



**AEB 4342**  
**AGRIBUSINESS & FOOD**  
**MARKETING MANAGEMENT**  
**Fall 2022**  
Class Number: 19153

**Instructor**

Dr. Lijun (Angelia) Chen  
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Office hours: Mondays and Wednesdays @ 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 see me. 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 to include **AEB4342** in the subject line. Please allow me 24 hours to respond to your e-mail; typically, I respond much sooner.*

**Graduate Teaching Assistant**

Mr. Suraj Gurung, Ph.D. student  
Office hours: Tuesdays @ 11:00 AM – 12:00 PM

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**Course Details**

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

Class Location: Anderson Hall 0034

Class Dates: 08/24/2022 - 12/07/2022

Final Exam: 12/13/2022 @ 3:00 PM - 5:00 PM (Anderson Hall 0034)

Default Due Time: 11:59 PM, unless specified otherwise

**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: <https://hbsp.harvard.edu/import/850814>
- iClicker will be used extensively for attendance and in-class polling and/or quizzing.  
iClicker Join Link: <https://join.iclicker.com/YC3CV>

**Undergraduate Coordinator**

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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](mailto:helpdesk@ufl.edu). Make sure to [enable e-mails for course announcements](#) and read this syllabus thoroughly.

I post important announcements sparingly 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 materials will be uploaded on UF Canvas. I will **NOT** be sending announcements through e-mail.

### **Course Description**

Application of marketing and management principles to agribusiness and food marketing problems faced by managers. Emphasis on case problems, group projects, oral presentations and written assignments.

### **Course objectives**

This course provides a senior-level capstone experience. It covers principles and applications of marketing and management and focuses on marketing and marketing problems faced by agribusinesses. The course will center on understanding the advanced principles of marketing management 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 (presentations), quizzes, and written assignments. After completing this course, you will be able to:

- Understand marketing principles and the role of marketing management in agribusiness and food systems.
- Develop analytical skills and master strategic planning tools for solving real-world 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 empirical research methods to develop marketing research plans and solve business cases.

### **Course Structure**

This class is scheduled for the fifth 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. **Lecture recordings will be provided to students who have an excused absence.** All course material will be posted on e-learning to provide equal access to all students. Nevertheless, the only way to ensure that you have all information and earn all points for attendance/polling/quizzing is to attend class in person; this is **NOT** an online class.

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 illustrate how concepts taught in lectures and read in the book can apply to real-world businesses. 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.

## *Homework Assignments*

In addition to cases (or mini-cases) we discuss and analyze in class, we will work on **THREE** main cases in the format of Homework Assignment. You will need to purchase the cases from Harvard Business Publishing through the Coursepack link: <https://hbsp.harvard.edu/import/850814>. There are three cases in the Coursepack and each is priced at \$4.25. Two of them are required, and the third one is optional.

The first **two** cases need to be completed **independently**. Each case will be divided into several parts, and there will be homework assignments associated with these parts. **For the copyright protection purpose, I will NOT share case study materials in and out of class.** It is your responsibility to purchase the case studies for your homework assignment individually. **The materials in the Coursepack are exclusive for your personal use and you are NOT allowed to distribute and share due to copyright policy.**

The third homework assignment (the final case/final project) will be in a different format, and it accounts for a **significant** portion (15%) of your grade. Although I will provide reading materials for the final project, you are expected to conduct a comprehensive search of materials (e.g., literature, reports, news articles) related to the case. **Therefore, the third case in the Coursepack is optional.** You are expected to read, summarize, analyze, and identify problems, and propose courses of actions to improve or solve these problems. You can choose to work on this case all by yourself or with **ONE** partner. If you choose to work with a partner, please identify your and your partner's contributions in the submission. You and your partner are required to make **equal contributions** to the final project. Each group will only need to submit one copy of the final project on Canvas. You and your partner will have the same grade. **An in-class test built on your identified contributions in the final project will be posted exclusively to you. This test is intended to identify and discourage free-riding behavior.** This test will include **three** questions and your answers will **NOT** affect your partner's grade. Specifically, answering one question wrong will apply a 20% reduction in your grade; answering two questions wrong will apply a 40% reduction in your grade. If you answer all three questions wrong, you will receive a **ZERO** on your final project. **This policy will be strictly enforced.**

Note that **ALL** homework assignments will include a **Reflection Component**, which motivates students to take a pause and **review** what the topic is about and what in-class discussions inspire you, to **ponder** how the new knowledge can add to your competitive advantage in the future career, and to **recall** what are the challenges you encounter during the learning process and what can be done to improve your learning experience.

