

**ARE 2210 || SARE 460**  
**ESSENTIALS FOR ACCOUNTING AND BUSINESS || FUNDAMENTALS OF ACCOUNTING AND**  
**MANAGEMENT FOR THE AGRIBUSINESS FIRM**

**DEPARTMENT OF AGRICULTURAL AND RESOURCE ECONOMICS**  
**SUMMER I 2024**

**INSTRUCTOR:** Luis Seoane [Pronounced l oo - EE s ; s eh - oh - AA - n eh]

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**ARE 2210 or SARE 460)**

WebEx: <https://uconn-cmr.webex.com/meet/lse21001>

Office Hours: Tuesdays (1 PM – 2 PM) and Thursdays (1 PM – 2 PM), or by Appointment

Course Web: All additional materials will be made available on HuskyCT (Blackboard)

**SCHEDULE:** Tuesdays; Thursdays; (28<sup>th</sup> May 2024 – 28<sup>th</sup> June 2024)  
9:30 AM-1:00 PM  
Location: YNG 128

**\*Kindly note, excluding materials for purchase, the schedule on the syllabus may be subject to change. The most up-to-date syllabus will be located within the course in HuskyCT, and registered students will be notified of any changes.**

**COURSE DESCRIPTION:**

An analysis of basic business principles, fundamentals, and concepts for agribusiness entrepreneurs.

**COURSE GOALS**

This course will provide undergraduate students with an in-depth understanding of the important fundamentals of business recordkeeping and management skills for agribusiness firms. Topics will include an analysis of the planning, organizing, controlling, and directing functions of management and an extensive review of the various records that business owners need to maintain.

**OBJECTIVES**

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

- ❖ Identify and describe the four basic management functions: planning, organizing, directing, and controlling.
- ❖ Explain how economics helps managers understand the way consumers make decisions.
- ❖ Examine business organization and the characteristics that shape an organization's structure.
- ❖ Understand the techniques and methods that managers use to maintain adequate control.
- ❖ Know how to develop and use financial statements when making managerial decisions.

## COURSE MATERIALS

The materials for this course are:

- ❖ Foundations of Business. William M. Pride, Robert J. Hughes, Jack R. Kapoor. 7<sup>th</sup> Edition. Cengage Learning.
- ❖ Principles of Agribusiness Management. James G. Beierlein, Kenneth C. Schneeberger, Donald D. Osburn. 5<sup>th</sup> Edition

In addition to the textbook, I will provide relevant readings for certain topics during the semester. You are advised to read these to expand your knowledge beyond the course content.

## TENTATIVE COURSE OUTLINE

WEEK (DATES)	TOPICS	DETAILS
1 (5/28)	Introduction to Business and Agribusiness	In-Class Exercises Problem Set 1
1 (5/30)	Understanding Management The Planning Function I: Marketing	In-Class Exercises
2 (6/4)	The Planning Function I: Marketing The Planning Function II: Understanding Consumer Demand	In-Class Exercises Problem Set 2
2 (6/6)	The Organizing Function	In-Class Exercises Problem Set 3
3 (6/11)	<b>Midterm 1 Individual Project</b>	
3 (6/13)	The Controlling Function I: Production Using Economic Principles	In-Class Exercises
4 (6/18)	The Controlling Function II: Accounting Documents	In-Class Exercises Problem Set 4
4 (6/20)	The Controlling Function III: Evaluating Financial Statements	In-Class Exercises Problem Set 5
5 (6/25)	The Directing Function: Human Resource Management	
5 (6/27)	Final Exam Review	In-Class Exercises

## ASSESSMENTS AND GRADING

Course Components	Weight
In-Class Exercises	15%
Problem Sets	20%
Individual Project	10%
Mid Term	25%
Final Exam	30%

## GRADING SCALE

Grade	Letter Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
<60	F

## MORE DETAILS ON ASSESSMENTS

**1. In-Class Exercises:** Class exercises serve to assess your understanding of the course content. To facilitate this, several brief in-class exercises will be conducted throughout the semester. These exercises are designed to encourage group discussions and collaborative work. While your answers won't be graded, your active engagement in these exercises will contribute to your grade. Therefore, you are encouraged to come to class to be a part of this. Every day, we'll have class exercises. Please note that only 75% of the in-class exercises will contribute to your final grade. This allocation allows for a total of 15 percentage points if you complete at least 75% of the in-class exercises during the course. It's important to emphasize that there won't be any make-up sessions for missed class exercises.

**2. Problem Sets:** Throughout the course, I will assign problem sets upon the conclusion of specific topics. These assignments will be made available on HuskyCT. Each problem set will have a due date one week after its assignment. The corresponding answer key will typically be accessible within two to three days after the due date.

These problem sets are a vital component of your learning experience and are designed to enhance your grasp of the course content. I encourage active collaboration among students when working on these assignments. Feel free to establish study groups to jointly tackle the problem sets. However, it's crucial to maintain academic integrity. Directly copying and pasting another student's work constitutes a breach of this principle. As such, it is expected that each student submits their unique solution for each problem set. This policy ensures fairness, promotes genuine learning, and upholds the values of academic honesty.

