

Texas A&M University Central Texas
PSYC 4389-110 (ST: Psychology of the Stock Market)
Tuesdays/Thursdays (9:30 a.m.—10:45 p.m.)
(WH-305)

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Brian L. Nowell, M.S., Ph.D. (Positive/Developmental Psychologist)

Office: TAMUCT Campus--Warrior Hall—Counseling & Psychology Department—318D

Phone: (605-214-5627) (call only between 5:30 p.m. and 10:00 p.m.) Please identify which class you are in when you call or e-mail me. Request (by e-mail) a telephone conversation appointment for best results. I am currently text disabled (so call or e-mail instead).

Email: Use the Canvas ***Inbox*** icon (left menu) within the course to send messages within our online Canvas course classroom. To reach me outside our online course classroom, use our TAMUCT e-mail system (blnowell@tamuct.edu), or as a last resort, use my personal e-mail address (blnowell@gmail.com) if these other means are unavailable.

Virtual Office Hours: Available most days and times through e-mail, or by telephone with an appointment.

TAMUCT Campus Office Hours:

- Mondays & Wednesdays (2:00 p.m.—4:00 p.m.) (If needed, early evening time, by appointment only)
- Tuesdays & Thursdays (2:00 p.m.—4:00 p.m.) (If needed, early evening time, by appointment only)

Mode of instruction and course access: *This course is a face to face course and it also uses the TAMUCT Canvas LMS (<https://tamuct.instructure.com/login/ldap>) for assignments, grades, and supplemental course materials. You will use your username and password communicated to you separately to logon to this system.*

Student-instructor interaction: I check e-mail correspondence several times each day and reply within a short time. If you send a message using ***Inbox*** within our Canvas online course classroom and do not hear back from me soon, then please e-mail me (blnowell@tamuct.edu). I have family and other important community responsibilities every Saturday and Sunday, and so I am most likely to be unavailable to answer e-mails on those days.

911 Cellular

911 Cellular: This is our new Emergency Warning System for Texas A&M University – Central Texas 911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

- Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course Overview and Description: PSYC 4389-125 (ST: Psychology of the Stock Market)

Course Objective: This course is designed to broaden class members applied, specific understanding of the psychology involved in diverse aspects of the United States Stock Market. This will be achieved through the learning processes of careful reading of assigned textbook and other readings for understanding, and critical thinking information research, writing, and class discussion. Examination of how human psychology influences buying and selling of various securities in the United States Stock Market will be from cognitive, social, behavioral, personality, environmental, media, and cultural perspectives

Student Learning Outcomes Upon satisfactory completion of this course, students will be able to:

- 1. Effectively find and use trustworthy and useful online sources of investing and trading psychological indicators.**
- 2. Properly use the “language” of the United States Stock Market to find, communicate about, and effectively invest in and/or trade, quality stock and options candidates.**
- 3. “Profitably” paper invest in and/or trade stocks, ETFs, and/or options that are listed in the United States Stock market.**
- 4. Effectively find and use trustworthy and useful online sources of United States Stock Market news.**
- 5. Understand and effectively use psychological based strategies for identifying and selecting companies to invest in and/or companies whose stocks and/or options are better at a given time to trade.**
- 6. Understand the foundational psychological basis of motivations of the 3 levels of the United States Stock Market.**
- 7. Understand and employ the foundational psychological factors of technical indicators and other factors that in combination are highly useful in predicting stock price directional movement and duration.**

Required Reading and Textbook(s):

Required textbook:

Nowell, B. L. (2018) (2nd ed.) Reluctant Millionaires: Strategies For Wise & Effective Stock Market Investing and Trading. Atlantic Publishing

(provided The Development Center digitally at no cost)

COURSE REQUIREMENTS

Course Learning and Evaluation Requirements:

25 Reaction Journal Postings (30 points each; All reaction journal postings combined are worth 75% of final course grade) [Total 800 points]

Active Class Discussion Participation (This is worth 25% of the final course grade) [Total 250 points]

Total Possible Points for Entire Course: 1000 points

Grading Criteria Rubric and Conversion

Class Discussion Participation, Reaction Journal Grades = Final Course Grade

A = 90-100% (900-1000 points) (Outstanding Course Scholarship)

B = 80-89.99% (800-899.99 points) (Good Course Scholarship)

C = 70-79.99% (700-799.99 points) (Satisfactory Course Scholarship)

D = 60-69.99% (600-699.99 points) (Marginal Course Scholarship)

F = below 60% (0-599.99 points) (Course Failure)

(In rare/valid instances an Incomplete (I) will be given if the appropriate conditions are met. The missing work must be completed in 30 days or the (I) will automatically become an F).

