



AEB 4342
AGRIBUSINESS & FOOD
MARKETING MANAGEMENT

Fall 2021

Class Number: 20015

Instructor

Dr. Lijun (Angelia) Chen
Phone: 352-294-7678

Office: 2115 MCCB
E-mail: lijunchen@ufl.edu

Office hours: Mondays, Wednesdays, Fridays @ 10:00 AM – 11:00 AM

*Note: This represents times that I should be available; however, feel free to call, e-mail, or talk to me before or after class to set up an appointment to come see me. You do not need an appointment, but that way you can make sure I am there when it is convenient for you. Many students find e-mail is an easy, fast way to ask me questions. If you e-mail me, please use [lijunchen@ufl](mailto:lijunchen@ufl.edu) (do not use Canvas e-mail) and make sure include **AEB4342** in the subject line.*

Graduate Teaching Assistant

Ms. Fei He
E-mail: he.fei@ufl.edu

Office: 1088 MCCB

Office hours: Thursdays @ 11:00 AM – 12:00 PM

Course Details

Class meeting time: Mondays, Wednesdays, Fridays | Period 5 (11:45 AM - 12:35 PM)

Class location: CSE E121

Class Dates: 08/23/2021 - 12/08/2021

Final Exam: 12/15/2021 @ 3:00 PM - 5:00 PM

Holidays (no classes): September 6; October 8-9; November 11; November 24-27

Prerequisites

AEB 3133 Principles of Agribusiness Management

Required Materials & Tools

- A Preface to Marketing Management by J. Paul Peter and James H. Donnelly, Jr from publisher McGraw-Hill. ANY RECENT EDITION (12-15th) WILL DO.
- Supplementary readings and videos – links will be provided on the class website.
- Case studies – links to purchase case studies will be provided on the class website.

Undergraduate Coordinator

Dr. Misti Sharp
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Academic Advisor

Danielle Shu
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Course Website

UF Canvas is the official class website. The *E-Learning* platform in Canvas is where you will receive all class announcements, so you should check here regularly. There will be an e-Learning website for this course. To access e-Learning you will need your Gatorlink username and password (<http://elearning.ufl.edu>). If you have difficulties accessing E-learning, please contact the UF Computing Help Desk by calling (352)-392-HELP or e-mail helpdesk@ufl.edu. Make sure to [enable e-mails for course announcements](#) and read this syllabus thoroughly. I post important announcements sparingly (no more than 1 per day and usually much less) and will not answer questions by e-mail that are already answered via canvas announcements or the course syllabus.

Missing an announcement posted on Canvas is not a valid excuse for not following through with class-related activities. Lecture videos and some other required materials will also be uploaded on UF Canvas. I will NOT be sending announcements through e-mail.

Course Description and Objectives

This course covers principles and applications of marketing and management, focusing on agribusiness and food marketing problems faced by managers. The course will center on understanding the fundamentals and dynamics of marketing that characterize agribusiness and food systems, using a diverse set of approaches and tools to analyze marketing management cases, and developing skills to conduct strategic marketing planning. As a result, this course involves frontal lectures, case studies, class discussions (oral presentations), and written assignments.

Objectives and Essential Skills

After completing this course, you will be able to:

- Understand basic marketing principles and the role of marketing management in the agribusiness and food system.
- Develop analytical skills and master strategic planning tools for solving marketing problems, such as analyzing, writing, and presenting case analyses.
- Conduct strategic positioning, marketing research, and consumer segmentation.
- Evaluate pricing, distribution, promotion, and new product decisions.
- Identify and analyze the real-life applications of those strategies used by food and agribusiness companies to achieve a specific organizational objective.
- Apply survey research methods and statistical methods in developing marketing research plans and solving business cases.

