



# Lincoln University

## BA 465 – Investment: Stock Market

### COURSE SYLLABUS

Fall, 2016

<b>Professor:</b>	Prof. Sergey Aityan, PhD, DSc
<b>Lecture Schedule:</b>	Monday, 3:30 PM – 6:15 PM
<b>Credit:</b>	4 units (45 lecture hours + 45 self-study project hours)
<b>Level:</b>	Mastery 2 / Research (M2R)
<b>Office Hours:</b>	Monday, 11:15 AM – 12:15 PM Students are advised to schedule appointments by signing their names on the appointment list which is located on the information board next to the professor's office that will ensure exact appointment time without waiting. Additional office hours by appointment <b>e-mail:</b> <a href="mailto:aityan@lincolnuca.edu">aityan@lincolnuca.edu</a> <b>■:</b> (510) 628-8016
<b>Assistant to the Instructor:</b>	TBD e-mail: TBD
<b>Textbooks:</b>	Sergey K. Aityan (2016). <i>Stock Market Investment</i> , CreateSpace, ISBN-13: 978-1536817904 ISBN-10: 1536817902

**Last Revision:** January 3, 2018

### CATALOG DESCRIPTION

In-depth survey of stock market including nature of stocks, stock exchanges, indices, trading securities and options, convertible securities, mutual funds, investment banks, hedge funds, investment clubs, and dividend policy. Students learn trading mechanisms, tactics, and strategy as well as foundations of fundamental, technical, and sentimental analysis. A one-unit written research project and its oral presentation are required for the course. (4 units)

### COURSE OBJECTIVES

- Students to understand the concept, scope, and fundamentals of securities market.
- Students to understand operations, quotations, and trading techniques in the stock market.
- Students to understand stock market research and analysis sources, methods, and techniques.
- Students to understand stock market investment strategy and tactics.
- Students to understand the specifics of global environment and its impact on stock markets around the globe.
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**COURSE LEARNING OUTCOMES**

	Course LO	Program LO	Institutional LO	Assessment
1	Develop a deep understanding of stock market processes in order to formulate an effective risk management strategy.	PLO 1	ILO 1b, ILO 2b	Course project, quizzes, midterm/final exam
2	Be familiar with the modern trading approaches	PLO 2	ILO 1b, ILO 2b, ILO 7b	Course project, quizzes, midterm/final exam
3	Demonstrate ability to conduct research required for formulation of sound investment strategy	PLO 3	ILO 1b, ILO 6b	Individual research project
4	Be able to implement a trading strategy in accordance with financial and business objectives	PLO 4	ILO 4b, ILO 5b	Course project, quizzes, midterm/final exam

**REQUIREMENTS**

Continuous assessment is emphasized. Written or oral quizzes will be given every week. Reading and writ home tasks and “business case study” assignments will be made throughout the course. Students must complete all home tasks, other assignments, and take all quizzes, mid-term exam and final exam on the ***dates due***. Zero tolerance to plagiarism and cheating is enforced. Plagiarism or cheating will result in grade “F” (with zero points for the activity) and a report to the administration.

This is a direct classroom instruction course.

**INDIVIDUAL RESEARCH PROJECT (1 UNIT)**

Each student registered for a 400-level course must complete a one unit research project in addition to the coursework described in this syllabus. The specific topic will be assigned by the instructor.

The project requires 45 hours of self-study with regular consultations in accordance with the schedule determined by the instructor. The project work results in a written report (not less than 15 pages; APA style) and an oral presentation during the class session. Evaluation of the student’s work will be done using the following rubric:

WRITTEN REPORT				
	Exceeds Standards	Meets Standards	Does Not Meet Standards	Not Present
Research Problem Statement	The statement of a research problem is crystal clear, novel and thought provoking	Clearly and concisely identifies a research problem	The statement of a research problem is incomplete, lacking precision.	The statement of a research problem is absent.
Organization	The report is logically organized; ideas are exceptionally	The development of ideas is present; the conclusion is	Organization is confusing, disjointed, and inconsistent; ideas, if present,	The report lacks organization

	well-developed and support a thoughtful and engaging conclusion.	effective and directly addresses the original thesis.	are not developed; the conclusion is vague and/or does not address the original thesis.	
Sources and formatting	A variety of high-quality sources is used; all factual claims are supported with citations.  The report follows the APA style guidelines.	A few high-quality sources are used; majority of factual claims are supported with citations  The report mostly follows the APA style guidelines.	Sources used are of a questionable quality; factual claims are not supported.  Use of APA style is inconsistent.	Sources are not identified or of a poor quality; factual claims are unsubstantiated.  The report is poorly formatted

PRESENTATION			
	Exceeds Standards	Meets Standards	Does Not Meet Standards
Style and Organization	Presentation is clear, confident and fully engaging; the use of visual aids enhances its effectiveness; the presentation is well-timed and structured.	Presentation is clear; the use of visual aids is not detrimental to audience engagement; all necessary components are given appropriate time.	Presentation lacks clarity, no attempt is made to engage the audience; visual aids are haphazard and distracting; lack of structure results in an inefficient use of time.
Questions and Answers	Student demonstrates extensive knowledge of the topic by providing confident, precise and appropriate responses to all audience question.	Student demonstrates knowledge of the topic by responding adequately to questions of the audience.	Student demonstrates lack of knowledge of the topic by responding inaccurately and inappropriately to audience questions.

