

Syllabus

AREC 280-A1/224 (Fall 2025)

Course Information

Department of Agricultural and Resource Economics

Course Name: Introduction to Agribusiness Entrepreneurship

Course Number: [AREC 280-A1/224](#) (CRN 78381)

Time: 8:00 AM - 9:15 AM T R

Location: Clark C 248

Term: August 25 – December 14, 2025

Contact Information

Instructor: Dr. Lauren Chenarides

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Office Hours: T 11-noon; Th 2-3 pm

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Course Links

- [Link to Canvas](#)
- [Link to Course Website](#)
- [Link to Coursepack](#)

Course Description

This course introduces students to the fundamentals of entrepreneurship. It is designed for students interested in developing problem-solving skills, business acumen, and—most notably—an entrepreneurial mindset. The course emphasizes how individuals identify opportunities, develop business models, and create ventures that address challenges in agriculture and food systems.

Learning Objectives

- Identify and describe real-world problems in the agribusiness sector using industry evidence (problem identification)
- Apply core components of a business model and basic marketing and financial concepts to evaluate solutions to agribusiness problems (business model development and planning)

- Develop and deliver clear, persuasive oral and written presentations tailored to an entrepreneurial audience (communication and presentation)
- Collaborate effectively in teams to research, analyze, and present solutions to agribusiness challenges (teamwork and collaboration)
- Demonstrate professionalism by engaging with mentors through structured meetings (professional engagement)
- Reflect on experiential learning activities to articulate personal growth and professional skill development (reflective and experiential learning)

DARE Learning Outcomes

Successful graduates from undergraduate programs in Agricultural and Resource Economics will exhibit the following characteristics:

Professional Development: Graduates will embody a general awareness of issues in agricultural and natural resource and education issues and their implications in a larger societal context. Students will begin to develop a network of personal and professional connections, which will foster an understanding of the culture surrounding professional expectations and conduct.

Technical Competence: Graduates will demonstrate technical competency including the ability to use theory in formulating analytical problems, identifying and gathering appropriate data, employing appropriate analysis of those problems, utilizing appropriate available technology, and educating others.

Problem-solving Skills: Graduates will demonstrate the ability to solve real-world problems beyond the context of the classroom. Students will be able to identify a problem and its scope, evaluate resources available to address the problem, formulate alternative solutions, and select the solution(s) most consistent with a stated objective.

Communication Skills: Graduates will demonstrate proficiency in oral and written communication in terms of substance, organization, mechanics, documentation, and synthesis. Proficient students will have the ability to communicate material and findings at a professional level within their chosen career.

Leadership: Graduates will have developed leadership qualities that they will use in their professional, personal and community interactions leveraging the other competencies acquired in the program. These leadership qualities include vision, initiative, personal responsibility, team building, and motivating collective action.

This course will contribute to several DARE Learning Outcomes:

- You will develop **problem-solving skills** by identifying gaps in the market, evaluating potential solutions, and designing viable agribusiness models. Through weekly case studies, you will practice applying economic reasoning and entrepreneurial thinking to real-world decisions.
- You will strengthen your **communication skills** by crafting and delivering business pitches, participating in structured debates, and conducting interviews with entrepreneurs and mentors.
- You will gain **professional development** experience through interaction with industry mentors, peer collaboration, and exposure to current challenges in food and agricultural markets.
- Finally, you will have opportunities to practice **leadership** by working in teams, taking initiative in your final business case project, and guiding your peers through collaborative learning experiences.

Required Readings

This course draws on two primary sources:

- **Kuratko, Donald F.** *Entrepreneurship: Theory, Process, Practice*, 12th Edition. Cengage.
This is our core textbook. Weekly quizzes will be based on assigned chapters.

- **Harvard Business Publishing Coursepack**
Includes all required case studies used for Thursday case discussions.
[Access Coursepack Here](#)

Both the textbook and case studies are required for full participation in the course. Additional readings and materials may be posted online throughout the semester.

Assignments & Grading

Final grades will be calculated as follows:

Item	Weight	Notes
Weekly Quizzes	10 %	12 quizzes, lowest two scores dropped
Midterm Exam	20 %	In-class exam covering weeks 2–7
Case Study: Fishbowl Assignment	20 %	Based on your assigned fishbowl week
Case Study: Observer Assignment	10 %	Based on your assigned observer week
Case Study: Weekly Reflections	15 %	9 required + 1 homework assignment for the Case Companion in Week 1
Podcase	10 %	Team-produced episode and transcript
Business Case Competition	15 %	Final pitch + written brief

All assignments—quizzes, reflections, case write-ups, and project materials—will be submitted via **Canvas**. Deadlines and submission links will be listed in the weekly modules.

