. (10) Each paragraph has cohesion and coherence. There are transition signals to show</p>	10 10 10 10	CLO 1,3,4

the relationship among ideas and to link paragraphs. (10)		
<b>Conclusion:</b> The conclusion summarizes the main points and paraphrases the thesis statement, begins with a conclusion signal, and leaves the readers with the writer's final thought on the topic. (10)	10	
<b>Total</b>	<b>100</b>	

**Revised date: June 5<sup>th</sup>, 2025**

*Ho Chi Minh City, June 6<sup>th</sup>, 2025*  
*Vice Dean of School of Languages*  
*(Signature)*

**Dr. Vu Hoa Ngan**



**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
School of Languages

**COURSE SYLLABUS**

**Course Name: Speaking AE2**

Course Code: EN012IU

**1. General information**

Course name	- <i>(in English)</i> <b>SPEAKING AE2 (Effective Presentations)</b> - <i>(in Vietnamese)</i> Nói AE2 (Bài thuyết trình hiệu quả)
Course designation	<i>Giving presentations today becomes a vital skill for students to succeed not only in university but also at work in the future. Speaking AE2, therefore, provides students with the knowledge and skills needed to deliver effective presentations (informative and persuasive presentations).</i>
Semester(s) in which the course is taught	1, 2, 3
Person responsible for the course	Lecturers of School of Languages
Language	English
Relation to curriculum	<input checked="" type="checkbox"/> <b>Compulsory</b> <input type="checkbox"/> Elective
Teaching methods	Lecture, lesson, mini presentations
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 90 Contact hours (lecture, exercise): 30 Private study including examination preparation, specified in hours <sup>1</sup> : 60
Credit points	2 credits (Theory: 2 + Practice: 0) 3.08 ECTS ( <i>optional</i> )
Required and recommended prerequisites for joining the course	- Previous courses: None

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Course objectives	Speaking AE2 aims at introducing many aspects of giving a presentation: building up confidence, preparing and planning, using the appropriate language, applying effective visual aids, applying delivery techniques, dealing with questions and responding, performing body language, and so on.																																															
Course learning outcomes	Upon the successful completion of this course, students will be able to:																																															
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>																																														
	Knowledge	CLO1: Apply effective visual aids in preparing and planning well-organized academic presentations																																														
	Skill	CLO2: Use appropriate language for academic presentations CLO3: Perform delivery techniques, body language and other para-linguistic elements in academic presentation CLO4: Demonstrate techniques to handle audience questions																																														
Attitude	CLO5: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities																																															
Content	<p><i>The description of the contents should clearly indicate the weighting of the content and the level.</i></p> <p>Weight: lecture session (2 hours)</p> <p>Teaching levels: I (Introduce); T (Teach); U (Utilize)</p>																																															
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Examination forms	Oral Presentations
Study and examination requirements	<p><i>Attendance</i> Regular on-time attendance in this course is expected. A student will be allowed no more than three absences. It is compulsory that the students attend at least 80% of the course to be eligible for the final examination.</p> <p><i>Missed Tests</i> Students are not allowed to miss any of the tests (both Mid-term and Final). There are very few exceptions. Only with extremely reasonable excuses (e.g. certified paper from doctors), students may re-take the examination.</p> <p><i>Class Behaviors</i> Students are required to treat their studying in college as a full-time job and spend an adequate amount of time for this Speaking AE2 course with approximately 8-10 hours per week (both in class and self-study). Accordingly, students are supposed to follow the obligations below:</p> <ul style="list-style-type: none"> <li>• Prepare thoroughly for each class in accordance with the course syllabus and complete home assignments as the instructor's request.</li> <li>• Participate fully and constructively in all course activities and discussions (if any).</li> <li>• Display appropriate courtesies to all involved in the class.</li> <li>• Provide constructive feedback to faculty members regarding their performance.</li> </ul> <p><i>Plagiarism</i> Students are warned not to copy from other books or from their peers for all assessment tasks. Committing plagiarism will result in 0 point for the task. Students who plagiarize twice will be prohibited from sitting the final examination.</p> <p>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</p>
Reading list	<p>[1] Lowe, S, &amp; Pile, L. (2011). <i>Presenting</i>. Singapore: Cengage Learning</p> <p>[2] Comfort, J. (1996). <i>Effective presentations</i>. Oxford: Oxford University Press</p> <p>[3] Lucas, S. (2019). <i>The art of public speaking</i> (13<sup>th</sup> ed.). New York: McGraw-Hill Education.</p> <p>[4] Suzy Siddons. (2008). <i>The Complete Presentation Skills Handbook, U.S. U.K.</i></p>

## 2. Learning Outcomes Matrix (optional)

### 3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources
1	1. Orientation & Introduction 2. Needs analysis 3. Instructions for video making of self-introduction	1, 5	Lecture	Ongoing assessment Midterm test	[1] Presenting, p. 5 [3]* The Art of Public Speaking, Chapter 6 + videos of introductory speeches
2	Introduction to informative speeches  Unit 1: The first few minutes	1, 2, 5	Lecture, Group work	Ongoing assessment Midterm test	[1] Presenting, pp. 8-13 [2] Effective Presentations: p.7 + video clip; p.13+ video clip [3] The Art of Public Speaking, Chapter 10 [3]* The Art of Public Speaking, Chapter 15
3	Unit 3: Organizing what you want to say	1, 2, 5	Lecture, Group work	Ongoing assessment Midterm test	[1] Presenting, pp. 22-27) [2] Effective Presentations: p.19 + video clip [3]* The Art of Public Speaking, Chapters 8+9
4	Unit 6: Summarizing and concluding	1, 2, 3, 5	Lecture, Group work	Ongoing assessment Midterm test	[1] Presenting, pp. 40-45 [2] Effective Presentations: p.41 + video clip [3]* The Art of Public Speaking, Chapters 10
5	Unit 2: Using equipment	1, 2, 3, 5	Lecture	Ongoing assessment Midterm test	[1] Presenting, pp. 14-21) [2] Effective Presentations: p.31 + video clip [3]* The Art of Public Speaking, Chapters 14
6	Delivery techniques: Putting it all together	1, 2, 3, 5	Lecture, Group work	Ongoing assessment Midterm test	[2] Effective Presentations: p.50 + video clip Assignment: Topic(s) for group presentation) [3]* The Art of Public Speaking, Chapters 13

Week	Topic	CLO	Learning activities	Assessments	Resources
7	Group practice <u>or</u> reserved week for midterm exam (big class)	1, 2, 3, 5	Group work Individual work	Ongoing assessment Midterm test	
<b>8 + 9</b>	<b>MIDTERM TEST: Individual informative presentation (4-6 minutes)</b>				
10	Introduction to persuasive speeches	1, 5	Lecture, Group work	Ongoing assessment Final exam	[3] The art of public speaking, Chapter 15 (Handout given by the instructor)
11	Methods of persuasion	1, 2, 3, 5	Lecture, Group work	Ongoing assessment Final exam	[3] The art of public speaking, Chapter 16 (Handout given by the instructor)
12	Unit 4: Maintaining interest	1, 2, 3, 5	Lecture, Group work	Ongoing assessment Final exam	[1] Presenting: pp. 28-33) [2] Effective Presentations: p.25 + video clip)
13	Unit 5: Dealing with problems and questions	4, 5	Lecture, Group work	Ongoing assessment Final exam	[1] Presenting: pp. 34-39) [2] Effective Presentations: p.44 (Question time) [3] * The Art of Public Speaking, Chapters 13
14	Unit 6: Body language	3, 5	Lecture, Group work	Ongoing assessment Final exam	[2] Effective Presentations: pp.36-39 [3] * The Art of Public Speaking, Chapters 13
15	Practice Wrap-up	1-5	Group work	Ongoing assessment Final exam	
	<b>FINAL EXAM: Individual persuasive presentation (6-8 minutes)</b>				

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5
Ongoing assessment (30%)	60% Pass	60% Pass	60% Pass	60% Pass	60% Pass
Midterm test (20%)	Criteria 4-7 60% Pass	Criteria 1-2 60% Pass	Criterion 3 60% Pass		
Final exam (50%)	Criteria 4-6 60% Pass	Criteria 1-2 60% Pass	Criterion 3 60% Pass	Criterion 4 60% Pass	

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

## 5. Rubrics

### 5.1. Rubrics for Midterm test

No	Criteria	CLO
1	Pronunciation & Voice Techniques (Pause, Volume, Speed Change, Stress, Tone, etc.) (15 pts)	2
2	Language use: Grammar & Vocabulary (usage and appropriateness for audience) (15 pts)	2
3	Body Language: Gestures, Eye contact, Facial expressions, Appearance (10 pts)	3
4	Organization: Intro, Body, Ending, Coherence (20 pts)	1
5	Content: Relevance, Accuracy (20 pts)	1
6	Visual aids: Appropriateness, Clarity (10 pts)	1
7	Overall effectiveness (10 pts)	1

### 5.2. Rubrics for Final exam

No	Criteria	CLO
1	Pronunciation & Voice Techniques (Pause, Volume, Speed Change, Stress, Tone, etc.) (15 pts)	2
2	Language use: Grammar & Vocabulary (usage and appropriateness for audience) (10 pts)	2
3	Body Language: Appearance, Posture, Gestures, Eye contact, Facial expression (15 pts)	3
4	Organization: Intro, Body, Ending, Coherence (15 pts)	1
5	Content: Relevant, Accurate, Informative and Persuasive (20 pts)	1
6	Visual aids: Appropriateness, Clarity (15 pts)	1
7	Question response (10 pts)	4

Revised date: June 2nd, 2025

*Ho Chi Minh City, June 6, 2025*  
**Vice Dean of School of Languages**

Dr. Vũ Hoa Ngân



**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
School of Languages

**COURSE SYLLABUS**  
**Course Name: Writing AE2**  
Course Code: **EN011IU**

**1. General information**

Course name	- (in English) <b>WRITING AE2 (Research Paper Writing)</b> - (in Vietnamese) <i>Viết AE2 (Viết bài nghiên cứu)</i>
Course designation	<i>This course introduces basic concepts in research paper writing, especially the role of generalizations, definitions, classifications, and the structure of a research paper to students who attend English- medium college or university. It also provides them with methods of developing and presenting an argument, a comparison or a contrast.</i>
Semester(s) in which the course is taught	1, 2, 3
Person responsible for the course	Lecturers of School of Languages
Language	English
Relation to curriculum	<input checked="" type="checkbox"/> <b>Compulsory</b> <input type="checkbox"/> Elective
Teaching methods	Lectures, lesson Individual practice Discussion Pair work Group work Project
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 90 Contact hours (lecture, exercise): 30 Private study including examination preparation, specified in hours <sup>1</sup> : 60
Credit points	2 credits (Theory: 2 + Practice: 0) 3.08 ECTS (optional)

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Required and recommended prerequisites for joining the course	Previous course: Writing AE1 (EN007IU)	
Course objectives	<p>Students are required to work on the tasks selected to maximize their exposure to written communication and are expected to become competent writers in the particular genre: the research paper.</p> <p>As writing is part of an integrated skill of reading and writing where reading serves as input to trigger writing, this course is designed to familiarize non-native students with academic literature in their major study by having them read and critically respond to texts of a variety of topics ranging from natural sciences such as biology to social sciences and humanities like education, linguistics and psychology.</p>	
Course learning outcomes	Upon the successful completion of this course, students will be able to:	
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>
	Knowledge	CLO1. Apply knowledge about conceptual categories-classifications, the structure of a research paper and appropriate academic language in writing a research paper
	Skill	<p>CLO2: Perform skills and strategies for reading critically, analyzing, and annotating academic texts in written summary</p> <p>CLO3. Demonstrate research writing skills to present an argument, a comparison, or a contrast in their academic study.</p>
Attitude	CLO4. Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities	

Content	<p><i>The description of the contents should clearly indicate the weighting of the content and the level.</i></p> <p>Weight: lecture session (2 hours)</p> <p>Teaching levels: I (Introduce); T (Teach); U (Utilize)</p> <table border="1" data-bbox="448 353 1410 857"> <thead> <tr> <th>Topic</th> <th>Weight</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>Unit 1: The Academic Writing Process Introduction</td> <td>4</td> <td>I, T, U</td> </tr> <tr> <td>Unit 2: Researching and Writing</td> <td>2</td> <td>T, U</td> </tr> <tr> <td>Unit 3: Fundamentals &amp; Feedback</td> <td>2</td> <td>T, U</td> </tr> <tr> <td>Unit 4: Definitions, Vocabulary &amp; Clarity</td> <td>2</td> <td>T, U</td> </tr> <tr> <td>Unit 5: Generalizations, Facts and Honesty</td> <td>4</td> <td>T, U</td> </tr> <tr> <td>Unit 6: Seeing Ideas and Sharing Texts</td> <td>2</td> <td>T, U</td> </tr> <tr> <td>Unit 7: Description, Methods &amp; Reality</td> <td>2</td> <td>T, U</td> </tr> <tr> <td>Unit 8: Results, Discussion &amp; Relevance</td> <td>2</td> <td>T, U</td> </tr> <tr> <td>Unit 9: The Whole Academic Text</td> <td>2</td> <td>T, U</td> </tr> <tr> <td>Unit 10: Creating the Whole Text</td> <td>4</td> <td>T, U</td> </tr> <tr> <td>Course Review</td> <td>2</td> <td>U</td> </tr> </tbody> </table>	Topic	Weight	Level	Unit 1: The Academic Writing Process Introduction	4	I, T, U	Unit 2: Researching and Writing	2	T, U	Unit 3: Fundamentals & Feedback	2	T, U	Unit 4: Definitions, Vocabulary & Clarity	2	T, U	Unit 5: Generalizations, Facts and Honesty	4	T, U	Unit 6: Seeing Ideas and Sharing Texts	2	T, U	Unit 7: Description, Methods & Reality	2	T, U	Unit 8: Results, Discussion & Relevance	2	T, U	Unit 9: The Whole Academic Text	2	T, U	Unit 10: Creating the Whole Text	4	T, U	Course Review	2	U
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Examination forms	Open-ended questions; Essay writing																																				

<p>Study and examination requirements</p>	<p><i>Attendance</i></p> <p>Regular on-time attendance in this course is expected. A student will be allowed no more than three absences. It is compulsory that the students attend at least 80% of the course to be eligible for the final examination.</p> <p><i>Assignment (Literature review)</i></p> <p>Purpose: Students will use the knowledge of paraphrasing, summarising, developing arguments, and APA styles to write a 1,000-word literature review on a research scope of their choice.</p> <p>Task:</p> <ul style="list-style-type: none"> <li>– Follow guidelines on how to write a literature review.</li> <li>– Use relevant academic writing skills such as paraphrasing, summarising, developing arguments, and APA 7th Style Guidelines – see <a href="https://www.apastyle.org/">https://www.apastyle.org/</a></li> <li>– Develop arguments in relation to the research scope and identify the research gap</li> </ul> <p><b>Notes:</b> All papers should be typed, double-spaced, in 13-pt font, and with 1-inch margins. All papers must be original for this class. Criterion-referenced grading is used in this course.</p> <p><i>Missed Tests</i></p> <p>Students are not allowed to miss any of the tests (both Mid-term and Final). There are very few exceptions. Only with extremely reasonable excuses (eg. certified paper from doctors), students may re-take the examination.</p> <p><i>Class Behaviors</i></p> <p>Students are required to treat their studying in college as a full-time job and spend an adequate amount of time for this Writing AE2 course with approximately 8-10 hours per week (both in class and self-study). Accordingly, students are supposed to follow the obligations below:</p> <ul style="list-style-type: none"> <li>- Prepare thoroughly for each class in accordance with the course syllabus and complete home assignments as the instructor's request.</li> <li>- Participate fully and constructively in all course activities and discussions (if any).</li> <li>- Display appropriate courtesy to all involved in the class.</li> <li>- Provide constructive feedback to faculty members regarding their performance.</li> </ul> <p><i>Plagiarism</i></p> <p>All forms of plagiarism and unauthorised collusion are seriously regarded and could result in penalties.</p> <p>Plagiarism occurs when students copy or reproduce people's words or ideas and then present them as students' own work without proper acknowledgement, including when students copy the work of their fellow students.</p> <p>Plagiarism in student submissions can be detected by:</p> <ul style="list-style-type: none"> <li>• some web-based programs such as SafeAssign or Turnitin, or</li> <li>• examiner's judgments with evidence of originals</li> </ul>
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	<p>The rater will review the paper to check if citations or references are provided properly. Penalties due to improper citations or references include:</p> <table border="1" data-bbox="480 353 1364 618"> <thead> <tr> <th>Degree of magnitude</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>Below 15%</td> <td>Marked as it is.</td> </tr> <tr> <td>15% - 25%</td> <td>The score is deducted by <b>25%</b>.</td> </tr> <tr> <td>25% - 40%</td> <td>The score is deducted by <b>50%</b></td> </tr> <tr> <td>Over 40%</td> <td>The score is <b>0</b>.</td> </tr> </tbody> </table> <p>Notes: Part of the test is marked as it is if no plagiarism is detected. Students who plagiarize over 40% <u>twice</u> will be prohibited from sitting the final examination.</p> <p><i>Assignments/Examination:</i> Students must have more than 50/100 points overall to pass this course.</p>	Degree of magnitude	Description	Below 15%	Marked as it is.	15% - 25%	The score is deducted by <b>25%</b> .	25% - 40%	The score is deducted by <b>50%</b>	Over 40%	The score is <b>0</b> .
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## 2. Learning Outcomes Matrix (optional)

## 3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources
1	<p><b>Orientation of the Course</b></p> <p><b>Unit 1: The Academic Writing Process</b></p> <p><b>Introduction</b></p> <p>Thinking about writing processes</p> <p>Distinguishing between academic and personal styles of writing</p> <p>Grammar of academic discourse</p>	1, 3	<p>Lecture</p> <p>Group work</p> <p>Individual task</p>	<p>Ongoing assessment &amp; Midterm test</p>	[1] pp. 15-22

Week	Topic	CLO	Learning activities	Assessments	Resources
2	<b>Unit 2: Researching and Writing</b> Recognizing categories and classification The language of classification The structure of a research paper	1, 3	Lecture Group work Individual task	Ongoing assessment & Midterm test	[1] pp. 25-31
3	<b>Unit 3: Fundamentals &amp; Feedback</b> Exploring comparison and contrast structures The language of comparison and contrast Using comparisons and contrasts to evaluate and recommend	1, 3	Lecture Group work Individual task	Ongoing assessment & Midterm test	[1] pp. 35-44
4	<b>Unit 3: Fundamentals &amp; Feedback (Cont.)</b> The research paper Identifying a research gap The writing process	1, 3	Lecture Group work Individual task	Ongoing assessment & Midterm test	[1] pp. 45-49
5	<b>Unit 4: Definitions, Vocabulary &amp; Clarity</b> The clarity principle The language of definition The place of definition in academic text The writing process	1, 2, 3	Lecture Group work Individual task	Ongoing assessment & Midterm test	[1] pp. 50-59
6	<b>Unit 5: Generalizations, Facts and Honesty</b> Honesty principle The language of generalization	1, 2, 3	Lecture Group work Individual task	Ongoing assessment & Midterm test	[1] pp. 60-68
7	<b>Unit 5: Generalizations, Facts and Honesty (Cont.)</b> Writing a literature review The writing process Brainstorming and clustering APA 7th Style Guidelines – see <a href="https://www.apastyle.org/">https://www.apastyle.org/</a> Sample midterm exam + Correction	1, 2, 3		Ongoing assessment & Midterm test	[1] pp. 69-74
8	<b>MIDTERM TEST</b>				
9	<b>Unit 6: Seeing Ideas and Sharing Texts</b> Writing about events in time Connecting events Reading and writing about visuals	1, 3	Lecture Group work Individual task	Ongoing assessment & Final exam	[1] pp. 75-88

Week	Topic	CLO	Learning activities	Assessments	Resources
	Learning about peer reviews				
10	<b>Unit 7: Description, Methods &amp; Reality</b> Describing processes and products The language for writing about processes Writing the Methods section Giving and getting formal peer feedback	1, 3	Lecture Group work Individual task	Ongoing assessment & Final exam	[1] pp. 89-103
11	<b>Unit 8: Results, Discussion &amp; Relevance</b> What is an argument? The language of argument The Results and Discussion sections Finding an academic voice	1, 3	Lecture Group work Individual task	Ongoing assessment & Final exam	[1] pp. 104-118
12	<b>Unit 9: The Whole Academic Text</b> S-P-S-E: Focus on structure S-P-S-E in the introduction The language of coherence and connection Teacher evaluation	1, 2, 3	Lecture Group work Individual task	Ongoing assessment & Final exam	[1] pp. 119-133
13	<b>Unit 10: Creating the Whole Text</b> Structure of the research paper Creating your own research	1, 2, 3	Lecture Group work Individual task	Ongoing assessment & Final exam	[1] pp. 134-139
14	<b>Unit 10: Creating the Whole Text</b> Plagiarism Creating citations Paraphrase and summary Authorial identity	1-4	Lecture Group work Individual task	Ongoing assessment & Final exam	[1] pp. 140-148
15	<b>Sample final exam + Correction</b>	1-4		Ongoing assessment & Final exam	
FINAL EXAMINATION					

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
Ongoing assessment (30%)	60% Pass	60% Pass	60% Pass	60% Pass
Midterm test (20%)	Part 1 60% Pass		Part 2 60% Pass	
Final exam (50%)		Part 1 60% Pass	Part 2 60% Pass	

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

#### 5. Rubrics (optional)

##### 5.1. Rubrics for Midterm test

**Part 1: (30 pts)** Read a given text and create a graphic display or an outline that categorises the two-level classifications made in the text. (CLO1)

**Part 2: (70 pts)** Write a comparison/ contrast essay of about 350 words on ONE of the given topics. Pay attention to the use of academic language and a clear text structure.

<b>Content</b>	All main points relevant to the topic The essay question fully answers	<b>20</b>	<b>CLO 3</b>
<b>Organization</b>	Topic and purpose of the essay discussed in the introduction Each main point discussed in a paragraph All main points summarized and rephrased in the conclusion	<b>20</b>	<b>CLO 3</b>
<b>Coherence</b>	Paragraphs are ordered in a systematic manner based on, for example, importance, priority, etc. Compare/contrast transitions are properly used.	<b>15</b>	<b>CLO 3</b>
<b>Style and Tone</b>	Formal writing with full forms Polite writing Academic vocabulary	<b>15</b>	<b>CLO 3</b>

##### 5.2. Rubrics for Final Exam

**Part 1: (30 pts)** Write a summary of a given text.

CATEGORIES	CRITERIA	POINTS	CLO
<b>Accuracy and completeness of the content</b> (10 pts)	– The summary contains all of the key ideas in the original, reflecting complete and accurate information about the source.	10	CLO2
<b>Paraphrasing</b> (10 pts)	– All sentences should reveal students' ability in varying the language to avoid repetition.	10	CLO2
<b>Organization</b> (5 pts)	– The summary starts with a general evaluation and includes several sub-topics that explain key ideas from the original.	3	CLO2
	– The summary is organized and coherent.	2	

<b>Grammar, usage and mechanics</b> (5 pts)	- All sentences are clear, accurate and complete.	3	CLO2
	- The summary contains one or two minor errors, but these do not obscure the meaning.	2	
<b>Total</b>		<b>30</b>	

**Part 2: (70 pts)** Write an argumentative essay of about 350 words on ONE of the given topics. Pay attention to the use of academic language and a clear text structure.

<b>Content</b>	All main points relevant to the topic The essay question fully answers	<b>20</b>	<b>CLO 3</b>
<b>Organization</b>	Topic and purpose of the essay discussed in the introduction Each main point discussed in a paragraph All main points summarized and rephrased in the conclusion	<b>20</b>	<b>CLO 3</b>
<b>Coherence</b>	Paragraphs are ordered in a systematic manner based on, for example, importance, priority, etc. Compare/contrast transitions are properly used.	<b>15</b>	<b>CLO 3</b>
<b>Style and Tone</b>	Formal writing with full forms Polite writing Academic vocabulary	<b>15</b>	<b>CLO 3</b>

**Date revised: 2 June, 2025**

*Ho Chi Minh City, 6 June, 2025*  
**Vice Dean of School of Languages**  
*(Signature)*

*Dr. Vũ Hoa Ngân*

**COURSE SYLLABUS****Course Name: Math for Business****Course Code: BA282IU****1. General information**

Course designation	<i>The course will provide students with an understanding of fundamental mathematical techniques and methods to business context and management decision making. More specifically, the course will introduce the basic theory and concepts of Calculus, Linear Algebra and Optimization, with applications to management, economics, finance. Included topics are Mathematical Functions, Vectors and Matrices, Differentiation and Integration, Linear Programming.</i>
Semester(s) in which the course is taught	1, 2
Person responsible for the course	Dr. Le Van Chon Dr. Trinh Cong Tam Dr. Hoang Thi Anh Ngoc Dr. Nguyen Ba Trung Dr. Do Hoang Phuong Dr. Le Quoc Thai Mr. Duong Minh Hoang
Language	English
Relation to curriculum	Compulsory
Teaching methods	Lecture, lesson, project, seminar.
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 170 Contact hours (please specify whether lecture, discussion, presentation session, etc.): 50 Private study including examination preparation, specified in hours: 120

Credit points	6.16 ECTS	
Required and recommended prerequisites for joining the course	None	
Course objectives	The course aims to provide students with an understanding of fundamental mathematical techniques and methods to business context and management decision making. The course will also provide students with the mathematical framework and a scientific approach of modelling business and economic behavior.	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>
	<b>Attitude</b>	<b>CLO1. Express well considered opinion on problems relating to business using mathematical reasoning and be able to work within teams.</b> <b>CLO2. Develop confidence in applying mathematical principles to analyze and interpret quantitative data in a business context.</b>
	<b>Knowledge</b>	<b>CLO3. Recognize and become familiar with linear equations and nonlinear equations.</b> <b>CLO4. Understand and become familiar with differentiation and matrices.</b> <b>CLO5. Become familiar with linear programming.</b>
	<b>Skills</b>	<b>CLO6. Enhance critical thinking skills by evaluating and interpreting mathematical results in the context of business situations and making recommendations based on quantitative analysis.</b>

Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i>		
	Weight: lecture session (3 hours)		
	Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	<b>Topic</b>	<b>Weight</b>	<b>Level</b>
	<b>Linear and Non-linear Equations</b>	<b>2</b>	<b>I, T</b>
	<b>Mathematics of Finance</b>	<b>3</b>	<b>I, T</b>
	<b>Differentiation application of differentiation review</b>	<b>3</b>	<b>T</b>
	<b>Partial differentiation</b> <b>Unconstrained optimization</b> <b>Constrained optimization</b> <b>Lagrange Multipliers</b>	<b>2</b>	<b>I, T, U</b>
	<b>Matrix</b>	<b>2</b>	<b>I, T</b>
	<b>Linear Programming</b>	<b>1</b>	<b>I, T, U</b>
	<b>Integration application</b>	<b>1</b>	<b>T, U</b>
Examination forms	Multiple choice questions, short-answer questions, problem-solving questions.		
Study and examination requirements	Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged. Assignments/Examination: Students must have more than 50/100 points overall to pass this course.		
Reading list	[1] Ian Jacques, Mathematics for Economics and Business, 8th edition, Prentice Hall, 2015.		

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-6) and Program Learning Outcomes (PLO) (1-5) is shown in the following table:

CLO	PLOs				
	1	2	3	4	5
1	x	x	x	x	
2	x	x	x		
3	x	x			
4	x	x			
5	x	x			
6	x	x	x	x	x

## 2. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1-2	Linear and Non-linear Equations	2		Lecture, Discussion,	[1]
3-4-5	Mathematics of Finance	3		Lecture, Discussion,	[1]
6-7-8	Differentiation Application of differentiation Review	6		Lecture, Discussion,	[1]
9-10	Midterm				
11-12	Partial differentiation Unconstrained optimization Constrained optimization Lagrange Multipliers	6		Lecture, Discussion,	[1]
13-14	Matrix	4		Lecture, Discussion,	[1]
15	Linear Programming	5		Lecture, Discussion,	[1]
16	Revision			Review-Test	
17	Final exam				

## 3. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
In-class exercises/quizzes (15%)		x 80%Passes	x 80%Pass	x 80%Passes		
Group project (15%)	x 80%Passes				x 80%Passes	x 80%Passes
Midterm exam (30%)		x 70%Passes	x 70%Pass	x 70%Passes		
Final exam (40%)		x 70%Passes	x 70%Pass	x 70%Passes		

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

#### 4. Rubrics (optional)

##### 4.1 Grading checklist

Grading checklist for Written Reports			
Student: .....		HW/Assignment: .....	
Date: .....		Evaluator: .....	
	Max.	Score	Comments
<b>Technical content (60%)</b>			
Abstract clearly identifies purpose and summarizes principal content	10		
Introduction demonstrates thorough knowledge of relevant background and prior work	15		
Analysis and discussion demonstrate good subject mastery	30		
Summary and conclusions appropriate and complete	5		
<b>Organization (10%)</b>			
Distinct introduction, body, conclusions	5		
Content clearly and logically organized, good transitions	5		
<b>Presentation (20%)</b>			
Correct spelling, grammar, and syntax	10		
Clear and easy to read	10		
<b>Quality of Layout and Graphics (10%)</b>			
	10		
<b>TOTAL SCORE</b>			
	<b>100</b>		

##### 4.2 Holistic rubric

Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW	
Score	Description
5	Demonstrates complete understanding of the problem. All requirements of task are included in response
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted

Note: this rubric is also used to evaluate questions in an exam.

##### 4.3 Analytic rubric

**Critical thinking value rubric for evaluating questions in exams:**

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Source: Association of American Colleges and Universities

**Oral communication value rubric for evaluating presentation tasks:**

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.

<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.

Source: Association of American Colleges and Universities

## 5. Date revised:

	<p><i>Ho Chi Minh City, 6 / July / 2023</i></p> <p><b><i>Vice Dean of School</i></b></p>  <p><b>Lê Văn Chon</b></p>
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**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
*School of Economics, Finance, and Accounting*

## COURSE SYLLABUS

**Course Name: Statistics For Business**

**Course Code: BA080IU**

### 1. General information

Course designation	This course is an introduction to basic statistical concepts and methods that are widely used in economics, finance, accountancy, marketing, and business more generally. Emphasis is placed on applying statistical methods to draw inferences from sample data in order to inform decision-making. The course covers two main branches of statistics: descriptive statistics and inferential statistics. Descriptive statistics includes collecting data , summarising and interpreting them through numerical and graphical techniques. Inferential statistics includes selecting and applying the correct statistical technique in order to make estimates or test claims about a population based on a sample. Topics covered also include time series analysis. In this course, students will learn to solve statistical problems in an Excel spreadsheet environment. Students are also required to work in small groups; this will develop the skills required to work effectively and inclusively in groups, as in a real work environment.
Semester(s) in which the course is taught	1,2,3
Person responsible for the course	Dr. Le Van Chon Dr. Trinh Cong Tam Dr. Hoang Thi Anh Ngoc Dr. Nguyen Ba Trung Dr. Do Hoang Phuong Dr. Le Quoc Thai
Language	English
Relation to curriculum	Compulsory
Teaching methods	

Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 127.5 Contact hours (please specify whether lecture, discussion, presentation session, etc.): 37.5 Private study including examination preparation, specified in hours: 90
Credit points	4.62 ECTS
Required and recommended prerequisites for joining the course	Math for Business
Course objectives	The aim of this course is to examine various concepts in probability and statistics. This course also discusses various statistical techniques and the use of them in practical situations. Key topics of this course include: descriptive statistics, discrete and continuous random variables, sampling and sampling distributions, confidence intervals, hypothesis testing, analysis of variance, simple linear and multiple regressions
Course learning outcomes	Upon the successful completion of this course students will be able to: LO1: Analyzing, interpreting, and presenting data. LO2: Applying appropriate statistical techniques for a practical application. LO3: Bringing disciplinary and multi-disciplinary perspectives in straightening out situations and projecting possible outcomes. LO4: Drawing conclusions about populations based only on sample information using methods of statistical inference LO5: Using Microsoft Excel to solve statistical problems. LO6: Applying regression analysis and other statistical methodologies to forecast time series data. LO7: Ethical issues in Statistics
Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i> Overview of Statistics Data collection Describing Data Visually Descriptive statistics Probability Probability Distributions Sampling Distributions and Estimation Midterm Examination Sampling Distributions and Estimation One-Sample Hypothesis Tests Two-Sample Hypothesis Tests Simple Linear Regression Chi-Square Tests Review Final Examination
Examination forms	

Study and examination requirements	<p>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed based on their class participation. Questions and comments are strongly encouraged.</p> <p>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</p>
Reading list	<p>Textbook:</p> <p>Doane and Seward (2016), Applied Statistics in Business and Economics, 5th, New York: McGraw Hill.</p> <p>Reference Books:</p> <p>Amir D. Aczel, Jayavel Sounderpandian, (2009), Complete Business Statistics, 7th Edition, McGraw – Hill/Irwin.</p> <p>Anderson, Sweeney, William (2001), Statistics for Business and Economics, 8th edition, Thompson.</p> <p>Additional materials provided in Blackboard</p> <p>The lecturer will attempt to make lecture notes and additional reading available on Blackboard. However this is not an automatic entitlement for students doing this subject. Note that this is not a distance learning course, and you are expected to attend lectures and take notes. This way, you will get the additional benefit of class interaction and demonstration.</p>

## 2. Learning Outcomes Matrix (optional)

### 3. Planned learning activities and teaching methods

Session	Content	Learning Outcomes	Bloom's Taxonomy	Category
1	Overview of Statistics 1.1 Definition 1.2 Importance of Statistics 1.3 Statistical challenges 1.4 Critical thinking	LO1;LO2	KN;CO	Lecture
2	Data collection 2.1 Variables and data 2.2 Level of measurement 2.3 Sampling concept 2.4 Sampling method 2.5 Survey	LO1;LO2	KN;AP;CO	Lecture

3	Describing Data Visually 3.1 Stem-and-Leaf Displays and Dot Plots 3.2 Frequency Distributions and Histograms 3.3 Effective Excel Charts 3.4 Line Charts 3.5 Column and Bar Charts 3.6 Pie Charts 3.7 Scatter Plots 3.8 Tables	LO1;LO2;LO3;LO5	KN;AP;AN	Lecture
4	Descriptive statistics 4.1 Measures of Center 4.2 Measures of Variability 4.3 Correlation and Covariance 4.4 Grouped Data	LO1;LO2;LO3;LO5	KN;AP;AN	Lecture
5	Probability 5.1 Random Experiments 5.2 Probability 5.3 Rules of Probability 5.4 Independent Events 5.5 Contingency Tables 5.6 Tree Diagrams 5.7 Bayes' Theorem	LO1;LO2;LO3;LO4	KN,AP;AN	Lecture
6	Probability Distributions 6.1 Discrete Probability Distributions 6.2 Expected Value and Variance 6.3 Uniform Distribution 6.4 Binomial Distribution 6.5 Continuous Probability Distributions 6.6 Normal Distribution 6.7 Standard Normal Distribution 6.8 Normal Approximations	LO1;LO2;LO3;LO4	KN,CO	Lecture
7	Sampling Distributions and Estimation 8.1 Sampling and Estimation 8.2 Central Limit Theorem 8.3 Sample Size and Standard Error 8.4 Confidence Interval for a Mean ( $\mu$ ) with Known $\sigma$	LO1;LO2;LO3;LO4;LO5	KN,CO,AP,AN	Lecture
8	Midterm Examination			

9	Sampling Distributions and Estimation 8.5 Confidence Interval for a Mean ( $\mu$ ) with Unknown $\sigma$ 8.6 Confidence Interval for a Proportion ( $\pi$ ) 8.7 Estimating from Finite Populations 8.8 Sample Size Determination for a Mean 8.9 Sample Size Determination for a Proportion	LO1;LO2;LO3;LO4;	KN,CO,AP,AN	Lecture
10	One-Sample Hypothesis Tests 9.1 Logic of Hypothesis Testing 9.2 Type I and Type II Error 9.3 Decision Rules and Critical Values 9.4 Testing a Mean: Known Population Variance 9.5 Testing a Mean: Unknown Population Variance 9.6 Testing a Proportion	LO1;LO2;LO3;LO4;	KN,CO,AP,AN	Lecture
11	Two-Sample Hypothesis Tests 10.1 Two-Sample Tests 10.2 Comparing Two Means: Independent Samples 10.3 Comparing Two Means: Paired Samples 10.4 Comparing Two Proportions	LO1;LO2;LO3;LO4;	KN,CO,AP,AN	Lecture
12	Simple Linear Regression Correlation Analysis Simple Regression Regression Models Analysis of Variance The Hypothesis Test of ANOVA Assumptions The Test Statistic The Theory and Computations of ANOVA The Sum-of-Squares Principle The Degrees of Freedom The Mean Squares The F Statistic The ANOVA Table and Example of ANOVA	LO3;LO4;LO5;LO6	KN,CO,AP,AN;S Y	Lecture

13	Chi-Square Tests 15.1 Chi-Square Test for Independence 15.2 Chi-Square Tests for Goodness-of-Fit 15.3 Uniform Goodness-of-Fit Test 15.5 Normal Chi-Square Goodness-of-Fit Test	LO2;LO3;LO4;LO5;LO 6	KN,CO,AP,AN;S Y	Lecture
14	Review			Tutorial
15	Final Examination			

#### 4. Assessment plan

Evaluation Category	Part	Weight	Duration	Learning outcomes	Type of questions
Quizzes		10%	60 Mins	LO1,2,3,4,6	Multiple choice questions
Class participation and preparation		5%			
Group assignment		10%		LO1-7	From the second week, the students will need to form small discussion groups (3-4 students/group) which will take turns in collecting a source of data. The group will apply knowledge from course to analysis the data and interpret the conclusions. Then, the group write a report to propose recommendations from the data.
Mid-term Exam		30%	90 Mins	LO3,5,6	Open-ended questions ; Problems
Final exam		40%	90 Mins	LO1-6	Problems
<b>Total</b>		<b>100%</b>			

#### 5. Rubrics (optional)

##### 5.1. Grading checklist

Grading checklist for Written Reports			
Student: .....	HW/Assignment: .....		
Date: .....	Evaluator: .....		
	Max.	Score	Comments
<b>Content (60%)</b>			
Abstract clearly identifies purpose and summarizes principal content	10		
Introduction demonstrates thorough knowledge of relevant background and prior work	15		

Analysis and discussion demonstrate good subject mastery	30		
Summary and conclusions appropriate and complete	5		
<b>Organization (10%)</b>			
Distinct introduction, body, conclusions	5		
Content clearly and logically organized, good transitions	5		
<b>Quality of Layout, tables, and graphics (10%)</b>	10		
<b>Presentation (20%)</b>			
Organization	4		
Language	4		
Delivery	4		
Supporting Material	4		
Central Message	4		
<b>TOTAL SCORE</b>	100		

## 5.2. Holistic rubric

<b>Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW</b>	
<b>Score</b>	<b>Description</b>
5	Demonstrates complete understanding of the problem. All requirements of task are included in response
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted

Note: this rubric is also used to evaluate questions in an exam.

## 5.3. Analytic rubric

*Critical thinking value rubric for evaluating questions in exams:*

	<b>Capstone</b>	<b>Milestone</b>		<b>Benchmark</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.

<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Source: Association of American Colleges and Universities

### Oral communication value rubric for evaluating presentation tasks:

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.

<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.

Source: Association of American Colleges and Universities

## 6. Date revised:

	<p><i>Ho Chi Minh City, 6 / July / 2023</i></p> <p><b><i>Vice Dean of School</i></b></p>  <p><b>Lê Văn Chon</b></p>
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**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
**School of Business**

**COURSE SYLLABUS**

**Course Name: Business Computing Skills**

**Course Code: BA120IU**

**1. General information**

<b>Course designation</b>	<i>This course is designed to combine knowledge of business and information technologies. It explores the breadth of Information and Communications Technology (ICT), including business hardware and software, professional computing ethics and behaviors as well as design information systems. Also, students will be knowledgeable about computing terminology, the fundamentals of database management, presentation graphics and an introduction to data analysis. The course will prepare students to work in a variety of industries, involving business administration, economics, finance, and accounting.</i>
<b>Semester(s) in which the course is taught</b>	2, 3
<b>Person responsible for the course</b>	Dr. Nguyen Ngoc Truong Minh Dr. Vo Tan Phuoc
<b>Language</b>	English
<b>Relation to curriculum</b>	Compulsory
<b>Teaching methods</b>	Lecture, Lesson, Practical Problems
<b>Workload (incl. contact hours, self-study hours)</b>	(Estimated) Total workload: 127.5 Contact hours (please specify whether lecture, discussion, presentation session, etc.): 37.5 Private study including examination preparation, specified in hours: 90
<b>Credit points</b>	4.62 ECTS
<b>Required and recommended prerequisites for joining the course</b>	None
<b>Course objectives</b>	This course accentuates the abilities of computer systems and their applications in business. The course will provide a solid foundation of knowledge about skills that students must develop to effectively use computerized decision tools for typical business problems. Specific objectives include: <ul style="list-style-type: none"> <li>• explore basic relationships of computer products and concepts</li> <li>• create MS Access objects, enter criteria into data, form expressions and</li> </ul>

	<p>create functions, and customize the appearance of forms and reports</p> <ul style="list-style-type: none"> <li>• create document templates in MS Word that will help businesses streamline their correspondence, use mail merge, print mailing labels, templates, newsletters, and flyers</li> <li>• analyze data with practical analysis of real business problems and streamline office tasks to present it in a way the managers can use</li> <li>• acquire strong ability in using MS Excel software as tools in decision-making. This course will provide a complete learning in MS Excel.</li> </ul>																																													
<b>Course Learning Outcomes</b>	<p>Upon the successful completion of this course, students will be able to:</p> <table border="1"> <thead> <tr> <th>Competency Level</th> <th>Course Learning Outcomes (CLOs)</th> </tr> </thead> <tbody> <tr> <td><b>Knowledge</b></td> <td>CLO1. Summarize different technical knowledge to support management and supervisors. CLO2. Describe written directions and specific documents for business general purposes.</td> </tr> <tr> <td><b>Skills</b></td> <td>CLO3. Identify critically the use of information and communications technologies (ICT). CLO4. Classify Internet and office skills including e-mail management, web research, and document exchange. CLO5. Generalize technical computer-based skills needed to prepare documents, presentations, and spreadsheets using Microsoft's Office Suite Software (including Access, Word, and Excel).</td> </tr> <tr> <td><b>Attitude</b></td> <td>CLO6. Recognize the advantages and disadvantages of ICT and the Internet in general and in business activities particularly.</td> </tr> </tbody> </table>	Competency Level	Course Learning Outcomes (CLOs)	<b>Knowledge</b>	CLO1. Summarize different technical knowledge to support management and supervisors. CLO2. Describe written directions and specific documents for business general purposes.	<b>Skills</b>	CLO3. Identify critically the use of information and communications technologies (ICT). CLO4. Classify Internet and office skills including e-mail management, web research, and document exchange. CLO5. Generalize technical computer-based skills needed to prepare documents, presentations, and spreadsheets using Microsoft's Office Suite Software (including Access, Word, and Excel).	<b>Attitude</b>	CLO6. Recognize the advantages and disadvantages of ICT and the Internet in general and in business activities particularly.																																					
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<b>Content</b>	<p><i>The description of the contents should clearly indicate the weighting of the content and the level.</i></p> <p>Weight: Lecture Session (01 class)<sup>1</sup></p> <p>Learning levels: I (Introduce); R (Re-enforce); M (Master)</p> <table border="1"> <thead> <tr> <th>Topic</th> <th>Weight</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td><b>Introduction to Information Systems</b></td> <td><b>1</b></td> <td><b>I</b></td> </tr> <tr> <td><b>Computer Hardware and Software</b></td> <td><b>1</b></td> <td><b>I</b></td> </tr> <tr> <td><b>The Internet, Personal Email Account</b></td> <td><b>1</b></td> <td><b>I, R</b></td> </tr> <tr> <td><b>MS Access – Creating Relational Tables</b></td> <td><b>1</b></td> <td><b>I, R</b></td> </tr> <tr> <td><b>MS Access – Basic and Advanced Queries</b></td> <td><b>1</b></td> <td><b>I, R</b></td> </tr> <tr> <td><b>MS Access – Forms and Reports Customization</b></td> <td><b>1</b></td> <td><b>I</b></td> </tr> <tr> <td><b>MS Word – Creating Templates</b></td> <td><b>1</b></td> <td><b>I, R</b></td> </tr> <tr> <td><b>MS Word – Mail Merge and Protecting Documents</b></td> <td><b>1</b></td> <td><b>I</b></td> </tr> <tr> <td><b>MS Excel – Formulas and Functions</b></td> <td><b>1</b></td> <td><b>I</b></td> </tr> <tr> <td><b>MS Excel – Charting</b></td> <td><b>1</b></td> <td><b>I</b></td> </tr> <tr> <td><b>MS Excel – Pivoting Data (Table and Chart)</b></td> <td><b>2</b></td> <td><b>I, R</b></td> </tr> <tr> <td><b>MS Excel – Sorting and Filtering</b></td> <td><b>1</b></td> <td><b>I</b></td> </tr> <tr> <td><b>MS Excel – Data Validation, What-If Analysis</b></td> <td><b>2</b></td> <td><b>I, R</b></td> </tr> <tr> <td><b>MS Excel – Introduction to VBA</b></td> <td><b>1</b></td> <td><b>I</b></td> </tr> </tbody> </table>	Topic	Weight	Level	<b>Introduction to Information Systems</b>	<b>1</b>	<b>I</b>	<b>Computer Hardware and Software</b>	<b>1</b>	<b>I</b>	<b>The Internet, Personal Email Account</b>	<b>1</b>	<b>I, R</b>	<b>MS Access – Creating Relational Tables</b>	<b>1</b>	<b>I, R</b>	<b>MS Access – Basic and Advanced Queries</b>	<b>1</b>	<b>I, R</b>	<b>MS Access – Forms and Reports Customization</b>	<b>1</b>	<b>I</b>	<b>MS Word – Creating Templates</b>	<b>1</b>	<b>I, R</b>	<b>MS Word – Mail Merge and Protecting Documents</b>	<b>1</b>	<b>I</b>	<b>MS Excel – Formulas and Functions</b>	<b>1</b>	<b>I</b>	<b>MS Excel – Charting</b>	<b>1</b>	<b>I</b>	<b>MS Excel – Pivoting Data (Table and Chart)</b>	<b>2</b>	<b>I, R</b>	<b>MS Excel – Sorting and Filtering</b>	<b>1</b>	<b>I</b>	<b>MS Excel – Data Validation, What-If Analysis</b>	<b>2</b>	<b>I, R</b>	<b>MS Excel – Introduction to VBA</b>	<b>1</b>	<b>I</b>
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<sup>1</sup> Total: 15 classes; 1 class = 03 periods; 01 period = 50 minutes

<b>Examination forms</b>	Multiple-Choice Questions, Problem-Solving Questions
<b>Study and examination requirements</b>	<b>Attendance:</b> A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged. <b>Assignments/Examination:</b> Students must have more than 50/100 points overall to pass this course.
<b>Reading list</b>	[1] James A. O'Brien, George Marakas (2017), Introduction to Information Systems, 12 <sup>th</sup> edition, Mc-Graw Hill. [2] Ron McFadyen (2021), Relational Databases and Microsoft Access 365. [3] Joan Lambert, Microsoft Word 2019 [4] Michael Alexander, Dick Kusleika (2019), Excel 2019 Bible, Wiley. [5] Hector Guerrero (2016), Excel Data Analysis Modeling and Simulation, Springer.

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLOs) (1-6) and Program/Student Learning Outcomes (PLOs) (1-6) is shown in the following table:

CLOs	PLOs					
	1	2	3	4	5	6
1			x			
2			x			
3					x	
4						x
5						x
6				x		x

## 3. Planned learning activities and teaching methods

Week	Topics	CLOs	Assessments	Learning Activities	Resources
1	Introduction to Information Systems	3,6	In-class Ex.	Lecture, Discussion, Group Work	[1]
2	Computer Hardware and Software	3,6	In-class Ex.	Lecture, Discussion, Group Work	[1]
3	The Internet, Personal Email Account	3,4,6	In-class Ex. Quiz 1	Lecture, Discussion	[1]
4	MS Access – Creating Relational Tables	1,2,5	In-class Ex.	Lecture, Discussion	[2]

5	MS Access – Basic and Advanced Queries	1,2,5	In-class Ex.	Lecture, Discussion	[2]
6	MS Access – Forms and Reports Customization	1,2,5	In-class Ex. Quiz 2	Lecture, Discussion	[2]
7	MS Word – Creating Templates	1,2,5	In-class Ex.	Lecture, Discussion	[3]
8	MS Word – Mail Merge and Protecting Documents	1,2,4,5	In-class Ex. Quiz 3	Lecture, Discussion	[3]
9-10	Midterm	1,2,3,4,5,6			
11	MS Excel – Formulas and Functions	1,4,5	In-class Ex.	Lecture, Discussion	[4]
12	MS Excel – Charting	1,4,5	In-class Ex.	Lecture, Discussion	[4]
13	MS Excel – Pivoting Data (Table and Chart)	1,4,5	In-class Ex. Quiz 4	Lecture, Discussion	[4]
14	MS Excel – Sorting and Filtering	1,4,5	In-class Ex.	Lecture, Discussion	[4]
15	MS Excel – Data Validation, What-If Analysis	1,4,5	In-class Ex. Quiz 5	Lecture, Discussion	[4]
16	MS Excel – Introduction to VBA	1,4,5	In-class Ex.	Lecture, Discussion	[5]
17	Revision	1,4,5		Review-Test	
18	Final exam	1,4,5			

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
In-class Exercises/Quizzes (30%)	x 70% Pass	x 70% Pass	x 70% Pass	x 70% Pass	x 70% Pass	x 70% Pass
Midterm Exam (30%)	x 70% Pass	x 70% Pass	x 70% Pass	x 70% Pass	x 70% Pass	x 70% Pass
Final Exam (40%)	x 70% Pass			x 70% Pass	x 70% Pass	

*Note: % Pass – Target that % of students having scores greater than 70 out of 100.*

## 5. Rubrics (optional)

### 5.1. Grading checklist

Grading checklist for Written Reports			
Student: .....		HW/Assignment: .....	
Date: .....		Evaluator: .....	
	Max.	Score	Comments
<b>Technical Content (60%)</b>	<b>60</b>		
<i>Abstract clearly identifies purpose and summarizes principal content</i>	10		
<i>Introduction demonstrates thorough knowledge of relevant background and prior work</i>	15		
<i>Analysis and discussion demonstrate good subject mastery</i>	30		
<i>Summary and conclusions appropriate and complete</i>	5		
<b>Organization (10%)</b>	<b>10</b>		
<i>Distinct introduction, body, conclusions</i>	5		
<i>Content clearly and logically organized, good transitions</i>	5		
<b>Presentation (20%)</b>	<b>20</b>		
<i>Correct spelling, grammar, and syntax</i>	10		
<i>Clear and easy to read</i>	10		
<b>Quality of Layout and Graphics (10%)</b>	<b>10</b>		
<b>TOTAL SCORE</b>	<b>100</b>		

### 5.2. Holistic rubric

Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW	
Score	Description
5	Demonstrates complete understanding of the problem. All requirements of task are included in response.
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted.

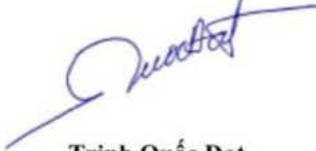
*Note: This rubric is also used to evaluate questions in an exam.*

### 5.3. Analytic rubric

Criteria	<b>COMPLETELY FAIL</b> Below 10%	<b>INADEQUATE</b> 10% - 49%	<b>ADEQUATE</b> 50% - 59%	<b>ABOVE AVERAGE</b> 60% - 74%	<b>EXEMPLARY</b> ≥ 75%
<b>Organization and clarification</b>	<i>No evidence of organization and coherence.</i>	<i>Does not organize ideas logically and with clarification. Limited evidence of coherence. Ideas lack consistence.</i>	<i>Generally organized logically, with evidence of progression. Occasionally, there may be a lack of focus or ideas may be tangential.</i>	<i>Clear organization and progression. Responds appropriately and relevantly, although some ideas are underdeveloped.</i>	<i>Response is focused, detailed and non-tangential. Shows a high degree of attention to logic and reasoning of points. Clearly leads the reader to the conclusion and stirs thought regarding the topic.</i>
<b>Originality and usefulness of the analyses</b>	<i>Shows no ability to identify legal issues or a clear inability to gather the facts.</i>	<i>Demonstrates an incomplete grasp of the task. There is no overall sense of creative coherence. Arguments are addressed incompletely.</i>	<i>Shows ability to identify legal issues, gather the facts and develop claims. Argument is addressed well but no links with evidence.</i>	<i>Shows strong ability to identify legal issues, gather the fact and develop claims as well as link claims with evidence. Overall, an acceptable solution is offered and explained.</i>	<i>Shows strong ability to identify legal issues, gather the facts and develop claims as well as link claims with evidence. Satisfactory solutions are offered and supported.</i>
<b>Use of data/information</b>	<i>Shows no effort to incorporate information from primary and secondary sources.</i>	<i>Shows little information from sources. Poor handling of sources.</i>	<i>Shows moderate amount of source information incorporated. Some key points supported by sources. Quotations may be poorly integrated into paragraphs. Some possible problems with source citations.</i>	<i>Draws upon sources to support most points. Some evidence may not support arguments or may appear were inappropriate. Quotations integrated well into paragraphs. Sources cited correctly.</i>	<i>Draws upon primary and secondary source information in useful and illuminating ways to support key points. Excellent integration of quoted material into paragraphs. Source cited correctly.</i>
<b>Use of frameworks</b>	<i>Shows no effort to structure problems in correspondence to theoretical frameworks.</i>	<i>Shows limited ability to structure problems in correspondence to theoretical frameworks.</i>	<i>Shows effort to link problems with the theoretical frameworks. There are still some mistakes.</i>	<i>Shows ability to structure problems in correspondence to theoretical frameworks correctly. Minor mistakes in resolving problems.</i>	<i>Shows ability to structure problems in correspondence to theoretical frameworks correctly. The problems are well resolved.</i>

<b>Quality of arguments</b>	<i>Shows no effort to construct logical arguments. Fails to support analysis.</i>	<i>Shows little attempt to offer support for key claims or to relate evidence to analysis. Reasons offered are irrelevant.</i>	<i>Shows argument of poor quality. Weak, undeveloped reasons are offered to support key claims.</i>	<i>Shows clear, relevant and logical arguments.</i>	<i>Shows identifiable, reasonable and sound arguments. Clear reasons are offered to support key claims.</i>
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**6. Date revised:**

	<p data-bbox="906 489 1321 520"><i>Ho Chi Minh City, 10 / June / 2025</i></p> <p data-bbox="1013 527 1205 558"><b>Dean of School</b></p>  <p data-bbox="992 737 1170 768"><b>Trịnh Quốc Đạt</b></p>
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**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
School of Economics, Finance, and Accounting

**COURSE SYLLABUS**

**Course Name: INTRODUCTION TO MICROECONOMICS**

Course Code: BA117IU

**1. General information**

Course designation	The course is designed to provide students with a strong foundation in economics based on five key activities: (1) understand economic concepts, (2) supply and demand in market, (3) how the customers respond the price changes, (4) identify the price and quantity in perfect competition and imperfect competition, (5) consumer choice theory (6) cost of production.
Semester(s) in which the course is taught	1,2
Person responsible for the course	Dr. Le Van Chon Dr. Trinh Cong Tam Dr. Le Quoc Thai Mr. Duong Minh Hoang
Language	English
Relation to curriculum	Compulsory
Teaching methods	Lecture, Q&A, Group Discussion, Group Research Project
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 127.5 Contact hours (please specify whether lecture, discussion, presentation session, etc.): 37.5 Private study including examination preparation, specified in hours: 90
Credit points	4.62 ECTS
Required and recommended prerequisites for joining the course	None

Course objectives	<p>Microeconomics is the introductory course in economics. The course is designed to teach you the basic tools of microeconomic analysis. Microeconomics is the branch of economics that deals with the interaction of households and firms in individual markets. Some of the issues we will study include how prices and output levels are determined, what happens when governments intervene in markets, when do markets “fail”, how do markets produce an “efficient” use of a society’s scarce resources and are market outcomes equitable. Learning “to think like an economist” should make you a more informed student, consumer, worker and voter.</p> <p>This course does not assume any prior knowledge of economics. However, if you have enrolled Macroeconomics, it enables you to get better understanding Microeconomics.</p>
Course learning outcomes	<p>Upon the successful completion of this course students will be able to:</p> <p>At the completion of this course students will be able to:</p> <p>LO1. Recognize the importance that economic models play in economic analysis.</p> <p>LO2. Understand opportunity cost and how this concept can be applied in all facets of life.</p> <p>LO3. Use supply and demand analysis to predict changes in price/quantities in markets, including when government policies play essential roles in these markets.</p> <p>LO4. Determine how elasticity affects consumer demand and firms’ production decisions.</p> <p>LO5. Recognize the role that utility plays in consumer consumption choices.</p> <p>LO6. Apply the relationship between production and costs to determine the profit-maximizing output of firms in different market types.</p> <p>LO7. Understand a body of social science knowledge and its disciplinary perspective.</p> <p>LO8. Understand markets characterized by monopoly and imperfect competition.</p>
Content	<p>Chapter 1: Introduction to Basic Concepts of the Economics</p> <p>Chapter 2: Thinking Like an Economist</p> <p>Chapter 3 : Interdependence and the Gains from Trade</p> <p>Chapter 4: The Market Forces of Supply and Demand</p> <p>Chapter 5 : Elasticity and Its Application</p> <p>Chapter 6 : Supply, demand and Government Policies</p> <p>Chapter 7 : Consumers, Producers and the Efficiency of Markets</p> <p>Chapter 13 Cost of Production</p> <p>Chapter 14 : Firms in Competitive Market</p> <p>Chapter 15 : Monopoly</p> <p>Chapter 16 : Monopolistic Competition</p> <p>Chapter 17 : Oligopoly</p> <p>Chapter 21 : Theory of consumer choice</p>
Examination forms	

Study and examination requirements	Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed based on their class participation. Questions and comments are strongly encouraged.  Assignments/Examination: Students must have more than 50/100 points overall to pass this course.
Reading list	Main textbooks:  Principles of Economics, N. Gregory Mankiw, 8th edition, Cengage Learning, ISBN : 1305585127 ( newest updated version).  1. Open Courseware, Fulbright Economics Teaching Program: <a href="http://ocw.fetp.edu.vn/index.cfm">http://ocw.fetp.edu.vn/index.cfm</a>  2. Vietnam Economic Times: <a href="http://vneconomy.vn/home.htm">http://vneconomy.vn/home.htm</a>  3. Dominique Salvatore, Managerial Economics Website <a href="http://www.swlearning.com/economics/salvatore/salvatore5e/salvatore5e.html">http://www.swlearning.com/economics/salvatore/salvatore5e/salvatore5e.html</a>  4. ECO 100 Online  <a href="http://www.chass.utoronto.ca/~reak/eco100/">http://www.chass.utoronto.ca/~reak/eco100/</a>

## 2. Learning Outcomes Matrix (optional)

### 3. Planned learning activities and teaching methods

Session	Content	Learning Outcomes	Bloom's Taxonomy	Category
1	<b>Chapter 1:</b> Introduction to Basic Concepts of the Economics	LO1	KN	Lecture
2	<b>Group task:</b> Case on Adam Smith and Invisible Hands <i>(Case should be designed to cover the overall meaning of market conditions)</i>	LO1	AP	Tutorial
3	<b>Chapter 2: Thinking Like an Economist</b> <b>Individual Assignment Guidelines</b>	LO2	AN	Lecture
4	<b>Chapter 3 : Interdependence and the Gains from Trade</b> <b>Individual Assignment Guidelines</b> <b>Discuss the Case Study : Economics within a Marriage/ Trade between Countries - North to West , West to West,...</b>	LO2	AN	Lecture

5,6	<b>Chapter 4: The Market Forces of Supply and Demand</b> <b>Group Assignment Guidelines</b>	LO6	KN,AP	Lecture
7	<b>Discuss the Case Study : Price Increase After Disasters / Covid-19 Pandemic.</b>	LO6	KN,CO	Lecture
8,9	<b>Chapter 5 : Elasticity and Its Application</b> <b>Group Assignment Guidelines</b>	LO6	KN, AP,SY	Lecture
10	<b>Case Study : the change in the oil prices and OPEC decisions</b>	LO2	AP	Tutorial
11	<b>Chapter 6 : Supply, demand and Government Policies</b>	LO6	KN, CO	Lecture
12	<b>Chapter 7 : Consumers, Producers and the Efficiency of Markets</b>	LO1	KN, CO	Lecture
13	<b>Chapter 13 Cost of Production</b>		KN, CO	Lecture
14	<b>Analyzing the case study/ exercises in textbook</b>	LO4	KN, CO	Lecture
15	<b>Chapter 14 : Firms in Competitive Market</b>	LO1-5	KN, CO	Lecture
16,17	<b>Chapter 15 : Monopoly</b>	LO1-6	KN, CO	Lecture
18,19	<b>Chapter 16 : Monopolistic Competition</b>	LO1-7	KN, CO	Lecture
20,21	<b>Chapter 17 : Oligopoly</b>	LO1-8	KN, CO	Lecture
22	<b>Analyzing exercises in textbook, find the differences between four market structures</b>	LO3	KN, CO,EV	Tutorial
23,24	<b>Chapter 21 : Theory of consumer choice</b>	LO2-6	KN, CO	Lecture
25	<b>Case Study : Utility - An Alternative Way to Describe Preferences and Optimization</b>	LO2-7	AP. CO, EV	Lecture

26	<b>Doing exercise on four market structures</b>	LO2	AP	Tutorial
27	<b>Revision to final exam</b>	LO1-LO8		
28,29,30	<b>GROUP PRESENTATION AND REPORT SUBMISSION</b>	LO1-7	AP, EV	<b>Group Presentation and Report Submission</b>

#### 4. Assessment plan

Evaluation Category	Part	Weight	Duration	Learning outcomes	Type of questions
Quizzes		5%	20' each	LO1,2,3,4,5	Multiple choice questions, Case study exercises
Individual Writing Assignment		5%		LO1-7	Individual students will choose one of three topics relating to marketing to write about. By using references from the textbook and other sources, students will outline the key aspects of this topic, identify a real-world example, and discuss how marketing principles can be applied to produce a positive outcome.
Case Analysis		5%		LO1-7	Overview: A brief overview of the case. This can also include a strategic analysis of the business and/or an overview of the major issues facing the business. Please do not rehash the case. Present recommendations for the case. Present each recommendation as a slide heading. Then provide analysis and rationale for the recommendation. When appropriate, provide an overview of how the recommendation will be implemented. Overview Summary remarks. Provide a case study update when possible. Questions and Answers.
Class participation and preparation		5%			

Group assignment		10%		LO1-7	<p>Most of cases are selected from good journals in the economic field and other cases are selected from Fulbright Economics Teaching Program. Some authors present more complicated mathematic models in their papers. You are not required to understand and present these models.</p> <p>Each team will include 6-8 students. Each team has maximum 30 minutes to present the case and answer questions.</p> <p>Teams will be formed to present one case approximately from the third week through the semester. Team members should work together to determine their approach and assign individual responsibilities and participations in the presentation. The recommended style for the presentation is presented below.</p>
Mid-term Exam		30%	40'	LO3,5,6,7	Open-ended questions
Final exam		40%	60'	LO1-7	Multiple choice, apr. 50 questions. Other types of questions may be included.
<b>Total</b>		<b>100%</b>			

## 5. Rubrics (optional)

### 5.1. Grading checklist

Grading checklist for Written Reports			
Student: .....	HW/Assignment: .....		
Date: .....	Evaluator: .....		
	Max.	Score	Comments
<b>Content (60%)</b>			
Abstract clearly identifies purpose and summarizes principal content	10		
Introduction demonstrates thorough knowledge of relevant background and prior work	15		
Analysis and discussion demonstrate good subject mastery	30		
Summary and conclusions appropriate and complete	5		
<b>Organization (10%)</b>			
Distinct introduction, body, conclusions	5		
Content clearly and logically organized, good transitions	5		
<b>Quality of Layout, tables, and graphics (10%)</b>			
<b>Presentation (20%)</b>			
Organization	4		

Language	4		
Delivery	4		
Supporting Material	4		
Central Message	4		
<b>TOTAL SCORE</b>	100		

## 5.2. Holistic rubric

<b>Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW</b>	
<b>Score</b>	<b>Description</b>
5	Demonstrates complete understanding of the problem. All requirements of task are included in response
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted

Note: this rubric is also used to evaluate questions in an exam.

