

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

**Class & Instructor Details**

Instructor: Xiang Bi (Pronounced as Shee-ang Bee)      Office: 1105 McCarty Hall B  
Phone: 352-294-7671      E-mail: [xiangbi@ufl.edu](mailto:xiangbi@ufl.edu)  
Class meeting time: Tuesday 10:40 -11:30 Thursday 10:40-12:35  
Class location: MCCB G086

**Office hours**

Tuesday, Thursday 14:00 – 16:00 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 (11-14<sup>th</sup>) 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
3. Case studies –links to purchase case studies will be provided on the class website

**Prerequisites**

AEB 3133

**Undergraduate Coordinator**

Mikael Sandberg, 1177 McCarty Hall A, [sandberg@ufl.edu](mailto: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 lectures, discussions, 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 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, Porter's and SWOT)                             | Aug 22, 24    |
| Week 2  | Chapter 1 Strategic Planning and Marketing Management (Including appendix on portfolio analysis) | Aug. 29, 31   |
| Week 3  | Chapter 2: Marketing Research  | Sept 5, 7     |
| Week 4  | Chapter 2: Marketing Research; Homework 1 in-class discussion<br>Chapter 3: Consumer Behavior    | Sept 12, 14   |
| Week 5  | Chapter 3: Consumer Behavior<br>Homework 1 due Sept 21   | Sept 19, 21   |
| Week 6  | Chapter 5: Market Segmentation<br>Case 1 in-class discussion                                     | Sept 26, 28   |
| Week 7  | Chapter 5: Market Segmentation<br><b>Mid term review</b>   | Oct 3, 5      |
| Week 8  | Chapter 6: Product Strategy/Product Life Cycle (Product)<br>Case 1 due Oct 12                    | Oct 10, 12    |
| Week 9  | Chapter 6: Product Strategy/Product Life Cycle (Product)<br>Case 2 in-class discussion           | Oct 17, 19    |
| Week 10 | Chapter 7: New Product Development<br>Case 2 due Oct 26  | Oct 24, 26    |
| Week 11 | Chapter 8: Marketing Communications (Promotion)<br>Homework 2 in-class discussion                | Oct 31, Nov 1 |
| Week 12 | Chapter 8: Marketing Communications (Promotion)<br>Homework 2 due Nov 9                          | Nov 7, 9      |
| Week 13 | Chapter 10: Distribution Strategy (Place)  | Nov 14,16     |
| Week 15 | Chapter 11: Pricing Strategy<br>Review; Case 3 in-class discussion on Nov 30                     | Nov 28, 30    |
| Week 16 | <b>Final Review</b><br>Case 3 due <b>Dec 9</b>   | Dec 5         |

The instructor 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 | Homework 1 report (10%)<br>Homework 2 report (15%)<br>Case 1 report (10%)<br>Case 2 report (10%)<br>Case 3 report (10%) | 55%     |
| 2 | Attendance  | 10%     |
| 3 | In-class discussion (2% per assignment, 5% for other discussions)   | 15%     |
|   | Online discussion (canvas)  | 10%     |
| 5 | Open book quiz (canvas)   | 10%     |
|   | Total   | 100%    |

**Homework Assignments and Case Studies**

- Each assignment includes in-class discussion (2 points for each assignment) and a written report.
- I will provide a list of discussion questions. 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 other students. **A group cannot have more than 3 students.**
- You can change your assignment group throughout the semester
  - Please specify each member's contribution in the written report (I recommend dividing the assignment questions among group members).
  - To ensure each member has contributed to the assignment, I may ask a student to briefly present the group's report or discussions with the rest of the class.
- These assignments represent significant portion of your grade. 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, I follow this general rubric. Specific rubric will be posted with the assignment.

- 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 or MLA is recommended) (1-5 scales)

### **In-class Discussion**

If you are absent during in-class discussions on assignments, you can email me your written comments.

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?
- By the end of the semester, I will drop one discussion with the lowest grade 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.

### **Attendance**

- I will take attendance throughout the semester
  - Out of the total number of lectures I record, if you are present 90% of the time, you will get the full credit for attendance; otherwise you will get a fraction of the credit based on the number of lectures you are present divided by the total.
- ***Students who attend class, but choose to disrupt the class by talking, surfing the internet or browsing their cell phones, arriving late or leaving early, reading papers, or working on other class assignments will not receive credit for this portion of their grade.***
- ***Keep your cellphones and laptops in your backpack during lectures unless they are required.***

### **Online discussions**

These questions will be posted on Canvas. I post one discussion per chapter. Each student is required to post his or her discussion on Canvas prior to the deadline. **It is your responsibility to submit your discussion before the deadline to receive the full credits.** These discussions should be brief. I will provide guidelines on Canvas. We will go through these discussions during lectures.

### **Open Book Quiz**

To ensure student's understanding of the textbook and supplementary readings (case studies), you will be given short quizzes about them in advance. These quizzes will be posted on Canvas. By the end of the semester, I will drop one quiz with the lowest grades for each student.

### **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/](http://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](mailto:umatter@ufl.edu) <http://www.umatter.ufl.edu/>***

***Career Resource Center, First Floor JWRU, 392-1601, [www.crc.ufl.edu/](http://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/](http://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!**