Students will be placed in teams of four for both the podcase and the final business case competition. Each pod will be paired with a [mentor](#) based on preferences and interests. Think of this as a “mentor match,” and you’ll stick with this team throughout the semester.

Grading Policies

- **Late submissions are not accepted.** Any assignment submitted after the deadline will automatically receive a zero.
- **Quiz Policy:** The **two lowest quiz scores will be dropped** when calculating your final grade.
- All graded components are weighted individually and not curved.
- Participation in both Fishbowl and Observer roles is required for passing the course.

Attendance Policy

Although attendance is not mandatory, it is highly recommended that you attend class.

Make-Up Policy

If you anticipate missing a quiz or exam, you must notify the instructor **at least two weeks prior to the absence** and it will be at the discretion of the instructor if a make-up is scheduled. If a make-up is granted, it will only be granted once throughout the entire semester. There are no make-ups for homework.

Sick Policy

If you test positive for COVID, please do not come to class. If you test positive on the day of an exam or your illness coincides with an exam and you were not able to give two weeks' notice of your absence, please email a doctor's note to the instructor.

Cell Phones & Other Electronic Devices

Cell phones, etc. must be turned to silent or vibrate mode during class. No texting, emailing, surfing the internet, etc. will be allowed during class.

Grading Scale

Grade	Range	Grade	Range
A+	100% – 96.67%	C+	79.99% – 76.67%
A	96.66% – 93.34%	C	76.66% – 70.00%
A-	93.33% – 90.00%	D	69.99% – 60.00%
B+	89.99% – 86.67%	F	< 60.00%
B	86.66% – 83.34%		
B-	83.33% – 80.00%		

In accordance with Canvas Grading Schemes.

Grades are assigned based on demonstrated learning outcomes—not effort alone. However, consistent effort *does* improve your ability to meet expectations and raise your performance over time.

What Do These Grades Represent?

- **A+ (Exceptional):** Demonstrates *mastery* of the material with *original insight* or *exceptional quality*. Represents the highest level of academic performance and intellectual engagement. Reserved for work that exceeds typical A-level expectations in clarity, depth, and creativity.
- **A / A- (Excellent):** Indicates strong understanding, analytical skill, and consistent engagement. Work is thorough, well-reasoned, and clearly presented.
- **B Range (Good):** Solid performance with room for deeper insight or stronger execution. Meets course expectations and reflects a competent grasp of material.
- **C Range (Satisfactory):** Adequate understanding of core concepts, though analysis may be basic or inconsistently applied.
- **D (Poor):** Partial understanding or weak demonstration of concepts. Assignments may be incomplete or show significant gaps.
- **F (Failing):** Inadequate performance or failure to meet minimum course requirements.

Academic Integrity

Academic misconduct (see examples below) undermines the educational experience at Colorado State University, lowers morale by engendering a skeptical attitude about the quality of education, and negatively affects the relationship between students and faculty/instructors.

Faculty/Instructors are expected to use reasonably practical means of preventing and detecting academic misconduct. Any student found responsible for having engaged in academic misconduct will be subject to academic penalty and/or University disciplinary action.

Students are encouraged to positively impact the academic integrity culture of CSU by reporting incidents of academic misconduct.

Examples of academic misconduct include (but are not limited to):

1. Cheating – Cheating includes using unauthorized sources of information and providing or receiving unauthorized assistance on any form of academic work or engaging in any behavior specifically prohibited by the instructor in the course syllabus or class presentation.
2. Plagiarism – Plagiarism includes the copying of language, structure, images, ideas, or thoughts of another, and representing them as one's own without proper acknowledgment, and is related only to work submitted for credit. Also included is the failure to cite sources properly; sources must always be appropriately referenced, whether the source is printed, electronic or spoken.
3. Unauthorized Possession or Disposition of Academic Materials – Unauthorized possession or disposition of academic materials includes the unauthorized selling or purchasing of examinations, term papers, or other academic work; stealing another student's work; and using information from or possessing exams that an instructor did not authorize for release to students.
4. Falsification – Falsification encompasses any untruth, either verbal or written, in one's academic work.
5. Facilitation of any act of Academic Misconduct – Facilitation of any act of academic misconduct includes knowingly assisting another to commit an act of misconduct.