Course Structure

This class is scheduled for one period **in person** on Mondays, Wednesdays, and Fridays. Classes will involve a mixture of lecturing, discussion, and various active learning activities all designed to help increase your understanding of the course topics. Case studies are used to learn and practice analytical skills in marketing management, as well as to demonstrate how to use these skills to solve real-world problems. Masks are expected for all participants. Lectures will be recorded and provided to students on e-Learning to ensure that students who feel sick do not come to class. Nevertheless, the only way to ensure that you have all information and earn all points for attendance is to attend class in person (this is not an online class). If you do get sick or

have an absence that qualifies as an “excused” absence, please contact Dr. Chen prior to class to ensure you are not penalized for missing class.

Most of the class meeting time will focus on lectures, cases, discussions, and homework assignments. All material will be posted on e-learning so as to provide equal access to all students but the only way to be sure you have all material and information is to attend class daily. I expect active participation of all students in discussions of the textbook material, case studies, and supplementary readings. A significant portion of your grade will be based on homework assignments and in-class discussions.

Case Studies

Case studies will be used intensively in the class to give us the opportunity to see how concepts taught in lectures and read in the book can apply to real world companies. In order for case study discussions to be productive, it is critical that everyone comes to class prepared to discuss the case study. To facilitate your preparation, there will be quizzes and homework assignments built on the cases. These assignments are a **significant** portion of your grade, so remember it is your responsibility to get assignments for days you have missed prior to the next class period.

We will work on three cases in total. For the first two cases, each case will be divided into two or three parts and there will be a homework assignment associated with ONE part of the case. A tentative schedule of case studies is as follows:

24-Sep	Friday	Case 1: Starbucks (part 1)
27-Sep	Monday	Case 1: Starbucks (part 2 & 3)
29-Oct	Friday	Case 2: Hemp case (part 1 & 2)
1-Nov	Monday	Case 2: Hemp case (part 2 & 3)
8-Nov	Monday	Final case: Foodnome (intro)
19-Nov	Friday	Meeting with Foodnome

Note: these dates are subject to change and any changes will be communicated in course announcements.

The final case study 3 will be a different format, and it accounts for a **significant** portion (15%) of your grade. You will do this entire case with one partner. This is a case about the Home Kitchen Movement and the leading company of this movement, Foodnome. We will bring the Policy Director of Foodnome to the class to introduce the case and answer questions that you have for the case. Having learned how to analyze cases throughout the semester, for the final case, you will turn in one report using the following format:

- I. Introduction (brief - about 1 paragraph) summary of the issues in the case. End this paragraph with an explanation of what decision needs to be made.
- II. Analysis - conduct whatever analysis you need to make the decision with the correct information.
- III. Alternatives - list the alternatives available to make the decision. Include pros and cons of each alternative.

IV. Recommendation - select an alternative and explain why you selected it over others. Include a few thoughts about the implementation and/or consequences of your decision.

Homework Assignment

We will have four homework assignments based on either textbook contents or case studies that we will discuss throughout the semester. Before a homework assignment is posted on e-Learning, I will allocate some class meeting time to discuss included questions to help you better understand your assignment. For the first three assignments, you can work on your own or collaborate with ONE partner as a group. For the last homework assignment, you must work with ONE partner. You can change your group/partner throughout the semester.

If you have an excused absence for a class period when an assignment is due, it is your responsibility to turn in the assignment **before** the class period to avoid a 0 grade. All assignments are due at the beginning of the class period. Late assignments receive a 0 grade.

If you choose to work with a partner for the first three assignments, please specify your and your partner's contribution in the submitted homework. The efforts dedicated to your homework have to be split equally between you and your partners. Each group only needs to submit one copy on Canvas.

Quizzes

In order for this class to be successful, it is important that everyone reads the chapters and cases by the assigned dates. This way, we can spend class time discussing what they mean instead of me repeating the content to you. To facilitate this, we will have reading quizzes typically before the day we start a new **chapter** or **case**. We have **nine** chapters and **three** case studies (no quiz for Section II), which, in total, result in **12** quizzes. When preparing for the quiz questions, think about the following questions:

For chapters-

- What are the main learning points from the chapter?
- What did you read about, but are still unclear about?
- What did you find most interesting in this chapter?

