George Mason University School of Business

Principles of Real Estate

FNAN-351-001

Preliminary Course Syllabus / 18 JAN 2017

Course Name: Principles of Real Estate
Course Number: FNAN-351-003
Course Duration: Jan 23, 2017, through May 17, 2017
Class times: Tue, 7:20 pm -- 10:00 pm
Location: Robinson Hall B220
Professor: Peter E. Smirniotopoulos, Adjunct Professor of Real Estate and Urbanism
George Mason University School of Business, Finance Unit
Office: petersgroup consulting
205 Garden Ct.
Falls Church, VA 22046-3415
Office Hours: By Appointment Only; time and place on campus TBD
Contact Telephone: 703.969.6272
gmu.edu email: psmirnio@gmu.edu*
Alternate email: smirn@msn.com**
*/ All email communications with Professor Smirniotopoulos must originate from the student’s gmu.edu email address and be sent to Professor Smirniotopoulos’ gmu.edu email address only.
**/ See “Communications Policy” section of the syllabus for sending notifications to Professor Smirniotopoulos at this email address.

Course Website Address: http://courses.gmu.edu
All content for the course will be available, in electronic format only, on Blackboard.
Course Prerequisites:

Grade of C or higher in FNAN 301 or FNAN 303.
Degree status.
Prerequisite enforced by registration system.

Course Description (from the Course Catalog):

Studies dimensions and specialties involved in public control and private development, sale, finance, and management of real estate. Includes land planning, land-use control, appraisal, finance, brokerage, property management, and investment.

Course Materials:

- All materials posted on Blackboard by Professor Smirniotopoulos, including Announcements
- All emails from Professor Smirniotopoulos, whether sent from Blackboard or from the professor’s gmu.edu email address, and whether sent to the entire class of students registered in the course at the time sent, to a select group of students or to an individual student.

Class Schedule & Location

Tue, 7:20 pm 10:00 pm / Jan 23, 2017, through May 17, 2017 / Robinson Hall B220

Course Schedule

- Critical Course Dates: Yellow
- GMU Calendar Dates: Red
Course Summary

This course provides a survey of the real estate sector of the US economy from the perspective of financial economics. The course will focus on the development of an understanding of factors that influence values of real estate assets. This understanding can be applied to make decisions about developing, acquiring, financing, owning, leasing, managing, and/or disposing of real estate assets. Given the significance of real estate assets to owners, lenders, and users, these decisions have important consequences for individuals, firms, and the economy. The course will also examine the roles and effects of

