



HTM*3780 Managing Food in Canada

Winter 2021

Section: DE

School of Hospitality, Food and Tourism Management

Credit Weight: 0.50

Course Details

Calendar Description

This course introduces the Canadian food system. The subjects of global trade, supply chain management, food legislation and regulation, food safety, consumer food-related behaviour, and food product development are studied to develop an understanding of how they impact the Canadian food system and its functionality.

Pre-Requisite(s): 1 of FOOD*2010, HTM*1700, HTM*2700

Co-Requisite(s): none

Restriction(s): FARE*3320

Method of Delivery: Online

Final Exam

There is no final exam for this course.

Instructional Support

Instructor

Dr. Erna van Duren

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Office: N/A this year.

Dr. Erna van Duren is a Professor in the School of Hospitality, Food and Tourism Management, Her attention is always on expanding the value that originates in Canada's agriculture and food sector. During her 25+ years at the University of Guelph, she has taught a variety of food related courses as well as strategic management with a focus on developing business cases to create value in the food, agriculture, and related industries. She has published in a wide variety of journals, secured research funding through a broad range of competitive external sources and been actively involved in developing graduate level business education that serves the needs of the agrifood sector and researchers from other disciplines. In 1996, her paper Forging Vertical Strategic Alliances in the Best of Choices, 1986-1996 was selected as one of the best articles published in the decade. She has advised over 100 graduate students in PhD, MSc and MBA programs; many of these MBA projects have become the basis of successful agrifood businesses.

Learning Resources

Required Textbook

There is no required textbook for this course

Course Website

[CourseLink](#) (powered by D2L's Brightspace) is the course website and will act as your classroom. All materials required for this course are available from this site. It is recommended that you log in to your course website every day to check for announcements, access course materials, and review the weekly schedule and assignment requirements.

<https://courselink.uoguelph.ca/shared/login/login.html>

Ares

For this course, you will be required to access course reserve materials through the University of Guelph McLaughlin Library. To access these items, select **Ares** on the navbar in CourseLink. Note that you will need your Central Login ID and password to access items on reserve.

For further instructions on accessing reserve resources, visit [How to Get Course Reserve Materials](#).

If at any point during the course you have difficulty accessing reserve materials, please contact the e-Learning Operations and Reserve Services staff at:

Tel: 519-824-4120 ext. 53621

Email: libres2@uoguelph.ca

Location: McLaughlin Library, First Floor, University of Guelph

<https://www.lib.uoguelph.ca/find/course-reserves-ares/how-get-course-reserve-material>

Learning Outcomes

Course Learning Outcomes

This course is about the business of food – which, after all, is everyone’s business. You will learn how to assess issues of importance to managers in food and agricultural businesses by applying management theories to contemporary issues.

By the end of this course, you should be able to:

1. Identify and describe the key stakeholders in the global and Canadian agriculture and food system
2. Apply business management models to analyze issues that are important to managers of food and agricultural businesses in three broad areas:
 - a) consumer demand,
 - b) value chains
 - c) technology
3. Participate in a dialogue on issues of importance to managers of food and agricultural businesses
4. Develop and write arguments and evidence to support an opinion on issues of importance to managers of food and agricultural businesses

Teaching and Learning Activities

Method of Learning

The course requires readings, participating in online dialogues and writing an evidence-based opinion paper.

You will be expected to complete several readings in this course. Make sure you start them early since they are needed to, participate effectively in the online dialogues, and complete the evidence-based opinion paper, which is the final paper for this course.

You are also expected to participate in online dialogues, particularly in Units 02, 03 and 04. Unit 01’s dialogue is focused on introductions. Make sure you read the instructions for these online dialogues very carefully. Your grade will be partly determined by how well you follow these instructions.

Developing and writing an evidence-based opinion paper is a key learning method used in this course.

Course Structure

There are 5 units in this course.

They are summarized in Table 1 - HTM378 SUMMARY below

Table 1 - HTM378 SUMMARY

WEEK	UNIT	START	END	ASSESSMENT	LOCATION	VALUE (%)
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1	1	11-Jan-21	17-Jan-21	Introduction s	UNIT 1 Discussion	2
2	2	18-Jan-21	24-Jan-21	None	N/A	
3	2	25-Jan-21	31-Jan-21	Roundtable Dialogue Unit 02	UNIT 2 Discussion	17
4	2	01-Feb-21	07-Feb-21	Roundtable Dialogue Unit 02	UNIT 2 Discussion	
5	3	08-Feb-21	14-Feb-21	None	N/A	
		15-Feb-21	21-Feb-21			
6	3	22-Feb-21	28-Feb-21	Roundtable Dialogue Unit 03	UNIT 3 Discussion	19
7	3	01-Mar-21	07-Mar-21	Roundtable Dialogue Unit 03	UNIT 3 Discussion	
8	5	08-Mar-21	14-Mar-21	Outline due Sunday MARCH 14 11:59 p.m. E.T.	DROPBOX – Final Paper	OPTIONAL
9	4	15-Mar-21	21-Mar-21	None	N/A	
10	4	22-Mar-21	28-Mar-21	Roundtable Dialogue Unit 04	UNIT 4 Discussion	22
11	4	29-Mar-21	04-Apr-21	Roundtable Dialogue Unit 04	UNIT 4 Discussion	
12	5	05-Apr-21	12-Apr-21	Final paper due April 12 11:59 p.m. E.T.	DROPBOX - Final Paper	40
					TOTAL	100

What to Expect for Each Unit

For Units 01-04, you will be provided with an overview of what to expect in terms of learning outcomes, as well as advice on how to plan your time effectively.