I do not round grades up to the next grade at the end of the semester. Any requests for “bumping up” grades will not be given a reply.

Posting of Grades:

Reaction Journal Grades will post 72 hours after the due date has passed, or before that time when possible.

Final Course Grades will be submitted to the registrar usually within 48 hours after the course end date.

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system.

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

Technology Support.

For log-in problems, students should contact Help Desk Central.

- 24 hours a day, 7 days a week
- Email: helpdesk@tamu.edu
- Phone: (254) 519-5466
- [Web Chat](http://hdc.tamu.edu): [http://hdc.tamu.edu]

Please let the support technician know you are an A&M-Central Texas student.

For issues with **Canvas**, select “chat with Canvas support,” submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the “Help” link.

For issues related to course content and requirements, contact your instructor (Dr. Nowell).

Technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly and address issues well in advance of assignment and evaluation deadlines.

Instructor’s Personal Statement

Note: The learning model for this course is: (1) Coming to class prepared (preparatory readings, exercises, assignments completed on time); (2) In-Class participation (writing, critiquing/peer-feedback, discussion participation); (3) Teaching pre-assigned topics to small group and/or whole class.

Class Members taking this course will be provided with an engaging, personally relevant, and academically sound introduction to the Psychology of the United States Stock Market.

Note: During this course, class members may find their own ideas and beliefs about the Psychology of the United States Stock Market being challenged, or perhaps reinforced. It is pertinent that every class member remember that what is acceptable to one person, may be ignored, misunderstood, or rejected by another. Therefore, class members are expected to express their opinions and beliefs in a respectable and mature manner when participating in the class discussions.

As your instructor and learning facilitator, I will provide information and feedback in ways that I have found to be effective for internalization and life application. I expect every class member to be respectful of others, regardless of varying opinions. We can all agree to disagree and to learn to appreciate diversity of thoughts and beliefs as a tool that allows us to gain a better understanding of the world around us. Always be kind and sensitive while presenting your observations, any personal experiences, your researched (SME) information, and your fact/data supported opinions on the class discussion topics.

COURSE AND UNIVERSITY PROCEDURES AND POLICIES

Drop Policy:

If you discover that you need to drop this course, you must contact or go to the Registrar’s Office and submit a completed [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf). You can download this form at this URL [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors (I) **cannot** drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be returned, completed and signed. Once you return the signed form to the Registrar's Office and wait 24 hours, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, **FOLLOW-UP** with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid any potential penalty for absence. Should you miss the deadline or fail to follow the procedure, and you do not appropriately participate in the course, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity:

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Academic Accommodations:

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations, please contact the Office of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) web page [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Note: To ensure that appropriate accommodations can be provided, students in this course who have registered with the Office of Access and Inclusion (OAI) and are in need of accommodations should present faculty with documentation of their need (i.e., the letter from the OAI) at least one week prior to the date an exam or assignment is due.

Important information for Pregnant and/or Parenting Students:

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking

accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring:

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive FREE online tutoring and **writing support**. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

The University Writing Center:

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WCOOnline](https://tamuct.mywconline.com/) at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu for any assistance needed with scheduling.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

If you have any questions about the UWC, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library:

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

The Course Operation and Being a Disciplined Learner

Effective course learning requires class members to be very self-disciplined; be sure you understand and are prepared to comply with all required class assignments and deadlines. For this course, the Weekly Assignments will be posted on the Course Schedule with corresponding due dates listed within the Course Schedule. All graded weekly assignments are due by Sunday, 11:59 p.m. of the associated week, except for Week 16 which ends for our course on Thursday of that week.

Dr. Nowell does not want to accept late assignments.

If a class member experiences a technical problem that prevents submitting an assignment by the due date, the student should contact the instructor (Dr. Nowell) immediately. All assignments in this course are due by the listed due dates (Tuesdays and Thursdays before class time) found on the Course Schedule and at our course Canvas pages for each specific assignment. All weekly graded quizzes are due by Sunday, 11:59 p.m. of the associated week, except for Week 16 which ends for our course on Tuesday of that week.