<table>
<thead>
<tr>
<th>Class #</th>
<th>Assign. No.</th>
<th>Date</th>
<th>Topic Covered</th>
<th>Liar’s Ball</th>
<th>Ling &amp; Archer Chapters</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>01.24</td>
<td>Introduction to Principles of Real Estate</td>
<td>*</td>
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<tr>
<td>#1</td>
<td></td>
<td>01.30</td>
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<tr>
<td>2</td>
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<td>01.31</td>
<td>Real Estate Markets; Intro to Liar’s Ball</td>
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<td>02.05</td>
<td>You Are Here (assigned at end of class 01.31)</td>
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<td>3</td>
<td></td>
<td>02.07</td>
<td>Class Discussion: Liars Ball</td>
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<tr>
<td>#3</td>
<td></td>
<td>02.12</td>
<td>Critical Analysis of The Liars Ball (10 pgs.)</td>
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<td>4</td>
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<td>02.13</td>
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<td>5</td>
<td></td>
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<td>Time, Opportunity, Value Decisions</td>
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<td>Ch. 14 - 15</td>
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<tr>
<td>6</td>
<td></td>
<td>02.21</td>
<td>Legal and Regulatory Determinants of Value</td>
<td></td>
<td>Ch. 2 - 4</td>
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<td>Last day for Add/Drop w/67% Penalty</td>
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<td>#4</td>
<td></td>
<td>02.12</td>
<td>My Relationship with Real Estate (5 pgs.)</td>
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<td>8</td>
<td></td>
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<td>Market Valuation</td>
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<td>9</td>
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<td>Financing &amp; Investing in Comm. R.E.</td>
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<td>Ch. 16 - 20</td>
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<td>Project Proposals Assignment Due (15 pgs.)</td>
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<td>03.21</td>
<td>Real Estate Appraisals</td>
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<td>Ch. 7 - 8</td>
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<tr>
<td>11</td>
<td></td>
<td>03.28</td>
<td>Discussion/Selection of Project Proposals</td>
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<tr>
<td>12</td>
<td></td>
<td>04.02</td>
<td>Assignment of Project Teams</td>
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<tr>
<td>13</td>
<td></td>
<td>04.04</td>
<td>Creating and Maintaining Value</td>
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<td>Ch. 21-23</td>
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<td>14</td>
<td></td>
<td>04.11</td>
<td>Financing For-Sale Residential</td>
<td></td>
<td>Ch. 9 - 11</td>
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<tr>
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<td>04.18</td>
<td>Residential Sales Transactions</td>
<td></td>
<td>Ch. 12 - 13</td>
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<tr>
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<td></td>
<td>04.25</td>
<td>Preliminary Project Proposal Presentations</td>
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<td>15</td>
<td></td>
<td>05.02</td>
<td>Final Project Proposal Presentations</td>
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<tr>
<td>#7</td>
<td></td>
<td>05.06</td>
<td>LAST DAY OF CLASSES</td>
<td></td>
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<tr>
<td>16</td>
<td></td>
<td>05.10</td>
<td>EXAM PERIOD BEGINS</td>
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<tr>
<td>17</td>
<td></td>
<td>05.17</td>
<td>EXAM PERIOD ENDS</td>
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*/ Several, short articles will be uploaded to Blackboard to be read in advance of Class #1, 01.24.17
of institutional features of real estate markets, including those related to property rights and other legal aspects, financing, and government policies. At the end of the course, students should:

• appreciate the significance of real estate resources in the economy;
• be familiar with the principal features of real estate assets and markets;
• understand the factors that influence property values;
• explain important features of real estate contracts;
• understand government policies that influence real estate markets;
• be able to use appropriate techniques for estimating the values of real estate assets and mortgages;
• be able to analyze real estate investment and financing decisions;
• be familiar with real estate management activities.

GMU School of Business (GMUSB) Undergraduate Program Learning Goals
GMUSB students:
1. Will be competent in their discipline.
2. Will be aware of the uses of technology in business.
3. Will be effective communicators.
4. Will have an interdisciplinary perspective.
5. Will be knowledgeable about global business and trade.
6. Will recognize the importance of ethical decisions.
7. Will be knowledgeable about the legal environment of business.
8. Will be knowledgeable about team dynamics and the characteristics of effective teams.
9. Will understand the value of diversity and the importance of managing diversity in the context of business.
10. Will be critical thinkers.

Bold-faced type above indicates learning goals that will be addressed in this class

Learning Goals for the Finance Program
1. Finance majors will be able to value complex projects, assets, and securities.
2. Finance majors will be able to demonstrate, evaluate, and explain the risk return trade-offs in finance.
3. Finance majors will be able to conduct a financial analysis of a firm using financial statements.
4. Finance majors will be able price and use derivatives.
5. Finance majors will recognize and understand how to address ethical issues in finance including agency problems.
6. Finance majors will be able to conduct research to support the analysis of a firm or financial project and effectively present their analysis.
7. Finance majors will understand the relationships among investors, firms, financial institutions, and regulatory entities in financial markets and systems.
8. Finance majors will understand how global financial markets and institutions affect firms and investors.

Bold-faced type above indicates learning goals that will be addressed in this class
Additionally, students in this course will be challenged to:

- Hone and demonstrate their **critical and analytical thinking skills**.
- Improve their ability to make **compelling public presentations and manage discussions**.
- **Work cooperatively and collaboratively** with classmates and Project Team members.
- Become **better and more-persuasive writers**.

