



Lincoln University

BA 464 – Investments (The Stock Market)

COURSE SYLLABUS 2018

Instructor: Prof. Sergey Aityan, PhD, DSc.

Lecture Schedule: **Tuesday, 9:30 PM – 12:15 PM**

Credits: 4 units: 3 units / 45 lecture hours + 1 unit individual research project

Level: Mastery 2 / Research (M2R)

Office Hours: Monday, 11:15 AM – 12:15 PM

Tuesday, 11:15 AM – 12:15 PM

e-mail: aityan@lincolnuca.edu

Phone: (510) 628-8016

Textbooks: *The Stock Market Course*, by George A. Fontanills and Tom Gentile, Publisher: Wiley, 2001 (ISBN-10: 0471393150, ISBN-13: 978-0471393153)

Last Revision: February 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)

Prerequisite: BA 303

EDUCATIONAL OBJECTIVES

To introduce students to the basic concept of stock market, trading techniques, market analysis, investment strategies, and risk management to optimize investment and minimize risks.

COURSE LEARNING OUTCOMES¹

	Course LO	Program LO	Institutional LO	Assessment Activities
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	Be able to conduct quantitative analysis of financial assets and trading strategies	PLO 3	ILO 1b, ILO 6b	Course project, quizzes, midterm/final exam
4	Be able to design and conduct research on topics related to the stock market.	PLO 4	ILO 1b, ILO 5b	Course project, quizzes, midterm/final exam

INSTRUCTIONAL METHODS

This is a direct classroom instruction course.

Lecture method is used in combination with a supervised exercises and business case study. The emphasis will be on learning by doing. Every student is welcome to participate in an intensive classroom activity, must complete home tasks and course projects, and take quizzes and exams.

Assignments and projects require students to actively use resources of the library. Detailed guide to business *resources of the library* as well as the description of Lincoln University approach to *information literacy* are available at the [Center for Teaching and Learning](#) website (ctl.lincoln.edu).

REQUIREMENTS

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

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.

¹ Detailed description of learning outcomes and information about the assessment procedure are available at the [Center for Teaching and Learning](#) website (ctl.lincoln.edu).

EXAMS

Both, midterm and final exams are structured as written essay to answer to the given questions. The essay must be written 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 exams are neither “open book” nor “open notes.”

GRADING POLICY

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	94-100	90-93	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.

Weights	
Quizzes, Home Tasks, and Classroom Activities	10%
Course Project	20%
Midterm Exam	20%
Final Exam	25%
Individual Research Project	25%

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
<i>Research Problem Statement</i>	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.
<i>Organization</i>	The report is logically organized; ideas are exceptionally well-	The development of ideas is present; the conclusion	Organization is confusing, disjointed, and inconsistent; ideas,	The report lacks organization

	developed and support a thoughtful and engaging conclusion.	is effective and directly addresses the original thesis.	if present, are not developed; the conclusion is vague and/or does not address the original thesis.	
<i>Sources and formatting</i>	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			
	<i>Exceeds Standards</i>	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>
<i>Style and Organization</i>	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.
<i>Questions and Answers</i>	Student demonstrates extensive knowledge of the topic by providing confident, precise and appropriate responses to all audience questions.	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.

COURSE SCHEDULE

Week	Topic
1	(a) About the Course (b) The World of Stock
2	Stock Exchanges and Indices
3	Fundamentals of Stock Trading
4	Stock Trading Process
5	Stock, Funds, and Alternatives

6	(a) Investment Roadmap (b) Solving the Broker Dilemma
7	Mechanism of Stock Trading
8	(a) Review (b) Midterm Exam
9	Stock Research
10	Investment Strategies
11	Critical Trading Approaches
12	The Versatility of Options
13	Advanced Options and Hedges
14	Projects Presentations
15	Comprehensive Final Exam