## 5.3. Analytic rubric

*Critical thinking value rubric for evaluating questions in exams:*

	<b>Capstone</b>	<b>Milestone</b>		<b>Benchmark</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.

<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Source: Association of American Colleges and Universities

### Oral communication value rubric for evaluating presentation tasks:

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.

*Source: Association of American Colleges and Universities*

**6. Date revised:**

	<p><i>Ho Chi Minh City, 6 / July / 2023</i></p> <p><b><i>Vice Dean of School</i></b></p>  <p>Lê Văn Chon</p>
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**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
**School of Economics, Finance and Accounting**

**COURSE SYLLABUS**

**Course Name: INTRODUCTION TO MACROECONOMICS**

**Course Code: BA119IU**

**1. General information**

<b>Course designation</b>	<i>This subject will provide the fundamental macroeconomic theories and concepts of economic as they apply within the contemporary work environment.</i>
<b>Semester(s) in which the course is taught</b>	1, 2
<b>Person responsible for the course</b>	Dr. Le Van Chon Dr. Trinh Cong Tam Dr. Hoang Thi Anh Ngoc Dr. Nguyen Ba Trung Dr. Do Hoang Phuong Dr. Le Quoc Thai Mr. Duong Minh Hoang
<b>Language</b>	English
<b>Relation to curriculum</b>	<i>Compulsory</i>
<b>Teaching methods</b>	Lecture, lesson, project, seminar.
<b>Workload (incl. contact hours, self-study hours)</b>	(Estimated) Total workload: 127.5 Contact hours (please specify whether lecture, discussion, presentation session, etc.): 37.5 Private study including examination preparation, specified in hours: 90
<b>Credit points</b>	4.62 ECTS
<b>Required and recommended prerequisites for joining the course</b>	None

<b>Course objectives</b>	<p>This course is designed to introduce students to the concepts, models, policies, and analysis in macroeconomics. After taking this course, the students should be able to:</p> <ul style="list-style-type: none"> <li>- Analyze the economic situation in their country and develop plans for effective response.</li> <li>- Measure a country's economic performance and macroeconomic indicators such as unemployment, inflation, the balance of payment, etc.</li> <li>- Understand the effect of various kinds of government policies on the economy and develop activities to deal with the negative effects.</li> </ul>									
<b>Course learning outcomes</b>	<p>Upon the successful completion of this course, students will be able to:</p> <table border="1" data-bbox="448 510 1417 1447"> <thead> <tr> <th data-bbox="448 510 699 566">Competency level</th> <th data-bbox="699 510 1417 566">Course learning outcome (CLO)</th> </tr> </thead> <tbody> <tr> <td data-bbox="448 566 699 1059"> <b>Knowledge (I, R)</b> </td> <td data-bbox="699 566 1417 1059"> <p>CLO1. Identifying how to measure a nation's income, cost of living, unemployment rate, and other important macroeconomic indicators in the economy through group assignments/class discussions.</p> <p>CLO2. Explain macroeconomic policies such as monetary policy and fiscal policy, and environmental factors that can affect a country's performance and enhance economic growth.</p> <p>CLO3. Describe the challenges and opportunities that countries are facing today such as inflation, net capital outflow, trade deficit/ surplus, budget deficit/surplus, investment, and national saving, economic fluctuations...</p> </td> </tr> <tr> <td data-bbox="448 1059 699 1379"> <b>Skill</b> </td> <td data-bbox="699 1059 1417 1379"> <p>CLO4. Explain the macroeconomic practices of an organization through assignments and presentations.</p> <p>CLO5. Develop communication skills via in-class presentations (70% of students get 2/4 in the skill assessment rubrics).</p> <p>CLO6. Develop teamwork skills via group assignments (70% of students get 2/4 in the skill assessment rubrics).</p> </td> </tr> <tr> <td data-bbox="448 1379 699 1447"> <b>Attitude</b> </td> <td data-bbox="699 1379 1417 1447"> <p>CLO7. Apply professional ethics, moral, and proper understanding of integrity, responsibility, accountability.</p> </td> </tr> </tbody> </table>		Competency level	Course learning outcome (CLO)	<b>Knowledge (I, R)</b>	<p>CLO1. Identifying how to measure a nation's income, cost of living, unemployment rate, and other important macroeconomic indicators in the economy through group assignments/class discussions.</p> <p>CLO2. Explain macroeconomic policies such as monetary policy and fiscal policy, and environmental factors that can affect a country's performance and enhance economic growth.</p> <p>CLO3. Describe the challenges and opportunities that countries are facing today such as inflation, net capital outflow, trade deficit/ surplus, budget deficit/surplus, investment, and national saving, economic fluctuations...</p>	<b>Skill</b>	<p>CLO4. Explain the macroeconomic practices of an organization through assignments and presentations.</p> <p>CLO5. Develop communication skills via in-class presentations (70% of students get 2/4 in the skill assessment rubrics).</p> <p>CLO6. Develop teamwork skills via group assignments (70% of students get 2/4 in the skill assessment rubrics).</p>	<b>Attitude</b>	<p>CLO7. Apply professional ethics, moral, and proper understanding of integrity, responsibility, accountability.</p>
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<b>Content</b>	<p><i>The description of the contents should clearly indicate the weighting of the content and the level.</i></p> <p>Weight: lecture session (3 hours)</p> <p>Learning levels: I (Introduce); T (Teach); U (Utilize)</p> <table border="1" data-bbox="448 371 1418 1245"> <thead> <tr> <th data-bbox="448 371 1187 427">Topic</th> <th data-bbox="1187 371 1315 427">Weight</th> <th data-bbox="1315 371 1418 427">Level</th> </tr> </thead> <tbody> <tr> <td data-bbox="448 427 1187 483">Measuring a Nation's Income</td> <td data-bbox="1187 427 1315 483">1</td> <td data-bbox="1315 427 1418 483">I, T</td> </tr> <tr> <td data-bbox="448 483 1187 539">Measuring Cost of Living</td> <td data-bbox="1187 483 1315 539">1</td> <td data-bbox="1315 483 1418 539">I, T</td> </tr> <tr> <td data-bbox="448 539 1187 595">Production and Growth</td> <td data-bbox="1187 539 1315 595">1</td> <td data-bbox="1315 539 1418 595">I,T, U</td> </tr> <tr> <td data-bbox="448 595 1187 651">Saving, Investment and Financial Investments</td> <td data-bbox="1187 595 1315 651">1</td> <td data-bbox="1315 595 1418 651">T, U</td> </tr> <tr> <td data-bbox="448 651 1187 707">Unemployment Rate</td> <td data-bbox="1187 651 1315 707">1</td> <td data-bbox="1315 651 1418 707">I, T</td> </tr> <tr> <td data-bbox="448 707 1187 763">The Monetary System</td> <td data-bbox="1187 707 1315 763">2</td> <td data-bbox="1315 707 1418 763">I, T</td> </tr> <tr> <td data-bbox="448 763 1187 819">Money Growth &amp; Inflation</td> <td data-bbox="1187 763 1315 819">1</td> <td data-bbox="1315 763 1418 819">I, T</td> </tr> <tr> <td data-bbox="448 819 1187 875">Open- Economy Macroeconomics: Basic Concepts</td> <td data-bbox="1187 819 1315 875">1</td> <td data-bbox="1315 819 1418 875">I, T</td> </tr> <tr> <td data-bbox="448 875 1187 931">A Macroeconomic Theory of the Open Economy.</td> <td data-bbox="1187 875 1315 931">1</td> <td data-bbox="1315 875 1418 931">T, U</td> </tr> <tr> <td data-bbox="448 931 1187 987">Aggregate Demand and Aggregate Supply</td> <td data-bbox="1187 931 1315 987">2</td> <td data-bbox="1315 931 1418 987">I, T</td> </tr> <tr> <td data-bbox="448 987 1187 1144">The Influence of Monetary and Fiscal Policies on Aggregate Demand</td> <td data-bbox="1187 987 1315 1144">2</td> <td data-bbox="1315 987 1418 1144">T, U</td> </tr> <tr> <td data-bbox="448 1144 1187 1245">Short-run tradeoffs between inflation and the unemployment rate</td> <td data-bbox="1187 1144 1315 1245">1</td> <td data-bbox="1315 1144 1418 1245">T, U</td> </tr> </tbody> </table>	Topic	Weight	Level	Measuring a Nation's Income	1	I, T	Measuring Cost of Living	1	I, T	Production and Growth	1	I,T, U	Saving, Investment and Financial Investments	1	T, U	Unemployment Rate	1	I, T	The Monetary System	2	I, T	Money Growth & Inflation	1	I, T	Open- Economy Macroeconomics: Basic Concepts	1	I, T	A Macroeconomic Theory of the Open Economy.	1	T, U	Aggregate Demand and Aggregate Supply	2	I, T	The Influence of Monetary and Fiscal Policies on Aggregate Demand	2	T, U	Short-run tradeoffs between inflation and the unemployment rate	1	T, U
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<b>Examination forms</b>	Multiple-choice questions, short-answer questions / essays																																							
<b>Study and examination requirements</b>	<ul style="list-style-type: none"> <li>- Attend more than 80% of contact hours in order to be accepted to the final examination</li> <li>- Actively participate in class activities</li> <li>- Fulfill tasks given by the instructor after class</li> <li>- Use their own laptop in class only for learning purposes</li> <li>- Read the textbook in advance</li> <li>- Access the course Blackboard for up-to-date information and material of the course.</li> </ul>																																							

<b>Reading list</b>	<p><b>Main textbooks:</b></p> <p><i>Mankiw, N.G., 2017, Principles of Macroeconomics or Principles of Economics, 8th Edition, South-Western, Cengage Learning. (Version 1)</i></p> <p><i>or Mankiw, N.G., 2017, Principles of Economics, 8th Edition, South-Western, Cengage Learning (Version 2)</i></p> <p><i>(These two versions of the textbooks are similar in main contents and chapters. If you have obtained a copy of version 2 for Introduction to Microeconomics then you can reuse the textbook for this class.)</i></p> <p>Other data sources:</p> <p>[1] Wall Street Journal: <a href="http://www.ws.com">www.ws.com</a></p> <p>[2] Yahoo Finance: <a href="http://finance.yahoo.com">http://finance.yahoo.com</a></p> <p>[3]. Bloomberg Net: <a href="http://www.bloomberg.com">www.bloomberg.com</a></p> <p>[4] Financial Times: <a href="http://www.ft.com">www.ft.com</a></p> <p>[5] IMF: <a href="http://www.imf.org">www.imf.org</a></p> <p>[6] World Bank: <a href="http://www.worldbank.com">www.worldbank.com</a></p> <p>[7] ADB: <a href="https://www.adb.org">https://www.adb.org</a></p>
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## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-7) and Program/Student Learning Outcomes (SLO) (1-6) is shown in the following table:

CLOs	PLOs					
	1	2	3	4	5	6
1	x	X	x	x	x	x
2	x	X	x	x	x	x
3	x	X	x	x	x	x
4		X	x	x	x	x
5			x	x	x	x
6			x	x	x	x
7			x	x	x	x

## 3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Measuring a nation's income <ul style="list-style-type: none"> <li>● Measurement of GDP</li> <li>● Components of GDP</li> <li>● Characteristics of GDP</li> <li>● Real versus Nominal GDP</li> <li>● GDP and Economic Well-Being</li> </ul>	1,2,5	Tests Peer evaluations Class-performance evaluations	Lecture, Group discussion,  Group's assignment guidelines	Textbook, Chapter 23

2	<p>Measuring the Cost of Living</p> <ul style="list-style-type: none"> <li>• The Consumer Price Index</li> <li>• Correcting Economic Variables for the</li> <li>• Effects of Inflation</li> <li>• GDP Deflator versus Consumer Price Index</li> <li>• Real and Nominal Interest Rate</li> </ul>	1,2,5	Tests Peer evaluations Class-performance evaluations	Lecture, group discussion	Textbook, Chapter 24
3	<p>Production and Growth</p> <ul style="list-style-type: none"> <li>• Economic Growth around the World</li> <li>• Productivity: Its Role and Determinants</li> <li>• Economic Growth and Public Policies.</li> <li>• The Importance of the Long-term growth.</li> </ul>	1-3	Tests Peer evaluations Class-performance evaluations	Lecture, group discussion	Textbook, Chapter 25
4	<p>Saving, Investment and the country's financial system</p> <ul style="list-style-type: none"> <li>• Financial institutions in the US. Economy</li> <li>• Saving, Investment in the national income</li> <li>• Accounts</li> <li>• Market for loanable fund</li> </ul>	1,4	Tests Peer evaluations Class-performance evaluations	Lecture, group discussion	Textbook, Chapter 26
5	<p>Unemployment and Its Natural Rate</p> <ul style="list-style-type: none"> <li>• Identifying Unemployment</li> <li>• Job Search</li> <li>• Minimum-Wage Laws</li> <li>• Unions and Collective Bargaining</li> <li>• Theories of Efficiency Wages</li> </ul>	1,2, 3	Tests Peer evaluations Class-performance evaluations	Lecture, group discussion	Textbook, Chapter 28
6 + 7	<p>The Monetary System</p> <ul style="list-style-type: none"> <li>• The Meaning of Money</li> <li>• The Federal Reserve System</li> </ul>	1,4,5	Tests Peer evaluations Class-performance evaluations	Lecture, group discussion	Textbook, Chapter 29

	<ul style="list-style-type: none"> <li>• Banks and the Money Supply</li> </ul>				
8	<p>Money Growth and Inflation</p> <ul style="list-style-type: none"> <li>• The Classical Theories of Inflation</li> <li>• The Costs of Inflation</li> </ul>	1, 3	Tests Peer evaluations Class-performance evaluations	Lecture, group discussion	Textbook, Chapter 30
9	Midterm				
10	<p>Open-Economy Macroeconomics: Basic Concepts</p> <ul style="list-style-type: none"> <li>• The International Flows of Goods and Capital</li> <li>• The Price of International Transactions: Real and Nominal Exchange Rate</li> <li>• The First Theory of Exchange rate determination:</li> <li>• Purchasing Power Parity</li> </ul>	1,2,3	Tests Peer evaluations Class-performance evaluations	Lecture, group discussion	Textbook, Chapter 31 Case study: The Nominal Exchange rate during a hyperinflation
11	<p>A Macroeconomic Theory of the Open Economy.</p> <ul style="list-style-type: none"> <li>• Supply and Demand for Loanable Funds and For Foreign Currency Exchange</li> <li>• Equilibrium in the Open Economy</li> <li>• How policies and Events affect an Open Economy</li> </ul>	2-4	Tests Peer evaluations Class-performance evaluations	Lecture, group discussion	Textbook, Chapter 32
12 + 13	<p>Aggregate Demand and Aggregate Supply</p> <ul style="list-style-type: none"> <li>• Three key facts about the economic fluctuation.</li> <li>• Explaining short-run economic fluctuation</li> <li>• The aggregate Demand Curve (AD)</li> <li>• The Aggregate Supply</li> </ul>	1-5	Tests Peer evaluations Class-performance evaluations	Lecture, group discussion Submission of group assignments.	Textbook, Chapter 33

	<p>Curve (AS)</p> <ul style="list-style-type: none"> <li>Two causes of economic fluctuations</li> </ul>				
14+15	<p>The Influence of Monetary and Fiscal Policies on Aggregate Demand</p> <ul style="list-style-type: none"> <li>How Monetary policy influences Aggregate Demand?</li> <li>How fiscal policy influences Aggregate demand</li> <li>Using policies to stabilize the economy.</li> </ul>	4, 6	Tests Peer evaluations Class-performance evaluations	Lecture, group discussion	Textbook, Chapter 34
16	<p>The Short-run trade-off between inflation and unemployment.</p> <ul style="list-style-type: none"> <li>The Phillips Curve</li> <li>Shifts in the Phillips curve: The role of Expectation</li> <li>Shifts in the Phillip curves: the Role of supply shocks</li> <li>Cost of reducing inflation</li> </ul>	LO3-6	Tests Peer evaluations Class-performance evaluations	Lecture, group discussion	Textbook: Chapter 35
<b>17</b>	<b>Final exam</b>				

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7
<b>In-class exercises/quizzes (10%)</b>	<b>70 %Pass</b>						
<b>Homework exercises (20%)</b>	<b>70 %Pass</b>						
<b>Mid-term exam (30%)</b>	<b>70 %Pass</b>						
<b>Final exam (40%)</b>	<b>70 %Pass</b>						

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

#### 5. Rubrics (optional)

**6. Date revised:**

	<p><i>Ho Chi Minh City, 6 / July / 2023</i></p> <p><i>Vice Dean of School</i></p>  <p><b>Lê Văn Chơn</b></p>
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VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY  
School of Languages

**COURSE SYLLABUS**

**Course Name: Critical Thinking**

Course Code: PE008IU/PE008WE

**1. General information**

Course name	- <i>Critical Thinking</i> - <i>Tư duy Biện luận</i>
Course designation	<i>This course provides students with the knowledge and practice necessary to sharpen their observation and judgment skills, enabling them to evaluate arguments effectively and construct compelling arguments of their own. Additionally, the course helps students evaluate information from diverse sources to obtain reliable data and avoid fallacies.</i>
Course type	<input checked="" type="checkbox"/> General knowledge / College Foundation Courses <input type="checkbox"/> Fundamental/ English Foundation courses & English Core courses <input type="checkbox"/> Specialized knowledge/ Specialization Core Courses & Specialization <input type="checkbox"/> Electives <input type="checkbox"/> Internship/Project/Thesis Others:.....
Semester(s) in which the course is taught	1, 2, and 3
Person responsible for the course	Assoc.Prof.Dr.Nguyễn Thị Thủy Assoc.Prof.Dr.Phạm Ngọc Trần Thanh Tú (Ph.D) Nguyễn Văn Tiếp (Ph.D) Phạm Thanh Tùng (Ph.D) Đỗ Thị Diệu Ngọc (MA)
Language	English
Relation to curriculum	<input type="checkbox"/> Compulsory <input checked="" type="checkbox"/> Elective

Teaching methods	Lectures Discussion Pair work Group work Project-based learning								
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 hours Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 periods lectures Private study including examination preparation, specified in hours <sup>1</sup> : 90 hours								
Credit points	3 credits (Theory: 3 + Practice: 0) 4.62 ECTS ( <i>optional</i> )								
Number of periods	Theory: 45 Practice: 0								
Required and recommended prerequisites for joining the course	None								
Course objectives	<i>This course will enable students to</i> <ul style="list-style-type: none"> <li>• know basic concepts of critical thinking</li> <li>• identify, construct, analyze, and evaluate inductive and deductive arguments in spoken and written forms</li> <li>• recognize common fallacies in everyday reasoning</li> </ul>								
Course learning outcomes	Upon the successful completion of this course students will be able to: <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Competency level</th> <th style="text-align: left;">Course learning outcome (CLO)</th> </tr> </thead> <tbody> <tr> <td>Knowledge</td> <td>CLO1: identify standards of and barriers to critical thinking, and argument types belonging to deductive and inductive reasoning CLO2: identify logical fallacies of relevance and insufficient evidence</td> </tr> <tr> <td>Skill</td> <td>CLO3: relate statements and evaluate the validity of deductive arguments using Venn diagram and truth tables CLO4: relate statements, summarize and evaluate deductive &amp; inductive arguments</td> </tr> <tr> <td>Attitude</td> <td>CLO5: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities</td> </tr> </tbody> </table>	Competency level	Course learning outcome (CLO)	Knowledge	CLO1: identify standards of and barriers to critical thinking, and argument types belonging to deductive and inductive reasoning CLO2: identify logical fallacies of relevance and insufficient evidence	Skill	CLO3: relate statements and evaluate the validity of deductive arguments using Venn diagram and truth tables CLO4: relate statements, summarize and evaluate deductive & inductive arguments	Attitude	CLO5: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities
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Attitude	CLO5: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities								

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i>		
	Weight: lecture session (3 hours)		
	Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	Topic	Weight	Level
	Introduction to Critical thinking	1	I, T, U
	Recognizing arguments	1	I, T, U
	Basic logical concepts	1	I, T, U
	A little categorical logic	1	I, T, U
	A little propositional logic	1	I, T, U
	Logical fallacies I	1	I, T, U
	Logical fallacies II	1	I, T, U
	Analyzing arguments	1	I, T, U
Evaluating arguments and truth claims	1	I, T, U	
Inductive reasoning	1	I, T, U	
Group presentations + Review for exams	5	U	
Examination forms	Written exams and project presentations		
Study and examination requirements	<p><i>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged.</i></p> <p><i>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</i></p>		
Reading list	<p>[1]. Bassham, J., Irwin, W., Nardone, H., &amp; Wallace, J. M. (2022). <i>Critical Thinking: A Student's Introduction</i> (7th ed.). McGraw-Hill Education</p> <p>References:</p> <p>[2]. Moore, B.N., &amp; Parker, R. (2009). <i>Critical thinking</i> (9th ed.). Boston: McGraw-Hill</p> <p>[3]. Hurley, P. J. (2012). <i>A concise introduction to logic</i> (11th ed.). Wadsworth: Cengage Learning.</p> <p>+ Relevant web resources</p>		

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-44) and Program Learning Outcomes (PLO) (1-7) is shown in the following table:

	PLO						
	1	2	3	4	5	6	7
<b>CLO</b>	demonstrate an active command of linguistic theory and linguistic investigation in at least one area of linguistics. (Knowledge)	select appropriate theories and tools of translation and interpreting in their translation-interpreting practice, with regard to the aesthetic values of English literary works. (Knowledge, Skills)	perform English teaching lessons and assessment by evaluating various teaching methodologies and approaches, incorporating Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	develop communication strategies in an international working environment by recognizing the relationship between language and culture and analysing the cultural factors in intercultural communications in order to work effectively in multidisciplinary teams. (Knowledge, Skills)	display the competence in using languages (English and a second foreign language) flexibly and successfully for social, academic, and professional purposes. (Skills)	demonstrate the ability to conduct scientific research effectively and ethically applying appropriate research methods, technology, and critical thinking. (Skills, Attitudes)	adhere to discipline, responsibilities, and ethical practices as an individual and a team member, in both professional and social settings. (Attitudes)
1				X		X	X
2				X		X	X
3				X		X	X
4				X		X	X

*\*Use Bloom's Taxonomy*

### 3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Introduction to Critical thinking	1, 5	Ongoing assessment & Midterm exam	Lecture, Discussion	[1] Chapter 1
2	Recognizing arguments	1, 5	Ongoing assessment & Midterm exam	Lecture, Discussion	[1] Chapter 2

Week	Topic	CLO	Assessments	Learning activities	Resources
3	Basic logical concepts	2, 5	Ongoing assessment & Midterm exam	Lecture, Discussion	[1] Chapter 3
4	A little categorical logic Quiz 1	3, 5	Ongoing assessment & Midterm exam	Lecture, Discussion	[1] Chapter 9
5	A little propositional logic	3, 5	Ongoing assessment & Midterm exam	Lecture, Discussion	[1] Chapter 10
6	Logical fallacies I	2, 5	Ongoing assessment & Midterm exam	Lecture, Discussion	[1] Chapter 5
7	Logical fallacies II Quiz 2	2, 5	Ongoing assessment & Midterm exam	Lecture, Discussion	[1] Chapter 6
8	<b>MIDTERM TEST</b>				
9	Analyzing arguments	4, 5	Ongoing assessment & Final exam	Lecture, Discussion	[1] Chapter 7
10	Evaluating arguments and truth claims	4, 5	Ongoing assessment & Final exam	Lecture, Discussion	[1] Chapter 8
11	Inductive reasoning Quiz 3	4, 5	Ongoing assessment & Final exam	Lecture, Discussion	[1] Chapter 11
12-14	Group presentations	1-5	Ongoing assessment & Final exam	Presentation, Discussion	
15	Review for final exam Sample test	1-5	Ongoing assessment & Final exam		
<b>FINAL EXAM</b>					

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5
Ongoing assessment (30%)	In-class assignments 60%Pass	In-class assignments 60%Pass	In-class assignments 60%Pass	In-class assignments 60%Pass	Attendance score 60%Pass
Midterm exam (20%)	X 60%Pass		X 60%Pass		
Final exam (50%)		X 60%Pass		X 60%Pass	

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

**5. Rubrics**

Marks for multiple choice questions:

CLO1: 2pts/correct answer

CLO2: 2pts/correct answer

CLO3: 3pts/correct answer

CLO4: 4pts/correct answer

**6. Revised date:** June 2nd, 2025**7. Course coordinator/Lecturer: Đỗ Thị Diệu Ngọc**

- School of Languages

- Email: [dtdngoc@hcmiu.edu.vn](mailto:dtdngoc@hcmiu.edu.vn)

*Ho Chi Minh City, June 6th, 2025*

**VICE DEAN OF SCHOOL OF LANGUAGES**

**(Signature)**

**Dr. Vũ Hoa Ngân**



VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY  
School of Business

**COURSE SYLLABUS**

**Course Name: Principles of Marketing**

Course Code: **BA003IU**

**1. General information**

Course designation	The course named “Principles of Marketing” provides the students with necessary information on the basic concepts of marketing and its principles. It focuses on the understanding of Market Demand and Customers Behaviors as well as Marketing strategies developed by firms in terms of Pricing, Product, Place, Promotion, etc. The course also mentions various methods to market research and environmental factors that affect the marketing activities.
Semester(s) in which the course is taught	1, 2
Person responsible for the course	
Language	English
Relation to curriculum	Compulsory
Teaching methods	Lectures, projects, quizzes, examinations.
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 127.5 Contact hours (please specify whether lecture, discussion, presentation session, etc.): 37.5 Private study including examination preparation, specified in hours <sup>1</sup> : 90
Credit points	4.62 ECTS
Required and recommended prerequisites for joining the course	None

Course objectives	<p>This course is an introduction to the field of marketing. In this course, the students will start to examine the most basic concepts in marketing – customer needs, wants, and demand to understand the marketplace. Next, main steps in designing a customer-driven marketing strategy are also explored. This course specially focuses on constructing an integrated marketing program that delivers superior value by using the marketing mix (the four Ps) – product/service design, pricing, distribution, and promotion. At last, other new contents of modern marketing, such as customer relationship management and partner relationship management are also briefly mentioned.</p>									
Course learning outcomes	<p>Upon the successful completion of this course students will be able to:</p> <table border="1" data-bbox="446 556 1396 1253"> <thead> <tr> <th data-bbox="446 556 690 598">Competency level</th> <th data-bbox="690 556 1396 598">Course learning outcome (CLO)</th> </tr> </thead> <tbody> <tr> <td data-bbox="446 598 690 945">Knowledge</td> <td data-bbox="690 598 1396 945"> <p>CLO1. Describe marketing terminology and concepts and the principles used in developing marketing programs in a firm.</p> <p>CLO2. Identify wants, environmental factors and personal factors that shape marketing activities for certain target markets.</p> <p>CLO3. Explain the different types of goods, services, pricing, distribution and promotion in marketing strategies.</p> </td> </tr> <tr> <td data-bbox="446 945 690 1176">Skill</td> <td data-bbox="690 945 1396 1176"> <p>CLO4. Describe different research methodologies in developing marketing plans.</p> <p>CLO5. Identify the components that help to organize and assign individuals or groups to work together in the planning, implementation and control of marketing activities</p> </td> </tr> <tr> <td data-bbox="446 1176 690 1253">Attitude</td> <td data-bbox="690 1176 1396 1253"> <p>CLO6. State the ethical requirements of marketing activities</p> </td> </tr> </tbody> </table>		Competency level	Course learning outcome (CLO)	Knowledge	<p>CLO1. Describe marketing terminology and concepts and the principles used in developing marketing programs in a firm.</p> <p>CLO2. Identify wants, environmental factors and personal factors that shape marketing activities for certain target markets.</p> <p>CLO3. Explain the different types of goods, services, pricing, distribution and promotion in marketing strategies.</p>	Skill	<p>CLO4. Describe different research methodologies in developing marketing plans.</p> <p>CLO5. Identify the components that help to organize and assign individuals or groups to work together in the planning, implementation and control of marketing activities</p>	Attitude	<p>CLO6. State the ethical requirements of marketing activities</p>
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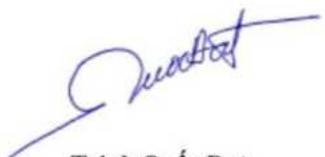
Content	<p><i>The description of the contents should clearly indicate the weighting of the content and the level.</i></p> <p>Weight: lecture session (3 hours)</p> <p>Learning level: I (Introduced); R (Reinforced); M (Mastered)</p> <table border="1" data-bbox="446 367 1396 1375"> <thead> <tr> <th>Topic</th> <th>Weight</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>Chapter 1: Creating and Capturing Customer Value</td> <td>1</td> <td>I, R</td> </tr> <tr> <td>Chapter 2: Company and Marketing Strategy- Partnering to Build Customer Engagement, Value, and Relationships</td> <td>1</td> <td>I, R</td> </tr> <tr> <td>Chapter 3: Analyzing the marketing environment</td> <td>1</td> <td>I, R</td> </tr> <tr> <td>Chapter 5: Understanding consumer buyer behavior</td> <td>2</td> <td>I, R</td> </tr> <tr> <td>Chapter 6: Business Markets and Business Buying Behavior</td> <td>1</td> <td>I, R</td> </tr> <tr> <td>Chapter 7: Customer-Driven Marketing Strategy: Creating Value for Target Customers</td> <td>2</td> <td>I, R</td> </tr> <tr> <td>Chapter 8: Product, Services, and Brands: Building Customer Value</td> <td>2</td> <td>I, R</td> </tr> <tr> <td>Chapter 10: Pricing: Understanding and Capturing Customer Value</td> <td>1</td> <td>I, R</td> </tr> <tr> <td>Chapter 12: Marketing Channels: Delivering Customer Value</td> <td>1</td> <td>I, R</td> </tr> <tr> <td>Chapter 14: Communicating Customer Value: Integrated Marketing Communications Strategy</td> <td>1</td> <td>I, R</td> </tr> <tr> <td>Chapter 15: Advertising and Public Relations</td> <td>1</td> <td>I, R</td> </tr> </tbody> </table>	Topic	Weight	Level	Chapter 1: Creating and Capturing Customer Value	1	I, R	Chapter 2: Company and Marketing Strategy- Partnering to Build Customer Engagement, Value, and Relationships	1	I, R	Chapter 3: Analyzing the marketing environment	1	I, R	Chapter 5: Understanding consumer buyer behavior	2	I, R	Chapter 6: Business Markets and Business Buying Behavior	1	I, R	Chapter 7: Customer-Driven Marketing Strategy: Creating Value for Target Customers	2	I, R	Chapter 8: Product, Services, and Brands: Building Customer Value	2	I, R	Chapter 10: Pricing: Understanding and Capturing Customer Value	1	I, R	Chapter 12: Marketing Channels: Delivering Customer Value	1	I, R	Chapter 14: Communicating Customer Value: Integrated Marketing Communications Strategy	1	I, R	Chapter 15: Advertising and Public Relations	1	I, R
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Examination forms	Multiple-choice questions, Short-answer questions, Case analysis																																				
Study and examination requirements	<p>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed based on their class participation. Questions and comments are strongly encouraged.</p> <p>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</p>																																				
Reading list	<p>[1] Textbook: Philip Kotler and Gary Armstrong (2015), Principles of Marketing, 16th Edition, Prentice Hall, Upper Saddle River, New Jersey</p> <p>[2] Slides and other materials are provided in the Blackboard</p>																																				

## 2. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Chapter 1: Creating and Capturing Customer Value	1	MCQs; Case analysis	Lecture, Discussion Group's project guidelines	[1], [2]
2	Chapter 2: Company and Marketing Strategy- Partnering to Build Customer Engagement, Value, and Relationships	1,2	MCQs; Case analysis	Lecture, Discussion	[1], [2]
3	Chapter 3: Analyzing the marketing environment	1,2	MCQs; Case analysis	Lecture, Discussion	[1], [2]
4, 5	Chapter 5: Understanding consumer buyer behavior	1,2,3	MCQs; Case analysis	Lecture, Discussion	[1], [2]
6	Chapter 6: Business Markets and Business Buying Behavior	1,2,3	MCQs; Case analysis	Lecture, Discussion	[1], [2]
7, 8	Chapter 7: Customer-Driven Marketing Strategy: Creating Value for Target Customers	1,2,3	MCQs; Case analysis	Lecture, Discussion	[1], [2]
9	Midterm	1,2,3, 6	Short-answer questions; MCQs; Case analysis 70%*		
10, 11	Chapter 8: Product, Services, and Brands: Building Customer Value	1,2,3	MCQs; Case analysis	Lecture, Discussion	[1], [2]
12	Chapter 10: Pricing: Understanding and Capturing Customer Value	1,2,3	MCQs; Case analysis	Lecture, Discussion	[1], [2]
13	Chapter 12: Marketing Channels: Delivering Customer Value	1,2,3	Quiz 70%*	Lecture, Discussion	[1], [2]
14	Chapter 14: Communicating Customer Value: Integrated Marketing Communications Strategy	1,3	MCQs; Case analysis	Lecture, Discussion	[1], [2]
15	Chapter 15: Advertising and Public Relations	1,3	MCQs; Case analysis	Lecture, Discussion	[1], [2]
16	Oral group project presentation	4,5	Oral Presentation 70%*	Q&A	
17	Final exam	1,2,3, 4,6	Short- answer questions; MCQs; Case analysis 70%*		

Note: \* Target that 70% of students having scores greater than 70 out of 100.

**3. Date revised:**

	<p><i>Ho Chi Minh City, 10 / June / 2025</i></p> <p><b><i>Dean of School</i></b></p>  <p><b>Trịnh Quốc Đạt</b></p>
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VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY  
School of Business

**COURSE SYLLABUS**

**Course Name: Principles of Management**

Course Code: **BA123IU**

**1. General information**

Course designation	<i>This subject will provide the fundamental theories and concepts of management as they apply within the contemporary work environment.</i>
Semester(s) in which the course is taught	1, 2, 3
Person responsible for the course	
Language	English
Relation to curriculum	Compulsory
Teaching methods	Lecture; Case study; Group discussion
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 127.5 Contact hours (please specify whether lecture, discussion, presentation session, etc.): 37.5 Private study including examination preparation, specified in hours: 90
Credit points	3 (3;0)
Required and recommended prerequisites for joining the course	None

Course Description	Students will be provided with the fundamental theories and concepts of management as they apply within the contemporary work environment. The course is an introduction to the basic concepts on management roles such as planning and controlling, organization, leadership and motivation. Through this course, students will become acquainted with different management approaches and the challenges for management in the twenty-first century.	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	Competency level	Course learning outcome (CLO)
	Knowledge (I, R)	CLO1. Identifying how managers use leadership theories, motivation theories, and other basic concepts of teamwork and communication in high-performance organizations through group assignments. CLO2. Explain four management functions: planning, organizing, leading, and controlling CLO3. Describe the challenges and opportunities that organizations are facing today such as globalization, diversity, technology, and social responsibility.
	Skill (R)	CLO4. Explain the managerial practices of an organization through assignments and presentations. CLO5. Develop communication skills via in-class presentations (70% of students get 2/4 in the skill assessment rubrics). CLO6. Develop teamwork skills via group assignments (70% of students get 2/4 in the skill assessment rubrics).
Attitude	CLO7. Follow ethical issues in managerial situations.	

Content	<p><i>The description of the contents should clearly indicate the weighting of the content and the level.</i></p> <p>Weight: lecture session (3 hours)</p> <p>Learning levels: I (Introduce); T (Teach); U (Utilize)</p> <table border="1" data-bbox="446 367 1396 1123"> <thead> <tr> <th>Topic</th> <th>Weight</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>Introducing Management</td> <td>1</td> <td>I, T</td> </tr> <tr> <td>Management Learning Past to Present</td> <td>1</td> <td>I, T</td> </tr> <tr> <td>Environment, Innovation, and Sustainability</td> <td>1</td> <td>I, T</td> </tr> <tr> <td>Global Management and Cultural Diversity</td> <td>1</td> <td>T, U</td> </tr> <tr> <td>Planning Processes and Techniques</td> <td>1</td> <td>I, T</td> </tr> <tr> <td>Control Processes and Systems</td> <td>1</td> <td>I, T</td> </tr> <tr> <td>Organization Structures and Designs</td> <td>1</td> <td>I, T</td> </tr> <tr> <td>Leading and Leadership Development</td> <td>2</td> <td>I, T</td> </tr> <tr> <td>Individual Behavior</td> <td>1</td> <td>T, U</td> </tr> <tr> <td>Motivation Theory and Practice</td> <td>2</td> <td>I, T</td> </tr> <tr> <td>Teams and Teamwork</td> <td>1</td> <td>T, U</td> </tr> <tr> <td>Communication and Collaboration</td> <td>1</td> <td>T, U</td> </tr> </tbody> </table>	Topic	Weight	Level	Introducing Management	1	I, T	Management Learning Past to Present	1	I, T	Environment, Innovation, and Sustainability	1	I, T	Global Management and Cultural Diversity	1	T, U	Planning Processes and Techniques	1	I, T	Control Processes and Systems	1	I, T	Organization Structures and Designs	1	I, T	Leading and Leadership Development	2	I, T	Individual Behavior	1	T, U	Motivation Theory and Practice	2	I, T	Teams and Teamwork	1	T, U	Communication and Collaboration	1	T, U
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Examination forms	Short-answer questions																																							
Study and examination requirements	<p>Regular and punctual attendance at lectures is expected in this course. University regulations indicate that if students attend less than eighty percent of scheduled classes, they may not be considered for final assessment.</p> <p>Discussions are strongly encouraged.</p> <p>Students must gain more than 50/100 points overall to pass this course.</p>																																							
Reading list	<p>[1] t</p> <p>[2] Schermerhorn, J., Davidson, P., Woods, P., Factor, A., Simon, A. and McBarron, E., 2017. <i>Management, 6th Asia-Pacific Edition</i>. 6th ed. Sydney: John Wiley.</p> <p>[3] DuBrin, Andrew J. 2008. <i>Essentials of Management</i>. 8th ed. Cengage Learning.</p>																																							

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-7) and Program Learning Outcomes (PLO) (1,3,4,5,6) is shown in the following table:

CLOs	PLOs
------	------

	1	3	4	5	6
1	x	x	x	x	x
2	x	x	x	x	x
3	x	x	x	x	x
4		x	x	x	x
5		x	x	x	x
6		x	x	x	x
7		x	x	x	x

### 3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessment	Learning activities	Resources
1	Chapter 1: Introduction to Management	1;2;	MCQs; Case analysis	Lecture, Group discussion, Group's assignment guidelines	[1] Chapter 1.
2	Chapter 2: Management Learning Past to Present	1;2;3	MCQs; Case analysis	Lecture, Group discussion	[1] Chapter 2.
3	Chapter 4: Environment, Innovation, and Sustainability	1;2;3	MCQs; Case analysis	Lecture, Group discussion	[1] Chapter 4.
4	Chapter 5: Global Management and Cultural Diversity	1;2;3	MCQs; Case analysis	Lecture, Group discussion	[1] Chapter 5.
5	Chapter 8: Planning Processes and Techniques	2; 4	MCQs; Case analysis	Lecture, Group discussion	[1] Chapter 8.
6	Chapter 9: Control Processes and Systems	2; 4	MCQs; Case analysis	Lecture, Group discussion	[1] Chapter 9.
7	Chapter 11: Organization Structures and Designs	2; 4	MCQs; Case analysis	Lecture, Group discussion	[1] Chapter 11.
8	Group assignments	4; 5; 6; 7	Oral presentation (70%*)	Oral Presentations; Q&A (for CLO 7); Feedback	
9	<b>MIDTERM EXAM</b>	1;2;3;4;5;6;7	Short- answer questions; MCQs; Case analysis 70%*		
10	Chapter 14: Leading and Leadership Development	2; 4	MCQs; Case analysis	Lecture, Group discussion	[1] Chapter 14.
11	Chapter 15: Individual Behaviour	2; 4	MCQs; Case analysis	Lecture, Group discussion	[1] Chapter 15.
12	Chapter 16: Motivation Theory and Practice	2; 4	MCQs; Case analysis	Lecture, Discussion,	[1] Chapter 16.
14	Chapter 17: Teams and Teamwork	1; 6; 7	MCQs; Case analysis	Lecture, Group discussion	[1] Chapter 17.
	Chapter 18: Communication and Collaboration	1; 5; 7	MCQs; Case analysis	Lecture, Group discussion	[1] Chapter 18.

15	Group assignment	4; 5; 6; 7	MCQs; Case analysis	Oral Presentations; Q&A (for CLO 7); Feedback	
16	Final examination	1;2;3 ;4;5; 6;7	Short- answer questions; MCQs; Case analysis 70%*		

Note: \* Target that 70% of students having scores greater than 70 out of 100.

#### 4. Rubrics (optional)

### GRADING RUBRIC FOR WRITTEN COURSEWORK MIDTERM EXAMINATION – Subject (ID subject) Academic year: 2022 – 2023 (term ...)

Criteria	INADEQUATE 10% – 49%	ADEQUATE 50% - 59%	ABOVE AVERAGE 60% - 74%	EXEMPLARY ≥ 75%
Organisation and clarification	Does not organise ideas logically and with clarification  Limited evidence of coherence  Ideas lack consistence	Generally organised logically, with evidence of progression  Occasionally, there may be a lack of focus or ideas may be tangential	Clear organization and progression.  Responds appropriately and relevantly, although some ideas are underdeveloped	Response is focused, detailed and non-tangential.  Shows a high degree of attention to logic and reasoning of points.  Clearly leads the reader to the conclusion and stirs thought regarding the topic
Originality and usefulness of the analysis	Demonstrates an incomplete grasp of the task.  There is no overall sense of creative coherence.  Arguments are addressed incompletely.	Shows ability to identify legal issues, gather the facts and develop claims.  Argument are addressed well but no links with evidence	Shows strong ability to identify legal issues, gather the fact and develop claims as well as link claims with evidence.  Overall, an acceptable solution is offered and explained	Shows strong ability to identify legal issues, gather the facts and develop claims as well as link claims with evidence.  Satisfactory solutions are offered and supported
Use of data/information	Shows little information from sources. Poor handling of sources	Shows moderate amount of source information incorporated.  Some key points supported by sources.  Quotations may be poorly integrated into paragraphs.  Some possible problems with source citations	Draws upon sources to support most points.  Some evidence may not support arguments or may appear where inappropriate.  Quotations integrated well into paragraphs.  Sources cited correctly	Draws upon primary and secondary source information in useful and illuminating ways to support key points.  Excellent integration of quoted material into paragraphs. Source cited correctly
Use of frameworks	Shows limited ability to structure problems in correspondence to	Shows effort to link problems with the theoretical frameworks.	Shows ability to structure problems in correspondence to	Shows ability to structure problems in correspondence to

	theoretical frameworks	There are still some mistakes	theoretical frameworks correctly. Minor mistakes in resolving problems	theoretical frameworks correctly. The problems are well resolved
Quality of arguments	Shows little attempt to offer support for key claims or to relate evidence to analysis. Reasons offered are irrelevant.	Shows argument of poor quality. Weak, undeveloped reasons are offered to support key claims	Shows clear, relevant and logical arguments.	Shows identifiable, reasonable and sound arguments. Clear reasons are offered to support key claims.

**5. Date revised: August 23, 2022**

*Ho Chi Minh City, 23/08/2022*  
*Head/Dean of Department/School*



**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
School of Business

**COURSE SYLLABUS**  
**COURSE NAME: WORKSHOP 1**  
**Course Code: BA256IU**

**1. General information**

Course designation	The course provides students with soft skills and right attitude to succeed in university and future professional working environment. This course includes nine presentations made by guest speakers who are either directors/managers or experts who have at least five years of experience. The presentations are scheduled in a systematic and scientific way to allow students to practice what they learn in class and to do teamwork assignments given by guest speakers.
Semester(s) in which the course is taught	1,2
Person responsible for the course	
Language	English
Relation to curriculum	Compulsory

Teaching methods	<p>The teaching method is focus on experimental and practical experience. The teaching and learning approach in this course is highly inter-active, requiring student participation and contribution. To this end, and prior to each class, students must:</p> <ul style="list-style-type: none"> <li>• Download the guest speaker's presentation slides from the course website through Blackboard.</li> <li>• Prepare your weekly readings (from the assigned readings and other distributed course materials)</li> <li>• Prepare your responses to set discussion questions and cases</li> <li>• Be prepared to participate in the class discussions, group work</li> </ul> <p>The general format of classes in this course will be as follows (with some variations)</p> <ul style="list-style-type: none"> <li>- Guest speakers' presentations (3.0 hours): conceptual framework and practical examples, discussions and group presentations</li> <li>- Tutorial (1.0 hours): case studies, group discussion</li> </ul>
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135
Credit points	3
Required and recommended prerequisites for joining the course	N/A
Course objectives	<p>At the completion of this course students will be able to:</p> <p>Recognize and apply soft skills such as task management, teamwork, leadership in their study activities;</p> <p>Develop their social awareness and responsibilities;</p> <p>Improve their ability to do public speaking and professional presentation;</p> <p>Get familiar with multi-perspective mindsets on different issues.</p>
Course learning outcomes	

Content	<p><i>The description of the contents should clearly indicate the weighting of the content and the level.</i></p> <ol style="list-style-type: none"> <li>1. Interpersonal skills (including dealing with people of different status, email writing, etc.)</li> <li>2. Teamwork Skills</li> <li>3. Self-confidence &amp; assertive skills</li> <li>4. Interview skills &amp; CV writing</li> <li>5. Problem solving &amp; decision making</li> <li>6. Emotion &amp; stress management</li> <li>7. Self-discovery/Self-discipline/Self-control/Patience</li> <li>8. Career Orientation</li> <li>9. Time management skills</li> </ol>
Examination forms	Assignment & Group Presentation
Study and examination requirements	<p>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed based on their class participation. Questions and comments are strongly encouraged.</p> <p>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</p>
Reading list	<p><b>Learning materials:</b></p> <p>Presentation slides distributed by guest speakers.</p> <p>Reading materials relevant posted on Blackboard.</p> <p>Extra reference materials from books, newspapers, videos, etc.</p> <p><b>e-RESOURCES:</b> This course has dedicated a paperless course. Copies of the syllabus, lecture notes, case presentations, and assignments will be sent to students' email. Students are expected to check email regularly.</p>

## 2. Learning Outcomes Matrix (optional)

## 3. Planned learning activities and teaching methods

- We plan to invite 7 guest speakers to conduct 9 topics belows:

No.	Topic	Name of guest speakers
1	Interpersonal skills (including dealing with people of different status, email writing, etc.)	Mr. Trần Quốc Khánh Mrs. Nguyễn Trần Phi Yến Mrs. Lương Minh Anh Ms. Hồ Kim Ngân Mr. Đoàn Thế Minh Mrs. Trần Thiên Trà Mr. Trần Hòa Hiệp
2	Teamwork Skills	
3	Self-confidence & assertive skills	
4	Interview skills & CV writing	
5	Problem solving & decision making	
6	Emotion & stress management	
7	Self-discovery/Self-discipline/Self-control/Patience	
8	Career Orientation	
9	Time management skills	

- 6 Classes: Friday Morning (2 classes); Saturday Morning (2 classes); Saturday Afternoon (2 classes).
- Venue: International University, 234 Pasteur, district 3, HCMC

#### 4. Assessment plan

Evaluation Category	Weight	Duration	Learning outcomes	Type of questions
Attendant	10%			
Class Discussion	10%			
Group Presentation	30%		LO1,2,3,4,5	Number of students are decided by instructor. Students have to participate on group presentation base on a provided case study by guest speaker. The input of this assignment must be base on your observation in all aspect of the topic on that day
Written Assignment	50%		LO1,2,3,4,5	Student has to prepare and write a practical CV and a cover letter base on set of specific job requirement for future internship or job regarding to their major in company.
<b>Total</b>	<b>100%</b>			

#### 5. Rubrics (optional)

##### 5.1. Grading checklist

Grading checklist for Written Reports	
Student: .....	HW/Assignment: .....
Date: .....	Evaluator: .....

	Max.	Score	Comments
<b>Content (60%)</b>			
Abstract clearly identifies purpose and summarizes principal content	10		
Introduction demonstrates thorough knowledge of relevant background and prior work	15		
Analysis and discussion demonstrate good subject mastery	30		
Summary and conclusions appropriate and complete	5		
<b>Organization (10%)</b>			
Distinct introduction, body, conclusions	5		
Content clearly and logically organized, good transitions	5		
<b>Quality of Layout, tables, and graphics (10%)</b>			
<b>Presentation (20%)</b>			
Organization	4		
Language	4		
Delivery	4		
Supporting Material	4		
Central Message	4		
<b>TOTAL SCORE</b>		100	

## 5.2. Holistic rubric

<b>Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW</b>	
Score	Description
5	Demonstrates complete understanding of the problem. All requirements of task are included in response
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted

Note: this rubric is also used to evaluate questions in an exam.

## 5.3. Analytic rubric

### *Critical thinking value rubric for evaluating questions in exams:*

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.

<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Source: Association of American Colleges and Universities

### Oral communication value rubric for evaluating presentation tasks:

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and

				speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.

Source: Association of American Colleges and Universities

## 6. Date revised:

	<p>Ho Chi Minh City, 10 / June / 2025</p> <p><b>Dean of School</b></p>  <p><b>Trịnh Quốc Đạt</b></p>
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VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY  
School of Economics, Finance and Accounting

**COURSE SYLLABUS**

**Course Name: Financial Accounting**

Course Code: **BA005IU**

**1. General information**

Course designation	BA005IU– Financial Accounting is the entry-level course which explores the basis of accounting that would be beneficial to student seeking a degree in the business area. Students will be introduced to the importance of accounting within the business environment and how accounting information can be utilized to facilitate business decisions. Students who decide to choose the Accounting and Finance major may go on to take the course Managerial Accounting or Auditing in the following semesters, which will focuses on evaluating and auditing firms, and report information to stakeholders.
Semester(s) in which the course is taught	1, 2
Person responsible for the course	Dr. Nguyen Thi Le Ha Ms. Truong Dieu Khiem Mr. Vu Tuan Anh
Language	English
Relation to curriculum	Compulsory
Teaching methods	Lecture, lesson, 2 big quizzes, project
Workload (incl. contact hours, self-study hours)	Total workload: 135
Credit points	3
Required and recommended prerequisites for joining the course	None

Course objectives	This course develops a basic understanding on the theories, principles, and applications of accounting and financial reporting, essentials in the IFRS standard, including topics such as the theory of debit and credit, accounts, special journals, the accounting cycle, notes and interest, accruals and deferrals, cash, receivables, inventory, fixed assets, and the analysis of financial statements. In general, its primary aim is to provide the basic knowledge in preparing and processing accounting transactions to present financial details in a relevant and effective manner, as well as interpreting this accounting information for different types of external and internal investors, management and other accounting information users.	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>
	Knowledge	<p>CLO1. Identify the importance of accounting information in decision making and the role it plays within the business environment</p> <p>CLO2. Compare the relevant procedures of the accounting information life cycle and transformation of accounting information during this process.</p> <p>CLO3. Differentiate the development of accounting principles and policies through accounting theories and undertakings of the accounting professions</p>
	Skill	<p>CLO4. Organize individuals or groups to work together to achieve a goal or solve problems arising from day to day business activities.</p> <p>CLO5: Identify the components that help to organize and assign individuals or groups to work together to achieve a goal or solve problems arising from day to day business activities</p> <p>CLO6: Explain the components that help to organize and assign individuals or groups to work together to achieve a goal or solve problems arising from day to day business activities</p>
Attitude	<p>CLO7: Hold skills and knowledge of global citizens</p> <p>CLO8: Practice skills and knowledge of global</p>	

Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i>		
	Weight: lecture session (3 hours)		
	Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	Topic	Weight	Level
	Introduction to Accounting and Business	1	I, T
	Analyzing Transactions	2	T, U
	The Adjusting process	1	T, U
	Completing the Accounting cycle	2	T
	Accounting for merchandising business	2	T, U
	Accounting for Inventories	2	T
	Accounting for Receivables	1	T, U
	Accounting for Fixed Assets	1	T, U
Accounting for current liabilities	0.5	I, T	
Financial Analysis	0.5	I, T	
Examination forms	Multiple-choice questions, short-answer questions		
Study and examination requirements	Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged. Assignments/Examination: Students must have more than 50/100 points overall to pass this course.		
Reading list	[1] Jerry J Weygandt, Paul D Kimmel, Donald E Kieso, Accounting Principles IFRS Version, Global Edition [2] Carl Warren, Accounting With IFRS Essentials: An Asia Edition, 1st Edition		

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-8) and Program/Student Learning Outcomes (SLO) (1-6) is shown in the following table:

CLO	SLO					
	1	2	3	4	5	6
1	x					
2	x					
3						x
4						
5						
6						
7						
8						

### 3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Introduction to Accounting and Business - The Nature of Accounting and Business - Accounting Equation - Financial Statements	1, 4	Quiz1	Lecture, Discussion, Inclass-Quiz	[1]. [2].
2-3	Analyzing Transactions - Double-entry Accounting System - Journalizing Entries and Posting Them to Accounts - Trial Balance	3	HW1	Lecture, Inclass-Quiz, HW	[1].
4	The Adjusting Process - Adjusting entries - Adjusted Trial Balance	3	Quiz4	Lecture, Group work	[2].
5-6	Completing the Accounting Cycle - Flow of Accounting Information - Closing Entries - Accounting Cycle	2	HW2, Quiz6	Lecture, Group work, HW	[1]. [2].
7	Accounting for Merchandising Businesses - Financial Statements for a Merchandising Business - Merchandising Transactions				
8,10	Inventories - Inventory Costing Methods - Reporting Merchandising Inventory in the Financial Statements - Estimating Inventory Cost	3		Lecture, Group work	[2].
9	Midterm				
11-12	Receivables - Direct write-off method for Uncollectible Accounts - Allowance Method for Uncollectible Accounts	3	HW3	Lecture, Group work, HW	[2]. [1].
13	Fixed Assets - Plant Asset Expenditures - Depreciation Methods	3		Lecture, Group work	[3].
14	Fixed Assets - Plant Asset Disposals - Statement preparation and Analysis	3	HW4	Lecture, Discussion, HW	[2].
15	Current liabilities - Accounting for liabilities - Reporting and Analyzing	3,4	Quiz15	Lecture, Inclass-Quiz	[1]. [2].
16	Current liabilities - Accounting for liabilities - Reporting and Analyzing			Review-Test	
17	Final exam				

### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
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2 big quizzes (10%)	Qz1 60%Pass	Qz6 60%Pass		Qz15 60%Pass
In-class exercises (20%)	HW2 50%Pass		HW1, HW3, HW4 50%Pass	
Midterm exam (30%)		Q3 50%Pass	Q1, Q2 50%Pass	
Final exam (40%)	Part I 50%Pass		Part II.1,2 50%Pass	Part II.3 50%Pass

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

## 5. Rubrics (optional)

### GRADING RUBRIC FOR WRITTEN COURSEWORK

#### MIDTERM EXAMINATION – Subject (ID subject)

Academic year: 2022 – 2023 (term ...)