**Required Reading**


**Communications Policy:**

Professor Smirniotopoulos’s receipt of student emails will be acknowledged within twelve (12) hours or EOD of the day received, whichever is later. Substantive responses will be sent by EOD of the following business day. If a student needs an earlier substantive response or doesn’t receive an acknowledgement of receipt, the student may notify Professor Smirniotopoulos of same by emailing smirn@msn.com.

**Expectations and Responsibilities of Students:**

**Class structure and specific responsibilities**

- **Students are expected to attend all classes and participate fully in each class.**
- **The use of electronic devices is not permitted in the classroom for any reason.** Students are strongly encouraged to keep a notebook or journal for the duration of the course, and to take notes and make such other records of each class by hand. For this purpose, Professor Smirniotopoulos recommends a blank page sketch journal, such as the 192-page Strathmore 400 Series Sketch Journal, available through amazon.com (https://www.amazon.com/Strathmore-Hardbound-Sketch-Journal-Pages/dp/B000KNMEH4) and from art supply stores such a Michael’s. A waiver from this rule may be available for any student who has a documented disability precluding them from being able to take notes by hand or otherwise requiring the use of an electronic device during class. Professor Smirniotopoulos should be contacted in advance of the first day of class regarding any requests for a waiver from this rule.
- **Students are expected to contribute fully, and work cooperatively and collaboratively in each instance in which they are assigned by Professor Smirniotopoulos to work in**
groups, whether in connection with Open Discussions, described below, or on their assigned Project Teams, also described below.

- Lecture PowerPoints and other materials used in class will be posted on Blackboard after the fact.
- **Students are required to regularly check Blackboard for updates.**
- Assignments are an essential part of the class. Students may discuss the assigned problems with other students but must submit only original, individual work, with the exception of **Student Work Product** submitted on behalf of a **Project Team**.
- **Everything posted to Blackboard, including but not limited to Blackboard Announcements, as well as emails from Professor Smirniotopoulos, whether to the entire class, a select group of students or an individual student, are considered essential components of the Course Materials**

**Course Grading:**

**Final Grades** in the course are determined in accordance with **Grading Scheme**, described in detail, below. Letter grades assigned to specific **Grading Scheme Components**, as well as to the **Final Grade**, will be determined based on applying the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>&gt;=97.5%</td>
<td>4.00</td>
</tr>
<tr>
<td>A</td>
<td>92.5% - 97.4%</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>89.5% - 92.4%</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>86.5% - 89.4%</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>82.5% - 86.4%</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>79.5% - 82.4%</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>76.5% - 79.4%</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>69.5% - 76.4%</td>
<td>2.00</td>
</tr>
<tr>
<td>D</td>
<td>59.5% - 69.4%</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>&lt;59.5%</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Please note that grades of C-, D+ and D- are not given. Anything below a 70% and at or above 60% will receive a “D” grade; anything below 60% will receive a failing or “F” grade.
Without detracting from more fine-grained evaluation tools developed and applied by Professor Smirniotopoulos for grading Student Work Product submitted in accordance with the Grading Scheme, general letter grades may best be understood based on the following assessment scale for each student’s competency, as demonstrated by their Work Product:

- **F** - Student has failed to grasp the fundamental concepts conveyed in the course
- **D** - Student’s grasp on the fundamental concepts conveyed in the course is marginal
- **C** - Student has learned the fundamental concepts but has difficulty applying them
- **B** - Student is well-versed in fundamentals but only able to apply them in rudimentary manner
- **A** - Student has mastered fundamental concepts and is able to apply them in complex cases

**Course Structure: Student-Centered, Project-Based Learning**

The first twelve classes in the course will be devoted to covering the Required Reading and related materials for the course, combining lectures, moderated in-class discussions, independent student exercises and papers, and student group presentations on material from each book in the Required Reading list. The semester will begin with investigative journalist Vicky Ward’s, *The Liar’s Ball: The Extraordinary Saga of How One Building Broke the World’s Toughest Tycoons*, in order to provide students with the context within which the course materials may be better understood. The latter part of this period will focus on the Ling & Archer textbook.

