REAL 444-01
Real Estate Internship
Fall 2020

Professor: Dr. Elaine Worzala  
e-mail: worzalaem@cofc.edu
Office: Virtual for Fall 2020  
phone: 858-353-2067
Office Hours: Tuesdays and Wednesdays 10-12 Zoom office hours or by appointment.

Course prerequisites: Senior standing, a declared Business Administration major and at least a 2.0 GPA

Course Description and Objective: The purpose of academic credit internships is two-fold. Not only are you performing tasks for your experience provider and learning about the field in a “real world” setting, but there is also a component requiring the intellectual study of real estate. An internship is a supervised learning experience guided by your Learning Contract that requires reflection of the correlation between the skills and concepts you have studied in the classroom and the practice and application of them in a professional environment.

To this end, there are certain academic requirements associated with the internship, and it is your responsibility to fulfill these requirements according to the deadlines established by the School of Business and your faculty supervisor. Simply performing well on the job will not guarantee you an “A” for this course. To get an A you need to complete exceptional work and go beyond the basics.

Please note that this is a self-directed course of study designed to help prepare you for the professional world.

Time management is your responsibility. This is an essential skill set for any professional. You need to plan and be sure to meet all of the deadlines for this course. There are some requirements that your experience provider needs to help you with so be sure to remind them that you have a few deadlines. The executive interview, your midterm evaluation and the final evaluation may be the hardest to set up so do not wait until the last minute to create the meetings. Try to set the appointments up well in advance of the due date. This interview can be with your supervisor but you can also use the opportunity to request an interview from someone more senior in the organization.

Grades for this course are a combination of your academic work and the evaluation of your supervisor at the end of the term. Do not discount the importance of submitting your work on time and presenting your work in a professional manner.

Through the successful completion of this internship, the student will address the following School of Business Learning Goals. Remember, you have chosen three of these goals so please emphasize those in your weekly journals.

Communication Skills: Students demonstrate the ability, both written and spoken, to effectively present, critique, and defend ideas in a cogent, persuasive manner.

Quantitative Fluency: Students demonstrate competency in logical reasoning and data analysis skills.
Global and Civic Responsibility: Students able to identify and define social, ethical, environmental and economic challenges at local, national and international levels. Students also be able to integrate knowledge and skills in addressing these issues.

Intellectual Innovation and Creativity: Students demonstrate their resourcefulness and originality in addressing extemporaneous problems.

Synthesis: Students demonstrate the ability to integrate knowledge from multiple disciplines incorporating learning from both classroom and off-campus settings in the completion of complex and comprehensive tasks.

Email Policy: Students will operate under the following email guidelines:
- Be sure to read all emails from Amy Solomon (Student Success Center), your work colleagues and myself. Reading emails are imperative for success in the current business world. Expect faculty/staff to respond to emails between 9 a.m. and 5 p.m., Monday through Friday with a maximum of a 48-hour lag time.
- For any concerns about grades, please contact me by email or set up a Zoom appointment. You can also call my cell phone, although I do screen my calls for spam so I may not answer. Please leave a message and I will return your call.
- Always check your syllabus and the OAKS before you ask a question. It is true that there are no dumb questions, but there are bad and annoying questions if you are making someone do your work.
- Be specific about the subject of the email in the mail subject heading and be sure to spellcheck the email (including names) as well as proofread the email for grammar or punctuation mistakes. Do not begin emails with “Hey” and unless you know the person personally and they have asked you to be informal, err on the side of using Dr, Ms., Mr. or Professor.

Required Hours: Please adhere to the internship beginning and ending dates on your learning contract unless you make other arrangements with your supervisor and myself. A minimum of 120 hours of on-site or remote work for the company is required. Please do not get fired. This will have an impact on your grade. Time spent on journal entries and other assignments for the class do not count towards the 120 hours. Ideally, you will spend a minimum of 12 weeks on-site or more likely working remotely due to COVID 19 and work at least 10-12 hours per week with your experience provider. You may not work three 40-hour weeks. The purpose of spreading the internship over a semester is to have you experience the workflow of an office environment. End-of-year tasks, for example, are often quite different from the work you will be doing at the beginning of the semester.
Assignments: Completion of the following assignments is the basis for earning your grade and getting college credit for this internship experience:

1. **Syllabus Quiz and Information Sheet**: Please complete the syllabus quiz and information sheet before August 28, 2020. They are in the quiz section and Drop Box assignments.