Criteria	INADEQUATE 10% – 49%	ADEQUATE 50% - 59%	ABOVE AVERAGE 60% - 74%	EXEMPLARY ≥ 75%
Organisation and clarification	Does not organise ideas logically and with clarification  Limited evidence of coherence  Ideas lack consistence	Generally organised logically, with evidence of progression  Occasionally, there may be a lack of focus or ideas may be tangential	Clear organization and progression.  Responds appropriately and relevantly, although some ideas are underdeveloped	Response is focused, detailed and non-tangential.  Shows a high degree of attention to logic and reasoning of points.  Clearly leads the reader to the conclusion and stirs thought regarding the topic
Originality and usefulness of the analysis	Demonstrates an incomplete grasp of the task.  There is no overall sense of creative coherence.  Arguments are addressed incompletely.	Shows ability to identify legal issues, gather the facts and develop claims.  Argument are addressed well but no links with evidence	Shows strong ability to identify legal issues, gather the fact and develop claims as well as link claims with evidence.  Overall, an acceptable solution is offered and explained	Shows strong ability to identify legal issues, gather the facts and develop claims as well as link claims with evidence.  Satisfactory solutions are offered and supported
Use of data/information	Shows little information from sources. Poor handling of sources	Shows moderate amount of source information incorporated.  Some key points supported by sources.	Draws upon sources to support most points.  Some evidence may not support arguments or may appear where inappropriate.	Draws upon primary and secondary source information in useful and illuminating ways to support key points.  Excellent integration of quoted material into

		Quotations may be poorly integrated into paragraphs. Some possible problems with source citations	Quotations integrated well into paragraphs. Sources cited correctly	paragraphs. Source cited correctly
Use of frameworks	Shows limited ability to structure problems in correspondence to theoretical frameworks	Shows effort to link problems with the theoretical frameworks. There are still some mistakes	Shows ability to structure problems in correspondence to theoretical frameworks correctly. Minor mistakes in resolving problems	Shows ability to structure problems in correspondence to theoretical frameworks correctly. The problems are well resolved
Quality of arguments	Shows little attempt to offer support for key claims or to relate evidence to analysis. Reasons offered are irrelevant.	Shows argument of poor quality. Weak, undeveloped reasons are offered to support key claims	Shows clear, relevant and logical arguments.	Shows identifiable, reasonable and sound arguments. Clear reasons are offered to support key claims.

**6. Date revised:**

	<p><i>Ho Chi Minh City, 10 / June / 2025</i></p> <p><b><i>Dean of School</i></b></p>  <p><b>Trịnh Quốc Đạt</b></p>
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**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
School of Economics, Finance, and Accounting

**COURSE SYLLABUS**

**Course Name: Managerial Accounting**

Course Code: BA010IU

**1. General information**

Course designation	Employing the interactive learning and problem-based teaching approach, this course emphasizes the interaction between lecturers and students. The lecture materials will be uploaded in Blackboard to help the students to preview the materials and to concentrate on listening and critical thinking during the lecture. This will help students to interact with the lecturer during the classroom. The sessions for presentations and discussions comprise company case studies as well as answering some theoretical and conceptual questions, which help the students to see how the concepts are applied in the real international business context. Students will present the case to the class and discuss with the peers.
Semester(s) in which the course is taught	1,2,3
Person responsible for the course	<i>Mr. Vu Tuan Anh, CMA, MSA</i>
Language	English
Relation to curriculum	Compulsory
Teaching methods	Lecture, Q&A, Group Discussion, Group Research Project
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 127.5 Contact hours (please specify whether lecture, discussion, presentation session, etc.): 37.5 Private study including examination preparation, specified in hours: 90
Credit points	4.62 ECTS

Required and recommended prerequisites for joining the course	N/A
Course objectives	This course emphasizes the use of accounting information for internal planning and control purposes. It is designed to provide students conceptual and practical skills and techniques to perform business evaluation to assist managers in making sound judgments and decisions. Identified are the budgetary process and related performance evaluation techniques, cost-volume-profit relationship, product costing methods, and some other relevant theories and applications.
Course learning outcomes	<p>Upon the successful completion of this course students will be able to:</p> <ul style="list-style-type: none"> <li>- Analyze and explain key managerial accounting concepts and principles.</li> <li>- Analyze and record business transactions common to the manufacture of inventory in: <ul style="list-style-type: none"> <li>• Job order costing systems</li> <li>• Process costing systems</li> </ul> </li> <li>- Prepare accrual basis financial statements for manufacturers.</li> <li>- Explain common cost classifications and apply cost behavior concepts using cost-volume-profit analysis.</li> <li>- Explain the budgeting process and prepare a variety of budgets.</li> <li>- Explain and apply the concepts underlying standard costing systems, including the analysis of variances.</li> <li>- Explain decentralization and apply related performance measurement concepts.</li> <li>- Identify relevant costs and prepare analyses of costs and benefits considered in operational decisions.</li> <li>- Explain the capital budgeting process and apply a variety of methods used to make such decisions.</li> <li>- Use accounting information to make management decisions.</li> </ul>
Content	<p><i>The description of the contents should clearly indicate the weighting of the content and the level.</i></p> <ol style="list-style-type: none"> <li>1. Lecture 1: Managerial Accounting</li> <li>2. Lecture 2: Job Order Costing</li> <li>3. Lecture 3: Process Costing</li> <li>4. Lecture 4: Cost-Volume-Profit</li> <li>5. Lecture 5: Budgetary Planning</li> <li>6. Lecture 6: Budgetary Control and Responsibility Accounting</li> <li>7. Lecture 7: Standard Costs and Balanced Scorecard</li> <li>8. Lecture 8: Incremental Analysis</li> <li>9. Lecture 9: Planning for Capital Investments</li> </ol>
Examination forms	Mid-term and final tests will be a combination of MCQ, short answer questions, and application problems.

Study and examination requirements	Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed based on their class participation. Questions and comments are strongly encouraged. Assignments/Examination: Students must have more than 50/100 points overall to pass this course.
Reading list	Textbook: Accounting Principles IFRS Version, Global Edition, by: Jerry J. Weygandt; Paul D. Kimmel; Donald E. Kieso Reference Books: Ronald Hilton, and David Platt, Managerial Accounting – Creating Value in a Dynamic Business Environment, 10th edition.

## 2. Learning Outcomes Matrix (optional)

## 3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	<b>Lecture 1: Managerial Accounting</b> Managerial accounting basics Managerial Cost concepts Manufacturer Financial Statements Managerial Accounting Trends	1		Lecture, Discussion,	Textbook, Chapter 19
2	<b>Lecture 2: Job Order Costing</b> Cost Accounting Systems Job Costs Sheets and Manufacturing Costs Predetermined Overhead Rates Completed and Sold Manufacturing and Service Jobs Applied Manufacturing Overhead	2,3,4		Lecture, Group work, Discussion,	Textbook, Chapter 20
3	<b>Lecture 3: Process Costing</b> Overview of Process Cost Systems Recording Costs Equivalent Units The Production Cost Report	2,3,4,5		Lecture, Group work, Discussion,	Textbook, Chapter 21
4	<b>Lecture 4: Cost-Volume-Profit</b> Cost Behavior Analysis Mixed Costs Analysis Cost-Volume-Profit Analysis Break-Even Analysis Target Net Income and Margin of Safety	2,3,4,5		Lecture, Group work, Discussion,	Textbook, Chapter 22
5	<b>Lecture 5: Budgetary Planning</b> Effective Budgeting and Master Budget Sales, Production, and Direct Materials Budgets	2,3,4,5		Lecture, Group work, Discussion	Textbook, Chapter 24

6	<b>Lecture 5: Budgetary Planning (cont')</b> Direct Labor, Manufacturing Overhead, and S&A Expense Budgets Cash Budget and Budgeted Statement of Financial Position Budgeting in Non-Manufacturing Companies	2,3,4,5		Lecture, Group work, Discussion	Textbook, Chapter 24
7	<b>Big quiz 1</b>		Quiz	Lecture, Group work, Discussion	
8	<b>Review</b>			Lecture, Group work, Discussion	
9-10	<b>Midterm</b>				
11 -12	<b>Lecture 6: Budgetary Control and Responsibility Accounting</b> Budgetary Control and Static Budget Reports Flexible Budget Reports Responsibility Accounting and Responsibility Centers Investment Centers and ROI	2,3,4,5		Lecture, Group work, Discussion	Textbook, Chapter 25
13 -14	<b>Lecture 7: Standard Costs and Balanced Scorecard</b> Standard Costs Direct Materials Variances Direct Labor and Manufacturing Overhead Variances Variance Reports and Balanced Scorecards	2,3,4,5		Lecture, Group work, Discussion,	Textbook, Chapter 26
15	<b>Lecture 8: Incremental Analysis</b> Decision-making and Incremental Analysis Special Orders Make or Buy Sell or Process Further Repair, Retain, or Replace Equipment Eliminate Unprofitable Segment or Product	2,3,4,5		Lecture, Group work, Discussion,	Textbook, Chapter 23
16	<b>Lecture 9: Planning for Capital Investments</b> Capital Budgeting and Cash Payback Net present value method, IRR, ARR Capital Budgeting Challenges and Refinements	6,7		Lecture, Group work, Discussion,	Textbook, Chapter 27
17	<b>Big quiz 2</b>	6,7	Quiz		
18	<b>Final exam</b>				

#### 4. Assessment plan

Participation & Assignment 30%

Mid-Term Exam 30%

Final Exam 40%

Total 100%

**Quiz & Homework & group assignment:** Student is required do homework on every class date. Two quizzes will be conducted in this class (one before midterm and one after midterm) with advanced notice, and those will be part of participation & assessment. Furthermore, students will be divided into group for assignment, which will be submitted via blackboard at the end of the coursework (further information will be provided during the entire course)

**Examination:** Mid-term and final tests will be a combination of MCQ, short answer questions, and application problems.

Programmable calculators will not be allowed for use during the exam. The use of programmable calculator will result in receiving a zero for the exam.

The examination schedule and room will be announced by the Office of Academic Affair. Any issues regarding the administration of, timetabling of and non-attendance at final examinations need to be directed to the Office of Academic Affair. **These issues are not the responsibility of the individual lecturer.**

**Others:** Students will not be allowed to attend the final exam if result of either homework or mid-term exam is zero mark.

## 5. Rubrics (optional)

### 5.1. Grading checklist

Grading checklist for Written Reports			
Student: .....	HW/Assignment: .....		
Date: .....	Evaluator: .....		
	Max.	Score	Comments
<b>Content (60%)</b>			
Abstract clearly identifies purpose and summarizes principal content	10		
Introduction demonstrates thorough knowledge of relevant background and prior work	15		
Analysis and discussion demonstrate good subject mastery	30		
Summary and conclusions appropriate and complete	5		
<b>Organization (10%)</b>			
Distinct introduction, body, conclusions	5		
Content clearly and logically organized, good transitions	5		

<b>Quality of Layout, tables, and graphics (10%)</b>	10		
<b>Presentation (20%)</b>			
Organization	4		
Language	4		
Delivery	4		
Supporting Material	4		
Central Message	4		
<b>TOTAL SCORE</b>	100		

## 5.2. Holistic rubric

<b>Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW</b>	
<b>Score</b>	<b>Description</b>
5	Demonstrates complete understanding of the problem. All requirements of task are included in response
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted

Note: this rubric is also used to evaluate questions in an exam.

## 5.3. Analytic rubric

### *Critical thinking value rubric for evaluating questions in exams:*

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.

<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Source: Association of American Colleges and Universities

### Oral communication value rubric for evaluating presentation tasks:

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.

*Source: Association of American Colleges and Universities*

**6. Date revised: October 25, 2022**

*Ho Chi Minh City, dd/mm/yyyy*  
**Head/Dean of Department/School**  
*(Signature)*



**Trịnh Quốc Đạt**



**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
School of Economics, Finance, and Accounting

**COURSE SYLLABUS**

**COURSE NAME: ETHICS AND CORPORATE GOVERNANCE**

**Course Code: EFA233IU**

**1. General information**

Course designation	<p><i>The first part of this course deals with ethics, of which aim is to communicate theoretical and practical insights and developments in the fields of business ethics. The students learn the characteristics of ethical issues in business. They become acquainted with the theoretical basis of business ethics: stakeholder theory, theories of responsibility and normative ethical theory, intercultural ethics; as well as with theories and practices on the implementation of business ethics.</i></p> <p><i>The second part of this course focuses on corporate governance's theories and practices. Corporate governance is concerned with the ownership, control and accountability of corporations. It has become such an important current issue because there is increasing concern about such questions as: in whose interests are companies run; what mechanisms are in place to ensure that shareholder interests are safeguarded; what is the appropriate basis for setting management pay and are executives too often rewarded for failure; and why, despite the formalization of many procedures and practices for good governance, do things still go wrong leading to corporate collapse in some cases and failure of confidence in corporate management more generally?</i></p>
Semester(s) in which the course is taught	1
Person responsible for the course	Ms. Phan, Ngoc Anh
Language	English
Relation to curriculum	Compulsory
Teaching methods	Lecture, project.

Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 Private study including examination preparation, specified in hours: 90
Credit points	3
Required and recommended prerequisites for joining the course	None
Course objectives	<p>The objectives of this module are:</p> <ul style="list-style-type: none"> <li>• To introduce conceptual and theoretical foundations of ethics and corporate governance</li> <li>• To improve students' awareness of the importance of ethics and corporate governance and its development, practices, methods, and theories</li> <li>• To enhance students' knowledge of different parties influencing the corporation, including shareholders, board of directors, and managers</li> <li>• To understand the relationships among corporation parties to achieve better governance</li> </ul>

Course learning outcomes	Upon the successful completion of this course students will be able to:	
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>
	Attitude	CLO1. Express an appreciation for understanding the goals and objectives of ethics in business and corporate governance that facilitates the relationship between stakeholders of the company.
	Knowledge	CLO2. Explain and apply theories about the roles of ethics in doing business and different governance mechanisms in improving the performance of companies CLO3. Assess the primary roles of different governance bodies within a company, such as the board of directors, nomination committees, and audit committees CLO4. Locate the differences between corporate governance rules in different countries and examine the advantages and disadvantages of different governance rules and why they are changing over time
Skills	CLO5. Use empirical studies as tools for an evaluation of ethics and corporate governance rules and practices. CLO6. Demonstrate the ability to deliver an effective oral presentation with appropriate visuals. CLO7. Demonstrate the ability to produce a clear and concise written report that demonstrates advanced understanding of key concepts in ethics and corporate governance.	

Content	<p><i>The description of the contents should clearly indicate the weighting of the content and the level.</i></p> <p>Weight: lecture session (3 hours)</p> <p>Teaching levels: I (Introduce); T (Teach); U (Utilize)</p> <table border="1" data-bbox="444 365 1393 1276"> <thead> <tr> <th data-bbox="444 365 1159 415">Topic</th> <th data-bbox="1159 365 1289 415">Weight</th> <th data-bbox="1289 365 1393 415">Level</th> </tr> </thead> <tbody> <tr> <td data-bbox="444 415 1159 520">Defining Business Ethics: stakeholders, history, building and operating an ethical business</td> <td data-bbox="1159 415 1289 520">1</td> <td data-bbox="1289 415 1393 520">I,T,U</td> </tr> <tr> <td data-bbox="444 520 1159 617">Organizational Ethics: ethics in manufacturing, marketing, HR, Finance</td> <td data-bbox="1159 520 1289 617">1</td> <td data-bbox="1289 520 1393 617">I,T,U</td> </tr> <tr> <td data-bbox="444 617 1159 701">Introduction to CG</td> <td data-bbox="1159 617 1289 701">2</td> <td data-bbox="1289 617 1393 701">I, T</td> </tr> <tr> <td data-bbox="444 701 1159 785">Theories and philosophies of CG</td> <td data-bbox="1159 701 1289 785">1</td> <td data-bbox="1289 701 1393 785">I, T, U</td> </tr> <tr> <td data-bbox="444 785 1159 869">Disclosure and Transparency</td> <td data-bbox="1159 785 1289 869">1</td> <td data-bbox="1289 785 1393 869">T, U</td> </tr> <tr> <td data-bbox="444 869 1159 953">Shareholders rights and ownership structures</td> <td data-bbox="1159 869 1289 953">2</td> <td data-bbox="1289 869 1393 953">T, U</td> </tr> <tr> <td data-bbox="444 953 1159 1037">Board Structures and Duties</td> <td data-bbox="1159 953 1289 1037">2</td> <td data-bbox="1289 953 1393 1037">T, U</td> </tr> <tr> <td data-bbox="444 1037 1159 1121">Executive Performance Appraisal and Compensation</td> <td data-bbox="1159 1037 1289 1121">2</td> <td data-bbox="1289 1037 1393 1121">T, U</td> </tr> <tr> <td data-bbox="444 1121 1159 1205">Financial Oversight</td> <td data-bbox="1159 1121 1289 1205">2</td> <td data-bbox="1289 1121 1393 1205">T, U</td> </tr> <tr> <td data-bbox="444 1205 1159 1276">Succession Planning</td> <td data-bbox="1159 1205 1289 1276">1</td> <td data-bbox="1289 1205 1393 1276">T, U</td> </tr> </tbody> </table>	Topic	Weight	Level	Defining Business Ethics: stakeholders, history, building and operating an ethical business	1	I,T,U	Organizational Ethics: ethics in manufacturing, marketing, HR, Finance	1	I,T,U	Introduction to CG	2	I, T	Theories and philosophies of CG	1	I, T, U	Disclosure and Transparency	1	T, U	Shareholders rights and ownership structures	2	T, U	Board Structures and Duties	2	T, U	Executive Performance Appraisal and Compensation	2	T, U	Financial Oversight	2	T, U	Succession Planning	1	T, U
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Succession Planning	1	T, U																																
Examination forms	Multiple-choice questions, short-answer questions, problem solving questions																																	
Study and examination requirements	<p>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions are strongly encouraged.</p> <p>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</p>																																	
Resources	<p>[1] Andrew Ghillyer (2012). <i>Business ethics: Now</i>. International Edition. New York, NY: McGraw Hill.</p> <p>[2] Tricker, R. (2009) <i>Corporate Governance: Principles, Policies and Practices</i>. Oxford University Press.</p> <p>[3] Solomon, J. (2010) <i>Corporate Governance and Accountability</i>. 3rd ed. John Wiley &amp; Sons.</p> <p>[4] Monks and Minow (2011) <i>Corporate Governance</i>. 5th ed. John Wiley &amp; Sons.</p> <p>[5] IFC (2010) <i>Corporate Governance Manual for Vietnam</i></p>																																	

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-7) and Program/Student Learning Outcomes (PLO) (1-10) is shown in the following table:

CLO	PLO									
	1	2	3	4	5	6	7	8	9	10
1				x						
2	x	x		x						
3	x	x		x						
4		x		x						
5			x		x					
6			x		x					
7			x		x					

## 3. Planned learning activities and teaching methods.

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Defining Business Ethics: stakeholders, history, building and operating an ethical business	1		Lecture, Discussion,	[1] [2]
2	Organizational Ethics: ethics in manufacturing, marketing, HR, Finance	2,3,4		Lecture, Discussion,	[1] [2] [4][5]
3-4	Introduction to CG	1		Lecture, Discussion,	[2] [4][5]
5	Theories and philosophies of CG	2,3,4	Presentation	Lecture, Group work, Discussion,	[2] [4] [5]
6	Disclosure and Transparency	2,3,4, 5	Presentation	Lecture, Group work, Discussion, Presentation, In-class case study	[2] [4] [5]
7-8	Shareholders rights and ownership structures	2,3,4, 5	Presentation	Lecture, Group work, Discussion, Presentation, In-class case study	[2] [4] [5]
9-10	Board Structures and Duties	2,3,4, 5	Presentation	Lecture, Group work, Discussion, Presentation, In-class case study	[2] [4] [5]
	Midterm				

11	Executive Performance Appraisal and Compensation	2,3,4,5	Presentation	Lecture, Group work, Discussion, Presentation, In-class case study	[2] [4] [5]
12-13	Financial Oversight	2,3,4,5	Presentation	Lecture, Group work, Discussion, Presentation, In-class case study	[2] [4] [5]
14	Succession Planning	2,3,4,5		Lecture, Group work, Discussion, Presentation, In-class case study	[2] [4] [5]
15	Group presentation	6,7		Presentation	
16	Group presentation	6,7		Presentation	
17	Final exam				

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7
In-class exercises/quizzes (10%)		x 80%Pass	x 80%Pass	x 80%Pass			
Group project (20%)	x 80%Pass				x 80%Pass	x 80%Pass	x 80%Pass
Midterm exam (30%)		x 70%Pass	x 70%Pass	x 70%Pass			
Final exam (40%)		x 70%Pass	x 70%Pass	x 70%Pass			

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

#### 5. Rubrics (optional)

##### 5.1. Grading checklist

Grading checklist for Written Reports			
Student: .....		HW/Assignment: .....	
Date: .....		Evaluator: .....	
	Max.	Score	Comments
<b>Technical content (60%)</b>			
Abstract clearly identifies purpose and summarizes principal content	10		

Introduction demonstrates thorough knowledge of relevant background and prior work	15		
Analysis and discussion demonstrate good subject mastery	30		
Summary and conclusions appropriate and complete	5		
<b>Organization (10%)</b>			
Distinct introduction, body, conclusions	5		
Content clearly and logically organized, good transitions	5		
<b>Presentation (20%)</b>			
Correct spelling, grammar, and syntax	10		
Clear and easy to read	10		
<b>Quality of Layout and Graphics (10%)</b>	10		
<b>TOTAL SCORE</b>	100		

## 5.2. Holistic rubric

<b>Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW</b>	
<b>Score</b>	<b>Description</b>
5	Demonstrates complete understanding of the problem. All requirements of task are included in response
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted

Note: this rubric is also used to evaluate questions in an exam.

## 5.3. Analytic rubric

*Critical thinking value rubric for evaluating questions in exams:*

	<b>Capstone</b>	<b>Milestone</b>		<b>Benchmark</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.

<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

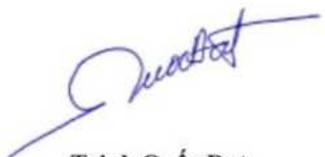
Source: Association of American Colleges and Universities

### Oral communication value rubric for evaluating presentation tasks:

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.

Source: Association of American Colleges and Universities

## 6. Date revised:

	<p><i>Ho Chi Minh City, 10 / June / 2025</i></p> <p><b>Dean of School</b></p>  <p><b>Trịnh Quốc Đạt</b></p>
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**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
School of Business Administration

**COURSE SYLLABUS**

**Course Name: Business Communication**

Course Code: BA006IU

**1. General information**

Course designation	This course is designed to provide students with a strong foundation in communicating at the workplace, focusing on: (1) communicating in the digital-age workplace, (2) developing business writing skills, (3) embracing professionalism at work, (2) developing business presentation skills, (4) preparing for successful job search, resumes, cover letters, and job interviews.
Semester(s) in which the course is taught	1,2
Person responsible for the course	
Language	English
Relation to curriculum	Compulsory
Teaching methods	Lecture, Q&A, Group Discussion, Group Research Project
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 127.5 Contact hours (please specify whether lecture, discussion, presentation session, etc.): 37.5 Private study including examination preparation, specified in hours: 90
Credit points	4.62 ECTS
Required and recommended prerequisites for joining the course	N/A

Course objectives	This course is designed to give students a comprehensive view of communication, its scope and importance in business, and the role of communication in establishing a favorable outside the firm environment, as well as an effective internal communications program. The various types of business communication media are covered. This course also develops an awareness of the importance of succinct written expression to modern business communication.
Course learning outcomes	<p>Upon the successful completion of this course students will be able to:</p> <p>LO1. Identify the role and process of communication as a means of achieving organizational objectives.</p> <p>LO2. Define communication and explain communication barriers.</p> <p>LO3. Identify the different types of writing performed by business professionals in each of the various functional areas of business</p> <p>LO4. Strengthen perception skills by embracing professionalism; by recognizing nonverbal responses; by improving listening skill; and by analyzing personal value systems; role and status, and cultural differences in organizational communication.</p> <p>LO5. Apply a clear, concise, convincing, and correct style of writing for business purposes.</p> <p>LO6. Complete an accurate, complete resume and cover letter.</p> <p>LO7. Conduct well-prepared interviews and complete follow-up employment correspondence.</p> <p>LO8. Demonstrate the ability to present effective oral reports.</p>
Content	<p><i>The description of the contents should clearly indicate the weighting of the content and the level.</i></p> <p>Chapter 1: Communicating in the Digital-Age Workplace</p> <p>Chapter 11: Professionalism at Work: Business Etiquette, Ethics, Teamwork, and Meetings</p> <p>Chapter 12: Business Presentations</p> <p>Chapter 2: Planning Business Messages</p> <p>Chapter 3: Organizing and Drafting Business Messages</p> <p>Chapter 4: Revising Business Messages</p> <p>Chapter 5: Short Workplace Messages and Digital Media</p> <p>Chapter 6: Positive Messages</p> <p>Chapter 7: Negative Messages</p> <p>Midterm Review</p> <p>Chapter 8: Persuasive and Sales Messages</p> <p>Chapter 9: Informal Reports</p> <p>Chapter 10: Proposals and Formal Reports</p> <p>Chapter 13: The Job Search and Resumes in the Digital Age</p> <p>Chapter 14: Interviewing and Following Up</p> <p>Group Presentation</p> <p>Group Presentation</p>
Examination forms	

Study and examination requirements	Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed based on their class participation. Questions and comments are strongly encouraged. Assignments/Examination: Students must have more than 50/100 points overall to pass this course.
Reading list	Main textbooks: Mary Ellen Guffey & Dana Loewy, Essentials of Business Communication, 10th edition, Thompson South Western.

## 2. Learning Outcomes Matrix (optional)

### 3. Planned learning activities and teaching methods

Session	Content	Learning Outcomes	Bloom's Taxonomy	Category	Teacher's Material	Student Homework's Material
	<b>Version 1</b>					
1	<b>Chapter 1:</b> Communicating in the Digital-Age Workplace	LO1,2	KN	Lecture	Textbook, lecture slides	Textbook, Blackboard
2	<b>Chapter 11:</b> Professionalism at Work: Business Etiquette, Ethics, Teamwork, and Meetings	LO4	KN, CO, AN, AP	Lecture	Textbook, lecture slides	Textbook, Blackboard
3	<b>Chapter 12:</b> Business Presentations	LO8	KN, AN, AP	Lecture	Textbook, lecture slides, presentation topics	Textbook, Blackboard
4	<b>Chapter 2:</b> Planning Business Messages <b>Chapter 3:</b> Organizing and Drafting Business Messages	LO3, 5	KN, CO, AP	Lecture	Textbook, lecture slides	Textbook, Blackboard
5	<b>Chapter 4:</b> Revising Business Messages <b>Chapter 5:</b> Short Workplace Messages and Digital Media	LO3,5	KN, CO, AP, SY, EV	Lecture	Textbook, lecture slides	Textbook, Blackboard
6	<b>Chapter 6:</b> Positive Messages	LO3,5	KN, SY, EV	Lecture	Textbook, lecture slides	Textbook, Blackboard

7	<b>Chapter 7:</b> Negative Messages	LO3,5	KN, SY, EV	Lecture	Textbook, lecture slides	Textbook, Blackboard
8	<b>Midterm Review</b>	LO1,2,3,4,5,8	CO, EV	Tutorial	Textbook, lecture slides	
9	<b>Chapter 8:</b> Persuasive and Sales Messages	LO3,5	KN, SY, EV	Lecture	Textbook, lecture slides	Textbook, Blackboard
10	<b>Chapter 9:</b> Informal Reports	LO3,5	KN, CO, AP	Lecture	Textbook, lecture slides	Textbook, Blackboard
11	<b>Chapter 10:</b> Proposals and Formal Reports	LO3,5	KN, CO, AP	Lecture	Textbook, lecture slides	Textbook, Blackboard
12	<b>Chapter 13:</b> The Job Search and Resumes in the Digital Age	LO6	KN, SY, EV	Lecture	Textbook, lecture slides	Textbook, Blackboard
13	<b>Chapter 14:</b> Interviewing and Following Up	LO7	KN, AN, AP	Lecture	Textbook, lecture slides	Textbook, Blackboard
14	<b>Group Presentation</b>	LO1,2,4,8	AP, EV	Group Presentation		Presentation instructions and topics
15	<b>Group Presentation</b>	LO1,2,4,8	AP, EV	Group Presentation		Presentation instructions and topics

#### 4. Assessment plan

Evaluation Category	Part	Weight	Duration	Learning outcomes	Type of questions	Number of questions	Scope of knowledge and skill of questions
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Individual Assignment		5%		LO1-7	Individual students will create their own employment profile on LinkedIn.	1 task for each assignment	Employment communication
Group assignments		25%		LO1-8	. Problem solving case studies . Writing assignments	1 task for each assignment	Based on topics of the lectures
Group Presentation		20%	20 - 30 minutes for each group presentation and 10 minutes for Q&A session.	LO2,4,8	Each team is required to conduct a presentation during the course. The topic will be assigned to each group before the midterm.	1 topic per group	Business presentation skills Business writing skills
Mid-term Exam		20%	90'	LO1,2,3,4,5,8	Essay questions	2-3	The questions will cover the lectures, class discussions, and assignments.
Final exam		30%	120'	LO1-8	Essay questions	2-3	The questions will cover the lectures, class discussions, and assignments.
<b>Total</b>		<b>100%</b>					

## 5. Rubrics (optional)

### 5.1. Grading checklist

Grading checklist for Written Reports			
Student: .....	HW/Assignment: .....		
Date: .....	Evaluator: .....		
	Max.	Score	Comments
<b>Content (60%)</b>			
Abstract clearly identifies purpose and summarizes principal content	10		
Introduction demonstrates thorough knowledge of relevant background and prior work	15		
Analysis and discussion demonstrate good subject mastery	30		
Summary and conclusions appropriate and complete	5		

<b>Organization (10%)</b>			
Distinct introduction, body, conclusions	5		
Content clearly and logically organized, good transitions	5		
<b>Quality of Layout, tables, and graphics (10%)</b>		10	
<b>Presentation (20%)</b>			
Organization	4		
Language	4		
Delivery	4		
Supporting Material	4		
Central Message	4		
<b>TOTAL SCORE</b>		100	

## 5.2. Holistic rubric

<b>Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW</b>	
<b>Score</b>	<b>Description</b>
5	Demonstrates complete understanding of the problem. All requirements of task are included in response
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted

Note: this rubric is also used to evaluate questions in an exam.

## 5.3. Analytic rubric

### *Critical thinking value rubric for evaluating questions in exams:*

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some

				contexts when presenting a position.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Source: Association of American Colleges and Universities

### **Oral communication value rubric for evaluating presentation tasks:**

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.

<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.

Source: Association of American Colleges and Universities

## 6. Date revised: October 25, 2022

Ho Chi Minh City, dd/mm/yyyy  
**Head/Dean of Department/School**  
*(Signature)*



**Trịnh Quốc Đạt**



**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
School of Economics, Finance, and Accounting

**COURSE SYLLABUS**

**COURSE NAME: FUNDAMENTALS OF FINANCIAL  
MANAGEMENT**

**Course Code: BA016IU**

**1. General information**

Course designation	<p>Fundamentals of Financial Management (BA016IU) is designed to equip students foundation knowledge of financial accounting and economics. The course emphasizes theoretical frameworks and practical matters of financial management. The learning experience will include: an introduction to financial management; time value of money; techniques of pricing of financial instruments such as bonds and stocks; evaluation of major projects; the relationship between risk and return; an introduction to Capital Asset Pricing Model (CAPM) and Portfolio theory; and cost of capital and capital structure.</p> <p>The learning system in this course consists of lectures and discussions. Lectures elaborate the appropriate theoretical content in the textbook and readings. Classes provide a more detailed and refined analysis of both concepts and applied materials. Classes are strongly oriented towards interactive discussion of the text and cases.</p>
Semester(s) in which the course is taught	1, 2
Person responsible for the course	<p>Ms. Nhung H Le Dr. Tien C Ng Ms. Anh N Phan Ms. Trang D T Le Ms. Uyen T M Vu Mr. Thien K Vo Mr. Minh N Tran</p>
Language	English

Relation to curriculum	Compulsory
Teaching methods	Lecture, Q&A
Workload (incl. contact hours, self-study hours)	Total workload: 135
Credit points	3
Required and recommended prerequisites for joining the course	N/A
Course objectives	Fundamental of Financial Management course provides students with basic concepts of financial management such as time value of money, security valuation as well as project valuation, risk-return relationship, capital structure and cost of capital estimation. This course may fulfill requirements of curriculum for students majoring in business administration in general; however is the foundation for students majoring in finance and accounting. For those students that major in finance and accounting, they can take higher level of courses in finance after this course, to count for some, Corporate Finance, Financial Institutions and Market, Portfolio Theory and Investment Analysis, International Finance Management, etc.

Course learning outcomes	Upon the successful completion of this course students will be able to:																													
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>																												
	Knowledge	<p>CLO1. Explain the purpose, goals, and importance of financial management.</p> <p>CLO2. Understand time value of money and possess skills to convert financial time values. Make basic valuation of bonds, stocks, and investment projects.</p> <p>CLO3. Understand the relationship between risk and return. Compute cost of capital and capital structure.</p>																												
	Skill	CLO4. Evaluate capital budgeting alternatives, using the firm's cost of capital in conjunction with internal rate of return and net present value techniques to make investment decision.																												
Attitude	CLO5. Can learn independently and assume responsibility for the learning process																													
Content	<p><i>The description of the contents should clearly indicate the weighting of the content and the level.</i></p> <p>Weight: lecture session (3 hours)</p> <p>Teaching levels: I (Introduce); T (Teach); U (Utilize)</p> <table border="1"> <thead> <tr> <th>Topic</th> <th>Weight</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>Introduction to financial management</td> <td>1</td> <td>I, T</td> </tr> <tr> <td>Time Value of Money</td> <td>3</td> <td>T, U</td> </tr> <tr> <td>Bonds and their evaluation</td> <td>2</td> <td>T, U</td> </tr> <tr> <td>Stock and their evaluation</td> <td>2</td> <td>T, U</td> </tr> <tr> <td>Project Investment Criteria and Capital Budgeting Decision</td> <td>1</td> <td>T, U</td> </tr> <tr> <td>Capital Budgeting and Cash Flows Projection</td> <td>2</td> <td>T, U</td> </tr> <tr> <td>Risk, Return and Capital Budgeting</td> <td>1</td> <td>I, T</td> </tr> <tr> <td>Capital Structure and Cost of Capital</td> <td>1</td> <td>T, U</td> </tr> </tbody> </table>			Topic	Weight	Level	Introduction to financial management	1	I, T	Time Value of Money	3	T, U	Bonds and their evaluation	2	T, U	Stock and their evaluation	2	T, U	Project Investment Criteria and Capital Budgeting Decision	1	T, U	Capital Budgeting and Cash Flows Projection	2	T, U	Risk, Return and Capital Budgeting	1	I, T	Capital Structure and Cost of Capital	1	T, U
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Capital Budgeting and Cash Flows Projection	2	T, U																												
Risk, Return and Capital Budgeting	1	I, T																												
Capital Structure and Cost of Capital	1	T, U																												
Examination forms	MCQ, short-answer and long-answer questions																													

Study and examination requirements	Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed based on their class participation. Questions and comments are strongly encouraged.  Assignments/Examination: Students must have more than 50/100 points overall to pass this course.
Reading list	Textbooks:  [1] Brealey, R.A., Myers, S.C. and Marcus, A.J., <i>Fundamentals of Corporate Finance, McGraw Hill</i> (any recent edition).  <b>Other recommended books:</b> Ross, S. A., Westerfield, R. W., and Jordan, B. D. (2010) <i>Fundamentals of Corporate Finance - 7<sup>th</sup> ed, McGraw Hill.</i> (any recent edition)

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-5) and Program Learning Outcomes (PLO) (1-10) is shown in the following table:

CLO	PLOs				
	1	2	3	4	5
1	x				
2	x	x	x		
3	x	x	x	x	
4		x	x		
5					

## 3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Introduction to financial management	1		Course Introduction,	[1]
2,3&4	Time Value of Money	2,5	Student attendance, Contribution to class discussion	Lecture, Q&A, Discussion	[1]
5&6	Bonds and their evaluation	2,5	Student attendance, Contribution to class discussion	Lecture, Q&A, Discussion	[1]
7&8	Stock and their evaluation	2,5	Student attendance, Contribution to class discussion	Lecture, Q&A, Discussion	[1]
9&10	Midterm				
11	Project Investment Criteria and	2,4,5	Student attendance,	Lecture, Q&A,	[1]

	Capital Budgeting Decision		Contribution to class discussion	Discussion	
12&13	Capital Budgeting and Cash Flows Projection	2,4,5	Student attendance, Contribution to class discussion	Lecture, Q&A, Discussion	[1]
14&15	Risk, Return and Capital Budgeting	3,5	Student attendance, Contribution to class discussion	Lecture, Q&A, Discussion	[1]
16	Capital Structure and Cost of Capital	3,4,5	Student attendance, Contribution to class discussion	Lecture, Q&A, Discussion	[1]
17	Review	1,2,3,4,5	Student attendance, Contribution to class discussion	Lecture, Q&A, Discussion	[1]
18	Final Exam				

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5
In-class exercises/quizzes (30%)	80% pass	80% pass	70% pass	90% pass	100% pass
Midterm exam (30%)	x 90%Pass	x 70%Pass	x 70%Pass	x 70%Pass	
Final exam (40%)		x 70%Pass	x 70%Pass	x 70%Pass	

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

#### 5. Rubrics (optional)

##### 5.1. Grading checklist

Grading checklist for Written Reports			
Student: .....	HW/Assignment: .....		
Date: .....	Evaluator: .....		
	Max.	Score	Comments
<b>Content (60%)</b>			
Abstract clearly identifies purpose and summarizes principal content	10		
Introduction demonstrates thorough knowledge of relevant background and prior work	15		
Analysis and discussion demonstrate good subject mastery	30		
Summary and conclusions appropriate and complete	5		

<b>Organization (10%)</b>			
Distinct introduction, body, conclusions	5		
Content clearly and logically organized, good transitions	5		
<b>Quality of Layout, tables, and graphics (10%)</b>	10		
<b>Presentation (20%)</b>			
Organization	4		
Language	4		
Delivery	4		
Supporting Material	4		
Central Message	4		
<b>TOTAL SCORE</b>	100		

## 5.2. Holistic rubric

<b>Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW</b>	
<b>Score</b>	<b>Description</b>
5	Demonstrates complete understanding of the problem. All requirements of task are included in response
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted

Note: this rubric is also used to evaluate questions in an exam.

## 5.3. Analytic rubric

### *Critical thinking value rubric for evaluating questions in exams:*

	<b>Capstone</b>	<b>Milestone</b>		<b>Benchmark</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.

<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

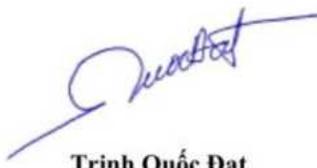
Source: Association of American Colleges and Universities

### Oral communication value rubric for evaluating presentation tasks:

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.

Source: Association of American Colleges and Universities

**6. Date revised:**

	<p><i>Ho Chi Minh City, 10 / June / 2025</i></p> <p><b>Dean of School</b></p>  <p><b>Trinh Quốc Đạt</b></p>
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**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
**School of Business Administration**

**COURSE SYLLABUS**  
**COURSE NAME: BUSINESS LAW**  
**Course Code: BA081IU**

**1. General information**

Course designation	The course will be provided with legal knowledge on business field such as how many types of business entities are there in Vietnam, how to manage and organize each types of the business entities, how to establish/re-organise/terminate the business entities, how to contract/perform/modify/terminate business contracts, and how to settle business disputes. From beginning of the course to midterm examinations, students will be introduced various forms of business entities in Vietnam. As a result, they will be able to choose the best form of business entities and prepare necessary dossiers for their business establishment in order to avoid difficulties caused by the authorities. After the midterm examination to the end of the course, students will discuss legal issues related to contracts and dispute settlement methods. From this, students will be able to ensure contractual validity when they enter into contracts, perform contracts in compliance with law and seek for legal protection in case that their partners violate contracts. This will help students to create, ensure as well as maintain fairness in business activities. In case of disputes, students will be able to choose the best dispute settlement methods to settle their disputes which will save their time and money.
Semester(s) in which the course is taught	1,2
Person responsible for the course	Dr. Vo Tuong Huan Mr. Mai The Kien
Language	English
Relation to curriculum	Compulsory
Teaching methods	Lecture, Q&A, Group Discussion, Group Research Project
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135

Credit points	3
Required and recommended prerequisites for joining the course	General Law (PE021IU)
Course objectives	<p>The overarching aims of this course are to:</p> <ul style="list-style-type: none"> <li>• Provide essential knowledge of the Business Law through integrated technology and real cases for social and cultural sustainability</li> <li>• Raise awareness of responsibility toward others in society and how to stand for ending all types of legal violations</li> <li>• Voluntarily act as an ambassador to ensure social fairness and global equitable rights</li> <li>• Use integrated online legal resources and communication tools to help the community to identify issues and develop countermeasures.</li> <li>• Use online forums and video conferences to collaborate with their peers and colleagues to conduct business activities legally</li> </ul>
Course learning outcomes	<p>Upon the successful completion of this course students will be able to:</p> <p>LO1. Understand legal concepts in Business law and start to develop base on how to communicate the legalities theoretically delivered through the course content into real social praxis for fair sustainable lifelong being.</p> <p>LO2. Understand and take responsibilities to comply with the Business law and to raise the self-motivational theme to reflect the academic knowledge through activities such as case studies from real life</p> <p>LO3. Learn to how to apply the theoretical contents into practice; to move from awareness of Business law to knowledge and action</p> <p>LO4. Learn how to approach those who do not have voices and to raise their legal rights aiming for fair social/cultural moves.</p> <p>LO5. Realize whether their prior thoughts/ behavior complies with law or not and change students' previous thoughts and to act as ambassadors for social fairness and global equitable rights.</p> <p>LO6. Take responsibility to conduct activities legally and learn the base for coexistence in the society.</p> <p>LO7. Use online legal libraries and resources, video review for moot courts for effective integration and interaction between knowledge and reality</p>
Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i>
Examination forms	
Study and examination requirements	<p>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed based on their class participation. Questions and comments are strongly encouraged.</p> <p>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</p>

Reading list	Instructor's PPT Legislation
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## 2. Learning Outcomes Matrix (optional)

### 3. Planned learning activities and teaching methods

Session	Content	Learning Outcomes
1	Introduction to Business Law and Business Entities <ul style="list-style-type: none"> <li>• Governing scope of business law</li> <li>• Business activities</li> <li>• Business entities</li> </ul>	LO1, LO2, LO3, LO4, LO5, LO6, LO7
2	Business Entity: Private Enterprise and Partnership. <ul style="list-style-type: none"> <li>• Characteristics</li> <li>• Management structure</li> <li>• Strength and weakness</li> <li>• Comparison with other entities</li> </ul>	LO1, LO2, LO3, LO4, LO5, LO6, LO7
3	Business Entity: Limited Liability Companies (Two or more members) <ul style="list-style-type: none"> <li>• Characteristics</li> <li>• Management structure</li> <li>• Strength and weakness</li> <li>• Comparison with other entities</li> </ul>	LO1, LO2, LO3, LO4, LO5, LO6, LO7
4	Business Entity: Limited Liability Companies (Single member and State-owned enterprise) <ul style="list-style-type: none"> <li>• Characteristics</li> <li>• Management structure</li> <li>• Strength and weakness</li> <li>• Comparison with other entities</li> </ul>	LO1, LO2, LO3, LO4, LO5, LO6, LO7
5	Business Entity: Shareholding Company <ul style="list-style-type: none"> <li>• Characteristics</li> <li>• Management structure</li> <li>• Strength and weakness</li> <li>• Comparison with other entities</li> </ul>	LO1, LO2, LO3, LO4, LO5, LO6, LO7

6	Business Registration and Re-organization: Business Registration: <ul style="list-style-type: none"> <li>• Formalities</li> <li>• Procedure</li> </ul> Business Reorganization: <ul style="list-style-type: none"> <li>• Consolidation</li> <li>• Merger</li> <li>• Separation</li> <li>• Division</li> <li>• Dissolution</li> </ul>	LO1, LO2, LO3, LO4, LO5, LO6, LO7
7	Law on bankruptcy <ul style="list-style-type: none"> <li>• Insolvency</li> <li>• Bankruptcy procedure</li> <li>• Legal consequences of bankruptcy</li> </ul>	LO1, LO2, LO3, LO4, LO5, LO6, LO7
8	Review lesson	
9	Law on Investment General introduction: <ul style="list-style-type: none"> <li>• Business investment activities</li> <li>• Business investment areas</li> <li>• Policies on investment (investment guarantee, support and incentives)</li> <li>• Business investment procedures</li> </ul>	LO1, LO2, LO3, LO4, LO5, LO6, LO7
10	Contractual Law: general regulations <ul style="list-style-type: none"> <li>• General Introduction:</li> <li>- Definition</li> <li>- Subject matters</li> <li>- Principles</li> <li>• Validity of contracts</li> <li>• Contract formation</li> <li>- Offer and Acceptance</li> <li>- Forms of contract</li> <li>- Time and place</li> <li>- Contents of contract</li> <li>• Effectiveness of contracts</li> </ul>	LO1, LO2, LO3, LO4, LO5, LO6, LO7
11,12	Contractual Law: General regulations <ul style="list-style-type: none"> <li>• Contract performance</li> <li>- Principles</li> <li>- Contract performance in specific cases</li> <li>• Breaches and Remedies</li> <li>• Contractual termination</li> </ul>	LO1, LO2, LO3, LO4, LO5, LO6, LO7

13	<p>Business dispute resolutions:</p> <ul style="list-style-type: none"> <li>• Introduction on dispute resolution methods.</li> <li>• Definition and nature of each dispute resolution methods</li> <li>• Advantages and disadvantages of each dispute resolution methods</li> <li>• Dispute resolution under court systems according to Vietnamese Civil Procedure</li> </ul> <ul style="list-style-type: none"> <li>- Court's jurisdiction</li> <li>- Principles of dispute settlements</li> <li>- Dispute settlement procedure</li> <li>- 1st instance Trial</li> <li>- Appellate Trial</li> <li>- Cassation Trail</li> <li>- Re-opening trial</li> </ul>	LO1, LO2, LO3, LO4, LO5, LO6, LO7
14	<p>Business Dispute Resolutions:</p> <ul style="list-style-type: none"> <li>• Dispute resolution by Arbitration according to Vietnamese law</li> <li>- General introduction about Vietnamese regulation of arbitration and Ordinance on Arbitration 2010</li> <li>• Arbitration's jurisdiction</li> <li>• Dispute settlement procedure</li> </ul>	LO1, LO2, LO3, LO4, LO5, LO6, LO7
15	Review lesson	

#### 4. Assessment plan

Evaluation Category	Part	Weight	Duration	Learning outcomes	Type of questions
Quizzes		15%	30 - 45 minutes	LO1, LO2, LO3	Multiple choice questions, Case study exercises
Individual/Group Writing Assignment		15%		LO1, LO2, LO3, LO4, LO5, LO6, LO7	Solve a real-life case study
Individual coursework/group project		15%		LO1, LO2, LO3, LO4, LO5, LO6, LO7	Analyse or Criticise legal issues in a case study
Class participation and presentation		5%		LO1, LO2, LO3, LO4, LO5, LO6, LO7	Students will work in groups to discuss and present their opinions on legal issues of case studies related to studied contents.
Mid-term Exam		30%	60 - 120 minutes	LO1, LO2, LO3	Multiple choices or Short answer questions and case studies

Final exam		50%	90 - 120 minutes	LO2, LO2, LO3	Multiple choices Short answer questions and case studies
<b>Total</b>		<b>100%</b>			

## 5. Rubrics (optional)

### 5.1. Grading checklist

<b>Grading checklist for Written Reports</b>			
Student: .....	HW/Assignment: .....		
Date: .....	Evaluator: .....		
	<b>Max.</b>	<b>Score</b>	<b>Comments</b>
<b>Content (60%)</b>			
Abstract clearly identifies purpose and summarizes principal content	10		
Introduction demonstrates thorough knowledge of relevant background and prior work	15		
Analysis and discussion demonstrate good subject mastery	30		
Summary and conclusions appropriate and complete	5		
<b>Organization (10%)</b>			
Distinct introduction, body, conclusions	5		
Content clearly and logically organized, good transitions	5		
<b>Quality of Layout, tables, and graphics (10%)</b>			
<b>Presentation (20%)</b>			
Organization	4		
Language	4		
Delivery	4		
Supporting Material	4		
Central Message	4		
<b>TOTAL SCORE</b>		100	

### 5.2. Holistic rubric

<b>Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW</b>	
<b>Score</b>	<b>Description</b>
5	Demonstrates complete understanding of the problem. All requirements of task are included in response
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted

Note: this rubric is also used to evaluate questions in an exam.

### 5.3. Analytic rubric

#### *Critical thinking value rubric for evaluating questions in exams:*

	Capstone		Milestone		Benchmark
	4	3	2	1	
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.	
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.	
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.	
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.	
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.	

Source: Association of American Colleges and Universities

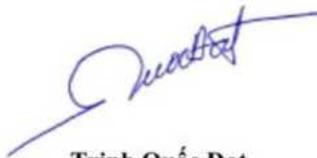
#### *Oral communication value rubric for evaluating presentation tasks:*

	Capstone		Milestone		Benchmark
	4	3	2	1	
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.	

<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.

Source: Association of American Colleges and Universities

## 6. Date revised:

	<p><i>Ho Chi Minh City, 10 / June / 2025</i></p> <p><b>Dean of School</b></p>  <p><b>Trịnh Quốc Đạt</b></p>
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**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
School of Economics, Finance, and Accounting

**COURSE SYLLABUS**

**Course Name: Corporate Finance**

**Course Code: BA054IU**

**1. General information**

Course designation	This course is designed to explore the major decision-making areas of managerial finance and some selected topics of financial theory. The course covers the theories and empirical evidence related to corporate investment, financing (capital structure policy), payout policy, and business restructurings, and attempts to develop the decision-making ability in these areas.
Semester(s) in which the course is taught	1, 2
Person responsible for the course	Trinh Thu Nga, Ph.D.
Language	English
Relation to curriculum	Compulsory
Teaching methods	Lecture, class discussion, group work.
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 127.5 Contact hours (please specify whether lecture, discussion, presentation session, etc.): 37.5 Private study including examination preparation, specified in hours: 90
Credit points	4.62 ECTS
Required and recommended prerequisites for joining the course	Fundamentals of Financial Management – BA016IU

Course objectives	<p>The objective of this course is to help students understand the major decision-making areas of managerial finance and some selected topics of financial theory. Students are equipped with the theories and empirical evidence related to investment, financing, and payout policies of the firm to develop decision-making ability in these areas. Some of the topics will be similar to the previous course, such as investment decision, financial instruments, and cost of capital. But they will be further elaborated and discussed in-depth and more rigorously in this course. In addition to the above topics, this course also covers other topics such as capital structure, dividend policy, security offerings, and Merger and Acquisitions (M&amp;A).</p>	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>
	Attitude	CLO1. Express an appreciation for the importance of financial management decisions and an interest in the issues related to decision-making of financial managers.
	Knowledge	<p>CLO2. Evaluate different financial instruments; understand theories related to capital structure policy; and apply them to make capital structure decisions, do valuation, and make capital budgeting decisions for firms with leverage.</p> <p>CLO3. Understand theories related to payouts and apply them in making dividend and other payout decisions.</p> <p>CLO4. Understand leasing and the process of raising capital.</p> <p>CLO5. Understand mergers and acquisitions (M&amp;A) and analyze issues related to M&amp;A.</p>
Skills	<p>CLO6. Apply critical thinking and problem-solving skills to solve problems in managerial finance.</p> <p>CLO7. Demonstrate an ability to identify and debate issues, as well as to evaluate financial information, make decisions, and reflect critically on the justification of decisions.</p> <p>CLO8. Demonstrate an ability to collect, analyze, and organize information and to convey information clearly and fluently, in written and/or spoken forms.</p>	

Content	<p><i>The description of the contents should clearly indicate the weighting of the content and the level.</i></p> <p>Weight: lecture session (3 hours)</p> <p>Teaching levels: I (Introduce); T (Teach); U (Utilize)</p> <table border="1" data-bbox="444 369 1390 1010"> <thead> <tr> <th data-bbox="444 369 1156 426">Topic</th> <th data-bbox="1156 369 1289 426">Weight</th> <th data-bbox="1289 369 1390 426">Level</th> </tr> </thead> <tbody> <tr> <td data-bbox="444 426 1156 569">Review of Financial Management <ul style="list-style-type: none"> <li>• Financial statements and cash flow from assets</li> <li>• Capital budgeting decision and investment criteria</li> </ul> </td> <td data-bbox="1156 426 1289 569">1</td> <td data-bbox="1289 426 1390 569">T, U</td> </tr> <tr> <td data-bbox="444 569 1156 621">Long-term Financing: An Introduction</td> <td data-bbox="1156 569 1289 621">1</td> <td data-bbox="1289 569 1390 621">I, T</td> </tr> <tr> <td data-bbox="444 621 1156 674">Capital Structure: Basic Concepts</td> <td data-bbox="1156 621 1289 674">2</td> <td data-bbox="1289 621 1390 674">I, T, U</td> </tr> <tr> <td data-bbox="444 674 1156 726">Capital Structure: Limits to the use of Debt</td> <td data-bbox="1156 674 1289 726">2</td> <td data-bbox="1289 674 1390 726">T, U</td> </tr> <tr> <td data-bbox="444 726 1156 779">Valuation and Capital Budgeting for the Levered Firm</td> <td data-bbox="1156 726 1289 779">2</td> <td data-bbox="1289 726 1390 779">T, U</td> </tr> <tr> <td data-bbox="444 779 1156 831">Dividends and Other Payouts</td> <td data-bbox="1156 779 1289 831">2</td> <td data-bbox="1289 779 1390 831">T, U</td> </tr> <tr> <td data-bbox="444 831 1156 884">Raising Capital</td> <td data-bbox="1156 831 1289 884">2</td> <td data-bbox="1289 831 1390 884">T, U</td> </tr> <tr> <td data-bbox="444 884 1156 936">Leasing</td> <td data-bbox="1156 884 1289 936">1</td> <td data-bbox="1289 884 1390 936">T, U</td> </tr> <tr> <td data-bbox="444 936 1156 1010">Mergers, Acquisitions, and Divestitures</td> <td data-bbox="1156 936 1289 1010">2</td> <td data-bbox="1289 936 1390 1010">T, U</td> </tr> </tbody> </table>	Topic	Weight	Level	Review of Financial Management <ul style="list-style-type: none"> <li>• Financial statements and cash flow from assets</li> <li>• Capital budgeting decision and investment criteria</li> </ul>	1	T, U	Long-term Financing: An Introduction	1	I, T	Capital Structure: Basic Concepts	2	I, T, U	Capital Structure: Limits to the use of Debt	2	T, U	Valuation and Capital Budgeting for the Levered Firm	2	T, U	Dividends and Other Payouts	2	T, U	Raising Capital	2	T, U	Leasing	1	T, U	Mergers, Acquisitions, and Divestitures	2	T, U
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Examination forms	Multiple-choice questions, short-answer questions, problem-solving questions																														
Study and examination requirements	<p>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged.</p> <p>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</p>																														
Reading list	<p><b><u>Textbook:</u></b></p> <p>[1] Ross, S.A., Westerfield, R.W. and Jaffe, J. <i>Corporate Finance</i>. 10<sup>th</sup> edition. McGraw-Hill Irwin.</p> <p><b><u>Reference books:</u></b></p> <p>Brealey, R.A., Myers, S.C. and Marcus, A.J. <i>Fundamentals of Corporate Finance</i>. 5<sup>th</sup> edition. McGraw-Hill Education.</p> <p>Berk, J. and DeMarzo, P. <i>Corporate Finance</i>. 4<sup>th</sup> edition. Pearson Series in Finance.</p> <p>Bruner, R.F., Eades, K.M. and Schill, M.J. <i>Case studies in Finance – Managing for corporate value creation</i>. 6<sup>th</sup> international edition. McGraw-Hill.</p>																														

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLOs) (1-8) and Program/Student Learning Outcomes (PLOs) (1-5) is shown in the following table:

CLO	PLO				
	1	2	3	4	5
1				x	x
2	x	x			
3	x	x			
4	x	x			
5	x	x			
6		x			
7		x	x		
8		x	x		

### 3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Review of Financial Management <ul style="list-style-type: none"> <li>Financial statements and cash flow from assets</li> <li>Capital budgeting decision and investment criteria</li> </ul>	1, 2	Participation in class discussions	Lecture, Discussion	Lecture notes/ Handouts
2	Long-term Financing: An Introduction	1, 2	Participation in class discussions of chapter questions and problems	Lecture, Discussion	[1] Chapter 15
3-4	Capital Structure: Basic Concepts	1, 2, 6, 7, 8	Participation in class discussions of chapter questions and problems. Introducing case study for group assignment.	Lecture, Discussion, Group work	[1] Chapter 16
5-6	Capital Structure: Limits to the use of Debt	1, 2, 6, 7, 8	Participation in class discussions of chapter questions and problems	Lecture, Discussion	[1] Chapter 17
7-8	Valuation and Capital Budgeting for the Levered Firm	1, 2, 6, 7, 8	Participation in class discussions of chapter questions and problems	Lecture, Discussion	[1] Chapter 18
9-10	Midterm		Chapters 15-18		

11-12	Dividends and Other Payouts	1, 3, 6, 7, 8	Homework	Lecture, Discussion	[1] Chapter 19
13-14	Raising Capital	1, 4, 6, 7, 8	Participation in class discussions of chapter questions and problems. Group assignment (case study) is due.	Lecture, Discussion, Group work	[1] Chapter 20
15	Leasing	1, 4, 6, 7, 8	Participation in class discussions of chapter questions and problems	Lecture, Discussion	[1] Chapter 21
16-17	Mergers, Acquisitions, and Divestitures Review	1, 5, 6, 7, 8	Participation in class discussions of chapter questions and problems	Lecture, Discussion	[1] Chapter 29
18-19	Final exam		Chapters 19-21, and 29		

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7	CLO8
Attendance / Participation in class discussions or Homework (10%)	x 90%Pass							
Group assignment (20%)	x 90%Pass	x 90%Pass				x 90%Pass	x 90%Pass	x 90%Pass
Midterm exam (30%)		x 60%Pass				x 70%Pass		
Final exam (40%)			x 50%Pass	x 60%Pass	x 60%Pass	x 70%Pass		

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

#### 5. Rubrics (optional)

##### 5.1. Grading checklist

Grading checklist for Written Reports	
Student: .....	HW/Assignment: .....