### Policy on Late Submissions:

Students are strongly encouraged and expected to submit their problem set answers by the specified deadline to ensure timely grading. Extensions beyond the problem-set deadlines are granted only in exceptional situations. Should a student miss the submission deadline, they may still be permitted to submit their answers within a two-day grace period following the deadline but preceding the release of the answer key on HuskyCT.

During this grace period, students who post their assignments after the initial deadline but before the answer key becomes available will incur a 10% deduction from their total grade. It's important to note that any submissions made after the answer key has been posted on HuskyCT will not be graded. This policy aims to encourage punctuality while allowing a limited window for unforeseen circumstances. Timely submissions ensure fair assessment and uphold the integrity of the learning process.

### **3. Individual Project: TBD**

**4. Exams:** There will be one midterm and one final exam. The midterm is currently scheduled for Week 3, on Tuesday, June 11th. The final exam will not include material that was covered in the midterm.

The final exam is currently scheduled for Week 6, on Thursday, June 27<sup>th</sup> or Friday, June 28<sup>th</sup>. You are expected to plan around these dates. Therefore, do not make travel plans for any of these dates. There are no make-ups for midterms, except when otherwise stated. All exams are closed books or notebooks. No web-accessing devices, such as cell phones, tablets, or laptops, are allowed during the exam. For information about "Absences from Final Examinations and Rescheduling Final Examinations," kindly read more details below.

## **OTHER IMPORTANT INFORMATION**

**Copyright Statement:** *"Please be aware that all materials provided for this course are copyrighted by Eniola Fasola (2023). This copyright statement applies to all materials generated for this course, including but not limited to this syllabus, exams, in-class materials, review sheets, and lecture slides. Students are authorized to take notes in my class and download course materials; however, this authorization extends only to making use of it for your personal use and no other use. I will inform you as to whether you are authorized to record my lectures at the beginning of each semester. If you are so authorized to record my lectures, you may not copy this recording or any other material, provide copies of either to anyone else or make commercial use of them without prior permission from me."*

**Student Rights and Responsibilities:** As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important [standards, policies, and resources](#), which include:

- ❖ The Student Code
  - Academic Integrity
  - Resources on Avoiding Cheating and Plagiarism
- ❖ Copyrighted Materials
- ❖ Credit Hours and Workload
- ❖ Netiquette and Communication
- ❖ Adding or Dropping a Course
- ❖ Academic Calendar
- ❖ Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships
- ❖ Sexual Assault Reporting Policy

**Academic Integrity:** Students are expected to follow the code of Academic Integrity. Academic work depends upon respect for and acknowledgment of the research and ideas of others. Academic misconduct

is dishonest or unethical academic behavior that includes, but is not limited, to misrepresenting mastery in an academic area (such as cheating); providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation (for example papers, projects, and examinations); any attempt to influence improperly (such as bribe or threats) any member of the faculty, staff, or administration of the University in any matter pertaining to academics or research, intentionally or knowingly failing to properly credit information, research, or ideas to their rightful originators, or representing such information, research, or ideas as your own (such as plagiarism); presenting, as one's own, the ideas or words of another for academic evaluation; doing unauthorized academic work for which another person will receive credit or be evaluated, and presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors involved. A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation, and shall be subject to the sanctions and other remedies described in [The Student Code](#).

A student may not use any device that connects to the internet during an exam and may not talk to other students for any reason. The university policy can be found in the [Responsibilities of Community Life: The Student Code | Community Standards \(uconn.edu\)](#). The policy also details the procedures the University uses to resolve academic misconduct cases. Students are responsible to become familiar with its provisions.

Additionally, note that in this course, collaboration will be encouraged in in-class quizzes involving group work. However, only a student who is present for the entire lecture may submit a quiz. Submitting a quiz for a student who is not present is considered a violation of academic integrity.

**Discrimination, Harassment, and Related Interpersonal Violence:** The University is committed to maintaining a safe and non-discriminatory learning, living, and working environment for all members of the University community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate amorous relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Additionally, to protect the campus community, all responsible employees (including faculty), as outlined in the Policy Against Discrimination, Harassment and Related Interpersonal Violence, are required to report to the Office of Institutional Equity (OIE) any information that they receive related to sexual assaults, intimate partner violence, and/or stalking involving a student. An exception to this reporting exists if students disclose information as a part of coursework submitted to an instructor in connection with a course assignment. Even in the absence of such obligation, all Employees are encouraged to contact OIE if they become aware of information that suggests a safety risk to the University community or any member thereof. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with university officials who can help. More information, including confidential and exempt employee resources available for support and assistance, can be found at [equity.uconn.edu](#) and [titleix.uconn.edu](#).

**Students with Disabilities:** The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If a student anticipates or experiences physical or academic barriers based on disability or pregnancy, please let the instructor know immediately so that the student can discuss options with the instructor. Students who

require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or <http://csd.uconn.edu/>.