2. **Weekly Journal**: You are required to keep a weekly journal identifying course concepts as well as your learning goals as applied in the workplace. The journal must be typed, double-spaced, and submitted electronically in to the OAKS dropbox by midnight on Mondays (beginning **August 31, 2020**). Please let me know if you are starting your internship later than the first week of the term. Late entries will receive a 5-point deduction and if it is not in by Wednesday, you will receive no points. Please let me know as soon as possible if something comes up and you cannot make these deadlines. Communication is key. Please be sure to let your experience provider know if something comes up as well to prevent you from working.

   The format for the journals is as follows:

   Name:
   Experience provider:
   Name of experience provider supervisor:
   Week of:
   Hours worked for the week:
   Hours worked to date:

   For full credit, each weekly journal entry needs to include:
   - What tasks you performed for the week with results
   - How classroom concepts and the learning goals are applied in the work environment
   - Workplace observations – any thoughts on how things could/should run. Alternatively, how situations could have been handled differently
   - Workplace activity (what is going on in the office)
   - Reactions to events taking place in the office
   - Additional comments about what you are learning from the experience

   **Important note**: Please submit your journals like a reversed diary. That is, please submit them all in one document with the most recent week’s entry at the TOP of the document, followed by the previous weeks’ submissions. By the end of the semester, you should have one comprehensive journal with all your entries included with the last week you worked at the beginning of the document. Please see the sample at the end of this syllabus as an example.

3. **Industry Analysis**: Submit a three-page double-spaced industry analysis which includes information of the size and profitability of the industry, current industry conditions, ways to generate profits and cut costs related to the industry and identification of the host company’s competitors. Please submit in to the OAKS drop-box no later than **Friday, September 11, 2020**.

4. **Executive Interview Summary**: Interview one senior-level manager to understand his/her career and discuss primarily career development. Students will summarize the interview in a
5. **Special Project and Executive Summary**: Please work with your experience provider and myself to design a relevant special project for your final assignment. This report should be something be of value to the company but you the one that is primarily completing the project. Concurrent with completion of the special project, please prepare an executive-level business report appropriate for submission to top management.

Depending on the project, the report will likely include an Executive Summary fully supported with problem identification, implications, alternative solutions, implementation strategy, recommendations; results achieved or expected outcome and bibliography of research sources. In most cases, the report should be will be a minimum of ten (10) pages, double-spaced, not including appendixes. If you have questions or concerns on what to do, please contact me. Please submit the report into the OAKS drop-box folder no later than midnight on **Monday, December 7, 2020**.

6. **Mid-Term Analysis**: Sometime the last week of September, please meet with experience provider and interview them about the internship and your performance. We want to encourage communication with your experience provider. A list of possible questions will be posted on the OAKS site to guide you in the conversation. However, if there are questions more suited towards the internship, please feel free to ask those. The interview should last for between 20-30 minutes. Please keep in mind this is very different from the Executive Interview Summary that may or may not be with your direct supervisor. With this assignment, you are examining how you are doing with the internship while the other assignment focuses on the conversation with the Executive and their career path. After the interview, please submit a one-half to one full-page report on this session. Please submit on OAKS before midnight on **Friday, October 2, 2020**.

7. **Job Performance and Satisfactory Evaluation**: Job performance feedback is important to help you grow and develop practical career-related experience. Your experience provider will be emailed a job performance evaluation that is part of your grade for this course. These evaluations are due by **November 20, 2020**. Typically, the experience provider will review their evaluation with you.

8. **Instructor Evaluations on-line and review of the internship**: Please complete the online instructor evaluations for this course. Screen save the response and upload to the OAKS site by the end of exam week. The reflective review of the internship can be found in the Dropbox assignments on OAKS.
Grading and College Credit:

1. Syllabus Quiz and information sheet 10 2%
2. Journals (10 points each, due every Monday starting Aug 31) 130 26%
3. Industry Analysis (due Sept 11) 50 10%
4. Executive interview summary (due Sept 25) 50 10%
5. Mid-Term Analysis (due Oct 2) 25 5%
6. Job performance and evaluations (Nov 20) 25 5%
7. Special project and report (due Dec 7th) 200 40%
8. Instructor Evaluation on-line and review of the internship 10 2%

500 100%

Please be sure to let me know if you are having any problems that will affect your ability to complete the objectives of the course as soon as possible. Failure to keep your experience provider and myself informed of potential problems may result in a reduced grade or failure of the course. As mentioned earlier, time management is essential in business, so late assignment submissions will result in a deduction of points. There will be a two-point penalty assessed per day for any late assignment unless you communicate with me why you are turning something in late. A motto I live by is “It is never too late to communicate”.

