“Real Estate Review”
Course Outline

Course Description: This course is designed to produce the annual publication of the Cornell Real Estate Review. This is a product of the graduate students in the Baker Program in Real Estate who serve as the editors and contributors throughout the academic year. The Review was founded as a forum for faculty, professionals, and real estate students to focus attention on current issues in the real estate industry. It focuses on the interdisciplinary nature of real estate, blending informative articles on real estate practice with application-based academic research. The Review covers a broad range of issues from the various real estate disciplines including design, business economics, engineering, finance, law, planning, development, marketing, and property management.

Learning Outcomes:
1) Demonstrate an understanding of current real estate issues
2) Demonstrate an ability to research other relevant literature and defend article claims
3) Demonstrate an ability to obtain data and use it appropriately
4) Be able to write clearly, succinctly, and understandably
5) Produce journal consistent with the Cornell brand and which further builds recognition of the Baker Program
6) Increase and improve external real estate industry relationships

Course Outline:
I. Compilation
   a. Researching
   b. Writing
   c. Illustrating
   d. Reviewing
   e. Editing
   f. Working with design and layout specialists (accounting for printing specifications and distribution schedule)

II. Content
   a. Long articles
   b. Short articles
   c. Book reviews
   d. Essays based on research into the current trends in the industry
   e. Summaries of the Baker Program domestic and foreign treks
   f. Annual conference reviews
   g. Interviews with industry leaders, and old and new alumni
   h. Short descriptions of Baker Program activities sponsored by the Cornell Real Estate Women and other organizations
i. Baker Case Study (an original contribution that is characteristic of Cornell’s Real Estate Program, as opposed to the cases created and distributed as models by other institutions)

III. Coordination
  a. Meet regularly with the Review team to report on progress and coordinate work
  b. Set deadlines for work and adhere to schedule
  c. Provide feedback to others and receive feedback from others
  d. Coordinate compilation of papers and production of journal

Credits: 1-3 depending on the level of effort and involvement


Weekly Schedule: Mondays at 12 to 2 p.m., and other times as appropriate.

**General Information**

Required Texts: The references are provided above. All assigned reading will be provided in physical and/or electronic form.

General Requirements: Students are expected to attend all class meetings and project meetings as proscribed by the team leaders. Students who wish academic credit will be monitored by the team leaders and the faculty. Those who wish more than one credit will meet with the faculty and team leader to determine the nature of the assignment and the means of monitoring performance.

Attendance: Please provide a Dean’s or doctor’s excuse if you are unable to attend a class or screening.

Assignments: The assignments will vary. Most of the assignments will involve a close reading of the case, concerted teamwork, and presentations in a variety of classroom and auditorium settings. Every effort should be made to be punctual and professional.

Diversity Statement: We envision this course as a seminar where we each play an integral and necessary part in the learning process as part of a diverse community of learners. With this idea in mind, it is important for each of us to respect the voices, opinions, and ideas of others. This requires active and open listening as well as the reevaluation and repositioning of your own beliefs and opinions at different points throughout the semester. Sometimes and frequently, this produces the spark of excitement that may require you to listen and process a position that is contrary to yours or to engage in lively discussion and debate. This is one of the goals of an effective, productive workshop, where the intellectual output of all is honored and respected.
University Policies and Regulations: This instructor respects and upholds University policies and regulations pertaining to the observation of religious holidays; assistance available to the physically handicapped, visually and/or hearing impaired student; plagiarism; sexual harassment; and racial or ethnic discrimination. All students are advised to become familiar with the respective University regulations and are encouraged to bring any questions or concerns to the attention of the instructor.

Academic Integrity: All the work you submit in this course must have been written for this course and not another and must originate with you in form and content with all contributory sources fully and specifically acknowledged. Make yourself familiar with Cornell’s Academic Integrity Code, which is distributed to students in the Policy Notebook. The code, together with a guide to Acknowledging the Work of Others, can be downloaded at http://theuniversityfaculty.cornell.edu/pdfs/A1AckWorkRev90620.pdf. In this course, the normal penalty for a violation of the code is an “F” for the term.

Students with Special Needs: Students who require disability-related accommodations are encouraged to speak with the instructor about their needs as soon as possible. In compliance with the Cornell University policy and equal access laws, the instructor of record is available to discuss appropriate academic accommodations that may be required for students with disabilities. Requests for academic accommodations are to be made during the first three weeks of the semester, except in unusual circumstances, so that arrangements can be made. Students are encouraged to register with Student Disability Services to verify their eligibility for appropriate accommodations.