### ATTENDANCE

Students are expected to attend each class session. If you cannot attend a class due to a valid reason, please notify the instructor prior to the class.

### CLASSROOM CONDUCT

- Students have to be in class in time before lecture begins.

- Students should not use cell phones in class. Cell phones have to be turned off while in class.
- Students are encouraged to ask questions and make comments but first ask permission to do so.
- Students should not disrupt learning process in class.
- Student conduct that disrupts the learning process will not be tolerated and instructors may ask students to leave the class session, which could eventually lead to administrative disciplinary action and/or removal from the class depending on the severity of the misconduct and if there are patterns of misconduct.

### EXAMS

Both, midterm and final exams are structured as written essay to answer the given questions. Each exam includes six questions. The essay must be written clearly and easy to read, structurally with clear logical presentation of the answers. Graphs, charts, tables, and other supporting illustrations are required if needed. Examples to illustrate the answers are required.

Exams will cover all assigned chapters, any additional readings or supplementary materials covered in class. The final exam is comprehensive, i.e. includes the whole course. The exams are neither “open book” nor “open notes.”

Cheating in exam results in immediate termination of the exam, grade “F” with ZERO points, and report to the dean.

### GRADING AND SCORING

All activities will be graded according to the points as shown below.

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	F
Points	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	60-66	0-59

In exams, every answer is graded by points from 0 to 100 and the total points for an exam are calculated as the average of the points received for all answers in the exam.

The final grade for the course will be given as the total weighted score for all activities according to the percentage shown in the table below.

Activity	Time	Percent
Quizzes, home tasks, and classroom activities	Every week	20%
Course project		25%
Mid-term exam	In the middle of the course	25%
Final exam	Last week of the course	30%

If both grades for the midterm and final exams are “F” the term grade for the course is “F” regardless of the grades for other activities.

### COURSE SCHEDULE

Lectures		Topic	Chapters
#	Date		
1	18-Jan	(a) About the Course (b) Corporations and Stocks	Ch. 1
2	25-Jan	Stock Exchanges, Indices, Brokerage, and Brokers	Ch. 2

3	1-Feb	Stock Trading Transactions and Positions	Ch. 3
4	8-Feb	Order Types and Mechanisms of Stock Trading	Ch. 4
5	15-Feb	Stocks Research and Analysis	Ch. 5
6	22-Feb	Fundamental Analysis	Ch. 6
7	1-Mar	Foundations of Technical Analysis	Ch. 7
8	8-Mar	Advanced Technical Analysis	Ch. 8
	15-Mar	Spring Break – No classes	
9	22-Mar	Midterm Exam	Ch. 1 - 8
10	29-Mar	Sentimental Analysis and Behavioral Investment	Ch. 9
11	5-Apr	Options	Ch. 10
12	12-Apr	Long and Short Options	Ch. 11
13	19-Apr	Hedging with Covered and Protective Options	Ch. 12
14	26-Apr	Comprehensive Final Exam	Ch. 1 - 12
15	3-May	Course Project Presentation and Defense	

### **CHEATING AND PLAGIARISM**

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit. Acts of cheating include, but are not limited to, the following:

- (a) plagiarism;
- (b) copying or attempting to copy from others during an examination or on an assignment;
- (c) communicating test information with another person during an examination;
- (d) allowing others to do an assignment or portion of an assignment;
- (e) using a commercial term paper service.

Penalties for cheating and plagiarism range from a 0 or F on an assignment, through an F for the course, to expulsion from the university. Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Dean of Students, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action.

### **LETTERS OF RECOMMENDATION**

- Letters of recommendation will be provided upon request to students, who have completed all course requirements and received grade “A” for the course.

### **OTHER COMMENTS**

- Please participate. What you put into the class will determine what you get out of it – and what others get out of it.
- Please come on time. Late arrivals disturb everyone else.
- If you miss a class, you are responsible for getting notes/slide printouts on the material covered from a classmate or the instructor.
- To avoid distracting noise in class, cellular phones must be turned off or the ringing mode silenced.
- Questions and comments during the class are welcome. Do not hesitate to ask questions – do not leave anything unclear for you.

### **MODIFICATION OF THE SYLLABUS**

The instructor reserves the right to modify this syllabus at any time during the semester. Announcements of any changes will be made in a classroom.