Grade Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94 – 100%</td>
<td>C+</td>
<td>77 – 79</td>
<td>D-</td>
<td>60 – 63</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 93</td>
<td>C</td>
<td>74 – 76</td>
<td>F</td>
<td>0 – 59</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89</td>
<td>C-</td>
<td>70 – 73</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>84 – 86</td>
<td>D+</td>
<td>67 – 69</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80 – 83</td>
<td>D</td>
<td>64 – 66</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Communication Climate: The best way to contact me with personal questions/issues is via my email at worzalaem@cofc.edu. In addition, I have online office hours and I am happy to schedule an appointment via Zoom. I will try to respond within 24 hours on weekdays. I may not be able to respond to your email within 24 hours on weekends. In order to maintain a cordial and effective learning environment, it is important to be courteous in your online postings and communication with your instructor as well as your colleagues.

Assignment Expectations: Expectations for Written Work: Following the School of Business learning goal of effective communications, all written work (including presentations) must follow basic principles of effective written communication. As any potential investor (or employer) would expect, all written work should be neat, well organized, clearly written, and free from grammatical and/or typographical errors. In other words, grammar, spelling and formatting will count as part of the grade on all assignments (including presentations).
E-mail Business Etiquette: Please use business etiquette in your e-mails. I will respond to professional e-mails that follow the guidelines below:

- E-mail alias displaying your full name with @cofc.edu
- Subject line identifying your class as REAL 444
- Business-like writing style (Dear or Hi Dr. Worzala or Elaine, Thank you, Sincerely, All the best, etc.)
- Be concise and to the point.

N-Etiquette: Please use business etiquette when using ZOOM or online conversations. It is important to keep the course community a safe, engaging and friendly place. Here are some tips from the Wall Street Journal: https://www.wsj.com/articles/seven-rules-of-zoom-meeting-etiquette-from-the-pros-11594551601

- Don’t be late
- Turn on the camera
- No eating
- Don’t multitask
- Mute when you are not talking

Always remember to “Be professional” and say “Please” and “Thank you” when soliciting help from your classmates and instructor. Respect the opinions of your classmates. If you feel the need to disagree, do so respectfully and acknowledge the valid points in your classmate’s argument. Acknowledge that others are entitled to have their own perspective on the issue. Before posting and responding to a discussion board, check if anyone has asked it already and received a reply. Before asking a question, check the class FAQs or search the internet to see if the answer is obvious or easy to find. Check the most recent comments before you reply to an older comment, since the issue might have already been resolved or opinions may have changed. Run a spelling and grammar check before posting anything to the discussion board. It only takes a minute, and can make the difference between sounding uneducated and sounding knowledgeable.

Site Visit: During your internship, I or other representatives from the School of Business may contact your experience provider or arrange for a site visit to observe your internship environment.

Professional Attire: As an intern from the College of Charleston, you are an ambassador for the College as well as the company you are working with. Please dress appropriately and act professionally. Here is a guideline for business attire for the workplace. See https://libguides.library.cofc.edu/id.php?content_id=50422050 for additional ideas/help.

- Men: khakis, a shirt with a collar and a tie. Sport coats are optional. With the online environment, you want to make sure you look professional from the waist up. To look more professional during a presentation, you may want to stand and raise your laptop up.

- Women: nice pants or skirts of a conservative length (slightly above the knee is okay, mini-skirts are not), a nice blouse, sweater or top (as long as it is not too tight). Also, avoid low cut shirts as well as thin straps. With the online environment, you want to make sure you look professional from the waist up. To look more professional during a presentation, you may want to stand and raise your laptop up.
• It is never okay in the office to wear t-shirts, flip-flops, outfits that show your midriff, blue jeans (unless the office has a dress-down day), cut-offs, tennis shoes and hats.

• Obviously, if your place of work has a uniform or requires a certain dress (i.e. the Riverdogs) follow their guidelines.

• Do not wear nose rings (or other visible piercings) in the workplace.