The final two classes will be devoted to applying the learning opportunities presented by the Required Reading in the first two-thirds of the course, to the development and execution of Student Group Projects, consisting of a Final Presentation and a Final Report, group work on which will begin on April 2nd. Such group projects may take the form of Contemporary Case Studies; independently formulated theses, approved in advance by Professor Smirniotopoulos; and research proposals formulated and presented to the class by Professor Smirniotopoulos (which, surprisingly, students never seem to buy into, because of the ambitious scope of those ideas; “too much work” is the consistent refrain; but maybe this time will be different).

As with other courses taught by Professor Smirniotopoulos, students will have critical input into, and decide upon specific topics for, all Student Group Projects, choosing among recommendations from Professor Smirniotopoulos (again, never embraced) and topics from selected student Mid-Term papers. Those students who prefer not to have to rely upon group work product for their Final Grade may be allowed to propose, research, and write, subject to Professor Smirniotopoulos’ advance, written approval, a minimum twenty-five page research paper, excluding graphics and end notes, for their Final Project.
Student Assessments (aka “Grading”): The 60-40 Rule.

There are no tests or written quizzes for the course: All student work product will be comprised of individual writings and extemporaneous contributions to class discussions; individual, prepared presentations; and through group presentations and final reports. With the exception of those students choosing to research and write a twenty-five page research paper as their Final Project for the course, as referenced in the preceding paragraph, 60% of each student’s grade in the course will be based on their individual work product, and the remaining 40% of the grade will be based on collective grades for the Student Group Projects; provided, however, that a student’s Final Grade will not be changed by more than one, full letter-grade, up or down, based on the collective, group project grades (e.g., a student with a high-C based on individual work product will not receive a low-A for their Final Grade based on exemplary group work product; the high-C will become a high-B).

Course Methodology:

Principles of Real Estate focuses on student engagement through a variety of teaching techniques. In Classes #1 through #12, students will be presented with a combination of:

- Presentation of specific course materials (per the Class Schedule, above);
- Class Discussions (described below);
- Students’ Submissions of Questions and Issues for Discussion based on Assigned Readings and/or Supplemental Reading Assignments (also described below); and
- Students’ In-Class Presentations of Selected Questions and Issues for Discussion

Focusing on a Project-Based Learning approach that will run simultaneously with Class #10, and for the remainder of the semester, and subject to the Academic Performance Standards set forth below, determining whether or not students will have the privilege of participating in group projects in lieu of submitting an individual Final Paper, selected students will become the professional staff for Collegiate Real Estate Advisors, VLC (a “Virtual Learning Company”), with Professor Smirniotopoulos serving as the company’s founder and Chief Executive Officer (hereinafter, the “CEO”). Depending upon the number of students remaining in the course as of the end of Class #9, and in the exclusive discretion of the CEO, a select group of students will be considered for executive management positions within Collegiate Experience Ventures, based upon (i) meeting the threshold Academic Performance Standards through Class #9 and (ii) their applications submitted for various, available, posted positions within CREA. Student applications will be comprised of a cover letter and a resume or c.v. specifically tailored to the position responsibilities and qualifications for each such position. All position descriptions for these
executive management positions will be posted to Blackboard by the CEO in advance of the beginning of the recruitment process.

All students in the course will participate in the consideration and selection of Project Proposals to be presented by the CEO in Class #9, scheduled for March 28, 2017, based on the Student Project Proposals submitted for Assignment #5 and selected, in the sole discretion of the CEO. Based, in part, on the brainstorming session will take place among the class in Class #9, the CEO will determine, based on the number of students who are determined eligible to participate in a Group Project, select up to four (4) Project Proposals to be developed and presented by an equal number of Project Teams to be staffed by students eligible, as of the completion of grading of Assignment #5, to become CREA professional staff.