For cases-

- What is the case about and what are the real problems?
- What tools can you use to analyze the information?

Quizzes will be posted after we finish a chapter/case and due at the beginning of the class when we start a new chapter/case. Late quizzes receive a 0 grade. I recommend that you print out your quizzes and bring them to class to take notes of correct answers, as well as to help with the discussions. If you have difficulties accessing a printer, let me know at least two hours prior to the class so I can help print out your materials.

Topic Application Assignment

Each class member will be assigned a CHAPTER that they are responsible for finding a current application for. You will be the TOPIC LEADER for this chapter. That means each chapter/topic has **two or three** class members assigned. You will need to:

1. Find an advertisement, newspaper article, television show clip, YouTube/TikTok video or other media that shows how a food or agribusiness company has applied principles from the chapter you are reading. It can be an example of something a company did well or did poorly, as long as it relates to the chapter.
2. Write a ONE-page paper explaining what the agribusiness company did and how it relates to the chapter we are reading.
3. Lead the class discussion of the chapter/topic you are assigned to using ONE or TWO PowerPoint slides.

How does Topic Application Assignment work?

You will be expected to present your example in class using ONE or TWO PowerPoint slides and help lead a discussion about why this is relevant to the chapter and what can be learned from it. During the course of a chapter discussion which you have provided an example of, be prepared to take over the lead of the discussion and let the class know you have a topic application assignment that illustrates the point. The demonstrating slide(s) and the ONE-page paper are due at the beginning of the SECOND class of the topic, where we begin discussing your assigned chapter/topic. We may not reach the point in the chapter for your application assignment on the day it is due, so be prepared to discuss it on any day we are covering your chapter.

Topic application assignments and in-class discussions usually go side by side. The two or three class members who are assigned to provide an application for this topic, called Topic Leaders, will jointly serve as **moderators** of the discussion. I recommend that topic leaders communicate with each other in advance to decide the order of presenting your slides (**3-4 minutes**) and roles in organizing the class discussion. This is also where you can earn bonus points by volunteering to help moderators to draw the mind map or list/scribe discussion points on the chalkboard. If you do, please make sure you take photos of the chalkboard and share them with the class on Canvas. It might inspire homework or exam questions.

However, if you have an absence that qualifies as an “excused” absence on the day you are supposed to present your slides and lead in-class discussions, please contact me **prior to class** and let me know if you choose one of the following options:

- (1) have another class member to help out (present and lead the in-class discussion) and split the points with them; if you do so, how you two split the points is your own decision with mutual agreement.
- (2) exchange the topic entirely with another class member.

Exams

The first exam will be a take-home project with questions and analyses that are covered in Section II, chapters 1, 2, 3, and 5. The time for the exam is expected to be in October and will be jointly decided by the class.

The final exam will take place on December 15, 2021, from 3:00 PM to 5:00 PM. It will cover chapters 6, 7, 8, 10, and 11.

Attendance and In-class Discussion

You are expected to be in class each day and participate in class discussions actively. I will randomly check the attendance 10 times so each check comes with 5 points. Overall, attendance accounts for 5% of your grade and has 50 points in total. Missing one class meeting might not hurt your grade too much, but it means you might also miss in-class discussion (or even topic application assignments), which accounts for a significant portion of your grade and helps with your homework.

In-class discussion will divide the whole class into several groups with 3-5 class members in one group. This is not a fixed group, so you can change your partners in every class discussion. Discussions are based on topic leaders' applications, the context of this chapter, and questions I assign in class. The goal is to enhance your understanding of the topic, grasp a comprehensive understanding of the knowledge structure of the chapter, and apply what you have learned to solve problems.

Each group will have one or more students to speak to (1) summarize the group discussion results, and/or (2) add to other groups' summary. I'll grade your group discussion result/summary that accounts for up to five points, and these are the factors I look for:

- Does the student speak 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?