To facilitate productive learning and progressive testing, there will be **checkpoints** attached to the homework assignment. This means that your homework assignments will be divided into multiple "parts" with **different dues**. This information will be clearly specified on the course website. It is your responsibility to follow the assignment instructions and checkpoint dues.

Late homework submissions receive a grade of **ZERO**.

## *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 **either before starting a new chapter or case, or in class. One quiz could be divided into two parts, with one part to be completed before class and the other to be completed in class.** We will have 11 quizzes, including seven short ones and four long ones. 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?

**Late quiz submission receives a ZERO.**

*Topic Application Assignment*

Each class member will be assigned a **CHAPTER** that they are responsible for finding a current application. That means each chapter/topic has **two or three** class members assigned. The two or three class members assigned to provide an application for the same topic are **Topic Leaders**. As a topic leader, 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 your chapter/topic using a presentation with less than **FIVE** PowerPoint slides.
4. Come up with **SIX** topic-specific questions in any of the three formats: multiple choice, true or false, and essay questions. Good questions are very likely to be included in the final project and exams.

You will be expected to present your example in class and lead a discussion about why this is relevant to the chapter and what can be learned from it. Unless instructed otherwise, the slides and the ONE-page paper are due before the **SECOND** class on the topic. We may not reach the point for your application assignment on the day it is due, so be prepared to discuss it on any day when we are covering your chapter/topic.

Topic application assignments and in-class discussions usually go side by side. The Topic Leaders will jointly serve as **moderators** for the discussion. Topic leaders should work with each other **in advance** and make a plan on how to use the 50 minutes of the class meeting time to present, moderate, and discuss.

However, if you have an absence that qualifies as an “excused” absence on the day you are supposed to present your application and lead class discussion, please contact me at least **ONE DAY in advance** and I will reschedule the discussion session and inform other Topic Leaders. If you fail to do so, the class discussion will continue and be led by other Topic Leaders, and you will **NOT** get the respective grade on presenting and moderating. **In the case of an emergent situation that qualifies as an excused absence on the day of your presentation, please try to let me know at least TWO HOURS prior to class.**

*In-class Discussion*

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 any class discussion. Discussions are based on topic leaders’ applications, chapter content, and questions that Topic Leaders and I co-develop. 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.

Group members will need to speak to (1) summarize the group discussion results and answer questions, (2) comment on other groups’ summaries or answers, and (3) comment on Topic Leaders’ presentations. I’ll grade your answers 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?

*Rubrics:*

1. Actively participating in the class discussion – up to **five** points.  
Topic leaders, TA, and I will audit group discussions and grade your participation in discussions using the evaluation form below. Name card will be very helpful in making sure we will not miss your points.

Criteria	Name
Meaningful contributions when speaking (1 pt.)	
Thoughtful listener (1 pt.)	
Ask questions (1 pt.)	
Reference data or analytical tools learned from the class (1 pt.)	
Communicate respectfully and within a reasonable time frame (1 pt.)	
<i>Total score</i>	

2. Quality of discussion summary/results & answer discussion questions – up to **five** points, everyone in the group has the same quality points. Group members should take turns to speak. **If a group has less than half of its members speaking, a point deduction will be applied.**
3. Each in-class discussion has 10 points, and we will have 10 discussion sections.

If you have an “excused” absence on the day of in-class discussion, **please contact me prior to class to ensure you are not penalized for missing class and discussion.** You can choose to submit “make-up” work. In this case, you are expected to review the discussion material and send me a written discussion (150 -200 words) including the following parts: (1) a summary of the core elements of the topic, (2) a discussion on how these elements are illustrated through the real-world applications presented by the Topic Leaders, and (3) answers to the discussion questions.

If your absence from the class discussion does not qualify as an excused absence, you will get a grade of **ZERO**.

***Exams***

We will have three exams in this course. The first exam will be a take-home project with analyses of mini-cases. The second exam is a mini-exam covering two or three chapters. Similar to quizzes, this mini-exam includes questions such as multiple-choice questions, True-or-False questions, as well as open-end questions. The final exam will take place on December 13, 2022, from 3:00 PM to 5:00 PM. It will cover chapters that are not covered by mini-exam.

***Attendance and Polling***

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 attendance has 5 points. Overall, attendance accounts for 5% of your grade.