The assignment of individual CREA professional staff to specific Project Teams will be made in the CEO’s sole discretion, after taking into account (i) any preferences expressed by individual development team staff, (ii) the capabilities students have demonstrated in Assignments #1 through #3, inclusive, (iii) the capabilities students have demonstrated during Open Discussions in the class (iv) the student’s satisfaction of the Academic Performance Standards, and (v) individual students’ Project Proposals submitted for Assignment #5. Each Project Team Proposal is expected to be comprehensive in scope and persuasive in substance. Considerable student learning will take place within and outside the classroom through this Project-Based Learning approach and the development of collaborative Student Work Product in connection with the creation of each Project Team Proposal Presentation and Project Team Proposal Report, respectively, each of which are described in greater detail in the Grading Components section of the syllabus and will be the subject of a Guidance Memo later in the semester.

Students who do not meet the minimum Academic Performance Standards, set forth, below, as assessed through the completion of Class #9 and Assignments #1 through #5, inclusive, will not be allowed to participate on a Project Team and will, instead, be required to write a Final Paper having a minimum length of twenty-five pages (25 pgs.), based on their Project Proposal Paper or, in Professor Smirniotopoulos’ sole discretion, a topic assigned by Professor Smirniotopoulos to that student. Students required to research and write Final Papers in lieu of serving on a Project Proposal Team will have neither the privilege nor the responsibility of participating in a formal presentation of their Final Paper.
Assigned Readings:

Principles of Real Estate is designed in a way that facilitates a substantial amount of student learning in the classroom. In addition to mastering the material presented in the classroom and in each week's Assigned Reading, students are expected to learn how to apply the material presented through a variety of teaching techniques.

Supplemental Reading Assignments:

In addition to the Assigned Reading, comprised of The Liar’s Ball and the Ling & Archer textbook, respectively, students may also be given Supplemental Reading Assignments, which will be posted, in advance, on Blackboard. Supplemental Reading Assignments may include but are not be limited to: General news and professional journal articles; Project Case Studies; sample documents; and anything else Professor Smirniotopoulos deems necessary or helpful to encourage student learning.

Students will not be tested on any of the content of the Assigned Readings and Supplemental Reading Assignments, respectively. To the extent individual students are asked for their input on any of the Course Materials, it will be limited to their participation in class, which may be graded under the Class Participation Grading Component only. However, in evaluating and grading the Team Project Proposal Presentations and Proposal Reports, respectively, the Project Teams will be expected to have reviewed thoroughly, and be able to apply, all Course Content.

Requirements, Grading Scheme, and Student Work-Product:

The Final Grade for the course will be determined based on a 100-point scale, comprised of seven (7) Primary Grading Components. Each Primary Grading Component, along with its maximum point value, is listed below in the chronological order in which these components occur during the semester.

With the exception of the Class Participation grading component, which will be assessed on an individual basis throughout the entire semester, Grading for Class #1 through Class #12 will focus on individual learning and assessment. Grading in the latter portion of the course will focus on collaborative work.
The following requirements and assignments, described in greater detail during the semester through Assignment Memos that will be uploaded to Blackboard, will focus on individual competencies and performance (with the exception of Class Participation, as noted above):

1. **Class Participation** (20 points)
2. **Assignment #1**: 3-pg. “Five Easy Points” Assignment (5 points, of course)
3. **Assignment #2**: “You Are Here” Assignment (5 points)
4. **Assignment #3**: 10-pg. Critical Analysis of *The Liar’s Ball* (10 points)
5. **Assignment #4**: 5-pg. “My Relationship with Real Estate” Assignment (5 points)
6. **Assignment #5**: 15-pg. CREA Project Proposal (15 points)

The remaining assignments, also to be described in greater detail during the semester through Assignment Memos that will be uploaded to Blackboard, focus primarily on collaborative work through participation on Project Teams organized within the framework of Collegiate Real Estate Advisors, VLC (“CREA”). Each student’s placement on a Project Team will be made by the CEO by October 30, 2015:

7. **Assignment #6**: Project Team Proposal Presentations (20 points)
8. **Assignment #7**: Project Team Proposal Reports (20 points)

Students will use Blackboard for the submission of all Student Work Product. Unless otherwise expressly provided in the Syllabus, all Student Work Product will be due not later than 11:59 p.m. Eastern time (indicated in the Syllabus and in the Lecture Materials as “EOD” for “end of the day”), on the date on which it is due (the “Due Date”). Delivery deadlines must be strictly enforced.