Rubric:

1. Actively participating in the class discussion – up to five points.
 - * Topic leaders, TA (Ms. Fei He), and myself will observe one or two groups and grade your participation.
 - * Name card will be very helpful in making sure you won't miss your points.
 - * When grading your participation in group discussion, this is the evaluation form I will use:

Criteria	Example/rationale	Score (0-2)
Meaningful contributions when speaking		
Thoughtful listener and ask questions		
Reference data or other evidence (ana analytical tools learned from the class		
<i>Overall score</i>		

2. Quality of discussion summary/results – up to five points, everyone in the same group has the same quality points. So feel free to add to the summary!
3. Each in-class discussion has 10 points and we will have 12 discussion sections.

If you have an absence that qualifies as an “excused” absence, please contact me **prior to class** to ensure you are not penalized for missing class. Meanwhile, if we are having extensive in-class discussions on the day you have to miss the class, you can choose to submit “make-up” work. In this case, you are expected to review the discussions and contribute to the conversation by sending me a written paragraph (150 -200 words) outlining what you learn from the discussions and what you want to add to the topic. If you don’t have an excused absence and you miss a class when we have class discussions, you will miss the points for that “in-class discussion” section, and make-up work won’t count.

Grading

Grading Scale

Grades will be awarded as follows

93% or greater	A
90% to 92.99%	A-
87% to 89.99%	B+
83% to 86.99%	B
80% to 82.99%	B-
77% to 79.99%	C+
73% to 76.99%	C
70% to 72.99%	C-
67% to 69.99%	D+
63% to 66.99%	D
60% to 62.99%	D-
Below 60%	E

Note: Your final grade will be posted on e-learning after the final exam. The professor has the right to change this point structure at any point so long as it improves the student’s final score.

Please note that grades are not “rounded” or “adjusted” at the end of the term. Hagglng over grades at the end of the semester is NOT entertained. Of course, if there is an error in recording a grade, I will gladly give you the correct points. If you believe that your assignment is incorrectly graded or that your grade is incorrectly posted, please contact me via e-mail as soon as possible.

You have seven days after a grade has been posted to voice your concern. After seven days have passed, your posted grade will be assumed to be correct and accurate.

Grading Rubric

Components	Due	Grading Rubric
Quizzes	Beginning of class of a new chapter	Ten points per quiz, including questions in one or multiple of the following forms: single-choice, multiple-choice, true/false, open end. An open-end question has three points; other questions are one point each.
Homework assignments	Due and grading rubric depends on the specific homework assignment (exam) and will be explained in class and posted on Canvas.	
Exams		
Topic application assignments	Beginning of the second class of a new chapter	Relevance of the topic: 10 points; One-page topic paper: 30 points; Slide(s): 10 points; Presentation: 15 points; Leading class discussion: 15 points.
In-class discussions	In class	Ten points per class discussion and 12 discussions in total. See the section “Attendance and In-class Discussion”.

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/UGRD/academic-regulations/attendance-policies/>. In general, you are expected to be in class and submit all work on time on e-Learning.

Academic Performance

Your grade on e-learning throughout the semester may not reflect your true performance in the course. You will have regular assignments that may require a quick turnaround in this class and it is crucial that you do not “check-out” at any point in the semester. If you fall behind, you MUST communicate with me when you realize this is happening. Do NOT wait until the end of the semester as there is nothing I can do to help at that point. It is my goal to teach students and not to “give grades” as I believe grades are earned. As such, consider the following guidelines when you have questions about your grade or class performance:

- If you have any questions about your score at any point, you may come to me during office hours to clarify the number of points you have and what points will be required to achieve your desired grade.
- Do NOT ask for clarification of your grade in class or after class. This type of discussion is reserved for office hours or scheduled meetings. Please note that I cannot communicate grade information over e-mail. All grades are posted in e-learning in a timely fashion; please let me know if this is not the case.
- Do NOT e-mail me or come to office hours expecting to change your score on a given assignment unless an egregious error has been made in entering your grade into canvas

(i.e. you failed to get credit for a completed assignment or an exam grade was entered incorrectly).

