

SYLLABUS

ARE 312

Agribusiness Marketing

COURSE DESCRIPTION

Application of marketing and economic principles to decision making in contemporary agribusiness firms. Marketing strategies, marketing research and information, segmentation and targeting, marketing mix, and market plans within food, fiber, natural resource, and production input industries*. Professional selling skills and knowledge. Off-campus field experience.

COURSE WEBSITE (URL): This course uses WebCT Vista to provide a means of:

- accessing the course syllabus, calendar , one-page lecture outlines, power points, course assignments, and tests/ exams from previous semesters;
- submitting many of your course assignments;
- checking your progress in the course;
- communicating with the course instructor.

Registered students can access WebCT Vista by going to <http://vista.ncsu.edu/index.php>
And logging in to the ARE 312 course information.

CREDIT Hours: 3 (3-0) hours

PREREQUISITE(s): ARE 201 or EC 201 or microeconomics principles class

CLASS BEGINS: January 11, 2007

MEDIUM: Classroom Delivery

COMPUTING SKILLS REQUIRED FOR COURSE COMPLETION:

Students will need to perform the following basic Internet skills while taking this course. You should test your capabilities for these functions prior to the start of the semester:

- | | |
|---|-----------------------------|
| -Access your Unity account | -Find the NC State web site |
| -Use e-mail through the Internet | -Open an e-mail window |
| -Send an e-mail message | -Use a search engine |
| -Make hotlink connections (mouse click on icons and blue underlined text) | |
| -Cut and paste between word-processing software, e-mail, and the web | |

If you are experiencing difficulties with the above tasks, you may want to contact a computer expert for suggestions in developing these skills or fixing any computer problem. You may also contact:

N. C. State University Computer Services Information Center

208 Hillsborough Building (on Hillsborough St. across from D.H. Hill Library)

Telephone: (919) 515-HELP (4357) E-mail: help@ncsu.edu

World Wide Web: http://www.ncsu.edu/it/essentials/your_unity_account/get_started.html

* with agribusiness broadly defined to include food, fiber, agriculture, as well as selected areas in the life sciences

Computer and WebCT Vista Access: Students are expected to access their unity account and the WebCT Vista ARE 312 course website to use email on a regular basis (at least once per week). Class information is sent electronically to unity accounts. Forwarding unity account email to other email accounts is the responsibility of the student. In addition, all reports, cases, team reports, and class materials must be word-processed. **Handwritten papers will not be accepted, considered submitted on time, or graded.** Students are expected to find, access, and gain experience with unity accounts, WebCT Vista, email, and word processing prior to deadlines.

INSTRUCTOR: Robert H. Usry

Bob Usry is an Extension Specialist and Lecturer in the Department of Agricultural and Resource Economics at North Carolina State University. He teaches the introductory agribusiness marketing course and the senior-level marketing analysis and market plans courses, serves as faculty advisor to the Agribusiness/National Agricultural Marketing Association club, and advises the NCSU NAMA marketing team. In 1993, he received a North Carolina State University Outstanding Teacher Award. In 1996, Bob was elected a Teacher Fellow by the National Colleges and Teachers of Agriculture and named a College of Agriculture and Life Sciences Outstanding Faculty Advisor. He has chaired the College of Agriculture and Life Sciences Honors Committee and is current chair of the Department of Agricultural and Resource Economics Marketing/Development Committee. For 2002-03, he served as the national faculty advisor representative to the National Agri-Marketing Association careers committee (that organizes and hosts the national marketing team competitions).

His Extension responsibilities include work in agribusiness marketing, cooperatives, and economic education. Workshops, seminars, training sessions, short courses, and presentations for audiences that include primary and secondary school teachers, Extension 4-H agents, volunteer 4-H leaders, youths, and business persons. He works with the Cooperative Council of North Carolina in implementing training for board members, managers and employees of cooperatives. He has lead statewide training and implementation of the Mini-Society® curriculum in 4-H non-formal settings. In the American Agricultural Economics Association, Bob has chaired the Economic Education Committee and has been a key leader in promoting economic literacy efforts. He is Superintendent of the National FFA Farm Business Management Career Development Event Committee and develops the North Carolina FFA Farm Business Management, Agricultural Sales, and Marketing Plan career development events. In 1999, he received the Honorary FFA Degree from the national FFA organization and in 2005, he received a Lifetime Achievement Award from North Carolina FFA. He is co-author of a high school textbook titled Agribusiness (published January 2001).

