

Syllabus – Spring 2019 – MW 2:00 p.m. – 4 units

Professor: Larry Harris

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Class lectures

Mon/Wed 2:00 – 3:50 p.m. Room: JFF 236

Friday February 1 and 8, April 12, Room: TBA

Office hours

Mondays 4:00 – 5:00 p.m.

Fridays 1:30 – 2:30 p.m.

Or by appointment

Course Description

This course introduces how individuals and real estate professionals trade, lease, manage, develop, finance, and invest in real estate properties. We study these processes and the analytic methods that help people make good real estate decisions. The course curriculum provides essential information for students interested in taking advanced real estate courses, planning careers in real estate, or planning to buy a house, or intending to manage their income property portfolios.

Learning Objectives

The primary objective of this course is that you understand well the competition to obtain value from real estate. To meet this objective, you must learn how people organize their decisions to obtain satisfactory results. Understanding the principles introduced in this course will give you an advantage relative to those who do not have this knowledge.

The overarching learning outcome statement for the course is:

Be able to explain why—and in specific problems, how—better informed and more disciplined real estate analysts make better real estate decisions than do their counterparts who are less informed and less disciplined.

Students successfully completing this course will

- Understand industry-standard terminology and techniques for valuing real estate properties, leases, and financing instruments such as mortgages,
- Be able to build spreadsheets for analyzing important real estate decisions,
- Recognize the value of options in real estate,
- Recognize the importance of taxes in real estate,
- Better understand the economic determinants of property prices and rents, and
- Appreciate how land use regulations, design, finance, and economic projections affect development values and the highest and best use of a property.

- Recognize the benefits and costs of the various ways companies doing business in real estate are legally organized.

Additional learning outcome statements appear on Blackboard and at the beginning of each chapter in the textbook.

Required Materials

- Ling, David and Archer, Wayne, *Real Estate Principles: A Value Approach*, 5th (latest) edition (Homewood, Illinois, McGraw-Hill Education, 2017, ISBN 9786-0-07-783636-8).

Every student must have access to a financial calculator during each class session. I use a Hewlett-Packard 12C and will demonstrate its use in class. You may use any other financial calculator that you please, but if you have trouble using it, I may not be able to give you as much assistance as I can with the HP 12C.

During regular class sessions, you may use financial calculator apps on your smartphone or your laptop. Numerous apps are available from many sources—you can download HP 12c apps for any smartphone or computer operating system. They are either free or inexpensive.

For exams, you **must** bring an actual hand-held calculator that does not store text and does not connect to any electronic network. I regret this requirement, which helps ensure that nobody is tempted to cheat.

During regular class sessions, you must also bring a laptop computer that can run Excel so that you can build spreadsheets in class. You can use another spreadsheet program, but I may not be able to help you figure out how it works or where to find certain financial functions as I am only familiar with Excel.

You must complete your homework assignments in spreadsheet workbooks that you will turn in through Blackboard. Excel must be able to read the spreadsheets that you turn in so if you use another spreadsheet program, be sure that it can write to a file that Excel can read.

Students must read the *Wall Street Journal* regularly to follow stories involving real estate and mortgage market values and activities. The *Los Angeles Business Journal* is the best source for local news concerning real estate activity in the Los Angeles Region.

Supplemental Materials

- John Downes and Jordan Elliot Goodman, editors, *Dictionary of Finance and Investment Terms*, 10th Edition (New York: Barron's Educational Series, 2018, ISBN 978-1438010441). This inexpensive dictionary is useful for quickly defining financial jargon and concepts.
- CFA Institute Financial NewsBrief. This free resource provides a daily email that briefs important current financial news stories and provides links to the primary sources. Sign up at <https://www2.smartbrief.com/getLast.action?mode=last&b=cfa>. You should read it every day.

Prerequisites and Credit for Business Majors

This course has no prerequisites. It is intended for non-business majors, but it is open to all majors. It is not available for credit as a senior options course for business majors or students in the real estate option.

Other Course Materials

Copies of various supplemental course materials will be available through your Blackboard account. I may use a password to protect some documents. If so, the password will be **TradeOn**. The password is case sensitive.

