



UNIV*6050*01 The Integration of Science and Business, Fall 2015 & Winter 2016

1.0 Graduate Credit

General Course Information

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| Instructor: | Michael von Massow |
| <i>Email</i> | mvonmass@uoguelph.ca |
| <i>Office Location</i> | MACS 302 |
| <i>Office Hours</i> | By appointment |
| <i>Department/School</i> | HFTM |
| Instructor: | Tanya MacLaurin |
| <i>Email</i> | tmaclaur@uoguelph.ca |
| <i>Office Location</i> | MACS 305 |
| <i>Office Hours</i> | By appointment |
| <i>Department/School</i> | HFTM |
| Class Schedule: | Tuesdays, 7-9:50 p.m. MACS 121 |
| Pre-requisites: | N/A |

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 business which is intended to help foster further innovation in the value chain.

Course Learning Outcomes

Upon successfully completing this course, you will be able to:

Knowledge and Understanding:

1. Develop a comprehensive and critical understanding of the Canadian food system, within a global and local context.
2. Identify and discuss key issues of the rural economy and its development.
3. Identify and explain emerging issues of consumer demand.
4. Demonstrate an understanding of the role of government (Canada, Ontario) and OMAFRA in the agri-food value chain.

5. Develop a comprehensive and critical understanding of the elements of a value chain for food and bio-products with an aptitude of how value can be created.
6. Understand the process of commercialization.
7. Discuss the role of scientific progress in innovation.
8. Explain the basic structure and function in firms and their roles in the value chain.
9. Demonstrate an appreciation of the principles of historic development, depth and breadth of understanding, and understanding of forms of inquiry.

Discipline/Professional and Transferable Skills:

10. Demonstrate advanced written communication skills
11. Demonstrate enhanced visual and oral communication through class presentations, case discussions, and debates.
12. Outline the key elements of a business plan and factors contributing to business success.
13. Develop evidence-based arguments.
14. Critically evaluate published research.
15. Be knowledgeable of appropriate research ethics and professional conduct.

Attitudes and Values:

16. Demonstrate an appreciation of independent thought.
17. Uphold the highest standard of academic integrity and ethical behaviour.

Course Schedule

| Class | Date | Description | Reading and Required Activity |
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| 1 | Sept 15 -First class | Introduction to the course, students, and instructors | |
| 2 | Sept 22 | Communication Skills | |
| 3 | Sept 29 | Communication Skills | |
| 4 | Oct 6 | Communication Skills | |
| | Oct 13 | Fall Study Break – No Class Make-up day Dec 3, 2015 | |
| 5 | Oct 20 | Business Planning Strategy and Tactics | Major paper topic approved by instructors by this date; one-half page with topic, purpose or question and three references. |

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| 6 | Oct 27 | Value Chain Discussion | Case #1 Assigned |
| 7 | Nov 3 | Case #1 Presentations | Debate #1 |
| 8 | Nov 10 | Safety and Security (feeding 9 billion) | Contemporary Issue #1 |
| 9 | Nov 17 | Marketing and Intellectual Property | Case #2 Assigned |
| 10 | Nov 24 | Case #2 Presentations | Debate #2 |
| 11 | Dec 1 | Animal Welfare | Contemporary Issue #2 |
| 12 | Dec 3 Last class – Make up for Oct 13 Fall Study Break | Negotiations | Contemporary Issue #3 |
| 13 | Jan 12 - First class 2016 | Welcome to 2016 Innovation | |
| 14 | Jan 19 | Commercialization | Case #3 Assigned |
| 15 | Jan 26 | Case #3 Presentations | Debate #3 |
| 16 | Feb 2 | Leadership/HR related issues | Draft of Major Paper Due for Peer Review |
| 17 | Feb 9 | Food Waste | Contemporary Issue #4 |
| | Winter Break Feb 15-19 | No Class | |
| 18 | Feb 23 | Operations & Analysis | Case #4 Assigned |
| 19 | March 1 | Case #4 Presentations | Debate #4 |
| 20 | March 8 | Food versus Fuel | Contemporary Issue #5 Peer Review Due |
| 21 | March 15 | KTT and Articulating Issues to the Public | |
| 22 | March 22 | Ag Communications | |
| 23 | March 29 | Social Capital | Contemporary Issue #6 |
| 24 | April 5 Last Class | Final Project Presentations, Course Summary, and Conclusion | Final Major Paper Due |