Mr. Usry has served as President of the N. C. Federation of Cooperative Extension Associations, President of the N. C. Association of Extension 4-H Agents, and an Executive Committee member of the N. C. Council on Economic Education Board of Directors. Bob received a Bachelor of Science degree in Agricultural Economics in 1975 and a Master of Economics in 1979, both from N. C. State University.

DEPARTMENT: Agricultural and Resource Economics

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AUDIENCE: Student learners working towards a Bachelor's Degree

TEXTBOOK: Principles of Marketing, Philip Kotler and Gary Armstrong, Prentice Hall Inc., 11th edition, 2006. **ISBN #:** 0131469185

SUBSCRIPTIONS TO THE WALL STREET JOURNAL:

Student subscriptions to the Wall Street Journal (WSJ) are strongly encouraged and available via a subscription (form available from the instructor) at \$19.95 for 15 weeks. WSJ will direct bill the student for the subscription. The WSJ can be delivered/ mailed to your home address or the student can use an electronic edition. Student learners are expected to read the WSJ on a regular basis (preferably daily but at least weekly) and be prepared to discuss information relevant to agribusiness/life sciences marketing. Agribusiness/life sciences marketing-related articles found in the WSJ may be used with exercises, reports, and case studies. At no charge, registered NC State students can access the WSJ via DH Hill Library at NC State University.

SUPPLEMENTAL READINGS:

Several assignments will be made requiring students to read from journal, newspaper, or magazine articles that are posted module-by-module on the WebCT Vista ARE 312 course website. These assignments show application of marketing principles from the textbook. In addition, some modules may have “extra” articles that making interesting reading and apply to principles covered in the courses or module.

SPECIAL REQUIREMENTS:

1. Field Experience with a Salesperson [FEWAS] (250 points):

Each student completes a one-day field experience with a professional salesperson closely aligned with his/her areas of interest (must be in agribusiness and life sciences—as defined in the course description above). The FEWAS is worth 25% of the course grade. The experience involves the student locating a professional salesperson and traveling with that individual while selling directly to customers in the field. The student completes a written FEWAS report describing the field experience and the economic, marketing, and selling principles involved. A detailed FEWAS time line and description will be distributed in the second week of class. Before a salesperson is contacted and by February 27 (earlier preferred), students are REQUIRED to submit their FEWAS choices/ preferences for approval. Failure to submit the FEWAS choices/ preferences for approval by February 27 will result in a 25-point deduction. The completed “final” FEWAS report is due March 29 at 5 p.m.

2. Student’s Choice (150 points):

Each student learner chooses ONE learning experience from the activities listed below. Choices provide student learners with an opportunity to broaden their perspective in the agribusiness/life sciences marketing arena. Students must submit their choice for approval to the instructor.

CHOICE #1- Case Development- The student learner prepares a minimum 5-6 page double-spaced, word-processed case report. Instructions for writing a case (see page 10 of this syllabus) will be provided by the instructor. The student should select an agribusiness/life sciences firm, company, or organization with which they are familiar. Once selected, the choice should be presented by email to the instructor for approval. The student learner researches the situation, gathers appropriate information, writes the case report, and depending on time and number of cases, verbally presents the case to the class. The case must clearly identify at least one agribusiness/life sciences marketing problem, issue, or concern. One writer has described a case as “an account of real events that seem to include enough intriguing points and provocative undercurrents to make a discussion group want to think and argue about them.” (Abby Hansen, Teaching and the Case Method, page 265). The case is worth 150 points. The choice for the case report marketing plan should be presented to the instructor for approval by January 30. A one-page outline of the case study must be submitted to the instructor by February 15. The written case study must be completed and turned in by March 15.

CHOICE #2- Market Plan Summary- The student learner researches and prepares a minimum 5-6 page, double-spaced, word-processed marketing plan for an agribusiness product, service, or firm with which they are familiar. The contents of a market plan are briefly described in the Kotler and Armstrong textbook Chapter 2 and Appendix 1. Other books may be useful in learning about a market plan. This is a marketing plan for a product or service NOT a business plan. Although time may not permit collection of detailed market data and budget information, the student learner is expected to include accurate information about the product, service, or firm selected. This information can be obtained first hand as an employee or family member, from an employer, from a firm interested in having a student analyze their marketing efforts, etc. The product/service choice for the marketing plan should be presented to the instructor for approval by January 30. A one-page outline of the marketing plan must be submitted to the instructor by February 15. The plan is worth 150 points. It must be completed and turned in by March 15.