It is the class member's responsibility to read any announcements posted by the instructor (Dr. Nowell) under the Announcements section of our Canvas homepage or in e-mail. Students are expected to follow all instructions provided by the instructor (Dr. Nowell) for each specific assignment, precisely.

Class Discussion Participation and Class Attendance

Regular classroom attendance, active small-group and class discussion participation (asking questions and providing answers), in-class-writing and reading assignment quizzes, and peer-writing-feedback are required. A class member may receive an F in the course when his/her lack of attendance/active discussion participation prohibits him/her from meeting the course objectives, or when a class member accumulates excessive absences that prevent his or her active discussion participation, as well as completing and submitting assignments by the listed due dates. For every 100 points that a student misses in this course, the student's final grade will drop one letter. In addition to active classroom activity and discussion, **class members should not go more than 2-3 days without logging on to our course at Canvas to check for new announcements, reminders, and/or assignments.**

The following schedule is subject to change at the instructor's discretion, to facilitate class members' learning needs/pace. You will be notified of any grade affecting changes prior to the changes.

COURSE SCHEDULE

**Some weekly graded assignments are due in a Canvas dropbox by Sunday, 11:59 p.m.
Most weekly reading assignments are due and in class by class time (11:00 a.m.) Mondays and/or Wednesdays.**

COURSE DATES	DISCUSS./ASSIGN./ACTIV.	READINGS/GRADED ASSIGNMENTS
Week 1 14-20 January	Course Introduction	1. Read Textbook Preface & Introduction sections (By Class Wednesday) 2. Preface and Introduction Reaction Journals--(In Canvas By Sunday)
Week 2 21-27 January No Class Monday Martin L. King Day	Textbook Chapter Discussions/Assignments SM Choice Status	1. Read Textbook Chapter 1 & Chapter 2 (By Class Wednesday) 2. Chapter 1 & Chapter 2 Reaction Journals--(In Canvas By Sunday)
Week 3 28 January-3 February	Textbook Chapter Discussions/Assignments SM Choice Status	1. Read Textbook Chapter 3 & Chapter 7 (By Class Wednesday) 2. Chapter 3 & Chapter 7 Reaction Journals--(In Canvas By Sunday)
Week 4 4-10 February	Textbook Chapter Discussions/Assignments SM Choice Status	1. Read Textbook Chapter 8 & Chapter 9 (By Class Wednesday) 2. Chapter 8 & Chapter 9 Reaction Journals--(In Canvas By Sunday)

