

AEB 4342
AGRIBUSINESS & FOOD
MARKETING MANAGEMENT
Spring 2020
Class Number 10187

Class & Instructor Details

Instructor: Xiang Bi (Pronounced as Shee-ang Bee)
Phone: 352-294-7671
Class meeting time: MWF 1:55-2:45pm
Class location: MCCA 1142

Office: MCCB 1105
E-mail: xiangbi@ufl.edu

Office hours

Dr. Bi, Wednesday 9:00 am to 10:30 am or by appointment, MCCB 1105.
Yefan Nian, TA, office hours TBA, yfnian@ufl.edu.

*Many students find e-mail is an easy and fast way to ask me questions. **Please use AEB4342 in the subject line if you email to xiangbi@ufl.edu.***

Required Materials

1. A Preface to Marketing Management, any recent (12-15th) 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

Jaclyn Kropp, MCCA 1157, Email: jkropp@ufl.edu, Tel: 352-294-7631.

Course Objectives

Students will be able to

- Develop the ability to conduct strategic positioning, marketing research, and segmentation of consumers;
- Evaluate pricing, distribution, promotion, and new product decisions;
- Recognize 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

Most of the class meeting time will be spent on lectures, discussions, and homework assignments. I expect **active participation** on the part of all students in discussions of the textbook material, case studies and supplementary readings. A significant portion of your grade will be based on **assignments and in-class participation**.

Web Site

Lecture notes, assignments, supplementary readings, announcements, rubrics, and deadlines 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 emailed to students or posted under **Announcements**.

Tentative Semester Outline (check Canvas for deadlines)

Week	Chapter	Date
Week 1	Introduction/ Case Analysis (Section II-textbook, Porter's and SWOT)	Jan 6
Week 2	Chapter 1 Strategic Planning and Marketing Management (Including appendix on portfolio analysis)	Jan 13
Week 3	Chapter 2: Marketing Research	Jan 22
Week 4	Chapter 2: Marketing Research Chapter 3: Consumer Behavior	Jan 27
Week 5	Chapter 3: Consumer Behavior	Feb 3
Week 6	Chapter 5: Market Segmentation	Feb 10
Week 7	Chapter 5: Market Segmentation	Feb 17
Week 8	Chapter 6: Product Strategy/Product Life Cycle (Product) First exam Feb 28	Feb 24
Week 9	Spring break	March 2
Week 10	Chapter 6: Product Strategy/Product Life Cycle (Product)	March 9
Week 11	Chapter 7: New Product Development	March 16
Week 12	Chapter 8: Marketing Communications (Promotion)	March 23
Week 13	Chapter 8: Marketing Communications (Promotion)	March 30
Week 14	Chapter 10: Distribution Strategy (Place)	April 6
Week 15	Chapter 11: Pricing Strategy	April 13
Week 16	Chapter 11: Pricing Strategy Review April 22	April 20
Week 17	Second exam 7:30 to 9:30 am Dec 12, 2019	April 30 3:00-5:00pm

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 Canvas 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-	80-82.9%
C+	77-79.9%	C	73-76.9%	C-	70-72.9%
D+	67-69.9%	D	63-66.9%	D-	60-62.9%
E	Less than 60%				

Grading Summary

	Components	Weights
1	Homework 1 (5%) Homework 2 (15%) Homework 3 (5%) Homework 4 (15%)	40%
2	Exams 1 and 2	30%
3	Group presentation	10%
4	Attendance	5%
5	In-class activities and participation	15%
	Total	100%

Homework Assignments (40%)

- I will provide a list of questions for each assignment. We will allocate time in advance to discuss homework questions to help you finish your homework.
- You can work on your own; or you can choose to work with other students. **A group cannot have more than 3 students (including yourself).**
- **You can change** your group throughout the semester
 - Please specify each member's contribution in the submitted homework (I recommend dividing the assignment questions among group members).
 - Each group only needs to submit one copy on Canvas.
 - To ensure each member has contributed to the assignment, I may ask a student to briefly present the group's discussions with the rest of the class.
- These assignments represent significant portion of your grade. Late submission will receive discounted grade **(25% discount for each additional day after the posted deadline).**

When grading on the homework, I follow this general rubric. Specific rubric will be posted with the assignment on Canvas.

- 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)

Group Presentation (10%)

- I will allocate students into groups (3-4 students per group).
- Each group **will be assigned** to one set of discussion question during class.
- The group will need to give a 5-10 minutes presentation in power point to **summarize and reflect the discussions by the whole class.**
- The presentation starts from **Section II.**
- 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)
 - Summarize different opinions in class.
 - Explain the group's conclusions to the rest of the class and justify your conclusion with textbook concepts, theories, empirical evidence, or other external sources.
 - The presentation is easy to follow, the presenters have good eye contacts and interactions with the audience

In-Class Participation (15%)

- Participation is evaluated on discussions on homework assignment, in-class activities, and lecture notes.
- To ensure student's full engagement in the lectures and discussions, I will randomly ask one group of students to track and summarize part of the in-class discussions for the whole class (see group presentation above).
 - I will try to avoid cold call students and seek volunteers. But on average, each student is expected to contribute to in-class discussions for at least once in the semester.
- If you are absent during in-class activities and would like to contribute for credits, **you can turn in the in-class activities via email (see attendance policy below).**

When grading on contribution to in-class discussions, 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?
- 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 credit for this portion of their grade.**

Exams (30%)

Exams will be based on in-class activities. The first exam includes section II to chapter 5. The second 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.

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.

Attendance (5%)

- I will take attendance throughout the semester using name tags
 - Out of the total number of lectures I record, if you are present 90% of the time, you will get the full credit for attendance; otherwise you will get a fraction of the credit based on the number of lectures you are present divided by the total.
 - Please note if you are absent in one class, the in-class participation grade of that class will also be zero, unless you have made arrangement to submit your in-class contribution via email in advance.
- *Keep your cellphones in your backpack during lectures unless they are required.*

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!