

# AEB 2014: Economic Issues, Food, and You



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“Economics is a study of cause-and-effect relationships in an economy. Its purpose is to discern the consequences of various ways of allocating resources which have alternative uses.”

Sowell, T. (2000)

## I. General Information

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### Class Meetings

Fall 2025

REG1, UFO1, DER1, IAC1, REC1 – Asynchronous online [e-Learning@UF](mailto:e-Learning@UF)

INPER – In-person

- **Tuesdays MAEB 0229** Period 4 (10:40 am – 11:30 am)
- **Thursdays MAEB 0229** Periods 4-5 (10:40 am – 12:35 pm)

### Instructor

Dr. Jennifer Clark

Office: 1191 MCCA

Email: [tspartin@ufl.edu](mailto:tspartin@ufl.edu) (preferred; please include course number in subject line)

Office Hours (in-person and Zoom):

- Tuesdays 11:45 am – 12:35 pm
- Wednesdays 10:40 am – 12:35 pm
- Thursdays 9:25 am – 10:35 am
- **Or email for an appointment**

Zoom: <https://ufl.zoom.us/j/7910794490>

## Teaching Assistants (TA)

TA office hours and contact information will be Posted in Canvas > Syllabus > TA Contact & Office Hours after drop/add period ends & shared via Announcement.

## Course Description

This course emphasizes the role of agriculture and economics. The how's and why's of their influence on food prices and the world food situation, the environment, natural resources, and government policy; and economic issues, including inflation and money.

## Course Goal

The primary goal of this course is to explore economic concepts that will enable critical analysis of food-related choices from the context of individual consumers and as global citizens. At the conclusion of this course, the student who successfully meets the course objectives will be able to:

- Use analytical models to generalize economic decision-making associated with food supply and demand, productivity gains from investment and technological advances, market failures associated with pollution and common resources, the situation of income inequality and unemployment, as well as the basic tools of fiscal, monetary, and agricultural policy analysis influencing society's well-being.
- Develop the ability to critically apply principles of positive and normative policy analysis to assess the interconnections within the U.S. food economy, while enhancing skills to analyze and address current economic issues and challenges related to food, both locally and globally.

Additional information and resources detailing the structure of the course, lesson content, course assignments and design in Canvas are provided in Canvas > Syllabus > Course Map.

*This course accomplishes the [General Education](#) objectives of the subject areas listed above. A minimum grade of C is required for General Education credit. Courses intended to satisfy General Education requirements cannot be taken S-U.*

## Required Course Materials

There is no specific textbook required for this course. Readings are based on open-source textbook materials available online and additional readings for each lesson are supplemented in Canvas.

Adobe Acrobat Reader is required to access supplemental readings on Canvas in pdf format. Links are provided below for downloading the most current (free) version of this software to your computer:

- Adobe Reader [for PC &](#)
- Adobe Reader [for Mac](#)

Readings and materials are designed to be accessible for all students and include the following sources as well as other sources linked in Canvas > Lesson pages:

[Principles of Economics](#) by [OpenStax](#) licensed under [CC Attribution License v4.0](#)  
[Principles of Microeconomics](#) by [OpenLearning](#) CC is licensed under [CC-BY-NC-SA](#)  
[Principles of Macroeconomics](#) by [OpenStax](#) licensed under [CC Attribution License v4.0](#)  
[Microeconomics: Theory Through Applications](#) by [CC](#) is licensed under [CC-BY-NC-SA](#)

Please reach out to the instructor for additional support if you have any questions, foresee any difficulty, or would like to discuss specific concerns.

## UF Digital Resources

Collaboration tools are required to edit Word and PowerPoint templates provided in Canvas for some graded activities. UFIT provides free access to full download of Office 365 in GatorCloud (which includes Word and PowerPoint) for all UF students, faculty, and staff for personal computer and mobile devices. You may locate the download for these collaboration tools through [University of Florida Information Technology \(UFIT\) GatorCloud](#). Use your Gatorlink email address to access these resources.