Grading Summary

		<u>% of Grade</u>
Homework		20.0%
Examinations	Bond Math Qualifier	20.0%
	Two quizzes @ 10% each	20.0%
	Midterm	15.0%
	Final exam	<u>25.0%</u>
TOTAL		100.0%

Final course grades represent how you perform in the course relative to other students and relative to my expectations for students in the course. Your grade will not be based on a mandated target, but on your performance, consistent with the policies of USC and the Marshall School of Business. Historically, the grade point average for this course is about 3.3. I assign higher or lower average grades based on my perception of the overall performance of the class.

I consider four items when assigning class grades:

1. Your weighted-average standardized score for all exams and other exercises. Since exams inevitably vary in difficulty, I standardize the scores by subtracting the class mean and dividing the result by the class standard deviation. I average these standardized scores weighting by the contributions of each exam to the class grade. I base the standardization only on the scores of students who will receive non-failing class grades.
2. Your weighted-average exam and other exercise scores. This measure does not standardize the scores for each exam and exercise. I adjust the raw scores so that weights given to each examination reflect those in the table above.
3. Your rankings among all students in the class using the above two measures.
4. My impression of the overall achievement of the students in this class relative to that of other students in comparable classes that I have taught in the last few years or am presently teaching in other sections.

ASSIGNMENTS AND GRADING DETAIL

Examinations

Examination dates will not change. Please check now to see that you do not have any conflicts.

The examinations will consist of constructed answer (essay, one-sentence, one word, calculation) questions or multiple-choice questions. I have not used multiple-choice questions in the past but may do so this year. I structure the exams so that well-prepared students usually finish well before the end of the allocated time.

The midterms and the final examination all will be cumulative examinations. Since I occasionally reuse questions from previous midterms that I gave you, I strongly suggest that you review your graded midterms to ensure that you can correctly answer questions that you missed in the past.

When writing exams, I always refer to the detailed list of the learning outcome statements that I posted on Blackboard. Except for questions involving current events, every question on an exam will involve knowledge identified by one or more of these learning outcome statements.

I award partial credit on constructed answers when I can see that your answer is at least partly correct. Accordingly, present your work neatly so that I can follow it. If you provide a calculated quantitative answer that is qualitatively incorrect, I award little or no partial credit. How much partial credit I award

depends on the difficulty in determining whether the answer is obviously incorrect. Accordingly, always check to ensure that your answer is reasonable.

For example, the present value of a series of payments is always less than the sum of the payments (when the discount rate is positive as it should be). If a question asks for the present value of a series of payments and your answer is greater than the sum of the payments, I will award little or no partial credit for your answer regardless of the quality and presentation of your calculation method. In this case, if the sum of the payment were easily computed (as it generally would be), I would award no partial credit because the answer would be obviously incorrect.

I posted old examinations with answers on Blackboard. I do not post exams with multiple choice questions.

The Bond Math Qualifier

The Bond Math Qualifier is a midterm exam that will include only five questions. These questions test whether you can solve the five archetypal bond math problems that underly all discounted cash flow problems that appear in this course. Each question will require that you can properly use one of the five solution buttons on your calculator.

The skills necessary to solve these questions are essential to understanding real estate finance. Accordingly, I assigned a course grade weight of 20% to Bond Math Qualifier.

The five questions will be specific examples of the following related questions:

1. What is the periodic payment for a fixed rate mortgage loan with a given principal, term, annual nominal interest rate, payment period (year, quarter, month, or week), and end-of-term principal value?
2. At a specified time T_1 , what is the remaining balance of the loan assuming that the borrower made all payments when due?
3. At a specified time T_2 (earlier than T_1), what is the present value of the remaining payments at a given discount rate assuming that the borrower will repay the loan at time T_1 ?
4. If the borrower must pay a given loan origination fee (points) to obtain the mortgage loan, or an early payment fee to repay the mortgage early, or both, what is the effective annual nominal rate of the loan assuming that the borrower repays the loan at time T_1 ?
5. If from the beginning, the borrower pays more than the required payment per period, after approximately how many years and periods will the borrower repay the loan?