Next, you will be presented with the units' content, divided into logical subheadings. In some instances, you will be presented with additional located inside an accordion. To access this content, simply click on the accordion to expand it and click once again to close the accordion.

Lastly, the units end with a reminder about which assessments are due, as well as a summary of the key concepts covered by the unit.

Unit 05 is somewhat different than the other units - use it to complete your final paper.

Schedule

More detail on the schedule provided above in Table 1, is provided below.

Unit 01:

Week 1 – Monday, January 11 to Sunday, January 17

Required Readings

Agriculture and AgriFood Canada. (2017). An Overview of the Canadian Agriculture and Agri-Food System. (Agriculture and AgriFood Canada, 2017)

- This is Agriculture and Agrifood Canada's economic overview of the agriculture and food system in Canada. The report is updated once a year to once every 2 years and often contains a special section on a topic of current interest. Read the entire report. It is the best foundation for understanding Canada's agri-food system. When you use data about Canada in a discussion or your final paper, use this source whenever possible.
 - Be sure to use the Glossary when you do not know the meaning of a word

Food and Agriculture Organization of the United Nations. (2017b). The future of food and agriculture - Trends and challenges - SUMMARY VERSION (Food and Agriculture Organization of the United Nations, 2017b)

- This is the summary version of a very substantial annual report. It provides an excellent overview of the key drivers, trends and issues facing the global agriculture and food system. There is a great deal of data in this report. Some of the questions in quiz #1 will be drawn from this report. Read ALL of this "short" version of the report.

Optional Readings

Food and Agriculture Organization of the United Nations. (2017a). The future of food and Agriculture - Trends and challenges - FULL REPORT. (Food and Agriculture Organization of the United Nations, 2017a)

- This is the full version of the annual report. It goes into much more detail on the drivers, trends and issues facing the global agriculture and food system. This version of the reading is not a required reading, but it is provided in case you want to delve more deeply on a certain topic.

Assessments

- Participate in the ROUNDTABLE DIALOGUE FOR UNIT 01. Your post must be made by Sunday Jan. 17th at 11:59 PM

Unit 02:

Weeks 2, 3, and 4 – Monday, January 18 to Sunday, February 7

Required Readings

The readings for this unit are substantial. However, by approaching the readings using the advice from this guide, you will be able to focus and navigate the material effectively.

These are required readings

- Agriculture and Agri-Food Canada. (2010, May). *The Canadian Consumer: Behaviour, Attitudes and Perceptions Toward Food Products*. (AAFC No. 10575E). Ottawa. (Agriculture and Agri-Food Canada, 2010)
 - Although this report may be getting a little old, it is important to read all of this because it provides excellent explanations on factors that explain people's food consumption. Some of the statistical data are a little out of date, but reading #1 above will have updated versions of those statistics.
- Canadian Agricultural Policy Institute. (2014). *Differentiate to Compete: The Consumer Perspective*. Processed Food Research Program. Ottawa. (Canadian Agricultural Policy Institute, 2014)
 - This report expands on some of the material from reading above, and presents that information from a business perspective. As well, it provides some additional insight into emerging issues and explores food demand issues outside of Canada. This is an easy read. It is important to read all this report since it also links to material in Units 3 and 4.
- Loureiro, M. L. (2011). *Ethical Considerations and Food Demand*. In J. Lusk (Ed.), *The Oxford Handbook of the Economics of Food Consumption and Policy*: 'Oxford University Press'. (Loureiro, 2011)
 - This is a great paper that focuses on the increasing importance of ethics for many people in their food purchasing and consumption decisions. Focus on the ideas and not the statistics when reading this paper.
- Caswell, J. (2013).. In Caswell JA (Ed.), *Supplemental Nutrition Assistance Program: Examining the Evidence to Define Benefit Adequacy* (pp. 50). Washington (DC): National Academies Press (US). (Caswell, 2013)
 - This is long, complex chapter in a book. As you read it, pay close attention to these important sections. While this chapter uses examples from the U.S. Supplemental Nutrition Program (SNAP, formerly or often referred to a food stamps), the explanations of how household level factors affect food consumption is really well done and also relevant to the assignment for this unit. While reading this section, focus on the theory and descriptions of the examples, and not the statistics data from studies relevant the U.S. SNAP context. This chapter really digs into how individuals and households make food buying and consumption decisions and provides interesting insight into decision making factors and processes not captured in economic models, but very important to managers of food businesses.

Assessments

- Participate in the ROUNDTABLE DIALOGUE FOR UNIT 2

- Follow the detailed timeline provided in the Assessments section of this document.

Unit 03:

Weeks 5, 6 and 7 – Monday, February 8 to Sunday, March 7

Reading week is from Monday Feb. 15 to Sunday Feb. 21. This course site will not be monitored during reading week.