Date: .....		Evaluator: .....	
	<b>Max.</b>	<b>Score</b>	<b>Comments</b>
<b>Technical content (60%)</b>			
Abstract clearly identifies purpose and summarizes principal content	10		
Introduction demonstrates thorough knowledge of relevant background and prior work	15		
Analysis and discussion demonstrate good subject mastery	30		
Summary and conclusions appropriate and complete	5		
<b>Organization (10%)</b>			
Distinct introduction, body, conclusions	5		
Content clearly and logically organized, good transitions	5		
<b>Presentation (20%)</b>			
Correct spelling, grammar, and syntax	10		
Clear and easy to read	10		
<b>Quality of Layout and Graphics (10%)</b>			
<b>TOTAL SCORE</b>			
	100		

## 5.2. Holistic rubric

<b>Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW</b>	
<b>Score</b>	<b>Description</b>
5	Demonstrates complete understanding of the problem. All requirements of task are included in response
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted

Note: this rubric is also used to evaluate questions in an exam.

## 5.3. Analytic rubric

*Critical thinking value rubric for evaluating questions in exams:*

	<b>Capstone</b>		<b>Milestone</b>		<b>Benchmark</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.	

<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Source: Association of American Colleges and Universities

## 6. Date revised: May 29, 2023

*Ho Chi Minh City, dd/mm/yyyy*  
**Head/Dean of Department/School**  
*(Signature)*

A handwritten signature in blue ink, appearing to read 'Trịnh Quốc Đạt', with a long horizontal stroke extending to the right.

**Trịnh Quốc Đạt**



**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
School of Economics, Finance, and Accounting

**COURSE SYLLABUS**

**Course Name: Financial Markets and Institutions**

Course Code: BA134IU

**1. General information**

Course designation	<i>This course examines the role that financial institutions and markets play in the dominant economies of the world. Financial institutions will be explored, with emphasis on the types of institutions and how each type of institution participates in financial intermediation. The roles and operations of financial markets will be examined with focus on regulation, market structure, interest rates, and the function of the central bank.</i>
Semester(s) in which the course is taught	1, 2
Person responsible for the course	Asso. Prof. Vo Thi Quy (PhD)
Language	English
Relation to curriculum	Compulsory
Teaching methods	Lecture, Q&A, Homework, Group research project
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 127.5 Contact hours (please specify whether lecture, discussion, presentation session, etc.): 37.5 Private study including examination preparation, specified in hours: 90
Credit points	4.62 ECTS
Required and recommended prerequisites for joining the course	None

Course objectives	<ul style="list-style-type: none"> <li>• Evaluate the roles of financial institutions and financial markets in the economy</li> <li>• Identify the determinants of interest rates</li> <li>• Examine the functions and actions of the central banks in conducting the monetary policy, and the impact of regulations on financial institutions and markets</li> <li>• Differentiate and understand the operation of each type of financial markets in the economy</li> <li>• Understand the operation of major financial institutions in the economy</li> </ul>								
Course learning outcomes	Upon the successful completion of this course students will be able to:								
	<table border="1"> <thead> <tr> <th data-bbox="430 619 690 661">Competency level</th> <th data-bbox="690 619 1412 661">Course learning outcome (CLO)</th> </tr> </thead> <tbody> <tr> <td data-bbox="430 661 690 871">Knowledge</td> <td data-bbox="690 661 1412 871">CLO1. Understand the function of financial markets and financial institutions in the economy, the role and actions of the central bank in conducting the monetary policy, and the operation of major financial institutions in the economy</td> </tr> <tr> <td data-bbox="430 871 690 1186">Skill</td> <td data-bbox="690 871 1412 1186">CLO2. Can analyze the factors influencing interest rates and forecast interest rates movement under monetary policy conducted by the central bank. CLO3. Can analyze the impact of government intervention on money supply through the tools of open markets. CLO4. Demonstrate communication, presentation, and written skills and teamworking. Develop critical and analytical skills and the ability to work independently.</td> </tr> <tr> <td data-bbox="430 1186 690 1268">Attitude</td> <td data-bbox="690 1186 1412 1268">CLO5. Apply ethical practices in financial information conduct.</td> </tr> </tbody> </table>	Competency level	Course learning outcome (CLO)	Knowledge	CLO1. Understand the function of financial markets and financial institutions in the economy, the role and actions of the central bank in conducting the monetary policy, and the operation of major financial institutions in the economy	Skill	CLO2. Can analyze the factors influencing interest rates and forecast interest rates movement under monetary policy conducted by the central bank. CLO3. Can analyze the impact of government intervention on money supply through the tools of open markets. CLO4. Demonstrate communication, presentation, and written skills and teamworking. Develop critical and analytical skills and the ability to work independently.	Attitude	CLO5. Apply ethical practices in financial information conduct.
	Competency level	Course learning outcome (CLO)							
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Attitude	CLO5. Apply ethical practices in financial information conduct.								

Content	<p><i>The description of the contents should clearly indicate the weighting of the content and the level.</i></p> <p>Weight: lecture session (3 hours)</p> <p>Teaching levels: I (Introduce); T (Teach); U (Utilize)</p> <table border="1" data-bbox="444 369 1388 1140"> <thead> <tr> <th>Topic</th> <th>Weight</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>Overview of Financial Markets and Institutions</td> <td>1</td> <td>I, T</td> </tr> <tr> <td>Determinants of Interest Rate</td> <td>1</td> <td>T, U</td> </tr> <tr> <td>Central Banking and the Conduct of Monetary Policy</td> <td>1</td> <td>T, U</td> </tr> <tr> <td>The Money Markets</td> <td>2</td> <td>T, U</td> </tr> <tr> <td>The Bond Market</td> <td>2</td> <td>T, U</td> </tr> <tr> <td>The Stock Market</td> <td>2</td> <td>T, U</td> </tr> <tr> <td>The Foreign Exchange Market</td> <td>2</td> <td>T, U</td> </tr> <tr> <td>Derivative Securities Markets</td> <td>2</td> <td>T, U</td> </tr> <tr> <td>Commercial Banks: Industry Overview and Regulation</td> <td>2</td> <td>T</td> </tr> <tr> <td>Securities Firms and Investment Banks</td> <td>1</td> <td>T, U</td> </tr> <tr> <td>The Mutual Fund, Insurance Companies and Pension Funds</td> <td>1</td> <td>T, U</td> </tr> </tbody> </table>	Topic	Weight	Level	Overview of Financial Markets and Institutions	1	I, T	Determinants of Interest Rate	1	T, U	Central Banking and the Conduct of Monetary Policy	1	T, U	The Money Markets	2	T, U	The Bond Market	2	T, U	The Stock Market	2	T, U	The Foreign Exchange Market	2	T, U	Derivative Securities Markets	2	T, U	Commercial Banks: Industry Overview and Regulation	2	T	Securities Firms and Investment Banks	1	T, U	The Mutual Fund, Insurance Companies and Pension Funds	1	T, U
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The Mutual Fund, Insurance Companies and Pension Funds	1	T, U																																			
Examination forms	Multiple-choice questions, short-answer questions																																				
Study and examination requirements	<p>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed based on their class participation. Questions and comments are strongly encouraged.</p> <p>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</p>																																				
Reading list	<p>Textbooks:</p> <p>[1] Sounders, Cornett, Erhemjamts, <i>Financial Markets and Institutions</i>, 8th Edition, McGraw Hill, 2022.</p> <p>Other data sources:</p> <p>[2] <a href="#">UNCTAD</a> (United Nations Conference on Trade and Development)</p> <p>[3] <a href="#">WTO</a> (World Trade Organization)</p> <p>[4] <a href="#">Business Week</a></p> <p>[5] <a href="#">The Economist</a></p> <p>[6] <a href="#">Fortune</a></p> <p>[7] <a href="#">Forbes</a></p>																																				

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-5) and Program Learning Outcomes (PLO) (1-5) is shown in the following table:

*PLO1. Demonstrate an understanding of fundamental financial theories, banking management, markets and financial institutions, and domestic and multinational corporate financial management.*

*PLO2. Apply the acquired knowledge to analyze and evaluate the financial health and company risk of domestic and multinational companies, domestic and foreign direct investment projects, and financial investments. merger and acquisition deal.*

*PLO3. Promote creativity and adaptability to the rapidly changing and competitive global financial markets, respect competition and cooperation in work.*

*PLO4. Adhere to professional ethical standards, respect gender equality, adapt to cross cultures, respect differences, the spirit of teamwork, and the laws of the home and host country.*

*PLO5. Provide a clear orientation on career development path, sense of community service and social responsibility of a citizen.*

CLO/PLO	1	2	3	4	5
1	x				
2		x	x		x
3		x	x		x
4		x	x	x	x
5				x	x

### 3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Overview of Financial Markets and Institutions	1		Course Introduction, Forming study group, Introducing research project	[1].[2]
2&3	Determinants of Interest Rate	1,2	Student attendance, Contribution to class discussion	Lecture, Q&A, HW1 assigned	[1].[2].[8]
4&5	Central Banking and the Conduct of Monetary Policy	1,2,3	Student attendance HW1	Lecture, HW1 feedback,	[1].[2].[3]
6	The Money Markets	1,2,3	Student attendance, HW2	Lecture, Q&A, HW2 assigned Group work	[1].[2].[5]
7	The Bond Market	1,2,3	Student attendance, Contribution to class discussion	Lecture, HW2 feedback	[1].[2].[5].[6]
8	Review		Student attendance,	Lecture, Group work,	[1].[2].[6]

			Contribution to class discussion		
9&10	Midterm				
11	The Foreign Exchange Market	1,2,3	Student attendance, Contribution to class discussion	Lecture, Group work,	[1],[2]
12	Derivative Securities Markets	1,2,3	Student attendance, Contribution to class discussion	Lecture, Group work	[1],[2] & [3] ... [8]
13	Commercial Banks: Industry Overview and Regutaion	1,2,3	Student attendance, HW3	Lecture, HW3 assigned	[1],[2]. [3 ... 8]
14	Securities Firms and Investment Banks	1,2,3	Student attendance, HW4	Lecture, HW3 feedback HW4 assigned	[1],[2]. [3 ... 8]
15	The Mutual Fund, Insurance Companies and Pension Funds	1,2,3	Student attendance, Contribution to class discussion	Lecture, HW4 feedback	[1],[2]. [3 ... 8]
16	Group presentation	3,4,5	Presentation, Group project Report	Presentation, Submission of Group project report	
17	Group presentation	3,4,5	Presentation, Group project Report	Presentation, Submission of Group project report	
18	Revision				

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
Homework (10%)	HW1-4, 80% pass	HW1-4, 70% pass	HW1-4, 70% pass	HW1-4, 100% pass
Group Project (20%)	80% pass	70% pass	70% pass	100% pass
Midterm exam (30%)	MCQ1,2,8,16,19,20 – pass 90% EQ1 50% pass	MCQ3-7,9-15,17,19 70%Pass EQ2 70% pass	Q1, Q2 50%Pass	
Final exam (40%)	EQ1,3,4,5 80%Pass	EQ2, 70% pass	EQ1,2,3,4,5	

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

#### 5. Rubrics (optional)

##### 5.1. Grading checklist

<b>Grading checklist for Written Reports</b>			
Student: .....	HW/Assignment: .....		
Date: .....	Evaluator: .....		
	<b>Max.</b>	<b>Score</b>	<b>Comments</b>
<b>Content (60%)</b>			
Abstract clearly identifies purpose and summarizes principal content	10		
Introduction demonstrates thorough knowledge of relevant background and prior work	15		
Analysis and discussion demonstrate good subject mastery	30		
Summary and conclusions appropriate and complete	5		
<b>Organization (10%)</b>			
Distinct introduction, body, conclusions	5		
Content clearly and logically organized, good transitions	5		
<b>Quality of Layout, tables, and graphics (10%)</b>			
<b>Presentation (20%)</b>			
Organization	4		
Language	4		
Delivery	4		
Supporting Material	4		
Central Message	4		
<b>TOTAL SCORE</b>		100	

## 5.2. Holistic rubric

<b>Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW</b>	
<b>Score</b>	<b>Description</b>
5	Demonstrates complete understanding of the problem. All requirements of task are included in response
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted

Note: this rubric is also used to evaluate questions in an exam.

## 5.3. Analytic rubric

**Critical thinking value rubric for evaluating questions in exams:**

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Source: Association of American Colleges and Universities

**Oral communication value rubric for evaluating presentation tasks:**

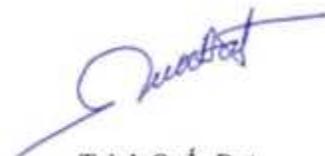
	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.

<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.

Source: Association of American Colleges and Universities

## 6. Date revised: April 17, 2023

*Ho Chi Minh City, dd/mm/yyyy*  
**Head/Dean of Department/School**  
*(Signature)*



**Trịnh Quốc Đạt**



**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
School of Economics, Finance, and Accounting

**COURSE SYLLABUS**

**COURSE NAME: INTERNATIONAL FINANCIAL MANAGEMENT**  
**Course Code: BA051IU**

**1. General information**

Course designation	<i>This subject will provide the general framework of international finance; a framework that highlights the fundamentals international finance theory (e.g., exchange rate determinants, foreign exchange exposure, foreign exchange markets, interest rate parity). The subject designed to lay the groundwork for students to be an active learner of international finance and to develop knowledge, capability, and skills necessary for making sound financial decisions for a multinational firm.</i>
Semester(s) in which the course is taught	1, 2
Person responsible for the course	Asso. Prof. Vo Thi Quy (PhD)
Language	English
Relation to curriculum	Elective
Teaching methods	Lecturing, Q&A, Discussion, Group research project
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135
Credit points	3
Required and recommended prerequisites for joining the course	Fundamentals of Financial Management (BA016IU)

Course objectives	To master the general framework of international financial management that highlights the fundamentals international finance theories (e.g., Purchasing Power Parity, Interest Rate Parity, International Fisher Effect). The course is designed to lay the groundwork for students to be an active learner and to develop knowledge, capability, and skills necessary for making sound financial decisions for a multinational firm, for hedging exchange rate exposures, and speculating exchange fluctuation.	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>
	Knowledge	CLO1. Demonstrate an understanding of international financial theories and applications pertaining to, e.g., exchange rate determinants, foreign exchange exposure, foreign direct investment, currency hedging.
	Skill	CLO2. Can apply international financial theories to identify the opportunity of arbitrage, predict exchange movement direction, analyze the impact of exchange movement on international trade and foreign direct investment. CLO3. Can analyze the impact of government intervention on exchange rate movement direction. CLO4. Demonstrate communication, presentation, and written skills and teamworking. Develop critical and analytical skills and the ability to work independently.
Attitude	CLO5. Apply ethical practices in financial information conduct.	

Content	<p><i>The description of the contents should clearly indicate the weighting of the content and the level.</i></p> <p>Weight: lecture session (3 hours)</p> <p>Teaching levels: I (Introduce); T (Teach); U (Utilize)</p> <table border="1" data-bbox="446 367 1396 1255"> <thead> <tr> <th data-bbox="446 367 1161 420">Topic</th> <th data-bbox="1161 367 1291 420">Weight</th> <th data-bbox="1291 367 1396 420">Level</th> </tr> </thead> <tbody> <tr> <td data-bbox="446 420 1161 472">Multinational Financial Management: An Overview</td> <td data-bbox="1161 420 1291 472">1</td> <td data-bbox="1291 420 1396 472">I, T</td> </tr> <tr> <td data-bbox="446 472 1161 525">International Flow of Funds</td> <td data-bbox="1161 472 1291 525">1</td> <td data-bbox="1291 472 1396 525">T, U</td> </tr> <tr> <td data-bbox="446 525 1161 577">International Financial Markets</td> <td data-bbox="1161 525 1291 577">1</td> <td data-bbox="1291 525 1396 577">T, U</td> </tr> <tr> <td data-bbox="446 577 1161 630">Exchange Rate Determination</td> <td data-bbox="1161 577 1291 630">2</td> <td data-bbox="1291 577 1396 630">T, U</td> </tr> <tr> <td data-bbox="446 630 1161 682">Currency Derivatives</td> <td data-bbox="1161 630 1291 682">2</td> <td data-bbox="1291 630 1396 682">T, U</td> </tr> <tr> <td data-bbox="446 682 1161 735">Government Influence on Exchange Rates</td> <td data-bbox="1161 682 1291 735">2</td> <td data-bbox="1291 682 1396 735">T, U</td> </tr> <tr> <td data-bbox="446 735 1161 787">International Arbitrage and Interest Rate Parity</td> <td data-bbox="1161 735 1291 787">2</td> <td data-bbox="1291 735 1396 787">T, U</td> </tr> <tr> <td data-bbox="446 787 1161 840">Relationships among Inflation, Interest Rates, and Exchange Rates</td> <td data-bbox="1161 787 1291 840">2</td> <td data-bbox="1291 787 1396 840">T, U</td> </tr> <tr> <td data-bbox="446 840 1161 892">Measuring Exposure to Exchange Rate Fluctuations</td> <td data-bbox="1161 840 1291 892">2</td> <td data-bbox="1291 840 1396 892">T</td> </tr> <tr> <td data-bbox="446 892 1161 945">Managing Transaction Exposure</td> <td data-bbox="1161 892 1291 945">1</td> <td data-bbox="1291 892 1396 945">T, U</td> </tr> <tr> <td data-bbox="446 945 1161 997">Managing Economic Exposure and Translation Exposure</td> <td data-bbox="1161 945 1291 997">1</td> <td data-bbox="1291 945 1396 997">T, U</td> </tr> <tr> <td data-bbox="446 997 1161 1050">Direct Foreign Investment</td> <td data-bbox="1161 997 1291 1050">1</td> <td data-bbox="1291 997 1396 1050">I, T</td> </tr> <tr> <td data-bbox="446 1050 1161 1102">Multinational Capital Budgeting</td> <td data-bbox="1161 1050 1291 1102">1</td> <td data-bbox="1291 1050 1396 1102">I, T</td> </tr> <tr> <td data-bbox="446 1102 1161 1255">Multinational Capital Structure and Cost of Capital</td> <td data-bbox="1161 1102 1291 1255">1</td> <td data-bbox="1291 1102 1396 1255">I, T</td> </tr> </tbody> </table>	Topic	Weight	Level	Multinational Financial Management: An Overview	1	I, T	International Flow of Funds	1	T, U	International Financial Markets	1	T, U	Exchange Rate Determination	2	T, U	Currency Derivatives	2	T, U	Government Influence on Exchange Rates	2	T, U	International Arbitrage and Interest Rate Parity	2	T, U	Relationships among Inflation, Interest Rates, and Exchange Rates	2	T, U	Measuring Exposure to Exchange Rate Fluctuations	2	T	Managing Transaction Exposure	1	T, U	Managing Economic Exposure and Translation Exposure	1	T, U	Direct Foreign Investment	1	I, T	Multinational Capital Budgeting	1	I, T	Multinational Capital Structure and Cost of Capital	1	I, T
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## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-5) and Program Learning Outcomes (PLO) (1-5) is shown in the following table:

*PLO1. Demonstrate an understanding of fundamental financial theories, banking management, markets and financial institutions, and domestic and multinational corporate financial management.*

*PLO2. Apply the acquired knowledge to analyze and evaluate the financial health and company risk of domestic and multinational companies, domestic and foreign direct investment projects, and financial investments. merger and acquisition deal.*

*PLO3. Promote creativity and adaptability to the rapidly changing and competitive global financial markets, respect competition and cooperation in work.*

*PLO4. Adhere to professional ethical standards, respect gender equality, adapt to cross cultures, respect differences, the spirit of teamwork, and the laws of the home and host country.*

*PLO5. Provide a clear orientation on career development path, sense of community service and social responsibility of a citizen.*

CLO/PLO	1	2	3	4	5
1	x				
2		x	x		x
3		x	x		x
4		x	x	x	x
5				x	x

## 3. Planned learning activities and teaching methods.

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Multinational Financial Management: An Overview	1		Course Introduction, Forming study group, Introducing research project	[1].[2]
2	International Flow of Funds	1,2	Student attendance, Contribution to class discussion	Lecture, Q&A, HW1 assigned	[1].[2].[8]
3	International Financial Markets	1,2,3	Student attendance HW1	Lecture, HW1 feedback,	[1].[2].[3]
4&5	Exchange Rate Determination	1,2,3	Student attendance, HW2	Lecture, Q&A, HW2 assigned Group work	[1].[2].[5]
6	Currency Derivatives	1,2,3	Student attendance, Contribution to class discussion	Lecture, HW2 feedback	[1].[2].[5].[6]
7	Measuring Exposure to Exchange Rate Fluctuations	1,2,3, 4	Student attendance, Contribution to class discussion	Lecture, Group work,	[1].[2].[6]
8	Managing Transaction Exposure	1,2,3, 4	Student attendance, Contribution to class discussion	Lecture, Group work	[1].[2]
9&10	Midterm				
11	Managing Economic Exposure and Translation Exposure	1,2,3, 4	Student attendance, Contribution to class discussion	Lecture, Group work,	[1].[2]
12	Direct Foreign Investment	1,2,3	Student attendance, Contribution to class discussion	Lecture, Group work	[1].[2] & [3] ... [8]
13	Multinational Capital Budgeting	1,2,3	Student attendance, HW3	Lecture, HW3 assigned	[1].[2]. [3 ... 8]
14	International Capital Structure and the Cost of Capital	1,2,3	Student attendance, HW4	Lecture, HW3 feedback HW4 assigned	[1].[2]. [3 ... 8]
15	Group presentation	3,4,5	Student attendance, Contribution to class discussion	Lecture, HW4 feedback	[1].[2]. [3 ... 8]
16	Group presentation	3,4,5	Presentation,	Presentation,	

			Group project Report	Submission of Group project report	
17	Reserve		Presentation, Group project Report	Presentation, Submission of Group project report	
18	Revision				

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
Homework (10%)	HW1-4, 80% pass	HW1-4, 70% pass	HW1-4, 70% pass	HW1-4, 100% pass
Group Project (20%)	80% pass	70% pass	70% pass	100% pass
Midterm exam (30%)	MCQ1,2,8,16,19,20 – pass 90% EQ1 50% pass	MCQ3-7,9-15,17,19 70%Pass EQ2 70% pass	Q1, Q2 50%Pass	
Final exam (40%)	EQ1,3,4,5 80%Pass	EQ2, 70% pass	EQ1,2,3,4,5	

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

#### 5. Rubrics (optional)

##### 5.1. Grading checklist

Grading checklist for Written Reports			
Student: .....	HW/Assignment: .....		
Date: .....	Evaluator: .....		
	Max.	Score	Comments
<b>Content (60%)</b>			
Abstract clearly identifies purpose and summarizes principal content	10		
Introduction demonstrates thorough knowledge of relevant background and prior work	15		
Analysis and discussion demonstrate good subject mastery	30		
Summary and conclusions appropriate and complete	5		
<b>Organization (10%)</b>			
Distinct introduction, body, conclusions	5		
Content clearly and logically organized, good transitions	5		
<b>Quality of Layout, tables, and graphics (10%)</b>			
<b>Presentation (20%)</b>			
Organization	4		
Language	4		
Delivery	4		
Supporting Material	4		
Central Message	4		

<b>TOTAL SCORE</b>	100		
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## 5.2. Holistic rubric

<b>Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW</b>	
<b>Score</b>	<b>Description</b>
5	Demonstrates complete understanding of the problem. All requirements of task are included in response
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted

Note: this rubric is also used to evaluate questions in an exam.

## 5.3. Analytic rubric

### *Critical thinking value rubric for evaluating questions in exams:*

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.

<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.
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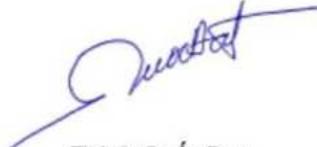
Source: Association of American Colleges and Universities

**Oral communication value rubric for evaluating presentation tasks:**

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.

Source: Association of American Colleges and Universities

**6. Date revised: April 17, 2023**

	<p><i>Ho Chi Minh City, 10 / June / 2025</i></p> <p><b><i>Dean of School</i></b></p>  <p><b>Trịnh Quốc Đạt</b></p>
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**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
School of Economics, Finance, and Accounting

**COURSE SYLLABUS**

**Course Name: Business Analysis and Valuation**

Course Code: BA065IU

**1. General information**

Course designation	<p>Business Analysis and Valuation (BA065IU) is designed to help students interpret financial statements and value firms. The course emphasizes practical applications. Consequently, the majority of the course will be spent analyzing and discussing financial statements in real decision contexts. This is supplemented by lecture and discussion of material from the text and articles from the financial press.</p> <p>Much of the analysis is general, but the course focuses on publicly traded corporations subject to the Security Commission regulations. The first half of the course focuses on developing the four basic steps in the fundamental analysis framework: business analysis, accounting analysis, financial analysis, and prospective analysis. These tools are then used to conduct comprehensive business analyses of firms from a variety of different perspectives, such as equity security valuation, and M&amp;A analysis ...</p>
Semester(s) in which the course is taught	1, 2
Person responsible for the course	Dr. Tien C Ng
Language	English
Relation to curriculum	Compulsory
Teaching methods	Lecture, Q&A, Group Discussion, Group Research Project
Workload (incl. contact hours, self-study hours)	<p>(Estimated) Total workload: 127.5 Contact hours (please specify whether lecture, discussion, presentation session, etc.): 37.5 Private study including examination preparation, specified in hours: 90</p>
Credit points	4.62 ECTS

Required and recommended prerequisites for joining the course	<p>To complete the advance topics covered in the course, a certain level of prior knowledge in both accounting and finance is assumed. The following courses are the minimum prerequisites and must be completed to enroll in the course:</p> <ul style="list-style-type: none"> <li>- <u>Financial Accounting – BA184IU</u></li> <li>- <u>Fundamental of Financial Management – BA016IU</u> <b>OR</b> <u>Corporate Finance – IU</u></li> </ul>								
Course objectives	<p>Business Analysis and Valuation (BA065IU) is a capstone course that brings together areas of financial accounting, finance and strategic management. Because of the interdisciplinary nature of the course, this course aims to synthesize and apply what you learnt in previous course, to further develop the graduate attributes, and to prepare for the professional career. This course is a very useful preparatory course for the CPA and CFA programs. Also due to the applied nature of the course, it is helpful to those contemplating careers in investment banking (particularly in equity research), securities analysis, credit analysis, business consulting, public accounting, and corporate management.</p>								
Course learning outcomes	<p>Upon the successful completion of this course students will be able to:</p> <table border="1" data-bbox="446 819 1404 1799"> <thead> <tr> <th data-bbox="446 819 690 861">Competency level</th> <th data-bbox="690 819 1404 861">Course learning outcome (CLO)</th> </tr> </thead> <tbody> <tr> <td data-bbox="446 861 690 1218">Knowledge</td> <td data-bbox="690 861 1404 1218"> <p>CLO1&amp;CLO2. Understand the financial statements and the reporting strategy of companies; be familiar with a framework for making business decisions using financial statement data information; be familiar with valuation methods and identify strengths and weaknesses of each method;</p> <p>CLO2&amp;CLO3. Can apply the analysis framework to estimate publicly-traded common stock values, using financial statement data as primary data source</p> </td> </tr> <tr> <td data-bbox="446 1218 690 1596">Skill</td> <td data-bbox="690 1218 1404 1596"> <p>CLO2 &amp; CLO3. Can analyze and evaluate existing market prices and estimate forecasts implied by those prices; Can evaluate and discuss the sensitivity of estimated stock values to various assumptions</p> <p>CLO4. Provide professional business presentation (both oral and written)</p> <p>CLO4. Conduct applied business research (including locating and critically interpreting and evaluating firm-specific financial information)</p> </td> </tr> <tr> <td data-bbox="446 1596 690 1799">Attitude</td> <td data-bbox="690 1596 1404 1799"> <p>CLO5. Can learn independently and assume responsibility for the learning process</p> <p>CLO5. Can learn within teams (such skills as task assignment and management, conflict resolution and co-operation, consensus building, and leadership)</p> </td> </tr> </tbody> </table>	Competency level	Course learning outcome (CLO)	Knowledge	<p>CLO1&amp;CLO2. Understand the financial statements and the reporting strategy of companies; be familiar with a framework for making business decisions using financial statement data information; be familiar with valuation methods and identify strengths and weaknesses of each method;</p> <p>CLO2&amp;CLO3. Can apply the analysis framework to estimate publicly-traded common stock values, using financial statement data as primary data source</p>	Skill	<p>CLO2 &amp; CLO3. Can analyze and evaluate existing market prices and estimate forecasts implied by those prices; Can evaluate and discuss the sensitivity of estimated stock values to various assumptions</p> <p>CLO4. Provide professional business presentation (both oral and written)</p> <p>CLO4. Conduct applied business research (including locating and critically interpreting and evaluating firm-specific financial information)</p>	Attitude	<p>CLO5. Can learn independently and assume responsibility for the learning process</p> <p>CLO5. Can learn within teams (such skills as task assignment and management, conflict resolution and co-operation, consensus building, and leadership)</p>
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Study and examination requirements	<p>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed based on their class participation. Questions and comments are strongly encouraged.</p> <p>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</p>																														
Reading list	<p>Textbooks:</p> <p>[1] Palepu, K. G., Healy P. M. &amp; Bernard V. L. Business Analysis and Valuation: Using Financial Statement, Cincinnati, Ohio: South-Western Publishing Co. (any recent edition)</p> <p>[2] Pinto, J.E., Henry, E., Robinson, T.R. &amp; Stowe, J.D. Equity Asset Valuation, Wiley Finance (any recent edition)</p> <p>[3] Damodaran, A. Damodaran on Valuation.</p> <p>Other websites:</p> <p><a href="https://www.wallstreetprep.com/knowledge/sample-equity-research-report/">https://www.wallstreetprep.com/knowledge/sample-equity-research-report/</a></p> <p><a href="https://www.cfainstitute.org/en/societies/challenge/past-champions">https://www.cfainstitute.org/en/societies/challenge/past-champions</a></p> <p><a href="http://www.cfasociety.org/france/Global%20IRC%20Documents/IRC%202012/Rapport%20Challenge%20IRC%202012%20-%20ESSEC.pdf">http://www.cfasociety.org/france/Global%20IRC%20Documents/IRC%202012/Rapport%20Challenge%20IRC%202012%20-%20ESSEC.pdf</a></p>																														

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-5) and Program Learning Outcomes (PLO) (1-6) is shown in the following table:

PLOs					
CLO	1	2	3	4	5
1	x	x			
2	x	x	x		x
3		x	x	x	x
4				x	x
5				x	x

## 3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Framework for Business Analysis & Valuation	1		Course Introduction, Forming study group, Introducing research project	[1].[2].[3]
2&3	Business Strategy Analysis	1,2	Student attendance, Contribution to class discussion	Lecture, Q&A, Discussion	[1]
4&5	Accounting Analysis	2,3,4	Student attendance, Contribution to class discussion	Lecture, Q&A, Discussion	[1].[2]
6,7&8	Financial Ratio Analysis and Market Tests	1,2,3	Student attendance, Contribution to class discussion	Lecture, Q&A, Discussion	[1].[2]
9&10	Midterm				
11	Prospective Analysis: Introduction to Valuation Methods	1,2,3	Student attendance, Contribution to class discussion	Lecture, Q&A, Discussion	[1].[2].[3]
12&13	Prospective Analysis: Forecasting of Free Cash Flows	1,2,3	Student attendance, Contribution to class discussion	Lecture, Q&A, Discussion	[1].[2].[3]
14	Equity Security Valuation	1,2,3	Student attendance, Contribution to class discussion	Lecture, Q&A, Discussion	[1].[2].[3]

15	M&A Valuation	1,2,3	Student attendance, Contribution to class discussion	Lecture, Q&A, Discussion	[1],[2],[3]
16, 17	Workshop and Presentation	1,2,3	Presentation, Group project Report	Presentation, Submission of Group project report	
18	Final Exam				

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5
Group Project and Group Presentation (40%)	80% pass	80% pass	70% pass	90% pass	100% pass
Midterm exam (30%)	MCQ: pass 90% EQ1: 50% pass	MCQ: Pass 90% EQ2 50% pass	MCQ: Pass 90% EQ1: 50% pass		
Final exam (40%)		EQ1: 80%Pass EQ2: 60% pass	EQ2:50% pass		

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

#### 5. Rubrics (optional)

##### 5.1. Grading checklist

Grading checklist for Written Reports			
Student: .....	HW/Assignment: .....		
Date: .....	Evaluator: .....		
	Max.	Score	Comments
<b>Content (60%)</b>			
Abstract clearly identifies purpose and summarizes principal content	10		
Introduction demonstrates thorough knowledge of relevant background and prior work	15		
Analysis and discussion demonstrate good subject mastery	30		
Summary and conclusions appropriate and complete	5		
<b>Organization (10%)</b>			
Distinct introduction, body, conclusions	5		
Content clearly and logically organized, good transitions	5		
<b>Quality of Layout, tables, and graphics (10%)</b>			
<b>Presentation (20%)</b>			
Organization	4		

Language	4		
Delivery	4		
Supporting Material	4		
Central Message	4		
<b>TOTAL SCORE</b>	100		

## 5.2. Holistic rubric

<b>Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW</b>	
<b>Score</b>	<b>Description</b>
5	Demonstrates complete understanding of the problem. All requirements of task are included in response
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted

Note: this rubric is also used to evaluate questions in an exam.

## 5.3. Analytic rubric

*Critical thinking value rubric for evaluating questions in exams:*

	<b>Capstone</b>	<b>Milestone</b>		<b>Benchmark</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.

<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Source: Association of American Colleges and Universities

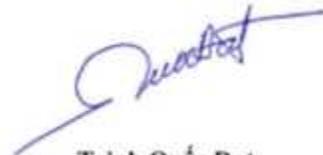
### Oral communication value rubric for evaluating presentation tasks:

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.

*Source: Association of American Colleges and Universities*

**6. Date revised: October 25, 2022**

*Ho Chi Minh City, dd/mm/yyyy*  
**Head/Dean of Department/School**  
*(Signature)*



**Trịnh Quốc Đạt**



**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
School of Economics, Finance, and Accounting

**COURSE SYLLABUS**

**Course Name: Behavioral Finance**

**Course Code: BA271IU**

**1. General information**

Course designation	<p><i>This course is designed for senior students in financial major. Behavioral Finance is currently a very active research area in Finance. It focuses on the limited rational (or irrational) aspects of human behavior and their effects on asset prices and financial decisions. Classic behavioral models such as the prospect theory have been in existence for a long time, but do not really catch attentions until recently.</i></p> <p><i>It has been widely recognized that investors' behavior is not completely relational. Well known behavioral biases include mental accounting, overconfidence, framing, and etc. As such, there have been more and more empirical findings of market inefficiencies in the literature that cannot be explained satisfactorily by the rational (modern) finance theories. This significantly challenges the implications derived from the modern finance theories and lead to the great interests in Behavioral Finance.</i></p>
Semester(s) in which the course is taught	2
Person responsible for the course	Vu Thuy Mai Uyen, MSc.
Language	English
Relation to curriculum	Compulsory
Teaching methods	Lecture, project.

Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 Private study including examination preparation, specified in hours <sup>1</sup> : 90
Credit points	3
Required and recommended prerequisites for joining the course	None
Course objectives	After taking the class, you are expected to acquire a systematic knowledge in behavioral finance theories and applications. How human psychology influences the decisions of investors, markets, and managers. Learn how to avoid systematic investment errors, critically evaluate evidence of apparent anomalies in financial markets, and how to escape decision traps that afflict corporate managers. Such knowledge will help you advance your future career in finance, either in the industry or in the academia. Moreover, you may utilize the resources and knowledge from the course to write your thesis proposal.

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<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Course learning outcomes	Upon the successful completion of this course students will be able to:																													
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>																												
	Attitude	CLO1. Express an appreciation for understanding goals and objectives of behavioral finance that facilitates the investors' decision making.																												
	Knowledge	<p>CLO2. Understand how cognitive biases predictably and consistently affect our decisions, and how our intuitions on how the mind works are faulty</p> <p>CLO3. Demonstrate the ability to identify the behavioral bias and psychological characteristics of investors</p> <p>CLO4. Apply this understanding to help promote more efficient financial decisions for different categories of actors (e.g., individual investors, professional traders).</p> <p>CLO5. Understand how these biases affect the decisions of finance practitioners</p>																												
Skills	<p>CLO6. Analyze the root cause of corporate malfeasance and suggest institutional innovations to improve modern business environments.</p> <p>CLO7. Demonstrate the ability to produce a clear and concise written report that demonstrates advanced understanding of key concepts in behavioral finance</p>																													
Content	<p>The description of the contents should clearly indicate the weighting of the content and the level.</p> <p>Weight: lecture session (3 hours)</p> <p>Teaching levels: I (Introduce); T (Teach); U (Utilize)</p> <table border="1"> <thead> <tr> <th>Topic</th> <th>Weight</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>Introduction to Behavioral Finance</td> <td>1</td> <td>I, T</td> </tr> <tr> <td>Motivations and Incentives</td> <td>1</td> <td>I, T, U</td> </tr> <tr> <td>Heuristics and Bias</td> <td>2</td> <td>T, U</td> </tr> <tr> <td>Prospects and Regrets</td> <td>2</td> <td>T, U</td> </tr> <tr> <td>Sociality and Identity</td> <td>1</td> <td>T, U</td> </tr> <tr> <td>Bad Habits</td> <td>1</td> <td>T, U</td> </tr> <tr> <td>Behavioral anomalies in Finance</td> <td>2</td> <td>T, U</td> </tr> <tr> <td>Emotional in Trading</td> <td>1</td> <td>T, U</td> </tr> </tbody> </table>			Topic	Weight	Level	Introduction to Behavioral Finance	1	I, T	Motivations and Incentives	1	I, T, U	Heuristics and Bias	2	T, U	Prospects and Regrets	2	T, U	Sociality and Identity	1	T, U	Bad Habits	1	T, U	Behavioral anomalies in Finance	2	T, U	Emotional in Trading	1	T, U
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Sociality and Identity	1	T, U																												
Bad Habits	1	T, U																												
Behavioral anomalies in Finance	2	T, U																												
Emotional in Trading	1	T, U																												
Examination forms	Multiple-choice questions, short-answer questions, problem solving questions																													

Study and examination requirements	Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions are strongly encouraged. Assignments/Examination: Students must have more than 50/100 points overall to pass this course.
Reading list	[1] Behavioural Economics and Finance by Michelle Baddeley, Taylor & Francis Group, The second Edition, 2019. [2] Behavioral Finance: Psychology, Decision-Making, and Markets, by Ackert and Deaves, 2010, South-Western [3] Behavioral Finance and Wealth Management. How to Build Investment Strategies That Account for Investor Biases, by Pompian, Micheal M. -2nd, 2012, John Wiley & Sons, Inc., Hoboken, New Jersey.

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-7) and Program/Student Learning Outcomes (PLO) (1-10) is shown in the following table:

CLO	PLO									
	1	2	3	4	5	6	7	8	9	10
1								x		
2	x	x	x		x			x		
3								x		
4								x		
5	x	x	x		x			x		
6						x	x			
7						x	x			

## 3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Introduction to Behavioral Finance	1		Lecture, Discussion,	[1] [2]
2	Motivations and Incentives	2,3,4	Presentation	Lecture, Group work, Discussion,	[1] [2]
3-4	Heuristics and Bias	2,3,4, 5	Presentation	Lecture, Group work, Discussion, Presentation, In-class case study	[1] [3]
5-6	Prospects and Regrets	2,3,4, 5	Presentation	Lecture, Group work, Discussion, Presentation, In-class case study	[1] [2]

7-8	Project proposal presentation	2,3,4,5	Presentation	Lecture, Group work, Discussion, Presentation, In-class case study	
9-10	Midterm				
11	Sociality and Identity	2,3,4,5	Presentation	Lecture, Group work, Discussion, Presentation, In-class case study	[1] [2]
12	Bad Habits	2,3,4,5	Presentation	Lecture, Group work, Discussion, Presentation, In-class case study	[1] [2]
13-14	Behavioral anomalies in Finance	2,3,4,5		Lecture, Group work, Discussion, Presentation, In-class case study	[1] [3]
15	Emotional in Trading	6,7		Presentation	
16	Group presentation	6,7		Presentation	
17	Final exam				

**4. Assessment plan**

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7
In-class exercises/quizzes (15%)		x 80%Pass	x 80%Pass	x 80%Pass			
Group project (25%)	x 80%Pass				x 80%Pass	x 80%Pass	x 80%Pass
Midterm exam (20%)		x 70%Pass	x 70%Pass	x 70%Pass			
Final exam (40%)		x 70%Pass	x 70%Pass	x 70%Pass			

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

**5. Rubrics (optional)**

**5.1. Grading checklist**

Grading checklist for Written Reports	
Student: .....	HW/Assignment: .....

Date: .....		Evaluator: .....	
	<b>Max.</b>	<b>Score</b>	<b>Comments</b>
<b>Technical content (60%)</b>			
Abstract clearly identifies purpose and summarizes principal content	10		
Introduction demonstrates thorough knowledge of relevant background and prior work	15		
Analysis and discussion demonstrate good subject mastery	30		
Summary and conclusions appropriate and complete	5		
<b>Organization (10%)</b>			
Distinct introduction, body, conclusions	5		
Content clearly and logically organized, good transitions	5		
<b>Presentation (20%)</b>			
Correct spelling, grammar, and syntax	10		
Clear and easy to read	10		
<b>Quality of Layout and Graphics (10%)</b>			
	10		
<b>TOTAL SCORE</b>			
	100		

## 5.2. Holistic rubric

<b>Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW</b>	
<b>Score</b>	<b>Description</b>
5	Demonstrates complete understanding of the problem. All requirements of task are included in response
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted

Note: this rubric is also used to evaluate questions in an exam.

## 5.3. Analytic rubric

*Critical thinking value rubric for evaluating questions in exams:*

	<b>Capstone</b>		<b>Milestone</b>		<b>Benchmark</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.	

<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Source: Association of American Colleges and Universities

### Oral communication value rubric for evaluating presentation tasks:

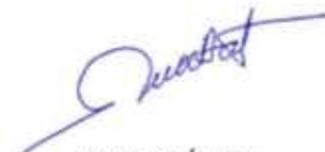
	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and

	and speaker appears polished and confident.	and speaker appears comfortable.	understandable, and speaker appears tentative.	speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.

*Source: Association of American Colleges and Universities*

## 6. Date revised: October 24, 2022

*Ho Chi Minh City, dd/mm/yyyy*  
**Head/Dean of Department/School**  
*(Signature)*



**Trịnh Quốc Đạt**



**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
School of Economics, Finance, and Accounting

**COURSE SYLLABUS**  
**Course Name: TAXATION**  
**Course Code: BA087IU**

**1. General information**

Course designation	<i>This course is designed to explore the principles of taxation and Vietnamese tax system. Emphasis is placed on personal income tax, corporate income tax, value added tax, foreign contractor tax</i> [L] [SEF]
Semester(s) in which the course is taught	3
Person responsible for the course	Ms. Le Phuong Thao
Language	English
Relation to curriculum	Compulsory
Teaching methods	Lecture, lesson, project,
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 127.5 Contact hours (please specify whether lecture, discussion, presentation session, etc.): 37.5 Private study including examination preparation, specified in hours: 90
Credit points	4.62 ECTS
Required and recommended prerequisites for joining the course	None

Course objectives	<p>With the increasing globalization of trading activity taxation considerations are having increasing impacts on the planning of international business activity. The aim of this course is to consider what general tax principles should be applied when a business considers how it will organize its activities.</p> <p>This course is designed to provide a broad introduction to the operations of international financial markets and instruments. One of the goals of this course is to help students develop an understanding of the workings of international financial markets, the risks of doing business in the international arena, and most importantly, the management of exchange risk exposure. Some of the topics covered are foreign exchange markets, foreign exchange risk, management of exchange risk, international money and capital markets, and capital budgeting for multinational firms (MNCs).</p>								
Course learning outcomes	<p>Upon the successful completion of this course students will be able to:</p> <table border="1" data-bbox="446 766 1404 1522"> <thead> <tr> <th data-bbox="446 766 690 808">Competency level</th> <th data-bbox="690 766 1404 808">Course learning outcome (CLO)</th> </tr> </thead> <tbody> <tr> <td data-bbox="446 808 690 913">Attitude</td> <td data-bbox="690 808 1404 913">CLO1. Identify and explain the obligations of taxpayers and the implications of non-compliance.</td> </tr> <tr> <td data-bbox="446 913 690 1165">Knowledge</td> <td data-bbox="690 913 1404 1165">           CLO2. Understand the current application of general taxation principles;            CLO3. Be aware of the potential impacts of taxation of the decision making and the importance of tax planning            CLO4. Understand the operation and scope of the Vietnamese tax system;         </td> </tr> <tr> <td data-bbox="446 1165 690 1522">Skills</td> <td data-bbox="690 1165 1404 1522">           CLO5. Understand and be able to compute the personal income tax liabilities of individuals            CLO6. Understand and be able to compute the corporate income tax liabilities of both domestic and foreign owned companies;            CLO7. Understand and be able to compute the effects of value added tax on businesses;            CLO8 Understand and be able to compute the tax liabilities arising under the regime applicable to foreign contractors;         </td> </tr> </tbody> </table>	Competency level	Course learning outcome (CLO)	Attitude	CLO1. Identify and explain the obligations of taxpayers and the implications of non-compliance.	Knowledge	CLO2. Understand the current application of general taxation principles; CLO3. Be aware of the potential impacts of taxation of the decision making and the importance of tax planning CLO4. Understand the operation and scope of the Vietnamese tax system;	Skills	CLO5. Understand and be able to compute the personal income tax liabilities of individuals CLO6. Understand and be able to compute the corporate income tax liabilities of both domestic and foreign owned companies; CLO7. Understand and be able to compute the effects of value added tax on businesses; CLO8 Understand and be able to compute the tax liabilities arising under the regime applicable to foreign contractors;
Competency level	Course learning outcome (CLO)								
Attitude	CLO1. Identify and explain the obligations of taxpayers and the implications of non-compliance.								
Knowledge	CLO2. Understand the current application of general taxation principles; CLO3. Be aware of the potential impacts of taxation of the decision making and the importance of tax planning CLO4. Understand the operation and scope of the Vietnamese tax system;								
Skills	CLO5. Understand and be able to compute the personal income tax liabilities of individuals CLO6. Understand and be able to compute the corporate income tax liabilities of both domestic and foreign owned companies; CLO7. Understand and be able to compute the effects of value added tax on businesses; CLO8 Understand and be able to compute the tax liabilities arising under the regime applicable to foreign contractors;								

Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i>		
	Weight: lecture session (3 hours)		
	Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	<b>Topic</b>	<b>Weight</b>	<b>Level</b>
	Types of Taxes and the Jurisdictions that Use Them	1	I, T
	Tax Policy Issues: Standards for a Good Tax	1	T
	Taxes as Transaction Cost	1	T,U
	Maxims of Income Tax Planning	1	T, U
	Tax Research	1	T
	The Vietnamese Tax System	1	T
	Personal Income Tax	2	T, U
	Corporate Income Tax	2	T, U
	Value Added Tax	1	T, U
Foreign Contractor Tax	1	T, U	
Tax Administration	1	T	
Examination forms	Multiple-choice questions, short-answer questions, problem solving questions		
Study and examination requirements	Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged. Assignments/Examination: Students must have more than 50/100 points overall to pass this course.		
Reading list	[1] Jones, Rhoades-Catanach, (2015), Principles of Taxation for Business and Investment Planning, McGraw-Hill/Irwin, US, ISBN 978-0077862329 (2) Vietnamese Tax Laws, Circulars, Lecture Notes		

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-6) and Program/Student Learning Outcomes (PLO) (1-10) is shown in the following table:

CLO	PLO				
	1	2	3	4	5
1	X			X	X
2		X	X	X	X
3		X	X	X	X
4		X		X	X
5		X		X	
6		X		X	
7		X		X	
8		X			

### 3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Introduction Types of Taxes and the Jurisdictions that Use Them	2,3		Lecture, Discussion,	[1]
2	Tax Policy Issues: Standards for a Good Tax	1,2,3		Lecture, Discussion,	[1]
3	Taxes as Transaction Cost Maxims of Income Tax Planning	1,2,3		Lecture, Group work, Discussion,	[1]
4	Quiz 1	1,2,3		In-class quiz	[1]
5	Tax Research The Vietnamese Tax System	1,2,3, 4		Lecture	[2]
6-7	Personal Income Tax	1,5		Lecture, Group work, Discussion, In class problem soving	[2]
8	Revision	1,2,3, 4,5		In class problem soving	
9-10	Midterm				
11-12	Corporate Income Tax	1,6		Lecture, Group work, Discussion, In class problem soving	[2]
13	Quiz 2	1,6		In Class Quiz	[2]

14	Value Added Tax	1,7		Lecture, Group work, Discussion, In class problem soving	[2]
15	Foreign Contractor Tax	1,8		Lecture, Group work, Discussion, In class problem soving	[2]
16	Revision	1,6,7, 8		In class problem soving	
17	Final exam				

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7	CLO8
In-class exercises/quizzes (15%)	X 80%Pass							
Group project (15%)	X 80%Pass	X 80%Pass		X 80%Pass	X 80%Pass	X 80%Pass	X 80%Pass	X 80%Pass
Midterm exam (30%)	X 80%Pass	X 80%Pass	X 80%Pass	X 80%Pass	X 80%Pass			
Final exam (40%)	X 80%Pass					X 80%Pass	X 80%Pass	X 80%Pass

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

#### 5. Rubrics (optional)

##### 5.1. Grading checklist

Grading checklist for Written Reports			
Student: .....	HW/Assignment: .....		
Date: .....	Evaluator: .....		
	Max.	Score	Comments
<b>Technical content (60%)</b>			
Abstract clearly identifies purpose and summarizes principal content	10		
Introduction demonstrates thorough knowledge of relevant background and prior work	15		
Analysis and discussion demonstrate good subject mastery	30		
Summary and conclusions appropriate and complete	5		
<b>Organization (10%)</b>			
Distinct introduction, body, conclusions	5		

Content clearly and logically organized, good transitions	5		
<b>Presentation (20%)</b>			
Correct spelling, grammar, and syntax	10		
Clear and easy to read	10		
<b>Quality of Layout and Graphics (10%)</b>	10		
<b>TOTAL SCORE</b>	100		

## 5.2. Holistic rubric

<b>Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW</b>	
<b>Score</b>	<b>Description</b>
5	Demonstrates complete understanding of the problem. All requirements of task are included in response
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted

Note: this rubric is also used to evaluate questions in an exam.

## 5.3. Analytic rubric

*Critical thinking value rubric for evaluating questions in exams:*

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.

<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Source: Association of American Colleges and Universities

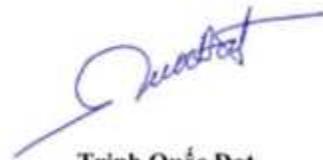
### Oral communication value rubric for evaluating presentation tasks:

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.

*Source: Association of American Colleges and Universities*

**6. Date revised: November 11, 2022**

*Ho Chi Minh City, dd/mm/yyyy*  
**Head/Dean of Department/School**  
*(Signature)*



**Trịnh Quốc Đạt**



**International University**  
**School of Economics, Finance, and Accounting**

## COURSE SYLLABUS

### RESEARCH METHODS IN FINANCE AND ACCOUNTING - BA269IU

#### 1. General Information

- <b>Course Title:</b>		
+ Vietnamese:	Phương Pháp Nghiên Cứu Trong Tài Chính và Kế Toán	
+ English:	Research Methods in Finance and Accounting	
- <b>Course ID:</b>	BA269IU	
- <b>Course level:</b>	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Master <input type="checkbox"/> Both	
- <b>Course type:</b>	<input type="checkbox"/> General <input checked="" type="checkbox"/> Specialization (required) <input type="checkbox"/> Project/Internship/Thesis	<input type="checkbox"/> Fundamental <input type="checkbox"/> Specialization (elective) <input type="checkbox"/> Others: .....
- <b>Number of credits:</b>	3	
+ Lecture:	3	
+ Laboratory:	0	
- <b>Prerequisites:</b>	BA080IU - Statistics for Business	
- <b>Parallel Courses:</b>	None	
- <b>Course it replaces:</b>	None	

#### 2. Course Description and Objectives

Research Methods in Finance and Accounting introduces students to the nature, scope, and significance of research and research methodologies. Additionally, the course analyzes issues involved in the design and conduct of empirical research in finance and accounting by examining recently published papers in the top 10 finance and accounting journals (Journal of Finance, Journal of Financial Economics, Review of Financial Studies, Journal of Financial and Quantitative Analysis, Journal of Corporate Finance, Accounting Review, Journal of Accounting

and Economics, Journal of Accounting Research, Contemporary Accounting Research, and Review of Accounting Studies).

The course aims to:

- Increase the quality of student research
- Enable students to evaluate research designs and methods in prior papers.
- Improve students' academic writing
- Improve students' computer programming
- Familiarizing students with the scientific foundation of the practical application of research designs and methods that are commonly applied in finance and accounting.
- Advance knowledge in techniques of data collection and analysis
- Prepare students for conducting an independent study including finding a topic, formulating research questions, and selecting suitable research methods to answer the questions.

### 3. Textbooks and Other Required Materials

#### **Textbooks:**

Lipson, Charles, 2018, *How to Write a BA Thesis*, University of Chicago Press

Chaubey, Varanya, 2017, *The Little Book of Research Writing*, CreateSpace Independent Publishing Platform

Brooks, Chris, 2021, *First Class Research: A guide to your research project or dissertation in accounting and finance*, Finance Books.

Smith, Malcolm, 2019, *Research Methods in Accounting*, Fifth edition, SAGE Publication

Verbeek, Marno, 2021, *Panel Methods for Finance: A Guide to Panel Data Econometrics for Financial Applications*, de Gruyter Studies in the Practice of Econometrics

Cameron, A. Colin, and Pravin K. Trivedi, 2022, *Microeconometrics Using Stata - Volume I: Cross-Sectional and Panel Regression Models*, Second Edition, Stata Press

#### **Reference Textbooks:**

Paterson, Audrey, David Leung, William Jackson, Robert MacIntosh, and Kevin D

O'Gorman, 2016, *Research Methods for Accounting and Finance*, Goodfellow Publishers

Eco, Umberto, 2015, *How to Write a Thesis*, MIT Press

Mitchell, Michael N., 2021, *Interpreting and Visualizing Regression Models Using Stata*, Second Edition, Stata Press

Miller, Jane E., 2013, *The Chicago Guide to Writing about Multivariate Analysis*, University of Chicago Press

Ryan, Bob, Robert W. Scapens, Michael Theobald, and Viv Beattie, 2002, *Research Methods and Methodology in Finance and Accounting*, Cengage Learning

### **Recommended Journals:**

Journal of Finance

Journal of Financial Economics

Review of Financial Studies

Journal of Financial and Quantitative Analysis

Journal of Corporate Finance

Review of Finance

Accounting Review

Journal of Accounting and Economics

Journal of Accounting Research

Contemporary Accounting Research

Review of Accounting Studies

Stata Journal

### **Useful Websites:**

<http://papers.ssrn.com>

<http://www.nber.org/papers/>

<http://ideas.repec.org>

<https://www.afajof.org/page/AnnualMeeting2023>

<https://westernfinance.org/conference/>

<http://european-finance.org/r/annual-meetings-overview>

<https://stats.idre.ucla.edu/stata/>

[www.stata.com](http://www.stata.com)

### **Additional Materials:**

The instructor makes lecture notes and assigns additional readings that are available on the Blackboard course site.

#### 4. Course Learning Outcomes

After successful completion of this course, students will be able to:

LO1. Know how to critically analyze the research of finance and accounting papers

LO2. Know how to search for a reasonable research topic

LO3. Know how to develop a literature review as well as formulate the research hypotheses based on the selected topic

LO4. Know how to identify and evaluate the most common research methods to answer the hypotheses

LO5. Know how to conduct data collection according to the underlying theoretical framework

LO6. Know how to use STATA to undertake and interpret empirical analyses

LO7. Know how to discuss limitations and potential contributions to the literature

LO8. Know how to develop a research proposal in finance and accounting

LO9. Learn within teams (such skills as task assignment and management, conflict resolution and cooperation, consensus building, and leadership)

LO10. Provide professional business presentations (both oral and written)

#### The alignment between course learning outcomes and program learning outcomes:

Group of .....	Program learning outcomes (*)	Course learning outcomes	% of contribution on PLO
<b>Political &amp; professional Knowledge</b>	PLO (a)	LO5	1%
<b>Knowledge</b>	PLO (b)	LO1-LO8	3%
<b>Analytical skills</b>	PLO (c)	LO1, LO3, LO4, LO7, LO8	2%
<b>Communication skills</b>	PLO (d)	LO9, LO10	1%
<b>Critical thinking skills</b>	PLO (e)	LO1, LO3, LO4, LO7, LO8	2%
<b>Technology skills</b>	PLO (f)	LO5, LO6	2%

<b>Ethical attitude at work</b>	PLO (g)	LO5	1%
<b>Cognitive ability and perspectives on globalization</b>	PLO (h)	LO5	1%
<b>Teamwork, self-studying, and career development skills</b>	PLO (i)	LO9, LO10	1%
<b>Total % contribution of this course to the program learning outcome:</b>			<b>14%</b>

## 5. Course Assessment

### 6.1 Grading

<b>Assessment component</b>	<b>Assessment form</b>	<b>Percentage (%)</b>
A1. Attendance	A1.1 Attendance	5%
A2. Assignment	A2.1 Papers' discussion	35%
A3. Group project (replace mid-term exam)	A3.1 Research Proposal	30%
A3. Final Exam	A4.1 Final exam	30%
<b>Total</b>		<b>100%</b>

**A.1.1 Attendance:** Regular and punctual attendance at lectures and seminars is expected in this course. The students will get a full score for this section if they attend all lectures and seminars. Each absence may lower 20% of the student's grade. According to the University regulation, students are not allowed to have more than three absences.