Enforcement of Academic Integrity Policy

Our motivation for rigorously enforcing a no-plagiarism policy is twofold: First, plagiarism is a form of theft. Taking someone else's words or ideas without attribution is stealing someone else's work. Second, copying someone else's work does not fulfill the purpose of the assignment, which is for you to develop critical thinking and analysis skills. You demonstrate this by presenting your own, new, synthesis and analysis in your writing. Simply copying or paraphrasing from source materials does not demonstrate this, however insightful the source(s) may be. Good writing generates new knowledge. This should be your goal in this class, in other courses at CSU and in your career after you leave here.

In this course all written work will be spot checked for plagiarism issues by both instructors and originality checking software such as VeriCite. If you are caught plagiarizing materials you will receive a 0 for the assignment/exam/project, and depending upon the severity of the offense, an F in the course. All examples of plagiarism or academic dishonesty will be reported to the Office of Conflict Resolution and Student Conduct Services for additional disciplinary action as outlined in the student handbook under the heading "[academic integrity/Misconduct](#)".

Policy on Use of Generative AI

You *may* use generative AI tools (e.g., ChatGPT) as a research assistant to help you solve problems and to help you understand the concepts used in this course. However, if you choose to use such tools, you are claiming the resulting work as your own, and you bear full responsibility for its accuracy and appropriateness. In your assignments, **you must disclose if AI tools were used and how**. Doing so may not harm your grade; rather, it helps me guide you in using these tools effectively to enhance your grasp of the material. Remember, generative AI cannot advocate for itself or provide proper attributions; it is your responsibility to ensure integrity in your work.

Principles of Community

The Principles of Community support the Colorado State University mission and vision of access, research, teaching, service and engagement. A collaborative, and vibrant community is a foundation for learning, critical inquiry, and discovery. Therefore, each member of the CSU community has a responsibility to uphold these principles when engaging with one another and acting on behalf of the University

Inclusion: We create and nurture inclusive environments and welcome, value and affirm all members of our community, including their various identities, skills, ideas, talents, and contributions.

Integrity: We are accountable for our actions and will act ethically and honestly in all our interactions.

Respect: We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse, and the advancement of knowledge.

Service: We are responsible, individually and collectively, to give of our time, talents, and resources to promote the well-being of each other and the development of our local, regional, and global communities.

Social Justice: We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.

Mental Health Statement

Need Help?

CSU is a community that cares for you. If you are struggling with drugs or alcohol and/or experiencing depression, anxiety, overwhelming stress or thoughts of hurting yourself or others please know there is help available. Counseling Services has trained professionals who can help. Contact 970.491.6053 or go to <http://health.colostate.edu>. If you are concerned about a friend or peer, tell someone at by calling 970.491.1350 to discuss your concerns with a professional who can discreetly connect the distressed individual with the proper resources (<http://supportandsafety.colostate.edu/tellsomeone>). Rams take care of Rams. Reach out and ask for help if you or someone you know is having a difficult time.

Sexual Assault and Violence Elimination

CSU's Student Sexual Harassment and Violence policy, following national guidance from the Office of Civil Rights, requires that professors follow CSU policy as a "mandatory reporter" of any personal disclosure of sexual harassment, abuse, and/or violence related experiences or incidents shared with the professor in person, via email, and/or in classroom papers or homework exercises. These disclosures include but are not limited to reports of personal relational abuse, relational/domestic violence, and stalking. While professors are often able to help students locate appropriate channels of assistance on campus (e.g., see the CSU Health Network link below), disclosure by the student to the professor requires that the professor inform appropriate CSU channels to help ensure that the student's safety and welfare is being addressed, even if the student requests that the disclosure not be shared.

For counseling support and assistance, please see The CSU HEALTH NETWORK, which includes a variety of counseling services that can be accessed at: <http://www.health.colostate.edu/>. And, The Sexual Assault Victim Assistance Team is a confidential resource for students that does not have a reporting requirement and that can be of great help to students who have experienced sexual assault. The web address is <http://www.wgac.colostate.edu/need-help-support>.

Religious Observances

CSU does not discriminate on the basis of religion. Reasonable accommodation should be made to allow individuals to observe their established religious holidays.

Please see [CSU's Religious Observances Calendar](#).

Students seeking an exemption from attending class or completing assigned course work for a religious holiday will need to fill out the [Religious Accommodation Request Form](#) and turn it in to the Division of Student Affairs, located on the second level of the Administration building.

Once turned in, the Division of Student Affairs will review the request and contact the student accordingly. If approved, the student will receive a memo from the Dean of Students to give to their professor or course instructor.

Students are asked to turn in the request forms as soon as the conflict is noticed. Similarly, unanticipated conflicts requiring a religious observance, such as a death in the family, can also be reviewed.