Required Readings

- Diamond, A. et. al. (2014, May). Food Value Chains: Creating Shared Value to Enhance Marketing Success. Research Reports, USDA AMS (Diamond, 2014)
 - This reading focuses on how value chains are being structured and managed to produce and market products that are differentiated based on values. The examples are from the U.S. but are described and explained very well.
- George Morris Centre & Value Chain International. (2012). Characterizing the Determinants of Successful Value Chains. Ottawa. (George Morris Centre and Value Chain International, 2012)
 - This reading is similar in its objectives and scope to the one by Diamond. However, it uses Canadian examples and explains how supply chains and value chains are different, as well as providing some insight into different structures for value chains and some discussion of their use in relation to Canadian agri-food policy.
- United Nations Global Compact. (2015). *Supply Chain Sustainability: A Practical Guide for Continuous Improvement (Second Edition)*. (United Nations Global Compact, 2015)
 - If you have time, complete all this reading before you start your assignment. If you don't have enough time focus on the Executive Summary, the Introduction and make sure understand what is in each of the chapters in case you want to make use of it in the roundtable dialogue and evidence-based opinion paper
- Gereffi, G., & Lee, J. (2012). Why the World Suddenly Cares About ^[SEP]Global Supply Chains. *Journal of Supply Chain Management*, 48(3), 24-32. doi:10.1111/j.1745-493X.2012.03271.x
 - This reading should be completed in full since it provides excellent context for many of the global supply issues that have come to the fore due to COVID-19.
- Sporleder, T., & Boland, M. A. (2011). Exclusivity of Agrifood Supply Chains: Seven Fundamental Economic Characteristics. *International Food And Agribusiness Management Review*, 14(5), 27-51. doi:10.17059/2013-4-18
 - This reading should be completed in full since it provides excellent context for many of the global supply issues that have come to the fore due to COVID-19.

Assessments

- Participate in the ROUNDTABLE DIALOGUE FOR UNIT 03

- Follow the detailed timeline provides in the Assessments section of this document.
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***** Note that the week from Monday March 8 to Sunday March 14 has no scheduled activities or assessments. During this week you have the option to submit a one-page outline for your final paper. This outline will not receive a grade, but you will get comments from the course instructor.**

Unit 04:

Weeks 9, 10, and 11 – Monday, March 15 to Sunday, April 4

Required Readings

- Schilling, M. (2017). Chapter 3: Types and Patterns of Innovation, Strategic Management of Technological Innovation, Fifth Edition, (pp. 43-66). New York: McGraw Hill Education. (Schilling, 2017)
 - o Read the whole chapter. However, make sure you understand the types of innovation that are discussed from pages 48-53
- Winger, R., Wall, G. (2006). Food Product Innovation: A Background Paper. Food and Agricultural Organization of the United Nations, Agricultural and food engineering working document, #2,. Rome. (Winger, 2006)
 - o Read the whole manuscript.
- Dobbins, C., Gray, A., Boehlje, M., Miller, A., and Ehmke, C.,. (2004). Strategic Planning: Scanning the Horizon (EC-176). In P. U. Department of Agricultural Economics (Ed.), (pp.). West Lafayette, Indiana. (Dobbins, 2004)
 - o Read the whole manuscript
- Ehmke, C., Fulton, J., Akridge, J.,. (2004). Industry Analysis: The 5 Forces (EC-722). In P. Extension: (Ed.). West Lafayette, Indiana: Purdue University Cooperative Extension Service, (Ehmke, 2004)
 - o Read the whole manuscript, but don't worry about completing the self-help tables etc.

Assessments

- Participate in the ROUNDTABLE DIALOGUE FOR UNIT 04
- Follow the detailed timeline provides in the Assessments section of this document.

Unit 05:

Week 12 – Monday, April 5 to Monday, April 12

Required Readings

- No readings

Assessments

- Complete your final paper this week. Submit on April 12 by 11:59 p.m.

Assessment

The grade determination for this course is indicated in the following table. A brief description of each assessment is provided below. Select **Content** on the navbar to locate **Assessments** in the table of contents panel to review further details of each assessment. Due dates can be found under the Schedule heading of this outline.

Table 1: Course Assessment

Assessment Item	Weight	Learning Outcomes
Roundtable dialogues		
Unit 01	2%	#3
Unit 02	17%	#1 to #3
Unit 03	19%	
Unit 04	22%	
Roundtable dialogue total	60%	
Final Paper	40%	#4
Total	100%	

Assessment Descriptions

Participation in Online Dialogue

Participation in an online dialogue is required during units 01, 02, 03 and 04. Note that all online discussion posts must be written in sentences and paragraphs. Spelling, grammar, and composition will be assessed. Everyone makes minor spelling and grammar errors from time to time but a pattern of minor spelling and grammar errors, major spelling and grammar errors and composition that makes it difficult for readers to understand your work will result in grade deductions.

Unit 01 Online Dialogue (2%)

During Unit 01 you will introduce yourself. Please provide information such as your name, your program of study, what parts of the agriculture and food sector in which you have worked or aspire to work. The introduction that you post will appear in a discussion area that is open to all students in the class. During the discussions in Unit 02, 03 and 04, you may be engaged in discussions with any of these students, so try to provide a network benefit by posting an engaging introduction. Note that in addition to the essential information outline above, it is perfectly “cool” to talk about your pets, your hobbies, your favourite music and anything that makes you human. Try to keep your

opening post to about 150 words, and please include your name and where you live in the subject line (i.e. Erna, Living in Guelph)

Unit 02, 03 and 04 Online Roundtable Dialogues (58%)

Units 02, 03 and 04 require participation in a roundtable dialogue. These dialogues require four types of posts over two weeks. They are designed to help you learn to apply evidence using economics and business concepts so that you can develop evidence-based arguments that support your position on an issue.

This year the issues discussed in the roundtable dialogues are as follows:

UNIT	ISSUE STATEMENT
02	Changes in demand for food due to COVID-19 are permanent.
03	Changes in agricultural and food value chains due to COVID-19 are permanent.
04	Changes in technology use in the agrifood system due to COVID-19 are permanent.

In these roundtable dialogues you will be required to apply concepts and tools from the course to support your position on the statements above by evaluating information from three types of sources.

Types of Sources

- 1) refereed journals
- 2) mainstream media, and
- 3) social media.

Each roundtable dialogue requires six steps.