**A2.1 Papers' Discussion:** Each group of 1-3 students is assigned to discuss 3-4 articles/working papers. Detailed guidelines will be provided in class. The assessment of this section is based on how relevant information of sections in the articles/working papers is appropriately discussed in 15-20 minutes. Remember that each student in the group is supposed to discuss the

articles/working papers orally with the instructor. For the assignment description, I would talk more about what students are supposed to do more than assessment because such detailed information will be explained in great detail in the guidelines.

**A3.1 Research Proposal:** Each group of 1-3 students is required to complete a research proposal and present it in the final 2 weeks of the course. The detailed guidelines of the proposal will be provided in an assignment packet. The grade of the proposal will be determined by the total points the students earned from the various assessment components as described as followed:

- (1) *Writing up a report:* will be awarded for your completed working product. Your written reports must be highly informative, have a deep understanding of the process, complete the calculation, and show a rational recommendation.

A report is expected to:

- have the Cover Sheet Group Assignment.
- not exceed 15 pages, but may include an appendix of infinite length;
- be the original work of the team members.

- (2) *Presentation:* is based on the presentation. Your presentation should be professional to get a high grade for this part. Remember that each student in the group must present at least a part of the case orally to the instructor.

The presentation is limited to 15 minutes. When the time has expired, the team must immediately stop the presentation. An additional 15 minutes will be provided to answer questions posed by the instructor.

**A.4.1. Final Exam:** The exams will be 90-minute closed book ones. All materials covered in the course are examinable, and more points are rewarded for critical thinking. Further details on the exams will be announced one week prior to the exam dates.

The examination schedule will be announced by the Office of Undergraduate Academic Affairs. Any issues regarding the administration of, timetabling of, and nonattendance at the examinations need to be directed to the Office of Undergraduate Academic Affairs. These issues are not the responsibility of the instructor.

## 6.2 Assessment Plan

No.	Assessment tasks	Learning Outcome	Level of Bloom taxonomy												Weight (%)
			Applying			Analyzing			Evaluating			Creating			
			MCQ (**)	WQ	P	MCQ	WQ	P	MCQ	WQ	P	MCQ	WQ	P	
1	A1, A2, A3, A4	LO1		x	x		x	x		x	x		x	x	10
2	A1, A2, A3, A4	LO2		x	x		x	x		x	x		x	x	10
3	A1, A2, A3, A4	LO3		x	x		x	x		x	x		x	x	10
4	A1, A2, A3, A4	LO4		x	x		x	x		x	x		x	x	10
5	A1, A2, A3, A4	LO5		x	x		x	x		x	x		x	x	10
6	A1, A2, A3, A4	LO6			x			x			x			x	10
7	A1, A2, A3, A4	LO7													10
8	A1, A2, A3, A4	LO8													10
9	A3	LO9													10
10	A3	LO10		x	x		x	x		x	x		x	x	10
<b>Total</b>															<b>100</b>

(\*\*) MCQ: Multiple-choice questions; WQ: Writing questions; P: Presentation

## 6. Course Outline

Week	Topics	Contents/Chapters
1-2	Intro to Research and STATA  Group project overview  Group formed	Lipson (2018) Chapters 1, 2, 20  Paterson <i>et al.</i> (2016) Chapter 1  Cameron and Trivedi (2022), Chapters 1-2  Lecture notes and papers
2-3	Finding and developing the research ideas	Smith (2019) Chapter 2  Lipson (2018) Chapters 3-4  Paterson <i>et al.</i> (2016) Chapter 2  Brooks (2021) Chapter 3  Eco (2015) Chapter 2  Lecture notes and papers
4-5	Literature Review and Hypothesis	Smith (2019) Chapter 3  Lipson (2018) Chapters 5, 7  Paterson <i>et al.</i> (2016) Chapters 3, 4  Brooks (2021) Chapters 6, 7

		Lecture notes and papers
6-8	Research Methods	Verbeek (2021) Chapters 2-4 Cameron and Trivedi (2022) Chapters 3-4, 8-9 Brook (2021) Chapter 8 Lecture notes and papers
9	Data Collection	Smith (2019) Chapter 5 Paterson <i>et al.</i> (2016) Chapter 9 Brooks Chapter 8 Lecture notes and papers
10-11	Data Analysis	Smith (2019) Chapter 6 Lipson (2018) Chapter 12 Miller (2013) Paterson <i>et al.</i> (2016) Chapter 10 Mitchell (2021) Chapters 2-5 Lecture notes and papers
12-13	Research Writing	Chaubey (2017) Lipson (2018) Chapters 8-11, 13 Paterson <i>et al.</i> (2016) Chapter 12 Eco (2015) Chapter 5 Brooks (2021) Chapter 10 Lecture notes and papers
14-15	Research Proposal Presentations	<i>Note: Detail schedule to be informed later</i>
	Final Examination	

## 7. Course Policies

### 7.1 Workload

**Student responsibility:** It is expected that the students will spend at least TEN hours per week reading materials, working on exercises and problems, and attending classes.

**Missed tests:** The students must submit all their assignments and attend all their examinations scheduled for the course. I do not consider any special request unless you are suffering from illness or misadventure which affects your course progress.

### 7.2 General Conduct and Behavior

Beepers, cell phones, and pagers need to be turned off before the class starts. The students are expected to conduct themselves with consideration and respect for the needs of their fellow students and teaching assistant. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students will be asked to leave the class.

### 7.3 Keeping Informed

The students should take note of all announcements made in lectures or on the course's Blackboard. From time to time, the university will send important announcements to their university e-mail addresses without providing a paper copy. The students will be deemed to have received this information.

### 7.4 Academic Dishonesty

**Plagiarism:** The students are required to submit their research proposal to Turnitin. The similarity index for the whole report (a certain source) should be not more than 10% (1%).

**Cheating:** cheating in any form in the exams is prohibited. If the students violate this rule in any exam, they will get a zero for that exam.

## 8. Course Coordinator / Instructor

- School / Department: School of Economics, Finance, and Accounting/Department of Finance and Banking
- Course Coordinator / Instructor: Vo Xuan Hong
- Email: [vxhong@hcmiu.edu.vn](mailto:vxhong@hcmiu.edu.vn)

*Ho Chi Minh City, October 23, 2022*

***DEAN OF SCHOOL OF ECONOMICS,  
FINANCE, AND ACCOUNTING***

A handwritten signature in blue ink, appearing to read 'Trinh Quoc Dat', with a long horizontal stroke extending to the right.

**Trịnh Quốc Đạt**



**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
School of Business Administration

**COURSE SYLLABUS**

**Course Name: WORKSHOP 2 ON FINANCIAL ISSUES**

Course Code: BA257IU

**1. General information**

Course designation	This workshop will provide students with an opportunity to engage with ongoing work and projects within the Finance and Banking industry. During the meeting invited guest speakers will present “works in progress” and “experience sharing”. It will help student expand their financial understanding and career opportunities. Finally, Students are required to submit 03 Written report to evaluate their understanding base on 03 given topics.
Semester(s) in which the course is taught	1
Person responsible for the course	
Language	English
Relation to curriculum	Compulsory
Teaching methods	
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 85 Contact hours (please specify whether lecture, discussion, presentation session, etc.): 25 Private study including examination preparation, specified in hours: 60
Credit points	3.08 ECTS
Required and recommended prerequisites for joining the course	Workshop 1

Course objectives	<p>The course will help student expand their financial understanding and career opportunities</p> <p>By attending Workshop 2, students will be able to</p> <ul style="list-style-type: none"> <li>• Identify the key factors effecting the Credit Analysis and Rating</li> <li>• Understand and explain the merits of firm IPO</li> <li>• Explain the process of M&amp;A deal and determinate the firm valuation</li> <li>• Explain the Trading behavior in Vietnam market</li> <li>• Identify and explain the procedure of Taxation in Vietnam</li> <li>• Measuring and managing operating exposure of company restructuring</li> </ul>
Course learning outcomes	<p>By attending Workshop 2, students will be able to</p> <p>CLO1- Identify the key factors effecting the Credit Analysis and Rating</p> <p>CLO2 - Understand and explain the merits of firm IPO</p> <p>CLO3 - Explain the process of M&amp;A deal and determinate the firm valuation</p> <p>CLO4 - Explain the Trading behavior in Vietnam market</p> <p>CLO5 - Identify and explain the procedure of Taxation in Vietnam</p> <p>CLO6 - Measuring and managing operating exposure of company restructuring</p>
Content	<p>The workshop will cover topics in Finance and Banking which will be determined based on the speakers.</p> <p style="text-align: center;"><b>Proposed Topics</b></p> <ol style="list-style-type: none"> <li>1. Credit Analysis and rating in Practices under Vietnamese settings</li> <li>2. How to go public (Initial Public Offering - IPO)</li> <li>3. Mergers and Acquisitions (M&amp;A) deal and market</li> <li>4. Trading behavior of investors in Vietnam stock market</li> <li>5. Taxation Practices in Vietnam</li> <li>6. Company Restructuring</li> </ol>
Examination forms	Written report
Study and examination requirements	<p>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed based on their class participation. Questions and comments are strongly encouraged.</p> <p>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</p>
Reading list	Lecture slides and handouts, hands-on learning experiences, detailed and informative educational videos

## 2. Learning Outcomes Matrix (optional)

## 3. Planned learning activities and teaching methods

Session	Content	Learning Outcomes	Bloom's Taxonomy	Category
1	Credit Analysis and rating in Practices under Vietnamese settings	LO1,2,3,4,5	KN, AP, AN, SY, EV	Lecture/ Tutorial
2	How to go public (Initial Public Offering - IPO)	LO1,2,3,4,5	KN, AP, AN, SY, EV	Lecture/ Tutorial
3	Mergers and Acquisitions (M&A) deal and market	LO1,2,3,4,5	KN, AP, AN, SY, EV	Lecture/ Tutorial
4	Trading behavior of investors in Vietnam stock market	LO1,2,3,4,5	KN, AP, AN, SY, EV	Lecture/ Tutorial
5	Taxation Practices in Vietnam	LO1,2,3,4,5	KN, AP, AN, SY, EV	Lecture/ Tutorial
6	Company Restructuring	LO1,2,3,5	KN, AP, AN, SY, EV	Lecture/ Tutorial

#### 4. Assessment plan

Evaluation Category	Part	Weight	Duration	Learning outcomes	Type of questions	Number of questions
Attendance		10%				
Class discussion		20%	Flexible		Questions and requirements are delivered by guest speakers	Flexible
Group assignment		40%	30 mins for each presentation included Q&A session	LO1,2,3,4,5	Number of students are decided by instructor. Students have to participate on group presentation base on a provided case study by guest speakers. The input of this assignment must be base on your observation in all aspect of the topic delivered by guest speakers on that day	1 group presentation per topic. A topic may last 1 week or 2 weeks.
Individual assignment		30%	2-week deadline	LO1,2,3,4,5	Students have to submit the report to prove their own research and understanding about one of the topics that were delivered throughout the course. The topic might be chosen by students themselves or based on a specific case scenario which will be given by guest speakers.	1 report at the end of the course
<b>Total</b>		<b>100%</b>				

#### 5. Rubrics (optional)

##### 5.1. Grading checklist

Grading checklist for Written Reports			
Student: .....	HW/Assignment: .....		
Date: .....	Evaluator: .....		
	<b>Max.</b>	<b>Score</b>	<b>Comments</b>
<b>Content (60%)</b>			

Abstract clearly identifies purpose and summarizes principal content	10		
Introduction demonstrates thorough knowledge of relevant background and prior work	15		
Analysis and discussion demonstrate good subject mastery	30		
Summary and conclusions appropriate and complete	5		
<b>Organization (10%)</b>			
Distinct introduction, body, conclusions	5		
Content clearly and logically organized, good transitions	5		
<b>Quality of Layout, tables, and graphics (10%)</b>	10		
<b>Presentation (20%)</b>			
Organization	4		
Language	4		
Delivery	4		
Supporting Material	4		
Central Message	4		
<b>TOTAL SCORE</b>	100		

## 5.2. Holistic rubric

<b>Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW</b>	
<b>Score</b>	<b>Description</b>
5	Demonstrates complete understanding of the problem. All requirements of task are included in response
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted

Note: this rubric is also used to evaluate questions in an exam.

## 5.3. Analytic rubric

### *Critical thinking value rubric for evaluating questions in exams:*

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.

<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Source: Association of American Colleges and Universities

### Oral communication value rubric for evaluating presentation tasks:

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and

	and speaker appears polished and confident.	and speaker appears comfortable.	understandable, and speaker appears tentative.	speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.

*Source: Association of American Colleges and Universities*

## 6. Date revised: October 25, 2022

*Ho Chi Minh City, dd/mm/yyyy*  
**Head/Dean of Department/School**  
*(Signature)*



**Trịnh Quốc Đạt**



**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
School of Economics, Finance, and Accounting

**COURSE SYLLABUS**

**Course Name: Derivatives and Risk Management**

**Course Code: BA216IU**

**1. General information**

Course designation	This course provides a conceptual framework for understanding the different types of derivatives and their characteristics, examining the use of derivatives in portfolio management, and learning why derivatives are increasingly fundamental to risk management.
Semester(s) in which the course is taught	1, 2
Person responsible for the course	Dr. Vo Xuan Hong
Language	English
Relation to curriculum	Compulsory/Elective
Teaching methods	Lecture, lesson, project, seminar.
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 Private study including examination preparation, specified in hours <sup>1</sup> : 90
Credit points	3
Required and recommended prerequisites for joining the course	None

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organization of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Course objectives	This course provides an overview of the main characteristics of financial derivatives, essential hedging techniques, and risk management strategies including options, futures, and swaps. This course is designed for students who plan to work in investment banks, investment funds, or multinational corporations.																													
Course learning outcomes	Upon the successful completion of this course students will be able to:																													
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>																												
	Knowledge	CLO1. Understand the scope of financial derivatives and the concept of risk transfer CLO2. Understand the structure of derivatives markets and derivatives strategies CLO3. Understand the strengths and weaknesses of using derivatives as a risk management tool																												
	Attitude	CLO4. Classify and compare different types of derivatives instruments CLO5. Classify and demonstrate the application of hedging strategies CLO6. Identify and evaluate the extent of financial risks that a company is facing																												
Skills	CLO7. Learn within teams (such skills as task assignment and management, conflict resolution and cooperation, consensus building, and leadership) CLO8. Provide professional business presentations (both oral and written)																													
Content	<p><i>The description of the contents should clearly indicate the weighting of the content and the level.</i></p> <p>Weight: lecture session (3 hours)</p> <p>Teaching levels: I (Introduce); T (Teach); U (Utilize)</p> <table border="1"> <thead> <tr> <th>Topic</th> <th>Weight</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>Derivative Markets and Instruments</td> <td>1</td> <td>I, T</td> </tr> <tr> <td>Basics of Derivative Pricing and Valuation</td> <td>1</td> <td>I, T</td> </tr> <tr> <td>Pricing and Valuation of Forward Commitments</td> <td>1</td> <td>I, T, U</td> </tr> <tr> <td>Derivatives Strategies</td> <td>6</td> <td>T, U</td> </tr> <tr> <td>Risk Management</td> <td>1</td> <td>T</td> </tr> <tr> <td>Risk Management Applications of Forward and Futures Strategies</td> <td>1</td> <td>T, U</td> </tr> <tr> <td>Risk Management Applications of Option Strategies</td> <td>1</td> <td>T, U</td> </tr> <tr> <td>Risk Management Applications of Swap Strategies</td> <td>1</td> <td>T, U</td> </tr> </tbody> </table>			Topic	Weight	Level	Derivative Markets and Instruments	1	I, T	Basics of Derivative Pricing and Valuation	1	I, T	Pricing and Valuation of Forward Commitments	1	I, T, U	Derivatives Strategies	6	T, U	Risk Management	1	T	Risk Management Applications of Forward and Futures Strategies	1	T, U	Risk Management Applications of Option Strategies	1	T, U	Risk Management Applications of Swap Strategies	1	T, U
Topic	Weight	Level																												
Derivative Markets and Instruments	1	I, T																												
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Derivatives Strategies	6	T, U																												
Risk Management	1	T																												
Risk Management Applications of Forward and Futures Strategies	1	T, U																												
Risk Management Applications of Option Strategies	1	T, U																												
Risk Management Applications of Swap Strategies	1	T, U																												
Examination forms	Multiple-choice questions, short-answer questions, problem solving questions																													

Study and examination requirements	Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged. Assignments/Examination: Students must have more than 50/100 points overall to pass this course.
Reading list	[1] Pirie, Wendy L., 2017, <i>Derivatives</i> (John Wiley & Sons, Inc: CFA Institute Investment Series) [2] Chance, Don M., 2002, <i>Analysis of Derivatives for the CFA Program</i> , CFA Institute [3] Johnson, R. Stafford, 2017, <i>Derivatives Markets and Analysis</i> (Bloomberg Press: Bloomberg Financial).

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-8) and Program/Student Learning Outcomes (PLO) (1-9) is shown in the following table:

CLO	PLO				
	1	2	3	4	5
1	x				
2	x				
3	x				
4		x	x		
5		x	x		
6			x		
7				x	x
8				x	x

## 3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Derivative Markets and Instruments Group project overview Group formed	1,2,3		Lecture, Discussion,	[1] [2]
2	Basics of Derivative Pricing and Valuation	1,2,3,7	Contribution to class	Lecture, Discussion	[1] [2]
3	Pricing and Valuation of Forward Commitments	1,2,3,7	Contribution to class	Lecture, Discussion	[1] [2]
4-8	Derivatives Strategies and Review for Mid-term	2,3,4,7	Contribution to class	Lecture, Group work, Discussion	[1]
9-10	Midterm				
11	Derivatives Strategies (cont.)	2,3,4,7	Contribution to class	Lecture, Group work	[1]
12	Risk Management	4,5,6,7	Contribution to class	Lecture, Group work, Discussion	[1]

13	Risk Management Applications of Forward and Futures Strategies	4,5,6,7	Contribution to class	Lecture, Group work, Discussion	[1]
14	Risk Management Applications of Option Strategies	4,5,6,7	Contribution to class	Lecture, Group work, Discussion	[1]
15	Risk Management Applications of Swap Strategies	4,5,6,7	Presentation, Contribution to class	Lecture, Group work, Discussion,	[1]
16-17	Group presentations and Review for Final	7,8	Presentation	Group work	
18	Final exam				

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7	CLO8
In-class exercises/quizzes (15%)		X 80%Pass	X 80%Pass	X 80%Pass				
Group project (15%)	X 80%Pass				X 80%Pass	X 80%Pass	X 80%Pass	X 80%Pass
Midterm exam (30%)		X 70%Pass	X 70%Pass	X 70%Pass	X 70%Pass	X 70%Pass		
Final exam (40%)		X 70%Pass	X 70%Pass	X 70%Pass	X 70%Pass	X 70%Pass		

Note: %Pass: Target that % of students have scores greater than 50 out of 100.

#### 5. Rubrics (optional)

##### 5.1. Grading checklist

Grading checklist for Written Reports			
Student: .....		HW/Assignment: .....	
Date: .....		Evaluator: .....	
	Max.	Score	Comments
<b>Technical content (60%)</b>			
Abstract clearly identifies purpose and summarizes principal content	10		
Introduction demonstrates thorough knowledge of relevant background and prior work	15		
Analysis and discussion demonstrate good subject mastery	30		
Summary and conclusions appropriate and complete	5		
<b>Organization (10%)</b>			
Distinct introduction, body, conclusions	5		
Content clearly and logically organized, good transitions	5		
<b>Presentation (20%)</b>			
Correct spelling, grammar, and syntax	10		

Clear and easy to read	10		
<b>Quality of Layout and Graphics (10%)</b>	10		
<b>TOTAL SCORE</b>	100		

## 5.2. Holistic rubric

<b>Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW</b>	
<b>Score</b>	<b>Description</b>
5	Demonstrates complete understanding of the problem. All requirements of task are included in response
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted

Note: this rubric is also used to evaluate questions in an exam.

## 5.3. Analytic rubric

### *Critical thinking value rubric for evaluating questions in exams:*

	<b>Capstone</b>	<b>Milestone</b>		<b>Benchmark</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.

<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.
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Source: Association of American Colleges and Universities

**Oral communication value rubric for evaluating presentation tasks:**

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.

Source: Association of American Colleges and Universities

**6. Date revised: October 23, 2022**

*Ho Chi Minh City, 23/10/2022*  
**Head/Dean of Department/School**  
*(Signature)*



Trịnh Quốc Đạt



**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
School of Economics, Finance, and Accounting

**COURSE SYLLABUS**

**Course Name: Working Capital Management**

Course Code: BA220IU

**1. General information**

Course designation	<i>Working capital management designed examines the theory and practice of working capital management. The course analyses the elements and natures of working capital management and determines factors that affect working capital policies. Key topics of study include introducing terminologies, policies, best practices in working capital management; evaluating working capital ratios; managing cash, marketable securities, inventory, account receivable, and short-term financing; and financial planning and forecasting.</i>
Semester(s) in which the course is taught	1, 2
Person responsible for the course	Asso. Prof. Vo Thi Quy (PhD)
Language	English
Relation to curriculum	Compulsory
Teaching methods	Lecture, Q&A, Homework, Group research project
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 127.5 Contact hours (please specify whether lecture, discussion, presentation session, etc.): 37.5 Private study including examination preparation, specified in hours: 90
Credit points	4.62 ECTS
Required and recommended prerequisites for joining the course	None

Course objectives	After finishing this course students have a solid knowledge of working capital and the current accounts, working capital policy (investment and financing policies); can analyze the impact of operating cycle and cash conversion cycle on company performance.																																						
Course learning outcomes	Upon the successful completion of this course students will be able to:																																						
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>																																					
	Knowledge	CLO1. Understand the components of current assets and, operating cycle and cash conversion cycle, working capital investment and financing policy.																																					
	Skill	CLO2. Can analyze the impact of working capital investment policy and financing on firm performance. CLO3. Can analyze the impact of working capital financing policy on firm performance. CLO4. Demonstrate communication, presentation, and written skills and teamworking. Develop critical and analytical skills and the ability to work independently.																																					
Attitude	CLO5. Apply ethical practices in financial information conduct.																																						
Content	<p><i>The description of the contents should clearly indicate the weighting of the content and the level.</i></p> <p>Weight: lecture session (3 hours) Teaching levels: I (Introduce); T (Teach); U (Utilize)</p> <table border="1" data-bbox="448 1115 1396 1814"> <thead> <tr> <th data-bbox="448 1115 1154 1167">Topic</th> <th data-bbox="1162 1115 1284 1167">Weight</th> <th data-bbox="1292 1115 1396 1167">Level</th> </tr> </thead> <tbody> <tr> <td data-bbox="448 1178 1154 1230">Overview of Working capital management</td> <td data-bbox="1162 1178 1284 1230">1</td> <td data-bbox="1292 1178 1396 1230">I, T</td> </tr> <tr> <td data-bbox="448 1241 1154 1293">Cash Management and Fraud presentation</td> <td data-bbox="1162 1241 1284 1293">1</td> <td data-bbox="1292 1241 1396 1293">T, U</td> </tr> <tr> <td data-bbox="448 1304 1154 1356">Cash – Credit and Short-term financial instruments</td> <td data-bbox="1162 1304 1284 1356">1</td> <td data-bbox="1292 1304 1396 1356">T, U</td> </tr> <tr> <td data-bbox="448 1367 1154 1419">Cash Budgeting - Comprehensive case discussion</td> <td data-bbox="1162 1367 1284 1419">2</td> <td data-bbox="1292 1367 1396 1419">T, U</td> </tr> <tr> <td data-bbox="448 1430 1154 1482">Concentration Banking and Financial Institution Relationships</td> <td data-bbox="1162 1430 1284 1482">2</td> <td data-bbox="1292 1430 1396 1482">T, U</td> </tr> <tr> <td data-bbox="448 1493 1154 1545">Accounts Receivable and Working Capital Issues</td> <td data-bbox="1162 1493 1284 1545">2</td> <td data-bbox="1292 1493 1396 1545">T, U</td> </tr> <tr> <td data-bbox="448 1556 1154 1608">Inventory and Working Capital Issues</td> <td data-bbox="1162 1556 1284 1608">2</td> <td data-bbox="1292 1556 1396 1608">T, U</td> </tr> <tr> <td data-bbox="448 1619 1154 1671">Payables and Working Capital Issues</td> <td data-bbox="1162 1619 1284 1671">2</td> <td data-bbox="1292 1619 1396 1671">T, U</td> </tr> <tr> <td data-bbox="448 1682 1154 1734">WCM and Short-term Financing</td> <td data-bbox="1162 1682 1284 1734">2</td> <td data-bbox="1292 1682 1396 1734">T</td> </tr> <tr> <td data-bbox="448 1745 1154 1797">Information and Working Capital</td> <td data-bbox="1162 1745 1284 1797">1</td> <td data-bbox="1292 1745 1396 1797">T, U</td> </tr> <tr> <td data-bbox="448 1808 1154 1860">Managing the Working Capital Cycle</td> <td data-bbox="1162 1808 1284 1860">1</td> <td data-bbox="1292 1808 1396 1860">T, U</td> </tr> </tbody> </table>			Topic	Weight	Level	Overview of Working capital management	1	I, T	Cash Management and Fraud presentation	1	T, U	Cash – Credit and Short-term financial instruments	1	T, U	Cash Budgeting - Comprehensive case discussion	2	T, U	Concentration Banking and Financial Institution Relationships	2	T, U	Accounts Receivable and Working Capital Issues	2	T, U	Inventory and Working Capital Issues	2	T, U	Payables and Working Capital Issues	2	T, U	WCM and Short-term Financing	2	T	Information and Working Capital	1	T, U	Managing the Working Capital Cycle	1	T, U
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Examination forms	Multiple-choice questions, short-answer questions
Study and examination requirements	Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed based on their class participation. Questions and comments are strongly encouraged. Assignments/Examination: Students must have more than 50/100 points overall to pass this course.
Reading list	Textbooks: [1] Working Capital Management – Application and Cases. Copyright 2014. James Sagner – Publisher Wiley. [2] Short-Term Financial Management, Maness and Zietlow, 3rd edition.

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-4) and Program Learning Outcomes (PLO) (1-5) is shown in the following table:

*PLO1. Demonstrate an understanding of fundamental financial theories, banking management, markets and financial institutions, and domestic and multinational corporate financial management.*

*PLO2. Apply the acquired knowledge to analyze and evaluate the financial health and company risk of domestic and multinational companies, domestic and foreign direct investment projects, and financial investments. merger and acquisition deal.*

*PLO3. Promote creativity and adaptability to the rapidly changing and competitive global financial markets, respect competition and cooperation in work.*

*PLO4. Adhere to professional ethical standards, respect gender equality, adapt to cross cultures, respect differences, the spirit of teamwork, and the laws of the home and host country.*

*PLO5. Provide a clear orientation on career development path, sense of community service and social responsibility of a citizen.*

CLO/PLO	1	2	3	4	5
1	x				
2		x	x		x
3		x	x		x
4		x	x	x	x
5				x	x

## 3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Overview of WCM	1		Course Introduction, Forming study group, Introducing research project	[1],[2]
2&3	Cash Management and Fraud presentation	1,2,3,4	Student attendance,	Lecture, Q&A, HW1 assigned	[1],[2]

			Contribution to class discussion		
4&5	Cash – Credit and Short-term financial instruments	1,2,3,4	Student attendance HW1	Lecture, HW1 feedback,	[1],[2]
6	Cash budgeting	1,2,3,4	Student attendance, HW2	Lecture, Q&A, HW2 assigned Group work	[1],[2]
7	Concentration Banking and Financial Institution Relationships	1,2,3,4	Student attendance, Contribution to class discussion	Lecture, HW2 feedback	[1],[2]
8	Accounts Receivable and Working Capital Issues	1,2,3,4	Student attendance, Contribution to class discussion	Lecture, Group work	[1],[2]
9&10	Midterm				
11	Inventory and Working Capital Issues	1,2,3,4	Student attendance, Contribution to class discussion	Lecture, Group work	[1],[2]
12	Payables and Working Capital Issues	1,2,3,4	Student attendance, Contribution to class discussion	Lecture, Group work	[1],[2]
13	WCM and Short-term Financing	1,2,3,4	Student attendance, HW3	Lecture, HW3 assigned	[1],[2]
14	Information and Working Capital	1,2,3,4	Student attendance, HW4	Lecture, HW3 feedback HW4 assigned	[1],[2]
15	Managing the Working Capital Cycle	1,2,3,4	Student attendance, Contribution to class discussion	Lecture, HW4 feedback	[1],[2]
16	Group presentation	3,4,5	Presentation, Group project Report	Presentation, Submission of Group project report	
17	Group presentation	3,4,5	Presentation, Group project Report	Presentation, Submission of Group project report	
18	Revision				

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
Homework (10%)	HW1-4, 80% pass	HW1-4, 70% pass	HW1-4, 70% pass	HW1-4, 100% pass
Group Project (20%)	80% pass	70% pass	70% pass	100% pass
Midterm exam (30%)	MCQ1,2,8,16,19,20 – pass 90% EQ1 50% pass	MCQ3-7,9- 15,17,19 70%Pass EQ2 70% pass	Q1, Q2 50%Pass	
Final exam (40%)	EQ1,3,4,5 80%Pass	EQ2, 70% pass	EQ1,2,3,4,5	

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

## 5. Rubrics (optional)

### 5.1. Grading checklist

Grading checklist for Written Reports			
Student: .....	HW/Assignment: .....		
Date: .....	Evaluator: .....		
	Max.	Score	Comments
<b>Content (60%)</b>			
Abstract clearly identifies purpose and summarizes principal content	10		
Introduction demonstrates thorough knowledge of relevant background and prior work	15		
Analysis and discussion demonstrate good subject mastery	30		
Summary and conclusions appropriate and complete	5		
<b>Organization (10%)</b>			
Distinct introduction, body, conclusions	5		
Content clearly and logically organized, good transitions	5		
<b>Quality of Layout, tables, and graphics (10%)</b>			
<b>Presentation (20%)</b>			
Organization	4		
Language	4		
Delivery	4		
Supporting Material	4		
Central Message	4		
<b>TOTAL SCORE</b>		100	

### 5.2. Holistic rubric

Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW	
Score	Description
5	Demonstrates complete understanding of the problem. All requirements of task are included in response
4	Demonstrates considerable understanding of the problem. All requirements of task are included.

3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted

Note: this rubric is also used to evaluate questions in an exam.

### 5.3. Analytic rubric

#### *Critical thinking value rubric for evaluating questions in exams:*

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions and some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Source: Association of American Colleges and Universities

**Oral communication value rubric for evaluating presentation tasks:**

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.

Source: Association of American Colleges and Universities

**6. Date revised: April 17, 2023**

*Ho Chi Minh City, dd/mm/yyyy*  
**Head/Dean of Department/School**  
*(Signature)*



**Trịnh Quốc Đạt**



**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
School of Economics, Finance, and Accounting

**COURSE SYLLABUS**

**Course Name: Credit Analysis and Lending**

**Course Code: BA218IU**

**1. General information**

Course designation	Provide students with essential skills and knowledge about credit activities in Vietnamese banking system. Get students ready for work as a credit officer.
Semester(s) in which the course is taught	2
Person responsible for the course	Ms. Phan, Ngoc Anh
Language	English
Relation to curriculum	Compulsory
Teaching methods	Lecture, project.
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 127.5 Contact hours (please specify whether lecture, discussion, presentation session, etc.): 37.5 Private study including examination preparation, specified in hours: 90
Credit points	4.62 ECTS
Required and recommended prerequisites for joining the course	Financial Accounting, Fundamental of Financial Management, Corporate Finance.

Course objectives	Provide students with essential skills and knowledge about credit activities in Vietnamese banking system. Get students ready for work as a credit officer.	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>
	Attitude	CLO1. Develop an appreciation for understanding the objectives of credit analysis activities that channel funding resources in the capital market, as well as the ethical standards of the profession as a credit analyst in a commercial bank.
	Knowledge	CLO2. Understanding legal regulations of credit activities as well as the general procedures of credit activities in the banking system CLO3. Identify related parties in different stages of credit procedures CLO4. Handle the entire short-term credit lending procedures and long-term credit lending procedures.
Skills	CLO5. Be able to demonstrate skills in the credit analysis activities (financial statement analysis, lending procedures, loan risk analysis, loan collection, credit contracts...) CLO6. Demonstrate the ability to deliver an effective oral presentation with appropriate visuals. CLO7. Demonstrate the ability to produce a clear and concise written report that demonstrates advanced understanding of key concepts in credit analysis.	

Content	<p>The description of the contents should clearly indicate the weighting of the content and the level.</p> <p>Weight: lecture session (3 hours)</p> <p>Teaching levels: I (Introduce); T (Teach); U (Utilize)</p> <table border="1" data-bbox="446 367 1404 1438"> <thead> <tr> <th data-bbox="446 367 1161 430">Topic</th> <th data-bbox="1161 367 1291 430">Weight</th> <th data-bbox="1291 367 1404 430">Level</th> </tr> </thead> <tbody> <tr> <td data-bbox="446 430 1161 577">Introduction to credit analysis &amp; lending Preliminary assessment Opportunity assessment</td> <td data-bbox="1161 430 1291 577">2</td> <td data-bbox="1291 430 1404 577">I, T</td> </tr> <tr> <td data-bbox="446 577 1161 703">Preliminary assessment Identify borrowing causes</td> <td data-bbox="1161 577 1291 703">2</td> <td data-bbox="1291 577 1404 703">T, U</td> </tr> <tr> <td data-bbox="446 703 1161 787">Repayment source analysis Industry risk analysis</td> <td data-bbox="1161 703 1291 787">1</td> <td data-bbox="1291 703 1404 787">T, U</td> </tr> <tr> <td data-bbox="446 787 1161 882">Repayment source analysis Business risk analysis</td> <td data-bbox="1161 787 1291 882">1</td> <td data-bbox="1291 787 1404 882">T, U</td> </tr> <tr> <td data-bbox="446 882 1161 976">Repayment source analysis Financial statement analysis</td> <td data-bbox="1161 882 1291 976">2</td> <td data-bbox="1291 882 1404 976">T, U</td> </tr> <tr> <td data-bbox="446 976 1161 1060">Repayment source analysis Cash flow analysis</td> <td data-bbox="1161 976 1291 1060">2</td> <td data-bbox="1291 976 1404 1060">T, U</td> </tr> <tr> <td data-bbox="446 1060 1161 1186">Projections Financial modelling and forecasting Sensitivity analysis</td> <td data-bbox="1161 1060 1291 1186">2</td> <td data-bbox="1291 1060 1404 1186">T, U</td> </tr> <tr> <td data-bbox="446 1186 1161 1312">Loan structuring Short-term credit line determination</td> <td data-bbox="1161 1186 1291 1312">1</td> <td data-bbox="1291 1186 1404 1312">T, U</td> </tr> <tr> <td data-bbox="446 1312 1161 1375">Loan structuring (cont'd) Long-term credit line for project financing</td> <td data-bbox="1161 1312 1291 1375">1</td> <td data-bbox="1291 1312 1404 1375">T, U</td> </tr> <tr> <td data-bbox="446 1375 1161 1438">Credit procedures and laws in Vietnamese banking system</td> <td data-bbox="1161 1375 1291 1438">1</td> <td data-bbox="1291 1375 1404 1438">T, U</td> </tr> </tbody> </table>	Topic	Weight	Level	Introduction to credit analysis & lending Preliminary assessment Opportunity assessment	2	I, T	Preliminary assessment Identify borrowing causes	2	T, U	Repayment source analysis Industry risk analysis	1	T, U	Repayment source analysis Business risk analysis	1	T, U	Repayment source analysis Financial statement analysis	2	T, U	Repayment source analysis Cash flow analysis	2	T, U	Projections Financial modelling and forecasting Sensitivity analysis	2	T, U	Loan structuring Short-term credit line determination	1	T, U	Loan structuring (cont'd) Long-term credit line for project financing	1	T, U	Credit procedures and laws in Vietnamese banking system	1	T, U
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Examination forms	Multiple-choice questions, short-answer questions, problem solving questions																																	
Study and examination requirements	<p>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions are strongly encouraged.</p> <p>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</p>																																	

Reading list	[ 1] Ganguin and Bilardello (Standards&Poor's). Fundamentals of Corporate Credit analysis [2] Financial Modeling and Valuation: A Practical Guide to Investment Banking and Private Equity – 1st ed – Paul Pignataro [3] Reading materials synthesized and provided by the lecturer
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## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-7) and Program/Student Learning Outcomes (PLO) (1-5) is shown in the following table:

CLO	PLO				
	1	2	3	4	5
1	x			x	
2	x				x
3	x				x
4	x	x			
5	x	x			x
6				x	x
7				x	x

## 3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Introduction to credit analysis & lending Preliminary assessment Opportunity assessment	1	Midterm, project	Lecture, Discussion,	[1] [3]
2-3	Preliminary assessment Identify borrowing causes	2,3,4, 5	Midterm, project	Lecture, Group work, Discussion,	[1] [3]
4	Repayment source analysis Industry risk analysis	2,3,4, 5	Midterm, project	Lecture, Group work, Discussion, Presentation,	[1] [3]
5-6	Repayment source analysis Business risk analysis	2,3,4, 5	Midterm, project	Lecture, Group work, Discussion, Presentation, In-class case study	[1] [3]
7-8	Repayment source analysis Financial statement analysis	2,3,4, 5	Midterm, project	Lecture, Group work, Discussion, Presentation, In-class case study	[1] [3]
9-10	Midterm				
11-12	Repayment source analysis Cash flow analysis	2,3,4, 5	Final, project	Lecture, Group work, Discussion, Presentation,	[1] [3]

				In-class case study	
13	Projections Financial modelling and forecasting Sensitivity analysis	2,3,4,5	Final, project	Lecture, Group work, Discussion, Presentation, In-class case study	[1] [3]
14	Loan structuring Short-term credit line determination	2,3,4,5	Final, project	Lecture, Group work, Discussion, Presentation, In-class case study	[1] [3]
15	Loan structuring (cont'd) Long-term credit line for project financing	2,3,4,5	Final, project	Lecture, Group work, Discussion, Presentation, In-class case study	[1] [3]
16	Credit procedures and laws in Vietnamese banking system	2,3,4,5	Final, project	Lecture, Group work, Discussion, Presentation, In-class case study	[1] [3]
17	Final exam				

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7
In-class exercises/quizzes (10%)		x 80%Pass	x 80%Pass	x 80%Pass			
Group project (20%)	x 80%Pass				x 80%Pass	x 80%Pass	x 80%Pass
Midterm exam (30%)		x 70%Pass	x 70%Pass	x 70%Pass			
Final exam (40%)		x 70%Pass	x 70%Pass	x 70%Pass			

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

#### 5. Rubrics (optional)

##### 5.1. Grading checklist

Grading checklist for Written Reports		
Student: .....	HW/Assignment: .....	
Date: .....	Evaluator: .....	
	<b>Max.</b>	<b>Score</b>
		<b>Comments</b>

<b>Technical content (60%)</b>			
Abstract clearly identifies purpose and summarizes principal content	10		
Introduction demonstrates thorough knowledge of relevant background and prior work	15		
Analysis and discussion demonstrate good subject mastery	30		
Summary and conclusions appropriate and complete	5		
<b>Organization (10%)</b>			
Distinct introduction, body, conclusions	5		
Content clearly and logically organized, good transitions	5		
<b>Presentation (20%)</b>			
Correct spelling, grammar, and syntax	10		
Clear and easy to read	10		
<b>Quality of Layout and Graphics (10%)</b>		10	
<b>TOTAL SCORE</b>		100	

## 5.2. Holistic rubric

<b>Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW</b>	
<b>Score</b>	<b>Description</b>
5	Demonstrates complete understanding of the problem. All requirements of task are included in response
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted

Note: this rubric is also used to evaluate questions in an exam.

## 5.3. Analytic rubric

### *Critical thinking value rubric for evaluating questions in exams:*

	<b>Capstone</b>	<b>Milestone</b>		<b>Benchmark</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.

<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Source: Association of American Colleges and Universities

**Oral communication value rubric for evaluating presentation tasks:**

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.

<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.

Source: Association of American Colleges and Universities

## 6. Date revised: October 24, 2022

*Ho Chi Minh City, dd/mm/yyyy*  
**Head/Dean of Department/School**  
*(Signature)*



**Trịnh Quốc Đạt**



**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
School of Economics, Finance, and Accounting

**COURSE SYLLABUS**

**Course Name: ECONOMETRICS WITH FINANCIAL  
APPLICATION**

Course Code: BA174IU

**1. General information**

Course designation	<p>The course will provide students with an understanding and applications of econometric methods and models to effectively analyze financial data using software, to estimate and test selected financial models, to interpret the results and answer questions from the real financial world.</p> <p>This course will focus on investigating the relationship between financial variables, modeling and forecasting time series of financial variables, modeling volatility as well as analyzing long-term relationship. A roadmap of econometric methodologies is also provided.</p> <p>These methods and models are widely used in corporate finance, risk management, quantitative trading, portfolio analysis...</p>
Semester(s) in which the course is taught	2
Person responsible for the course	Nguyen Phuong Anh, PhD
Language	English
Relation to curriculum	Elective
Teaching methods	Lecture, quiz, class discussion, problem solving, lab session
Workload (incl. contact hours, self-study hours)	<p>(Estimated) Total workload: 127.5 Contact hours (please specify whether lecture, discussion, presentation session, etc.): 37.5 Private study including examination preparation, specified in hours: 90</p>
Credit points	4.62 ECTS

Required and recommended prerequisites for joining the course	Statistics for Business (BA080IU)	
Course objectives	<p>The course aims to provide students with knowledge and skills including:</p> <ul style="list-style-type: none"> <li>• An understanding of the techniques and applications of classical linear regression models, long-term relationship, modeling and forecasting financial time series, modeling and forecasting volatility</li> <li>• The use of an econometric software package (<i>Stata, R or Python</i>)</li> <li>• The ability to undertake a project in finance to answer questions from the real financial world.</li> </ul>	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>
	Knowledge	<p>CLO1. Know and understand the basic econometric tools and techniques.</p> <p>CLO2. Identify and recognize basic econometric methods and approaches to answer practical questions regarding relationship between variables and modeling time series, modeling volatility from the financial world.</p>
	Skill	<p>CLO3. Demonstrate the ability to use an econometric software to analyze data, to interpret the results and discuss the results related to the real world.</p> <p>CLO4. Examine relationship between variables using regression models, to conduct diagnostic tests to produce robust results. Investigating long-term relationship between variables when applicable. Applying basic time series models to find the best-fit models and conduct diagnostic tests. Analyzing and evaluating the methods used.</p>
Attitude	<p>CLO5. Effectively work and communicate within a team in a diverse, rapidly changing, global and responsible environment.</p> <p>CLO6. Articulate applicability of econometric methods to improve activities in business context, develop a life-long learning attitude.</p>	

Content	<p><i>The description of the contents should clearly indicate the weighting of the content and the level.</i></p> <p>Weight: lecture session (3 hours)</p> <p>Teaching levels: I (Introduce); T (Teach); U (Utilize)</p> <table border="1" data-bbox="446 367 1396 1291"> <thead> <tr> <th data-bbox="446 367 1161 420">Topic</th> <th data-bbox="1161 367 1291 420">Weight</th> <th data-bbox="1291 367 1396 420">Level</th> </tr> </thead> <tbody> <tr> <td data-bbox="446 420 1161 472">Review of Statistical Concepts</td> <td data-bbox="1161 420 1291 472">1</td> <td data-bbox="1291 420 1396 472">T, U</td> </tr> <tr> <td data-bbox="446 472 1161 577">Introduction to Econometrics Classical linear regression model</td> <td data-bbox="1161 472 1291 577">2</td> <td data-bbox="1291 472 1396 577">I, T</td> </tr> <tr> <td data-bbox="446 577 1161 714">Multiple linear regression model Diagnostic Tests Lab session</td> <td data-bbox="1161 577 1291 714">3</td> <td data-bbox="1291 577 1396 714">T, U</td> </tr> <tr> <td data-bbox="446 714 1161 808">Regression model with Panel data Lab session</td> <td data-bbox="1161 714 1291 808">2</td> <td data-bbox="1291 714 1396 808">T, U</td> </tr> <tr> <td data-bbox="446 808 1161 913">Univariate Time Series: modeling and forecasting with AR, MA, ARMA, ARIMA models</td> <td data-bbox="1161 808 1291 913">2</td> <td data-bbox="1291 808 1396 913">I, T</td> </tr> <tr> <td data-bbox="446 913 1161 1008">Stationarity Test Long-term relationship modelling</td> <td data-bbox="1161 913 1291 1008">1</td> <td data-bbox="1291 913 1396 1008">I, T</td> </tr> <tr> <td data-bbox="446 1008 1161 1155">Volatility modelling and forecasting with ARCH-GARCH Lab session</td> <td data-bbox="1161 1008 1291 1155">2</td> <td data-bbox="1291 1008 1396 1155">I, T</td> </tr> <tr> <td data-bbox="446 1155 1161 1249">How to undertake a research project in empirical finance Revision</td> <td data-bbox="1161 1155 1291 1249">1</td> <td data-bbox="1291 1155 1396 1249">T, U</td> </tr> <tr> <td data-bbox="446 1249 1161 1291">Project presentation</td> <td data-bbox="1161 1249 1291 1291">1</td> <td data-bbox="1291 1249 1396 1291">T, U</td> </tr> </tbody> </table>	Topic	Weight	Level	Review of Statistical Concepts	1	T, U	Introduction to Econometrics Classical linear regression model	2	I, T	Multiple linear regression model Diagnostic Tests Lab session	3	T, U	Regression model with Panel data Lab session	2	T, U	Univariate Time Series: modeling and forecasting with AR, MA, ARMA, ARIMA models	2	I, T	Stationarity Test Long-term relationship modelling	1	I, T	Volatility modelling and forecasting with ARCH-GARCH Lab session	2	I, T	How to undertake a research project in empirical finance Revision	1	T, U	Project presentation	1	T, U
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Examination forms	Quiz, Homework, Project presentation, Written examination																														
Study and examination requirements	<p>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed based on their class participation. Questions and comments are strongly encouraged.</p> <p>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</p>																														

Reading list	<p>Textbook:</p> <p>[1] Chris Brook, <i>Introductory Econometrics for Finance</i>, 4th Edition, Cambridge University Press, 2019.</p> <p>Reference materials:</p> <p>[2] John Y. Campbell, Andrew W. Lo, A. Craig MacKinlay, <i>The Econometrics of Financial Markets</i>, Princeton University Press, 2007.</p> <p>[3] CFA Program Curriculum, Level I, Volume 1, CFA Institute, 2018.</p> <p>[4] CFA Program Curriculum, Level II, Volume 1, CFA Institute, 2018.</p> <p>[5] <i>Basic Econometrics</i>, Damodar N. Gujarati, Mc-Graw Hill.</p>
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## 2. Learning Outcomes Matrix

The relationship between Course Learning Outcomes (CLO) (1-6) and Program/Student Learning Outcomes (PLO) (1-5) is shown in the following table:

CLO	PLO				
	1	2	3	4	5
1	x				
2		x			
3	x				
4		x			
5				x	
6			x		x

## 3. Planned learning activities and teaching methods

Week	Topics	CLO	Assessment	Teaching and Learning activities	Learning resources
1	Basic Statistical Concepts	1,2	Quiz, HW	Lecture and exercises	[1] Chapter 1 & 2
2	Introduction to Econometrics Classical linear regression model	1,2,5	Quiz, HW	Lectures and exercises	[1] Chapter 1 & 3
3	Introduction to Econometrics Classical linear regression model	1,2,3,4	Quiz, HW	Lecture and lab session	[1] Chapter 1 & 3
4	Multiple linear regression model Diagnostic Tests	1,2,4,5	Quiz, HW	Lecture and exercises	[1] Chapter 4 & 5

5	Multiple linear regression model Diagnostic Tests	1,2,4	Quiz, HW	Lecture and exercises	[1] Chapter 4 & 5
6	Multiple linear regression model	1,2,3,5	Quiz, HW	Lab session	[1] Chapter 4 & 5
7	Panel regression model	1,2,4	Quiz, HW	Lectures and exercises	[1] Chapter 11
8	Panel regression model	1,2,3,5	Quiz, HW	Lab session	[1] Chapter 11
<b>Midterm Exam</b>					
9	Univariate Time Series: modeling and forecasting AR, MA, ACF, PACF, ARMA, ARIMA models Stationarity and Unit Root Test	1,2,4	Quiz, HW	Lectures and exercises	[1] Chapters 6
10	Univariate Time Series: modeling and forecasting AR, MA, ACF, PACF, ARMA, ARIMA models Stationarity and Unit Root Test	1,2,3,4,5	Quiz, HW <sup>v</sup>	Lab session	[1] Chapters 6
11	Modeling long-term relationship with cointegration	1,2,4	Quiz, HW	Lectures and exercises	[1] Chapter 8 part 1
12	Volatility modelling	1,2,4	Quiz, HW	Lectures and exercises	[1] Chapter 9 part 1
13	Volatility modelling	1,2,3,4,5	Quiz, HW	Lab session	[1] Chapter 9 part 1
14	How to undertake a research project in empirical finance	4,5,6	Project	Lectures and exercises	[1] Chapter 15
14	Revision	1,2,4,6			
15	Project presentation	1,2,3,4,5,6	Group presentation	Discussion	
<b>Final Exam</b>		1,2,3,4,6			

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
Participation/ Attendance/ Project/ Homework/ Quiz (30%)	Quiz/ HW 80% Pass	Quiz/ HW 80% Pass	HW/ Project 80% Pass	HW/ Project 80% Pass	Project/ Homework 80% Pass	HW/ Project 80% Pass
Midterm exam (30%)	Q1 80% Pass	Q2 80% Pass	Q3 70% Pass	Q4 60% Pass		Q5 50% Pass
Final exam (40%)	Q1 80% Pass	Q2 80% Pass	Q3 70% Pass	Q4 60% Pass		Q5 50% Pass

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

## 5. Rubrics (optional)

### 5.1. Grading checklist

Grading checklist for Written Reports			
Student: .....	HW/Assignment: .....		
Date: .....	Evaluator: .....		
	Max.	Score	Comments
<b>Content (60%)</b>			
Abstract clearly identifies purpose and summarizes principal content	10		
Introduction demonstrates thorough knowledge of relevant background and prior work	15		
Analysis and discussion demonstrate good subject mastery	30		
Summary and conclusions appropriate and complete	5		
<b>Organization (10%)</b>			
Distinct introduction, body, conclusions	5		
Content clearly and logically organized, good transitions	5		
<b>Quality of Layout, tables, and graphics (10%)</b>			
<b>Presentation (20%)</b>			
Organization	4		
Language	4		
Delivery	4		
Supporting Material	4		
Central Message	4		
<b>TOTAL SCORE</b>		100	

### 5.2. Holistic rubric

Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW	
Score	Description

5	Demonstrates complete understanding of the problem. All requirements of task are included in response
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted

Note: this rubric is also used to evaluate questions in an exam.

### 5.3. Analytic rubric

#### *Critical thinking value rubric for evaluating questions in exams:*

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Source: Association of American Colleges and Universities

**Oral communication value rubric for evaluating presentation tasks:**

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.

Source: Association of American Colleges and Universities

**6. Date revised: October 24, 2022**

Ho Chi Minh City, dd/mm/yyyy  
 Head/Dean of Department/School



Trịnh Quốc Đạt



**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
*School of Economics, Finance, and Accounting*

**COURSE SYLLABUS**  
**Course Name: Auditing**  
**Course Code: BA057IU**

**1. General information**

Course designation	<i>Following the beginning finance course, this course is designed to focus on conceptual, theoretical and practical aspects of auditing financial statements. It builds on, and extends the materials taught in the foundation established in accounting courses</i>
Semester(s) in which the course is taught	1
Person responsible for the course	Ms. Le Phuong Thao
Language	English
Relation to curriculum	Elective
Teaching methods	Lecture, lesson, project
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 127.5 Contact hours (please specify whether lecture, discussion, presentation session, etc.): 37.5 Private study including examination preparation, specified in hours: 90
Credit points	4.62 ECTS
Required and recommended prerequisites for joining the course	None
Course objectives	This course provides a foundation in assurance, attestation, and auditing fundamentals for future auditing, financial, managerial, systems and tax professionals. The emphasis of this course is on conceptual, theoretical and practical aspects of auditing financial statements.

Course learning outcomes	Upon the successful completion of this course students will be able to:		
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>	
	Attitude	CLO1. Demonstrate professional competence and professional prudence in assessing accounting and auditing situations.	
	Knowledge	CLO2. Understand the role of management in the preparation of financial reports and the role of auditor in the preparation of audit reports. CLO3. Understand fundamental audit concepts CLO4. Understand audit program and be able to distinguish types of audit reports	
Skills	CLO5. Identify and evaluate material business risks in accordance with Auditing Standards. CLO6. Identify and test internal control procedures. CLO7. Apply audit programs to test operation cycles and draw conclusions.		
Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i>		
	Weight: lecture session (3 hours)		
	Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	<b>Topic</b>	<b>Weight</b>	<b>Level</b>
	Introduction To Assurance And Financial Statement Auditing	1	I, T
	Basic auditing concepts: Risk assessment, Materiality, and Evidence	1	I, T
	Audit Planning and Types of Audit Tests	1	I, T
	Understanding and Auditing Internal Control	1	T, U
	Statistical and No statistical Sampling Tools for Auditing	2	T,U
	Auditing Cash and Investments	2	T, U
	Auditing the Financing/Investing Process: Prepaid Expenses, Intangible Assets, and Property, Plant, and Equipment	1	T, U
	Auditing the Purchasing Process	1	T, U
	Auditing the Revenue Process	1	T, U
	Auditing the Inventory Management Process	1	T, U
Completing The Audit and Reporting Responsibilities	1	T, U	

Examination forms	short-answer questions, problem solving questions
Study and examination requirements	Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged.  Assignments/Examination: Students must have more than 50/100 points overall to pass this course.
Reading list	<b>Auditing and Assurance Services: A Systematic Approach</b> , 9/e, <i>William F. Messier, Jr., Steven M. Glover, and Douglas F. Prawitt</i> , McGraw-Hill, 2013 (ISBN: 9781259162343).

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-7) and Program/Student Learning Outcomes (PLO) (1-5) is shown in the following table:

CLO	PLO				
	1	2	3	4	5
1	X			X	X
2		X	X		X
3		X			
4		X			
5		X	X	X	
6		X			
7		X			

## 3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Introduction To Assurance And Financial Statement Auditing	1,2		Lecture, Discussion,	[1]
2	Basic auditing concepts: Risk assessment, Materiality, and Evidence	2,3		Lecture, Discussion,	[1]
3	Audit Planning and Types of Audit Tests	2,3,4		Lecture, Group work, Discussion,	[1]
4-5	<b>Revision - QUIZ 1</b>	1, 2,3,4	Quiz 1	In-class quiz	[1]

6-7	Understanding and Auditing Internal Control	6		Lecture, Group work, Discussion,	[1]
8	Statistical and No statistical Sampling Tools for Auditing	2,3,		Lecture, Group work, Discussion, Presentation, In-class quiz	[1]
9-10	Midterm				
11	Auditing Cash and Investments	3,4,5, 6,7		Lecture, Group work, Discussion,	[1]
12	Auditing the Financing/Investing Process: Prepaid Expenses, Intangible Assets, and Property, Plant, and Equipment	3,4,5, 6,7		Lecture, Group work, Discussion,	[1]
13	Auditing the Purchasing Process Auditing the Revenue Process	3,4,5, 6,7		Lecture, Group work, Discussion,	[1]
14	<b>Revision - QUIZ 2</b>	3,4,5, 6,7		In class quiz,	[1]
15	Auditing the Inventory Management Process	3,4,5, 6,7		Lecture, Group work, Discussion,	[1]
16	Completing The Audit and Reporting Responsibilities	3,4,5, 6,7		Lecture, Group work, Discussion,	
17	Final exam				

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7
In-class exercises/quizzes (15%)	x 80%Pass						
Group project (15%)	x 80%Pass						
Midterm exam (30%)	x 70%Pass	x 70%Pass	x 70%Pass				
Final exam (40%)			x 70%Pass	x 70%Pass	x 70%Pass	x 70%Pass	x 70%Pass

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

#### 5. Rubrics (optional)

##### 5.1. Grading checklist

Grading checklist for Written Reports	
Student: .....	HW/Assignment: .....

Date: .....	Evaluator: .....			
		<b>Max.</b>	<b>Score</b>	<b>Comments</b>
<b>Technical content (60%)</b>				
Abstract clearly identifies purpose and summarizes principal content		10		
Introduction demonstrates thorough knowledge of relevant background and prior work		15		
Analysis and discussion demonstrate good subject mastery		30		
Summary and conclusions appropriate and complete		5		
<b>Organization (10%)</b>				
Distinct introduction, body, conclusions		5		
Content clearly and logically organized, good transitions		5		
<b>Presentation (20%)</b>				
Correct spelling, grammar, and syntax		10		
Clear and easy to read		10		
<b>Quality of Layout and Graphics (10%)</b>		10		
<b>TOTAL SCORE</b>		100		

## 5.2. Holistic rubric

<b>Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW</b>	
<b>Score</b>	<b>Description</b>
5	Demonstrates complete understanding of the problem. All requirements of task are included in response
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted

Note: this rubric is also used to evaluate questions in an exam.

## 5.3. Analytic rubric

*Critical thinking value rubric for evaluating questions in exams:*

	<b>Capstone</b>	<b>Milestone</b>		<b>Benchmark</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.

<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Source: Association of American Colleges and Universities

### Oral communication value rubric for evaluating presentation tasks:

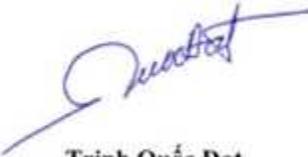
	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.

	credibility/ authority on the topic.	presenter's credibility/ authority on the topic.	presenter's credibility/ authority on the topic.	
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.