I posted three sets of examples of these questions along with their answers in the Blackboard Content folder. An additional set of these questions appears in the 2018 Spring Midterm. I posted this exam and its answers the Blackboard old examinations folder.

Since these five questions are worth 20% of the course grade, and since most students will answer them perfectly and thus score 100% on the Bond Math Qualifier, you will want to make sure that you are well prepared so that you also can answer them correctly. If you cannot correctly answer these questions, your course grade will suffer substantially. If most students get excellent grades on the Bond Math Qualifier and you do not, the effective weight on this examination for you will be higher than 20%.

Although doing well on the Bond Math Qualifier is important to your grade, you need not be anxious about the exam if you prepared prepared. The knowledge necessary to achieve 100% is well known and

finite, you have at least four examples posted on Blackboard, similar problems appear in the book and homework, I will provide examples in class, and I will provide substantially more time to complete the exam than any well-prepared student should require.

Homework

On most class days, you will be required to submit via Blackboard homework assignments. The assignments appear below in the course calendar section of this syllabus. You must prepare your assignments in an Excel-readable workbook file and turn them in through Blackboard before the start of class on the day that they are due.

You generally will not get any feedback unless a teaching assistant or I did not think that you took the assignment seriously. If you want feedback on an assignment, after you turn it in on Blackboard, send me an email with your spreadsheet workbook attached. Then meet with me during my office hours, arrange to meet with me another time, or call me to discuss your work. I am willing to help you with the course subject concepts and your writing skills.

Your homework will consist of questions and problems from the textbook. Turn in the Excel workbook file, not a PDF of it. Except as noted below, use a different spreadsheet within your workbook for each question. Name the spreadsheet with the question number. You need not copy the question into your workbook.

For problems that require written (not calculated) answers, put the answer in Column A, format the column to wrap text (the wrap text button is on the Home Ribbon in the middle), and widen the column to page width. If several problems in a row require written answers, you may place them on the same spreadsheet separated by blank lines. In which case, put the problem number in Column A and the answer in Column B.

For problems that simply require that you add, subtract, multiply, or divide a few numbers, present the calculations as follows in the spreadsheet:

1. Put the input values upon which the analysis depends at the top of the spreadsheet with one line per value. For each line, put a label in Column A and put the input value in Column B.
2. Skip a line.
3. Provide a label for the result in Column A with the calculated result appearing in Column B.
4. Highlight your answer(s) using green font.
5. Skip a line.
6. Check your work using a financial calculator. Then put "Checked with a calculator" in Column A. This step ensures that you can do these problems with a calculator, as you must on the exams and when spreadsheet programs are not available to you.

For problems that require one to three more complex calculations, present the calculations as follows in the spreadsheet:

1. Put input values in the spreadsheet as described above.
2. Skip a few lines.
3. Provide a label for the result in Column A with the calculated result appearing in Column B. If you need to do some intermediate calculations, do them first, label them as you go.
4. Highlight your answer(s) using green font.
5. Skip a line.
6. Check your work using a financial calculator. Then put "Checked with a calculator" in Column A. This step ensures that you can do these problems with a calculator, as you must on the exams and when spreadsheet programs are not available to you.

For problems that involve the production of a table, present the answer as follows in the spreadsheet:

1. Put input values in the spreadsheet as described above.
2. Skip a few lines.
3. If the computation of the table requires one or more preliminary calculations, such as the amount of a repeating payment, present the calculations with labels as above.
4. Skip a few lines.
5. Provide a label for your table in Column A
6. Skip a line.
7. Produce the table. Be sure to label both the rows and the columns.

If two or more problems are based on the same set of input values, you can do them both on the same spreadsheet.

Spell check the entire workbook to correct obvious writing mistakes. This requirement will help ensure that your writing improves. Do not worry about jargon words that you know are spelled correctly but which do not appear in the spell checker dictionary. The spell check button is the left-most item on the Review Ribbon. Make sure that you check the entire workbook and not just the current spreadsheet.

Before saving your workbook, open it to the first spreadsheet so that when the file is reopened, the first spreadsheet will appear.

