

AEB 2014: Economic Issues, Food, and You



Image source: freepik

“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

Class Meetings

Summer B 2024

100% online with additional (optional) synchronous Zoom Q&A sessions throughout the semester

Location <http://lss.at.ufl.edu>

Instructor

Dr. Jennifer Clark

1191 McCarty Hall A (MCCA) and Zoom: <https://ufl.zoom.us/j/7910794490>

- Tuesdays, Wednesdays & Thursdays 11:00 am – 12:00 noon (office & Zoom)

- Mondays & Fridays 8:30 am – 9:30 am & 2:00 – 3:00 pm (Zoom only)

- Or email the instructor for an appointment at another time, including evening: tspartin@ufl.edu
(please include AEB 2014 in the subject line)

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

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.
- Apply principles of positive and normative policy analysis to assess how parts of the U.S. food economy are inter-related and further develop an ability to analyze current economic issues and problems related to food that are both local and global in context.

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 curated in Canvas and the open source textbook, "[Principles of Economics](#)" LibreTexts (2016), published by the University of Minnesota, is referenced for each lesson. Other open-source content is supplemented in Canvas for each lesson.

Readings and materials are designed to be accessible for all students. Please reach out to the instructor for additional support if you have questions or concerns.

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](#)

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	LIBRETEXT CHAPTER REFERENCE
1	L1	Economics of resources, agriculture, and food	CH 1
	L2	Economics of demand supply	CH 3
	L3	Production function and costs affecting supply	CH 8
2	L4	Theory of markets	CH 6
	L5	Forms of market competition	CH 9 & 11
	L6	Elasticity of demand and supply	CH 5
3	L7	International trade	CH 17
	L8	Resource and environmental markets	CH 18
	L9	Agribusiness organization and economic performance	CH 4
4	L10	Introduction to macroeconomics	CH 20
	L11	GDP & fiscal policy	CH 27
	L12	GDP & monetary policy	CH 26
5	L13	Brief overview of finance	CH 25
	L14	Money & value of time (real and nominal values)	CH 24 & 29
	L15	Business cycles, inflation, and unemployment	CH 28 & 31
6	L16	Agriculture and development	CH 23 & 33
	L17	Agricultural price and income policies	CH 16
	L18	Resources and environmental policies	CH 18

Materials and Supplies Fees: n/a

II. Graded Work

Description of Graded Work

The table below provides descriptions of all major assignments.

Work item	Estimated time on task	Description	Points
<p><u>Discussion Post (part a) & Discussion Response (part b); Modules (1-5) drop lowest score</u></p>	<p>1 hour total; 45 minutes for (part a) and 15 minutes for (part b)</p>	<p>Each module contains one motivating discussion topic that applies analytical and critical thinking about key terms and methodologies covered in the modules that are used in scarce resource decision making. After an original post is developed, students will respond to others in the class to share feedback (5 x 100 points each; lowest score is dropped).</p>	<p>400</p>
<p><u>Modules (1-5) Activities, “My Economic Policy Statement”; drop lowest score</u></p>	<p>1 hour</p>	<p>Each module contains one Activity assignment designed as a building block throughout the semester to culminate in an end-of-semester e-Portfolio project and reflection exercise in Module 6. Each of these activities is based on a food-related economic issue identified early in the semester by the student that can be related to their major, background, or interest. Higher order learning outcomes are associated with using information in new situations (application), drawing conclusions among ideas (analysis), justify a stand or decision (evaluate), and produce new or original work (create). Module 1-5 Activities culminate into the Module 6 “My Economic Policy Statement FINAL e-Portfolio”.</p> <p>At the end of the semester, the successful student will be able to apply positive and normative policy analysis, analyze quantified data in this context, evaluate sources and provide APA citations to tell their story based in science and peer review process to understand how current economic issues related to food are both local and global in context (5 x 100 points each; lowest score is dropped).</p> <p>Additional information is provided on page 21 of this Syllabus, section V. Learning Positive and Normative Economic Policy Analysis: Details of “My Economic Policy Statement” set of Activities (1-6): A semester-long e-Portfolio project.</p>	<p>400</p>