Lesson (Chapter) listing for course Modules during the semester

MODULE	LESSON	CANVAS TITLE
1	L1	Economics of resources, agriculture, and food
	L2	Economics of demand
	L3	Economics of supply
2	L4	Theory of markets
	L5	Agribusiness organization and forms of market competition
	L6	Elasticity
3	L7	Welfare (well-being) economics and introduction to economic policy
	L8	Public goods and environmental markets
	L9	International trade
4	L10	Introduction to macroeconomics
	L11	GDP & fiscal policy
	L12	GDP & monetary policy
5	L13	Brief overview of finance and value of time
	L14	Productivity and economic growth
	L15	Business cycles, inflation, and unemployment
6	L16	Agriculture and development
	L17	Agricultural price and income policies
	L18	Resources and environmental policies

Materials and Supplies Fees: n/a

## II. Graded Work

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### Description of Graded Work

The table below provides descriptions of all major assignments.

Work item	Estimated time on task	Description	Points
<b>Discussion [D] &amp; Discussion Response [DR] (6)</b>	1 hour	Discuss economic concepts relevant to scarce resource decision making. Each discussion includes a post and a prompted response to two peers (6 × 100 points). Due in Canvas by 11:59 pm.	600
<b>Activity (6)</b>	1 hour	Each module includes an activity that builds applied economics skills through food-related issues selected by the student. These activities promote higher-order learning by applying concepts, analyzing ideas, evaluating policy positions, and creating original work. By semester's end, students will produce a final Economic Policy Statement e-Portfolio that connects positive and normative analysis, quantitative data, and APA-supported sources to local and global food issues (5 × 100 points; lowest score dropped). Due in Canvas by 11:59 pm.	600
<b>Homework (18)</b>	2 hours per Lesson	Each lesson is based on the textbook chapter. For each lesson you will watch a lecture video, complete reading, answer the homework questions (18 × 30 points). Due in Canvas by 11:59pm.	540
<b>Quiz (18)</b>	30 minutes per Lesson	Each lesson includes an open-book/notes quiz; no proctoring required. (18 × 30 points). Due in Canvas by 11:59pm.	540
<b>Reflection video (6)</b>	15 minutes	Record a short video connecting course concepts to your own experience. Due in Canvas by 11:59pm	120
<b>Total Points</b>			<b>2,400</b>

## Grading Scale

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

A	94 – 100%		C	74 – 76%
A-	90 – 93%		C-	70 – 73%
B+	87 – 89%		D+	67 – 69%
B	84 – 86%		D	64 – 66%
B-	80 – 83%		D-	60 – 63%
C+	77 – 79%		E	<60

A student must score a grade of C or higher to satisfy any Gen Ed requirements.

## Grading Rubric(s)

### General Writing Expectations for Assessment Rubrics

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Addresses the topic with some complexity; shows critical evaluation and synthesis of sources; provides adequate discussion and basic understanding.	Central idea is unclear or off-topic; discussion is minimal or inadequate; lacks sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Has identifiable structure and a clear thesis; ideas generally progress logically, though may require effort to follow.	Lacks clear organization, logic, or transitions; coherence is missing.
ARGUMENT AND SUPPORT	Presents ideas persuasively with evidence. At minimum, provides adequate discussion, though support may be weak.	Makes weak generalizations with little or no evidence; relies on summary or narrative without analysis.
STYLE	Word choice fits context, genre, and discipline; sentences show complexity and logical structure. At minimum, may be uneven or occasionally imprecise.	Word choice inappropriate for context or discipline; sentences awkward, overly simple, or incorrect.
MECHANICS	Mostly free of errors; minor issues do not interfere with meaning.	Frequent errors in grammar, spelling, or punctuation impede understanding or undermine credibility.

\*Additional rubric criteria are provided for each assignment specific to formatting instructions.

### III. Annotated Weekly Schedule

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*The weekly schedule is provided as an overview of the lesson content and assignment due dates. All due dates are at 11:59 pm EST reflected in the schedule. The instructor will make every effort to adhere to this schedule but should changes become necessary to accommodate unexpected events students should check Canvas>Announcements regularly for weekly updates.*

## Introduction Module – Overview of the course and introduction to the instructor

Topic: This introductory module provides an overview of the course, introduces the instructor, and sets expectations for navigating the course and engaging with its content.