You will receive either full credit or no credit for the homework. You would receive full credit if you took the assignment seriously. You will receive no credit if

1. The assignment is late,
2. Excel cannot read your spreadsheet workbook file,
3. You did not follow the above formatting instructions,
4. You did not take the assignment seriously,
5. You did not use the spelling checker to correct obvious spelling mistakes,
6. You copied someone else's work. (Plagiarizing also would subject you to other penalties described below.)

You can miss or fail to receive credit for three or fewer homework assignments without affecting your grade. Most students complete all the homework assignments satisfactorily and on time. In my experience, students who fail to do the homework assignments on time or who fail to take them seriously also tend to do poorly on the exams.

USC Marshall Critical Thinking Initiative

The USC Marshall Critical Thinking Initiative is a school-wide effort to improve your critical thinking skills so that you can be more successful problem solvers in class and the workplace. In this course, you will engage in many learning activities that are aimed at developing and applying your critical thinking skills in a disciplined manner so that you can outperform others to get your desired job and to excel further in your career. Your ability to think critically is an important part of the evaluation/grading process in this course.

Discussion Board

The Blackboard discussion board for this class will be available for online discussions. If you have questions, post them to the board, and your classmates or I will answer them. I sometimes answer questions quickly, and sometimes I let a question sit for a while, especially if you can easily find the answer in the book.

MARSHALL GUIDELINES

Add/Drop Process

Most Marshall classes are open enrollment (R-clearance) through the Add deadline. If an open seat is available, students can add the class using Web Registration. If the class is full, students will need to continue checking the Schedule of Classes (<https://classes.usc.edu/>) to see if space becomes available. Students who do not attend the first two class sessions may be dropped from the course if they do not notify the instructor before their absence.

Further, if you are absent six or more times before April 6, 2019 (the last day to withdraw from a course with a grade of “W”), I may ask you to withdraw by that date. These policies maintain professionalism and ensure a system that is fair to all students.

Marshall Grading Guidelines

Assignment/Exam Grading Policy: As the instructor, I determine what qualifies as an accurate grade on an assignment, exam, or another deliverable, and my evaluation of the performance of each student is the final basis for assigning grades for the class. I may delegate some grading to assistants, but I remain responsible for all grades.

I adhere to the following Marshall School standards for undergraduate grading:

- A Excellent quality work
- B Good quality work
- C Fair quality work
- D Work of minimum passing quality
- F This grade is awarded to any undergraduate student failing to meet the minimum standards for passing the course. The grade of F indicates that the student failed at the end of the semester or was doing failing work and stopped attending the course after the twelfth week of the semester.

Plus/minus grading (A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F) increases the basic five grades to a total of twelve possible levels of performance.

I interpret these standards as follows:

- A Mastery of course concepts, tools, and techniques, plus a solid understanding of implications, applications, and interrelationships. Ability to apply and express that understanding with meaningful oral and written language.
- B Solid understanding of course concepts, tools, and techniques, plus knowledge of implications, applications, and interrelationships. Capability to converse effectively in the terminology of the course.
- C Knowledge of course fundamentals. Basic understanding or awareness of finer points of course and discipline. Meets minimal expectations of course input criteria.
- D Weakly grasps the essentials of the course with little understanding of the finer points.
- F Unable to communicate an understanding of the basic concepts, tools, or techniques of the course. A failure to measure up to the basic course output goals.

Retention of Graded Coursework

I retain final exams and all other graded works that affect the course grade for one year after the end of the course if I have not returned the graded work to the student. If I returned graded work to you, you are responsible for filing it.

Returned Papers

To protect the confidentiality of your work, you must pick up your own graded paperwork. I will not give your papers to anyone else. Students who miss class sessions when I return paperwork must come to office hours or arrange an appointment to retrieve the material.

Marshall Technology Policy

Laptop and Internet usage is not permitted during academic or professional sessions unless otherwise stated by the respective professor and/or staff. Use of other personal communication devices, such as cell phones, is considered unprofessional and is not permitted during academic or professional sessions. ANY e-devices (cell phones, iPads, other texting devices, laptops, I-pods) must be completely turned off during class time. Upon request, you must comply and put your device on the table in off mode and FACE DOWN. You might also be asked to deposit your devices in a designated area in the classroom. Videotaping faculty lectures is not permitted due to copyright infringement regulations. Audiotaping may be permitted if approved by the professor. Use of any recorded or distributed material is reserved exclusively for the USC students registered in this class.

