Instructor: James Forbes, Professor of Psychology
Email: james.forbes@angelo.edu
Phone: 325 486 6120
Office: 204-B Academic Building
Office Hours: MTWRF 9-10 am, 3-4pm; or by appointment

Course Information

Course Description
This course focuses on how psychological principles, empirical findings, and research methods are used to address a wide variety of economic behavior, solve economic problems, and inform public policy. An entirely expected benefit from engaging in this course will be some practical knowledge about the psychology of money and how to acquire wealth over time.

Course Credits
Three Semester Credit Hours (3-0-0)

Prerequisite
Graduate Student Classification

MS Applied Psychology Program Outcomes
Upon completion of the program of study for the master’s in applied psychology, the graduate will be prepared to: access and use relevant knowledge and skills in psychology; apply psychological concepts, research findings, and methods to explain how to go about solving a practical problem concerning health, safety, education, prosperity, decision making, or social responsibility; demonstrate comprehension and use of ethical principles appropriate to psychology.

Student Learning Outcomes
### Student Learning Outcome

By completing all course requirements, students will be able to:

<table>
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<th>Assignments and activities validating outcome achievement:</th>
<th>Mapping to Program Outcomes</th>
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<tr>
<td>Describe, explain, and apply key terms and constructs from economic psychology.</td>
<td>Assignments, discussion forums, blog, interpretive review paper</td>
</tr>
<tr>
<td>Apply psychological terms, concepts, research findings, and methods to address personal, applied, fundamental, or professional economic issues.</td>
<td>Assignments, discussion forums, blog, interpretive review paper</td>
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<tr>
<td>3) Write an interpretive review paper addressing an applied economic issue important to you, using published behavioral science research.</td>
<td>Assignments, discussion forums, blog, interpretive review paper</td>
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### Course Delivery

This is an online course offering. The course will be delivered via the Blackboard Learning Management System. The course site can be accessed at [Blackboard](https://www.blackboard.com).

### Required Text

You may purchase these books anywhere (viz., ASU Bookstore, Amazon, or elsewhere online). The books give an informative and enjoyable introduction to much of Economic Psychology and are written by the leading practitioners of economic psychology and behavioral economics. Plan on obtaining them immediately and begin reading.

You will also read articles that I will post on Bb on specific topics to give you greater depth of understanding of Economic Psychology, especially in areas of particular interest with the M.S. Applied Psychology Program (viz., increasing prosperity, enhancing decision making, and informing public policy).

To participate in one of ASU’s distance education programs, you need this technology:

- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam

Communication

I will typically respond to your questions posted on Bb or sent via email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend and holiday questions messages may not be returned until the next school weekday.

Assignment and Activity Descriptions

1. Assignments (40% of your course grade). Assignments are embedded within four learning modules (Module 1, Module 2, Module 3, Module 4) and posted on the Assignment
tab. All of the assignments will help you understand economic psychology, relate course material to your own experiences, and give you an opportunity to construct (belief architecture) or reveal (belief archeology) your own beliefs about economic psychology and its applications. Some of the assignments will help you learn skills needed to write an interpretive review of empirical research.

**Scoring & Grading.** Assignments will be graded using a 10, or other point scale, where a 10, or other point total are the highest scores obtainable. Please note that assignment scoring and grading are separate processes. Your assignment score will be the proportion of the total points you obtain. At the very end of the semester, I will sum your assignment scores, evaluate the class assignment score distribution, then assign assignment grades that reflect the difficulty of the exercise. The highest total assignment scores will receive an "A," the next group of scores will receive a "B," and so on. Hence, your assignment grade will be based on your performance relative to your peers rather than to some arbitrary standard of excellence.

2. **Discussion Forums (10% of your course grade).** Discussion forums posted on the groups tab. I will add forums as we progress through the semester. Participating in the discussion forums will help you relate topics from the Economic Psychology to your own experiences and encourage you to examine your own understanding about Economic Psychology. Reflecting on others’ posts, and posting your thoughts about these issues will help you clarify and enrich your thinking.

**Scoring & Grading.** Discussion forum posts will be evaluated using a 10-point scale. The highest scores will be awarded to those who make insightful comments or responses. Echoing others' opinions and comments made only at the very end of the discussion forum due date will be awarded the lowest scores. Scoring and grading are separate processes. A single discussion score is not a grade. Your cumulative discussion boards score will be the proportion of the total points you obtain (e.g., 96 of 115). At the very end of the semester, I will sum your discussion forum scores, evaluate the class discussion forum score distribution, then assign discussion boards grades that reflect the difficulty of the exercise. The highest total discussion boards scores will receive an "A," the next group of scores will receive a "B," and so on. Hence, your discussion boards grade will be based on your performance relative to your peers—not to some arbitrary standard of excellence. Your discussion boards grade will count as 15% of your final course grade.

**Blackboard Location:** Discussion board forums are posted under the **Discussion Boards** tab on Blackboard. Each forum will have availability dates posted during with time the forum will be open and accessible.

