

**AEB 4342
AGRIBUSINESS & FOOD
MARKETING MANAGEMENT
Fall 2016**

Class & Instructor Details

Instructor: Dr. Xiang Bi (Pronounced as Shiang Bee)

Office: 1105 McCarty Hall B

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E-mail: xiangbi@ufl.edu

Class meeting time: Tuesday 10:40 -11:30; Thursday 10:40-12:35

Class location: CSE 119

Office hours

Monday and Wednesday 14:00 – 15:30 pm or by appointment

*Many students find e-mail is an easy and fast way to ask me questions. **Please use AEB4342 in the subject line.***

Required Materials

1. A Preface to Marketing Management, any recent (11-14th) edition. J. Paul Peter and James H. Donnelly, Jr. McGraw-Hill Irwin.
2. Supplementary readings and videos -links will be provided on the class website

Prerequisites

AEB 3133

FRE Program Assistant

Ms. Kathy Green, 1170 McCarty Hall A, kagreen1@ufl.edu, 325-294-7640

Undergraduate Coordinator

Dr. Mikael Sandberg, 1177 McCarty Hall A, sandberg@ufl.edu, 352-294-7621

Course Objectives

- Understand key concepts, strategies, and research methods about marketing management
- Recognize real-life applications of those strategies
- Explain and criticize the applications of these strategies by firms
- Apply research methods and strategies in developing marketing research plans and solving business cases

Course Structure

We start with a lecture summarizing key concepts, but the rest of the class will include discussions, presentations and case studies. I expect active participation on the part of all students in discussions of the textbook material, case studies and supplementary readings. A Significant portion of your grade will be based on **case studies and in-class discussions.**

Web Site

Lecture notes, assignments, supplementary readings and announcements will be posted on Canvas. At the class website, please find lecture notes (in pdf) under **Modules**. Instructions and rubrics for

homework assignments and case studies will be posted under **Assignments**. Schedule changes, reminders, and any miscellaneous announcements will be posted under **Announcements**.

Tentative Semester Outline

Week	Chapter	Date
Week 1	Introduction/ Case Analysis (Section II-textbook)	Aug 23, Aug 25
Week 2	Chapter 1 Strategic Planning and Marketing Management (including appendix on portfolio analysis); case study 1 discussion	Aug 30, Sept 1
Week 3	Chapter 2: Marketing Research	Sept 6, Sep 8
Week 4	Chapter 2: Marketing Research; case study 1 discussion	Sept 13, Sept 15
Week 5	Chapter 3: Consumer Behavior; case study 1 discussion	Sept 20, Sept 22
Week 6	Chapter 3: Consumer Behavior	Sept 27, Sept 29
Week 7	Chapter 5: Market Segmentation	Oct 4, Oct 6
Week 8	Chapter 5: Market Segmentation; Mid-term review; case study 1 due	Oct 11, Oct 13
Week 9	Mid term exam; Chapter 6: Product Strategy/Product Life Cycle (Product)	Oct 18, Oct 20
Week 10	Chapter 6: Product Strategy/Product Life Cycle (Product)	Oct 25, Oct 27
Week 11	Chapter 7: New Product Development; case study 2 discussion	Nov 1, Nov 3
Week 12	Chapter 8: Marketing Communications (Promotion); case study 2 discussion	Nov 8, Nov 10
Week 13	Chapter 10: Distribution (Place)	Nov 15, Nov17
Week 14	Chapter 11: Pricing Strategy (Price)	Nov 22, Nov 24
Week 15	Chapter 11: Pricing Strategy (Price); Final exam review	Nov 29, Dec 1
Week 16	Final exam review; Case study 2 due	Dec 6
Week 17	Final exam	December 14 th 7:30 to 9:30 am*

Dr. Bi reserves the right to change the terms and dates stated in this syllabus at any time. Should there be any changes, notifications will be given in class and posted on eLearning in advance. It is solely the student’s responsibility to stay informed of any changes.

****The exam can be moved to Dec 6, 2016 at 10:40 to 11:30am, if 2/3 of the class agrees with the change.***

Grading Scale for AEB 4342

A	93% or above	A-	90-92.9%		
B+	87-89.9%	B	83-86.9%	B-	80-83.9%
C+	77-79.9%	C	73-76.9%	C-	70-73.9%
D+	67-69.9%	D	63-66.9%	D-	60-63.9%
E	Less than 60%				

Grading Summary

	Components	Weights
1	Mid-term exam (20%) Final exam (20%)	40%

2	Case studies (reports and in-class discussions) Case 1 (15%) Case 2 (20%)	35%
3	Pop quiz (5%) and In-class participation (5%)	10%
	Attendance	5%
4	Group application presentation	10%
	Total	100%

Exams (40%)

In case you have a scheduling conflict with the exam time, you must consult with me at least one week in advance. I can schedule you to take the exam **before** the scheduled time. In case of serious illness, family emergency or other major problem or conflict, you must present documentation (usually in the form of a note from the Dean of Student Office or from your academic advisor) to support your request to have a make-up exam after the scheduled time.