Week 5 11-17 February	Textbook Chapter Discussions/Assignments SM Choice Status	<ol style="list-style-type: none"> 1. Read Textbook Chapter 10 & Chapter 11 (By Class Wednesday) 2. Chapter 10 & Chapter 11 Reaction Journals--(In Canvas By Sunday)
Week 6 18-24 February	Textbook Chapter Discussions/Assignments SM Choice Status	<ol style="list-style-type: none"> 1. Read Textbook Chapter 13 & Chapter 14 (By Class Wednesday) 2. Chapter 13 & Chapter 14 Reaction Journals--(In Canvas By Sunday)
Week 7 25 February-3 March	Textbook Chapter Discussions/Assignments SM Choice Status	<ol style="list-style-type: none"> 1. Read Textbook Chapter 15 & Chapter 16 (By Class Wednesday) 2. Chapter 15 & Chapter 16 Reaction Journals--(In Canvas By Sunday)
Week 8 4-10 March	Textbook Chapter Discussions/Assignments SM Choice Status	<ol style="list-style-type: none"> 1. Read Textbook Chapter 17 & Chapter 18 (By Class Wednesday) 2. Chapter 17 & Chapter 18 Reaction Journals--(In Canvas By Sunday)
Spring Break 11-17 March		No Classes
Week 9 18-24 March	Textbook Chapter Discussions/Assignments SM Choice Status	<ol style="list-style-type: none"> 1. Read Textbook Chapter 19 & Chapter 20 (By Class Wednesday) 2. Chapter 19 & Chapter 20 Reaction Journals--(In Canvas By Sunday)
Week 10 25-31 March	Textbook Chapter Discussions/Assignments SM Choice Status	<ol style="list-style-type: none"> 1. Read Textbook Chapter 21 & Chapter 22 (By Class Wednesday) 2. Chapter 21 & Chapter 22 Reaction Journals--(In Canvas By Sunday)
Week 11 1-7 April	Textbook Chapter Discussions/Assignments SM Choice Status	<ol style="list-style-type: none"> 1. Read Textbook Chapter 23 (By Class Wednesday) 2. Chapter 23 Reaction Journals--(In Canvas By Sunday)
Week 12 8-14 April	Textbook Chapter Discussions/Assignments SM Choice Status	<ol style="list-style-type: none"> 1. Read Textbook Chapter 24 (By Class Wednesday) 2. Chapter 24 Reaction Journals--(In Canvas By Sunday)
Week 13 15-21 April	Textbook Chapter Discussions/Assignments SM Choice Status	<ol style="list-style-type: none"> 1. Read Textbook Chapter 28 (By Class Wednesday) 2. Chapter 28 Reaction Journals--(In Canvas By Sunday)
Week 14 22-28 April	Textbook Chapter Discussions/Assignments SM Choice Status	<ol style="list-style-type: none"> 1. Read Textbook Chapter 29 (By Class Wednesday) 2. Chapter 29 Reaction Journals--(In Canvas By Sunday)
Week 15 28 April-5 May	Textbook Chapter Discussions/Assignments SM Choice Status	<ol style="list-style-type: none"> 1. Read Textbook Chapter 30 (By Class Wednesday) 2. Chapter 30 Reaction Journals--(In Canvas By Sunday)
Week 16 6-9 May	Textbook Chapter Discussions/Assignments SM Choice Status	

Thursday is our Last Course Day		
--	--	--

Dr Nowell does not want to accept late assignments.

Important Spring Semester 2019 Dates & Deadlines

January 14 (Monday), First day of class

January 14 (Monday), Add/Drop/Late Registration begins

January 16 (Wednesday), Add/Drop/Late Registration ends, 16-week and 1st 8-week classes

January 21 (Monday), Martin Luther King Day—No Classes/University Closed

January 22 (Tuesday), Last day to drop 1st 8-week classes with no record

January 30 (Wednesday), Last day to drop 16-week classes with no record

February 13 (Wednesday), HireWarriors Internship & Career Fair

February 22 (Friday), Last day to drop a 1st 8-week class with a Q or withdraw with a W

March 1 (Friday), Deadline for Graduation Application for Spring Ceremony Participation

March 8 (Friday), First 8-Week Courses End

March 11-15 (Monday-Friday)---Spring Break/No Classes/University Open

March 18 (Friday), Add/Drop/Late Registration Begins for Second 8-Week Courses-They Also Begin

March 18 (Friday), Classes Begin for Second 8-Week Courses

March 20 (Wednesday), Add/Drop/Late Registration Ends for Second 8-Week Courses

March 25 (Monday), Last day to drop 2nd 8-week classes with no record

April 5 (Friday), Last day to drop with a Q or withdraw with a W (16-week courses)

April 26 (Friday), Last day to drop a Second 8-week course with a Q or withdraw with a W

May 6-9, (Monday—Thursday) Finals Week

May 11 (Saturday), Commencement Ceremony (Belt County Expo Center) (7:00 p.m.)

Reaction Journal Instructions

One focus of this course is on your gaining understanding of different areas of The Psychology of the Stock Market as divided into the textbook chapters and topics.

A second focus of this course is on helping you understand how to apply the things that you learn in this course to your life, so that you are much more able to understand, effectively communicate about, and accomplish in real life, more effective financial planning, more effective/profitable investing, and/or more effective securities trading in the United States Stock Market.

To help you relate to this course in a very personal way, for the purposes of these Reaction Journal Assignments (RJAs), you have been assigned to be the virtual buyer and seller of a variety of securities in the United States Stock Market.

Your tasks for this Reaction Journal Assignment, for all weeks of this course, are:

(1) Carefully/thoughtfully read the assigned textbook chapter(s);

(2) Decide what the 3 most important things in this week's textbook chapter(s) are as they relate to your assigned role of virtual buyer and seller of a variety of securities in the United States Stock Market.