**Professional Conduct:** You would be amazed at how quickly doors close to those who “don’t know how to do.” The following are some guidelines to help you navigate etiquette in the workplace:

• No cell phones. Be sure to use your time wisely and take advantage of the great learning opportunities you are being given.

• No texting. Even if it is quick, it is distracting to others.

• No checking Facebook or Twitter online or on your phone. You can do this when you are off the clock.

• Saying “please” and “thank you” goes a long way with people.

• When the boss asks you if you want to grab a bite to eat or join them on a happy hour zoom event – go! What a great opportunity to talk one on one with someone who is in the business or to network with them so they can introduce you to others. Be sure to ask questions and be professional. People love to share how they got to where they are today. Saying “no” – for whatever reason sends a signal that you are uninterested and are not interested in them helping you further your career aspirations.

• Exercise voice volume control, particularly in open cubicle spaces.

• While on-line, be sure to be attentive and look in to the camera. Do not have your video off unless it is resulting in a bad internet connection.

• Be sure to create a professional environment for Zoom or WebEx calls. You do not want your messy room or closet in view.

• Embrace “grunt” work. While your internship should not be all busy work, you may have to do some. Do it with a positive attitude.

• Always make eye contact and be polite.

• Check your emotions at the door.

• When meeting someone, do not forget to introduce yourself. Be sure to give your first and last name and speak clearly. Clearly, in this era of social distancing you will not be shaking hands so eye contact and smiles will be important.

• Show initiative. When you have completed a project, ask for another. If you see something that needs to be done, ask if you and do it.

• Write professionally. Do not send emails written as if you were texting. Use full sentences and be polite.

• Watch your tone in emails and avoid sending snippy or emotional emails. If the topic is controversial, be sure to use the 24-hour rule and wait to send the email. Reread it and make sure it has the right tone.

• Use the phone. Sometimes it is better to ask for clarification verbally rather than just shoot off an email. In addition, if you do not hear back from an email or left phone message, be sure to follow-up as people are busy and emails do get “lost” in the inbox.

• Mind your manners and be sure to act professionally at all times.
- Own up to mistakes and accept responsibility. Try not to blame others.
- Be positive and enthusiastic. Attitude goes a long way. Be sure to smile. It is infectious.

Issues: It rarely happens, but sometimes there are “issues” associated with internships. This could range from experience providers using the intern as a “go-fer” versus providing a good learning experience to personality conflicts or sexual harassment. If at any time you have an issue with the internship, contact your faculty supervisor or Amy Solomon as soon as possible.

College of Charleston Honor Code and Academic Integrity Policy:
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved. Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention plan will be signed by the instructor and the student and then sent to the Dean of Students to be placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XXF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the XX to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration – working together without permission – is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance. Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://deanofstudents.cofc.edu/honor-system/studenthandbook/

Special Note: Misrepresenting the work you are doing with your experience provider in journal entries, final papers, etc. equates to academic dishonesty. Such cases will be brought before the Honor Board.

Name and Pronoun Statement: I will gladly honor your request to address you by the name and gender pronouns of your choice. Please advise me of this early in the semester via your college-issued email account or during office hours so that I may make the appropriate notation on my class list.

Disability Statement: The College will make reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services / SNAP, located on the first floor of the Lightsey Center, Suite 104 or contact the office at http://disabilityservices.cofc.edu/. Students approved for accommodations are responsibility for notifying me as soon as possible and for contacting me one week before accommodation is needed.
Institutional Syllabus Statement Regarding the Fall 2020 Semester: The College of Charleston is committed to promoting the health and safety of our campus community. Please read the following Institutional Syllabus Statement Regarding the Fall 2020 Semester: https://docs.google.com/document/d/1FwTUelrvgDK0roOy9tL1IQ3LOroBxaK_Wogc7jULpls/edit

Inclement Weather, Pandemic or Substantial Interruption Instruction: If in-person classes are suspended, faculty will announce to their students a detailed plan for a change in modality to ensure the continuity of learning. All students must have access to a computer equipped with a web camera, microphone, and Internet access. Resources are available to provide students with these essential tools.

Center for Student Learning: The Center for Student Learning’s (CSL) academic support services provide assistance in study strategies, speaking & writing skills, and course content. Services include tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services, please visit the CSL website at http://csl.cofc.edu or call (843) 953-5635.

