A.   General Course Information

Instructor   **Dr. Erna van Duren**
Email   **evandure@uoguelph.ca**
Office Hours   **by appointment only**
Department/School   **HFTM**

Note: Enrolment in this course is restricted to HQP scholarship students and a small number of other graduate students who have been approved by their supervisors and the course instructor.

B.   Class Schedule

Tuesday: 4:00 p.m. to 7:00 p.m.   McKinnon Room 309

Section H of this outline contains a week by week schedule for the course. Since the course involves guest speakers, some dates may be changed to accommodate their schedules.

C.   Course Description

This course is intended to provide students enrolled in a variety of graduate programs, with exposure to the structure of, and issues associated with, the entire agri-food value chain. It also provides an introduction to the basic concepts, analytical tools, and skills of management, business and innovation.

D.   Course Format

Classes comprise short lectures, class discussion of cases and other topics, guest speakers, debate and a major project, one in each of the fall and winter semester. Students will be placed in teams for the debates and projects. Other work will be completed on an individual basis.

E.   Learning Outcomes

Upon successfully completing this course, you will

1. Have a critical understanding of Canada' agri-food system in its global and local context (Global understanding)

Be able to identify and critically discuss issues such as those listed below (Critical and creative thinking)
    1.1. consumer demand
    1.2. rural development

1.3. public policy (i.e. supply management, food security etc.)
1.4. international trade
1.5. value chains
1.6. research and technology and commercialization in the agrifood system
1.7. climate change
1.8. environmental degradation (soil & water)
2. Be able to outline the key elements of a business plan, and understand their role in success (Communicating)
3. Develop evidence based arguments (based on science, technological, economic, ethical, political, legal and environmental & social-cultural factors ("steeples"))(Literacy)
4. Be able to develop and write a research proposal focused on commercializing a scientific discovery(Literacy and communicating)
5. Be able to develop and deliver effective presentations(Communicating)
6. Be able to develop and deliver a business case and KTT plan in a formal presentation and short report (Critical and creative thinking: Communicating)

F.   Course Resources and Learning Materials

All readings, cases and other materials will be supplied in class or in CourseLink

G.   Course Assessment

Semester	Class topic	Individual	Team	Total
Fall	Participation, Cases & Class Discussion	15		15
	Debates	*	10	15
	Team Project Proposal	*	20	20
	Semester total	15	35	50
Winter	Participation, Cases & Class Discussion	15		15
	Debates	*	10	15
	Public Presentation for Team Project	*	20	20
	Semester total	15	35	50
COURSE TOTAL		30	70	100

*A peer evaluation may result in a student's individual grade being reduced or increased by up to half the value of the team debate grade or the grade for the team project.

Students are expected to attend all classes.

H.   Detailed Schedule

	Date	Class topic
Fall		
1	13-Sep	Introduction to the course; Cases in Business, Teaching and Research
2	20-Sep	Case 1: Walkerton PUC; Roles of Management, Policy and Science
3	27-Sep	Rich Moccia, A Pig's Tale: Lessons from the Abyss on Managing Novel IP that's ahead of its time
4	4-Oct	Case 2: Planet Bean; Elements of a business, value chains, competition
	11-Oct	No class
5	18-Oct	Steve De Brabandere, Catalyst Centre → Effective Management of IP
6	25-Oct	Debate
7	1-Nov	Debate
8	8-Nov	Rebecca Moore, Manager, OMAFRA Partnership Communications & Knowledge Mobilization Program → KTT: Building your capabilities, network and toolkit
9	15-Nov	Case 3: VION Food Group
10	22-Nov	Team Project Proposal Pitches (not that the proposal template is due November 21 at 9:00 a.m. in CourseLink)
11	29-Nov	Team Project Proposal Evaluation Meeting (peer reviews are due Nov 28 at 9:00 a.m. in CourseLink)
Winter		
1	10-Jan	Introduction to the course; PESTLE activity
2	17-Jan	Case 4: Shuanghui's Acquisition of Smithfield Foods; Global food industry; international trade
3	24-Jan	Speaker: TBA
4	31-Jan	Case 5: California Water Wars: Tough Choices at Woolf Farming Resource management and the agrifood sector
5	7-Feb	Debate
6	14-Feb	Debate
	21-Feb	no class
7	28-Feb	Case 6: Reforming Supply Management in Canada's Dairy Industry Stakeholder theory, public policy
8	7-Mar	Case 6 continued: Reforming Supply Management in Canada's Dairy Industry Stakeholder theory, public policy
9	14-Mar	Speaker: TBA
10	21-Mar	Speaker: TBA
11	28-Mar	Practice Presentation for Team Project
12	4-Apr	Public Presentation for Team Project