*Source: Association of American Colleges and Universities*

**6. Date revised: October 8, 2022**

*Ho Chi Minh City, dd/mm/yyyy*  
**Head/Dean of Department/School**  
*(Signature)*



**Trịnh Quốc Đạt**



**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
School of Economics, Finance, and Accounting

**COURSE SYLLABUS**

**Course Name: Portfolio Theory and Investment Analysis**

Course Code: BA016IU

**1. General information**

Course designation	Portfolio Theory and Investment Analysis (BA016IU) is designed to help students to be able to apply pricing models and other techniques in the valuation of securities; measuring the portfolio risk and determining portfolio performance; constructing optimal portfolios; and taking applied perspective on investment management for individual and institutional investors. The learning experience will include an introduction to modern portfolio theory, passive and active portfolio management strategies, pricing models of financial instruments such as stocks; evaluation of portfolio risk and return compared to the benchmarks; Capital Asset Pricing Model (CAPM) and other issues in finance.
Semester(s) in which the course is taught	1,2
Person responsible for the course	Ms. Nhung H Le Dr. Vo X Hong
Language	English
Relation to curriculum	Compulsory/elective
Teaching methods	Lecture, Q&A, Group Discussion, Group Research Project
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 180 Contact hours: 45 Private study including examination preparation, specified in hours <sup>1</sup> : 120
Credit points	3

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Required and recommended prerequisites for joining the course	<p>To complete the advance topics covered in the course, a certain level of prior knowledge in both accounting and finance is assumed. The following courses are the minimum prerequisites and must be completed to enroll in the course:</p> <p>- <u>Fundamental of Financial Management – BA016IU</u></p>									
Course objectives	<p>Portfolio Theory and Investment Analysis (BA016IU) is a capstone course that familiarizes students with conceptual foundations of modern portfolio theory and portfolio management strategies, its application to securities analysis, valuation and portfolio management. This course is a very useful to further develop the graduate attributes, to prepare for the professional career and preparatory course for CFA programs. The application of the course is very useful to those contemplating careers in investment banking (particularly in equity research) and securities analysis.</p>									
Course learning outcomes	<p>Upon the successful completion of this course students will be able to:</p> <table border="1" data-bbox="428 730 1383 1778"> <thead> <tr> <th data-bbox="428 730 678 810"><b>Competency level</b></th> <th data-bbox="678 730 1383 810"><b>Course learning outcome (CLO)</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="428 810 678 1192">Knowledge</td> <td data-bbox="678 810 1383 1192"> <p>CLO1: Understand the role and importance of the risk/return relationship to the asset allocation decision.</p> <p>CLO2: Understand and explain the relevance of the efficient market hypothesis.</p> <p>CLO3: Explain the capital asset pricing models.</p> <p>CLO4: Explain the portfolio management strategies for different asset classes.</p> <p>CLO5: Understand how to evaluate portfolio performance.</p> </td> </tr> <tr> <td data-bbox="428 1192 678 1545">Skill</td> <td data-bbox="678 1192 1383 1545"> <p>CLO6: develop a set of academic skills which include the ability to work independently as well to cooperate with peers, to utilize library resources (e.g. text books, academic journals etc) and to search the web in conducting assignments;</p> <p>CLO7: develop critical thinking and problem-solving skills; and</p> <p>CLO8: develop excellent oral and written communication skills and to be able to work independently and to lead / participate in groups.</p> </td> </tr> <tr> <td data-bbox="428 1545 678 1778">Attitude</td> <td data-bbox="678 1545 1383 1778"> <p>CLO9. Can learn independently and assume responsibility for the learning process</p> <p>CLO10. Can learn within teams (such skills as task assignment and management, conflict resolution and co-operation, consensus building, and leadership)</p> </td> </tr> </tbody> </table>		<b>Competency level</b>	<b>Course learning outcome (CLO)</b>	Knowledge	<p>CLO1: Understand the role and importance of the risk/return relationship to the asset allocation decision.</p> <p>CLO2: Understand and explain the relevance of the efficient market hypothesis.</p> <p>CLO3: Explain the capital asset pricing models.</p> <p>CLO4: Explain the portfolio management strategies for different asset classes.</p> <p>CLO5: Understand how to evaluate portfolio performance.</p>	Skill	<p>CLO6: develop a set of academic skills which include the ability to work independently as well to cooperate with peers, to utilize library resources (e.g. text books, academic journals etc) and to search the web in conducting assignments;</p> <p>CLO7: develop critical thinking and problem-solving skills; and</p> <p>CLO8: develop excellent oral and written communication skills and to be able to work independently and to lead / participate in groups.</p>	Attitude	<p>CLO9. Can learn independently and assume responsibility for the learning process</p> <p>CLO10. Can learn within teams (such skills as task assignment and management, conflict resolution and co-operation, consensus building, and leadership)</p>
<b>Competency level</b>	<b>Course learning outcome (CLO)</b>									
Knowledge	<p>CLO1: Understand the role and importance of the risk/return relationship to the asset allocation decision.</p> <p>CLO2: Understand and explain the relevance of the efficient market hypothesis.</p> <p>CLO3: Explain the capital asset pricing models.</p> <p>CLO4: Explain the portfolio management strategies for different asset classes.</p> <p>CLO5: Understand how to evaluate portfolio performance.</p>									
Skill	<p>CLO6: develop a set of academic skills which include the ability to work independently as well to cooperate with peers, to utilize library resources (e.g. text books, academic journals etc) and to search the web in conducting assignments;</p> <p>CLO7: develop critical thinking and problem-solving skills; and</p> <p>CLO8: develop excellent oral and written communication skills and to be able to work independently and to lead / participate in groups.</p>									
Attitude	<p>CLO9. Can learn independently and assume responsibility for the learning process</p> <p>CLO10. Can learn within teams (such skills as task assignment and management, conflict resolution and co-operation, consensus building, and leadership)</p>									

Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i>		
	Weight: lecture session (3 hours)		
	Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	<b>Topic</b>	<b>Weight</b>	<b>Level</b>
	Investment Setting and Measuring Investment Return and Risk	1	I, T
	Asset Allocation and a Review of Portfolio Management Process	1,2	T, U
	Introduction to Portfolio Theory	2	I, T, U
	Asset Pricing Models: Capital Asset Pricing Model (CAPM)	2	T, U
	Industry analysis	1	T, U
	Stock Portfolio Management Strategies	2	T, U
	Capital Market Efficiency	1	T, U
Portfolio Performance Evaluation	1	T, U	
Technical Analysis	1	I, T	
Examination forms	MCQ, short-answer and long-answer questions		
Study and examination requirements	Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed based on their class participation. Questions and comments are strongly encouraged. Assignments/Examination: Students must have more than 50/100 points overall to pass this course.		
Reading list	Textbooks: [1] Relley, F. K. and Brown, K. C. (2012), Investment Analysis and Portfolio Management, Thomson South-Western. (RB) (any recent edition)		

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-5) and Program Learning Outcomes (PLO) (1-5) is shown in the following table:

CLO	PLOs				
	1	2	3	4	5
1	x				
2	x			x	
3	x			x	
4	x			x	

5	x			x	
6					
7	x				
8					
9					
10					

### 3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Investment Setting and Measuring Investment Return and Risk	1		Course Introduction, Forming study group, Introducing research project	[1]
2	Asset Allocation and a Review of Portfolio Management Process	1,4	Student attendance, Contribution to class discussion	Lecture, Q&A, Discussion	[1]
3	Introduction to Portfolio Theory	1, 4	Student attendance, Contribution to class discussion	Lecture, Q&A, Discussion	[1]
4&5	Introduction to Solver in conducting optimal portfolio	4, 6, 7	Student attendance, Contribution to class discussion	Lecture, Q&A, Discussion	[1]
6	Capital Asset Pricing Model (CAPM)	1, 2, 3, 4	Student attendance, Contribution to class discussion	Lecture, Q&A, Discussion	[1]
7	Industry analysis	4, 6, 7	Student attendance, Contribution to class discussion	Lecture, Q&A, Discussion	[1]
8	Stock Portfolio Management Strategies	4,7,10	Student attendance, Contribution to class discussion	Lecture, Q&A, Discussion	[1]
9&10	Midterm				
11&12	Capital Market Efficiency	2, 4, 7	Student attendance, Contribution to class discussion	Lecture, Q&A, Discussion	[1]
13	Portfolio Performance Evaluation	5, 7, 10	Student attendance, Contribution to class	Lecture, Q&A, Discussion	[1]

			discussion		
14	Fundamental vs. Technical Analysis	2, 9	Student attendance, Contribution to class discussion	Lecture, Q&A, Discussion	[1]
15	Practical issues of investment in Vietnam	2, 4, 7, 8, 9, 10	Student attendance, Contribution to class discussion	Lecture, Q&A, Discussion	[1]
16, 17	Workshop and Presentation	6, 9, 10	Presentation, Group project Report	Presentation, Submission of Group project report	
18	Final Exam				

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7	CLO8	CLO9	CLO10
Group Project and Group Presentation (40%)	80% pass	80% pass	70% pass	90% pass	100% pass	90% pass	90% pass	90% pass	90% pass	90% pass
Midterm exam (30%)	MCQ: pass 90%	MCQ: Pass 90%	MCQ: Pass 90%	MCQ: Pass 90%						
Final exam (40%)		EQ: 80%Pass	EQ: 80%Pass	EQ: 80%Pass	EQ: 80%Pass	EQ: 80%Pass	EQ: 80%Pass			

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

#### 5. Rubrics (optional)

##### 5.1. Grading checklist

Grading checklist for Written Reports			
Student: .....	HW/Assignment: .....		
Date: .....	Evaluator: .....		
	Max.	Score	Comments
<b>Content (60%)</b>			
Abstract clearly identifies purpose and summarizes principal content	10		
Introduction demonstrates thorough knowledge of relevant background and prior work	15		
Analysis and discussion demonstrate good subject mastery	30		
Summary and conclusions appropriate and complete	5		

<b>Organization (10%)</b>			
Distinct introduction, body, conclusions	5		
Content clearly and logically organized, good transitions	5		
<b>Quality of Layout, tables, and graphics (10%)</b>		10	
<b>Presentation (20%)</b>			
Organization	4		
Language	4		
Delivery	4		
Supporting Material	4		
Central Message	4		
<b>TOTAL SCORE</b>		100	

## 5.2. Holistic rubric

<b>Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW</b>	
<b>Score</b>	<b>Description</b>
5	Demonstrates complete understanding of the problem. All requirements of task are included in response
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted

Note: this rubric is also used to evaluate questions in an exam.

## 5.3. Analytic rubric

### *Critical thinking value rubric for evaluating questions in exams:*

	<b>Capstone</b>		<b>Milestone</b>		<b>Benchmark</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.	
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.	
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.	

<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Source: Association of American Colleges and Universities

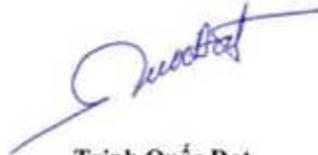
### Oral communication value rubric for evaluating presentation tasks:

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.

Source: Association of American Colleges and Universities

**6. Date revised: October 25, 2022**

*Ho Chi Minh City, dd/mm/yyyy*  
**Head/Dean of Department/School**  
*(Signature)*



**Trịnh Quốc Đạt**



**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
School of Economics, Finance, and Accounting

**COURSE SYLLABUS**

**Course Name: QUANTITATIVE METHODS FOR FINANCE**

Course Code: BA191IU

**1. General information**

Course designation	<p>The course will provide students with an understanding and a mindset of modern quantitative analysis methodology to financial decision making.</p> <p>More specifically, the course will introduce the basic theory and concepts of chance, arbitrage, risk neutral probability, mathematical and stochastic modeling; with applications to strategic games, betting, portfolio selection, option pricing in both continuous and discrete worlds. Accordingly, the well-known Black-Scholes formula is obtained with applications in hedging.</p> <p>This course will lay the foundation for students to study further courses in finance such as risk management, fixed income securities, derivatives...</p>
Semester(s) in which the course is taught	1, 2
Person responsible for the course	Nguyen Phuong Anh, PhD
Language	English
Relation to curriculum	Compulsory
Teaching methods	Lecture, quiz, class discussion, problem solving
Workload (incl. contact hours, self-study hours)	<p>(Estimated) Total workload: 127.5</p> <p>Contact hours (lecture, discussion, problem solving): 37.5</p> <p>Private study including examination preparation, specified in hours<sup>1</sup>: 90</p>
Credit points	4.62 ECTS

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Required and recommended prerequisites for joining the course	Statistics for Business (BA080IU)	
Course objectives	<p>The course aims to provide students with knowledge and skills including:</p> <ul style="list-style-type: none"> <li>- Evaluate probabilities involving games of chance and strategic game</li> <li>- Evaluate the mean and variance of return of an investment</li> <li>- Appreciate the ideas of arbitrage and pricing via arbitrage</li> <li>- Appreciate the Black-Scholes pricing of puts and calls</li> <li>- Appreciate the context of hedging</li> </ul>	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>
	Knowledge	<p>CLO1. Know and understand the basic concepts of chance, mean and variance of an investment, strategic game analysis, betting.</p> <p>CLO2. Identify arbitrage opportunities in various contexts. Modeling price using discrete and continuous models. Understand Black-Scholes formula and applications.</p>
	Skill	<p>CLO3. Analyze strategic games, compare investment opportunities.</p> <p>CLO4. Demonstrate the ability to evaluate arbitrages and implement the strategy. Calculate and apply option price.</p>
Attitude	<p>CLO5. Effectively work and communicate within a team in a diverse, rapidly changing, global and responsible environment.</p> <p>CLO6. Articulate applicability of probability, mean, variance, arbitrage, Black-Scholes formula to improve activities in business context, develop a life-long learning attitude.</p>	

Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i>		
	Weight: lecture session (3 hours)		
	Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	Topic	Weight	Level
	Probability	1	T, U
	Normal Random Variable	2	I, T
	Brownian Motion and Geometric Brownian Motion	1	T, U
	Interest and Present value analysis	1	T, U
	Pricing contracts via Arbitrage	2	I, T
	Review	1	
	Arbitrage Theorem	2	I, T
	Black-Scholes formula	2	I, T
Hedging	1	T, U	
Review and extension	2		
Examination forms	Quiz, Homework, Project, Written examination		
Study and examination requirements	Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed based on their class participation. Questions and comments are strongly encouraged. Assignments/Examination: Students must have more than 50/100 points overall to pass this course.		
Reading list	Textbook: [1] Sheldon M. Ross, An Elementary Introduction to Mathematical Finance: options and other topics, Cambridge University Press, 3rd Edition, 2011 Reference materials: [2] J. R. Buchanan, An undergraduate introduction to Financial Mathematics, World Scientific, 3rd Edition, 2012 [3] CFA Program Curriculum, Level I, Volume 1 and 6, CFA Institute, 2018. [4] CFA Program Curriculum, Level II, Volume 5, CFA Institute, 2018.		

## 2. Learning Outcomes Matrix

The relationship between Course Learning Outcomes (CLO) (1-6) and Program/Student Learning Outcomes (PLO) (1-5) is shown in the following table:

	PLO				
CLO	1	2	3	4	5

1	x				
2		x			
3	x				
4		x			
5				x	
6			x		x

### 3. Planned learning activities and teaching methods

Week	Topics	CLO	Assessment	Teaching and Learning activities	Learning resources
1	Probability	1,3	Quiz, HW	Lecture and exercises	[1] Chapter 1
2-3	Normal Random Variable	1,3	Quiz, HW	Lectures and exercises	[1] Chapter 2
4	Brownian Motion and Geometric Brownian Motion	1,3	Quiz, HW	Lecture and lab session	[1] Chapter 3
5	Interest and Present value analysis	1,3,6	Quiz, HW	Lecture and exercises	[1] Chapter 4
6-7	Pricing contracts via Arbitrage	2,4	Quiz, HW	Lecture and exercises	[1] Chapter 5
8	Review				
<b>Midterm Exam</b>					
9-10	Arbitrage Theorem	2,4	Quiz, HW	Lectures and exercises	[1] Chapters 6
11-12	Black-Scholes Formula	2,4,6	Quiz, HW	Lab session	[1] Chapters 7
13	Hedging	2,4,6	Quiz, HW	Lectures and exercises	[1] Chapter 8 part 1
14-15	Extension and Review				
<b>Final Exam</b>					

### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4		
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					CLO5	CLO6
Participation/ Attendance/ Project/ Homework/ Quiz (30%)	Quiz/ HW 80% Pass	Quiz/ HW 80% Pass	HW/ Project 80% Pass	HW/ Project 80% Pass	Project/ Homework 80% Pass	HW/ Project 80% Pass
Midterm exam (30%)	Q1 80% Pass	Q2 80% Pass	Q3 70% Pass	Q4 60% Pass		Q5 50% Pass
Final exam (40%)	Q1 80% Pass	Q2 80% Pass	Q3 70% Pass	Q4 60% Pass		Q5 50% Pass

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

## 5. Rubrics (optional)

### 5.1. Grading checklist

Grading checklist for Written Reports			
Student: .....	HW/Assignment: .....		
Date: .....	Evaluator: .....		
	Max.	Score	Comments
<b>Content (60%)</b>			
Abstract clearly identifies purpose and summarizes principal content	10		
Introduction demonstrates thorough knowledge of relevant background and prior work	15		
Analysis and discussion demonstrate good subject mastery	30		
Summary and conclusions appropriate and complete	5		
<b>Organization (10%)</b>			
Distinct introduction, body, conclusions	5		
Content clearly and logically organized, good transitions	5		
<b>Quality of Layout, tables, and graphics (10%)</b>			
<b>Presentation (20%)</b>			
Organization	4		
Language	4		
Delivery	4		
Supporting Material	4		
Central Message	4		
<b>TOTAL SCORE</b>		100	

### 5.2. Holistic rubric

Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW	
Score	Description
5	Demonstrates complete understanding of the problem. All requirements of task are included in response

4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted

Note: this rubric is also used to evaluate questions in an exam.

### 5.3. Analytic rubric

#### *Critical thinking value rubric for evaluating questions in exams:*

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Source: Association of American Colleges and Universities

#### *Oral communication value rubric for evaluating presentation tasks:*

	Capstone	Milestone		Benchmark
	4	3	2	1

<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.

Source: Association of American Colleges and Universities

## 6. Date revised: October 24, 2022

*Ho Chi Minh City, dd/mm/yyyy*  
**Head/Dean of Department/School**



Trịnh Quốc Đạt



**International University**  
**School of Economics, Finance and Accounting**

## COURSE SYLLABUS

**Course Name: QUANTITATIVE METHODS FOR FINANCE**

Course Code: BA263IU

### 1. General Information

- <b>Course Title:</b>	
+ Vietnamese:	XÂY DỰNG MÔ HÌNH
+ English:	FINANCIAL MODELLING
- <b>Course ID:</b>	BA263IU
- <b>Course level:</b>	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Master <input type="checkbox"/> Both
- <b>Course type:</b>	<input type="checkbox"/> General <span style="float: right;"><input type="checkbox"/> Fundamental</span> <input checked="" type="checkbox"/> Specialization (required) <span style="float: right;"><input checked="" type="checkbox"/> Specialization</span> (elective) <input type="checkbox"/> Project/Internship/Thesis <span style="float: right;"><input type="checkbox"/> Others:</span> .....
- <b>Number of credits:</b>	3
+ Lecture:	3
+ Labortary:	0
- <b>School:</b>	School of Business
+ Department:	Finance and Banking

### 2. Course Description and Objectives

The course covers topics in order to help students interpret and analyze financial statement of a company effectively. In this course, students will learn how to design, develop and build their own interactive financial models to solve complex financial questions. Moreover, the course focuses on building up Excel skills to analyse historical financial statement and perform

financial projection, company valuation, estimate portfolio risks and optimal portfolio construction etc. Simple regression using Excel to estimate the relation between variable is also presented in this course.

### 3. Textbooks and Other Materials

#### *Textbooks:*

- Textbook 1: Stephen H. Penman, *Financial Statement Analysis and Security Valuation* (Boston, Mass.: McGraw-Hill, 2007) Fifth Edition [ISBN 0071254323]
- Textbook 2: Financial modelling using Excel and VBA by CHANDAN SENGUPTA, John Wiley & Sons, 2004.
- Textbook 3: Financial Reporting & Analysis; Quantitative Methods – CFA level 1

#### *Online Materials:*

- Stoxplus.com.vn
- Cafef.vn
- Wall Street Journal: [www.ws.com](http://www.ws.com) – Yahoo Finance: <http://finance.yahoo.com>
- Bloomberg Net: [www.bloomberg.com](http://www.bloomberg.com) - Financial Times: [www.ft.com](http://www.ft.com)

### 4. Course Learning Outcomes

Course Learning Outcome		Class Participation	Mid-Term Exam	Project Presentation	Project Report	Final Exam
			MCQ & WQ	P	WR	MCQ & WQ
LO1	Demonstrate an understanding of fundamental techniques for financial analysis. Being able to Identify and utilise relevant information contained within financial statements.	√	√	√	√	√
LO2	Understand the impact of different financial reporting policy	√	√	√	√	√

	(especially depreciation, provision) on a company performance.					
LO3	Be able to conduct a written report on any company to analyze its financial situation, evaluate the firm and make investment decision.			√	√	
LO4	Be able to apply basic technical analysis on stock price movement.			√	√	√
LO5	Understand commands, functions and formula of Excel for financial modelling; Be able to apply Excel to project/estimate company financial situation in the future.			√	√	√
LO6	Demonstrate communication, presentation and written skills and group work.			√	√	

*Note: MCQ: Multiple choice questions; WQ: Writing questions; P: Presentation; WR: Written Report*

Course learning outcomes	Aligned with Program learning outcomes	
LO1, LO2, LO3, LO4, LO5	PLO1	<b>Knowledge</b>
None	PLO2	<b>Political perspective</b>
LO1, LO2, LO3, LO4	PLO3	<b>Analytical skills</b>
LO6	PLO4	<b>Communication skills</b>
LO3	PLO5	<b>Critical thinking skills</b>
LO4, LO5, LO6	PLO6	<b>Technology skills</b>
LO3, LO6	PLO7	<b>Ethical attitude at work</b>
	PLO8	<b>Cognitive ability and perspectives on globalization</b>
LO6	PLO9	<b>Teamwork, self-studying, and career development skills</b>

## 5. Course Assessment

### 6.1 Grading

<b>Assessment component</b>	<b>Assessment form</b>	<b>Percentage (%)</b>
A1. Class Participation	A1.1 Check attendance	5%
	A1.2 Response to Class Questions	5%
	A 1.3 Assignment	5%
A2. Group Project	A2.1 Group Presentation	10%
	A2. 2 Group Written Report	15%
A3. Mid-term Exam	A3.1 Mid-term Exam	20%
A4. Final Exam	A4.1 Final Exam	35%
<b>Total</b>		<b>100%</b>

## **6.2 Assessment Rubrics**

### **Class participation**

Because the module is up-to-date and catch up with the hot trend in financial industry recently without an official text book for students to read and follow during the course. Therefore, the class is an interactive class and attendance and class participation is extremely important. Class participation will be graded by (1) how active students are in class (group discussion, interact with instructor and guest speaker) and (2) class attendance.

Class participation will be counted on 20% of total grading.

### **Group Presentation and Group Written Report**

Students are required to prepare and present their group works on a topic assigned for each group. Group written report will be submitted in week 11 and all groups will present in week 13. Students are required to report contribution matrix which clearly state the contribution of each member for project. Project leader and serious member will be considered for a bonus on the project grade. In accordance to bonus, penalty will be applied for less contributed and non-active members.

<b>Rubric for Grading Project Presentations</b>					
	<b>Below Expectation 0-50</b>	<b>Needs Improvement 50-70</b>	<b>Satisfactory 70-85</b>	<b>Exceeds Expectations 85-100</b>	<b>Weight</b>
<b>Organization</b>	No apparent organization. Evidence is not used to support assertions.	There is some organization, but the speaker occasionally goes off topic. Evidence used to support conclusions is weak.	The presentation has a focus and provides some reasonable evidence to support conclusions.	The presentation has a focus and provides some reasonable evidence to support conclusions.	20%
<b>Content and Creativity</b>	Inaccurate or too general. Listeners are unlikely to learn anything or may be misled.	Sometimes inaccurate or incomplete. Listeners may learn some isolated facts, but they are unlikely to gain new insights about the topic.	Generally accurate and Reasonably complete. Listeners may develop a few insights about the topic.	Accurate and comprehensive. Listeners are likely to gain new insights about the topic.	40%
<b>Delivery</b>	The speaker appears anxious and uncomfortable and reads notes, rather than speaks. Listeners are ignored.	The speaker occasionally appears anxious or uncomfortable, and may occasionally read notes, rather than speak. Listeners are often ignored or misunderstood.	The speaker is generally relaxed and comfortable. Listeners are generally recognized and understood.	The speaker is professional, relaxed, and comfortable and interacts effectively with listeners.	40%
<b>Comments</b>					<b>100%</b>

<b>Rubric for Grading Project Written Report</b>					
<b>Criteria</b>	<b>weight</b>	<b>Excellent (85-100)</b>	<b>Accomplishment (70-85)</b>	<b>Need improvement (50-70)</b>	<b>Poor (0-50)</b>
<b>Title and Central Topic</b>	10%	Directly relevant	Somewhat relevant	Remotely related	Totally unrelated
<b>Structure</b>	10%	ideas are well-organized; Clear to reader from introduction, body part till conclusion.	Organized; points are somewhat unordered; have sense of beginning and ending	Ideas seems jumpy and less organized; beginning and ending are unclear	Poorly organized; beginning, body and ending are confused.
<b>Quality of Information</b>	45%	Supporting details specific to subject. Clear and logic analysis with appropriate technique.	A few details are non-supporting to the subject. Still lack of evidence on projection.	Information is just general, and several details, indirectly support for the subject.	Unable to find specific details. No excel application or inappropriate techniques and none evidence provided.
<b>Grammar, Usage, mechanics, Spelling</b>	10%	Rarely have errors	Up to 2% errors	From 2% to 5% errors	Numerous errors distract from understanding
<b>Interest and written skill Level</b>	15%	Vocabulary is rich, academic and cohesive; supporting details vivid.	Vocabulary is varied; supporting details useful	Punctuation and non-academic vocabularies. little supporting details.	Basic vocabulary; needs descriptive words
<b>Neatness</b>	10%	Typed; clean; neatly bound in a report cover; illustrations provided	Legible writing, well-formed characters; clean and neatly bound in a report cover	Legible writing, some ill-formed letters, print too small or too large; papers stapled together	Illegible writing; loose pages

*Note: A 10-grade penalty per day will be applied for late submission.*

**Midterm exam**

The midterm exam (90 minutes) will be conducted through 30 multiple choice questions and two exercises.

### **Final exam**

The final exam (120 minutes) will be conducted through 50 multiple choice questions and 3 writing questions.

*\* Midterm and Final Exam will be graded as the total grade of all correct answers given by students.*

## **6. Course policies**

### **6.1 Workload**

It is expected that the students will spend at least eight hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where they need to complete assignments or prepare for examinations, the workload may be greater.

Over-commitment has been a cause of failure for many students. They should take the required workload into account when planning how to balance study with part-time jobs and other activities.

### **6.2 Attendance**

Regular and punctual attendance at lectures is expected in this course. University regulations indicate that if students attend less than eighty per cent of scheduled classes, they may not be considered for final assessment. Exemptions may only be made on medical grounds. It means that if you miss more than three classes, you may fail the class.

### **6.3 General Conduct and Behavior**

Beepers, cell phones, and pagers need to be turned off before entering the classroom. The students are expected to conduct themselves with consideration and respect for the needs of the fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students will be asked to leave the class. More information on student conduct is available at the university webpage.

### **6.4 Keeping informed through Black Board and school email**

<https://blackboard.hcmiu.edu.vn> provides you with access to course materials, class notices, and resources while student email is used to receive information relevant to the program. Blackboard is used to email the whole class; hence it is important that students check your student email and Blackboard regularly.

## 6.5 Academic honesty and plagiarism

Plagiarism is the presentation of the thoughts or work of another as one's own (definition proposed by the University of Newcastle). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items. The university regards plagiarism as a form of academic misconduct and has very strict rules regarding plagiarism.

## 7. Course Outline

### COURSE SCHEDULE

Week	Topic	Learning materials and activities
PART 1: FINANCIAL ANALYSIS		
1	Introduction to Financial statement (FS), investment and Valuation	Chapter 1 and Chapter 2 – Textbook 1
2	The Analysis of financial statement Analysis: - Viewing business through FS. - Discussion	Chapter 7 – Textbook 1
3	The Analysis of financial statement Analysis - Analyse Balance sheet, Income statement and Cashflow statement - Discussion	Chapter 9 & 10 – Textbook 1
4	Ratio Analysis: Profitability, Growth and Market Performance	Chapter 11 & 12 – Textbook 1
5	Technical Analysis	Quantitative Methods – CFA level I
6	Guest Talk on Financial Analysis in Practice – The Vietnam case	To be confirmed
PART 2: FINANCIAL MODELLING		
7	Excel for financial Modelling - Introduction to Financial Modelling - Excel basic and advanced Feature	Chapter 2 & 3 & 4 – Text book 2
8	Excel for Financial Modelling - Built-in Functions and Tools - How to build good models	Chapter 4 & 5 – Textbook 2

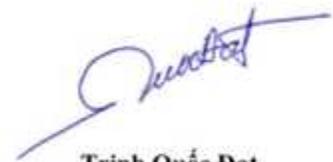
<b>9</b>	Financial Statement Forecasting	Chapter 6 & 8 – Textbook 2
<b>10</b>	Financial Statement Forecasting	Chapter 6 & 8 – Textbook 2
<b>11</b>	Analyzing Market history and stimulating stock prices	Chapter 9 & 11 – Textbook 2
<b>12</b>	Fixed Income Pricing and Duration	Chapter 7 & 10 – Textbook 2
<b>13</b>	Group Presentation	
<b>14</b>	Simple Linear Regression	Hand-in material and lecture notes
<b>15</b>	Review for Final Exam	

### 8. Course Coordinator / Lecturer

- Course Coordinator / Lecturer:
- Email: tqdat@hcmiu.edu.vn

*Ho Chi Minh City, .....*

***DEAN OF SCHOOL OF ECONOMICS,  
FINANCE AND ACCOUNTING***



**Trịnh Quốc Đạt**



**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
School of Economics, Finance, and Accounting

**COURSE SYLLABUS**

**Course Name: Management Decisions and Financial Reporting**

**Course Code: BA222IU**

**1. General information**

Course designation	The course helps students develop their accounting knowledge learned in Financial Accounting course to a higher level where they will be able to understand what is and what is not conveyed in the various financial statements, their specific elements, and the related footnotes. This understanding will prepare students for the Financial Statement Analysis course. The students will also have an opportunity to see how the three primary management decisions affect the financial reporting process.
Semester(s) in which the course is taught	1, 2
Person responsible for the course	Ms. Truong, Dieu Khiem
Language	English
Relation to curriculum	Compulsory
Teaching methods	Lecture, lesson.
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 Private study including examination preparation, specified in hours <sup>1</sup> : 90
Credit points	3

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Required and recommended prerequisites for joining the course	None	
Course objectives	The aim of this course is to expose students to and familiarize them with the theoretical frameworks and practical matters of financial reporting. This course provides an in-depth understanding of the financial statement effects of business decision-making. Such business decisions will include (but are not restricted to) investing, financing, and operating decisions. How cash flow-based management decisions are made and cash flows measured and disclosed through financial information system of a business entity will also be covered.	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>
	Attitude	CLO1. Express an appreciation for financial report objectives of business according international accounting standard.
	Knowledge	CLO2. Demonstrate knowledge of basic theorems of accounting and the role of financial regime. CLO3. Apply knowledge of financial standards to identify and prepare the financial reports according to GAAP and IFRS.
Skills	CLO4. Demonstrate the ability to prepare the financial statements complying to international financial standards. CLO5. Demonstrate the ability to deliver an effective oral presentation with appropriate visuals. CLO6. Demonstrate the ability to produce a clear and concise written report that demonstrates higher order understanding of key concepts in financial accounting.	

Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i>		
	Weight: lecture session (3 hours)		
	Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	<b>Topic</b>	<b>Weight</b>	<b>Level</b>
	<b>The Economic and Institutional Setting for Financial Reporting</b>	1	I, T
	<b>Accrual Accounting and Income Determination</b>	2	I, T
	<b>Structure of Financial Statements</b>	2	I, T
	<b>Receivables</b>	1	T, U
	<b>Inventories</b>	1	T
	<b>Long-lived Assets</b>	1	T, U
	<b>Financial Instruments as Liabilities</b>	1	T, U
<b>Financial Reporting for Leases</b>	1	T, U	
<b>Financial Reporting for Owner's Equity</b>	1	T, U	
<b>Intercorporate Equity Investments</b>	1	T, U	
Examination forms	Multiple-choice questions, short-answer questions, problem solving questions		
Study and examination requirements	Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged. Assignments/Examination: Students must have more than 50/100 points overall to pass this course.		
Reading list	[1] Revsine, Collins, Johnson, Mittelstaedt, and Soffer, <i>Financial Reporting Analysis</i> , 6th edition, 2015, McGraw Hill Education		

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-4) and Program/Student Learning Outcomes (PLO) (1-6) is shown in the following table:

CLO	PLO				
	1	2	3	4	5
1		x			
2	x				
3	x				
4	x		x	x	
5				x	
6					x

## 3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	<b>The Economic and Institutional Setting for Financial Reporting</b>	2,3		Lecture, Discussion,	[1]
2-3	<b>Accrual Accounting and Income Determination</b>	2,3		Lecture, Discussion,	[1]
4-5	<b>Structure of Financial Statements</b>	2,3		Lecture, Discussion,	[1]
6	<b>Receivables</b>	2,3		Lecture, Discussion,	[1]
7	<b>Inventories</b>	2,3		Lecture, Discussion	[1]
8	<b>Long-lived Assets</b>	2,3,5	Quiz	Lecture, Group work, Discussion, Presentation, In-class quiz	[1]
9-10	Midterm				
11	<b>Financial Instruments as Liabilities</b>	2,3,5		Lecture, Group work,	[1]
12	<b>Financial Reporting for Leases</b>	2,3		Lecture, Discussion,	[1]
13	<b>Financial Reporting for Owner's Equity</b>	2,3		Lecture, Discussion,	[1]
14	<b>Intercorporate Equity Investments</b>	2,3,4, 5	Quiz	Lecture, Group work, Discussion, Presentation, In-class quiz	[1]
15	Revision	2,3,4		Lecture, Discussion,	[1]
16	Revision			Review-Test	
17	Final exam				

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
In-class exercises/quizzes (15%)		x 80%Pass	x 80%Pass	x 80%Pass		
Group project (15%)	x 80%Pass				x 80%Pass	x 80%Pass

Midterm exam (30%)		x 70%Pass	x 70%Pass	x 70%Pass		
Final exam (40%)		x 70%Pass	x 70%Pass	x 70%Pass		

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

## 5. Rubrics (optional)

### 5.1. Grading checklist

Grading checklist for Written Reports			
Student: .....	HW/Assignment: .....		
Date: .....	Evaluator: .....		
	Max.	Score	Comments
<b>Technical content (60%)</b>			
Abstract clearly identifies purpose and summarizes principal content	10		
Introduction demonstrates thorough knowledge of relevant background and prior work	15		
Analysis and discussion demonstrate good subject mastery	30		
Summary and conclusions appropriate and complete	5		
<b>Organization (10%)</b>			
Distinct introduction, body, conclusions	5		
Content clearly and logically organized, good transitions	5		
<b>Presentation (20%)</b>			
Correct spelling, grammar, and syntax	10		
Clear and easy to read	10		
<b>Quality of Layout and Graphics (10%)</b>			
	10		
<b>TOTAL SCORE</b>			
	100		

### 5.2. Holistic rubric

Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW	
Score	Description
5	Demonstrates complete understanding of the problem. All requirements of task are included in response
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted

Note: this rubric is also used to evaluate questions in an exam.

### 5.3. Analytic rubric

*Critical thinking value rubric for evaluating questions in exams:*

	Capstone	Milestone		Benchmark
	4	3	2	1

<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Source: Association of American Colleges and Universities

### **Oral communication value rubric for evaluating presentation tasks:**

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.

<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.

Source: Association of American Colleges and Universities

## 6. Date revised: October 8, 2022

Ho Chi Minh City, dd/mm/yyyy  
**Head/Dean of Department/School**  
*(Signature)*



**Trịnh Quốc Đạt**



International University  
School of Economics, Finance and Accounting

## SYLLABUS on REAL ESTATE FINANCE & INVESTMENT

### 1. General Information

- <b>Course Title:</b>	
+ Vietnamese:	ĐẦU TƯ VÀ TÀI CHÍNH BẤT ĐỘNG SẢN
+ English:	REAL ESTATE FINANCE & INVESTMENT
- <b>Course ID:</b>	EFA240IU
- <b>Course level:</b>	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Master <input type="checkbox"/> Both
- <b>Course type:</b>	<input type="checkbox"/> General <span style="float: right;"><input type="checkbox"/> Fundamental</span> <input checked="" type="checkbox"/> Specialization (required) <span style="float: right;"><input checked="" type="checkbox"/> Specialization</span> (elective) <input type="checkbox"/> Project/Internship/Thesis <span style="float: right;"><input type="checkbox"/> Others:</span> .....
- <b>Number of credits:</b>	3
+ Lecture:	3
+ Labortary:	0
- <b>School:</b>	School of Business
+ Department:	Finance and Banking

### 2. CourseDescription and Objectives

The course covers topics in order to help students understand the potential risks and returns regarding to investing in and financing both commercial and residential real estate. It covers different techniques and concepts which include: appraising, investing, consulting and managing real estate portfolios, investing and financing development. In addition, this course provides necessary updated legal knowledges related to real estate sector that can affect the rights of lenders and investors in Vietnamese market. It also helps students understand the features of different vehicles for lending and investing in real estate market, the economic benefits and the significance of the local economy where properties are located.

At the end of the course, students will be able to conduct the appropriate methods of analysis and informed real estate finance and investment decision as well as understand the financial assets securitized by real estate.

### Textbooks and Other Materials

#### *Textbooks:*

- *Real Estate Finance and Investments*, by Brueggeman and Fisher (BF). fourteenth Edition. McGraw-Hill Irwin, Inc. 2011.

#### *Other readings:*

- Luật kinh doanh bất động sản;
- Luật các tổ chức tín dụng.
- "The Role of Securitization in Mortgage Lending," by Richard J. Rosen, Chicago Fed Letter, No. 24, November 2007.
- "The Economics of Asset Securitization," by Ronel Elul, Business Review, Federal Reserve Bank of Philadelphia, Quarter 3, 2005

### 3. Course Learning Outcomes

Course Learning Outcome		Class Participation	Mid-Term Exam	Project Presentation	Project Report	Final Exam
			MCQ & WQ	P	WR	MCQ & WQ
LO1	Demonstrate an understanding of fundamental legal and practical issues in Vietnamese real estate market.	√	√	√	√	√
LO2	Identify different types of mortgages, and real estate available in the marketplace and explain their characteristics.	√	√			
LO3	Be able to apply analysis on fixed-rate mortgages & adjustable-rate mortgages, and decide the rational	√				√

	choice among these types of mortgages based on calculations.					
LO4	Understand the necessary techniques to conduct risk and return analysis in order to make the finance and investment decision.	√		√	√	√
LO5	Understand and be able to explain the structure and the role of securitisation in the property market	√				√
LO6	Demonstrate communication, presentation and written skills and group work.			√	√	

*Note: MCQ: Multiple choice questions; WQ: Writing questions; P: Presentation; WR: Written Report*

Course learning outcomes	Aligned with Program learning outcomes	
LO1, LO2, LO3, LO4, LO5, LO6	PO1	<b>Knowledge</b>
None	PO2	<b>Political perspective</b>
LO3, LO4	PO3	<b>Analytical skills</b>
LO6	PO4	<b>Communication skills</b>
LO4, LO3	PO5	<b>Critical thinking skills</b>
LO3, LO4, LO6	PO6	<b>Technology skills</b>
LO3, LO6	PO7	<b>Ethical attitude at work</b>
None	PO8	<b>Cognitive ability and perspectives on globalization</b>
LO1, LO3, LO4, LO6	PO9	<b>Teamwork, self-studying, and career development skills</b>

(\*) Refer to nine program objectives:

a. Knowledge: The students possess a solid body of knowledge relevant to the areas of Corporate Finance, Banking and Financial Investment. The program helps students understand the role of financial markets and financial investment issues of individual and institutional investors, fundamental theories in financial investment and financial investment operations, financial management in view of enhancing corporate governance by meeting the

*legitimate requirements of a stakeholder perspective and identify the important role of corporate finance in the international business environment. (PO1)*

*b. Political perspective: the students understand fundamentally the structure and principles of Vietnamese political system and its orientation. (PO2)*

*c. Analytical skills: Finishing the program students can manage portfolios of profitability and risk; make policies, investment planning strategies for businesses as well as investors; analyze impact of macroeconomic policy (monetary finance) on financial market as well as on financial investment; set financial plans and provide financial management information for decision making of management. (PO3)*

*d. Communication skills: the students demonstrate an ability to communicate effectively by using appropriate communication methods to both domestic and international audiences. They are able to communicate effectively in English in all forms of communication such as writing, presenting, organizing and sharing information. (PO4)*

*e. Critical thinking skills: the students understand related issues in multi perspectives, interpret information effectively, and give sound judgment. (PO5)*

*f. Technology skills: the students understand how to apply effectively and efficiently appropriate technologies to business and communication settings. (PO6)*

*g. Ethical attitude at work: the students develop an awareness of the ethical dimensions of communication, behavior, and decision-making at the workplace. (PO7)*

*h. Cognitive ability and perspectives on globalization: the students are sensitive to opportunities and challenges of globalization; responsive to cross-cultural issues that influence business operations in the global context so as to take advantages of global opportunities and overcome challenges. (PO8)*

*i. Teamwork, self-studying, and career development skills: the students are effective team members who are able to and willing to support others, to become successful team leaders, to pursue life-long study having future-oriented perspectives. They learn and respect the abilities and contributions of colleagues, and willing to take responsibility for their behavior and actions. (PO9)*

#### 4. Course Assessment

##### 6.1 Grading

Assessment component	Assessment form	Percentage (%)
A1. Class Participation	A1.1 Check attendance	5%
	A1.2 Response to Class Questions	5%
	A 1.3 Assignment	10%
A2. Group Project	A2.1 Group Presentation	10%
	A2. 2 Group Written Report (12 pages maximum).	10%
A3. Mid-term Exam	A3.1 Mid-term Exam	20%
A4. Final Exam	A4.1 Final Exam	35%
<b>Total</b>		<b>100%</b>

##### 6.2 Assessment Rubrics

###### Class participation

Because the module is up-to-date and catch up with the hot trend in financial industry recently without an official textbook for students to read and follow during the course. Therefore, the class is an interactive class and attendance and class participation is extremely important. Class participation will be graded by (1) how active students are in class (group discussion, interact with instructor and guest speaker) and (2) class attendance.

Class participation will be counted on 20% of total grading.

###### Group Presentation and Group Written Report

Students are required to prepare and present their group works on a topic assigned for each group. Group written report will be submitted in week 11\* and all groups will present in week 13\*. Students are required to report contribution matrix which clearly state the contribution of each member for project. Project leader and serious member will be considered for a bonus on the project grade. In accordance to bonus, penalty will be applied for less contributed and non-active members.

*\*: to be confirmed*

<b>Rubric for Grading Project Presentations</b>					
	<b>Below Expectation 0-50</b>	<b>Needs Improvement 50-70</b>	<b>Satisfactory 70-85</b>	<b>Exceeds Expectations 85-100</b>	<b>Weight</b>
<b>Organization</b>	No apparent organization. Evidence is not used to support assertions.	There is some organization, but the speaker occasionally goes off topic. Evidence used to support conclusions is weak.	The presentation has a focus and provides some reasonable evidence to support conclusions.	The presentation has a focus and provides some reasonable evidence to support conclusions.	20%
<b>Content and Creativity</b>	Inaccurate or too general. Listeners are unlikely to learn anything or may be misled.	Sometimes inaccurate or incomplete. Listeners may learn some isolated facts, but they are unlikely to gain new insights about the topic.	Generally accurate and Reasonably complete. Listeners may develop a few insights about the topic.	Accurate and comprehensive. Listeners are likely to gain new insights about the topic.	40%
<b>Delivery</b>	The speaker appears anxious and uncomfortable and reads notes, rather than speaks. Listeners are ignored.	The speaker occasionally appears anxious or uncomfortable, and may occasionally read notes, rather than speak. Listeners are often ignored or misunderstood.	The speaker is generally relaxed and comfortable. Listeners are generally recognized and understood.	The speaker is professional, relaxed, and comfortable and interacts effectively with listeners.	40%
<b>Comments</b>					<b>100%</b>

<b>Rubric for Grading Project Written Report</b>					
<b>Criteria</b>	<b>weight</b>	<b>Excellent (85-100)</b>	<b>Accomplishment (70-85)</b>	<b>Need improvement (50-70)</b>	<b>Poor (0-50)</b>
<b>Title and Central Topic</b>	10%	Directly relevant	Somewhat relevant	Remotely related	Totally unrelated
<b>Structure</b>	10%	ideas are well-organized; Clear to reader from introduction, body part till conclusion.	Organized; points are somewhat unordered; have sense of beginning and ending	Ideas seems jumpy and less organized; beginning and ending are unclear	Poorly organized; beginning, body and ending are confused.
<b>Quality of Information</b>	45%	Supporting details specific to subject. Clear and logic analysis with appropriate technique.	A few details are non-supporting to the subject. Still lack of evidence on projection.	Information is just general, and several details, indirectly support for the subject.	Unable to find specific details. No excel application or inappropriate techniques and none evidence provided.
<b>Grammar, Usage, mechanics, Spelling</b>	10%	Rarely have errors	Up to 2% errors	From 2% to 5% errors	Numerous errors distract from understanding
<b>Interest and written skill Level</b>	15%	Vocabulary is rich, academic and cohesive; supporting details vivid.	Vocabulary is varied; supporting details useful	Punctuation and non-academic vocabularies. little supporting details.	Basic vocabulary; needs descriptive words
<b>Neatness</b>	10%	Typed; clean; neatly bound in a report cover; illustrations provided	Legible writing, well-formed characters; clean and neatly bound in a report cover	Legible writing, some ill-formed letters, print too small or too large; papers stapled together	Illegible writing; loose pages

*Note: A 10-grade penalty per day will be applied for late submission.*

**Midterm exam**

The midterm exam (90 minutes) will be conducted through 30 multiple choice questions and two exercises.

### **Final exam**

The final exam (120 minutes) will be conducted through 50 multiple choice questions and 3 writing questions.

*\* The Exams will be graded based on the total grade of all correct answers given by students. The exam structures will be confirmed 2 weeks before the actual exam dates.*

## **5. Course policies**

### **5.1 Workload**

It is expected that the students will spend at least eight hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where they need to complete assignments or prepare for examinations, the workload may be greater.

Over-commitment has been a cause of failure for many students. They should take the required workload into account when planning how to balance study with part-time jobs and other activities.

### **5.2 Attendance**

Regular and punctual attendance at lectures is expected in this course. University regulations indicate that if students attend less than eighty per cent of scheduled classes, they may not be considered for final assessment. Exemptions may only be made on medical grounds. It means that if you miss more than three classes, you may fail the class.

### **5.3 General Conduct and Behavior**

Beepers, cell phones, and pagers need to be turned off before entering the classroom. The students are expected to conduct themselves with consideration and respect for the needs of the fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students will be asked to leave the class. More information on student conduct is available at the university webpage.

### **5.4 Keeping informed through Black Board and school email**

<https://blackboard.hcmiu.edu.vn> provides you with access to course materials, class notices, and resources while student email is used to receive information relevant to the program. Blackboard is used to email the whole class; hence it is important that students check your student email and Blackboard regularly.

### 5.5 Academic honesty and plagiarism

Plagiarism is the presentation of the thoughts or work of another as one's own (definition proposed by the University of Newcastle). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items. The university regards plagiarism as a form of academic misconduct and has very strict rules regarding plagiarism.

## 6. Course Outline

### COURSE SCHEDULE

Week	Topic	Learning materials and activities
<b>PART 1: FOUNDATION &amp; RESIDENTIAL HOUSING</b>		
<b>1</b>	Lega Foundation of Real Estate Finance and Development	Luật các tổ chức tín dụng và Luật kinh doanh bất động sản.
<b>2</b>	Mortgage Loans <ul style="list-style-type: none"> <li>- Fixed-Rate Mortgage.</li> <li>- Adjustable-Rate Mortgage.</li> </ul>	Chapter 3, 4, 5 – Textbook
<b>3</b>	Mortgage Loans <ul style="list-style-type: none"> <li>- Floating-Rate Mortgage</li> <li>- Additional Concepts, Analysis, and Applications.</li> </ul>	Chapter 5, 6 – Textbook
<b>4</b>	Mortgage Loans <ul style="list-style-type: none"> <li>- Additional Concepts, Analysis, and Applications.</li> <li>- Case-Study</li> </ul>	Chapter 6 – Textbook
<b>5</b>	Residential Housing I <ul style="list-style-type: none"> <li>- Pricing, and Taxation</li> <li>- Investing and Financing Residential Properties.</li> </ul>	Chapter 7– Textbook
<b>6</b>	Residential Housing II <ul style="list-style-type: none"> <li>- Pricing, and Taxation</li> <li>- Class discussion</li> </ul>	Chapter 7– Textbook
<b>PART 2: INCOME-PRODUCING PROPERTIES</b>		
<b>7</b>	Types of income-producing properties <ul style="list-style-type: none"> <li>- Leases, Rents</li> </ul>	Chapter 9, 10 – Textbook

	- Appraisal and Valuation	
<b>8</b>	Investment and Financing Choices - Investment Analysis & Taxation - Financial leverage and Financing alternative	Chapter 11&12 – Textbook
<b>9</b>	Risk Analysis, Disposition and Renovation of Income Properties	Chapter 13&14 – Textbook
<b>PART 3: REAL ESTATE INVESTMENT VEHICLES &amp; SECURITIZATION</b>		
<b>10</b>	Structuring Real Estate Investment - Organizational Forms - Joint Venture	Chapter 18 – Textbook
<b>11</b>	The secondary Mortgage Market	Chapter 19 – Textbook
<b>12</b>	Commercial Mortgage Backed Securities	Chapter 20 – Textbook
<b>13</b>	Group Presentation	
<b>14</b>	Real Estate Investment Trust and Portfolio Considerations - REITs - Real Estate Investment Performance and Portfolio Considerations	Chapter 21, 22 - Textbook
<b>15</b>	Review for Final Exam	

### 7. Course Coordinator / Lecturer

- Course Coordinator / Lecturer:
- Email: tqdat@hcmiu.edu.vn

*Ho Chi Minh City, .....*

***DEAN OF SCHOOL OF ECONOMICS,  
FINANCE AND ACCOUNTING***



**Trịnh Quốc Đạt**



**International University**  
**School of Economics, Finance, and Accounting**

## COURSE SYLLABUS

### 1. General Information

- <b>Course Title:</b>	
+ Vietnamese:	Phân Tích Dữ Liệu Trong Tài Chính
+ English:	Data Analytics in Finance
- <b>Course ID:</b>	EFA239IU
- <b>Course level:</b>	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Master <input type="checkbox"/> Both
- <b>Course type:</b>	<input type="checkbox"/> General <span style="margin-left: 150px;"><input type="checkbox"/> Fundamental</span> <input type="checkbox"/> Specialization (required) <span style="margin-left: 100px;"><input checked="" type="checkbox"/> Specialization (elective)</span> <input type="checkbox"/> Project/Internship/Thesis <span style="margin-left: 100px;"><input type="checkbox"/> Others: .....</span>
- <b>Number of credits:</b>	3
+ Lecture:	3
+ Laboratory:	0
- <b>Prerequisites:</b>	Business Computing Skills – BA120IU
- <b>Parallel Courses:</b>	None
- <b>Course it replaces:</b>	None

### 2. Course Description

Nowadays, the use of software and specialized software has been recognized more and more important in the financial industry and services, especially for financial analysts, whose role is to analyze data, use models and support decision-making process in firms and financial institutions.

This course Applied Software in Finance will provide students with necessary skills and knowledge to smoothly use important software packages in Finance such as Python. The students will get familiar with the main functions of the software package, which will facilitate their study subsequently in other quantitative courses.

### 3. Textbooks and Other Required Materials

**Textbooks:**

Vasiliev, Yuli, 2022, Python for Data Science: A Hands-On Introduction, No Starch Press: Chapters 1-12

Matthes, Eric, 2019, Python Crash Course: A Hands-On, Project-Based Introduction to Programming, 2<sup>nd</sup> Edition, No Starch Press.

McKinney, Wes, 2022, Python for Data Analysis: Data Wrangling with Pandas, NumPy, and Jupyter, 3<sup>rd</sup> Edition, O'Reilly Media.

Hilpisch, Yves, 2019, Python for Finance: Mastering Data-Driven Finance, 2<sup>nd</sup> Edition, O'Reilly Media.

Yan, Yuxing, 2017, Python for Finance, 2<sup>nd</sup> Edition, Packt Publishing.

**Additional Materials:**

The instructor makes lecture notes and assigns additional readings that are available on the Blackboard course site.

**4. Course Objectives**

This course Applied Software in Finance will provide students with the necessary skills and knowledge to understand and effectively use Python in Finance. The students will get familiar with the main functions and key features of the software package, which will facilitate their study subsequently in other quantitative courses.

**5. Course Learning Outcomes**

After successful completion of this course, students will be able to:

L01. Understand the basics of data

L02. Know how to load data from different sources to Python

L03. Summarize data to ease analyzing process

L04. Analyze data using Python tools

L05. Know how to apply Python to financial analysis

L06. Understand and recognize the global and local context of business

**The alignment between course learning outcomes and program learning outcomes:**

<b>Group of .....</b>	<b>Program learning outcomes (*)</b>	<b>Course learning outcomes</b>	<b>% of contribution on PO</b>
<b>Political &amp; professional</b>	PO (a)	LO1	1%
<b>Knowledge</b>	PO (b)	LO1-LO6	3%
<b>Analytical skills</b>	PO (c)	LO4	2%
<b>Communication skills</b>	PO (d)	LO6	1%
<b>Critical thinking skills</b>	PO (e)	LO4-LO6	2%
<b>Technology skills</b>	PO (f)	LO6	2%
<b>Ethical attitude at work</b>	PO (g)	LO6	1%
<b>Cognitive ability and perspectives on globalization</b>	PO (h)	LO5, LO6	1%
<b>Teamwork, self-studying, and career development skills</b>	PO (i)	LO5, LO6	1%
<b>Total % contribution of this course to the program learning outcome:</b>			<b>14%</b>

## 6. Course Assessment

### 6.1 Grading

<b>Assessment component</b>	<b>Assessment form</b>	<b>Percentage (%)</b>
A1. Attendance	A1.1 Attendance	10%
A2. Course Project	A2.1 Quiz and homework	10%
	A2.2 Group Project	10%
A3. Mid-term Exam	A3.1 Mid-term Exam	30%
A4. Final Exam	A4.1 Final Exam	40%

<b>Total</b>	<b>100%</b>
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## 6.2 Assessment Plan

No.	Assessment tasks	Learning Outcome	Level of Bloom taxonomy												Weight (%)
			Applying			Analyzing			Evaluating			Creating			
			MCQ (**)	WQ	P	MCQ	WQ	P	MCQ	WQ	P	MCQ	WQ	P	
1	A1, A2, A3, A4	LO1		x	x		x	x		x	x		x	x	15
2	A1, A2, A3, A4	LO2		x	x		x	x		x	x		x	x	15
3	A1, A2, A3, A4	LO3		x	x		x	x		x	x		x	x	15
4	A1, A2, A3, A4	LO4		x	x		x	x		x	x		x	x	15
5	A1, A2, A3, A4	LO5		x	x		x	x		x	x		x	x	20
6	A1, A2, A3, A4	LO6			x			x			x			x	20
<b>Total</b>															<b>100</b>

(\*\*) MCQ: Multiple-choice questions ; WQ: Writing questions; P: Presentation

## 7. Course Outline

Week	Topics	Contents/Chapters
1	Intro to the basic types of data  Group project overview  Group formed	Vasiliev (2022) Chapter 1  Matthes (2019) Chapter 2
2	Intro to Python Data structures (lists, dictionaries, tuples, and sets)	Vasiliev (2022) Chapter 2  Matthes (2019) Chapter 3 and 6  McKinney (2022) Chapter 3  Hillpisch (2019) Chapter 3
3	Discuss Python's third-party libraries	Vasiliev (2022) Chapter 3  McKinney (2022) Chapter 4

		Hilpisch (2019) Chapter 5 Yan (2017) Chapter 2
4	Accessing Data from files and APIs	Vasiliev (2022) Chapter 4 Matthes (2019) Chapter 10 Yan (2017) Chapter 4 McKinney (2022) Chapter 3
5	Learn to work with database data	Vasiliev (2022) Chapter 5
6	Summarizing data and performing aggregate calculations	Vasiliev (2022) Chapter 6
7	Combining datasets	Vasiliev (2022) Chapter 7 McKinney (2022) Chapter 8 Hilpisch (2019) Chapter 5
8	Creating visualizations	Vasiliev (2022) Chapter 8 McKinney (2022) Chapter 9 Hilpisch (2019) Chapter 7
9	Mid-term exam	
10	Analyzing time-series data	Vasiliev (2022) Chapters 10 McKinney (2022) Chapter 11 Hilpisch (2019) Chapter 8 Yan (2017) Chapter 8
11	Gaining insights from data	Vasiliev (2022) Chapter 11

12	Machine learning for data analysis	Vasiliev (2022) Chapters 12
13	Performance Python (Loops, Algorithms, Binomial trees, Monte Carlo Simulation)	Hilpisch (2019) Chapter 10 Matthes (2019) Chapter 7
14	Statistics (Normality Test, Portfolio optimization, Bayesian statistics)	Hilpisch (2019) Chapter 13
15	Review	
16	Final	

### 7.1 Workload

***Student responsibility:*** It is expected that the students will spend at least TEN hours per week reading materials, working on exercises and problems, and attending classes.

***Missed tests:*** The students must submit all their assignments and attend all their examinations scheduled for the course. I do not consider any special request unless you are suffering from illness or misadventure which affects your course progress.

### 7.2 General Conduct and Behavior

Beepers, cell phones, and pagers need to be turned off before the class starts. The students are expected to conduct themselves with consideration and respect for the needs of the fellow students and teaching assistant. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students will be asked to leave the class.

### 7.3 Keeping informed

The students should take note of all announcements made in lectures or on the course's Blackboard. From time to time, the university will send important announcements to their university e-mail addresses without providing a paper copy. The students will be deemed to have received this information.

### 7.4 Academic dishonesty

**Plagiarism:** The students are required to submit their research proposal to Turnitin. The similarity index for the whole report (a certain source) should be not more than 10% (1%).

**Cheating:** cheating in any forms in the exams is prohibited. If the students violate this rule in any exam, they will get zero for that exam.

#### **8. Course Coordinator / Instructor**

- School / Department: School of Economics, Finance, and Accounting/Department of Finance and Banking
- Course Coordinator / Instructor:
- Email:

*Ho Chi Minh City, October 30th, 2022*

***HEAD OF DEPARTMENT***

***DEAN OF SCHOOL OF ECONOMICS,  
FINANCE, AND ACCOUNTING***



**Trịnh Quốc Đạt**

Vietnam National University – HCMC  
International University  
**SCHOOL OF ECONOMICS, FINANCE, AND  
ACCOUNTING**

**COURSE SYLLABUS\***

**EFAXXXIU**

**AI APPLICATIONS**

Note: The outline with specific venue and time, and updated learning materials for the current semester will be provided to the enrolled students by the lecturer

## 1. COURSE STAFF

**Lecturer:** N/A

Room:

E-mail:

Consultation Hours:

**Teaching Assistant:** N/A

Room:

Telephone:

E-mail:

Consultation Hours:

Should the students wish to meet the staff outside the consultation hours, they are advised to make an appointment in advance.