**APPENDIX A. PROGRAM AND INSTITUTIONAL LEARNING OUTCOMES.**

<b>Institutional Learning Outcomes (ILOs)</b>	
<b>A Graduates of Lincoln University MS Program should be able to</b>	
<b>1</b>	Recognize and be able to work with the components of reasoning and problem solving; understanding concepts, assumptions, purpose, conclusions, implications, consequences, objections from alternative viewpoints, and frame of reference.
<b>2</b>	Gather and assess relevant information, using abstract ideas to interpret it effectively; being able to develop well-reasoned conclusions and solutions, and testing them against relevant criteria and standards
<b>3</b>	Be exemplary business professionals and try to ensure that the products of their efforts will be used in socially responsible ways, will meet social needs, and will avoid harmful effects to health and welfare
<b>4</b>	Lead by example in order to create highly collaborative organizational environment, and be able to develop and use strategies to encourage employees at all organizational levels to do the same.
<b>5</b>	Set goals and have a vision of the future. The vision should be owned throughout the organization. As effective leaders, they should habitually pick priorities stemming from their basic values.
<b>6</b>	Continually look for, develop, and offer new or improved services, and be able to use original approaches when dealing with problems in the workplace.
<b>7</b>	Demonstrate fluency in the use of tools, technologies and methods in the field. They should know how to evaluate, clarify and frame complex questions or challenges using perspectives and scholarship from the business discipline.

<b>Program Level Outcomes (PLOs)</b>	
<b>Students graduating our MS in Finance Management program will be able to:</b>	
<b>1</b>	Demonstrate expert-level understanding of the aspects of finance management including mathematical, statistical, financial, and economic.
<b>2</b>	Develop knowledge of finance management including international finance, international securities, commercial banking and lending, investment science, real estate, and stock market.
<b>3</b>	Recognize financial problems and provide creative solutions. Integrate theory and practice for strategic analysis in the field of finance management.
<b>4</b>	Apply quantitative methods of analysis to analyze financial data.
<b>5</b>	Communicate to relevant audiences including written and oral communication.
<b>6</b>	Work effectively with a team of colleagues on diverse projects.
<b>7</b>	Identify and analyze the ethical obligations and responsibilities in the field of finance management.

<b>Institutional Learning Outcomes (ILOs)</b>	
<b>DBA Graduates of Lincoln University should be able to:</b>	
<b>1c</b>	Incorporate various modes of thinking, among them: scientific thinking, mathematical thinking, historical thinking, anthropological thinking, economic thinking, and moral thinking.
<b>2c</b>	Operate within alternative systems of thought, recognizing and assessing the needs, with related assumptions, implications, and practical consequences; and being able to communicate results effectively with others in figuring out solutions to complex problems
<b>3c</b>	Act as exemplary business professionals, minimize the possibility of indirectly harming others by following accepted standards at local, national or international levels; to be able to assess the likelihood and physical and social consequences of any developed product's harm to others.
<b>4c</b>	Integrate collaboration into organizational workflows, create a supportive environment for collaboration and teamwork, and lead by example.
<b>5c</b>	Have perseverance to accomplish a goal despite potential obstacles, use sound judgments to make decisions at a right time, and make timely appropriate changes in thinking, plans, and methods in achieving organizational goals.
<b>6c</b>	Set up realistic goals for the organization, encourage innovative strategies, and convey a clear sense of future direction to employees.
<b>7c</b>	Formulate and arrange ideas, designs, or techniques, and apply them to specific issues and problems. They should be able to apply current research, scholarship and or/techniques in the field.

<b>Program Level Outcomes (PLOs)</b>	
<b>Students graduating our DBA program will be able to:</b>	
<b>1</b>	Demonstrate advanced knowledge and competence in the latest academic theories, concepts, and techniques in the field of business administration.
<b>2</b>	Demonstrate effective research skills including formulation of research problem; integration of previous literature into an appropriate literature review; design of a research study; data analysis; and summary and presentation of results.
<b>3</b>	Create and present advanced forms of oral and written communications, including teaching and advising.
<b>4</b>	Generate, evaluate and assess the ethical obligations and responsibilities of business for the purpose of responsible management.
<b>5</b>	Apply the knowledge from the area of specialization and provide consulting to other business industries or other fields.



**APPENDIX B. CLASSIFICATION OF LU CURRICULUM COURSES.**

Code	Classification	Description
Courses 300 level w/o graduate prerequisites	Mastery 1 (M1)	Mastery 1 courses introduce graduate level concepts and ideas in a specific field of study and provide an opportunity to initiate the development of graduate level competences.
Courses 300 level with graduate prerequisites	Mastery 2 (M2)	Mastery 2 courses build upon students' execution of Mastery 1 learning outcomes and allow for further development of students' mastery of concepts, ideas, and competences in the specific field of study.
Courses 398, 399	Mastery 2 / Assessment (M2A)	Mastery 2/Assessment courses are structured to provide opportunity to assess students' achievements of set program learning outcomes.
<b>Courses 400 level</b>	<b>Mastery 2 / Research (M2R)</b>	<b>Mastery 2/Research courses employ individual research project to deepen students' understanding of the subject developed in lower level courses and to equip students with knowledge and skills required by MS and DBA degree programs.</b>
Courses 500 level	Doctorate Assessment (DA)	Doctoral Assessment courses are doctorate level seminars and research activities fostering the highest level of professional expertise by providing continuous assessment and development of students' ideas and analytical skills in the context of the doctorate program.