In-class polling will be administered with iClicker. Two types of questions will be used in polling:

- (1) quiz questions to test your knowledge about topics that are already covered in class and the assigned readings. These questions will be graded for **correctness**, and this is a part of your quiz grade.
- (2) questions to get your opinions to facilitate learning and discussion; these questions will only be scored on **participation**. Full participation in these questions during a class meeting will merit a 5-point polling participation grade. I will randomly check the polling participation recorded by iClicker 10 times throughout the semester; each participation has 5 points. Therefore, your participation accounts for 5% of your grade.

You will need to create an iClicker account to respond to questions in class using your laptop, smart phone, or tablet connected to the University's Wi-Fi. It is each student's responsibility to come to class prepared. This includes having your polling account activated and updated, and your polling device (smartphone, tablet, laptop, etc.) charged. You will not be allowed to make up polling questions or be excused from them due to not having the program updated, having your device, or your device charged.

The polling questions are individual questions and collaboration is not allowed. I take academic honest very seriously. Sharing your answers with other students, submitting votes for a fellow student or voting in a class in which you are not present violates the University's Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. If you are caught sharing answers, voting for another student or having votes in a class that you did not attend, **you will receive a ZERO for your attendance, polling participation, and in-class quiz grade for the entire semester, and you will be reported to the Dean of Students Office for further disciplinary action.**

Missing one class meeting or disengaging from polling 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.

You can use O-Blue Pass<sup>®</sup> to make up missed attendance and/or polling participation. For more information, please read the O-Blue Pass<sup>®</sup> Section below.

### ***Guest Lectures***

Two or three outside speakers from both academia and industry are invited to provide guest lectures. They have been asked to share their work experiences with the class. These guest speakers provide students with a valuable opportunity to get an inside look at advanced research in food marketing, how the argi-food industry works, and what it is like to work in food- and agribusiness-related industries. Students are expected to attend the lecture and encouraged to ask questions during and after class.

### **Grading and Course Policies**

#### ***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.

### ***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>

### ***Late submission***

Assignment dues will be given on the class website. Submission is **NOT** accepted via e-mail unless the instructions specifically say otherwise. Late submission will **NOT** be accepted and you will receive a **ZERO**. If you need more time to work on the assignment (e.g., quiz, homework, take-home exam), you can request to redeem and use **one or two** O-Blue Pass<sup>®</sup> (see detailed information below) **prior to** the due. If you miss a deadline and retrospectively request to use an O-Blue Pass<sup>®</sup>, your submission will not be accepted and you will receive a grade of **ZERO** on that assignment.

### ***Grade Composition***

Your grade will be divided as follows:

<b>AEB4342 Fall 2022 Grade Composition</b>			
Type	Component	Point	Weight
Homework Assignment	HA #1 - main case #1 (with checkpoints)	100	10%
	HA #2 - main case #2 (with checkpoints)	100	10%
	HA #3 - main case #3 (with checkpoints, can work with ONE partner)	100	10%
	<b>Subtotal</b>	<b>300</b>	<b>30%</b>
Quiz	7 short Quizzes: 10 points each	70	7%
	4 long Quizzes: 20 points each	80	8%
	<b>Subtotal</b>	<b>150</b>	<b>15%</b>
Topic Application Assignment and Discussion	Topic application assignment	80	8%
	Standard in-class discussion: 10 chapters; 10 points each	100	10%
	Group-based quiz competition & interactive review	20	2%
	<b>Subtotal</b>	<b>200</b>	<b>20%</b>
Attendance and Bonus Point	Attendance check; 5 points each time; 10 times	50	5%
	In-class polling participation; 5 points each; 10 times	50	5%
	Accumulated Bonus Points (BP); see the table below for BP rules	0	0%
	<b>Subtotal</b>	<b>100</b>	<b>10%</b>
Exam	Exam #1 - Take-home exam	100	10%
	Exam #2 - Mini exam covering two or three chapters	50	5%
	Exam #3 - Final exam	100	10%
	<b>Subtotal</b>	<b>250</b>	<b>25%</b>
<b>Grand Total</b>		<b>1000</b>	<b>100%</b>

### ***Bonus Point and O-Blue Pass<sup>®</sup>***

<b>Bonus Point Earning and Spending Rule</b>		
Type	Task	Point
Earning	Answer Bonus Point questions in class	1 pt. per question
	Answer Bonus Point questions <b>correctly</b> in class	2 pts per question

	Volunteer to provide a summary of discussion or chapter review	Maximum 6 pts per summary <sup>a</sup>
	Other potential opportunities <sup>b</sup>	2 pts or 6 pts
Spending <sup>c</sup>	Redeem one O-Blue Pass <sup>®</sup> to make up for <b>attendance</b> or <b>polling participation</b>	5 pts per Pass
	Redeem one O-Blue Pass <sup>®</sup> to extend the assignment due to the next day at <b>11:59 am</b> <sup>d</sup>	5 pts per Pass
	Convert the O-Blue Pass <sup>®</sup> to points to add to the final grade directly	One Pass is worth 5 pts

Notes: <sup>a</sup>Point deduction might be applied if the summary has errors or is not comprehensive. <sup>b</sup>There will be other Bonus Points opportunities as the semester goes. <sup>c</sup>Unspent Bonus Points will be added to your final grade directly. <sup>d</sup>You can use a maximum of **TWO** Passes to extend your assignment due to the next day at **11:59 pm**.