<p>Modules (1-5) Homework (HW) – includes Lecture Q’s, Reading Q’s, and Check your Understanding Q’s; drop lowest three scores for each item</p>	<p>2 hours per Lesson to complete Lecture Q’s, Reading Q’s, and Check your Understanding Q’s (3 Lessons per Module totals 6 hours per Module).</p>	<p>Each Module contains three Lessons and each Lesson (i.e., textbook chapter) contains graded items including watching a lecture video (15 points x 3 lessons), textbook chapter reading questions (10 points x 3 lessons) and check your understanding questions (5 points x 3 lessons), for a total of 90 lesson points per Module. With a total of five (5) Modules in Modules 1-5, there are a total of fifteen (15) lessons with each worth 30 points (15 x 30); the lowest three scores for each category (e.g., lecture video, textbook reading and questions are dropped (-90 points).</p>	<p>360</p>
<p>Modules (1-5) Quizzes; drop lowest three scores</p>	<p>30 minutes each Lesson (3 Lessons per Module totals 1.5 hours per Module)</p>	<p>Each Module includes 3 chapter quizzes covering the content of 3 lessons within that module. These quizzes are open-book & open notes; there are no proctoring services required. Quiz questions consist of multiple choice, T/F, and short-answer questions. The open-book design provides students with the opportunity to demonstrate recall of facts and basic concepts (remember), explain ideas or concepts (understand), and use information in new situations (apply), related to economic principles through learning objectives in each lesson for Modules 1-5 (30 points x 15 lessons); drop lowest three (3) quizzes (-90 points).</p>	<p>360</p>
<p>Reflection Video; Modules (1-5) drop lowest score</p>	<p>30 minutes each module</p>	<p>Each module contains one reflection summary prompting students to share something learned within the Module that is applied scarce-resource decision making (i.e., economic decisions). Students share a response reflecting on question prompts designed to reinforce learning objectives and analytical connections between key terms and concepts needed for building economic models. (5 x 20 points each; lowest score is dropped).</p>	<p>80</p>
<p>Module 6 contains a Discussion/Response, Activity, Lesson (e.g., Lecture video, SB Reading, Check your</p>	<p>Similar to Modules 1-5</p>	<p>Module 6 builds upon information and learning objectives from earlier modules (e.g., principles, models, activities) as both formative and summative assessment of course goals at the end of the term. Module</p>	<p>400</p>

<p>understanding Questions,& Quiz) and Reflection video</p> <p>Note: Module 6 graded item scores are <u>not dropped</u> in the final grade calculation.</p> <p>Students should contact the Instructor in the event of extenuating circumstances.</p>		<p>6 graded assignments are not dropped in the grading calculation. Time on task and point values are similar to the information described for Modules 1-5 (e.g., discussion 100 points; activity 100 points; lecture videos (5 points x 3); textbook reading questions (20 points x 3); check your understanding Q's (5 points x 3); Quiz (30 points x 3); Reflection video (20 points). Any missed work in Module 6 must be arranged with the instructor prior to the last day of classes and be completed during final exam week.</p>	
<p>Total Points</p>			<p>2000</p>

* An Excel-based formulated spreadsheet is provided in Canvas > Syllabus for entering grades and tracking your real-time semester grade throughout the semester. The “lowest dropped grades” are not fully incorporated in Canvas > Grades until after all Module 5 assignments are completed and grades entered into Canvas.

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	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

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

III. Annotated Weekly Schedule

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: Introduction to the instructor, overview of course, expectations and food-related scarce resource issue discussions.
 Summary: An introduction to AEB 2014 and the instructor including a tour of technology used in the course, communication methods and in-person/Zoom meetings available, Canvas tools, course expectations, course navigation, assignments and resources.

DAY	MONDAY	Remainder of Week 1 schedule located on the next page.				
DATE	7/01/24					
WEEK 1	<p>Classes Begin!</p> <p>Due: Introduction & Syllabus Quiz</p>					

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

Topic: Concepts and applications of scarcity in economic decisions, how markets are formed, and introduction to positive & normative economic thinking used for making policy recommendations.
 Summary: Markets form the basis of trade between scarce resources of value and humans who need and want these resources which include goods, services, and financial resources. This module focuses on the principle that our resources are not available in unlimited quantities and therefore a basic situation of resource allocation exists in every society. Concepts of resource allocation between individuals, groups, and societies are addressed - and how economists play a role as social scientists and policy makers. Critical issues related to resources and food are introduced and discussion about how agriculture plans an integral role in economic decisions to evaluate costs and benefits of policy outcomes.