3 guest speakers (1) policy (2) trade association (3) social media and research → To be confirmed

I.   Assignment details

1) Cases

For each case we study in this course, you should read the case before class and prepare answers to the questions that are posted in CourseLink. Please bring a copy of those answers in a format that is easily accessible during class. During the case discussion, you will be expected to contribute to the class discussion, participate in break-out groups and informal presentations. After the case, you will be asked to prepare a one-page summary (no more than 500 words) of an aspect of the case on your own. Break out groups will be determined during the case discussion while teams refer those used for the team project and stay fixed in their membership.

Participation is graded on a 5-point scale, which is consistent with the grading schedule for graduate students, as follows.

Level & Points	Description
Excellent "A" 4 or higher	**Participation**: The Student's comments or questions add value and advance the discussion. Demonstrates a clear grasp of the course material. Provides evidence of analysis of the case material or presentation materials vs. just facts from the case or presentation. **Preparation:** Complete; evidence that all questions were answered using information from the case **Post Case Writing:** Complete, evidence that issues discussed during class have been addressed effectively using the most relevant concepts and evidence discussed during class
Good "B" 3.5 to 3.9	**Participation:** Repeats what has already been said; adds little or no additional value. Only provides facts / statements from the case or asks questions, which have already been answered. Student provides no context. Comment is irrelevant. Student is generally silent or distracted. **Preparation** Complete; evidence that all questions were answered using information from the case **Post Case Writing:** Complete, evidence that issues discussed during class have been addressed using some of the concepts and evidence discussed during class
Acceptable "C to C+" 3.2 to 3.5	**Participation**: Attends class but does not participate **Preparation:** Complete; some evidence that all questions were answered using information from the case **Post Case Writing:** Completed, mostly factual account; low level of evidence that issues discussed during class have been addressed using some of the concepts and evidence discussed during class
Fail "C- or lower" 3.2 or lower	**Participation**: Absent or disruptive. Leaves early or enters late during a presentation or class discussion. **Preparation:** Not done at all or very incomplete; contains only headings or questions; points listed in the answer don't make any sense in relation to the question or no attempt to answer the questions; just a partial listing of facts or information from the case **Post Case Writing:** Not completed

2) Debates

a) Structure

Role	Team	Role	Team
FALL		**WINTER**	
Debate 1		***Debate 3***	
Affirmative	A	Affirmative	B
Negative	B	Negative	D
Questions and Reporting	C, D	Questions & Reporting	A, C
Debate 2		***Debate 4***	
Affirmative	C	Affirmative	D
Negative	D	Negative	A
Questions and Reporting	A, B	Questions & Reporting	B, C

b) Debate Format (Based on teams of 4; may need to be altered slightly)

What happens?		Responsibility	Time
Introduction		Instructor	5
Round 1	Opening Arguments Affirmative	Students A, B	10
	Opening Arguments Negative	Students A, B	10
	Questions from Affirmative & Negative	All	10
	Questions from reporting teams	All	5
Round 2	Arguments based on questions Affirmative	Students C, D	10
	Arguments based on questions Negative	Students C, D	10
	Additional Questions from reporting teams	All	5
Break & Preparation			15
Round 3	Closing Arguments Affirmative	Team choice	10
	Closing Arguments Negative	Team choice	10
Vote		Instructor	5
Discussion		All	Time remaining
Written summary		Reporting teams	Within 1 week

c) Please see the following resources on debates to prepare;

