Syllabus for Communication in Real Estate (CRP 6290)
Spring 2015

Class hours: Monday and Wednesday, 10:10 AM—11:25 AM
Classroom: Ives 108

Instructor:
Tom Hambury
Visiting Lecturer
Cornell University
Ithaca, NY 14853
Preferred contact: (1) email; (2) phone (home); (3) mobile
Phone (home): 607-533-4163
Phone (mobile): 607-227-8955
Email: tbh9@cornell.edu

Course Description
This course is designed to improve your writing and speaking skills in the context of practical business applications. We start with a strategic perspective on business communication before digging down into the elements that make your writing and speaking clear, concise, efficient, and effective. The course will help you improve the engagement, flow, and content of your business communications. It will also improve your confidence in your communication skills.

Academic Integrity
Each student in this course must abide by the Cornell University Code of Academic Integrity. Among other things, this means that students must meet a standard of absolute integrity in all academic work. Students must not misrepresent their own work, fraudulently advance their academic standing, or be party to another student’s failure to maintain academic integrity. Specifically, unless the instructor assigns a project as team or group work, any work you submit for academic credit in this course must be your own independent work. If you have a question about what is allowed, you should ask the instructor for clarification. However, you are never prohibited from asking other students in the class to help you practice a talk, listen to your talk, or give you feedback to improve your speaking or presentations. These actions are, in fact, encouraged.
Students with Disabilities

In compliance with the Cornell University policy and equal access laws and regulations, I am available to discuss appropriate academic accommodations that may be required for students with disabilities. Please make any request for academic accommodations during the first three weeks of the semester (except for unusual circumstances) so that we can make appropriate arrangements.

Grading

Final grades will be based on the percentages listed below. Specific weightings for each assignment are detailed on a separate grade sheet.

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Writing assignments</td>
<td>15%</td>
</tr>
<tr>
<td>Group graded exercises</td>
<td>20%</td>
</tr>
<tr>
<td>Speaking assignments</td>
<td>30%</td>
</tr>
<tr>
<td>Test on editing</td>
<td>20%</td>
</tr>
<tr>
<td>Class participation</td>
<td>15%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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</tbody>
</table>

Grading of writing assignments
All writing and graded exercises will be graded on a 0-10 scale. Later assignments will be judged more rigorously with the expectation that you will show improvement throughout the semester. Positive consideration is given to improvement.

Grading of speaking assignments
Speaking assignments will be graded on a 0-10 scale, with greater weight given to the longer assignments. As with writing, the later assignments will be judged more rigorously, and positive consideration is given to improvement.

Late assignments
Writing assignments that are late and unexcused will be penalized 10% per day (one point) for a maximum of two days; then they receive a grade of zero. Missed speaking assignments that are unexcused will receive grades of zero. If you know that you have a conflict with an assignment, please speak to the instructor in advance of the due date. There are no make-ups if you miss a graded group exercise.

Standards for Written Work
The grading practices this course are designed to encourage and reward excellence in management communication. Written work and oral presentations should contain high-quality, well-developed content—insight, support, evidence, elaboration—and should be based on careful analysis of the problem, issue, or situation.

- Structure: Written work and presentations should be organized clearly, effectively, and logically for the audience.
• Style: Your sentence structure and word choice should be clear, concise, and coherent. The tone should be appropriate for the audience and context.

• Editing: Everything you submit must be correct in grammar, usage, spelling, punctuation, and proofreading.

• Document design: Your written work should be formatted professionally, with high skim-value.

To achieve these standards, you need to start with a sound communication strategy that reflects your creative insight into the rhetorical situation: the relationship between you and your audience, the organizational context, the purposes you want to achieve, the situation that necessitates communication, the communication channels available, and the genre conventions.