Case Studies (35%)

- Two case studies will be assigned to you
- Each assignment includes in-class discussion and written report
- I will provide a list of discussion questions when the case study is assigned. These questions will be discussed during class and they provide you an outline to structure your written report
- You can work on your own; or you can choose to work with a group. *A group cannot have more than 3 members.*
 - Please specify each member's contribution on the written report
- Late submission of the written report will receive discounted grade (25% discount for each additional day after the posted deadline)

In-class discussion on the cases (2.5% for each case study)

You will be given plenty of opportunities to contribute to in-class discussions on the cases. To ensure every student get a chance to speak, I ask students to **form groups and** have one group member present and summarize their discussions to the rest of the class. I also **encourage members to rotate this duty within the group.**

- Each member of class should come to class prepared to discuss case studies.
- I will randomly select a few groups to present their summary of discussions for each one of the case questions

When grading on contribution to discussions, these are the factors I look for:

- Does the student write in a comprehensible fashion?
- Does the student present
 - Data or empirical evidence to support the student's claim
 - Reasons to justify the connections between data and the claim
- Are the student's comments conceptually substantive and perceptive? (Is the student speaking from what they 'feel' is correct, or can they explain the basis of their comments using material from lectures - including earlier classes?)
- Does the student build on previous comments, creating a constructive discussion, rather than repeating established points or suddenly shifting the topic, derailing an ongoing

discussion? Can the student disagree with prior comments in a respectful, constructive manner?

- **If you are absent during case study discussions, you need to send in your written comments on the discussion questions that you are responsible for.**

When grading on the written report of the case study, I follow this general rubric. Specific rubric will be posted when the case is assigned.

- Organization and clarity (1 to 5 scales, 1 being poor, 5 being excellent)
 - Follow the discussion questions provided for that particular case
 - Provide supporting evidence for each statement/recommendation/conclusion
 - Structure the evidence in a convincing manner (including the appropriate use of graphs, tables, and references)
- Grammar (1-5 scales)
- Proper citation and consistent reference style (APA style is recommended) (1-5 scales)

Attendance (5%)

- I will take attendance throughout the semester
- I do so by using a seating chart and pop quizzes
- **Students who attend class, but choose to disrupt the class by talking, arriving late or leaving early, reading papers, or working on other class assignments will not receive credit for this portion of their grade.**

Pop Quiz and In-class Participation (10%)

To ensure student's understanding of the textbook and supplementary readings (case studies), you will be given short quizzes about them on the day those materials will be discussed. I record quizzes and attendance separately. In case you miss a class without an excuse, and we happen to have a quiz on that day, your attendance and quiz scores on that day will be both zero. If you attend the class, but did not do well on a quiz (suppose you get a zero on the quiz), you still have your attendance grade for that day. If you have to miss a class and I am informed, you will be recorded as "present" and I will send the quiz questions to you through email.

- By the end of the semester, I will drop two quizzes with the lowest grades for each student; and I will excuse two undocumented absence for each student
- To ensure student's full engagement in the lectures and discussions, I may randomly ask a student to contribute to the ongoing discussions or lectures in front of the class.

Group Application Presentation (10%)

Starting from Chapter 2, we will have application presentations for each chapter. *I will assign a chapter to two groups of students. Please note the assigned group is not the same case study group.* This assignment will be due at the beginning of the period of class where we begin discussing your assigned chapter.

You will need to find an advertisement, newspaper article, television show clip, you tube video or other media that shows how a **food or agribusiness** company has applied principles from the chapter you are reading. If you are not sure about your example, you need to consult with me in advance.

Specifically, you will need to give a **short presentation in power point** explaining an example of something a company did well, or did poorly, as long as it relates to the chapter. You will be expected to present your example in class and help lead a discussion about what can be learned from it.

I recommend that each group prepare 1-2 questions to stimulate discussions. We may not reach the point in the chapter for your application assignment on the day it is due, so be prepared to discuss on any day we are covering your chapter.

Grading rubric on the application assignment (10%)

- Food and agribusiness related topic is preferable
- In-class presentation (peer reviewed, on a scale from 1 to 5, 1 being poor; 5 being excellent)
Specific review criteria includes
 - Relevance of the example to the assigned chapter (describe the example and explain why it is relevant to the chapter, and what is the lesson learned)
 - Communication (eye contacts and interactions with the audience)

University Policies

Grades and Grade Points

For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Absences and Make-Up Work

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Academic Honesty

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: "**On my honor, I have neither given nor received unauthorized aid in doing this assignment.**"

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see:

<http://www.dso.ufl.edu/SCCR/honorcodes/honorcode.php>.

Online Course Evaluation Process

Student assessment of instruction is an important part of efforts to improve teaching and

learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open for students to complete during the last two or three weeks of the semester; students will be notified of the specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

Software Use

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

***University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575,
www.counseling.ufl.edu/cwc/***

Counseling Services; Groups and Workshops; Outreach and Consultation; Self-Help Library; Training Programs; Community Provider Database

U Matter, We Care, 352-294-CARE. umatter@ufl.edu <http://www.umatter.ufl.edu/>

***Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/
Services for Students with Disabilities***

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation: 0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/

By enrolling in this course you are agreeing to the terms outlined in this syllabus. I wish everyone a rewarding and productive semester!