- Do NOT ask for additional points throughout the semester. Available bonus opportunities to gain additional points are outlined in the grade composition table above and these bonus points are earned, not given.

Your grade will be divided as follows:

Grade Composition

Types	Components	Weights	Points
Group-based	Homework assignment 1	5%	50 points
	Homework assignment 2	8%	80 points
	Homework assignment 3	10%	100 points
	Homework assignment 4 - final case (Foodnome)	15%	150 points
Individual-based	Exam 1 (take-home exam)	15%	150 points
	Exam 2 (final exam)	10%	100 points
	Attendance	5%	50 points
	Quizzes	12%	120 points in total; 10 points per quiz
	Topic application assignment	8%	80 points
	In-class discussion	12%	120 points; covering nine modules and three cases
Bonus point	Answer questions or provide supporting points in class	--	2 points per question/point; 20 points maximum per person
	Volunteer to facilitate in-class discussion (e.g., draw mind map, write discussion points on the chalk board)	--	6 points per time (12 points maximum per person)
	Provide course feedback through the survey (two rounds of feedback collection in total)	--	4 points per time
Total		100%	1000 points +

Note: Bonus points divided by 10 will be added to the final grade directly.

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>

Tentative Semester Outline

Week	Start Date	End Date	Contents
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1	23-Aug	27-Aug	Introduction/ Case study method (Section II-textbook, Porter's, and SWOT)
2	30-Aug	3-Sep	Chapter 1 Strategic Planning and Marketing Management; Situational analysis; Portfolio planning (BCG & GE models)
3	6-Sep	10-Sep	Chapter 2 Marketing Research
4	13-Sep	17-Sep	Chapter 3 Consumer Behavior
5	20-Sep	24-Sep	Chapter 3 Consumer Behavior
6	27-Sep	1-Oct	Chapter 5 Marketing Segmentation
7	4-Oct	8-Oct	Chapter 5 Marketing Segmentation
8	11-Oct	15-Oct	Chapter 6 Product Strategy/Product Life Cycle (Product)
9	18-Oct	22-Oct	Chapter 6 Product Strategy/Product Life Cycle (Product)
10	25-Oct	29-Oct	First Exam (chapters 1, 2, 3, and 5) & Chapter 7 New Product Development
11	1-Nov	5-Nov	Chapter 8 Marketing Communications (Promotion)
12	8-Nov	12-Nov	Chapter 8 Marketing Communications (Promotion)
13	15-Nov	19-Nov	Chapter 10 Distribution Strategy (Place)
14	22-Nov	26-Nov	Chapter 11 Pricing Strategy
15	29-Nov	3-Dec	Chapter 11 Pricing Strategy
16	6-Dec	10-Dec	Final case & Review
17	13-Dec	17-Dec	Final Exam (chapters 6, 7, 8, 10, and 11)

Please note this syllabus is a rough outline of the course and how it will be conducted. Changes to the course (exam dates, material covered, general policies, etc.) are determined by the instructor and subject to change. By enrolling in this course you are agreeing to the terms outlined in this syllabus. Please contact me if you have any questions.

Other Course Policies

Classroom Etiquette

Be Respectful. Masks are expected for all participants.

Be on time and stay the entire class. Avoid cell phone usage (except for emergency situations). Your phone should be set on silent/vibrate so that it does not make any sound during the class which would disrupt the entire class.

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, or working on other class assignments will not receive attendance points and/or in-class discussion points.

Students Requiring Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). 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.

Students with Disabilities Act

The Dean of Students Office coordinates the needed accommodations of students with disabilities. This includes the registration of disabilities, academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services, and mediating faulty-student disability related issues.

Dean of Students Office
Phone: 352-392-1261
Website: www.dso.ufl.edu

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>.

In-Class Recording

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.