- 1) Researching to locate sources of information that support your position on the ISSUE STATEMENT. You may find that your position changes as you do work on this research step. (See Worksheet 1 – Information Sources, which can be accessed in the file named MFC-WS1.docx) under Assessments.
 - In unit 02, there are no restrictions on the information sources you may use, if you meet the requirement for the 3 different types of sources
 - In unit 03, you may not use an information source that has been used by a student in the course in unit 02. A list of “off-limit” sources will be posted in one of the threads for of the Unit 03 discussion. This means you cannot use the same article, book chapter, newspaper article, specific social media post etc. You can however use the same journal, book, newspaper, and social media source. *Note: This restriction explains why the weight on this discussion is higher than for unit 02.*
 - In unit 04, you may not use an information source that has been used by a student in the course in units 02 or 03. A list of “off-limit” sources will be

posted in one of the threads for the Unit 04 discussion. *Note: This restriction explains why the weight on this discussion is higher than for units 02 and 03.*

- 2) Applying the economics and business concepts from the respective unit to develop arguments in support of your position (three repeats, one for each type of source)
- 3) Writing an opening post in which you state your position on the issue statement (three repeats, one for each type of source). In your subject line include a clear statement of your position on the ISSUE STATEMENT in 8 or fewer words. Do not mention the source type in this subject line since this information will already be clear from the discussion thread. *A sample subject line is “income distribution cause of permanent changes to demand”.* Effective subject lines create a positive network externality.
- 4) Asking questions about other students’ posts (three repeats, one for each type of source; cannot ask the same student more than one question per unit). In your subject line include an 8 word or fewer summary of your question, and make sure the first word in the subject line is the word “question”. *A sample subject line for a question is “Question: Why income distribution and not levels?”*
- 5) Answering questions that you have been asked by other students (three repeats, one for each type of source, In your subject line include an 8 word or fewer summary of your answer, and make sure the first word in the subject line is the word “answer”. *A sample answer line for an answer is “Answer: Income distribution more important than income level”*
- 6) Writing a closing post in which you evaluate how the evidence you have interacted with during the online dialogue has affected your position on the issue statement. Make this post as a response to your original post. In your subject line include an 8 word or fewer summary of if and how you changed your position and make sure the first word in the subject line is the word “closing”. *Some sample subject lines for a closing post are “Closing: Stronger on original statement”, or “Closing: Changed my opinion”*

The timing of your participation in the roundtable dialogues is quite important since your work is interdependent with other students’ work. However, there are at least 4 days available for each post. You may want to plan your work in *Worksheet 3 – Organizing your Participation*, which is available to you as a MS Word file ([MFC-WS3.docx](#)) so that you keep track of the relevant dates for each unit on your own. The file is available under Assessments.

Note that your discussion cohort may change for each roundtable dialogue. The size and composition of each unit’s discussion groups for the roundtable dialogues is a function of class size and class composition. This means that you may be interacting with different students for each unit.

Doing your research and preparing to make your opening posts

For each unit you will be required to make three opening posts during day 1 to day 5 of the two weeks allocated to the roundtable discussion.

In these opening posts you will state your position with respect to an **ISSUE STATEMENT**. This statement is provided in the discussion area for that unit. You will be able to see how the discussion areas are organized for each unit from the outset of the course. ***Do not make posts in any of these areas until the designated dates.***

In each discussion area you will also see three “threads” that correspond to a type of evidence (refereed journals, mainstream media, social media)

1. The first of your opening posts will require the application of evidence found in a refereed journal publication. Make this post under the thread named “refereed journals”
2. The second of your opening posts will require the application of evidence found in a mainstream media source. Make this post under the thread named “mainstream media”
3. The third of your opening posts will require the application of evidence found in a social media source. Make this post under the thread named “social media”

Three units in this course require participation in a RoundTable Dialogue. For each Unit you will be evaluating information from the sources above. Worksheet 1 – Information Sources -- provides more guidance on these three sources. This worksheet is available to you as [MFC-WS1.docx](#), which is available under Assessments.

Before you can make opening posts, you will have to locate and apply evidence. For each of the three sources you will need to answer a set of questions. The answers to these questions form the “evidence-base” for your post. Worksheet 2 -Assessing Information (available in the file names [MFC-WS2.docx](#) under Assessments contains these questions along with some space to organize the evidence-base for your answers. Please do not submit this worksheet during the roundtable dialogues.

Your opening post should clearly indicate your position on the **ISSUE STATEMENT** and explain how you applied a concept from the course using evidence from the respective source to support that position. You will need to explain how you are using or applying a business or economics concept. Avoid using concept from another area of study (i.e. science, engineering, sociology, other) since they will not get the same credit as clear and effective use of economics and business concepts. *For example, it may be true that during COVID-19 people are eating more carbs, but you will need to add some economics or business concept to explain why this is important. Possible explanations include people’s tastes and preference change the nature of the demand function during crises, carbohydrate prices decreased, protein prices increased or all of these.*

Opening posts should not exceed 350 words. This word count includes in-text and complete APA references, at the end of the post, for all the relevant sources. You will also need to attach a file that contains the evidence that you used for any reference that does not have a DOI, which stands for a **Digital Object Identifier** that permanently identifies an article and provides a stable link to that article or document on the web. If your reference does not have a DOI, do not rely on the link or the URL alone. Keep the information in a file. Be sure to create one file for each such source. This file should be

in a PDF or DOCX format. If you can only obtain a screenshot, cut and paste that screenshot into a MS Word file of the docx format.