CHOICE #3- Market Research- The student learner selects an agribusiness/life sciences product or service with which he or she is familiar or has an interest in. The student learner locates, identifies and describes at least seven (7) different secondary marketing research sources (refer to page 107 in the textbook for few examples) that have information that may impact how the product or service can be marketed to the customer. At least four (4) of the sources must be located using the WWW / internet. For each source located describe, in detail, how and why the information found in that source impacts the marketing strategies that might be used to reach the customers for that product or service. The market research report should be 5-6 pages, double-spaced, word-processed. The product/service choice for the market research report should be presented to the instructor for approval by January 30. A one-page outline of the market research report must be submitted to the instructor by February 15. The report is worth 150 points. It must be completed and turned in by March 15.

WALL STREET JOURNAL EXERCISES (30 points):

During the semester, student learners are required to submit three (3) reports based on current events WSJ articles. The reports are worth 10 points each. Each written report (1-2 paragraphs) should include a brief description/analysis of the situation (must be related to agribusiness, agriculture, life sciences, food, fiber), identification of marketing concepts/principles illustrated in the article, and the student's observations about points made in the article. Include title/date of article/page number. Please attach a copy of the article to your report. The three reports must be submitted before the last day of class (Thursday April 26 at 5 p.m.) No exceptions and only one report can be submitted per week. (Hint: do these earlier in the semester).

EXERCISES (45 points):

During the semester, five (5) exercises will be assigned and should be submitted, by e-mail, to the instructor by a specified date and time. The e-mail exercises are 5-10 points each.

ATTENDANCE (25 points):

Students are expected to attend all class sessions. Attendance is taken by various means throughout the semester. Excused absences are arranged in advance, in writing or email, with the instructor. After two unexcused absences, 5 points are deducted for each unexcused absence. Attendance is worth 25 points. Attendance is used in borderline and +/- decisions for the final course grade.

CLASSNOTE HANDOUTS and POWERPOINTS:

Paper copies of the Classnotes Handouts will be distributed on the day they are covered. Class Note Handouts and PowerPoints are posted on the WebCT Vista ARE 312 course website. If you miss a handout, it is your responsibility to obtain "old" handouts for the course website. In addition, it is your choice as to whether you want to print a copy of the PowerPoints.

STUDENT EVALUATION:

Test 1	150 points
Test 2	150 points
Student's Choice	150 points
Class Exercises, Quizzes	45 points
WSJ Reports on Articles	30 points
Attendance	25 points
FEWAS Report	250 points
Final Exam	<u>200 points</u>
TOTAL	1000 points

-For the final course grade, the plus/minus ABCDF grading system is used. The grading scale for final course grade is:

100-90% = A	80-89% = B	
70-79% = C	60-69% = D	<60% = F
Example of +/- %	A- 90 91 92	A 93 94 95 96
		A+ 97>

Final exam grades are not curved. Tests and exams from previous semesters are available on-line at the course website.

A general scoring rubric with examples can be found in the last section of this syllabus (pp 11-14).

OTHER ITEMS:**Recommended Study/Reading Time:**

At least six hours of "honest" study and/or reading time for each week of class.

Student Learner Responsibilities:

Student learners are expected to keep up with due dates for class materials. Assigned materials are collected. All reports, cases, and email exercises must be turned in at the designated due date and time. Each late submission will be penalized 10% for each 24 hour period that it's late. One exception—the final FEWAS report are penalized 10% for each week or part of the week (7 days) that it's late.

Academic Integrity:

Student learners should be familiar with the academic integrity section of the NC State University Student Code and are expected to abide by the code at all times. Violations are handled according to the specifications in the Code.

Students with Disabilities:

Reasonable accommodations are made for students with disabilities to ensure that academic requirements can be met successfully. For information, students should contact Disability Services for Students, 1900 Student Health Center, 515-7653.

