

**AEB 4342
AGRIBUSINESS & FOOD
MARKETING MANAGEMENT
Spring 2018**

Class & Instructor Details

Instructor: Xiang Bi (Pronounced as Shee-ang Bee)
Phone: 352-294-7671
Class meeting time: MWF 1:55 to 2:45pm
Class location: MCCB 2102

Office: 1105 McCarty Hall B
E-mail: xiangbi@ufl.edu

Office hours

MW 9:300 – 10:30 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 (12-14th) 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, 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, presentation, and in-class participation.***

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) Sign up for presentation	Jan 8
Week 2	Chapter 1 Strategic Planning and Marketing Management (Including appendix on portfolio analysis)	Jan 16
Week 3	Chapter 2: Marketing Research	Jan 22
Week 4	Chapter 2: Marketing Research; Homework 1 in-class discussion Chapter 3: Consumer Behavior	Jan 29
Week 5	Chapter 3: Consumer Behavior Homework 1 due Sept 21	Feb 5
Week 6	Chapter 5: Market Segmentation Case 1 in-class discussion	Feb 12
Week 7	Chapter 5: Market Segmentation Mid term review	Feb 19
Week 8	Mid term exam Chapter 6: Product Strategy/Product Life Cycle (Product)	Feb 26
Week 9	Spring break	March 5
Week 9	Chapter 6: Product Strategy/Product Life Cycle (Product)	March 12
Week 10	Chapter 7: New Product Development Case 2 due Oct 26	March 19
Week 11	Chapter 8: Marketing Communications (Promotion) Homework 2 in-class discussion	March 26
Week 12	Chapter 8: Marketing Communications (Promotion) Homework 2 due Nov 9	April 2
Week 13	Chapter 10: Distribution Strategy (Place)	April 9
Week 15	Chapter 11: Pricing Strategy	April 16
Week 16	Final review Final exam (April 25)	April 23

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
Assignments	Homework 1 (10%), Homework 2 (10%) Homework 3 (15%), Case 1 report (5%)	40%
Group presentation		10%
On-line discussion		5%
In-class activities and participation		10%
Attendance		5%
Mid term and final exams		20%
Open book quiz (canvas)		10%
	Total	100%

Assignments (40%)

- 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 to the rest of the class.
 - One submission through canvas per group will be sufficient.
- 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)

Online Discussion (5%)

All discussion questions will be posted on Canvas. I post one set of discussion questions per chapter starting from chapter 1.

To ensure every student is prepared for discussion, **each student is required to post his or her** discussions on Canvas. These discussions will be used for group presentations (see group presentation for details).

To ensure each group has enough time to prepare for the presentation, online discussion posts are **due on Mondays** when the chapter starts. **It is your responsibility to submit your discussion before the deadline to receive the full credits.**

Group Presentation (10%)

- Max. 4 students form a group
- Each group will be assigned to one set of online discussion questions.
- The presentation starts from chapter 1.
- The group will need to give a 5-10 minutes presentation in power point to **summarize the discussions posted by the whole class on Canvas**
- Presentations will be scheduled on Fridays

The presentation will be peer reviewed (on a scale from 1 to 5, 1 being poor; 5 being excellent).

Specific review criteria includes

- Summarized the key contributions posted on Canvas in a **balanced and comprehensible manner**
 - Discussed the merits of different opinions posted on Canvas and present reasons or evidence to justify the final conclusions
 - Explained the group's conclusions to the rest of the class using concepts discussed in this course and real-world examples
- The presentation is easy to follow, the presenters have good eye contacts and interactions with the audience

In-class Activities and Participation (10%)

Naturally some students are shy and may not prefer to speak in front of the whole class. Thus most activities are done through smaller student groups. To ensure student's full engagement in the lectures and discussions, I will randomly select a few groups to share their answers in front of the class. Then the whole class will summarize lessons learned and finalize the answers. I will assign one group of students per chapter to keep track of the discussions and submit their summary to Canvas for sharing, **and exam questions will be based on these activities.**

When grading on contribution to in-class activities, 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?
- By the end of the semester, I will drop two missing activities for each student
- Remember if a student is absent in the class, he or she cannot receive credit for in-class activities.
- Remember if a student is present in the class, but choose not to participate actively in the activities, he or she may receive discounted credits.

Attendance (5%)

- I will take attendance throughout the semester
 - Out of the total number of lectures I record, I will drop two unexcused absence, 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.***

Exams (20%)

Exams will be based on in-class activities. The midterm exam includes section II to chapter 5. The final exam includes chapter 6 to chapter 11. Each chapter will have one set of short answer questions that are closely related to in-class activities on the chapter.

In case you have a scheduling conflict with the exam time, you must consult with me at least one week in advance. I can schedule you to take the exam **before** the scheduled time. In case of serious illness, family emergency or other major problem or conflict, you must present documentation (usually in the form of a note from the Dean of Student Office or from your academic advisor) to support your request to have a make-up exam after the scheduled time.

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/

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 <http://www.umatter.ufl.edu/>

Career Resource Center, First Floor JWRU, 392-1601, 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/

By enrolling in this course you are agreeing to the terms outlined in this syllabus. I wish everyone a rewarding and productive semester!