DAY		TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE		7/02/24	7/03/24	7/04/24	7/05/24	7/06-07/24

WEEK 1		<p>Work on Lesson 1 (Chapter 1)</p> <p>Due: Discussion 1 Post (part a) <i>(approximately 30-45 minutes, depending on if you've posted in Canvas before).</i></p>	<p>Work on Lesson 2 (Chapter 2)</p>	HOLIDAY	<p>Work on Lesson 3 (Chapter 3)</p>	<p>Due SAT: HW 1 Includes Lessons 1-3 Reading Q's, Lecture Q's, and Check your Understanding Q's. <i>(Allocate time during the week to work on lessons for maximum schedule flexibility – approximately 2 hours per lesson).</i></p> <p>Due SAT: Quizzes 1 Includes Lessons 1-3</p> <p>Due SUN: Discussion Response 1 (part b) <i>(approximately 15 minutes).</i></p> <p>Due SUN: Activity 1 <i>(approximately 60 minutes).</i></p> <p>Due SUN: Reflection Video 1 <i>(approximately 15 minutes).</i></p>
	Module 2 – Markets I (Lessons 4-6)					
<p>Topic: Concepts and applications of market structures and participant incentives</p> <p>Summary: These chapters explore the theory of markets, various forms of market competition, and the concept of elasticity of demand and supply. They delve into how different market structures influence competition, pricing strategies, and consumer behavior. Understanding elasticity is crucial for predicting how changes in price affect demand and supply. These concepts are essential for making informed economic and policy decisions, helping economists and policymakers optimize market outcomes and address economic challenges.</p>						
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	7/08/24	7/09/24	7/10/24	7/11/24	7/12/24	7/13-14/24

WEEK 2		<p>Work on Lesson 4 (Chapter 4)</p> <p>Due: Discussion 2 Post (part a) <i>(approximately 30-45 minutes).</i></p>	<p>Work on Lesson 5 (Chapter 5)</p>	<p>Work on Lesson 6 (Chapter 6)</p>	<p>Due: HW 2 Includes Lessons 4-6 Reading Q's, Lecture Q's, and Check your Understanding Q's. <i>(Allocate time during the week to work on lessons for maximum schedule flexibility – approximately 2 hours per lesson).</i></p> <p>Due: Quizzes 2 Includes Lessons 4-6</p>	<p>Due SAT: Discussion Response 2 (part b) <i>(approximately 15 minutes).</i></p> <p>Due SAT: Activity 2 <i>(approximately 60 minutes).</i></p> <p>Due SAT: Reflection Video 2 <i>(approximately 15 minutes).</i></p>
	Module 3 – Markets II (Lessons 7-9)					
<p>Topic: Concepts and applications of markets that exist beyond industry-specific economic boundaries and incentives Summary: This module covers international trade, resource and environmental markets, and agribusiness organization and economic performance. They examine how global trade impacts agriculture, the role of markets in resource and environmental management, and the factors influencing the economic performance of agribusinesses. Understanding these areas is crucial for developing strategies that enhance trade benefits, promote sustainable resource use, and improve organizational efficiency and economic outcomes in the agricultural sector..</p>						
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	7/15/24	7/16/24	7/17/24	7/18/24	7/19/24	7/20-21/24