Extra Credit Points (a maximum of 30 points can be earned):

Two ways are offered to receive extra credit points. The purpose of these activities is to broaden a student's agribusiness marketing/life sciences perspective. All extra points must be submitted to the instructor by the last day of classes (Thursday April 26 at 5 p.m.). No exceptions.

1. Ten (10) points for each Agribusiness/ NAMA Club meeting or Carolinas-Virginia professional NAMA meeting attended during the Spring 06 semester. Pre-registration for professional meetings is required. Dues-paid student club members may attend these professional meetings at no charge. Others must pay pre-registration fee of \$10 per meeting. The student club president must sign a note certifying that the student attended. It is the student's responsibility to obtain this note and submit it to the instructor. A list of the dates for these meetings will be distributed early in the semester. Maximum 30 points available.

2. Schedule and conduct an interview with an agribusiness/agriculture/life sciences person or leader about marketing trends, information, and issues in their area. Submit a two-page, double-spaced, word-processed report summarizing the contents of the interview. The interviewee must be approved by the course instructor prior to the interview. Report submission by email to bob_usry@ncsu.edu is required. Up to 10 points for each report. Maximum 20 points available.

**CLASS FORMAT AND SCHEDULE (SPRING 2007):
(as of 12/04/06 -subject to revision by the instructor)**

Each week, students will have a combination of "Reading, Power Point Presentation®, and E-mail Exercise" to study and complete. Some email exercises will be required and will be submitted, by email, to the instructor by a specified date and time

**Economic and Marketing Principles-
Introduction, Definitions, and Overview**

First Day of Class January 11, 2007

Week #1 January 11

Reading, Power Point Presentation®

Key Topics: marketing, agribusiness marketing, market, human need, human want, marketing concept, product concept, production concept, selling concept, societal marketing concept, strategic planning-mission, objective, goals, marketing management process

Reading Assignment: Chapters 1

Week #2 January 16
 January 18

Reading, Power Point Presentation®

FEWAS Packet with Instructions - Distributed and Discussed

Reading A- consumer driven and global agriculture

Reading B- overview and organization of the food system

Reading C1- the marketing channel-ag input mkt segments

Key Topics: food marketing system, cost of production, cost-price squeeze, enterprise specialization, value-added marketing, competitive advantage, induced innovation, the agribusiness complex, technical efficiency, pricing efficiency, consumer-driven food system, consumer sovereignty, vertical and horizontal integration, marketing channels

Reading Assignment: Chapters 2

The Marketing Management Process and Marketing Environment

Week #3 January 23

January 25

Reading C2- the marketing channel-consolidation

Reading D- the life sciences

Reading, Power Point Presentation® and E-mail Exercise

Key Topics: Global marketing environment, macroenvironment, microenvironment

Reading Assignment: Chapters 3, Supplemental Reading Materials

Selling and Sales Management- Professional Selling Skills Series **(presenters and readings confirmed by January 2006)**

Week #4 January 30 *overview of sales- chap 16 and other mtl.*

February 1 *overview of sales- chap 16 and other mtl.*

Reading E- Reading Your Customers

Reading F- AgriSelling- Chapter 6 customers buy value

Reading, Power Point Presentation®

Key Topics: professional selling skills, sales force management, role of selling in marketing, buying decision process, strategic prospecting, selling strategy, sales call steps, professionalism, and ethics.

Reading Assignment: Chapter 16, Supplemental Reading Materials

Week #5 February 6

February 8- TEST 1

Reading G- some pharmaceutical sales articles

Reading, Power Point Presentation®

Key Topics: selling and sales management, reading your customers

Reading Assignment: Chapter 16, Supplemental Reading Materials

Week #6 February 13 *professional Salesperson-speaker TBD*

February 15 *professional Salesperson-speaker TBD*

Reading H- "Go-to-Market Strategies" website

Reading, Power Point Presentation®

Reading Assignment: Supplemental Reading Materials

Week #7 February 20 *professional Salesperson-speaker TBD*

February 21 - *Last day to drop*

February 22 *professional Salesperson-speaker TBD*

Reading, Power Point Presentation®

Reading Assignment: Supplemental Reading Materials

Marketing Plans and Management

Week #8 February 27 *professional Salesperson-speaker TBD*
 March 1 *professional Salesperson-speaker TBD*

Week #9 March 6-10 **Spring Break**

Week #10 March 13

March 15- TEST 2

Reading, Power Point Presentation®

Reading E- the marketing planning process

Key Topics: marketing plans, marketing implementation, marketing management, marketing control.