The TA (Suraj Gurung) and I will update Bonus Point earnings the day new points occur. It is your responsibility to keep track of your Bonus Points in a timely manner throughout the semester. If you fail to inform us of missed points within the same week, the posted points will be final.

Every class member will obtain **ONE** O-Blue Pass<sup>®</sup> at the first week of the semester **upon completing the Student Background Knowledge Survey**. You could use ONE O-Blue Pass<sup>®</sup> to make up attendance or polling participation, extend an assignment due, or save it and convert it to 5 pts that will be added to your final grade directly. **Note that O-Blue Pass<sup>®</sup> does NOT apply to make up for in-class discussion sessions when your participation in group discussions and your group's performance are graded.** To use your O-Blue Pass<sup>®</sup>, **simply e-mail me, and copy Suraj Gurung**, and indicate that you want to use the Pass<sup>®</sup> for attendance or polling participation (on which day) or due extension (on which assignment). In your email, you **MUST** attach the digital O-Blue Pass<sup>®</sup> shown below:



### ***Excused absence***

In order to be excused from class, an in-class discussion or activity, or allowed to submit an assignment late **without using an O-Blue Pass<sup>®</sup>**, you **must notify me in advance and secure my permission**. The only acceptable reasons to request an excuse are:

- Medical emergency (ordinary doctor's visit is not acceptable; proper documentation justifying the excuse will be required).
- Significant personal or professional commitment (e.g., field trip for another course; military duty; interview; religious holidays; participation in official university activities such as music performances, athletic competition or debate; court-imposed legal obligations (jury duty or subpoena; court appearance for traffic tickets or arrests will not be excused). Eligibility depends on instructor's judgment, and hence **prior permission is a must**. Assignments are due on their due date and assignments must be submitted on their due date or prior to their due date even if the student is excused from class on the assignment due date.
- Genuine family emergency (again, proper documentation/verification from will be needed).
- Given that homework assignments (case studies) are broken down into multiple parts associated with individual dues and posted well in advance of their final due dates, university athletes or students engaging in approved professional or personal commitments are expected to submit assignments by their stated due dates. Under certain circumstances, I will allow make-up assignments or extensions when the assignment is

missed due to official university sporting events pending ample WRITTEN notification in advance (at least 7 days prior). Club/recreational sports are not granted the same courtesy.

- Excused students will be permitted to make up in-class assignments/quizzes/discussions/attendance when feasible. Students should contact me on the first day that they return to class after their absence to make arrangements to complete make-up in-class assignments/quizzes/discussions/attendance.
- **Documentation/verification for an excused absence must be submitted no later than the first day you return to class. Simply emailing me that you will not be in class does not count as documentation.**
- Should you experience a significant hardship/illness (e.g. diagnosis of a terminal/chronic disease of you or a close family member; e.g., depression; Crohn’s disease, cancer, etc.) during the semester that negatively affects your performance in the course or has the potential to negatively affect your performance in the course, you must inform me as soon as possible such that appropriate accommodations can be made. You will be asked to obtain documentation from the Dean of Students Office regarding your circumstances. Providing documentation at the end of the semester and seeking retroactive accommodations will not be well received. Special arrangements regarding making up assignments, polling points and participation points will be made for students with extended absences due to COVID or other illnesses. These arrangements may include receiving an incomplete in the course.