Note also that sample opening posts will be provided for each unit's discussion, along with a rubric that will be used to evaluate your participation in the RoundTable Dialogue.

Discussion - Questions and Answers

From day 6 to day 11 you will be engaged in a discussion that requires asking and answering questions. Questions needed to be posted between day 6 to day 9 and answers can be posted from Day 8 to 11. Again, you can make use of Worksheet 3 – *Organizing your Participation* to help keep you organized.

The format for this part of the roundtable is as follows

- Ask one question about one other student's opening post under each of the three threads, which means:
 - Ask one question about someone's opening post under refereed journal,
 - Ask another question about someone else's opening post under mainstream media, and
 - Ask a last question about someone else's post under social media.
- Note that you must ask three different students a question. You cannot do repeats. You cannot ask the same student two or three questions during the same unit.
- Please ensure that your question and answer posts do not exceed 100 words, including references.
- References for questions and answers can be in this simplified non-APA referencing format.
 - example 1 à van-duren_HTM378-COURSENOTES-SEC-2.2_undated
 - example 2 à holly smith - post for Unit 2 edible masks - Jan. 18, 2021
 - Just make sure you include the author__ title of the cited work__date the work was created and that you place underscored "_____" between the three elements of the reference. You can use dashes between any of the words in this simplified referencing format to ensure that each reference counts for just one word.

Closing Post

Between Day 12 and 14 you will need to make a closing post. In this post, state your position on the ISSUE STATEMENT based on your initial evidence PLUS any other evidence that you have been able to read or discuss during the roundtable discussion.

You do not need to repeat your initial evidence in the same depth as in your initial post. Instead you will want to summarize it at the beginning of this post and then add

summaries or interpretation of other evidence that further solidified your position, softened it, or changed it completely.

This closing post can be up to 350 words. Please use the same referencing and format conventions required for your opening posts.

Unit 05 Final Paper (due in Week 12 for 40%)

In this course the final paper is an EVIDENCE BASED OPINION PAPER.

Notes on format

Write this paper using single spacing within paragraphs, an extra space between paragraphs, using 12 pitch Calibri fonts and a footer that contains page numbers along with your first and last name.

Use the headings features in MS Word to ensure that the “navigation pane”, which you can turn on under “view,” makes it possible to locate -- and navigate to -- all level 1, level 2 and level 3 headings.

Use level 1 headings for major sections of your paper “i.e. Section 3 – Value Chains”.

Use level 2 for subsections with those major sections “i.e. *Section 3.2. Rapid declines in demand undermine value chain efficiency*”.

Use level 3 headings for tables, diagrams etc. (*i.e. Table 4: Value chain volumes for lettuce in March 2019 and March 2020*). Do not use level 3 headings for any type of subheading relating to paragraph style content. Make sure that tables, diagrams, and other non-paragraph style content that communicate results is embedded in your paper at the appropriate places. Do not put these at the end unless they are exhibits that show calculations or details of your analysis.

All references should be created using APA formatting, both the in-text portion and the full reference list that will go in section 7.

Please include a cover page that contains your name, the topic of your paper, the instructor’s name, and the date that you submitted the paper. This information should be on four separate lines.

Include a Table of Contents with no more than three levels of headings.

Generate the Table of Contents and the Cover Page use the appropriate tool in MS-Word.

Select a Perspective:

In this paper assume you are a consumer or a manager of an organization that is part of the agricultural and food sector. The type of organization can be a business, food service part of another organization, a not-for-profit organization, a government agency, a special interest group, a trade association. The business or organization can be at any level of the agricultural and food value chain: farming or primary production, processing, retailing or a restaurant of any type. Before you start research and writing your paper,

write a paragraph that describes your role in your selected organization. Remember, that this will be the perspective from which you write your paper. You will be acting this part or role-playing this perspective during the the rest of your paper.

Outline your Paper

In this paper you will be asked to provide three recommendations for how to improve the agricultural and food's sector's ability to deal with a crisis such as COVID-19. This is the problem you are helping to solve with your recommendation. Your recommendations are based on your perspective, understanding and interpretation of this problem. One recommendation must be related to a topic from UNIT 02, the second from UNIT 03 and the third and last recommendation must be related to a topic from UNIT 03.

You can write your outline and your paper in the first person, active voice.

Your paper will have seven sections.

The first five sections of this paper cannot exceed 2,500 words.

Sections 6 and 7 do not have page or word limits.

Each of these sections should have a heading (Heading 1 formatting in MS Word)

Section 1: Introduction

Explain your perspective, how you understand the problem, summarize your recommendations, and then summarize the types of evidence and the process that you use to develop and write the paper. Your summaries of your three recommendations must be stated in three separate sentences.

Section 2: Recommendation #1 (relating to a topic from Unit 02 ... state the specific topic in the heading)

State your recommendation. Provide three arguments that support this recommendation. Make sure that these arguments contain evidence, and that you explain how this evidence supports your recommendation. Do not assume that the reader will figure this out. As part of this process make sure that you explain how you used business and economic concepts in applying and interpreting evidence from at least five sources.

Section 3: Recommendation #2 (relating to a topic from Unit 03 ... state the specific topic in the heading)

State your recommendation. Provide three arguments that support this recommendation. Make sure that these arguments contain evidence and that you explain how this evidence supports your recommendation. Do not assume that the reader will figure this out. As part of this process make sure that you explain how you used business and economic concepts in applying and interpreting evidence from at least five sources.

Section 4: Recommendation #3 (relating to a topic from Unit 04 ... state the specific topic in the heading)

State your recommendation. Provide three arguments that support this recommendation. Make sure that these arguments contain evidence and that you explain how this evidence supports your recommendation. Do not assume that the reader will figure this out. As part of this process make sure that you explain how you used business and economic concepts in applying and interpreting evidence from at least five sources.