Summary: In this module, students will be introduced to AEB 2014 and the instructor, including a tour of the technology used throughout the course. The module covers communication methods, available in-person and Zoom meeting options, and the tools provided on Canvas. Students will also learn about course expectations, how to navigate the course, and the assignments and resources available to support their learning.

DAY				THURSDAY	FRIDAY	SAT/SUN
DATE				8/21/25	8/22/25	8/23-8/24
WEEK 1				Classes Begin	Due: Introduction & Syllabus Quiz	

## Module 1 – The fundamental theory of economics: resources & choices [Lessons 1-3]

Topic: This module explores the foundational concepts of scarcity, market activity, and positive/normative economic thinking, essential for understanding and analyzing food systems used for making policy recommendations.

Summary: This module begins by introducing the **Economics of Resources, Agriculture, and Food**, where students will examine how scarcity shapes resource allocation and the critical role agriculture plays in economic decisions. In **Economics of Demand**, the focus shifts to understanding how consumer demand influences market formation and resource distribution. Finally, **Production Function and Costs** explores the relationship between production inputs and outputs (supply), emphasizing the costs associated with producing goods and services. Through these lessons, students will develop the ability to use economic models and mathematical tools to evaluate the costs and benefits of resource allocation and policy outcomes. This foundational understanding is essential for critically analyzing how economic decisions impact food systems, both locally and globally.

DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	8/25/25	8/26/25	8/27/25	8/28/25	8/29/25	8/30-08/31

WEEK 2		Due: Discussion 1 Post (part a)  Flexible pacing: Lesson 1 HW & Quiz		Due: Discussion Response 1 (part b)  Flexible pacing: Lesson 2 HW & Quiz		
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	9/01/25	9/02/25	9/03/25	9/04/25	9/05/25	9/06-09/07
WEEK 3	HOLIDAY: Labor Day	Flexible pacing: Lesson 3	Due: Activity 1		Due: Lessons 1-3 HW & Quiz Reflection video 1	
Module 2 – Markets I (Lessons 4-6)						
<p>Topic: Understanding how market dynamics, competition, and elasticity influence the food system is key to making informed decisions about resource allocation and policy.</p> <p>Summary: This module begins by examining the Theory of <b>Markets and the Circular Flow</b>, emphasizing how the interconnectedness of economic participants impacts the food system, from production to consumption. In <b>Forms of Market Competition</b>, students will explore how different competitive structures within the food industry influence pricing, consumer behavior, and the distribution of agricultural resources. The module concludes with <b>Elasticity</b>, where students will learn to assess how sensitive the food supply and demand are to changes in price—an essential tool for predicting market outcomes and achieving equilibrium. These lessons equip students with the analytical skills needed to evaluate the complex market forces that shape food systems and inform policy decisions aimed at enhancing food security and economic sustainability.</p>						

DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	9/08/25	9/09/25	9/10/25	9/11/25	9/12/25	9/13-9/14
WEEK 4		Flexible pacing: Lesson 4		Flexible pacing: Lesson 5		
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	9/15/25	9/16/25	9/17/25	9/18/25	9/19/25	9/20-9/21
WEEK 5		Due: Discussion 2 Post (part a)  Flexible pacing: Lesson 6	Due: Activity 2	Due: Discussion Response 2 (part b)	Due: Lessons 4-6 HW & Quiz Reflection video 2	
Module 3 – Markets II (Lessons 7-9)						
<p>Topic: Markets beyond traditional industry boundaries are essential for understanding global agriculture, sustainable resource management, and agribusiness efficiency.</p> <p>Summary: This module delves into <b>Global Agricultural Trade and Market Dynamics, Sustainable Resource Management in Agriculture, and Agribusiness Structures and Economic Efficiency</b>. Students will explore how international trade enhances agricultural output through specialization, while addressing challenges like price volatility and competition. They will examine market-based strategies for managing vital resources, with a strong emphasis on sustainability. The module also investigates how organizational models, farm size, and supply chain integration affect economic performance. Together, these lessons offer critical insights into the global, environmental, and organizational factors shaping agricultural policy and practice.</p>						
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	9/22/25	9/23/25	9/24/25	9/25/25	9/26/25	9/27-9/28