WEEK 3		<p>Work on Lesson 7 (Chapter 7)</p> <p>Due: Discussion 3 Post (part a) <i>(approximately 30-45 minutes).</i></p>	<p>Work on Lesson 8 (Chapter 8)</p>	<p>Work on Lesson 9 (Chapter 9)</p>	<p>Due: HW 3 Includes Lessons 7-9 Reading Q's, Lecture Q's, and Check your Understanding Q's. <i>(Allocate time during the week to work on lessons for maximum schedule flexibility – approximately 2 hours per lesson).</i></p> <p>Due: Quizzes 3 Includes Lessons 7-9</p>	<p>Due SAT: Discussion Response 3 (part b) <i>(approximately 15 minutes).</i></p> <p>Due SAT: Activity 3 <i>(approximately 60 minutes).</i></p> <p>Due SAT: Reflection Video 3 <i>(approximately 15 minutes).</i></p> <p>Extra Credit: Please complete Mid-Semester Feedback Extra Credit <i>(5 points)</i></p>
	Module 4 – The data of macroeconomics (Lessons 10-12)					
<p>Topic: Concepts and applications of the larger domestic economy and policy tools</p> <p>Summary: These lessons introduce macroeconomics, focusing on GDP and fiscal and monetary policies. They explain the fundamentals of macroeconomic theory, the calculation and significance of GDP, and how fiscal policies (government spending and taxation) and monetary policies (central banking activities) influence economic growth. Understanding these concepts is essential for analyzing economic performance, making informed policy decisions, and addressing macroeconomic challenges in the agricultural sector and beyond.</p>						
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	7/22/24	7/23/24	7/24/24	7/25/24	7/26/24	7/27-28/24

WEEK 4		<p>Work on Lesson 10 (Chapter 10)</p> <p>Due: Discussion 4 Post (part a) <i>(approximately 30-45 minutes).</i></p>	<p>Work on Lesson 11 (Chapter 11)</p>	<p>Work on Lesson 12 (Chapter 12)</p>	<p>Due: HW 4 Includes Lessons 10-12 Reading Q's, Lecture Q's, and Check your Understanding Q's. <i>(Allocate time during the week to work on lessons for maximum schedule flexibility – approximately 2 hours per lesson).</i></p> <p>Due: Quizzes 4 Includes Lessons 10-12</p>	<p>Due SAT: Discussion Response 4 (part b) <i>(approximately 15 minutes).</i></p> <p>Due SAT: Activity 4 <i>(approximately 60 minutes).</i></p> <p>Due SAT: Reflection Video 4 <i>(approximately 15 minutes).</i></p>
	Module 5 – Time value in economics (Lessons 13-15)					
<p>Topic: Concepts and applications of fiscal and monetary policy in the aggregate</p> <p>Summary: Have you ever wondered, what is money? Sure, it provides us with numbers in a bank account that are countable and is the mechanism that firms use to compensate us for the use of our factors of production (e.g., land, labor, capital, entrepreneurship). However, economists use the term "money" in a specific sense. These lessons provide a brief overview of finance, the concepts of money and the value of time (real and nominal values), and business cycles, inflation, and unemployment. They explain financial principles, the importance of time value in economic decisions, and how economic fluctuations impact inflation and unemployment. Understanding these topics is crucial for making sound financial decisions and analyzing economic conditions in both the agricultural sector and the broader economy.</p>						
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN

DATE	7/29/24	7/30/24	7/31/24	8/01/24	8/02/24	8/03-04/24
WEEK 5		Work on Lesson 13 (Chapter 13) Due: Discussion 5 Post (part a) <i>(approximately 30-45 minutes).</i>	Work on Lesson 14 (Chapter 14)	Work on Lesson 15 (Chapter 15)	Due: HW 5 Includes Lessons 13-15 Reading Q's, Lecture Q's, and Check your Understanding Q's. <i>(Allocate time during the week to work on lessons for maximum schedule flexibility – approximately 2 hours per lesson).</i> Due: Quizzes 5 Includes Lessons 13-15	Due SAT: Discussion Response 5 (part b) <i>(approximately 15 minutes).</i> Due SAT: Activity 5 <i>(approximately 60 minutes).</i> Due SAT: Reflection Video 5 <i>(approximately 15 minutes).</i>
	Module 6 – Public policy and agriculture (Lessons 16-18)					
Topic: Concepts and applications of economics relating to agriculture and food Summary: This Module covers agriculture and development, agricultural price and income policies, and resources and environmental policies. They discuss how agricultural advancements drive economic development, the impact of price and income policies on farm stability and market efficiency, and the importance of sustainable resource and environmental management. Understanding these areas is crucial for developing policies that promote agricultural growth, economic stability, and environmental sustainability..						
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