* Saskatchewan Elocution and Debate Association (2009) ***The" Step by Step" Guide to Debate,***
  http://www.saskdebate.com/media/31831/2009revisedstep-by-stepfinal.pdf
* STEEPLES Worksheet, will be made available in CourseLink

d) Written Summary

Each reporting team should prepare a written summary of the debate that explains:

1) The basic arguments made by both sides
2) An assessment of how the points in the STEEPLES model were used in the debate
3) Who won and why
4) What was learned

Length: No more than 500 words

Each student will have the opportunity to debate twice – once in the fall and once in the winter – and one in the affirmative and once in the negative. In each semester, 7.5% of the team grade will be for debating skills and will include the quality, rigor and effectiveness of the arguments and the supporting research. The other 2.5% will be for the quality of the written summary and questions to the debaters. All students are expected to contribute to the debate as per the debate format outlined above.

3) Team Project Proposal

The purpose of this project is to provide experience in writing research proposals that require an interdisciplinary problem-solving approach. From OMAFRA's policy priorities, we have selected four problems. Each student team is responsible for writing and pitching a proposal that explains what research, KTT and business and policy assessment is needed to develop and implement a solution to one of these problems.

Table 1: Team Project "Problem" Topics

Short Name	Description
Soil Enhancement	How can soil erosion in the land base available for agricultural production in Ontario be reduced and the health of these soils be improved?
Local Food	How can Ontario ensure that consumers who buy "local" food are buying food that is produced in Ontario or the next best location in Canada or internationally?
Driving Ontario	How can the value added that is derived from Ontario's bio economy be increased in Canada's automotive industry? Is this the best use of these resources?
Rural Technology	How can broadband access be improved to better support technology adoption and business development in rural Ontario? Are there other ways of obtaining this "connectedness"?

Activities
1. Rank your preferences for the 4 problems in the table above (as a team)
2. With your team, prepare a proposal using a template the combines criteria from several funding programs (the required template is available on CourseLink)
3. With your team, submit the proposal for peer evaluation (one CourseLink)
4. With your team, prepare a 10 minute "pitch", which you will make as a team in class
5. *On your own, complete peer evaluations on all proposals submitted in this course AND prepare for and participate in a meeting that discusses and ranks the proposals*
6. With your team, address the items discussed in step 6 and resubmit the proposal (on CourseLink)

4) Team Project

Using the proposal from the fall semester, each team will prepare a business case and KTT plan.

Activities
1. With your team, prepare a business case and KTT plan using the templates provided on CourseLink ← *note that this will be available at the beginning of the winter semester*)
2. With your team, prepare a formal presentation of your business case and KTT plan. The presentation should be a 30-45-minute presentation to the class.
3. Everyone will evaluate the presentations by other team and submit comments (due in CourseLink within 24 hours)

4. Each team will receive anonymized comments
5. Each team will prepare a short business case & KTT plan based on its presentations and any comments received (submit on CourseLink on April 11)

J.   Course Policies

1) Grading Policies

All assignment will be submitted in CourseLink. Do not email them … please.

The grading system used can be found at
http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-grds.shtml

Please note that these policies are binding unless academic consideration is given to an individual student from the instructors.

2) Course Policy on Team Work:

Each team member is responsible to contribute toward the completion of the team assignment. All team members receive the mark obtained by the team.

3) Course Policy regarding use of electronic devices and recording of lectures

Electronic recording of classes is expressly forbidden without consent of the professor. When recordings are permitted they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the professor.

K.   University Policies

1) Academic Consideration

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course professor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for Academic Consideration:
http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08- ac.shtml

2) Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff, and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor. The Academic Misconduct Policy is detailed Graduate Calendar:
http://www.uoguelph.ca/graduatestudies/gchandbook/academicmisconduct