WEEK 6		Due: Discussion 3 Post (part a)  Flexible pacing: Lesson 7		Due: Discussion Response 3 (part b)  Flexible pacing: Lesson 8		
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	9/29/25	9/30/25	10/01/25	10/02/25	10/03/25	10/04-10/05
WEEK 7		Flexible pacing: Lesson 9	Due: Activity 3		Due: Lessons 7-9 HW & Quiz Reflection video 3	
Module 4 – The economy in aggregate (Lessons 10-12)						
<p>Topic: Understanding the broader domestic economy, the key economic variables, and tools used to influence change it is crucial for analyzing macroeconomic performance and its impact on agriculture and economic stability.</p> <p>Summary: This module introduces students to Introduction to Macroeconomics, Monetary Policy, and Fiscal Policy. In <b>Introduction to Macroeconomics</b>, students will explore the fundamentals of macroeconomic theory, learning how economies function on a large scale and the importance of key indicators like GDP, employment, and inflation. The lesson on <b>Monetary Policy</b> focuses on the role of central banks in controlling the money supply and interest rates to manage economic performance. <b>Fiscal Policy</b> delves into the calculation and significance of GDP, explaining how government spending and taxation influence economic growth and stability. These lessons are essential for analyzing macroeconomic challenges and making informed policy decisions that affect not only the broader economy but also the agricultural sector specifically.</p>						
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	10/06/25	10/07/25	10/08/25	10/09/25	10/10/25	10/11-10/12

<b>WEEK 8</b>	<b>Due: Discussion 4 (part a)</b> <i>(approximately 30-45 minutes).</i>	<b>Due: Discussion 4 Post (part a)</b>  <b>Flexible pacing: Lesson 10</b>		<b>Due: Discussion Response 4 (part b)</b>  <b>Flexible pacing: Lesson 11</b>		
<b>DAY</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>	<b>SAT/SUN</b>
<b>DATE</b>	<b>10/13/25</b>	<b>10/14/25</b>	<b>10/15/25</b>	<b>10/16/25</b>	<b>10/17/25</b>	<b>10/18-10/19</b>
<b>WEEK 9</b>		<b>Flexible pacing: Lesson 12</b>	<b>Due: Activity 4</b>		<b>HOLIDAY: HOMECOMING</b>	
<b>DAY</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>	<b>SAT/SUN</b>
<b>DATE</b>	<b>10/20/25</b>	<b>10/21/25</b>	<b>10/22/25</b>	<b>10/23/25</b>	<b>10/24/25</b>	<b>10/25-10/26</b>
<b>WEEK 10</b>	<b>Due: Lessons 10-12 HW &amp; Quiz Reflection video 4</b>	<b>Due: Discussion 5 Post (part a)</b>  <b>Flexible pacing: Lesson 13</b>		<b>Due: Discussion Response 5 (part b)</b>  <b>Flexible pacing: Lesson 14</b>		
<b>Module 5 – Time value in economics (Lessons 13-15)</b>						
Topic: Understanding the time value of money is essential for making informed investment decisions and conducting cost-benefit analyses in food systems.						

Summary: This module covers essential financial concepts, the impact of time on money's value, and the influence of economic cycles, inflation, and unemployment. Students will start with a brief overview of finance, laying the groundwork for evaluating agricultural investments. Next, they'll learn how time affects real and nominal values, a critical aspect of conducting accurate cost-benefit analyses in food policy. Finally, the module explores how business cycles and economic fluctuations impact the agricultural sector, equipping students with the tools to make informed and sustainable decisions in food systems..

DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	10/27/25	10/28/25	10/29/25	10/30/25	10/31/25	11/01-11/02
WEEK 11		Flexible pacing: Lesson 15	Due: Activity 5		Due: Lessons 13-15 HW & Quiz Reflection video 5	
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	11/03/25	11/04/25	11/05/25	11/06/25	11/07/25	11/08-11/09
WEEK 12		Due: Discussion 6 Post (part a)  Flexible pacing: Lesson 16		Due: Discussion Response 6 (part b)  Flexible pacing: Lesson 17		
Module 6 – Public policy and agriculture (Lessons 16-18)						
Topic: Exploring the economic dimensions of agricultural policy reveals how development, pricing, and resource management are essential for a stable and sustainable food economy.						

Summary: This module provides insight into the impact of agricultural policy on technological development, economic stability, sustainability, and food security. In **Agriculture as a Catalyst for Economic Development**, students will first examine how advancements in agriculture drive broader economic development, transitioning from traditional methods to modern, technology-driven practices. In **Agricultural Pricing and Income Stabilization**, the module then explores how agricultural pricing and income stabilization policies, shaped by government interventions and market mechanisms, help stabilize farm incomes, influence prices, and ensure food security. Finally, in **Sustainable Resource and Environmental Management**, students will delve into sustainable resource and environmental management, focusing on practices that protect natural resources and mitigate environmental impacts. These lessons are critical for understanding how to develop policies that promote agricultural growth, economic stability, and long-term sustainability in the food economy.

DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	11/10/25	11/11/25	11/12/25	11/13/25	11/14/25	11/15-11/16
WEEK 13		HOLIDAY: Veteran's Day		Flexible pacing: Lesson 18		
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	11/17/25	11/18/25	11/19/25	11/20/25	11/21/25	11/22-11/23
WEEK 14			Due: Activity 6		Due: Lessons 16-18 HW & Quiz Reflection video 6	
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	11/24/25	11/25/25	11/26/25	11/27/25	11/28/25	11/29-11/30
WEEK 15	THANKSGIVING HOLIDAY					

DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	12/01/25	12/02/25	12/03/25	12/04/25	12/05/25	12/06-12/07
WEEK 16	Please complete UF Course Evaluation and End-of-Semester Feedback!		Last Day of Classes			READING DAYS
Conclusion Module – Final Thoughts						
<p>Topic: Reflecting on the broader impact of economics on food-related decisions and its implications for your own choices is key as the semester concludes.</p> <p>Summary: As the semester concludes, take time to reflect on how economics influences food-related decisions at personal, organizational, and global levels, and how these elements interconnect. Consider how these insights impact your communication about food issues. Please complete the course feedback and reach out with any lingering questions or if you'd like to discuss further research opportunities or your professional development.</p>						
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
DATE	4/28/25	4/29/25	4/30/25	5/01/25	5/02/25	
WEEK 16	SCHEDULED MAKE UP ASSIGNMENTS			Reach out to discuss potential undergrad research projects!		

## IV. Student Learning Outcomes (SLOs)

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At the end of this course, students will be expected to have achieved the [General Education](#) learning outcomes as follows:

**Content:** *Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline(s).*

- Identify, describe, and explain key themes, theoretical principles, and terminology of economics including the history, theory, and empirical methodologies used for economic decisions through discussions, activities, lessons, quizzes and reflections that culminate in a final “My Economic Policy Statement e-Portfolio project. (S)

**Critical Thinking:** *Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the discipline(s).*

- Apply formal and informal qualitative or quantitative analysis using economic concepts and methods to examine the models and tools that form the processes by which individuals make personal and group decisions through discussions, activities, lessons, quizzes, and reflections that culminate in a final “My Economic Policy Statement” e-Portfolio project. (S)
- Assess and analyze diverse perspectives associated with food-related resource allocations associated with production efficiency and allocative equity affecting individuals and groups making societal decisions through discussions, activities, lessons, quizzes, and reflections that culminate in a final “My Economic Policy Statement” e-Portfolio project. (S)
- Critically analyze and evaluate quantitative data for informing food-related resource allocations associated with production efficiency and allocative equity affecting individuals and groups making societal decisions through discussions, activities, lessons, quizzes, and reflections that culminate in a final “My Economic Policy Statement” e-Portfolio project. (Q2)