### *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 (e.g., 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. Opportunities to gain bonus points are outlined in the table above and **these bonus points are earned, not given.**

### *Tentative Semester Outline*

Week	Class Count	Date	Day	Topic
1	1	8/24/2022	Wednesday	Syllabus and introductions
1	2	8/26/2022	Friday	M1-Section 2-Analyzing marketing problems and cases
2	3	8/29/2022	Monday	M1-Section 2-Analyzing marketing problems and cases
2	4	8/31/2022	Wednesday	Group Discussion (practice) - Lululemon PESTLE + Porter’s
2	5	9/2/2022	Friday	Topic Leaders’ presentations and group discussion
3		9/5/2022	Monday	Labor Day
3	6	9/7/2022	Wednesday	M2-Chap 1-Strategic planning and marketing management
3	7	9/9/2022	Friday	M2-Chap 1-Strategic planning and marketing management
4	8	9/12/2022	Monday	M2-Chap 1-Strategic planning and marketing management
4	9	9/14/2022	Wednesday	Topic Leaders’ presentations and group discussion
4	10	9/16/2022	Friday	M3-Chap 2-Marketing research
5	11	9/19/2022	Monday	M3-Chap 2-Marketing research

5	12	9/21/2022	Wednesday	Topic Leaders' presentations and group discussion
5	13	9/23/2022	Friday	M4-Chap 3-Consumer behavior
6	14	9/26/2022	Monday	M4-Chap 3-Consumer behavior
6	15	9/28/2022	Wednesday	M4-Chap 3-Consumer behavior
6	16	9/30/2022	Friday	M4-Chap 3-Behavioral Economic
7	17	10/3/2022	Monday	Guest Lecture #1
7	18	10/5/2022	Wednesday	Topic Leaders' presentations and group discussion
7		10/7/2022	Friday	Homecoming
8	19	10/10/2022	Monday	M5-Chap 5-Market segmentation
8	20	10/12/2022	Wednesday	M5-Chap 5-Market segmentation
8	21	10/14/2022	Friday	Topic Leaders' presentations and group discussion & Take-home Exam
9	22	10/17/2022	Monday	M6-Chap 6-Product strategy/Product life cycle (PRODUCT)
9	23	10/19/2022	Wednesday	M6-Chap 6-Product strategy/Product life cycle (PRODUCT)
9	24	10/21/2022	Friday	M6-Chap 6-Product strategy/Product life cycle (PRODUCT)
10	25	10/24/2022	Monday	Topic Leaders' presentations and group discussion
10	26	10/26/2022	Wednesday	M7-Chap 7-New product development (PRODUCT)
10	27	10/28/2022	Friday	M7-Chap 7-New product development (PRODUCT)
11	28	10/31/2022	Monday	Topic Leaders' presentations and group discussion
11	29	11/2/2022	Wednesday	Guest Lecture #2
11	30	11/4/2022	Friday	M8-Chap 8-Marketing communications (PROMOTION)
12	31	11/7/2022	Monday	M8-Chap 8-Marketing communications (PROMOTION)
12	32	11/9/2022	Wednesday	Topic Leaders' presentations and group discussion
12		11/11/2022	Friday	Veterans Day
13	33	11/14/2022	Monday	Mini Exam (covering two or three chapters)
13	34	11/16/2022	Wednesday	M9-Chap 10-Distribution strategy (PLACE)
13	35	11/18/2022	Friday	M9-Chap 10-Distribution strategy (PLACE)
14	36	11/21/2022	Monday	Topic Leaders' presentations and group discussion
14		11/23/2022	Wednesday	Thanksgiving
14		11/25/2022	Friday	
15	37	11/28/2022	Monday	Guest Lecture #3
15	38	11/30/2022	Wednesday	M10-Chap 11-Pricing strategy (PRICE)
15	39	12/2/2022	Friday	M10-Chap 11-Pricing strategy (PRICE)
16	40	12/5/2022	Monday	Topic Leaders' presentations and group discussion
16	41	12/7/2022	Wednesday	Group-based quiz competition & interactive review
16		12/9/2022	Friday	Reading day
17		12/13/2022	Tuesday	Final Exam

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.

### **Classroom Etiquette**

Honest and respectful dialogue is expected. Disagreement and challenging ideas in a supportive and sensitive manner is encouraged. Hostility and disrespectful behavior is not acceptable.

Be on time and stay the entire class. Arriving late or leaving early impedes your learning as well as the learning of your classmates. **In the case of arriving late, you will receive a five-point reduction/penalty on your final attendance grade for each offense. This policy will be strictly enforced.**

Use of cell phones, laptops, etc. for non-note taking or non-polling purposes during class impedes your learning as well as the learning of your classmates. 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, or working on other class assignments

will receive a **five-point reduction/penalty on their final attendance grade for each offense. This policy will be strictly enforced.**

## **University Policies and Assistance**

### ***Attendance 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 each day and submit all work on time on e-Learning.

### ***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.

### ***Course Evaluation***

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 are 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/>.

### ***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 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.

### ***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](mailto: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](mailto: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](mailto:cals-dean@ufl.edu)).

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*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.*

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