University Policies and Assistance

University Honesty Policy

UF students are bound by The Honor Pledge: “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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Conduct Code](#). If you have any questions or concerns, please consult with the instructor or TAs in this class.

- **Examples of cheating:** copying the homework of a peer, copying and pasting from a source without quotations and source attribution, paying someone else to do your homework/project/exam, dividing work amongst you and your peers and then all submitting the same document, giving or receiving material from peers.

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. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the [Notification to Students of FERPA Rights](#).

Campus Helping Resources - Health and Wellness

- *U Matter, We Care*: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center*: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center*: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).
- *University Police Department*: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center*: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

Campus Helping Resources - Academic Resources

- *E-learning technical support*: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- *Career Connections Center*: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- *Library Support*: Various ways to receive assistance with respect to using the libraries or finding resources.
- *Teaching Center*: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- *Writing Studio*: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- *Student Complaints On-Campus*: [Visit the Student Honor Code and Student Conduct Code webpage for more information](#).
- *On-Line Students Complaints*: [View the Distance Learning Student Complaint Process](#).

Students experiencing crisis or personal problems that interfere with their general wellbeing are encouraged to utilize the university's counseling resources. Both the Counseling Center and Student Mental Health provide confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal or lacking clear career and academic goals, which interfere with their academic performance.

If something happens in your personal life that has an impact on your academic life, you must go through the Dean of Students Office (contact below) for additional accommodations. If you are experiencing other forms of distress that do not impact your performance in my class, there are several resources available on campus for students (<http://www.umatter.ufl.edu/>).

Lauren's Promise: I will listen and believe you if someone is threatening you.

Lauren McCluskey, a 21-year old honors student athlete, was murdered on October 22, 2018, by a man she briefly dated on the University of Utah Campus. We must all take actions to ensure

this never happens again. Any form of sexual harassment or violence will not be excused or tolerated at the University of Florida.

If you are experiencing sexual assault, relationship violence, or stalking, you can take the following actions:

- If you are in immediate danger, call 911.
- Report it to me, and I will connect you to resources.
- Seek confidential sources of support and help:
 - * [UFPD Office of Victim Services](#): 51 Museum Road, 352-392-5648
 - * [Sexual Assault Recovery Services \(SARS\)](#): Infirmary Building, 352-392-1161
 - * Alachua County Rape Crisis Center (confidential): 352-264-6760

Diversity, Equity, and Inclusion

The University of Florida’s College of Agricultural and Life Sciences (CALs) supports the University of Florida’s commitment to diversity, equity, and inclusion. By fostering a sense of belonging for students, staff, and faculty, while leveraging the uniqueness of the people who study and work at the university, we believe our campus community is enriched and enhanced by diversity, including but not limited to, race, ethnicity, national origin, gender, gender identity, sexuality, class, and religion. This course will support an understanding of the diversity of our distance and campus communities as well as our agricultural and natural resource communities, locally and globally.

This course will strive to create a learning environment for students that supports a diversity of thoughts, perspectives, and experiences while honoring your identities. In this class we will take the following approaches to help achieve this:

- All course participants will use the names and pronouns provided by students for use in class. If these differ from those that appear in official university records, you can change your Display Name at One.UF.
- If your performance in this course is being impacted by your experiences inside and/or outside the classroom, do not hesitate to contact the instructor and/or teaching assistant (TA). Instructors in CALs are a great resource for you and you may provide feedback anonymously. Feedback may result in general announcements to the class, if necessary, or reporting to appropriate UF personnel to address your concerns.
- CALs instructors and TAs like many people, are still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that makes you feel uncomfortable, please discuss with your instructor or TA or contact the CALs Dean’s Office (cals-dean@ufl.edu).

Note: The instructor reserves the right to change the terms and dates stated in this course syllabus at any time. Any changes will be communicated in class and on e-learning as an announcement. It is solely the student’s responsibility to stay informed of any changes. By enrolling in this course, you are agreeing to the terms outlined in this syllabus.

I look forward to a fun and productive semester with you all! 😊