Academic and Personal Conduct

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's academic work from misuse by others as well as to avoid using another's work as one's own (plagiarism).

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards"

<https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct at <https://policy.usc.edu/scientific-misconduct/>.

I will refer students to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. You can read about the Review process at <http://www.usc.edu/student-affairs/SJACS/>. Failure to adhere to the academic conduct standards set forth by these guidelines and our programs will not be tolerated by the USC Marshall community and can lead to dismissal.

The University does not tolerate discrimination, sexual assault, or harassment. You are encouraged to report any incidents to the *Office of Equity and Diversity* <https://equity.usc.edu/> or the *Department of Public Safety* <https://dps.usc.edu/contact/report/>. These reports are important for the safety of the whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report or can initiate the report on behalf of another person. *Relationship and Sexual Violence Prevention and Services* (RSVP) <https://engemannshc.usc.edu/rsvp/> provides 24/7 confidential support, and the sexual assault resource center webpage <https://sarc.usc.edu/reporting-options/> describes reporting options and other resources.

I take my responsibility to promote good academic and personal contact seriously. I report all incidents of reportable offenses. Regrettably, my past reports (and those of my colleagues) have led to serious consequences for irresponsible students.

Support Systems

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. <https://engemannshc.usc.edu/counseling/>

National Suicide Prevention Lifeline - 1-800-273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <https://titleix.usc.edu/>.

Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.usc.edu/>

Bias Assessment Response and Support

Incidents of bias, hate crimes, and microaggressions need to be reported allowing for appropriate investigation and response. <https://titleix.usc.edu/reporting-options/>

The Office of Disability Services and Programs – <https://dsp.usc.edu/>

Provides certification for students with disabilities and helps arrange relevant accommodations.

Student Support & Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

Diversity at USC – <https://diversity.usc.edu/>

Tab for Events, Programs, and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students

USC Emergency Information – <https://emergency.usc.edu/>

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.

Provides overall safety to USC community. <https://dps.usc.edu/>

Students with Disabilities

USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the Office of Disability Services and Programs (<https://dsp.usc.edu/>). DSP provides certification for students with disabilities and helps arrange the relevant accommodations. Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in GFS (Grace

Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: ability@usc.edu.

Emergency Preparedness/Course Continuity

In case of a declared emergency, if travel to campus is not feasible, the *USC Emergency Information* website (<https://emergency.usc.edu/>) will provide safety and other information, including electronic means by which instructors will conduct class using a combination of Blackboard, teleconferencing, and other technologies.

Please make sure you can access this course in Blackboard and retrieve the course syllabus and other course materials electronically. You should check Blackboard regularly for announcements and new materials. In the event of an emergency, the ability to access Blackboard will be crucial. USC's Blackboard learning management system is available at blackboard.usc.edu.

Assignment Submission Policy

Assignments must be turned in by the due date/time electronically via Blackboard.

Evaluation of Your Work

I will do my best to make my expectations for the various exams clear and to evaluate your answers as fairly and objectively as I can. If you feel that an error has occurred in the grading of any question, you may, within one week of the date the exam is returned to you, write me a memo in which you request that I reevaluate the assignment. Attach the original exam to the memo and explain fully and carefully why you think the question should be regraded. Be aware that the reevaluation process can result in three types of grade adjustments: positive, none, or negative.

Course Calendar

Class Sessions, Readings, and Homework Assignments

Some important prior commitments will prevent me from attending several scheduled classes. Accordingly, we will meet at our regularly scheduled time on three Fridays at locations that I will announce upon confirmation. The Friday class meetings will occur on February 1, February 8, and April 12. I will record these lectures so that you can watch them if you are unable to attend. Your continued registration in this course will constitute acceptance of these arrangements.

All examinations will take place as scheduled. The homework assignments are due on the indicated dates before the start of class.