Course Assessment

Associated Learning Outcomes

Assessment 1: Individual

10%

Class Participation: Participation
in in-class activities and

1, 2, 4, 5, 6, 7, 8, 16

discussion assignments.

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| Assessment 2: Individual | 20% | Presentations in Class: Two (2) cases and two (2) debates, each presentation is valued as five (5) points. | 3, 5, 9, 11, 13, 16 | <i>Due: See Schedule</i> |
| Assessment 3: Individual | 20% | Written Case Analysis: Four (4) cases, each written case analysis is valued as five (5) points. | 5, 7, 9, 10, 13 | <i>Due: Date Case is presented</i> |
| Assessment 4: Individual | 15% | Reflections on three (3) of the Contemporary Issues, each valued at five (5) points. | 1, 2, 3, 6, 9, 16 | |
| Assessment 5: Individual | 35% | Major Paper: Presentation is valued at ten (10) points and the paper at twenty-five (25) points. | 10, 11, 12, 14, 15, 16 | <i>April 5</i> |
| Total | 100% | | | |

Teaching and Learning Practices

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| Assessment 1: | Students are expected to be active participants in the learning process. Class participation is essential to aid in comprehension and application of course content. |
| Assessment 2: | Students will present two (2) cases and two (2) debates. Cases to be presented and debate topics will be assigned by instructors. |
| Assessment 3: | Each student will do a written case analysis of four (4) cases. The case analysis should be a maximum length of two (2) pages. |
| Assessment 4: | Each students will select three (3) of the Contemporary Issues to write personal reflections on. The reflections should be a maximum of two (2) pages. Reflections can only be submitted up to one week following the class in which the topic was discussed. At least three (3) reflections must be submitted by the end of the winter semester. |
| Assessment 5: | The major paper topic will be selected in consultation with the instructors. Each student will conduct research, write a paper, and present their results to the class. A draft of the paper will be subject to peer and instructor review before the final paper is submitted. The major paper topic can be developing a business plan, investigating a Contemporary Issue in more depth or select a topic of interest related to the course content. |
| Lectures | The course will be delivered in a variety of forms including lectures, case studies, class discussions, debates, and guest speakers. |
| Cases | Four (4) cases will be investigated during the course. Students will work in a group to analyze and present their assessment to the class for two (2) of the cases. All students will do a written analysis of all four (4) cases. |
| Debates | Four (4) debates will occur in the course. Students will work in groups to prepare and participate in two (2) of the four (4) debates. |

The structure and timing of the debate will include for each team:

- ✓ 8 minutes introduction and opening statement
- ✓ 8 minutes to rebut the content from the opponents
- ✓ 4 minutes to make closing arguments

Possible topics: Be it resolved that:

- All food products containing GMOs should be labelled.
- Government funded research should have the prospect of commercial application.
- Agricultural output should be given to human consumption rather than fuel consumption.
- Academic research communication should de-emphasize peer review journal publication and focus on communicating results to a broader audience.
- Given their effects on pollinators, neonicotinoids (new class of insecticides) should be banned in Canada
- Other possible topics may be submitted to the instructors via email by Sept 29. Final debate topics and assignment will occur on Oct 6 in class.

Course Resources

Required Texts: There is no required text.

Course Policies

Grading Policies

Assignments should be submitted on the due date before the class starts that day. The submitted assignment can be a hard copy or electronic file sent via email to the professor. 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.

Course Policy on Group Work:

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

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.

University Policies

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>

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>