Section 5: Conclusion

Summarize the three recommendations in one sentence. Explain why you think they are useful recommendations and will help in solving this problem. Conclude with a sentence that make it clear to the reader that your paper is complete.

Section 6: Supporting Analysis

You may also include the following.

- (1) Any work that you completed using Worksheet 2- Assessing Information. If you use Worksheet 2 to organize your analysis, you can submit any, or all uses of worksheet 2. Make sure that each use of Worksheet 2 has a title in MS WORD heading 2 level that contains the name of the author/creator, year, title of the evidence. (*i.e.* 6.3 - *Worksheet 2: van Duren, 2020, Lovely Weather*). Each of these should start on a separate page.
- (2) Any other notes, tables, exhibits, mind-maps, calculations, or summaries of analysis are clearly titled and explanation of your work. Each of these should be on separate page and each must pass the stand-alone test – which is, would the information on the page make sense if it was the only page being read? This the reason that titles, labels, units, references are so important. Again, add a descriptive title using the MS WORD heading 2 level.
- (3) Work in this section will not be graded unless your make specific reference to it in the paragraphs that you write for sections 2, 3, and 4 of the paper. For example, if you create a Table for section (6) that summarizes various farm groups' recommendation on how to deal with seasonal workers, then you must refer and use the results of that table in your paper and refer it and also create a working hyperlink to its place in your MS-Word document. Orphan work – which is work that is placed in section 6 but not used and explicitly referenced in your paper -- will not be assessed.
- (4) If you need to submit PDF or DOCX files that contain information or data that you saved from an online source **that is not permanent or stable**, please provide a table with the titles of this information, the file name in which this information is located and the date which you retrieved the information (this always goes into the APA reference for this type of sources as well) Make sure the file names are informative - *i.e.* author-year-title.xxx and that the file type is identified (*i.e.* put it in the .xxx). *This supporting section is very important. If you include a reference*

to a social media post that cannot be accessed – either because it's gone or because the instructor does not have an account – you will be penalized for having incomplete references.

Section 7: References

Provide a complete list of all references that you used anywhere in the paper, including section 6. Make sure this list is in APA format. Be sure to include references for all data sources as well.

Course Technologies and Technical Support

CourseLink System Requirements

You are responsible for ensuring that your computer system meets the necessary [system requirements](#). Use the [browser check](#) tool to ensure your browser settings are compatible and up to date. (Results will be displayed in a new browser window).

<https://opened.uoguelph.ca/student-resources/system-and-software-requirements>

<https://courselink.uoguelph.ca/d2l/systemCheck>

Technical Skills

As part of your online experience, you are expected to use a variety of technology as part of your learning:

- Manage files and folders on your computer (e.g., save, name, copy, backup, rename, delete, and check properties);
- Install software, security, and virus protection;
- Use office applications (e.g., Word, PowerPoint, Excel, or similar) to create documents;
- Be comfortable uploading and downloading saved files;
- Communicate using email (e.g., create, receive, reply, print, send, and download attachments);
- Navigate the CourseLink learning environment (the instructions for this are given in your course);
- Communicate using a discussion board (e.g., read, search, post, reply, follow threads) in the CourseLink website;
- Upload assignments using the **Dropbox** tool in the CourseLink website;
- Access, navigate, and search the Internet using a web browser (e.g., Firefox, Internet Explorer); and
- Perform online research using various search engines (e.g., Google) and library databases.

Technical Support

If you need any assistance with the software tools or the CourseLink website, contact CourseLink Support.

CourseLink Support

University of Guelph

Day Hall, Room 211

Email: courselink@uoguelph.ca

Tel: 519-824-4120 ext. 56939

Toll-Free (CAN/USA): 1-866-275-1478

Walk-In Hours (Eastern Time):

Monday thru Friday: 8:30 am–4:30 pm

Phone/Email Hours (Eastern Time):

Monday thru Friday: 8:30 am–8:30 pm

Saturday: 10:00 am–4:00 pm

Sunday: 12:00 pm–6:00 pm

Course Specific Standard Statements

Acceptable Use

The University of Guelph has an [Acceptable Use Policy](#), which you are expected to adhere to.

<https://www.uoguelph.ca/ccs/infosec/aup>

Communicating with Your Instructor

During the course, your instructor will interact with you on various course matters on the course website using the following ways of communication:

Announcements: The instructor will use **Announcements** on the Course Home page to provide you with course reminders and updates. Please check this section frequently for course updates from your instructor.

Ask Your Instructor Discussion: Use this discussion forum to ask questions of your instructor about content or course-related issues with which you are unfamiliar. If you encounter difficulties, the instructor is here to help you. Please post general course-related questions to the discussion forum so that all students have an opportunity to review the response. To access this discussion forum, select **Discussions** from the **Tools** dropdown menu. This is the instructor's preferred way of addressing questions.

Please provide informative subject heading and post your ideas in complete sentences and paragraphs. Point form is not an acceptable way to post unless those points are part of sentence.

Email: If you have a conflict that prevents you from completing course requirements, or have a question concerning a personal matter, you can send your instructor a

private message by email. The instructor will respond to your email within 2 business days. Note that you will need to provide details and evidence. Simply indicating you need more time for some reason is not acceptable.

If you have a question or need to communicate with respect to your Professor van Duren, please use the format in the boxes below.