- (3) List your 3 important things in your own word processing document, and;
- (4) In your own word processing document, thoroughly and specifically describe why/how each of your chosen 3 things is important to your assigned role as a virtual buyer and seller of a variety of securities in the United States Stock Market.
- (5) As much as is possible each week, find and include Stock Market Subject Matter Experts (SMEs) theories, observations, data, and/or opinions which support what you have written.
- (6) In addition, find and include in your writing, any theories, observations, data, and/or opinions from the assigned textbook chapters which support or refute what you have written.
- (7) When appropriate you are ***encouraged*** to include your personal life observations, life experiences, and/or opinions (***supported by data***) in your writing.
- (8) In your writing, always be guided by the “Proper Paraphrasing” and “Avoiding Plagiarism” handouts (Files link in left menu, Course Handouts folder).
- (9) Save your document on your personal computer or flash/jump drive; and finally;
- (10) Copy and paste what you have written in the space provided at this week’s Reaction Journal Assignment on our Canvas course page.

This assignment is graded for *quality of thinking*, *quality of “information research”*, and *quality of writing*.

Finding Quality SME Sources of Information for a Topic or Person

There are several good avenues to find high quality SME information.

Talk with a Reference Librarian at our TAMUCT library (in person if possible or virtually). Reference Librarians are specially trained and have good professional experience in finding all sorts of SME and other information

Use Wikipedia to learn more about your chosen topic or person and to see the many excellent SME ***primary*** sources of information at the end of the article about your topic or person. Try several well-thought search terms to find information about your chosen topic or person, because there are most likely various articles in Wikipedia about the topic or person.

A primary source of information is the original source, not information from someone who has read the original source. As best as possible, find and use primary sources of SME information to support your thinking and writing about your chosen topic or person.

Textbooks, Magazines, Newspapers, Wikipedia, Dictionaries, Encyclopedias, Most Internet Articles, etc. are not primary sources, but can have quality references that are primary sources. They can also have useful information to help you understand and write better about your topic or person. So, do read these secondary sources to learn about your topic or person and to find the referenced quality primary sources of SME information.

If your chosen topic or person is mentioned in our textbook chapters, there will also most likely be associated SME primary references.

Rubric for your Reaction Journal Assignments

The following criteria will be considered in evaluating your **Reaction Journal Assignments**.

1. Accuracy: Are your statements, facts, or ideas correct?
2. Clarity: Is your writing clear and easy to follow? It helps to read your written assignment out loud to yourself. Using this method, you can catch incomplete sentences, grammar errors, typos, and/or lapses in your thought.
3. Depth: Are **each** of the issues and implications thought out and explored?
4. Originality: What is your thesis (the main point or points of your writing)? When your own views are present, are they well articulated? Use your own words. Do not copy material directly from any readings or other sources without giving the author(s) proper credit by citation in the paragraph and full reference at the end of the paper. If you want to use any author's/person's exact words, put them in quotations and cite the page number or paragraph number from your source material. Remember that you need to express your own opinion(s). **Quoted material must not exceed 10% of the written assignment.**
5. Supporting Evidence: Support your ideas/opinions/observations with empirical evidence if at all possible. This is a crucial part of any well written APA writing assignment. You may support your ideas with theories, previously conducted research, or other information that you encounter from books, and other sources (journal articles, online psychological SME articles, interviews with someone you know or meet, etc.). You may also use your personal experiences and observations as supporting evidence when appropriate.
6. References: Did you use appropriate references to support the main points of your writing? You may look in the course readings or a textbook and find references listed in the bibliography that might support your writing, then find and read those referenced journal or book articles. **Be sure that you have these referenced articles if you use them.** That means that you have the articles on hand and that you read them if you use them. Make sure that your references strongly relate to the point that you are making, or support your inferences.
7. Form, composition, spelling, etc: Try to make your writing neat and error free. It helps to run your spell checker and grammar checker before submitting your work and/or have a grammar/spelling competent peer or friend read over your work before submitting it.
8. When you paraphrase, use proper paraphrasing (see the handout on Proper Paraphrasing that I have provided). Please be sure that any paraphrased material that you include in your writing is also cited and referenced correctly.

This document is subject to change at the instructor's discretion. Students will be notified of any grade affecting changes prior to implementation of changes.