Professor Smirniotopoulos, in his sole and unfettered discretion, reserves the right to reject any Student Work Product delivered after its Due Date. If not rejected (which will result in the student receiving in a zero for that Assignment), Student Work Product submitted after the submittal deadline will automatically be marked down by one, full letter grade (e.g. a “B” will become a “C”) for each day or portion thereof for which it is overdue.

**Primary Grading Components (Maximum available of 100 points):**

- **Class Attendance** (0 points). Students are strongly encouraged to attend every class or get an excused absence, in writing and in advance, from Professor Smirniotopoulos. Although, class attendance is not mandatory, a substantial amount of the learning value of this course comes from the Lecture Materials as well the Class Discussions. Although students will not be penalized for missing a class, if a student is called on in class and is absent without the advance, written consent of Professor Smirniotopoulos, the lack of a response will be counted against the Class Participation component of that student’s grade.

- **Class Participation** (20 points).
Formal and informal forms of **Class Participation**, including **Class Discussions**, will be built into the **Lecture Materials** for each class. Neither the **Class Discussion** topic nor the particular format within which students will be encouraged to participate in **Class Discussions** are required to be announced in advance of each class. **Class Discussion** topics will be based on **Lecture Materials**, **Assigned Readings**, and **Supplemental Reading Assignments**. Students are expected to have completed the Reading Assignments specified for each class in the **Class Schedule** provided at the beginning of this syllabus, plus any Supplemental Reading uploaded to Blackboard and assigned for a specific class. **Class Participation** is comprised of the following, three (3) components:

1. **Open Discussion (10 points)**. The **Course Schedule** is arranged such that each main topic area will be covered over the course of two classes. In the Wednesday class, each new topic area will be introduced, and Professor Smirniotopoulos will lead an **Open Discussion**, which neither relies upon nor assumes that students have completed or even commenced the **Assigned Reading** in that topic area. This gives students an opportunity to be introduced to the topic area, and then allowed five days to complete the **Assigned Reading** for the following Monday class (during which five-day period students will be allowed to submit **Assigned Reading-Specific Questions and/or Issues** should they decide to do so for that following class). The **Open Discussion** feature of **Principles of Real Estate** is designed and intended to encourage students to be both **active listeners** and **critical thinkers**. Students are not assumed to have any of the answers relating to the **Assigned Reading** for the Wednesday classes. Students are expected, however, to rely upon their current knowledge of and experience with the overall subject matter, fostering a free-form discussion among all students on Wednesday (hence the term “**Open Discussion**”).

2. **Participation in Discussion of Project Proposal Presentations (5 pts.)**. **Project Team Proposal Presentations** (see below) will be presented to the class in **Preliminary** and **Final** forms at the end of the semester. Students are expected to complete and submit **Evaluation Forms** for each **Presentation** by the other **Project Teams**, and also to ask questions and offer critical commentary in response to each presentation.

3. **Completion and timely submittal of a Personal Work Statement** from each member of the **Project Team**, not to exceed five (5) pages, describing that team member’s personal contributions to the development of the **Project Proposal** and the preparation of the presentation and the report, as well as detailing what the student learned from the overall experience.
As referenced above, an Assignment Memo will be prepared by Professor Smirniotopoulos and uploaded to Blackboard for each of the seven (7) Assignments, detailed above. Each Assignment Memo will provide all of the information needed to complete the assignment to which it relates. Each of the seven (7) Assignments will also be discussed, in detail, in class. The Due Date for each Assignment is provided in the Course Schedule, above, and will also be included in each Assignment Memo.