I may modify the topic schedule to meet the needs and interests of the class.

“L&A” refers to our textbook, *Real Estate Principles: A Value Approach*, by David Ling and Wayne Archer.

The course meetings will involve discussions, exercises, and lectures. When I lecture, I will primarily reinforce and expand upon the lessons in the readings. I often will not review them as I will assume that you have done the readings. It is imperative that you read and study the assigned readings before coming to class.

Read the financial press every day. Come to class prepared to discuss current events in the markets. At a minimum, you must read *The Wall Street Journal* for stories about real estate, interest rates, taxes, and other factors that affect real estate values. The business sections of the *New York Times*, *The Financial Times*, and *Investor's Daily* are also very good. Try reading the finance section of *The Economist* and any relevant special reports. Also, browse the CFA Institute Financial NewsBrief every day—it only takes about a minute. Serious professionals follow current events in their industry. Be a real estate industry professional, if only for the next 17 weeks. Reading the news will help you get more out of this course and out of our class discussions.

Course Calendar

Date		Notes	Topics	Assignments
Jan 7	M		Introduction	
Jan 9	W	Optional 6:00 p.m. dinner at Harris house	The Nature of Real Estate and Real Estate Markets	Read L&A Chapter 1 Homework: L&A Study Questions 2, 4, 5, 6, 7 and 8 on p. 16
Jan 14	M	Start bringing your calculator!	Legal Foundations to Value	Read L&A Chapter 2 Homework: L&A Study Questions 1, 3, 5, and 6 on p. 43
Jan 16	W		Conveying Real Property Interests	Read L&A Chapter 3 Read L&A Chapter 44, pp. 388-392 Homework: L&A Study Questions 1, 4, and 7 on p. 67
Jan 21	M	No Class (MLK Holiday)		
Jan 23	W		Government Controls and Real Estate Markets	Read L&A Chapter 5 Read L&A Chapter 64, pp. 392- Homework: L&A Study Questions 1, 3, 4, 6 and 7 on pp. 96-97
Jan 28	M	No Class (Prof. Harris at SEC FIMSAC meeting)		
Jan 30	W	Quiz 1	Market Determinants of Value	Read L&A Chapter 7 Homework: L&A Study Questions 1, 4, and 5 on pp. 125-126
Feb 1	F	Friday Class	Forecasting Ownership Benefits and Value: Market Research	Read L&A Chapter 8 Homework: L&A Study Questions on 2, 3, and 5 on p. 158 (Note that Question 3 involves field work—allocate a minimum of an hour.)
Feb 4	M	No Class (Prof. Harris at Harvard/USC Aspen RE Conference)		
Feb 6	W		Valuation Using the Sales Comparison and Cost Approaches	Read L&A Chapter 9 Homework: L&A Study Questions 2, 3, 5, 11, 12, and 14 on pp. 187-188
Feb 8	F	Friday Class	Valuation Using the Income Approach	Read L&A Chapter 10 Homework: L&A Study Questions 1, 4, 6, 7, 9, and 12 on pp. 211-212

Date		Notes	Topics	Assignments
Feb 11	M	Winner's Curse Game	Additional Valuation Topics: The Winner's Curse and Spatial Economics	
Feb 13	W		Real Estate Finance: The Laws and Contracts	Read L&A Chapter 11 Homework: L&A Study Questions 1, 2, and 4 on p. 242
Feb 18	M	No Class (Presidents' Day Holiday)		
Feb 20	W		Residential Mortgage Types and Borrower Decisions Additional Valuation Topic: Default Options	Read L&A Chapter 12 Homework: L&A Study Questions 1, 2, 5, 6, and 9 on p. 270
Feb 25	M		Sources of Funds for Residential Mortgages	Read L&A Chapter 13 Homework: L&A Study Questions 4, 8, and 9 on p. 303
Feb 27	W		Real Estate Brokerage and Listing Contracts, Contracts for Sale and Closing	Read L&A Chapters 14 and 13 Homework: L&A Study Questions 2, 3, and 6 on p. 336-337 and Study Questions 7 and 8 on p. 382
Mar 4	M	Midterm Examination		
Mar 6	W		The Effects of Time and Risk on Value	Read L&A Chapter 15 Homework: L&A Study Questions 1, 2, 4, 6, 8, 11, 16, 22, and 24 on pp. 407-408
Mar 11	M	Spring Recess Holiday		
Mar 13	W	Spring Recess Holiday		
Mar 18	M		Review of Bond Math	Reread L&A Chapter 16
Mar 20	W		Review of Bond Math Qualifier Questions	Answer the three sets of five bond math questions posted on Blackboard