Course Expectations and Grades

Active class contribution is required and constitutes a significant proportion of your final grade. This is a participatory class, not one where you sit silently and take notes from a lecture. As in most business meetings, you gain credibility and increase your influence when you prepare in advance and then take the initiative to offer intelligent ideas and pose thoughtful questions. The most important contribution components are these:

• Volunteering insights, examples, analyses, questions, and answers
• Discussing ideas thoughtfully and applying concepts from course readings
• Tackling in-class projects, exercises, and activities enthusiastically and intelligently
• Completing the readings and other assignments so you can participate in and benefit from class discussion and exercises.

In addition, you contribute to the class by doing these things:

• Listening carefully to other students, respecting them, and building on their ideas
• Being a good audience member when other students give presentations—showing nonverbal support, posing challenging questions, and volunteering insightful feedback
• Attending class regularly

Up to 15 percent of your grade in this course is for positive class participation as defined above. The 15 percent is not automatically given. You do not earn points merely for your physical presence. Equally important, you can’t participate when you are absent.

You are expected to attend all classes. If you miss a class for any reason, you are still responsible for the content of that class and the work due that day.
Resources

Conferences with the Instructor
I am available by appointment to meet and discuss course problems of any kind. The course has individual conferences built into the syllabus to discuss your communication progress.

Please contact me whenever you need help or have questions about the course, an assignment, or a grade. You will benefit from clarifying your questions before you submit an assignment rather than after. I read emails every day at multiple times. Also, you may call me at home any day before 9:30 PM, including weekends. If you have more than a quick question, you may want to make an appointment to talk with me. I am almost always available before and after class for short meetings and questions.

Knight Writing Walk-In Service
Students who need more than a basic description or identification of writing errors should take advantage of the Cornell Knight Writing Institute’s Walk-In Service. Knight’s tutors can set up an appointment and work through the problems with you. This service may be especially valuable for students whose first language is not English. Note that Knight tutors do not edit or correct papers; they expect you to have a specific set of questions to discuss during an appointment.

For information: http://www.arts.cornell.edu/knight_institute/walkin/walkin.htm

Schedule of Classes and Assignments:

Please refer to the Class Schedule for topics, activities, and assignments.

Guidelines for Assignments

Guidelines for Writing Assignments
Submit writing assignments electronically as an MS Word attachment file to tbh9@cornell.edu Your assignment file should be titled “Your Lastname, Your Firstname. Assignment Name” (for example, “Smith, John, WE #2 Self Critique”).

Writing assignments are due in class on the due date. Assignments submitted after class on the due date are considered late.

The standard format for writing assignments is an MS Word file (not an Adobe PDF), double spacing, a standard font of 11 point or greater, and standard margins. Your name should appear on each page of the assignment along with the date, assignment number, and page number. Standard memo or letter format should be used for the letter and memo assignments, and these should be conventionally single-spaced with double spaces between paragraphs. You are responsible for keeping an electronic copy of all the assignments you submit.
Descriptions of Assignments

Please refer to the separate listing of assignments, descriptions, and due dates.

Class Books and Articles

Required Books:


Not required, but a good handbook for your bookshelf:


Online Reading Resources

Executive Summary:


Press Release:


Online Grammar and Writing Resources
http://grammar.ccc.commnet.edu/grammar/index.htm

Purdue OWL (Online Writing Lab). Purdue University.  
http://owl.english.purdue.edu/

http://www.ucalgary.ca/UofC/eduweb/grammar/

Paradigm Online Writing Assistant.  
http://www.powa.org/

The Tongue Untied. University of Oregon School of Journalism and Communication.  
http://grammar.uoregon.edu/toc.html

Grammar Girl. Web. Lots of resources for writing and grammar; fun trivia too.  
http://grammar.quickanddirtytips.com/

Grammar Resources. The University of Chicago. An annotated collection of sources for grammar and writing.  
http://writing-program.uchicago.edu/resources/grammar.htm