Reading Assignment: Chapter 2, Appendix 1 in textbook; and Handout Materials (Developing a Marketing Strategy)

Analyzing Marketing Activities

Week #11 March 20
 March 22

Reading M- marketing research

Reading, Power Point Presentation®

Key Topics: marketing research, marketing information system, marketing intelligence, measuring and forecasting demand.

Reading Assignment: Chapter 4, Appendix 2 in textbook, and Supplemental Reading Material

Week #12 March 27

March 29 - FEWAS FINAL REPORT DUE

Reading N- niche markets

Reading, Power Point Presentation®

Key Topics: market definition, current market demand, marketing math, consumer markets, business markets, consumer buying behavior, consumer buying roles, buyer decision process, business buyer behavior.

Reading Assignment: Appendix 3 in textbook and Chapters 5-6

Week #13 April 3

April 5

April 6 – HOLIDAY

Reading O- identifying and choosing segments

Reading, Power Point Presentation®

Key Topics: market segmentation, market targeting, and market positioning, segmenting markets

Reading Assignment: Chapter 7

Selecting Target Markets- Customer-Driven Strategies

Week #14 April 10
 April 12

Reading P- branding

Reading, Power Point Presentation®

Key Topics: products, services, brands, packaging, labeling, product lines, product mixes, new product development, product life cycle

Reading Assignment: Chapters 8 and 9

Developing the Marketing Mix

Week #15 April 17
 April 19

Reading Q- Charleston Tea Company

Reading, Power Point Presentation®

Key Topics: product pricing, internal and external factors affecting prices, pricing strategies, price adjustment strategies.

Reading Assignment: Chapters 10 and 11

Week #16 “Dead Week”
 April 24
 April 26

Reading R- bottles water (textbook page 481)

Reading, Power Point Presentation®

Key Topics: advertising, sales promotion, and public relations

Reading Assignment: Chapters 15

Reading S- Burt’s Bees (textbook page 544)

Reading, Power Point Presentation®

Key Topics: competitor analysis, competitive strategies

Reading Assignment: Chapters 17

Last Day of Class Thursday April 26, 2007

Week of May 1 **Final Exam**
 section o01 (Thursday May 3 1-4 p.m.)

Extra Readings

Reading X1- Wine and Grapes

Reading X2- Organic

**STUDENT'S CHOICE #1- Case Development
Hints for Developing Your Case Study**

Information below describes what the student learner should strive accomplish in developing their case. Many of the **hints** are about how students will be able to use their case at a later time. Don't forget the **instructor's approval of your choice** is required by January 30. If your team will be using information or describing situations that may be sensitive to the business or individuals described in the case, please indicate on your team's **choice approval** request.

Hint A: "Cases are stories about situations in which individuals or groups must make decisions or solve a problem. Although most cases are drawn from real events in which decisions have been made and the outcome is known, most do not describe the decision itself, leaving the student the task of determining what the correct course of action would be. Unlike problem sets, cases do not set the problem out in clear steps, nor do they lead to a single correct answer. ... cases contain facts and description, but not answers. The story in the case can be told in narrative form, with numerical data, charts or graphs, with maps or other illustrations, or with a combination of all these techniques. Newspaper or magazine articles, insofar as they chronicle events without presenting analysis, can be effectively used as cases." (Velenchik, p31)

Hint B: "Unlike problem sets, there is not single right answer to a case; rather there is a range of answers and choosing among those answers usually involves analysis as well as judgment." (Carlson and Schodt p24)

Hint C: "Cases themselves should raise interesting and relevant questions, but not be particularly complicated. (Velenchik, p33)

Hint D: Cases should have the following features...

1. The case should describe situations and pose problems that require the application of **at least one** (but ideally, more than one) marketing principle, concept, or theory. Or appear to involve the use of more than one marketing principle, concept, or theory. Cases that allow consideration of both efficiency & distributional issues are particularly effective.
2. Good cases are set in complex political and social contexts. In using the case, students have the opportunity to describe economic and marketing results of a number of choices, but also evaluate the choices.
3. The case should require students to use principles, concepts, and theory they learned outside the context of the case. A large stock of institutional or historical knowledge should not be required.
4. Quantitative information presented in tables, charts, graphs that is useful to the situation. Ideally, some of the quantitative information would be irrelevant. Users of the case would decide what is relevant.