Date		Notes	Topics	Assignments
Mar 25	M		Mortgage Calculations and Decisions	Read L&A Chapter 17 Homework: L&A Study Questions 1, 2, 4, 8, 9, 10, 12, 15, and 18 on pp. 427-428
Mar 27	W	Bond Math Qualifier Exam	Commercial Mortgage Types and Decisions	Read L&A Chapter 18 Homework: L&A Study Questions 3, 4, 5, 9, and 11 and 13 on pp. 452-453
Apr 1	M		Sources of Commercial Debt and Equity Capital	Read L&A Chapter 19 Homework: L&A Study Questions 1, 2, 5, 7, and 9 on p. 481
Apr 3	W		Investment Decisions: Ratios	Read L&A Chapter 20 Homework: L&A Study Questions 1-3, 5, 6, 7, 9, and 11 on p. 500
Apr 8	M		Investment Decisions: NPV and IRR	Read L&A Chapter 21 Homework: L&A Study Questions 4, 5, 7, 9, and 11 on pp. 520-521
Apr 10	W	Quiz 2	Income Taxation and Value	Read L&A Chapter 22 Homework: L&A Study Questions 1, 3-5 (the preamble to these three questions follows Question 2), 10, and 11 on pp. 551-552
April 12	F	Friday Class	Enhancing Value through Ongoing Management	Read L&A Chapter 23 Homework: L&A Study Questions 1, 3, 7, 8, and 9 on p. 576
Apr 15	M	No Class (Prof. Harris at Q Group Conference)		
Apr 17	W	No Class (Prof. Harris at IB annual shareholders meeting)		
Apr 22	M		Leases and Property Types	Read L&A Chapter 24 Homework: L&A Study Questions 1, 4, 5, and 6 on pp. 601-602

Date		Notes	Topics	Assignments
Apr 24	W		Development: The Dynamics of Creating Value Additional Valuation Topic: Real Options	Read L&A Chapter 25 Homework: L&A Study Questions 1, 2, 5, 6, and 8 on p. 630
Apr 29	M	No Class (Study day		
May 6	M	Final Examination, 2:00 – 4:00 p.m. in JFF 236		
May 10	F	University Commencement		

CONTACT INFORMATION

Addresses and Telephone Numbers

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You may call me at home, but please
not before 7:00 a.m., after 9:30 p.m.,
on Friday night, or on Saturday.

How to Reach Me

1. Drop in during office hours—no appointment is necessary. My office is in Hoffman 806. My office hours this semester are:

Mondays	4:00-5:00 p.m.
Fridays	1:30-2:30 p.m.
2. Arrange to meet me by appointment.
3. Just drop in. I am in my office most days. It is best (but not necessary) to call ahead to make sure I am available and not occupied.
4. Call me on the telephone. If you leave a message, please speak slowly and clearly when you give your phone number. You may call me at work, home or on my cell phone. Please do not call me at home before 7:00 a.m., after 9:30 p.m., on Friday night, or on Saturday.
5. Arrange to dine with me before or after class. Consider inviting your classmates too. On Wednesdays, I often eat lunch at 11:00 a.m. at the farmer's market on McCarthy Quad. Look for me on the west side of the quad on a bench or at a picnic table.
6. Send me an e-mail at LHarris@USC.edu. While I am always happy to take questions about course topics, I prefer to respond orally rather than by e-mail. The opportunity to listen and respond appropriately usually produces more effective learning. Also, if you have course topic questions, consider posting them to the Blackboard discussion board where a classmate may answer the question first, and where everyone can see my responses.