**Communication:** *Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline(s).*

- Develop and present clear and effective oral, written, and presented work that demonstrates critical engagement with course texts, videos, and experiential learning through discussions, activities, lessons, quizzes, and reflections that culminate in a final “My Economic Policy Statement” e-Portfolio project. (S)

**Connection:** *Students connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.*

- Connect course content with their intellectual, personal, and professional lives at UF and beyond through information and peer sharing that culminate in a final “My Economic Policy Statement” e-Portfolio semester project.
- Reflect on their own and others’ experience in allocation decisions following principles of positive/normative economic analysis to develop a final “My Economic Policy Statement” e-Portfolio project.

## V. Learning Positive and Normative Economic Policy Analysis

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### 1. Details of “My Economic Policy Statement” set of Activities (1-6): A semester-long e-Portfolio project

The “My Economic Policy Statement” set of six activity assignments is designed to bring economic principles “to life” throughout the semester via experiential learning about a food-related issue which includes: identifying an issue to research, documenting summary citations, locating an area in the world where the issue is occurring, submitting a first draft for peer review, reviewing peers’ scarce resource drafts, and finalizing their information into a digital e-Portfolio and reflection narrative

Students’ self-selected topic should be of personal interest as it is used throughout the semester for building research findings into an analytical model communicating science-based policy recommendations based on economic principles and data. Student topics can be applied to a variety of academic disciplines in which the student has a personal interest and can be local or global in context.

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The following six activity descriptions provide an overview of components included in developing their recommendations:

MODULE	NAME OF ACTIVITY “My Economic Policy Statement”
A_01	Storytelling a Food-Related Economic Issue
A_02	Data-Driven Insights on a Food-Related Issue
A_03	Global perspective - Where in the world is my food-related economic issue occurring?
A_04	Applying Policy to My Economic Statement (First Draft)
A_05	My Economic Statement (Peer Review)
A_06	“My Economic Policy Statement” Final e-Portfolio project completion

#### Why These Activities Matter

These assignments aren’t just about checking boxes—they are designed to help you think and work like an applied economist in food and agribusiness contexts. Through step-by-step activities that build across the semester, you’ll:

- Identify and frame a food-related economic issue that connects to your major, background, or interests.
- Collect and analyze data within the broader agribusiness environment.
- Apply positive and normative policy analysis to evaluate alternative approaches.
- Draft, revise, and refine your work through peer review and editing.
- Create a final Economic Policy Statement e-Portfolio that demonstrates your ability to analyze, evaluate, and communicate policy issues using APA-supported sources.

- Showcase career-ready skills in strategic thinking, evidence-based communication, and policy interpretation—aligned with employability competencies identified by the Association of Public Land-Grant Universities (APLU).

### Grading Expectations: Annotated Rubric Overview

Your work will be assessed based on thoughtfulness, clarity, and alignment with course materials and objectives. Full rubrics are available in Canvas for each activity. Below is the general grading framework.

Performance Level	Description	Points
<b>Full Credit</b>	Thorough, on-point and well-developed responses that directly engage with course concepts and materials.	80-100
<b>Partial Credit</b>	Competent and complete, but may lack specific detail, clarity, or depth.	50-70
<b>Marginal Credit</b>	Incomplete or underdeveloped; shows limited engagement with the material.	10-40
<b>No Credit</b>	No submission	0

## 2. Details of Self-Reflection Component

Each module includes cumulative assignments and reflection videos that connect course concepts to real-world food and agribusiness issues. These reflections promote communication, decision-making, and strategic thinking while reinforcing how economic policies balance individual well-being with organizational and societal outcomes.

## VI. Required Policies

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### Attendance Policy

Your voice and contributions matter in this course. The more you participate, the more you'll get out of our discussions, activities, and projects — and your classmates benefit from your perspective too.