## 2. COURSE INFORMATION

**Prerequisite:** Math for Business – BA282IU

Statistics for Business – BA080IU

**2.1 Teaching time and Location:** N/A

**2.2 Units of Credit**

This course is worth 3 credits.

**2.3 Parallel teaching in the course**

There is no parallel teaching involved in this course.

**2.4 Relationship of this course to others**

This course is developed based on concepts developed in BA080IU – Statistics for Business and BA282IU – Math for Business. Students will need basic knowledge of Mathematics and Statistics and basic programming skills to successfully complete this course.

## 2.5 Approach to learning and teaching

Employing the interactive learning and case-based teaching approach, this course emphasizes the interaction between lecturers and students. The course materials will be uploaded on Blackboard to help students preview the materials and concentrate on listening and critical thinking during the lecture. Students are encouraged to interact with the lecturer. Students need to make presentations and discussions comprising of financial theories, financial practice problems and some practical and conceptual questions, which help students see how the concepts are applied in the real financial business context.

## 3. COURSE AIMS AND OUTCOMES

### 3.1 Course Aims

This course equips students with the theoretical foundations and practical skills to apply artificial intelligence (AI) and machine learning (ML) techniques to real-world challenges in finance and economics. By integrating insights from industry and academia, the program focuses on developing proficiency in ML, explainability frameworks, generative AI, and ethical AI deployment. Students will engage with financial data analysis, predictive modeling, algorithmic trading, risk management, and policy evaluation, while critically assessing the societal and ethical implications of AI-driven solutions. The curriculum emphasizes hands-on learning through programming tools, case studies from institutions and projects that mirror real-world financial scenarios, ensuring graduates can bridge the gap between technical AI concepts and real-world financial strategies.

### 3.2 Course Learning Outcomes (CLO)

On the successful completion of the course, students should be able to:

1. understand AI's role in Finance and Economics;
2. apply regression techniques to predict financial indicators;
3. understand the challenge and ethical implications of AI;
4. apply classification models like logistic regression to estimate default probabilities in credit scoring;
5. analyze the effectiveness of tree-based methods and deep learning models in financial forecasting;
6. apply reinforcement learning principles to develop automated trading strategies; and
7. analyze the role of AI in risk management.

In generic terms, students completing this course are likely to achieve the following attributes:

- *In-depth knowledge of the field of the study:* A comprehensive and well-founded knowledge of the field of the study. All of the course objectives lead to comprehensive fundamentals and advances to the field of finance.
- *Effective communication:* The ability to collect, analyze, and organize information and to convey information clearly and fluently, in both written and spoken forms.

- *Critical argument and judgment:* The ability to identify and debate critical issues / problems, as well as to evaluate financial information, make decisions, and reflect critically on the justification of decisions.

### Mapping of Course Learning Outcomes to Program Learning Outcomes

Course Learning Outcome (CLO)	Program Learning Outcome (PLO)
1	1-5
2	1-5
3	1-5
4	1-5
5	1-5
6	1-5
7	4-7

**Program Learning Outcomes (PLO):** See Appendix

### 3.3 Teaching Strategies

The learning system in this course consists of lectures and scheduled presentations/discussions. Lectures elaborate the appropriate theoretical content in the textbook and readings. Classes provide a more detailed and refined analysis of both concepts and applied materials. Classes are strongly oriented towards interactive discussion of the text and cases. In order to gain the most from the lectures and class activities, the assigned text/reading should be read *before* the lecture to participate in the discussions.

## 4. STUDENT RESPONSIBILITIES AND CONDUCT

### 4.1 Workload

Students are expected to spend at least 6 to 8 hours per week studying this course. This time should be made up of reading, working on exercises, problems, group assignment, and attending classes. Regular attendance is essential for successful performance and learning in this course, particularly in view of the interactive teaching and learning approach adopted.

### 4.2 Attendance

Regular and punctual attendance at lectures is expected in this course. University regulations indicate that if students attend less than 80% of the scheduled classes they may not be eligible for the final assessment. Exemptions may only be made on medical grounds or reasonable excuses.

### 4.3 General Conduct and Behavior

Students are expected to conduct themselves with consideration and respect for the needs of fellow students and teaching staff. Conduct which unduly disrupts or interferes with the class, such as ringing or talking on mobile phones, is not acceptable and students will be asked to leave the class. More information on student conduct is available on [the university webpage](#).

### 4.4 Keeping informed

Students should take note of all the announcements made in class or on the course's Blackboard. From time to time, the university will send important announcements to students' university e-mail addresses without providing a paper copy. Students will be deemed to have received this information.

## 5. LEARNING ASSESSMENT

### 5.1 Formal Requirements

In order to pass this course, students must:

- achieve a composite mark of at least 50; and
- make a satisfactory attempt at all assessment tasks (see below).

### 5.2 Assessment Details

Assessment will be made as follows:

Grading and Assessment Tool	Percentage of Course Grade	Course Learning Outcome Assessed
Attendance, participation, and in-class exercises	10%	1-7
Group assignment	20%	1-3,7
Midterm exam	30%	1-3
Final exam	40%	4-7

#### In-class exercises

At the end of each chapter, there will be in-class questions and practice problems. As long as you show your efforts in doing these assignments, you can get at least partial credit.

#### Group assignment

You will work in groups of four to five students for the group assignment which includes conducting a project using AI tools. Please submit the names of your group's members by **week 2**. Details will be provided later on.

### Exams

All exams are closed book and closed note. Students are not allowed to use any note sheet, but formula sheet will be provided. Remember to bring calculators. Exams consist of multiple-choice questions, short-answer questions, and application problems.

You may not use cell phones, computers, or similar electronic devices during an exam.

### 5.3 Marking criteria

<b>MARKING CRITERIA</b>		
<b>Grading work</b>	<b>Percent</b>	<b>Learning Outcomes</b>
<b>1. Group assignment</b>	<b>20%</b>	
Case study written report		Ability to use and apply fundamental concepts and skills of the course, ability to identify and debate critical issues / problems logically, ability to give compelling arguments and relevant evidences to support those arguments.
<b>2. Participation and In-class exercises</b>	<b>10%</b>	
Participation Questions and practice problems on designated chapters		Ability to analyze and identify important information in the reading material. Develop skills of critical reading, reasoning, and problem solving.
<b>3. Midterm exam</b>	<b>30%</b>	
- Introduction to AI - Linear Regression - Classification Models - Tree-based methods		Demonstrate awareness and understanding of deeper and subtler aspect of the topics, ability to identify critical problems, to think logically, and to solve non-routine problems.
<b>4. Final exam</b>	<b>40%</b>	

<ul style="list-style-type: none"> <li>- Deep Learning</li> <li>- Reinforcement Learning</li> <li>- AI trends</li> <li>- AI for Risk Management and Ethics</li> </ul>	<p>Demonstrate awareness and understanding of deeper and subtler aspect of the topics, ability to identify critical problems, to think logically, and to solve non-routine problems.</p>
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## 5.4 Special Consideration

Request for special consideration (for final examination only) must be made to the Office of Academic Affairs within one week after the examination. General policy and information on special consideration can be found at the Office of Academic Affairs.

## 6. ACADEMIC HONESTY AND PLAGIARISM

Plagiarism is the presentation of the thoughts or work of another as one's own (*definition proposed by the University of Newcastle*). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and proper references of sources in preparing all assessment items. The university regards plagiarism as a form of academic misconduct and has very strict rules regarding plagiarism.

## 7. STUDENT RESOURCES

### 7.1 Course Resources

#### **Textbook:**

James, G., D. Witten, T. Hastie and R. Tibshirani (2021). An Introduction to Statistical Learning with Applications in R. Second Edition. Springer.

Hilpisch, Y. (2020). Artificial Intelligence in Finance: A Python-Based Guide. O'Reilly Media, Incorporated.

#### **Additional materials provided on Blackboard**

The lecturer will attempt to make lecture notes and additional reading available on Blackboard. However, this is not an automatic entitlement for students doing this subject. Note that this is not a distance-learning course, and you are expected to attend lectures and take notes. This way, you will get the additional benefit of class interaction and demonstration.

#### **Recommended internet sites**

The Economist

Wall Street Journal

Yahoo Finance

## 7.2 Other Resources, Support and Information

Additional learning assistance is available for students in this course and will be made available on Blackboard. Academic journal articles are available through connections via the [VNU - Central Library](#). Recommended articles will be duly informed to students.

## 8. COURSE SCHEDULE (TENTATIVE)

Week	Date	Topic	Required readings and activities
1		<b>Introduction to Statistical Learning &amp; AI in Finance</b> <ul style="list-style-type: none"> <li>Define statistical learning vs. AI, emphasizing their roles in finance</li> <li>Highlight applications: Algorithmic trading, fraud detection, and risk management.</li> <li>Introduce Python tools: NumPy, pandas, and scikit-learn</li> </ul>	ISL Ch. 1, Hilpisch Ch. 1, Hilpisch Ch. 2
2		<b>Introduction to Statistical Learning &amp; AI in Finance (cont)</b> <ul style="list-style-type: none"> <li>Case study: AI-driven hedge funds</li> <li>Discuss challenges in financial data (e.g., noise, non-stationarity).</li> <li>Ethical debate: Bias in AI models and regulatory frameworks</li> </ul>	ISL Ch. 1, Hilpisch Ch. 1
3		<b>Linear Regression &amp; Financial Forecasting</b> <ul style="list-style-type: none"> <li>Explain <b>simple/multiple linear regression</b> theory</li> <li>Financial use case: Predicting stock returns or GDP growth.</li> <li>Hands-on: Loading financial data in Python</li> </ul>	ISL Ch. 3, Hilpisch Ch. 5
4		<b>Linear Regression &amp; Financial Forecasting (cont)</b> <ul style="list-style-type: none"> <li>Case study: Forecasting S&amp;P 500 returns with regression</li> <li>Diagnose issues: Multicollinearity, overfitting</li> </ul>	ISL Ch. 3, Hilpisch Ch. 5

		<ul style="list-style-type: none"> <li>• Handson: Build a regression model in Python using statsmodels.</li> </ul>	
5		<b>Classification Models for Credit Scoring</b> <ul style="list-style-type: none"> <li>• Introduce logistic regression and LDA</li> <li>• Credit scoring example: Default probability estimation.</li> <li>• Discuss imbalanced data challenges</li> </ul>	ISL Ch. 4
6		<b>Classification Models for Credit Scoring (cont)</b> <ul style="list-style-type: none"> <li>• Case study: Bank loan approval system</li> <li>• Compare performance metrics: ROC curves, precision-recall.</li> <li>• Lab: Train a logistic regression model on credit dataset.</li> </ul>	Hilpisch Ch. 5
7		<b>Tree-Based Methods &amp; Portfolio Optimization</b> <ul style="list-style-type: none"> <li>• Explain decision trees and random forests</li> <li>• Financial application: Asset price prediction.</li> <li>• Advantages: Handling non-linear relationships</li> </ul>	ISL Ch. 8
8		<b>Tree-Based Methods &amp; Portfolio Optimization (cont)</b> <ul style="list-style-type: none"> <li>• Case study: Portfolio optimization with random forests (Hilpisch Ch. 7).</li> <li>• Feature importance analysis for stock selection.</li> <li>• How tree-based models improve investment strategies.</li> </ul>	Hilpisch Ch. 7
9&10		<b>Midterm exam</b>	
11		<b>Deep Learning for Financial Data</b> <ul style="list-style-type: none"> <li>• Basic concepts and applications in finance</li> <li>• Using neural networks for predicting financial trends.</li> </ul>	ISL Ch. 10
12		<b>Deep Learning for Financial Data (cont)</b> <ul style="list-style-type: none"> <li>• Case Study: Predicting FX rates with deep learning</li> <li>• How deep learning is transforming financial forecasting?</li> </ul>	Hilpisch Ch. 8

13		<b>Reinforcement Learning (RL) in Trading</b> <ul style="list-style-type: none"> <li>• Basics and financial applications</li> <li>• Using RL for decision-making in trading</li> </ul>	Hilpisch Ch. 9
14		<b>Future Trends &amp; Project Presentations</b> <ul style="list-style-type: none"> <li>• Emerging Trends: Generative AI, quantum computing, and their potential in finance</li> <li>• Case Study: AI-driven ESG investing and sustainable finance.</li> <li>• Student Project Brainstorming: Developing innovative AI solutions for finance.</li> </ul>	Hilpisch Ch. 14
15		<b>AI for Risk Management &amp; Ethics</b> <ul style="list-style-type: none"> <li>• Value-at-Risk (VaR) and Stress Testing</li> <li>• Deep Learning for Risk Assessment</li> <li>• Case Study: Portfolio VaR calculation using AI.</li> </ul>	Hilpisch Ch. 11
16		<b>AI for Risk Management &amp; Ethics (cont)</b> <ul style="list-style-type: none"> <li>• Ethical Issues in AI: Bias in credit scoring and AI-driven decision-making</li> <li>• Regulatory Compliance</li> <li>• Balancing innovation with regulatory oversight.</li> </ul>	ISL Ch. 4, Hilpisch Ch. 13
17		<b>Review for Final exam</b>	

**Appendix: Program Learning Outcomes (PLO)**

	No.	Business Knowledge
<b>a.</b>	1.	a1. Students possess extended, updated knowledge about business management which is based on the platform of the knowledge that has been taught at the undergraduate level: knowledge of marketing management, statistics in business, business finance, accounting, strategic management, international business management, human resource management, supply chain management, management information system, production and operation management, economics and organizational behaviour.
	2.	a2. Students gain knowledge of scientific research methods to become capable researchers in Business Administration field. With the acquired knowledge, they can continue to learn Doctoral program in Business Administration.
	3.	a3. Students have deep knowledge about current economic issues in Vietnam as well as in the world economy. They understand micro and macro environmental factors that can affect company business performance and success. They know about various models used to analyze strength, weakness, threats and opportunities for strategic planning and forecasting purpose.
		<b>Skills</b>
<b>b.</b>	4.	b1. Students master up-to-date scientific research methods and tools in the field of economics and management. They can recognize practical business problems, do researches and propose measures to solve the problems.
	5.	b2. Students acquire skills of critical thinking, analyzing, researching, evaluating, comparing, synthesizing, which they can use to find out and solve business problems and make relevant business decisions. The students master communication skills and social skills, which help them work successfully in an international multicultural environment.
		<b>Abilities</b>
<b>c.</b>	6.	c1. Students are able to take management positions of all levels at domestic and foreign companies in various sectors of an economy. They can perform well management functions of planning, organizing, coordinating, motivating, leading, and controlling. They are able to make appropriate decisions in fast changing market conditions. They are able to design and develop strategic plans and policies for companies.
		<b>Virtue</b>
<b>d.</b>	7.	d1. Students possess professional ethics, moral, and proper understanding of integrity, responsibility, accountability. Students are aware of unethical and illegal behaviour and actions. They stand against bribery and corruption.
		<b>Language and computer skills</b>
<b>e.</b>	8.	e1. Students master English skills that they use effectively in an international working environment. They can work well with foreign partners and colleagues. They can use English well in negotiation and networking, communication and reporting.
	9.	e2. Students have good computer skills they can use for their management purpose. They can use some computer software to do research, process data and perform statistical analysis.

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\* The syllabus is prepared following the format provided by the School of Organization and Management, University of New South Wales, with kind permission.



**Trịnh Quốc Đạt**



**International University**  
**School of Economics, Finance and Accounting**

## SYLLABUS on FINTECH

### 1. General Information

- <b>Course Title:</b>	
+ Vietnamese:	Công nghệ Tài chính
+ English:	FINTECH (FINANCIAL TECHNOLOGY)
- <b>Course ID:</b>	BA261IU
- <b>Course level:</b>	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Master <input type="checkbox"/> Both
- <b>Course type:</b>	<input type="checkbox"/> General <span style="float: right;"><input type="checkbox"/> Fundamental</span> <input checked="" type="checkbox"/> Specialization (required) <span style="float: right;"><input checked="" type="checkbox"/> Specialization</span> (elective) <input type="checkbox"/> Project/Internship/Thesis <span style="float: right;"><input type="checkbox"/> Others:</span> .....
- <b>Number of credits:</b>	3
+ Lecture:	3
+ Labotary:	0
- <b>School:</b>	School of Business
+ Department:	Finance and Banking

### 2. CourseDescription

The fourth technology revolution 4.0 has change the way how the business world runs. Global trade, finance and banking as a result is rapidly changing with the raising of start-up financial technologies, which is referred as FINTECH. Recently, 30% of large Financial Institutions are investing in Artificial Intelligence (AI) while 77% expect to adopt blockchain as part of an in-production system or process by 2020 (PWC Global Fintech report 2017).

Fintech now isn't just about the tech, it's about culture, ways of working, problem solving, customer engagement and new ideas of leadership.

The course covers recent trends and tools offinancial technologies in financial sectors, including lending platform, internet finance, blockchain (including: bitcoin, cryptocurrency), cybersecurity,digital payments, big data, crow funding, etc. and their realistic impact on global banking and finance.In addition, this course The course contains both lectures and practical cases.

### 3. TextbooksandOtherMaterials

#### ***Textbooks:***

The is no official textbook is required for this course. However, students can read the following textbook as a recommended reference.

*“The Financial Technology Handbook for Investors, Entrepreneurs and Visionaries”* – Susanne Christi/Janos Barberis (Wiley, 2016)

#### ***AdditionalMaterials:***

- Fintech Innovation: From Robo-Advisors to Goal Based Investing and Gamification - Paolo Sironi (Wiley, 2016)
- Best Fintech Report  
<https://news.crowdvalley.com/news/best-fintech-reports-of-2017>

#### ***Online Materials:***

- The Future of FinTech and Banking, Accenture, <https://www.accenture.com/hk-en/insight-future-fintechbanking>.
- Digitizing Wall Street, How Technology is Changing the Future of Finance, <https://www.youtube.com/watch?v=h-UO15H5WMo>
- Blockchain - <https://blockchain.info/stats>
- BankTech (<http://www.banktech.com>)
- Payments Source (<http://www.paymentssource.com>)
- Technology Banker (<http://www.technologybanker.com>)
- The Banker (<http://www.thebanker.com>)
- Finextra (<http://www.finextra.com>)
- Bank Innovation (<http://bankinnovation.net/>)
- Mobile Payments Today (<http://www.mobilepaymentstoday.com/>)

- Payments: Cards & Mobile (<http://www.paymentscardsandmobil...>)
- Payment News (aggregator) (<http://www.paymentsnews.com/>)
- Talking Payments (<https://www.talkingpayments.com/>)
- Banking Connects (<http://www.bankingconnects.com/>)

#### 4. Course Objectives

This course is designed to provide students with the latest tools and practical knowledge on FinTech enabling them to understand some of the FinTech changes taking place currently in the financial services industry and, most importantly, the trends that will impact the industry in the future.

#### 5. Course Learning Outcomes

Course Learning Outcome		Class Participation	Mid-Term Exam	Project Presentation	Project Report	Final Exam
			MCQ & WQ	P	R	MCQ & WQ
LO1	Demonstrate an understanding of Fintech history and theory, as well as the applications of Fintech in financial world nowadays.	√	√	√	√	√
LO2	Understand the fundament of FinTech and the latest innovation in each pillar and their impact on the financial industry.	√	√			√
LO3	Understand the opportunities that fintech can bring to financial industry.	√		√	√	
LO4	Acquire practical knowledge and skills in the embracing technology 4.0 enabling students to potentially identify a need and launch their own FinTech start-up.	√		√	√	

LO5	Demonstrate communication, presentation and written skills and group work.	√	√	√	√	√
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*Note: MCQ: Multiple choice questions; WQ: Writing questions; P: Presentation; R: Written Report*

Course learning outcomes	Aligned with Program learning outcomes	
LO1, LO2, LO3, LO4	PO1	<b>Knowledge</b>
None	PO2	<b>Political perspective</b>
LO1, LO2, LO3, LO4	PO3	<b>Analytical skills</b>
LO5	PO4	<b>Communication skills</b>
LO4	PO5	<b>Critical thinking skills</b>
LO4, LO5	PO6	<b>Technology skills</b>
LO4, LO5	PO7	<b>Ethical attitude at work</b>
LO1, LO2	PO8	<b>Cognitive ability and perspectives on globalization</b>
LO4, LO5	PO9	<b>Teamwork, self-studying, and career development skills</b>

(\*) Refer to nine program objectives:

a. Knowledge: The students possess a solid body of knowledge relevant to the areas of Corporate Finance, Banking and Financial Investment. The program helps students understand the role of financial markets and financial investment issues of individual and institutional investors, fundamental theories in financial investment and financial investment operations, financial management in view of enhancing corporate governance by meeting the legitimate requirements of a stakeholder perspective and identify the important role of corporate finance in the international business environment. (PO1)

b. Political perspective: the students understand fundamentally the structure and principles of Vietnamese political system and its orientation. (PO2)

c. Analytical skills: Finishing the program students can manage portfolios of profitability and risk; make policies, investment planning strategies for businesses as well as investors; analyze impact of macroeconomic policy (monetary finance) on financial market as well as

on financial investment; set financial plans and provide financial management information for decision making of management. (PO3)

d. Communication skills: the students demonstrate an ability to communicate effectively by using appropriate communication methods to both domestic and international audiences. They are able to communicate effectively in English in all forms of communication such as writing, presenting, organizing and sharing information. (PO4)

e. Critical thinking skills: the students understand related issues in multi perspectives, interpret information effectively, and give sound judgment. (PO5)

f. Technology skills: the students understand how to apply effectively and efficiently appropriate technologies to business and communication settings. (PO6)

g. Ethical attitude at work: the students develop an awareness of the ethical dimensions of communication, behavior, and decision-making at the workplace. (PO7)

h. Cognitive ability and perspectives on globalization: the students are sensitive to opportunities and challenges of globalization; responsive to cross-cultural issues that influence business operations in the global context so as to take advantages of global opportunities and overcome challenges. (PO8)

i. Teamwork, self-studying, and career development skills: the students are effective team members who are able to and willing to support others, to become successful team leaders, to pursue life-long study having future-oriented perspectives. They learn and respect the abilities and contributions of colleagues, and willing to take responsibility for their behavior and actions. (PO9)

## 6. Course Assessment

### 6.1 Grading

Assessment component	Assessment form	Percentage (%)
A1. Class Participation	A1.1 Check attendance	5%
	A1.2 Response to Class Questions	15%
	A2. Group Project	A2.1 Group Presentation

	A2. 2 Group Written Report	15%
A3. Mid-term Exam	A3.1 Mid-term Exam	20%
A4. Final Exam	A4.1 Final Exam	35%
<b>Total</b>		<b>100%</b>

## **6.2 Assessment Rubrics**

### **Class participation**

Because the module is up-to-date and catch up with the hot trend in financial industry recently without an official textbook for students to read and follow during the course. Therefore, the class is an interactive class and attendance and class participation is extremely important. Class participation will be graded by (1) how active students are in class (group discussion, interact with instructor and guest speaker) and (2) class attendance.

Class participation will be counted on 20% of total grading.

### **Group Presentation and Group Written Report**

<b>Rubric for Grading Project Written Report</b>					
<b>Criteria</b>	<b>weight</b>	<b>Excellent (85-100)</b>	<b>Accomplishment (70-85)</b>	<b>Need improvement (50-70)</b>	<b>Poor (0-50)</b>
<b>Title and Central Topic</b>	10%	Directly relevant	Somewhat relevant	Remotely related	Totally unrelated
<b>Structure</b>	10%	ideas are well-organized; Clear to reader from introduction, body part till conclusion.	Organized; points are somewhat unordered; have sense of beginning and ending	Ideas seems jumpy and less organized; beginning and ending are unclear	Poorly organized; beginning, body and ending are confused.
<b>Quality of Information</b>	45%	Supporting details specific to subject. Clear and logic analysis with appropriate technique.	A few details are non-supporting to the subject.	Information is just general, and several details, indirectly support for the subject.	Unable to find specific details. Serious lack of evidences.
<b>Grammar, Usage, mechanics, Spelling</b>	10%	Rarely have errors	Up to 2% errors	From 2% to 5% errors	Numerous errors distract from understanding
<b>Interest and written skill Level</b>	15%	Vocabulary is rich, academic and cohesive; supporting details vivid.	Vocabulary is varied; supporting details useful	Punctuation and non-academic vocabularies. little supporting details.	Basic vocabulary; needs descriptive words
<b>Neatness</b>	10%	Typed; clean; neatly bound in a report cover; illustrations provided	Legible writing, well-formed characters; clean and neatly bound in a report cover	Legible writing, some ill-formed letters, print too small or too large; papers stapled together	Illegible writing; loose pages

<b>Rubric for Grading Project Presentations</b>					
	<b>Below Expectation 0-50</b>	<b>Needs Improvement 50-70</b>	<b>Satisfactory 70-85</b>	<b>Exceeds Expectations 85-100</b>	<b>Weight</b>
<b>Organization</b>	No apparent organization. Evidence is not used to support assertions.	There is some organization, but the speaker occasionally goes off topic. Evidence used to support conclusions is weak.	The presentation has a focus and provides some reasonable evidence to support conclusions.	The presentation has a focus and provides some reasonable evidence to support conclusions.	20%
<b>Content and Creativity</b>	Inaccurate or too general. Listeners are unlikely to learn anything or may be misled.	Sometimes inaccurate or incomplete. Listeners may learn some isolated facts, but they are unlikely to gain new insights about the topic.	Generally accurate and Reasonably complete. Listeners may develop a few insights about the topic.	Accurate and comprehensive. Listeners are likely to gain new insights about the topic.	40%
<b>Delivery</b>	The speaker appears anxious and uncomfortable and reads notes, rather than speaks. Listeners are ignored.	The speaker occasionally appears anxious or uncomfortable, and may occasionally read notes, rather than speak. Listeners are often ignored or misunderstood.	The speaker is generally relaxed and comfortable. Listeners are generally recognized and understood.	The speaker is professional, relaxed, and comfortable and interacts effectively with listeners.	40%
<b>Comments</b>					<b>100%</b>

*Note: A 10-grade penalty per day will be applied for late submission.*

Students are required to prepare and present their group works on a topic assigned for each group. Group written report will be submitted in week 11 and all groups will present in week 13.

### **Midterm exam**

The midterm exam (90 minutes) will be conducted through 30 multiple choice questions and two exercises.

### **Final exam**

The final exam (120 minutes) will be conducted through 50 multiple choice questions and 3 writing questions.

*\* Midterm and Final Exam will be graded as the total grade of all correct answers given by students.*

## **7. Course policies**

### **7.1 Workload**

It is expected that the students will spend at least six hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where they need to complete assignments or prepare for examinations, the workload may be greater.

Over-commitment has been a cause of failure for many students. They should take the required workload into account when planning how to balance study with part-time jobs and other activities.

### **7.2 Attendance**

Regular and punctual attendance at lectures is expected in this course. University regulations indicate that if students attend less than eighty per cent of scheduled classes, they may not be considered for final assessment. Exemptions may only be made on medical grounds. It means that if you miss more than three classes, you may fail the class.

### **7.3 General Conduct and Behavior**

Beepers, cell phones, and pagers need to be turned off before entering the classroom. The students are expected to conduct themselves with consideration and respect for the needs of the fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students will be asked to leave the class. More information on student conduct is available at the university webpage.

### **7.4 Keeping informed through Black Board and school email**

<https://blackboard.hcmiu.edu.vn> provides you with access to course materials, class notices, and resources while student email is used to receive information relevant to the program. Blackboard is used to email the whole class; hence it is important that students check your student email and Blackboard regularly.

### **7.5 Academic honesty and plagiarism**

Plagiarism is the presentation of the thoughts or work of another as one's own (definition proposed by the University of Newcastle). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism

is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items. The university regards plagiarism as a form of academic misconduct and has very strict rules regarding plagiarism.

## 8. Course Outline

### COURSE SCHEDULE

Week	Topic	Learning materials and activities
1	Introduction to FinTech and Existing Landscape	The Future of FinTech and Banking, Accenture, <a href="https://www.accenture.com/hk-en/insight-future-fintechbanking">https://www.accenture.com/hk-en/insight-future-fintechbanking</a> . Kashyap, Manoj. "Blurred lines: How FinTech is shaping Financial Services." PWC (2016). <a href="http://www.pwc.de/de/newsletter/finanzdienstleistung/assets/insurance-inside-ausgabe-4-maerz-2016.pdf">www.pwc.de/de/newsletter/finanzdienstleistung/assets/insurance-inside-ausgabe-4-maerz-2016.pdf</a>
2	Regulatory and Policy Considerations	The Evolution of FinTech: A New Post-Crisis Paradigm?, Arner, Barberis and Buckley, October 2015, <a href="http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2676553">http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2676553</a>
3	FinTech Global Hubs and Factors Determining Success	What makes a successful FinTech hub in the global FinTech race <a href="https://www2.deloitte.com/content/dam/Deloitte/lu/Documents/technology/lu-what-makes-successful-fintech-hub-global-fintech-race-112017.pdf">https://www2.deloitte.com/content/dam/Deloitte/lu/Documents/technology/lu-what-makes-successful-fintech-hub-global-fintech-race-112017.pdf</a> Connecting Global FinTech: Interim Hub Review 2017 <a href="https://www2.deloitte.com/content/dam/Deloitte/uk/Documents/Innovation/deloitte-uk-connecting-global-fintech-hub-federation-innotribe-innovate-finance.pdf">https://www2.deloitte.com/content/dam/Deloitte/uk/Documents/Innovation/deloitte-uk-connecting-global-fintech-hub-federation-innotribe-innovate-finance.pdf</a>
4	Crowdfunding	The dynamics of crowdfunding: An exploratory study <a href="https://www.sciencedirect.com/science/article/pii/S088390261300058X">https://www.sciencedirect.com/science/article/pii/S088390261300058X</a> Crowd Funding – An Infant Industry Growing Fast, IOASO, <a href="http://www.iosco.org/research/pdf/swp/Crowd-funding-An-Infant-Industry-Growing-Fast.pdf">http://www.iosco.org/research/pdf/swp/Crowd-funding-An-Infant-Industry-Growing-Fast.pdf</a>
5	Study of FinTech Start-Up Success Stories – Best Practices	FinTech Story: Hits and Misses From 2013 to 2016 and the Way Forward <a href="https://gomedici.com/fintech-story-hits-misses-2013-2016-way-forward">https://gomedici.com/fintech-story-hits-misses-2013-2016-way-forward</a> 11 Most Valuable Fintech Startups Worth Over \$1 Billion <a href="https://www.inc.com/business-insider/fintech-unicorn-startups-most-valuable-clover-health-stripe-coinbase-sofi-robinhood-oscar.html">https://www.inc.com/business-insider/fintech-unicorn-startups-most-valuable-clover-health-stripe-coinbase-sofi-robinhood-oscar.html</a>
6	Guest Speaker	To be confirmed
7	Review for Mid-term exam	Checking, debit (ATM), credit card processes Automated clearing house (ACH)

		Wholesale payment systems: Fedwire, CHIPS, SWIFT, CLS
8	Big data	<p>Unlocking Big Data Value in Financial Services, PWC,  <a href="https://www.pwc.com/us/en/financialservices/publications/viewpoints/assets/pwc-unlocking-big-data-value.pdf">https://www.pwc.com/us/en/financialservices/publications/viewpoints/assets/pwc-unlocking-big-data-value.pdf</a></p> <p>Introduction to Big Data: Financial News and Sentiment Analytics,  <a href="https://www.amareos.com/napres.html">https://www.amareos.com/napres.html</a></p>
9	Payment System	<p>Checking, debit (ATM), credit card processes  Automated clearing house (ACH)</p> <p>Wholesale payment systems: Fedwire, CHIPS, SWIFT, CLS</p>
10	Blockchain and bitcoin (1)	<p>Read: Michael Scott, The Essence of the Blockchain. Published 30 August 2016. Available at <a href="http://www.miracl.com/hubfs/block.pdf?hsCtaTracking=41b86e7e-0bc6-48f0-889a-61bd43021a32%7Cab2522ad-e26f-4487-b0f3-b251481190c8">http://www.miracl.com/hubfs/block.pdf?hsCtaTracking=41b86e7e-0bc6-48f0-889a-61bd43021a32%7Cab2522ad-e26f-4487-b0f3-b251481190c8</a></p> <ul style="list-style-type: none"> <li>• Read: Chapter 2: Blockchain Technology, in Matteo Biela and Vittorio Zinetti, Blockchain Technology and Applications from a Financial Perspective. Available from NYU Classes.</li> <li>• Watch: Scott Driscoll, How bitcoin works under the hood (22 minute video; July 14, 2013). Available, including transcript, at <a href="http://www.imponderablethings.com/2013/07/how-bitcoin-works-under-hood.html">http://www.imponderablethings.com/2013/07/how-bitcoin-works-under-hood.html</a></li> </ul>
11	Blockchain and the cryptocurrency ecosystem, present and future	<p>Read: Christopher Burniske, Bitcoin and Ethereum: How smart contracts work. ARK Research blog, May 29, 2016. Available at <a href="https://ark-invest.com/research/smart-contracts-work">https://ark-invest.com/research/smart-contracts-work</a></p> <ul style="list-style-type: none"> <li>• Read: Chapter 11: Decentralized Institutions: The Future of Bitcoin? In Bitcoin and Cryptocurrency Technologies (a.k.a. the “Princeton Bitcoin book”).</li> </ul>
12	Blockchains and Cryptocurrencies, Part 3: Payment Systems; Blockchain as infrastructure	<p>Read: Sally Percy, What is the Cheapest Way to Send Money Abroad? The Telegraph, 7 April 2016 <a href="http://www.telegraph.co.uk/money/transferwise/the-cheapest-way-to-send-money-abroad/">http://www.telegraph.co.uk/money/transferwise/the-cheapest-way-to-send-money-abroad/</a></p> <ul style="list-style-type: none"> <li>• Read: Bob Mason. What is an ICO (Initial Coin Offering) and How Does it Work? FXEmpire blog post, June 2017. Available at <a href="https://www.fxempire.com/education/article/ico-initial-coin-offering-work-418446">https://www.fxempire.com/education/article/ico-initial-coin-offering-work-418446</a></li> <li>• Read: Gideon Greenspan, Ending the bitcoin vs. blockchain debate. Blog post July 20, 2015. Available at <a href="https://www.linkedin.com/pulse/ending-bitcoin-vs-blockchain-debate-gideon-greenspan">https://www.linkedin.com/pulse/ending-bitcoin-vs-blockchain-debate-gideon-greenspan</a>.</li> </ul>
13	Group Presentation	To be confirmed
14	Risk management in Fintech	<p>Financial Stability Implications from FinTech Supervisory and Regulatory Issues that Merit Authorities’ Attention</p> <p><a href="http://www.fsb.org/wp-content/uploads/R270617.pdf">http://www.fsb.org/wp-content/uploads/R270617.pdf</a></p>

15	Review for Final Exam	
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**9. Course Coordinator / Lecturer**

- Course Coordinator / Lecturer:
- Email: tqdat@hcmiu.edu.vn

*Ho Chi Minh City, .....*

***HEAD OF DEPARTMENT***

***DEAN OF SCHOOL OF ECONOMICS,  
FINANCE AND ACCOUNTING***



**Trịnh Quốc Đạt**



**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
School of Economics, Finance, and Accounting

**COURSE SYLLABUS**

**Course Name: International Payment**

**Course Code: EFA236U**

**1. General information**

Course designation	<i>This course is aimed to provide students with knowledge regarding how the international transactions are settled: principles of draft, documentary collections, letter of credit, international guarantee and factoring; international NonTrade settlement, settlement risks, control forfeiting and factoring. Students could master the usage in international payments and settlements as well as the international rules and regulations regarding international trade finance payments. The overall objective of this course is to provide those students who would like to work in companies or banks involved in international sales, finance, shipping and administration a good specialty foundation.</i>
Semester(s) in which the course is taught	1
Person responsible for the course	Ms. Phan, Ngoc Anh
Language	English
Relation to curriculum	Compulsory
Teaching methods	Lecture, project.
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 Private study including examination preparation, specified in hours <sup>1</sup> : 90

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Credit points	3
Required and recommended prerequisites for joining the course	None
Course objectives	<p>The objectives of this module are:</p> <ul style="list-style-type: none"><li>• Equip students with with knowledge about different types of documents used in international payment.</li><li>• Help students understand and use instruments of payment such as Bill of exchange, cheque..</li><li>• Help students master international rules and regulations to understand different types of letter of credit and their usages in practices;</li><li>• Help students know International settlement risks and control , the latest development of international finance</li></ul>

Course learning outcomes	Upon the successful completion of this course students will be able to:	
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>
	Attitude	CLO1. Express an appreciation for understanding the goals and objectives of international payment in doing business internationally.
	Knowledge	CLO2. Understand different instruments in the international payment such as Bill of Exchange, Cheque, payment cards..., the way to establish and procedures to issue them. CLO3. Know and apply the flexible methods of international payment in the foreign trade transactions and their advantages and disadvantages; Learn about some types of special letter of credit in the international payment (transferable L/C, back to back L/C, standby L/C). Build up the application for opening the letter of credit by themselves, and understand the content of a letter of credit. CLO4. Have the knowledges of risks and disputes that arise in the area of the international payment.
Skills	CLO5. Be proficient at arranging payment documents, checking these files, identifying differences in documents, and solving cases if emerged. CLO6. Demonstrate the ability to deliver an effective oral presentation with appropriate visuals. CLO7. Learn within teams (such skills as task assignment and management, conflict resolution and co-operation, consensus building, and leadership). Enhance the communication skills and leadership by teamwork , presentation and debates.	

Content	<p><i>The description of the contents should clearly indicate the weighting of the content and the level.</i></p> <p>Weight: lecture session (3 hours)</p> <p>Teaching levels: I (Introduce); T (Teach); U (Utilize)</p> <table border="1" data-bbox="444 365 1390 1104"> <thead> <tr> <th>Topic</th> <th>Weight</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>Introduction to International Payment</td> <td>1</td> <td>I,T,U</td> </tr> <tr> <td>Instruments of International Payment</td> <td>3</td> <td>I,T,U</td> </tr> <tr> <td>Remittance</td> <td>1</td> <td>I, T</td> </tr> <tr> <td>Collection</td> <td>2</td> <td>I, T, U</td> </tr> <tr> <td>Clean Collection Documentary Collection</td> <td>2</td> <td>T, U</td> </tr> <tr> <td>Documentary Credit</td> <td>3</td> <td>T, U</td> </tr> <tr> <td>Checking the payment documents</td> <td>2</td> <td>T, U</td> </tr> <tr> <td>International Forfeighting</td> <td>1</td> <td>T, U</td> </tr> </tbody> </table>	Topic	Weight	Level	Introduction to International Payment	1	I,T,U	Instruments of International Payment	3	I,T,U	Remittance	1	I, T	Collection	2	I, T, U	Clean Collection Documentary Collection	2	T, U	Documentary Credit	3	T, U	Checking the payment documents	2	T, U	International Forfeighting	1	T, U
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Checking the payment documents	2	T, U																										
International Forfeighting	1	T, U																										
Examination forms	Multiple-choice questions, short-answer questions, problem solving questions																											
Study and examination requirements	<p>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions are strongly encouraged.</p> <p>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</p>																											
Resources	<p>[1] Anders Grath, The handbook of international trade and Finance: the complete guide for international sales, finance, shipping, and administration. 4th edition, Kogan Page 2016.</p> <p>[2] David Hinkelman, A short Course in International Payment, 2nd Edition, World Trade Press, 2003</p> <p>[3] Tran Hoang Ngan &amp; Nguyen Minh Kieu, International Payment, the Statistics publisher 2010</p> <p>[4] UCP 600, URC 522, Incoterms 2020</p> <p>[5] Law on negotiable instruments 2005 of Viet Nam</p>																											

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-7) and Program/Student Learning Outcomes (PLO) (1-10) is shown in the following table:

CLO	PLO									
	1	2	3	4	5	6	7	8	9	10
1				x						
2	x	x		x						
3	x	x		x						
4		x		x						
5			x		x					
6			x		x					
7			x		x					

### 3. Planned learning activities and teaching methods.

Week	Topic	CLO	Assessments	Learning activities	Resources
1	<p><b>Introduction to International Payment</b></p> <ul style="list-style-type: none"> <li>The definition of international trade settlement, international non-trade settlement, visible trade, invisible trade.</li> <li>Characteristics of the evolution of international settlement</li> <li>SWIFT, CHIPS, CHAPS, TARGET, CNAPS, FEDWIRE</li> <li>Players and their roles in international trade</li> <li>Factors considered by an exporter in making payment decisions</li> <li>Types of payment techniques</li> </ul> <p>Related customs and practice, banking institutions</p>	1		Lecture, Discussion,	[1] [2][3][4][5]
2-3	<p><b>Instruments of International Payment</b></p> <ul style="list-style-type: none"> <li>Negotiable instrument; characteristics of negotiable instruments: negotiability, unconditional promise or order to pay, requisite in form, non-causative nature; functions of negotiable instruments; negotiable instrument laws ; parties to a negotiable instrument; the relationship of the parties to a negotiable instrument</li> <li>Bills of exchange; essential items required in a bill of exchange; acts relating to a bill of exchange; classification of bills of exchange</li> <li>Promissory notes; essential items of a promissory note; joint notes; joint and several notes; difference between a bill and a note; types of notes</li> <li>Cheques; essential items of a cheque, types of cheques, differences between a bill and a cheque</li> <li>Payment cards</li> </ul>	2,3,4,5		Lecture, Discussion,	[1] [2][3][4][5]

4	<b>Remittance</b> <ul style="list-style-type: none"> <li>• Basic parties to a remittance: remitter, remitting bank, paying bank and payee or beneficiary</li> <li>• Types of remittance: mail transfer, telegraphic transfer and demand draft</li> <li>• Reimbursement of remittance cover</li> </ul> Application of remittance in international trade: cash in advance, open account and consignment	2,3,4		Lecture, Discussion,	[1] [2][3][4][5]
5-6	<b>Collection</b> <ul style="list-style-type: none"> <li>• Collection and URC522;</li> <li>• Basic Parties to a Collection: Principal/drawer, remitting bank, collecting bank, presenting bank, and drawee;</li> <li>• Types of collection: clean collection and documentary collection</li> <li>• Terms of Releasing documents: D/P, D/A, D/P after sight</li> <li>• Direct collection</li> <li>• Procedures of a documentary collection transaction</li> <li>• Banks' liabilities and disclaimers under a collection</li> <li>• Financing provided by banks under a collection: negotiation, advance against collection, trust receipt, and release of goods against guarantee.</li> <li>• Problems frequently arising from collection</li> </ul>	2,3,4	Presentation	Lecture, Group work, Discussion,	[1] [2][3][4][5]
7	<b>Clean collection</b> <b>Documentary collection</b>	2,3,4,5	Presentation	Lecture, Group work, Discussion, Presentation , In-class case study	[1] [2][3][4][5]
8-9-10	<b>Documentary Credit</b> <ul style="list-style-type: none"> <li>• Introduction of L/C</li> <li>• Characteristics of an L/C</li> <li>• Parties to an L/C</li> <li>• Procedures of a documentary credit operation</li> <li>• Contents of an L/C: items on the credit itself, items on draft, items on goods, shipping documents and transport, other items</li> <li>• Examination of a documentary credit:</li> <li>• Types of L/C: revocable credit; irrevocable credit; confirmed irrevocable credit; sight payment credit; acceptance credit; buyer's acceptance credit; deferred payment credit;</li> </ul>	2,3,4,5	Presentation	Lecture, Group work, Discussion, Presentation , In-class case study	[1] [2][3][4][5]

	<p>negotiation credit; straight credit; anticipatory credit; transferable credit; back-to-back credit; revolving credit; reciprocal credit; standby credit</p> <ul style="list-style-type: none"> <li>• Some transactions related to L/C</li> </ul>				
11-12	<p><b>Checking the payment documents</b></p> <ul style="list-style-type: none"> <li>• Checking the content of L/C</li> <li>• Checking the content of the payment documents</li> <li>• Types of documents; roles of documents</li> <li>• Drafts drawn under a letter of credit; frequently found discrepancies with drafts</li> <li>• Commercial Invoices: contents of commercial invoices; frequently found discrepancies with invoices; other invoices( proforma invoice, customs invoice, consular invoice)</li> <li>• Bills of lading; basic parties to a bill of lading; main contents of a bill of lading; types of bills of lading; frequently found discrepancies with a bill of lading; other transport documents: airway bill, railway bill</li> <li>• Insurance documents: types of marine cargo transport insurance; checking of an insurance policy under an L/C</li> <li>• Certificates of Origin: GSP Certificate of Origin Form A; CCPIT Certificate of Origin; Certificate of Origin issued by the exporter</li> <li>• Inspection Certificate</li> <li>• Other documents: packing list and weight list, cable copy, beneficiary statement, shipping company's certificate</li> </ul>	2,3,4,5	Presentation	Lecture, Group work, Discussion, Presentation, In-class case study	[1] [2][3][4][5]
13	<p><b>International forfaiting</b></p> <ul style="list-style-type: none"> <li>• The evolution of forfaiting</li> <li>• The meaning of forfaiting; parties to a forfeiting finance transaction; characteristics and documentation of forfaiting, including evidence of debts, evidences of the commercial transaction and guarantee; costs of forfaiting finance</li> <li>• The Procedures of a Forfaiting Transaction</li> <li>• Primary and Secondary Forfaiting Markets</li> <li>• Forfaiting vs. Other Trade Financing Methods: forfaiting vs. officially supported export credits; forfaiting vs. factoring; forfaiting vs. invoice discounting</li> </ul>	2,3,4,5	Presentation	Lecture, Group work, Discussion, Presentation, In-class case study	[1] [2][3][4][5]

		6,7		Presentation	
14	Group presentation				
15	Group presentation	6,7		Presentation	
16	Final exam				

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7
In-class exercises/quizzes (10%)		x 80%Pass	x 80%Pass	x 80%Pass			
Group project (20%)	x 80%Pass				x 80%Pass	x 80%Pass	x 80%Pass
Midterm exam (30%)		x 70%Pass	x 70%Pass	x 70%Pass			
Final exam (40%)		x 70%Pass	x 70%Pass	x 70%Pass			

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

#### 5. Rubrics (optional)

##### 5.1. Grading checklist

Grading checklist for Written Reports			
Student: .....	HW/Assignment: .....		
Date: .....	Evaluator: .....		
	Max.	Score	Comments
<b>Technical content (60%)</b>			
Abstract clearly identifies purpose and summarizes principal content	10		
Introduction demonstrates thorough knowledge of relevant background and prior work	15		
Analysis and discussion demonstrate good subject mastery	30		
Summary and conclusions appropriate and complete	5		
<b>Organization (10%)</b>			
Distinct introduction, body, conclusions	5		
Content clearly and logically organized, good transitions	5		
<b>Presentation (20%)</b>			
Correct spelling, grammar, and syntax	10		
Clear and easy to read	10		
<b>Quality of Layout and Graphics (10%)</b>	10		
<b>TOTAL SCORE</b>	100		

##### 5.2. Holistic rubric

Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW	
Score	Description

5	Demonstrates complete understanding of the problem. All requirements of task are included in response
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted

Note: this rubric is also used to evaluate questions in an exam.

### 5.3. Analytic rubric

#### *Critical thinking value rubric for evaluating questions in exams:*

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Source: Association of American Colleges and Universities

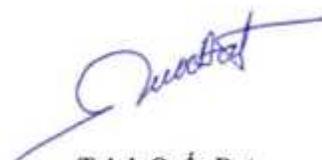
#### *Oral communication value rubric for evaluating presentation tasks:*

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.

Source: Association of American Colleges and Universities

## 6. Date revised: Feb 05, 2024

Ho Chi Minh City, dd/mm/yyyy  
**Head/Dean of Department/School**  
 (Signature)



Trịnh Quốc Đạt





**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
School of Economics, Finance, and Accounting

**COURSE SYLLABUS**

**Course Name: BANKING RISK MANAGEMENT**

Course Code: BA189IU

**1. General information**

Course designation	<p>In the course of their operation, banks face with different types of risk that may adversely affect their business. Thus, banks are obliged to establish a comprehensive and reliable risk management system, in line with international standards.</p> <p>The Banking Risk Management course provides an overview of the infrastructure and the financial risk of the banking system, its institutions, and markets in a global context. The underlying theme in this course is the application of modern finance theory and quantitative modeling techniques to the financial decision making and management of banks. The subject of bank decision-making is approached from a risk perspective.</p> <p>The course covers the major decision areas for bank management within the framework of a regulatory and "corporate responsible" environment. The main topics covered are bank risk and its management including market risk, credit risk, operational risk and liquidity risk within an international context.</p> <p>This course will help students prepare for their career in financial and banking risk management.</p>
Semester(s) in which the course is taught	1
Person responsible for the course	Nguyen Phuong Anh, PhD
Language	English
Relation to curriculum	Elective
Teaching methods	Lecture, class discussion, problem solving, software use
Workload (incl. contact hours, self-study hours)	<p>(Estimated) Total workload: 127.5 Contact hours (please specify whether lecture, discussion, presentation session, etc.): 37.5 Private study including examination preparation, specified in hours: 90</p>

Credit points	4.62 ECTS	
Required and recommended prerequisites for joining the course	Statistics for Business (BA080IU)	
Course objectives	The course covers the major decision areas for bank management within the framework of a regulatory and "corporate responsible" environment. The main topics covered are bank risk and its management including market risk, credit risk, operational risk and liquidity risk within an international context.	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>
	Knowledge	L01. Identify the main types of risk confronted by financial institutions. L02. Understand the main regulations and operations of financial institutions within such regulations.
	Skill	L03. Effectively use computational tools in risk management (such as Excel templates) L04. Apply relevant techniques to measure and manage risks
Attitude	L05. Understand and recognize the global and local context of business. L06. Effectively work and communicate within a team in a diverse, rapidly changing, global and responsible environment.	

Content	<p><i>The description of the contents should clearly indicate the weighting of the content and the level.</i></p> <p>Weight: lecture session (3 hours)</p> <p>Teaching levels: I (Introduce); T (Teach); U (Utilize)</p> <table border="1" data-bbox="444 363 1395 1144"> <thead> <tr> <th data-bbox="444 363 1159 415">Topic</th> <th data-bbox="1159 363 1289 415">Weight</th> <th data-bbox="1289 363 1395 415">Level</th> </tr> </thead> <tbody> <tr> <td data-bbox="444 415 1159 468">Introduction</td> <td data-bbox="1159 415 1289 468">1</td> <td data-bbox="1289 415 1395 468">I,T</td> </tr> <tr> <td data-bbox="444 468 1159 520">Basic Concepts in Banking Risk Management</td> <td data-bbox="1159 468 1289 520">1</td> <td data-bbox="1289 468 1395 520">I, T</td> </tr> <tr> <td data-bbox="444 520 1159 674">Market Risk: Derivatives and hedging Interest Rate Risk</td> <td data-bbox="1159 520 1289 674">3</td> <td data-bbox="1289 520 1395 674">I,T,U</td> </tr> <tr> <td data-bbox="444 674 1159 772">Volatility and Correlation Value At Risk and Expected Shortfall</td> <td data-bbox="1159 674 1289 772">2</td> <td data-bbox="1289 674 1395 772">I,T,U</td> </tr> <tr> <td data-bbox="444 772 1159 825">Review</td> <td data-bbox="1159 772 1289 825">1</td> <td data-bbox="1289 772 1395 825"></td> </tr> <tr> <td data-bbox="444 825 1159 877">Banking regulation: BASEL accords</td> <td data-bbox="1159 825 1289 877">1</td> <td data-bbox="1289 825 1395 877">I,T</td> </tr> <tr> <td data-bbox="444 877 1159 930">Credit Risk</td> <td data-bbox="1159 877 1289 930">3</td> <td data-bbox="1289 877 1395 930">I,T,</td> </tr> <tr> <td data-bbox="444 930 1159 982">Operational Risk</td> <td data-bbox="1159 930 1289 982">1</td> <td data-bbox="1289 930 1395 982">I,T,U</td> </tr> <tr> <td data-bbox="444 982 1159 1081">Liquidity Risk Extension: stress testing, economic capital</td> <td data-bbox="1159 982 1289 1081">1</td> <td data-bbox="1289 982 1395 1081">I,T,U</td> </tr> <tr> <td data-bbox="444 1081 1159 1144">Review</td> <td data-bbox="1159 1081 1289 1144">1</td> <td data-bbox="1289 1081 1395 1144"></td> </tr> </tbody> </table>	Topic	Weight	Level	Introduction	1	I,T	Basic Concepts in Banking Risk Management	1	I, T	Market Risk: Derivatives and hedging Interest Rate Risk	3	I,T,U	Volatility and Correlation Value At Risk and Expected Shortfall	2	I,T,U	Review	1		Banking regulation: BASEL accords	1	I,T	Credit Risk	3	I,T,	Operational Risk	1	I,T,U	Liquidity Risk Extension: stress testing, economic capital	1	I,T,U	Review	1	
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Examination forms	Quiz, Homework, Project, Written examination																																	
Study and examination requirements	<p>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed based on their class participation. Questions and comments are strongly encouraged.</p> <p>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</p>																																	

Reading list	<p><b>Textbooks:</b></p> <p>[1] John C. Hull, Risk Management and Financial Institutions, 5th Ed., Pearson, 2018.</p> <p><b>Reference materials:</b></p> <p>[2] Joel Bessis, Risk Management in Banking, Fourth Edition, Wiley, 2015.</p> <p>[3] Peter Christoffersen, Elements of Financial Risk Management, Academic Press, Second Edition, 2011.</p> <p>[4] Michel Crouhy, Dan Galai, Robert Mark, The essentials of Risk Management, Third Edition, Mc Graw Hill Education, 2019.</p> <p>[5] J. Franke, W. K. Hardle, C. M. Hafner, Statistics of Financial Markets: An introduction, Springer, 2015.</p> <p>[6] Alexander J. McNeil, Rüdiger Frey and Paul Embrechts, Quantitative Risk Management: Concepts, Techniques and Tools, 2nd edition, Princeton University Press, 2015.</p> <p>[7] CFA Program Curriculum, Level II, Volumes 1 and 6, CFA Institute, 2018.</p>
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## 2. Learning Outcomes Matrix

The relationship between Course Learning Outcomes (CLO) (1-6) and Program/Student Learning Outcomes (PLO) (1-5) is shown in the following table:

CLO	PLO				
	1	2	3	4	5
1	x				
2		x			
3	x				
4		x			
5			x		x
6				x	

## 3. Planned learning activities and teaching methods

Week	Topics	CLO	Assessment	Teaching and Learning activities	Learning resources
1	Introduction	1,5,6	HW	Lecture and exercises	[1] Chapter 1
2	Basic Concepts in Banking Risk Management	1,5,6	HW	Lectures and exercises	[1] Chapter 2
3-4-5	Market Risk: Derivatives and hedging Interest Rate Risk	1,2,3,4,6	HW	Lecture and exercises Lab session	[1] Chapters 5, 8, 9

6-7	Volatility and Correlation Value At Risk and Expected Shortfall	1,2,3,4,6	HW	Lecture and exercises Lab session	[1] Chapters 10, 11, 12
8	Review				
<b>Midterm Exam</b>					
9	Basel regulation	1,2,4,5,6	HW	Lecture and exercises	[1] Chapters 15-16
10-12	Credit Risk	1,2,3,4,5,6	HW	Lecture Lab session	[1] Chapters 19
13	Operational Risk	1,2,4,5,6	HW	Lecture and exercises	[1] Chapter 23
14	Liquidity Risk Extension	1,2,4,5,6	HW	Lecture and exercises Project	[1] Chapter 24 [1] Chapters 22, 26
15	Review				
<b>Final Exam</b>					

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
Participation/ Attendance/ Project/ Homework/ Quiz (30%)	Quiz/ HW 80% Pass	Quiz/ HW 80% Pass	HW/ Project 80% Pass	HW/ Project 80% Pass	Project/ Homework 80% Pass	HW/ Project 80% Pass
Midterm exam (30%)	Q1 80% Pass	Q2 80% Pass	Q3 70% Pass	Q4 60% Pass		Q5 50% Pass
Final exam (40%)	Q1 80% Pass	Q2 80% Pass	Q3 70% Pass	Q4 60% Pass		Q5 50% Pass

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

#### 5. Rubrics (optional)

##### 5.1. Grading checklist

<b>Grading checklist for Written Reports</b>
--

Student: .....	HW/Assignment: .....		
Date: .....	Evaluator: .....		
	<b>Max.</b>	<b>Score</b>	<b>Comments</b>
<b>Content (60%)</b>			
Abstract clearly identifies purpose and summarizes principal content	10		
Introduction demonstrates thorough knowledge of relevant background and prior work	15		
Analysis and discussion demonstrate good subject mastery	30		
Summary and conclusions appropriate and complete	5		
<b>Organization (10%)</b>			
Distinct introduction, body, conclusions	5		
Content clearly and logically organized, good transitions	5		
<b>Quality of Layout, tables, and graphics (10%)</b>	10		
<b>Presentation (20%)</b>			
Organization	4		
Language	4		
Delivery	4		
Supporting Material	4		
Central Message	4		
<b>TOTAL SCORE</b>	100		

## 5.2. Holistic rubric

<b>Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW</b>	
<b>Score</b>	<b>Description</b>
5	Demonstrates complete understanding of the problem. All requirements of task are included in response
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted

Note: this rubric is also used to evaluate questions in an exam.

## 5.3. Analytic rubric

### *Critical thinking value rubric for evaluating questions in exams:*

	<b>Capstone</b>	<b>Milestone</b>		<b>Benchmark</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.

<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Source: Association of American Colleges and Universities

### Oral communication value rubric for evaluating presentation tasks:

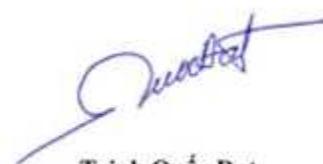
	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and

				speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.

Source: Association of American Colleges and Universities

**6. Date revised: October 24, 2022**

*Ho Chi Minh City, dd/mm/yyyy*  
**Dean of School**



**Trịnh Quốc Đạt**

Vietnam National University – HCMC  
International University  
**SCHOOL OF BUSINESS ADMINISTRATION**

**COURSE SYLLABUS\***

**EFA235IU**

**Commercial Banking  
Management and  
Regulation**

Note: The outline with specific venue and time, and updated learning materials for the current semester will be provided to the enrolled students by the lecturer

**1. COURSE STAFF**

**Lecturer:** Vu Thuy Mai Uyen, MSc.  
**Room:** O1.305  
**Telephone:**  
**E-mail:** vtmuyen@hcmiu.edu.vn  
**Consultation Hours:** Thursday morning (10:30AM – 12:00PM)

**Teaching Assistant:** TBA  
**Room:** TBA  
**Telephone:** TBA  
**E-mail:** TBA  
**Consultation Hours:** TBA

Should the students wish to meet the staff outside the consultation hours, they are advised to make appointment in advance.

**2. COURSE INFORMATION****2.1 Teaching times and Locations**

**Lecture:** 10:35AM – 1:00PM  
**Venue:** L203

**2.2 Units of Credit**

This course is worth 3 credits.