The professor will only correspond with namexx@mail.uoguelph.ca email addresses; no Gmail, HotMail, etc

Do not use “hey” to start your e-mail! This is an opportunity for you to practice professional business communication! No “Hey Prof” salutations, no texting short forms like “r u gonna post solns?” – you know the sort of thing we mean.

Your email leaves a lasting impression and in the event of some sort of issue becomes part of your official record.

Avoid emoticons and hard to read fonts as well

Acceptable e-mail format

To: evandure@uoguelph.ca

Subject Line: Food Poisoning; unable to submit paper for unit 03 by the deadline

Dear Dr. van Duren,

I've come down with food poisoning and will be unable to submit on time this evening. I will be able to submit by noon tomorrow. Should I get a medical note?

Thank you

Susan Smith

Netiquette Expectations

For distance education courses, the course website is considered the classroom and the same protections, expectations, guidelines, and regulations used in face-to-face settings apply, plus other policies and considerations that come into play specifically because these courses are online.

Inappropriate online behaviour will not be tolerated. Examples of inappropriate online behaviour include:

- Posting inflammatory messages about your instructor or fellow students;
- Using obscene or offensive language online;
- Copying or presenting someone else's work as your own;
- Adapting information from the Internet without using proper citations or references;

- Buying or selling term papers or assignments;
- Posting or selling course materials to course notes websites;
- Having someone else complete your quiz or completing a quiz for/with another student;
- Stating false claims about lost quiz answers or other assignment submissions;
- Threatening or harassing a student or instructor online;
- Discriminating against fellow students, instructors, and/or TAs;
- Using the course website to promote profit-driven products or services;
- Attempting to compromise the security or functionality of the learning management system;
- Sharing your username and password; and
- Recording lectures without the permission of the instructor.

Submission of Assignments to Dropbox

All assignments for this course should be submitted electronically via the online Dropbox tool. All assignments must be submitted in WORD format. PDF file types will not be graded - the only exceptions to this are attachments to assignments. When submitting your assignments using the Dropbox tool, do not leave the page until your assignment has successfully uploaded. To verify that your submission was complete, you can view the submission history immediately after the upload to see which files uploaded successfully. The system will also email you a receipt. Save this email receipt as proof of submission.

Be sure to keep a back-up copy of all your assignments in case they are lost in transition. In order to avoid any last-minute computer problems, your instructor strongly recommend you save your assignments to a cloud-based file storage (e.g., Google Docs), or send to your email account, so that should something happen to your computer, the assignment could still be submitted on time or re-submitted.

It is your responsibility to submit your assignments on time as specified on the Schedule. Be sure to check the technical requirements and make sure you have the proper computer, that you have a supported browser, and that you have reliable Internet access. Remember that **technical difficulty is not an excuse not to turn in your assignment on time**. Do not wait until the last minute as you may get behind in your work.

If, for some reason, you have a technical difficulty when submitting your assignment electronically, please contact your instructor or [CourseLink Support](#).

<https://support.opened.uoguelph.ca/contact>

Late Policy

Any work that is late, which includes required postings in discussion areas or assignments submitted to the **Dropbox** tool late, will be penalized, unless (1) prior accommodations have been granted by the course instructor or (2) subsequent documentation is received that demonstrates the late submission was due to reasons considered acceptable by University policies. The extent to which mark will be reduced by 50% per day after the deadline.

Extensions will be considered for medical reasons or other extenuating circumstances. If you require an extension, please send the instructor an email that has an appropriate subject line and explanation of the reasons for being late as soon as possible and before the due date. Barring exceptional circumstances, extensions will not be granted once the due date has passed. These rules are not designed to be arbitrary, nor are they inflexible. They are designed to keep you organized, to ensure that all students have the same amount of time to work on assignments, and to help to return marked materials to you in the shortest possible time. Please note that failure to meet a deadline may result in an alternative assignment being provided. The nature of such an alternative will be determined by the course instructor and may require students be assigned an **INComplete** in the course.

See the note about illness at the bottom of this outline as well.

Obtaining Grades and Feedback

Unofficial assessment marks will be available in the **Grades** tool of the course website.

Your instructor will have grades posted online within 2 weeks of the submission deadline. If you did not submit an assignment on time, it will receive a grade of 0. If you submit late, your assignment may not be graded within the **2-week** turnaround time. Note that all graded will be released on a First In First Out (FIFO) basis, meaning that work that is submitted first will be graded first and work that is graded last will be graded last.

Once your assignments are marked you can view your grades on the course website by selecting **Grades** from the **Tools** dropdown menu on the navbar. Your course will remain open to you for seven days following the last day of the final exam period.

University of Guelph degree students can access their final grade by logging into [WebAdvisor](#) (using your U of G central ID). Open Learning program students should log in to the [OpenEd Student Portal](#) to view their final grade (using the same username and password you have been using for your courses).

<https://webadvisor.uoguelph.ca>

<https://courses.opened.uoguelph.ca/portal/logon.do?method=load>

Rights and Responsibilities When Learning Online

For distance education (DE) courses, the course website is considered the classroom and the same protections, expectations, guidelines, and regulations used in face-to-face settings apply, plus other policies and considerations that come into play specifically because these courses are online.

For more information on your rights and responsibilities when learning in the online environment, visit [Rights and Responsibilities](#).

<http://opened.uoguelph.ca/student-resources/rights-and-responsibilities>

Turnitin Originality Check

In this course, your instructor will be using Turnitin, integrated with the CourseLink **Dropbox** tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All individual assignments submitted to the **Dropbox** tool will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that you will be able to educate and empower yourself in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

University Standard Statements

University of Guelph: Undergraduate Policies

As a student at the University of Guelph, it is important for you to understand your rights and responsibilities and the academic rules and regulations that you must abide by.