Here's how we'll handle attendance and deadlines so you can stay engaged and keep moving forward:

- 48-hour Grace Period: Every assignment has a 48-hour buffer after the posted due date in Canvas. Submissions made during this time won't receive a late penalty.
- After the Grace Period: Work turned in late may receive a 20% deduction — unless you've reached out to me. Communication is key!
- Excused absences: UF recognizes many valid reasons — illness, emergencies, official university activities, religious observances, military obligations, or severe weather, among others. If one of these affects you, let me know and we'll work out a plan.

- Participation matters: By showing up, sharing your ideas, and completing assignments on time (or within the grace period if needed), you're not just earning points — you're helping create a stronger, more collaborative learning community.

Bottom line: use the Grace Period when life gets busy, and don't hesitate to communicate with me. Staying connected will help you succeed and make this course more rewarding for everyone.

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

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

## Students Requiring Accommodation

Your success in this course matters. If you have a disability or experience learning barriers, you are encouraged to connect with the **Disability Resource Center (DRC)** to explore academic accommodations: <https://disability.ufl.edu/students/get-started/>.

Once you have your accommodation letter, please share it with me as early as possible so we can work together to make sure your learning needs are met. I value creating an inclusive learning environment where every student can fully participate and succeed.

## UF Evaluations Process

Your feedback is an important part of making this course the best it can be. At the end of the semester, you'll be invited to complete an online evaluation through **GatorEvals**. These evaluations give you the chance to share what worked well and suggest ways to improve the course in the future.

You can complete your evaluation through the link you'll receive by email, in your Canvas course menu under GatorEvals, or directly at <https://ufl.bluer.com/ufl/>. Guidance on giving constructive and respectful feedback is available here: <https://gatorevals.ua.ufl.edu/students/>.

Once results are shared, you can see summaries of past course feedback at <https://gatorevals.ua.ufl.edu/public-results/>. Your input not only helps me improve but also supports future students. Thank you in advance for your thoughtful participation!

## University Honesty Policy

At UF, we hold ourselves to the highest standards of honesty and integrity. As members of this community, we live by the **Honor Pledge**:

*"On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

It's important to follow the assignment designation:

- **Independent work** must be completed entirely on your own. Sharing answers, collaborating, or receiving unauthorized help is a violation of the Honor Code.
- **Group assignments** are designed for collaboration, and you are expected to work together and contribute fairly as a team.

The Honor Code outlines specific violations and consequences:  
<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>.

If you're ever unsure about whether collaboration is allowed, please ask me. Clear communication helps protect the integrity of your work, your degree, and our classroom community.

## Counseling and Wellness Center

Your well-being is important. If you ever feel overwhelmed, stressed, or need someone to talk to, UF's **Counseling and Wellness Center** is here to support you: <http://www.counseling.ufl.edu/> or call **352-392-1575**.

For immediate safety concerns, you can contact the **University Police Department** at **352-392-1111** or dial **9-1-1** in an emergency.

Please don't hesitate to use these resources — taking care of yourself is a vital part of your academic success.

## The Writing Studio

Strong writing is an important skill for both academic and professional success, and you don't have to do it alone. UF's **Writing Studio** offers free one-on-one consultations and workshops to help you plan, draft, and polish your work.

You can visit them online at <http://writing.ufl.edu/writing-studio/> or stop by their location in **2215 Turlington Hall**. Whether you want help getting started, organizing your ideas, or refining your final draft, the Writing Studio is a great resource to make your writing stronger and your voice clearer.

## Class Recordings

Students are permitted to record video or audio of class lectures; however, use of these recordings is strictly limited.

### Allowed uses:

1. Personal educational use.
2. In connection with a formal complaint to the university.
3. As evidence in, or preparation for, a criminal or civil proceeding.

**Not allowed:** Sharing, posting, or publishing recordings (or transcripts) without the instructor's written consent. This includes uploading to social media, websites, tutoring services, or sharing with individuals not enrolled in this course.

**Definition:** A "class lecture" refers to instructor-led teaching or discussions that are part of this course. It does not include student presentations, labs, quizzes, exams, field trips, or private conversations during class.

Violating this policy may result in disciplinary action under the UF Honor Code. A student who publishes a recording without written consent may also be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.