Student Work Product:
Anything turned into Professor Smirniotopoulos as a required deliverable for the course, or for any other purpose relating to the course, is warranted to be the original work-product of the student submitting it unless otherwise specifically labeled and described to the contrary, such as through a footnote or other reference to cited authority. Cheating of any kind whatsoever, including but not limited to plagiarism of any sort, will not be tolerated. The University's Honor Code will be strictly enforced in any and all instances of cheating or misrepresenting the source(s) of all or any portion of material constituting Student Work Product that did not originate with the student submitting it.

School of Business Standards of Behavior
The mission of the School of Business at George Mason University is to create and deliver high-quality educational programs and research. Students, faculty, staff, and alumni who participate in these educational programs contribute to the well-being of society. High-quality educational programs require an environment of trust and mutual respect, free expression and inquiry, and a commitment to truth, excellence, and lifelong learning. Students, program participants, faculty, staff, and alumni accept these principles when they join the School of Business community. In doing so, they agree to abide by the following standards of behavior:

- Respect for the rights, differences, and dignity of others
- Honesty and integrity in dealing with all members of the community
- Accountability for personal behavior

Integrity is an essential ingredient of a successful learning community. Ethical standards of behavior help promote a safe and productive community environment, and ensure every member the opportunity to pursue excellence. School of Business can and should be a living model of these behavioral standards. To this end, community members have a personal responsibility to integrate these standards into every aspect of their experience at the School of Business. Through our personal commitment to these Community Standards of Behavior, we can create an environment in which all can achieve their full potential.
Honor Code Statement

Honor System and Code: The Honor System and Code adopted by George Mason University will be enforced for this class:

http://oai.gmu.edu/the-mason-honor-code/

In your work on all written assignments, keep in mind that you may not present as your own the words, the work, or the opinions of someone else without proper acknowledgement. You also may not borrow the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgement. Please note: Faculty are obligated to submit any Honor Code violations or suspected violations to the Honor Committee without exception.

The School of Business “Recommendations for Honor Code Violations” is attached.

Business Library Liaison Information

Jo Ann J. Henson, MLIS Business and Economics Liaison Librarian, Fenwick Library Fairfax Campus: http://infoguides.gmu.edu/business

Disability

If you have a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 703-993-2474. All academic accommodations must be arranged through the ODS. Please take care of this during the first two weeks of the semester. More information about ODS is available at http://www.gmu.edu/student/drc.

Religious Observance

Students who will miss class for religious reasons should inform me of their anticipated absences as soon as possible.

GMU Counseling Center

George Mason University has a counseling center that can provide assistance if you find yourself overwhelmed by life, want training in academic or life skills, or the like. More information is available at http://www.gmu.edu/departments/csdc.

Writing Guidelines

Unless otherwise specified, all writing assignments should be formatted as follows: 1.5-spaced, Arial, 12-point font, and 1-inch margins. To cite and reference professional or academic sources, please use APA Style. Specific instructions for in-text citations and referencing are found in the Publication Manual of the
To help manage the citations and seamlessly create reference lists, Mason supports free software called Zotero at [https://www.zotero.org/](https://www.zotero.org/). This program offers:

- Centralized bibliography management
- Ability to sync across computers
- Ability for teams to combine contributions to the references
- Word plug-in that allows citation management within MS Word

George Mason University has a Writing Center that can help you improve your English writing skills. More information is available at [http://writingcenter.gmu.edu/](http://writingcenter.gmu.edu/).

**Inclement Weather and Campus Emergencies**

Information regarding weather-related changes in the University’s schedule (e.g., closing or late opening) will be provided on the GMU website and via MasonAlert. Students sign up for the Mason Alert system to provide emergency information of various sorts at [https://alert.gmu.edu/](https://alert.gmu.edu/).

An emergency poster exists in each classroom explaining what to do in the event of crises and that further information about emergency procedures exists on [http://www.gmu.edu/service/cert](http://www.gmu.edu/service/cert).