If you are a registered **University of Guelph Degree Student**, consult the [Undergraduate Calendar](#) for the rules, regulations, curricula, programs and fees for current and previous academic years.

If you are an **Open Learning Program Student**, consult the [Open Learning Program Calendar](#) for information about University of Guelph administrative policies, procedures and services.

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/>

<http://opened.uoguelph.ca/student-resources/open-learning-program-calendar>

Email Communication

University of Guelph Degree Students

As per university regulations, all students are required to check their uoguelph.ca e-mail account regularly: e-mail is the official route of communication between the University and its students.

Open Learning Program Students

Check your email account (the account you provided upon registration) regularly for important communications, as this is the primary conduit by which the Open Learning and Educational Support will notify you of events, deadlines, announcements or any other official information.

When You Cannot Meet Course Requirements

When you find yourself unable to meet an in-course requirement due to illness or compassionate reasons, please advise your course instructor **in writing**, with your name, ID number and email contact.

University of Guelph Degree Students

Consult the [Undergraduate Calendar](#) for information on regulations and procedures for Academic Consideration.

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Open Learning Program Students

Please refer to the [Open Learning Program Calendar](#) for information on regulations and procedures for requesting Academic Consideration.

<http://opened.uoguelph.ca/student-resources/open-learning-program-calendar>

Drop Date

University of Guelph Degree Students

Students will have until the last day of classes to drop courses without academic penalty. [Review the Undergraduate Calendar for regulations and procedures for Dropping Courses.](#)

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

Open Learning Program Students

Please refer to the [Open Learning Program Calendar](#).

<http://opened.uoguelph.ca/student-resources/open-learning-program-calendar>

Copies of Assignments

Keep paper and/or other reliable back-up copies of all assignments: you may be asked to resubmit work at any time.

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty, and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment.

University of Guelph Degree Students

Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact Accessibility Services as soon as possible.

For more information, contact Accessibility Services at 519-824-4120 ext. 56208, [email Accessibility Services](#) or visit the [Accessibility Services website](#).

accessibility@uoguelph.ca

<https://wellness.uoguelph.ca/accessibility/>

Open Learning Program Students

If you are an Open Learning program student who requires academic accommodation, please [contact the Academic Assistant to the Director](#). Please ensure that you contact us before the end of the first week of your course (every semester) to avoid any delays in support. Documentation from a health professional is required for all academic accommodations. Please note that all information provided will be held in confidence.

If you require textbooks produced in an alternate format (e.g., DAISY, Braille, large print or eText), please [contact the Academic Assistant to the Director](#) at least two months prior to the course start date. If contact is not made within the suggested time frame, support may be delayed. It is recommended that you refer to the course outline before beginning your course to determine the required readings.

The provision of academic accommodation is a shared responsibility between OpenEd and the student requesting accommodation. It is recognized that academic accommodations are intended to “level the playing field” for students with disabilities.

jessica.martin@uoguelph.ca

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 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 in the Undergraduate Calendar.

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Copyright Notice

Content within this course is copyright protected. Third party copyrighted materials (such as book chapters and articles) have either been licensed for use in this course or have been copied under an exception or limitation in Canadian Copyright law.

The fair dealing exemption in Canada's Copyright Act permits students to reproduce short excerpts from copyright-protected materials for purposes such as research, education, private study, criticism, and review, with proper attribution. Any other copying, communicating, or

distribution of any content provided in this course, except as permitted by law, may be an infringement of copyright if done without proper license or the consent of the copyright owner. Examples of infringing uses of copyrighted works would include uploading materials to a commercial third-party web site, or making paper or electronic reproductions of all, or a substantial part, of works such as textbooks for commercial purposes.

Students who upload to CourseLink copyrighted materials such as book chapters, journal articles, or materials taken from the Internet, must ensure that they comply with Canadian Copyright law or with the terms of the University's electronic resource licenses.

For more information about students' rights and obligations with respect to copyrighted works, review [Fair Dealing Guidance for Students](#).

http://www.lib.uoguelph.ca/sites/default/files/fair_dealing_policy_0.pdf

Plagiarism Detection Software

Students should be aware that faculty have the right to use software to aid in the detection of plagiarism or copying and to examine students orally on submitted work. For students found guilty of academic misconduct, serious penalties, up to and including suspension or expulsion from the University can be imposed.

Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Storage and Retention of Exam Videos

Courses may use invigilation software that record the test environment. Only authorized University of Guelph faculty or staff will have access to the video of your exam. Videos will be retained for a period of one year following the completion of the course.

Storage and Retention of Videoconference Recordings

Courses may use videoconferencing-based software (e.g., Microsoft Teams, Zoom) and sessions may be recorded by your instructor. As a result, the University of Guelph may collect your image, voice, name, personal views and opinions, and course work under the legal authority of the *University of Guelph Act* and in accordance with the *Freedom of Information and Protection of Privacy Act*. The recording may capture material shared on screen, participant audio and participant video and may be used to facilitate asynchronous learning by other students registered in the course. Recordings of this nature will be deleted following the conclusion of the course. Recordings that facilitate assessment will be retained for a period of one year following the conclusion of the

course. If you have any questions about the collection and use of this information, please contact your instructor.

Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the [COVID-19 website](#) and circulated by email.

<https://news.uoguelph.ca/2019-novel-coronavirus-information/>

Illness

The University will not normally require verification of illness (doctor's notes) for Fall 2020 or Winter 2021 semester courses. However, requests for Academic Consideration may still require medical documentation as appropriate.