Mental & Physical Wellbeing: At the college, we take every students’ mental and physical well-being seriously. If you find yourself experiencing physical illnesses, please reach out to student health services (843.953.5520). In addition, if you find yourself experiencing any mental health challenges (for example, anxiety, depression, stressful life events, sleep deprivation, and/or loneliness/homesickness) please consider contacting the Counseling Center (professional counselors at http://counseling.cofc.edu or 843.953.5640 3rd Robert Scott Small Building). Another resource is the Students 4 Support (certified volunteers) that can be reached by texting "4support" to 839863. You can also visit their website, http://counseling.cofc.edu/s4s/index.php, or meet with them in person 3rd Floor Stern Center. These services are here to help YOU cope with difficulties you may be experiencing and to help you maintain optimal physical and mental health.

Food & Housing Resources: Many CoF students report experiencing food and housing insecurity. If you are facing challenges in securing food (such as not being able to afford groceries or get sufficient food to eat every day) and housing (such as lacking a safe and stable place to live), please contact the Dean of Students for support (http://studentaffairs.cofc.edu/about/salt.php). In addition, you can go to http://studentaffairs.cofc.edu/student-food-housing-insecurity/index.php to learn about food and housing assistance that is available to you. In addition, there are several resources on and off campus to help. You can visit the Cougar Pantry in the Stern Center (2nd floor), a student-run food pantry that provides dry goods and hygiene products at no charge to any student in need. Please also consider reaching out to Professor ABC if you are comfortable in doing so.

Inclusion: The College of Charleston offers many resources for LGBTQ+ students, faculty and staff along with their allies.

- Preferred Name and Pronoun Information
- On Campus Gender Inclusive facilities
- Campus Resources
- College of Charleston Reporting Portals
- National Resources for Faculty & Staff
- GSEC Reports
- Documenting LGBTQ Life in the Lowcountry (CofC Addlestone Library Special Collections Project)
- College of Charleston Quality Enhancement Plan (QEP)
- Articles about CoF and LGBTQ+ Issues
**Weekly Journal Entries Sample** – Please remember these should be in ONE document with the most recent entry first.

Name: Bob Jones  
Experience Provider: Wilson and Sons Sportswear  
Company Supervisor: Tim Wilson  
Week of: December 1  
Hours worked for the week: 12  
Hours worked to date: 115

Over the course of the last week, I watched my office responsibilities grow and was able to participate in several different projects. I feel as though this change in responsibilities comes because of my employers realizing I am capable of tasks that are more complex.

This week I designed two new questionnaires, one for individual clients and the second for businesses. These questionnaires were comprised of personal questions that ranged from favorite sports teams to children’s names, in an effort to make the clients relationship with their financial advisors more personable. Following this section were questions about their financial plans, expectations and goals. I had a basic template to work from but I found my marketing research class to come into great help in the design of the questionnaire. It helped me with determining the appropriate structure, the use of skip patterns, and just general flow. My supervisor was very impressed with my work so I would say that the class prepared me for tasks similar to this.

Name: Bob Jones  
Experience Provider: Wilson and Sons Sportswear  
Company Supervisor: Tim Wilson  
Week of: November 25  
Hours worked for the week: 11  
Hours worked to date: 104

This week we worked on the marketing plan, identifying the target audience. The methodology was similar to what I learned in MKTG 302. In class, we spent a lot of time on identifying demographic data. At Wilson and Sons Sportswear, they rely more on psychographic data than on demographic data and gather the information through one-on-one interviews.

The target market profile is men who make between $25 and $40,000 a year, attend three sporting events a month, vote Republican and own a home. After we determined the target market profile, I called area media outlets and asked for a media kit. I remembered from my advertising class that the media kits contain audience profiles. Next week, I will make a recommendation on what local media outlets will best reach the target market.
This week I examined corporate revenues. I learned how to read a balance sheet in ACCT 203, and with some help from my supervisor in interpreting the data, noticed that the revenue for the men’s sportswear line had declined almost 27% from past quarter. I asked Tim about this, and he said he did not know why the men were not shopping with Wilson and Sons Sportswear any longer.

He asked me to put together some recommendations on how to reach the male audience. In MKTG research, we learned about observational research methods. I spent the remainder of the week on the sales floor looking at the shopping habits of the male customer – how many male customers were in the store per hour, what section they spent the most time in, what sections they avoided, etc. I will compile my findings and present to Tim next week.