3. **Blog – Mashups in MIS-Behaving (10% of your course grade).** On most Monday’s throughout
the semester you will post a blog entry to the course blog. You may post to the course blog more often. Blog entries can be about anything course content related, broadly interpreted, and linked to one of these two widely read blogs http://marginalrevolution.com/; http://freakonomics.com/ or to the Wall Street Journal. Be sure that your blog entry explicitly links your comment or opinion or statement or post or ... to course content and something found in http://marginalrevolution.com/; http://freakonomics.com/ or the Wall Street Journal.

**Reason for the blog:** Much of what is known about economic psychology and behavioral finance is locked up in academic forums such as peer-reviewed publications, conference presentations, classroom activities, and empirical research projects. Most of the content of economic psychology shows how people (MIS) behave in ways not predicted by standard economic theory. Blogging also helps get the lessons and applications of academia to a broader audience.

**Blog grading (satisfactory/unsatisfactory).** Individual blog entries and not scored or graded. So you are not blogging for points. Ideally, you would be blogging to express an interesting opinion or comment on topics related to economic psychology. I will read all of your blog entries as you post them. At the very end of the semester I will assign a blogging grade of satisfactory or unsatisfactory.

**4. Interpretive Review Paper (40% of your course grade).** You will write an interpretive review paper summarizing, evaluating, and interpreting published research relevant to an applied economic question, problem, or topic of interest to you (e.g., starting a business, increasing Roth IRA contribution rate, ...). Your review will evaluate, explain, compare, findings and methods from published research that have been or could be used or revised or adapted to better address your question, topic, or problem. Your review should also propose a solution(s) or make recommendations for research or interventions that would better or more completely address your topic.

**Assignment Submission**
All assignments MUST be submitted through the Assignments link in the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at james.forbes@angelo.edu and attach a copy of what you are trying to submit. Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.
Late Work or Missed Assignments Policy

Late assignments are not accepted without prior approval of faculty. Faculty reserve the right to deduct points for late assignments that are accepted past the original due date.

Course Schedule

A complete course schedule with all topics and assignments, including all due dates is posted on the course BlackBoard web page. Click on the Syllabus & Course Schedule tab on the navigation bar.

This course will be taught entirely on-line. We will not meet in person, unless you choose to visit me in my campus office. I will give you a schedule of events (viz., readings, assignments, exercises, applications, discussion topics, and due dates); you will have to ensure that you keep pace with the schedule. If you manage your time effectively and focus your interests and energy on the course objectives, you will fare well in this on-line course.

Teaching Strategies

Students are expected to be “active learners.” A basic assumption is that students will be involved (beyond the materials presented in the course) discovering, processing, and applying the course content using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and experiences with peers.

Evaluation and Grades

Final course grades will be calculated as follows: Course Grade = Assignments Score (40%) + Discussion Forum Score (10%) + Blog (10%) + Interpretive Review Paper (40%).

The grading scale for the course will be as follows:

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<tr>
<th>Letter Grade</th>
<th>Percentage Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
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</table>
General Policies Related to This Course
All students are required to follow the policies and procedures presented in these documents:

- Angelo State University Student Handbook
- Angelo State University Catalog

Student Responsibility and Attendance
This class is asynchronous, meaning you do not have to be on-line at a certain time. There are readings which you will have to complete to be able to adequately participate in individual and group assignments. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, course projects, reflective logs, etc. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average.

Academic Integrity
Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university’s Statement of Academic Integrity.

Accommodations for Students with Disabilities
ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability
The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford  
Director of Student Disability Services  
Office of Student Affairs  
325-942-2047  
dallas.swafford@angelo.edu  
Houston Harte University Center, Room 112

Incomplete Grade Policy
It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures for more information.

Plagiarism
Plagiarism is a serious topic covered in ASU’s Academic Integrity policy in the Student Handbook. Plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality. Resources to help you understand this policy better are available at the ASU Writing Center.

Student Absence for Observance of Religious Holy Days
A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day for more information.

Copyright Policy
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.
Syllabus Changes
The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

Title IX at Angelo State University
Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: www.angelo.edu/incident-form
Face to face: Mayer Administration Building, Room 210
Phone: 325-942-2022
Email: michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: www.angelo.edu/title-ix.
Student Evaluation of Faculty and Course

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences.

Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Learning to apply course material (to improve thinking, problem solving, and decisions)
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
4. Developing skill in expressing oneself orally or in writing
5. Learning how to find, evaluate, and use resources to explore a topic in depth
6. Developing ethical reasoning and/or ethical decision making
7. Learning to analyze and critically evaluate ideas, arguments, and points of view
8. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

1 https://www.angelo.edu/student-handbook/
2 https://www.angelo.edu/catalogs/
3 https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
4 https://www.angelo.edu/services/disability-services/
5 https://www.angelo.edu/content/files/14197-op-1011-grading-procedures
6 https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
7 https://www.angelo.edu/dept/writing_center/academic_honesty.php
8 https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of