**Resources for Students Experiencing Distress:** The University of Connecticut is committed to supporting students in their mental health, their psychological and social well-being, and their connection to their academic experience and overall wellness. The university believes that academic, personal, and professional development can flourish only when each member of our community is assured equitable access to mental health services. The university aims to make access to mental health attainable while fostering a community reflecting equity and diversity and understands that good mental health may lead to personal and professional growth, greater self-awareness, increased social engagement, enhanced academic success, and campus and community involvement.

Students who feel they may benefit from speaking with a mental health professional can find support and resources through the **[Student Health and Wellness-Mental Health](#)** (SHaW-MH) office. Through SHaW-MH, students can make an appointment with a mental health professional and engage in confidential conversations or seek recommendations or referrals for any mental health or psychological concern. Mental health services are included as part of the university's student health insurance plan and are also partially funded through university fees. If you do not have UConn's student health insurance plan, most major insurance plans are also accepted. Students can visit the **Student Health and Wellness-Mental Health located in Storrs on the main campus in the Arjona Building, 4th Floor**, or contact the office at **(860) 486-4705**, or <https://studenthealth.uconn.edu/> for services or questions.

**Accommodations for Illness or Extended Absences:** Please stay home if you are feeling ill and please go home if you are in class and start to feel ill. If illness prevents you from attending class, it is your responsibility to notify me as soon as possible. You do not need to disclose the nature of your illness, however, you will need to work with me to determine how you will complete coursework during your absence. If life circumstances are affecting your ability to focus on courses and your UConn experience, students can email the Dean of Students at [dos@uconn.edu](mailto:dos@uconn.edu) to request support. Regional campus students should email the Student Services staff at their home campus to request support and faculty notification.

**Absences from Class Due to Religious Observances and Extra-Curricular Activities:** The instructor will make reasonable accommodations for individual religious practices or extra-curricular activities (such as participation in scholarly presentations, performing arts, and intercollegiate sports, when the participation is at the request of or coordinated by, a university official) unless doing so would result in a fundamental alteration of class objectives or undue hardship to the University's legitimate purposes. Such accommodations may include rescheduling an exam or giving a make-up exam, allowing a presentation to be made on a different date, or assigning the student appropriate make-up work that is intrinsically no more difficult than the original assignment. Students should be encouraged to review the course syllabus at the beginning of the semester for potential conflicts and promptly notify the instructor of any anticipated accommodation needs. Students are responsible for making arrangements in advance to make up missed work.

**Absences from Final Examinations and Rescheduling Final Examinations:** A student who is prevented by extenuating circumstances from completing a scheduled final assessment must apply to the Dean of Students Office for validation that will authorize the instructor to give a substitute assessment. A student whose absence is excused by the Dean of Students Office shall have an opportunity to complete a substitute assessment without penalty. A student whose absence from a scheduled final assessment is not excused in this way shall receive a failure for this assessment.

A student whose final assessment schedule includes four assessments in two consecutive calendar days,

three assessments in one calendar day, or three assessments in consecutive time blocks spanning parts of two consecutive days may request a note of permission from the Dean of Students Office to reschedule one exam. The Dean of Students Office will determine which of the bunched assessments may be rescheduled. The student must present the Dean of Students Office note of permission to reschedule the final assessment to the instructor of the course.

**Emergency Preparedness:** In case of inclement weather, a natural disaster, or a campus emergency, the University communicates through email and text message. Students are encouraged to sign up for alerts through <http://alert.uconn.edu>. Students should be aware of emergency procedures, and further information is available through the Office of Emergency Management at <http://publicsafety.uconn.edu/emergency/>.

**Software/Technical Requirements:** The software/technical requirements for this course include:

- ❖ HuskyCT or Blackboard
- ❖ Web-browser (Microsoft Edge, Google Chrome, Mozilla Firefox, Apple Safari, etc.)
- ❖ PDF reader (Adobe Acrobat Reader, Foxit, Google Drive, etc.)
- ❖ Microsoft Office (free to UConn students through uconn.onthehub.com)
- ❖ PDF printer (Microsoft Office and Google Apps allow you to print as a pdf)
- ❖ Dedicated access to high-speed internet with a minimum speed of 1.5 Mbps (4 Mbps or higher is recommended).
- ❖ Kaltura Capture and WebEx
- ❖ Webcam
- ❖ QuickBooks <https://quickbooks.intuit.com/online/>
- ❖ Optional: Cam Scanner phone app (allows you to use your phone as a pdf scanner)

**Evaluation of Course Experience:** Students will be given an opportunity to provide feedback on their course experience and instruction using the University's standard procedures, which are administered by the [Office of Institutional Research and Effectiveness](#) (OIRE). The University of Connecticut is dedicated to supporting and enhancing teaching effectiveness and student learning using a variety of methods. The Student Evaluation of Teaching (SET) is just one tool used to help faculty enhance their teaching. The SET is used for both formative (self-improvement) and summative (evaluation) purposes.

Additional informal formative surveys and other feedback instruments may be administered within the course.