Student Resources

Universal Design for Learning/Accommodation of Needs

I am committed to the principle of universal learning. This means that our classroom, our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning. If you are a student who will need accommodations in this class, please contact me to discuss your individual needs. Any accommodation must be discussed in a timely manner. A verifying memo from [The Student Disability Center](#) may be required before any accommodation is provided. I ask that students that require accommodations that are not met by the standard course set up to arrange a time to discuss the accommodation with me.

The Student Disability Center (SDC) has the authority to verify and confirm the eligibility of students with disabilities for the majority of accommodations. While some accommodations may be provided by other departments, a student is not automatically eligible for those accommodations unless their disability can be verified and the need for the accommodation confirmed, either through SDC or through acceptable means defined by the particular department. Faculty and staff may consult with the SDC staff whenever there is doubt as to the appropriateness of an accommodative request by a student with a disability.

The goal of SDC is to normalize disability as part of the culture of diversity at Colorado State University. The characteristic of having a disability simply provides the basis of the support that is available to students. The goal is to ensure students with disabilities have the opportunity to be as successful as they have the capability to be.

Support and services are offered to student with functional limitations due to visual, hearing, learning, or mobility disabilities as well as to students who have specific physical or mental health conditions due to epilepsy, diabetes, asthma, AIDS, psychiatric diagnoses, etc. Students who are temporarily disabled are also eligible for support and assistance.

Any student who is enrolled at CSU, and who self-identifies with SDC as having a disability, is eligible for support from SDC. Specific accommodations are determined individually for each student and must be supported by appropriate documentation and/or evaluation of needs consistent with a particular type of disability. SDC reserves the right to ask for any appropriate documentation of disability in order to determine a student's eligibility for accommodations as well as in support for specific accommodative requests. The accommodative process begins once a student meets with an accommodation's specialist in the SDC.

If the student requires an accommodation for in-person exams/quizzes, they must arrange for the accommodation by the SDC Accessible Testing Center.

Undocumented Student Support

Any CSU student who faces challenges or hardships due to their legal status in the United States and believes that it may impact their academic performance in this course is encouraged to visit [Student Support Services for Undocumented, DACA & ASSET](#) for resources and support. Additionally, only if you feel comfortable, please notify your professor so they may pass along any additional resources they may possess.

Food Insecurity

Any CSU student (along with faculty and staff) who is experiencing food insecurity can receive support from the [Rams Against Hunger](#) program. Services include a food pantry, a meal-swipe program, pocket pantries, and in-person assistance with navigating federal aid eligibility. The RAH page includes numerous resources as well as county, state and federal programs which are described and linked.

Title IX/Interpersonal Violence

For the full statement regarding role and responsibilities about reporting harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, and the retaliation policy please go to: [Title IX – Sexual Assault, Sexual Violence, Sexual Harassment](#).

If you feel that your rights have been compromised at CSU, several resources are available to assist:

- Student Resolution Center, 200 Lory Student Center, 491-7165
- Office of Equal Opportunity, 101 Student Services, 491-5836

A note about interpersonal violence: If you or someone you know has experienced sexual assault, relationship violence and/or stalking, know that you are not alone. As instructors, we are required by law to notify university officials about disclosures related to interpersonal violence. Confidential victim advocates are available 24 hours a day, 365 days a year to provide support related to the emotional, physical, physiological and legal aftermath of interpersonal violence. Contact the Victim Assistance Team at: 970-492-4242.

Diversity and Inclusion

In an ideal world, science would be objective. However, much of science is subjective and is historically built on a small subset of privileged voices. I acknowledge that many of the readings for this course were authored by white men. Furthermore, the course often focuses on economic principles, policies, and concepts that were mostly developed by white men. I have made recent edits to the materials to try to reflect a more diverse perspective. However, I acknowledge that it is possible that there may be both overt and covert biases in the material due to the lens with which it was written, even though the material is primarily of a scientific nature. Integrating a diverse set of experiences is important for a more comprehensive understanding of science. Please contact me (in person or via Canvas) or submit anonymous feedback if you have any suggestions to improve the quality of the course materials (I have a paper mailbox on the second floor of Nutrien if you are worried about leaving an electronic trace). I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.) To help accomplish this:

- If you have a name and/or set of pronouns that differ from those that appear in your official CSU records, please let me know!
- If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you. Remember that you can also submit anonymous feedback (which will lead to me making a general announcement to the class, if necessary to address your concerns). If you prefer to speak with someone outside of the course, the Vice President for Student Affairs is an excellent resource.

- I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it. (Again, anonymous feedback is always an option).