**Other Good Communication Resources**


## Communication in Real Estate (Spring 2015, Hambury)
### Tentative Class Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Class Topics and Activities</th>
<th>Prepare</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mon. 1/19</td>
<td></td>
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</table>
|      | Wed. 1/21 | Course overview, standards, principles  
What is good business writing?  
Preview Writing Exercise #1: Cover/Networking Letter |         |                                                                     |
| 2    | Mon. 1/26 | Communication strategy, models, barriers, choices,  
objectives and audience analysis  
Readability Formulas  
Preview Introductions | W #1—Cover/Networking Letter  
(submit by Noon, Saturday 1/24) |                                                                     |
|      | Wed. 1/28 | **Group graded exercise #1: Punctuation**  
Introduce Oral Exercise #1: Introduction | BB Punctuation Document |                                                                     |
| 3    | Mon. 2/2  | Oral Exercise #1: Introduction                                                                | O #1—Introduction |                                                                     |

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**Williams, Preface,**
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Assignment</th>
<th>Notes</th>
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<tbody>
<tr>
<td>4</td>
<td>Wed. 2/11</td>
<td>Organization of Business Communication</td>
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<tr>
<td>4</td>
<td>Mon. 2/9</td>
<td><strong>Group Graded Exercise #3: Characters, Passives, Metadiscourse</strong></td>
<td>BB Passives Doc. Williams, Lesson 3</td>
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<tr>
<td>4</td>
<td>Wed. 2/18</td>
<td><strong>Group Graded Exercise #4: Paragraphs, Cohesion and Coherence</strong></td>
<td>Williams, Lesson 4</td>
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<tr>
<td>5</td>
<td>Wed. 2/25</td>
<td>Editing test</td>
<td>Review for Editing Test</td>
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<tr>
<td>6</td>
<td>Mon. 2/23</td>
<td><strong>Group Graded Exercise #5: Emphasis, Concision</strong> Review for Test</td>
<td>Williams, Lessons 5, 8</td>
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<td>7</td>
<td>Mon. 3/2</td>
<td>Crisis Communications Principles and Press Release Exercise</td>
<td>TBA</td>
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<td>Wed. 3/4</td>
<td>Speaking styles; Storytelling Exercise</td>
<td>OE #2—Story</td>
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<td>8</td>
<td>Mon. 3/9</td>
<td>Storytelling Exercise</td>
<td>OE #2—Story</td>
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<td>Wed. 3/11</td>
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<td>OE #2—Story</td>
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<td>Mon. 3/16</td>
<td>Oral Exercise #3—Extemporaneous Talk A</td>
<td>OE #3--Extemporaneous Talk A</td>
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<td>Wed. 3/18</td>
<td>Oral Exercise #3—Extemporaneous Talk A</td>
<td>OE #3--Extemporaneous Talk A</td>
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<td>10</td>
<td>Mon. 3/23</td>
<td>No class; conferences</td>
<td>WE #3--Self-critique of Extemp Talk A</td>
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<td></td>
<td>Wed. 3/25</td>
<td>No class; conferences</td>
<td>Prepare for conference</td>
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**Spring Break 3/29—4/6**

| 11 | Mon. 4/6 | Speaker styles and examples 
Rest-of-term schedule and assignments review |

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<table>
<thead>
<tr>
<th>Date</th>
<th>Mon. 4/14</th>
<th>Oral Exercise #4—Extemporaneous Talk B</th>
<th>Wed. 4/16</th>
<th>Oral Exercise #4—Extemporaneous Talk B</th>
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<thead>
<tr>
<th>Date</th>
<th>Mon. 4/20</th>
<th>Flex class; no class meeting unless needed</th>
<th>Wed. 4/22</th>
<th>Principles &amp; Practices of Group Presentations</th>
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<table>
<thead>
<tr>
<th>Date</th>
<th>Mon. 4/27</th>
<th>Team Slide Presentations</th>
<th>Wed. 4/29</th>
<th>Team Slide Presentations</th>
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<tbody>
<tr>
<td>14</td>
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</tr>
<tr>
<td>Mon. 5/4</td>
<td>Team Slide Presentations</td>
<td>OE #5--Team Slide Presentations</td>
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<tr>
<td>Wed. 5/6</td>
<td>Course Summary, Evaluation, and <strong>In-class written Final Exercise</strong></td>
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