

**AEB 4342
AGRIBUSINESS & FOOD
MARKETING MANAGEMENT
Spring 2017**

Class & Instructor Details

Instructor: Dr. Xiang Bi (Pronounced as Shiang Bee)
Phone: 352-294-7671
Class meeting time: MWF 1:55-2:45 pm
Class location: McCarty A 2196

Office: 1105 McCarty Hall B
E-mail: xiangbi@ufl.edu

Office hours

Tuesday, Thursday 13:00 – 15:00 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

Most of the class meeting time will be spent on discussions, presentations and homework assignments. 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 **assignments 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) Sign up for presentation	4-Jan
Week 2	Chapter 1 Strategic Planning and Marketing Management (including appendix on portfolio analysis)	9-Jan
Week 3	Chapter 2: Marketing Research (student presentation starts)	16-Jan
Week 4	Chapter 3: Consumer Behavior	23-Jan
Week 5	Chapter 3: Consumer Behavior	30-Jan
Week 6	Chapter 5: Market Segmentation	6-Feb
Week 7	Chapter 5: Market Segmentation	13-Feb
	Mid-term Feb 22	
Week 8	Chapter 6: Product Strategy/Product Life Cycle (Product)	20-Feb
Week 9	Chapter 6: Product Strategy/Product Life Cycle (Product)	27-Feb
Week 10	<i>Spring break</i>	6-Mar
Week 11	Chapter 7: New Product Development	13-Mar
Week 12	Chapter 8: Marketing Communications (Promotion)	20-Mar
Week 13	Chapter 8: Marketing Communications (Promotion)	27-Mar
Week 14	Chapter 10: Distribution (Place)	3-Apr
Week 15	Chapter 11: Pricing Strategy (Price)	10-Apr
Week 16	Chapter 11: Pricing Strategy	17-Apr
	Final exam 27C*	
Week 17	April 27 12:30 to 2:30pm	24-Apr

****The final exam can be moved to April 19, 2017; if 2/3 of the class agrees to do so.***

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.

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	Homework assignments Homework 1 (10%) Homework 2 (10%) Homework 3 (10%) Homework 4 (10%)	40%
3	Attendance	5%
4	In-class participation	5%
5	Pop quiz	5%
6	Group application presentation	5%
	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.

Homework Assignments (40%)

- Each assignment includes in-class discussion and written report
- I will provide a list of discussion questions when the assignment 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 in the written report
- Late submission of the written report will receive discounted grade (25% discount for each additional day after the posted deadline)

When grading on the written report of the homework, I follow this general rubric. Specific rubric will be posted when the homework 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, but I may randomly ask a student to contribute to the ongoing discussions or lectures in front of the class.

When grading on contribution to in-class 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 discussions, you need to send in your written comments.**

Group Application Presentation (5%)

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 presentation group is not the same as the homework 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, YouTube 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 (5%)

- 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!