**2.3 Parallel teaching in the course**

There is no parallel teaching involved in this course.

**2.4 Relationship of this course to others**

**EFA235IU – Commercial Banking Management and Regulation** provides an overview of the history of banking progressing to the banking of today. It extends basic understanding of finance taught in BA207IU – Fundamental of Financial Management. Students also could take BA309AF – Investment Banking and BA315AF – Banking Risk Management to grasp more knowledge of banking analysis.

**2.5 Approach to learning and teaching**

Employing the interactive learning and problem-based teaching approach, this course emphasizes the interaction between lecturers and students. The lecture materials will be uploaded in Blackboard to help the students to preview the materials and to concentrate on listening and critical thinking during the lecture. The course will draw on concepts, issues and practical information from textbooks, academic and financial press articles, as well as websites of relevant financial services regulators. Students are therefore required to read

and understand these materials and their relevance. Students are also expected to extend and apply their knowledge acquired in the lecture to current issues discussed in the financial press. It is essential that students actively participate in class and raise questions regarding areas where further reviews or discussion are necessary.

### **3. COURSE AIMS AND OUTCOMES**

#### **3.1 Course Aims**

This course investigates efficient techniques for commercial bank management. Topics of inquiry include industry structure and competition, regulation, administrative organization, and the management of asset and liability composition to achieve corporate objectives such as profitability, liquidity, capital adequacy, asset quality, and sensitivity to market risk factors.

#### **3.2 Student Learning Outcomes**

After successful completion of this course, students will be able to:

- Demonstrate an understanding of the various risk management techniques and tools banks and financial services firms use.
- Develop a knowledge of the primary government policies and regulations affecting the banking and financial services industries.
- Show an understanding of the basic financial statements for financial services firms
- Develop and demonstrate for managing investment portfolios, liquidity, and cash flow for financial firms.
- Demonstrate the basic principles used for lending to businesses and consumers.

#### **3.3 Teaching Strategies**

The learning system in this course consists of lectures and scheduled presentations/discussions. Lectures elaborate the appropriate theoretical content in the textbook and readings. Classes provide a more detailed and refined analysis of both concepts and applied materials. Classes are strongly oriented towards interactive discussion of the text and cases. In order to gain the most from the lectures and class activities, the assigned text/reading should be read *before* the lecture to participate in the discussions.

From the second week, the students will need to form small discussion groups (5-8 students/group) to do the group projects. Discussing with group members as to the common strategy for sourcing, documenting, analyzing and presenting the projects - for which a basic minimum interaction will be necessary. For the audience, it is important that they contribute to the projects by getting additional information carefully beforehand so that they prepared to participate in the discussions.

### **4. STUDENT RESPONSIBILITIES AND CONDUCT**

#### **4.1 Workload**

It is expected that the students will spend at least *six* hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where they need to complete assignments or prepare for examinations, the workload may be greater.

Over-commitment has been a cause of failure for many students. They should take the required workload into account when planning how to balance study with part-time jobs and other activities.

#### 4.2 Attendance

Regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than eighty per cent of scheduled classes, they may be refused final assessment. Exemptions may only be made on medical grounds.

#### 4.3 General Conduct and Behavior

The students are expected to conduct themselves with consideration and respect for the needs of the fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students will be asked to leave the class. More information on student conduct is available at [the university webpage](#).

#### 4.4 Keeping informed

The students should take note of all announcements made in lectures or on the course's Blackboard. From time to time, the university will send important announcements to their university e-mail addresses without providing a paper copy. The students will be deemed to have received this information.

### 5. LEARNING ASSESSMENT

#### 5.1 Formal Requirements

In order to pass this course, the students must:

- achieve a composite mark of at least 50; and
- make a satisfactory attempt at all assessment tasks (see below).

#### 5.2 Assessment Details

Mid-Term Exam	30%
Attendance	10%
Group project/ Presentation	20%
<u>Final Exam</u>	<u>40%</u>
<b>Total</b>	<b>100%</b>

### **5.3 Assessment Format**

#### 1) Mid-term and final exams:

Mid-term and final test will be a combination of short answer questions, application problems and multiple-choice questions and will cover all the reading, homework, and lectures associated with the topics noted on the reading list. Details of the exams, including its time and venue will be announced towards the end of the course.

#### 2) Group presentation:

They will be conducted in the lecture classes. The topics are relevant to which has been covered in class and will be informed one or two weeks in advance.

#### 3) Project Report:

In groups of up to 5 students, students will conduct the assignments which will be informed by the lecturer.

Length and Style: Maximum 7,000 words, excluding footnotes, tables, figures and references. The format for assignments is to be double spaced with 2.5 cm margins and font size of 12 cpi. Please show the word count, along with all other details on the cover sheet.

The project will be assessed for analytical content and presentation. The same marks will be awarded to all students in the same group. All work must be original and must not have been submitted for any other subject or course here or elsewhere. Copying or plagiarizing works of other authors, including your fellow students or cutting and pasting from the internet and other sources is an offence and will be seriously penalized.

**Due Date:** The project report is due at the last day of the course. Assignments are submitted via blackboard.

- Late work will be penalized at the rate of 25 percentage points per week day.
- Students must keep copies of all work submitted.

**5.4 Marking criteria (project report)**

<b>Marking Criteria</b>	<b>Marks</b>	<b>Learning outcomes/attributes</b>
Quality of arguments: relevance, logic and cohesion	20	Ability to give compelling arguments and reasoning to support analysis
Use of frameworks to support analysis	20	Ability to structure problems in accordance with theoretical frameworks and resolve them
Use of case evidence to support analysis	20	Ability to conduct applied research to gather data/information pertaining to the case
Originality and usefulness of the analysis	20	Ability to engage in creative problem solving skills
Organization, clarity of expression, editing etc.	20	Clarity of vision

**5.5 Class participation and Presentation**

Students are expected to attend class regularly, and are responsible for materials covered during their absences. Although it is the responsibility of the student for non-attendance, the lecturer has full authority to drop a student for excessive absences.

**5.6 Special Consideration**

Request for special consideration (for final examination only) must be made to the Office of Academic Affairs within one week after the examination. General policy and information on special consideration can be found at the Office of Academic Affairs.

**6. ACADEMIC HONESTY AND PLAGIARISM**

Plagiarism is the presentation of the thoughts or work of another as one's own (*definition proposed by the University of Newcastle*). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items. The university regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism.<sup>1</sup>

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<sup>1</sup> This is adapted with kind permission from the University of New South Wales.

## 7. STUDENT RESOURCES

### 7.1 Course Resources

Please note that it is very important to gain familiarity with the subject matter in the readings and cases *prior to* attendance in classes.

Textbook:

*Bank Management & Financial Services, 9th ed, Peter S. Rose and Sylvia C. Hudgins, McGraw-Hill Irwin*

Additional materials provided in Blackboard

The lecturer will attempt to make lecture notes and additional reading available on Blackboard. However this is not an automatic entitlement for students doing this subject. Note that this is not a distance learning course, and you are expected to attend lectures and take notes. This way, you will get the additional benefit of class interaction and demonstration.

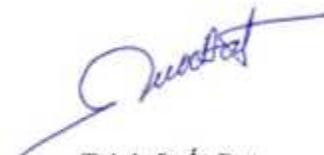
### 7.2 Other Resources, Support and Information

Additional learning assistance is available for students in this course and will be made available in Blackboard. Academic journal articles are available through connections via the [VNU - Central Library](#). Recommended articles will be duly informed to the students.

**8. COURSE SCHEDULE**

<b>Week</b>	<b>Topic</b>	<b>Required reading and activities</b>
1	Introduction	Introducing the course, Task: Forming group, announce topics
2	Overview of the Banking Sector	Readings: Chapter 1
3 & 4	Government Policy & Regulation	Readings: Law on credit institutions
5	Organization and Structure of Banks	Readings: Chapter 3
6	Establishing New Banks, Branches, ATMs, etc.	Readings: Chapter 4
7	Financial Statements of Banks	Readings: Chapter 5
8	Measuring and Evaluating the Performance of banks	Readings: Chapter 6
9 & 10	Risk Management with Asset-Liability Management and Duration Techniques	Readings: Chapter 7
11	Risk Management with Financial Futures, Options and Swaps	Readings: Chapter 8
12	Risk Management with Asset-Backed Securities, Loan Sales and Credit Derivatives	Readings: Chapter 9
13	Investment Management	Readings: Chapter 10
14	Liquidity and Reserve Management	Readings: Chapter 11
15	Investment Banking, Insurance and Other Sources of Fee Income	Readings: Chapter 12

\* The syllabus is prepared following the format provided by the School of Organization and Management, University of New South Wales, with kind permission.



**Trịnh Quốc Đạt**

Vietnam National University – HCMC  
International University  
**SCHOOL OF ECONOMICS, FINANCE, AND  
ACCOUNTING**

**COURSE SYLLABUS\***

EFA237IU  
**INSURANCE**

Note: The outline with specific venue and time, and updated learning materials for the current semester will be provided to the enrolled students by the lecturer

## **1. COURSE STAFF**

### **Lecturer:**

Room: A1.305

E-mail:

Consultation Hours:

Should the students wish to meet the staff outside the consultation hours, they are advised to make appointment in advance.

## **2. COURSE INFORMATION**

### **2.1 Teaching times and Locations:**

### **2.2 Units of Credit**

This course is worth 3 credits.

### **2.3 Parallel teaching in the course**

There is no parallel teaching involved in this course.

## **3. COURSE AIMS AND OUTCOMES**

### **3.1 Course Aims**

This course aims to provide students with the fundamental knowledge of insurance, including the required economic theory of insurance corporations, insurance classification scheme, insurance in risk management, and the main operations/functions of the insurance companies.

The objectives of this module are:

- To introduce to students the nature of risk management and insurance activities, the role that insurance plays in the overall financial planning process
- To explain the economic theory of insurance company through the identifications of risk factors; Explain the characteristics of insurance and insurable risks.
- To illustrate the operations of insurance industry
- To illustrate insurance classification scheme
- To provide students with an overview of the legal and regulatory aspects of insurance

### **3.2 Student Learning Outcomes**

Upon completing this module, students will be able to:

- Understand the basic functions and the underlining economic and legal principles of insurance
- Understand the basic operations of an insurance company and the insurance industry
- Understand the basic structure and related issues of a generic insurance contract
- Be able to identify insurance classification schemes

### **3.3 Teaching Strategies**

The learning system in this course consists of lectures and scheduled presentations/discussions. Lectures elaborate the appropriate theoretical content in the textbook and readings. Classes provide a more detailed and refined analysis of both concepts and applied materials. Classes are strongly oriented towards interactive discussion of the text and cases. In order to gain the most from the lectures and class activities, the assigned text/reading should be read *before* the lecture to participate in the discussions.

## **4. STUDENT RESPONSIBILITIES AND CONDUCT**

### **4.1 Workload**

It is expected that the students will spend at least *six* hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where they need to complete assignments or prepare for examinations, the workload may be greater.

Over-commitment has been a cause of failure for many students. They should take the required workload into account when planning how to balance study with part-time jobs and other activities.

### **4.2 Attendance**

Regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than eighty per cent of scheduled classes, they may be refused final assessment. Exemptions may only be made on medical grounds.

### **4.3 General Conduct and Behaviour**

The students are expected to conduct themselves with consideration and respect for the needs of the fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students will be asked to leave the class. More information on student conduct is available at [the university webpage](#).

### **4.4 Keeping informed**

The students should take note of all announcements made in lectures or on the course's Blackboard. From time to time, the university will send important announcements to their university e-mail addresses without providing a paper copy. The students will be deemed to have received this information.

## 5. LEARNING ASSESSMENT

### 5.1 Formal Requirements

In order to pass this course, the students must:

- achieve a composite mark of at least 50; and
- make a satisfactory attempt at all assessment tasks (see below).

### 5.2 Assessment Details

Attendance & Participation (in-class cases)	10%
Group Report	20%
Midterm	30%
<u>Final Exam</u>	<u>40%</u>
Total	100%

#### 5.2.1. Attendance and Participation (10%)

There will be group discussion of the cases handed out in each class, with the materials and questions relating to the content of that specific class. Students are required to sit in groups and discuss the cases to come up with answers to the assigned questions. After the discussion, each group is required to submit a briefing of their discussion and answers. Individual attendance counted.

#### 5.2.2. Group Report (20%)

Details of the case studies for group reports and the rules will be informed later in class. Students should form groups of 5 after the first class' meeting. Those 5 students will work together during the whole semester for both the group discussion of the cases (in class) and the group report.

### 5.3 Marking criteria (report and case presentation)

Marking Criteria	Marks	Learning outcomes/attributes
<b>Content</b> <ul style="list-style-type: none"> <li>• Well-structured and detailed</li> <li>• Clear identification of the key principles</li> </ul>	25	Ability to give compelling arguments and reasoning to support analysis

<b>Research</b> <ul style="list-style-type: none"> <li>• Range of sources</li> <li>• Information systematically compiled</li> <li>• Sources acknowledged clearly, bibliography included</li> </ul>	25	Ability to structure problems in accordance with theoretical frameworks and resolve them
<b>Analysis</b> <ul style="list-style-type: none"> <li>• Understanding and knowledge of principles clearly demonstrated</li> </ul>	25	Ability to conduct applied research to gather data/information pertaining to the case
<b>Presentation</b> <ul style="list-style-type: none"> <li>• Relevant information appropriately presented</li> </ul>	25	Ability to engage in creative problem-solving skills

#### 5.4 Class participation and Presentation

A minimum attendance of 80 percent is compulsory.

#### 5.5 Special Consideration

Request for special consideration (for final examination only) must be made to the Office of Academic Affairs within one week after the examination. General policy and information on special consideration can be found at the Office of Academic Affairs.

### 6. ACADEMIC HONESTY AND PLAGIARISM

Plagiarism is the presentation of the thoughts or work of another as one's own (*definition proposed by the University of Newcastle*). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items. The university regards plagiarism as a form of academic misconduct and has very strict rules regarding plagiarism.<sup>†</sup>

### 7. STUDENT RESOURCES

#### 7.1 Course Resources

Please note that it is very important to gain familiarity with the subject matter in the readings and cases *prior to* attendance in classes.

#### Text book

George Rejda and Michael McNamara Principles of Risk Management and Insurance 14th edition, Pearson, 2020 (ISBN 9780135641293)

#### Additional materials provided in Blackboard

<sup>†</sup> This is adapted with kind permission from the University of New South Wales.

The lecturer will attempt to make lecture notes and additional reading available on Blackboard. However, this is not an automatic entitlement for students doing this subject. Note that this is not a distance learning course, and you are expected to attend lectures and take notes. This way, you will get the additional benefit of class interaction and demonstration.

Magazines and Newspapers:

1. The Economist
2. The Financial Times
3. The Wall Street Journal

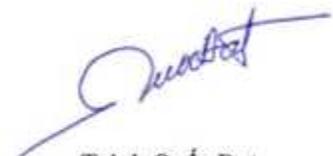
## **7.2 Other Resources, Support and Information**

Additional learning assistance is available for students in this course and will be made available in Blackboard. Academic journal articles are available through connections via the [VNU - Central Library](#). Recommended articles will be duly informed to the students.

**1. COURSE SCHEDULE**

<b>Week</b>	<b>Topic</b>	<b>Resources</b>
<b>1-2</b>	<b>Foundations of Risk</b> Definition of Risk Chance of Loss Classification of Risk Major Personal risks and Commercial risks Burden of risks on society Techniques for managing risks Steps in the risk management process Financial analysis in the risk management decision making	Textbook Chapter 1,3,4
<b>3</b>	<b>Insurance and Risk</b> Basic characteristics of Insurance Types of Insurance Benefits of insurance to society Costs of insurance to society	Textbook Chapter 2
<b>4</b>	<b>The private insurance industry</b> Overview of private insurance in the financial services industry Types of private insurers	Textbook Chapter 5
<b>5</b>	<b>Insurance company operations</b> Rating and rate making Underwriting Production Claim settlement Reinsurance Investments Other Insurance company functions	Textbook Chapter 6
<b>6</b>	<b>Financial operations of insurers</b> Property and casualty insurers Life insurance companies Rate making in property and casualty insurers Rate making in life insurance	Textbook Chapter 7

7	<b>Government regulation of insurance</b> Methods for regulating insurers What are regulated?	Textbook Chapter 8
8	<b>Analysis of insurance contract</b> Basic parts of an insurance contract Definition of “insured” Endorsements and riders Deductibles Coinsurance Other insurance provisions	Textbook Chapter 10
	<b>Midterm (off)</b>	
9-10	<b>Life insurance</b> Types of life insurance Life insurance contractual provisions	Textbook Chapter 11,12
11-12	<b>Health insurance</b> Individual health insurance coverages Employee benefits: retirement plans Social insurance	Textbook Chapter 15,16,17,18
13	<b>Personal property and casualty risks</b>	Textbook Chapter 20,21,22,23
14-15	Presentations (group report) and Revisions	
	<b>Final Exam</b>	



Trịnh Quốc Đạt

## TECHNICAL ANALYSIS

1. **Name of course:** TECHNICAL ANALYSIS
2. **Lecturer:**
3. **Number of Credits:** 03
4. **Level:**
5. **Time allocation:**
  - Lecture: 3 hours/ week
  - Homework, Assignment: 3 hours/ week
6. **Prerequisites:** Statistics for Business
7. **Course Description:**

The course will provide students with an understanding of technical analysis background, and help students learn how to apply technical analysis as a standalone trading methodology, or as a supplement to fundamental analysis. Throughout this course students will also learn how to implement these techniques using a trading software package. This course will also discuss applications to equity, commodity, and foreign exchange markets.

### 8. Overall Educational Objectives/ Learning Outcomes:

Upon successful completion of the course, students should be able to:

- Appreciate technical analysis background
- Recognize chart types, chart patterns
- Understand gap analysis, trend analysis
- Understand technical indicators, and oscillators
- Identify buy and sell signals generated by technical indicators
- Understand the limitations of the tools
- Effectively use a trading software package
- Appreciate the trading context in financial markets

### 9. Student responsibility

Students are expected to spend at least **6 hours** per week studying this course. This time should be made up of reading, working on exercises and problem, group assignment and attending class lectures and tutorials. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment. Regular attendance is essential for successful

performance and learning in this course, particularly in view of the interactive teaching and learning approach.

### **10. Course Assessment Policy:**

- One midterm exam: 30%
- One comprehensive final exam: 40%
- Homework, In-class activities, and Project: 30%

### **11. Textbooks and Other Required Materials:**

#### **Textbooks:**

[1] C. D. Kirkpatrick II, J. R. Dahlquist, Technical Analysis: the complete resource for financial market technicians, Edition 3, Pearson Education, 2015.

[2] J. J. Murphy, Technical Analysis of the Financial Markets, New York Institute of Finance, 1999.

#### **Reference materials:**

CFA Program Curriculum, Level I, CFA Institute, 2018.

CFA Program Curriculum, Level II, CFA Institute, 2018.

#### **Recommended Journals**

International Journal of Finance and Economics, Wiley

Quantitative Finance, Taylor and Francis

SSRN

### **12. Grade scale: 100**

### **13. Course Outline:**

#### 1. Introduction

- 1.1. Basics of Fundamental & Technical Analysis
- 1.2. Stock market, foreign exchange market, commodity markets
- 1.3. Introduction to Technical Analysis
- 1.4. Chart Reading
- 1.5. Main concepts
  - Support / Resistance
  - Retracement
  - Reversal
  - Breakout

- 1.6. Moving Averages
  - Definition
  - Simple vs Exponential
  - Applications
- 1.7. Fibonacci Numbers
  - Fibonacci numbers
  - Retracement levels using Fibonacci numbers
- 1.8. Dow Theory
- 2. Chart Patterns
  - 2.1. Overview of patterns formations
    - Chart Pattern
    - Pattern Identification & Interpretation
    - Pattern Classification
    - Characteristics of Bullish Reversal Patterns
    - Characteristics of Bearish Reversal Patterns
  - 2.2. Pattern Formations
    - Double Top (Reversal)
    - Double Bottom (Reversal)
    - Head and Shoulders (Reversal)
    - Falling/Rising Wedge (Reversal)
    - Rounding Bottom (Reversal)
    - Triple Top (Reversal)
    - Triple Bottom (Reversal)
    - Bump and Run Reversal (Reversal)
    - Flag, Pennant (Continuation)
    - Symmetrical Triangle (Continuation)
    - Ascending Triangle (Continuation)
    - Descending Triangle (Continuation)
    - Rectangle (Continuation)
    - Price Channel (Continuation)
    - Measured Move (Continuation)
    - Cup with Handle (Continuation)
- 3. Gaps and Gap Analysis
  - 3.1. Definition and significance
  - 3.2. Type of Gaps
    - Common Gaps
    - Breakaway Gaps / Runaway Gaps / Exhaustion Gap
- 4. Candlesticks charts
  - 4.1. Introduction to Candlesticks
  - 4.2. Formations: Bulls Vs Bears

#### 4.3. Comprehensive dictionary of common candlestick patterns

- Spinning Top
- Hammer
- Inverted Hammer
- Hanging Man
- Three Black Crows
- Three White Soldiers
- Doji
- Harami
- Stars
- Evening Star
- Morning Star
- Shooting Star
- Abandoned Baby
- Dark Cloud Cover
- Tasuki Gap
- Engulfing Pattern
- Piercing Line

#### 4.4. Support and resistance levels using candlestick chart patterns

#### 4.5. Candlestick Bullish Reversal Patterns

#### 4.6. Candlestick Bearish Reversal Patterns

### 5. Technical Indicators and Oscillators

#### 5.1. Introduction to Technical Indicators

#### 5.2. Reading and interpretation of key indicators and oscillators

- Buy & Sell signals generated by technical indicators

- Overbought & Oversold territories

- Positive and Negative Divergences

#### 5.3. Reading and interpretation of key indicators and oscillators

- ADX (Average Directional Index)

- Bollinger Bands

- MACD (Moving Average Convergence/Divergence)

- RSI (Relative Strength Index)

- Standard Deviation (Volatility)

- Money Flow Index

- Stochastic Oscillator

### 6. Practice: hand-on session using software tools



**International University**  
**School of Business**

## COURSE SYLLABUS

### 1. General Information

- <b>Course Title:</b>	
+ Vietnamese:	Định Giá
+ English:	Asset Pricing
- <b>Course ID:</b>	EFA241IU
- <b>Course level:</b>	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Master <input type="checkbox"/> Both
- <b>Course type:</b>	<input type="checkbox"/> General <span style="margin-left: 150px;"><input type="checkbox"/> Fundamental</span> <input checked="" type="checkbox"/> Specialization (required) <span style="margin-left: 100px;"><input type="checkbox"/> Specialization (elective)</span> <input type="checkbox"/> Project/Internship/Thesis <span style="margin-left: 100px;"><input type="checkbox"/> Others: .....</span>
- <b>Number of credits:</b>	3
+ Lecture:	3
+ Laboratory:	0
- <b>Prerequisites:</b>	BA138IU – Portfolio Theory and Investment Analysis
- <b>Parallel Courses:</b>	None
- <b>Course it replaces:</b>	None

### 2. Course Description and Objectives

This course provides an overview of two aspects of empirical asset pricing: cross-section of stock returns and technical analysis.

### 3. Textbooks and Other Required Materials

#### Textbooks:

Bali, Turan G., and Robert F. Engle, 2016, *Empirical Asset Pricing: The Cross Section of Stock Returns* (John Wiley & Sons, Inc)

Chincarini, Ludwig B., and Daehwan Kim, 2006, *Quantitative Equity Portfolio Management: An Active Approach to Portfolio Construction and Management* (McGraw-Hill Education)

Tsinaslanidis, Prodrornos E., and Achilleas D. Zapranis, 2016, *Technical Analysis for Algorithmic Pattern Recognition* (Springer)

**Reference Textbooks:**

Fischer, Bernd R., and Russ Wermers, 2012, *Performance Evaluation and Attribution of Security Portfolios* (Academic Press)

Kirkpatrick II, Charles D., and Julie R. Dahlquist, 2015, *Technical Analysis: The Complete Resource for Financial Market Technicians* (FT Press)

John J. Murphy (Author), 1999, *Technical Analysis of the Financial Markets: A Comprehensive Guide to Trading Methods and Applications* (New York Institute of Finance)

Martin J. Pring, 2014, *Technical Analysis Explained* (McGraw-Hill Education)

**Recommended Journals:**

Journal of Finance

Journal of Financial Economics

Review of Financial Studies

Journal of Financial and Quantitative Analysis

Journal of Banking & Finance

Review of Finance

Review of Asset Pricing Theories

Journal of Financial Markets

Journal of Future Markets

Journal of Derivatives

Journal of Empirical Finance

Mathematical Finance

**Useful Websites:**

<https://www.aqr.com/>

<http://tradingwithpython.blogspot.com/>

<http://www.financial-hacker.com/>

<http://www.fintools.com/>

<http://www.pythonforfinance.net/>

<http://www.quantresearch.info/>  
<https://alphaarchitect.com/>  
<https://learn.canvas.net/courses/1772/modules>  
<https://machinelearningmastery.com>  
<https://pyquantnews.com/>  
<https://quantocracy.com/>  
<https://www.elitetrader.com/et/>  
<https://www.kdnuggets.com/>  
<https://www.quandl.com/>  
<https://www.quantconnect.com/>  
<https://www.quantinsti.com/blog/>  
<https://www.quantopian.com/>  
<https://www.quantstart.com/articles>  
<https://www.wilmott.com/>  
<https://www.worldquant.com/home/>  
[www.ssrn.com](http://www.ssrn.com)

#### **Additional Materials:**

The instructor makes lecture notes and assigns additional readings that are available on the Blackboard course site.

#### **4. Course Learning Outcomes**

After successful completion of this course, students will be able to:

- LO1. Know how to critically analyze articles in cross-section of stock returns and technical analysis
- LO2. Know how to identify and evaluate the most common methods in empirical asset pricing
- LO3. Know how to use MATLAB/PYTHON to undertake investment strategies
- LO4. Know how to develop a research proposal in empirical asset pricing or in investment strategies
- LO5. Learn within teams (such skills as task assignment and management, conflict resolution and co-operation, consensus building, and leadership)
- LO6. Provide professional business presentations (both oral and written)

**The alignment between course learning outcomes and program learning outcomes:**

<b>Group of .....</b>	<b>Program learning outcomes (*)</b>	<b>Course learning outcomes</b>	<b>% of contribution on PLO</b>
<b>Political &amp; professional</b>	PLO (a)	LO5	1%
<b>Knowledge</b>	PLO (b)	LO1, LO2, LO3, LO4	3%
<b>Analytical skills</b>	PLO (c)	LO4	2%
<b>Communication skills</b>	PLO (d)	LO5, LO6	1%
<b>Critical thinking skills</b>	PLO (e)	LO4	2%
<b>Technology skills</b>	PLO (f)	LO1	2%
<b>Ethical attitude at work</b>	PLO (g)	LO4	1%
<b>Cognitive ability and perspectives on globalization</b>	PLO (h)	LO4	1%
<b>Teamwork, self-studying, and career development skills</b>	PLO (i)	LO5, LO6	1%
<b>Total % contribution of this course to the program learning outcome:</b>			<b>14%</b>

**5. Course Assessment****5.1 Grading**

Assessment component	Assessment form	Percentage (%)
A1. Attendance	A1.1 Attendance	5%
A2. Course Project	A2.1 Paper Presentations	10%
	A2.2 Group project	15%
A3. Mid-term Exam	A3.1 Mid-term Exam	30%
A4. Final Exam	A4.1 Final Exam	40%
<b>Total</b>		<b>100%</b>

**A.1.1 Attendance:** Regular and punctual attendance at lectures and seminars is expected in this course. The students will get full score for this section if they attend all lectures and seminars. Each absence may lower 20% of the student's grade. According to the University regulation, students are not allowed to have more than three absences.

**A2.1 Paper Presentations:** Each group of 3-4 students is assigned to present 1-2 articles/case studies. The detailed guidelines will be provided in class. The assessment of this section is based on how relevant information in the articles/case studies is appropriately presented in 15-20 minutes. Remember that each student in the group is supposed to present at least a part of the article/case orally to the instructor. For assignment description, I would talk more about what students are supposed to do more than assessment because such detailed info. will be explained in great detail in guidelines.

**A2.2 Group project:** Each group of 3-4 students is required to complete a project and present it in the final 2 weeks of the course. The detailed guidelines of the project will be provided in an assignment packet. The grade of the project will be determined by the total points the students earned from the various assessment components as described followed:

- (1) *Writing up a report:* Your reports must be highly informative ("informative" should be stated in detail such as what makes a report informative), showing a deep understanding of the process, completed calculation, and making a rational recommendation.

A report is expected to:

- have the Cover Sheet Group Assignment.
- not exceed 15 pages but may include an appendix of infinite length.

- be the original work of the team members.
- (2) *Presentation*: is based on the presentation. Your presentation should be professional to get the high grade for this part. Remember that each student in the group must present at least a part of the case orally to the instructor.

The presentation is limited to 15 minutes. When the time has expired, the team must immediately stop the presentation. An additional 15 minutes will be provided to answer questions posed by the instructor.

**A.3.1 Midterm Exam and A.4.1. Final Exam:** The exams will be 90-minute closed book ones. All materials covered in the course are examinable, and more points are rewarded for critical thinking. Further details on the exams will be announced one week prior to the exam dates. The exams may ask 1-2 questions related to the paper/case study and the group project.

The examination schedule will be announced by the Office of Undergraduate Academic Affairs. Any issues regarding the administration of, timetabling of and nonattendance at the examinations need to be directed to the Office of Undergraduate Academic Affairs. These issues are not the responsibility of the instructor.

## 5.2 Assessment Plan

No.	Assessment tasks	Learning Outcome	Level of Bloom taxonomy												Weight (%)
			Applying			Analyzing			Evaluating			Creating			
			MCQ (**)	WQ	P	MCQ	WQ	P	MCQ	WQ	P	MCQ	WQ	P	
1	A1, A2, A3, A4	LO1		x	x		x	x		x	x		x	x	15
2	A1, A2, A3, A4	LO2		x	x		x	x		x	x		x	x	15
3	A1, A2, A3, A4	LO3		x	x		x	x		x	x		x	x	15
4	A1, A2, A3, A4	LO4		x	x		x	x		x	x		x	x	15
5	A1, A2, A3, A4	LO5		x	x		x	x		x	x		x	x	10
6	A1, A2, A3, A4	LO6			x			x			x			x	20
<b>Total</b>															<b>100</b>

(\*\*) MCQ: Multiple-choice questions ; WQ: Writing questions; P: Presentation

## 6. Course Outline

Week	Topics	Contents/Chapters
1-2	Introduction to Asset Pricing, Matlab, and Python	Chincarini and Kim (2006) Chapters 1-2 Fischer and Wermers (2012) Chapter 1

	Group Project Overview Group Formed	Lecture notes and papers
3	Statistical Methodologies	Bali and Engle (2016) Chapters 1-4
4-6	Portfolio Analysis	Bali and Engle (2016) Chapter 5 Fischer and Wermers (2012) Chapter 2-5 Chincarini and Kim (2006) Chapters 4-9, 15, 17
7-8	Regression Analyses	Bali and Engle (2016) Chapter 6
9-10	Cross-section of Stock Returns	Bali and Engle (2016) Chapter 7-18
12-13	Technical Analysis	Tsinaslanidis and Zapranis (2016) Chapters 1-9
14-15	Group Presentations	<i>Note: Detail schedule to be informed later</i>
	Final Examination	

## 7. Course policies

### 7.1 Workload

***Student responsibility:*** It is expected that the students will spend at least TEN hours per week reading materials, working on exercises and problems, and attending classes.

***Missed tests:*** The students must submit all their assignments and attend all their examinations scheduled for the course. I do not consider any special request unless you are suffering from illness or misadventure which affects your course progress.

### 7.2 General Conduct and Behavior

Beepers, cell phones, and pagers need to be turned off before the class starts. The students are expected to conduct themselves with consideration and respect for the needs of the fellow students and teaching assistant. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students will be asked to leave the class.

### 7.3 Keeping informed

The students should take note of all announcements made in lectures or on the course's Blackboard. From time to time, the university will send important announcements to their university e-mail addresses without providing a paper copy. The students will be deemed to have received this information.

### 7.4 Academic dishonesty

**Plagiarism:** The students are required to submit their group project to Turnitin. The similarity index for the whole report (a certain source) should be not more than 15% (2%).

**Cheating:** cheating in any forms in the exams is prohibited. If the students violate this rule in any exam, they will get zero for that exam.

## 8. Course Coordinator / Instructor

- School / Department: School of Business/Department of Finance and Banking
- Course Coordinator / Instructor: Vo Xuan Hong
- Email: vxhong@hcmiu.edu.vn

*Ho Chi Minh City, July 15, 2018*

**HEAD OF DEPARTMENT**

**DEAN OF SCHOOL OF BUSINESS**



Trịnh Quốc Đạt

# COURSE SYLLABUS<sup>1</sup>

## EFA369IU Internship

Note: The outline with specific venue and time, and updated learning materials for the current semester will be provided to the enrolled students by the lecturer

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<sup>1</sup> The syllabus is prepared following the format provided by the School of Organization and Management, University of New South Wales, with kind permission.

**1. COURSE STAFF****Lecturer:**

Room:  
 Telephone: 08 22114034  
 E-mail:  
 Consultation Hours:

**Teaching Assistant:** TBA  
 Room: TBA  
 Telephone: TBA  
 E-mail: TBA  
 Consultation Hours: TBA

Should the students wish to meet the staff outside the consultation hours, they are advised to make appointment in advance.

**2. INTERNSHIP INFORMATION****2.1 Internship times and Locations**

Time: TBA  
 Venue: TBA

**2.2 Units of Credit**

This internship is worth 4.9 ECTS.

**2.3 Relationship of this course to others**

This internship is obligatory in the BBA program. The internship is a prerequisite before fulfilling a thesis. Students must pass the internship in order to register for the thesis. It is recommended that students apply the internship after completing the first two years at the university.

This internship utilizes the concepts, definitions and knowledge of the courses that the students have learned for their program major business administration, finance and banking.

**2.4 Approach to the internship**

Employing the interactive learning and problem-based approach, the internship emphasizes the interaction between internship mentor and student. The student will seek to obtain required materials and information, including job description, organization profiles, progress/performance reports, etc. from the organization where the internship is taking place to fully understand the context, nature of the work being conducted, organizational structure and other relationships in order to facilitate the internship. Students will update

and discuss with both the internship mentor and lecturer responsible for the internship on a regular basis with regard to the progress and effectiveness of the work being undertaken.

## 2.5 Role of lecturer

To assist in the success of the internship, the lecturer has the responsibility to maintain close communication with the internship mentor at least four times during the internship. Communication can be in the form of a face-to-face meeting, phone call, email exchange, meeting via Zoom, Google Meet, MS Team and/or other relevant media. The objective is to ensure the internship is successful and our students can maximize their benefits and performance.

## 3. COURSE AIMS AND OUTCOMES

### 3.1 Internship Aims

In order to gain practical working experiences, School of Business requires students to attend an internship program. This internship allows students to apply knowledge and skills acquired from learning at the university to practise and solve real industry problems. This is an opportunity for students to apply what they have learned into the real-world context. This will help students to consolidate their learning and experience professionalism in actual context as a good preparation for future career. Specifically, the internship will aim at the following objectives:

- Assist students' development of employer-valued skills such as teamwork, communications and attention to details.
- Expose students to real life environment and expectations of performance in professional career.
- Enhance and/or expand students' knowledge and skills by practising them in real life context.
- Expose the students to professional role models or mentors who will provide the student with support in the early stages of career path and provide an example of the behaviors expected in the intern's workplace.

### 3.2 Course Learning Outcomes

After completing the internship, students should have developed following learning outcomes

Competency level	Course learning outcomes
R	CLO1. Consolidating theoretical knowledge that have been taught into practice

<b>R</b>	CLO2. Employ new professional skills
<b>R</b>	CLO3: Observe and participate in business operations and decision-making.
<b>R</b>	CLO4 Meet professional role models and potential mentors who can provide guidance, feedback, and support.
<b>R</b>	CLO5. Expand network of professional relationships and contacts
<b>R</b>	CLO 6 Develop a solid work ethic as well as a commitment to ethical conduct and social responsibility

### 1. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-5) and Program Learning Outcomes (PLO) (1-6) is shown in the following table:

CLO	PLO									
	1	2	3	4	5	6	7	8	9	10
1	x						x	x	x	x
2			x							
3	x	x	x				x	x	x	x
4	x						x	x	x	x

5			x		x					
6				x		x				

## 4. STUDENT RESPONSIBILITIES AND CONDUCT

### 4.1 Workload

It is expected that the students will spend at least 32 full working days during the entire internship period. This time should be made up of reading, research, working on tasks in agreement and allocated by the student's mentor.

### 4.2 Attendance

Regular and punctual attendance at the place where the internship is taken place is expected. University regulations indicate that if students receive complaints in writing from the student's mentor, their internship may be considered a failure.

### 4.3 General Conduct and Behaviour

The students are expected to behave well and respect the culture as well as the internship mentor and staff members at the workplace.

### 4.4 Keeping informed

The students should maintain regular communications with both the students' internship mentor and lecturer. The university lecturer responsible for the internship will maintain close communication with the student's internship mentor to exchange information and discuss how to improve students' performance for the internship. Within the first week of the internship period, students will have the responsibilities to provide contact details of the internship mentor to the secretary of School of Business responsible for the internship for communication.

### 4.5 Reporting

Every student is required to write an Internship Report upon completion of their internship. This report is shared with the internship mentor and lecturer for approval. Reports usually go through multiple rounds of revision in collaboration with the internship mentor and the lecturer. This is to be a formal report that could be shared with others at the internship site.

The Internship Report serves multiple purposes:

- Help the student develop written communication skills.
- Serve as an archival record of the internship experience.
- Give the student an opportunity to reflect on the professional aspects of the internship experience and the skills that were learned.
- Allow the student to describe the science content of the internship.

- Have the student to reflect on the initial goals of the internship and how they were (or were not) achieved during the internship.

Each Internship Report will follow the format described in the appendix.

## 5. INTERNSHIP ASSESSMENT

### 5.1 Formal Requirements

In order to pass this internship, the students must:

- Prepare the internship assessment (using eval\_intern form below). Have it approved by the student's internship mentor. This assessment is a must to be attached in the internship report. Failure to do this properly means a failure of the entire internship.
- Maintain at least four meetings (in person or email/phone communication) with appointed lecturer using meeting minutes form below; and
- Prepare an internship report as outlined in the appendix for marking.

### 5.2 Marking assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
Individual written report	70% Pass					

*Note: Target that 70% of students having scores greater than 80 out of 100.*

See appendix for report structure and marking scales. To pass the internship, students must achieve at least 50 points out of a total 100 points.

### 5.3 Special Consideration

Request for special consideration (in the case of force majeure) must be made to the Office of Academic Affairs. The Office will consider on the case-by-case basis.

## 6. ACADEMIC HONESTY AND PLAGIARISM

Plagiarism is the presentation of the thoughts or work of another as one's own (*definition proposed by the University of Newcastle*). Students are also reminded that careful time management is an important part of your internship and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for report writing. The university regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism.<sup>2</sup>

<sup>2</sup> This is adapted with kind permission from the University of New South Wales.

Criteria for acceptance of final report in this regard is that the similarity index must be lower or equal 20% of total sources and lower or equal 2% for single source.

## **Appendix: Outline for Internship Report**

***Word length: Minimum 10 pages, maximum 20 pages (excludes Cover page, Reference list & Appendices)***

### **1. First Page (Cover page)**

First page should display: Student name and surname, internship start and finish dates, number of internship days, type of internship (marketing, finance, production, or design and development, etc.), company/institution name.

### **2. A Brief Executive Summary of the Internship (5%)**

A one page summary of the company/institution and a short account of the major activities carried out during the internship period.

### **3. Description of the company/institution (10%)**

This section should provide following information:

- The full title of the company/institution; Give a brief history of the company, full mailing address and relevant web links.
- The type of ownership of the company/institution; State the main shareholders.
- The sector that the company/institution operates in; Specify the products and services produced and offered to its customers.
- Who are regarded as the customers of your internship company/institution (consider the end users, retailers, other manufacturers, employees, etc.)?
- Provide an organization chart of the company, along with information on the number of employees.
- Describe the main responsible of different functions in the company
- Provide the information of performance of the company (financial status, sales, market share, growth rate, etc.) and discuss about the development trend of the company.

### **4. Internship activities/ Description of a specific functional department (35%)**

This section should provide following information:

- Present the activities that student performed during the internship period in a specific functional department
- Describe the activities of the department and the role of the department to the company
- Evaluate the performance of the department
- Analyze and discuss about some problems of the department
- Suggest measures to overcome the problems (if any) or to improve the situation

- Describe the working environment and the company's corporate culture

### **5. An assessment of the internship (as specific as possible) (35%)**

In this section you should answer the following questions

- What skills and qualifications you think that you have gained from the internship? (5%)
- What have you actually learned (before vs. after the internship) and in comparison to your expectations? (5%)
- How do you think the internship will influence your future career plans? (5%)
- How do you think the internship activities that you carried out are correlated with your classroom knowledge? (5%)
- What subjects/topics could have been taught/offered for a successful internship? Why? (5%)
- What lessons have you learned from the internship? What would you suggest for improvements in terms of (1) School of Business, (2) the organization where you experienced your internship, and (3) yourself (10%)

### **6. Conclusion of the report (5%)**

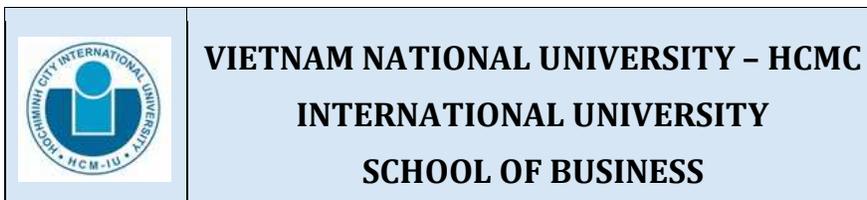
This section should include:

- A summary of key conclusions derived from the internship experience.
- General observations about the sector in which your internship company/institution operates

### **8. Appendices and supplementary material** (charts, graphs, pictures, computer codes, etc.)

**9. Student Internship Evaluation (10%)** (as the form provided in the next page, should be include the comments of your mentor at the company (in either Vietnamese or English is fine), mentor's signature, company's stamp. Please note that you are recommended to give this paper to the company at least a week before the deadline of internship report so that you can have it back on time.)

### **10. References**



Form: Eval\_intern  
Date .....

**Student Internship Evaluation**  
**Bảng Đánh giá Sinh viên Thực tập**

Company (*Công ty*):

Division/Department (*Phòng ban*):

Company Address (*Địa chỉ Công ty*):

Mentor Name (*Người Giám sát*):

Title (*Chức vụ*):

Mentor Email (*Địa chỉ email*):

Tel (*Điện thoại*):

Intern Name (*Sinh viên Thực tập*):

Intern Period (*Thời*

*gian thực tập*):

**Ranking:** *Excellent* = 5, *Good* = 4, *Fair* = 3, *Poor* = 2, *NO*  
= *Not Observe* = 1.

**Xếp loại:** *Xuất sắc* = 5, *Tốt* = 4, *Trung bình* = 3, *Kém* = 2,  
*Không thực tập* = 1.

No.		1	2	3	4	5
I	<b>Attitude and Manner of working</b> <i>(Thái độ và tác phong làm việc)</i>					
1	<b>Willingness to learn</b> <i>(Sẵn sàng học hỏi)</i>					
2	<b>Responsibility.</b> <i>(Có tinh thần trách nhiệm)</i>					
3	<b>Showed ethical behavior</b> <i>(Cư xử đúng mực)</i>					
4	<b>Punctual</b> <i>(Đảm bảo giờ giấc làm việc theo quy định)</i>					
5	<b>Dressed appropriately</b> <i>(Trang phục phù hợp)</i>					

<i>No.</i>		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<b>II</b>	<b>Knowledge &amp; Skills (Kiến thức và Kỹ năng)</b>					
<b>6</b>	<b>Knowledge adapt to job's requirement (Kiến thức đáp ứng yêu cầu công việc)</b>					
<b>7</b>	<b>Team working skills (Kỹ năng làm việc nhóm)</b>					
<b>8</b>	<b>Planning and organizational skills (Kỹ năng tổ chức và hoạch định)</b>					
<b>9</b>	<b>Critical thinking skills ( Tư duy phân tích)</b>					
<b>10</b>	<b>Problem solving skills (Kỹ năng giải quyết vấn đề)</b>					
<b>11</b>	<b>Computer skills (Kỹ năng tin học)</b>					
<b>12</b>	<b>Oral communication skills (Kỹ năng giao tiếp)</b>					
<b>13</b>	<b>Written communication skills (Kỹ năng giao tiếp bằng văn bản)</b>					
<b>14</b>	<b>Conflict management skills (kỹ năng giải quyết xung đột/mâu thuẫn)</b>					
<b>15</b>	<b>Time management skills (Kỹ năng quản lý thời gian)</b>					
<b>16</b>	<b>Listening skills (Kỹ năng nghe hiểu)</b>					
<b>17</b>	<b>Presentation and public speaking</b>					

No.		1	2	3	4	5
	<i>(Kỹ năng thuyết trình và nói trước đám đông)</i>					
18	<b>Leadership skills</b> <i>(Kỹ năng lãnh đạo)</i>					
III	<b>Professional Abilities (Năng lực Làm việc)</b>					
19	<b>Effectively performed assignments</b> <i>(Hoàn thành tốt nhiệm vụ được giao)</i>					
20	<b>Ability to gather and analyze information for creative problem-solving</b> <i>(Có thể thu thập và phân tích thông tin để đề xuất giải pháp sáng tạo)</i>					
21	<b>Applied learned knowledge/skills to work</b> <i>(áp dụng kiến thức đã học vào công việc)</i>					
22	<b>Ability to evaluate oneself, modify behavior and meet performance obligations</b> <i>(Có thể tự đánh giá, điều chỉnh hành vi làm việc để hoàn thành nhiệm vụ)</i>					
23	<b>Ability to influence and support others to perform complex tasks</b> <i>(Có thể tác động và hỗ trợ người khác hoàn thành công việc phức tạp)</i>					
24	<b>Ability to sustain a positive impression and confidence</b> <i>(Có thể tạo ấn tượng tích cực và duy trì sự tự tin)</i>					

**IV. Overall satisfaction of intern's performance***(Mức độ hài lòng chung về sự thể hiện công việc của sinh viên thực tập)*

Rất không hài lòng   
 Không hài lòng   
 Trung lập   
 Hài lòng   
 Rất hài lòng

**V. Overall perception of BA school of IU***(Cảm nhận chung của doanh nghiệp về khoa quản trị kinh doanh Trường ĐH Quốc Tế - TP.HCM)*

Rất yếu kém     
  Yếu kém     
  Trung lập     
  Tốt     
  Rất tốt

**25. List of Intern's major duties:***(Trách nhiệm và công việc cụ thể của SV thực tập)***26. Intern's strengths and areas of performance to develop:***(Điểm mạnh và lĩnh vực SV cần bồi dưỡng thêm)***27. Comments or suggestions for the School of Business' internship program:***(Nhận xét hoặc đề nghị về chương trình thực tập của khoa QTKD)***28. Would you recommend this student for further internship work or consider hiring him/her for a vacant position in your company?**

*(Anh/Chị/Quý công ty có đề nghị SV này cho lần thực tập sau hoặc xem xét để tuyển dụng SV này vào làm việc tại công ty không?)*

BA153IU  
Internship

VNU – International University  
School of Business Administration

Mentor Signature (*Chữ ký Người Giám sát:*  
*đánh giá*):

Evaluation Date (*Ngày*

The intern Signature (*Chữ ký Sinh viên Thực tập*):

**Students return this form to:**  
*(Vui lòng chuyển bảng đánh giá này về)*



Date of next meeting:	Lecturer's signature with full name

**GRADING RUBRIC FOR INTERNSHIP REPORT – Academic year: 2022 – 2023 (term ...)**

<b>Criteria</b>	<b>ADEQUATE</b> 50% - 69%	<b>GOOD</b> 70% - 79%	<b>EXEMPLARY</b> ≥ 80%
<b>Company Profile, summary and conclusion (20%)</b>	Moderately presented. Few of the key elements are not highlighted	Satisfactory presented. Fairly highlighted the key elements	Excellent presented. Key elements are excellently highlighted
<b>Department activities and issues identification (35%)</b>	Shows ability to identify issues, gather the facts and develop claims. Argument are addressed well but no links with evidence	Shows good ability to identify issues, gather the facts and develop claims as well as link claims with evidence. Overall, an acceptable solution is offered and explained	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence. Excellent solutions are offered and supported

<p><b>Self reflection (Assessment of the internship) (35%)</b></p>	<p>Demonstrates a general reflection and personalization of the assessment</p>	<p>Demonstrates a satisfactory reflection and personalization of the assessment</p>	<p>Demonstrates an in depth reflection and personalization of  <b>the assessment</b></p>
<p><b>Evaluation of firm's mentor (10%)</b></p>	<p><b>Average evaluation</b></p>	<p><b>Good evaluation</b></p>	<p><b>Excellent evaluation</b></p>



**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
School of Economics, Finance, and Accounting

**COURSE SYLLABUS**  
**COURSE NAME: THESIS**  
**Course Code: EFA456IU**

**1. General information**

Course designation	<i>A Bachelor's thesis is a piece of work that scientifically investigates a topic in a student's major. It is a further development of the Research Methods course in which the student is expected to outline a proposal to deal with a specific question.</i>
Semester(s) in which the course is taught	1, 2
Person responsible for the course	
Language	English
Relation to curriculum	Compulsory
Teaching methods	A student's autonomous work under an advisor's supervision
Workload (incl. contact hours, self-study hours)	Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 8 Private study specified in hours <sup>1</sup> : 400
Credit points	12

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Required and recommended prerequisites for joining the course	Research Methods in Economics (EFA209IU), Internship (EFA369IU)								
Course objectives	Doing a thesis is to help a student combine what he/she has learned so far in previous courses to examine a scientific question. A student is expected to start a thesis with the motivation which arouses the reader's interest, followed by a clearly described research question, then different lines of argument in the literature review, data and analytic methodologies to provide evidence shedding light on the question. Continuous independent research, reading, and writing skills acquired during this task should be the foundation for life-long learning in the future.								
Course learning outcomes	<p>Upon the successful completion of the thesis a student will be able to:</p> <table border="1" data-bbox="443 737 1408 1257"> <thead> <tr> <th data-bbox="443 737 695 779">Competency level</th> <th data-bbox="695 737 1408 779">Course learning outcome (CLO)</th> </tr> </thead> <tbody> <tr> <td data-bbox="443 779 695 821">Attitude</td> <td data-bbox="695 779 1408 821">CLO1. Express clear-cut arguments on a specific question</td> </tr> <tr> <td data-bbox="443 821 695 1020">Knowledge</td> <td data-bbox="695 821 1408 1020">CLO2. Demonstrate good knowledge of contemporary theoretical background relevant to the topic in the consideration CLO3. Decide on the appropriate methodology (techniques, methods, models, etc.) to address the topic</td> </tr> <tr> <td data-bbox="443 1020 695 1257">Skills</td> <td data-bbox="695 1020 1408 1257">CLO4. Provide a systematic and critical review of relevant theoretical and empirical studies CLO5: Collect and analyze data properly that produce valid insights into the question CLO6. Present (estimation) results in such a way that is understandable to wide audience.</td> </tr> </tbody> </table>	Competency level	Course learning outcome (CLO)	Attitude	CLO1. Express clear-cut arguments on a specific question	Knowledge	CLO2. Demonstrate good knowledge of contemporary theoretical background relevant to the topic in the consideration CLO3. Decide on the appropriate methodology (techniques, methods, models, etc.) to address the topic	Skills	CLO4. Provide a systematic and critical review of relevant theoretical and empirical studies CLO5: Collect and analyze data properly that produce valid insights into the question CLO6. Present (estimation) results in such a way that is understandable to wide audience.
Competency level	Course learning outcome (CLO)								
Attitude	CLO1. Express clear-cut arguments on a specific question								
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Skills	CLO4. Provide a systematic and critical review of relevant theoretical and empirical studies CLO5: Collect and analyze data properly that produce valid insights into the question CLO6. Present (estimation) results in such a way that is understandable to wide audience.								
Overall structure of the thesis	<p><b>The abstract</b> briefly presents the scientific question, the methods, important results and implications. It should not contain formulas or references.</p> <p><b>The Introduction</b> gives research background from which arises a research question. The question should be as specific as possible. It also mentions scope of study and structure of the thesis.</p> <p><b>The ongoing chapters</b> show literature review, the used data and methods, and estimation results.</p> <p><b>The concluding chapter</b> presents the essential results, implications, and future possible treatments of the scientific question.</p>								

Attention	<ol style="list-style-type: none"> <li>1. Grammar and spelling should be checked.</li> <li>2. A thesis is like a writing essay that a student used to do in his/her secondary school. It should include well-organized and coherent sections and paragraphs with <b>complete sentences</b>.</li> <li>3. The thesis is written in English, not Vietlish. A student should learn to use English language structure, and avoid word-by-word translation from Vietnamese.</li> <li>4. Almost 95 percent of a thesis inherits from mankind's knowledge. Make sure to provide complete citations in the main text and references.</li> </ol>
Requirements and bonus scores	<p><i>Disciplinary Requirements:</i></p> <ol style="list-style-type: none"> <li>1. Students must meet with their advisor at least four (4) times to discuss their theses. Both the student and the advisor should sign four meeting minutes.</li> <li>2. A thesis must comply with the International University's format guidelines.</li> <li>3. An empirical thesis must include a soft copy of a clean data set and command lines for data analysis.</li> <li>4. The length of the main text (excluding cover pages, the table of contents, the bibliography, and the appendices) must be at least ten thousand (10,000) words.</li> <li>4. Before submission for public defense, students must check their theses for plagiarism and AI-generated text using Turnitin at most (3) times. Both Turnitin's similarity index and Turnitin's AI index must not exceed 20% on the main text. Each source of similarity must not be greater than 2%. Failure to meet these criteria is considered ineligible for public defense.</li> </ol> <p><i>Main requirements:</i></p> <ol style="list-style-type: none"> <li>5. Students are required to replicate a credible prior research</li> <li>6. The research rationale and justifications for the research questions must be clearly stated.</li> <li>7. The thesis must comprehensively and systematically present relevant theories and empirical studies related to the research topic. This serves as the foundation for proposing the quantitative research model.</li> <li>8. Students must thoroughly describe the data sample using both graphical and numerical statistics before presenting the model results. This step is essential, as the skills and knowledge gained will directly apply to future professional work.</li> <li>9. After presenting the model results, students must discuss and compare them with the theories and empirical studies outlined in Chapter 2 and/or with previous IU theses on the same research topic.</li> </ol> <p><i>Bonus scores:</i></p> <p>Bonus scores are given to a thesis elaborated into a paper accepted for presentation at a conference or publication in a journal. However, a bachelor's thesis is generally not expected to contribute to more than one paper.</p>

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-4) and Program/Student Learning Outcomes (PLO) (1-6) is shown in the following table:

CLO	PLO			
	1	2	3	4
1			x	x
2	x			
3	x			
4		x		
5		x		
6			x	

### 3. Assessment

Criteria	Grade	Descriptive Anchors
Introduction/ Research Question	10	Includes clear description of the issue, identifies gaps in scientific knowledge and/or provides strong justification for the current research study. Clarifies study questions and, when relevant, provides clear defensible hypotheses.
	5	Research questions clearly articulated and sufficient background information included.
	1	Lacks a focused research question and importance is not justified. Topic outside of skill set or knowledge.
Literature Review	20	Identifies most key relevant, recent research and literature and accurately summarizes and integrates the information. Shows substantial critical views and insights about the concepts and discusses the relationships of things to the research problems.
	15	Shows recent articles related to the context and summarizes the development of the concepts.
	10	Cites major works and places them in the research context.
	5	Cites few works, outdated and not relevant to the research context.
	1	Fails to cite or assimilate previous works.
Methodology	15	Demonstrates deep understanding and proper use of methodology, identifies relevant strengths and weaknesses of methods used. Illustrates how to choose an appropriate data collection.
	12	Demonstrates clear understanding and proper use of methodology, gives good explanations for methods and sampling size and techniques.
	8	Demonstrates proficient knowledge of methodology and gives justification for selection of methods.
	4	The methodology is appropriate but fail to demonstrate the understanding and cannot give justification.
	1	The methodology is not appropriate for study and understanding is not demonstrated.
Analysis/ Presentation of Results	20	Results clearly summarized & interpreted in light of proposed research questions and existing literature. Includes alternative explanations and instructional tables and graphs, all well explained and discussed.
	16	Results clearly summarized, discussion of results focused and tied to research questions. Instructional tables and graphs included with good explanations and discussions
	10	Result is summarized, with discussion related to research question. Instructional tables and graphs included with explanations and discussions.

	4	Result and discussion included but not well explained and is not closely tied to research questions. Tables and graphs included with poor explanation and discussion.
	1	Presentation lacks focus, tables are unorganized, and results produce no insight into proposed questions.
Discussion and Implications	20	Clearly summarizes the key information gained from the study and describes advancement of knowledge or new insights on an issue. Sophisticated discussion of implications of findings for outreach, theory, and research.
	15	Clearly summarizes the key information gained from the study and describes advancement of knowledge or new insights on an issue. Good discussions of implications of findings for outreach, theory, and research.
	10	Discussions of results have focused and connected to research questions. Implications for future research discussed.
	5	Discussions of result have not fully focused and connected to research questions. Suggestion for future research is mentioned but not well stated.
	1	The new knowledge gained from the study and implications of the study are poorly discussed or irrelevant
Originality – Scientific Thinking	5	Show great efforts, innovative and imaginative in its dealings with the literature review, methodology, and/ or interpretation of the data. The Structure and flows of thesis are convincing and fascinating to pursue.
	3	Shows substantial personal engagement in the research, high level of understanding of the issues at stake
	1	Fails to show substantial efforts to obtain literature, use data and other necessary material and solve research related problems.
Thesis structure and format	10	Format clearly – Well quotes – plagiarism 0 – 5%)
	7	Format clearly - Well quotes – plagiarism (5 – 10%)
	4	Format clearly – good quotes – plagiarism (10 – 15%)
	1	Poor format – not well quotes - high plagiarism (15 - 20%)
Bonus scores	10	“Acceptance letter” from an academic journal belong to the ISI/Scopus list or “Acceptance letter” for printing a Book Chapter from a Publisher
	5	“Acceptance letter” from an academic journal belong to the announcement list recognized by the State Council for Professor Title of Vietnam (non-ISI or nonScopus journal) or ISSN paper.
	3	“Acceptance letter” from the conference proceeding

#### 4. Date revised: March 6, 2025

	<p><i>Ho Chi Minh City, 10 / June / 2025</i></p> <p><b>Dean of School</b></p>  <p><b>Trịnh Quốc Đạt</b></p>
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