DATE	8/05/24	8/06/24	8/07/24	8/08/24	8/09/24	8/10/24
WEEK 6		<p>Work on Lesson 16 (Chapter 16)</p> <p>Due: Discussion 6 Post (part a) <i>(approximately 30-45 minutes).</i></p>	<p>Work on Lesson 17 (Chapter 17)</p>	<p>Work on Lesson 18 (Chapter 18)</p>	<p>Due: HW 6 Includes Lessons 16-18 Reading Q's, Lecture Q's, and Check your Understanding Q's. <i>(Allocate time during the week to work on lessons for maximum schedule flexibility – approximately 2 hours per lesson).</i></p> <p>Due: Quizzes 6 Includes Lessons 16-18</p> <p>Due: Discussion Response 6 (part b) <i>(approximately 15 minutes).</i></p> <p>Due SAT: Activity 6 <i>(approximately 60 minutes).</i></p>	<p>*Will accept A_06 until this date with no late penalty.</p> <p>Ask if you have questions!</p>

					Due: Reflection Video 6 <i>(approximately 15 minutes).</i>	
Conclusion Module – Final Thoughts						
<p>Topic: As the semester wraps up, you are invited to take time for reflection on the bigger picture of how economics affects food-related decisions on a personal, organizational, and global scale, how the pieces fit together, and factors influencing your own decisions about how you communicate food issues. Please take time to complete feedback on your course experience.</p> <p>Summary: Do you have any lingering questions about the subject matter? Any questions about economics that you still are wondering about?? This is an opportunity to consider your professional development and skills growth. Please reach out with any questions or if you would like to discuss additional undergraduate research related to your topic.</p>						
DAY					FRIDAY	
DATE					8/09/24	
WEEK 6					Please complete Course Evaluation! Reach out to discuss undergrad research projects.	

IV. Student Learning Outcomes (SLOs)

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

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.

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 I’m concerned about
A_02	Positive economics; the data supporting my food-related economic issue
A_03	Global perspective - Where in the world is my food-related economic issue occurring?
A_04	First Draft
A_05	Peer Review
A_06	“My Economic Policy Statement” Final e-Portfolio project completion

Each of the six Activities build upon each other beginning with issue formulation, data collection, contextual agribusiness environment, first draft, peer review and editing, and final e-Portfolio reflecting learning objectives achieved throughout the semester.

The final draft of the “My Economic Policy Statement” is a culmination of students’ semester-long engagement with a self-selected food-related issue reflecting deeper engagement with course learning objectives. The Final e-Portfolio project showcases students’ analytical and communication skills associated with a complex topic of strategy and demonstrates evidence of developed [employability skills in agriculture and natural resources](#) identified by the Association of Public Land-Grant Universities (APLU). The e-Portfolio is a digital copy that can be shared to demonstrate university-level professionalism.

The course readings, videos, activities, and discussions assigned for this class are designed to synthesize learning objectives covered in this course. They also provide an opportunity to engage with the materials in a personal way. The following annotated rubric provides general expectations of rigor for grading “My Economic Policy Statement” written narratives. Canvas Activities provide additional rubric detail specifically related to each assignment’s instructions and objectives in Canvas.

Annotated Rubric	Points
Thorough on-point and substantive contribution to prompts based on the materials.	Full credit (80-100)
Competent and complete, but may lack clarity, focus, specific detail, and/or development of thoughts.	Partial credit (50-70)
Incomplete, with little to no evidence of careful consideration, appears rushed and shows scant involvement with the materials.	Marginal credit (10-40)
No submission	No credit 0

2. Details of Self-Reflection Component

Self-reflection is built into each module and My Economic Statement activity culminating in the final e – Portfolio website in Canvas project.

VI. Required Policies

Attendance Policy

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/ugrad/current/regulations/info/attendance.aspx>

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students

will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students 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.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Counseling and Wellness Center

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio in 2215 Turlington Hall or online at <http://writing.ufl.edu/writing-studio/> for one-on-one consultations and workshops.

In-Class Recordings

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section.

Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may 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.