The case discussion should focus on...

a. identifying relevant issues, b. developing a menu of choices, c. evaluating the effects of each choice (given available evidence), d. discussing options student would select (not necessarily a "best" option). The focus is on the process by which the case/situation is analyzed. (Velenchik, pp34-35)

Hint E: "...Cases should be used with clear consciousness that the purpose of business education is not to teach truths--- leaving aside for a moment a discussion of whether there are or are not such things as truths--- but to teach [people] to think in the presence of new situations. There should not be a single problem [case] in use which is not capable of at least two intelligent solutions." (Dewing pp3-4)

References:

Carlson, J.A. and Schodt, D.W. 1995. Beyond the lecture: case teaching and the learning of economic theory. *Journal of Economic Education* 26 (1): 17-28.

Christensen, C.R. with Hansen, A.J. 1987. Teaching and the Case Method.

Dewing, A.S., "An Introduction to The Use of Cases," *The Case Method at the Harvard Business School*, pp3-4.

Velenchik, A. 1995. The case method as a strategy for teaching policy analysis to undergraduates. *Journal of Economic Education* 26 (1): 29-38.

ARE 312 General Grading Rubric with Expectation A-F – Spring 2007

adapted from NC State University Service Learning Program Reflection Session Guidebook- Student Edition by Patti Clayton and Myra Day. August 2003 and Critical Thinking Workshop Handbook by Richard Paul (Foundation for Critical Thinking). 1996

A. Critical Thinking

The articulated learning (AL) process is used to hone and deepen your thinking, moving from levels of identification and application only to the levels of analysis and evaluation. The process of refining your thinking and developing your learnings in their full richness and complexity involves **critical thinking**. Your instructor will give the student learner feedback on your assignments that is informed by the principle of **critical thinking**. The instructor will ask you to support claims and to be specific and provide examples. The instructor will challenge you to consider perspectives other than your own and they will examine your thinking for coherence and logic.

The elements of critical thinking include:

Relevant- statements/reasonings/positions are relevant to the AL category in which they are placed and to the learning being articulated

Accuracy- Statements presented as fact and used to support positions are accurate and clearly supported with evidence.

Clarity- expands on ideas, expresses ideas in another way, or provides examples/illustration where appropriate to explain what is meant.

Depth- addresses the complexity of the problem. Expands on the statement(s) by answering questions that it raises; avoids over simplifying.

Breadth- consistently and thoughtfully considers alternative points of view or interpretations.

Logic- line of reasoning is logical, and conclusions and goals follow clearly from it.

Significance- draws conclusions and/or sets goals the represent a (the) major issue(s) raised by the experience

B. Suggested Rubric

Consider this rubric in completing exercises and reports for ARE 312.

I learned that....

(what did I learn?)

I learned this by (through, when, by)...

(how, specifically, did I learn it?)

This learning matters because...

(why does this learning matter? why is it important?)

In light of this learning I will... (set goals) (in what ways will I use this learning? What goals shall I set in accordance with what I've learned in order to improve myself and/or the quality of my learning and/or the quality of my future experiences?)

C. Learning Categories

For ARE 312, learnings can be focused in three categories:

The **academic** AL captures learnings related to the academic context of the learner—generally the material presented in the course. This category of AL encourages students to identify connections between the academic concepts, theories, models, processes, etc and their experiences in the community and in their life more broadly; to apply the curricular material in the context of these experiences; to analyze the course material in light of these experiences; and ultimately to evaluate the adequacy of the material and/or your evolving understanding of it.

The **personal** AL captures learnings related to your personal characteristics: your strengths and weaknesses, your sense of identity, the assumptions you tend to make, and your beliefs and convictions as well as other traits. This category of AL encourages students to identify new understandings of your self; the apply the deepened awareness of yourself in the context of interaction with others; to analyze the sources of the characteristic you are learning about and the process of using or improving on them; and to evaluate your strategies for personal growth in accordance with what you are learning about yourself.

The **civic** AL capture learnings related to citizenship, or collective action oriented toward social change, either the individual's own personal involvement in such processes or the undertakings of other people (in groups, organizations, etc.). This category of AL encourages you to identify approaches taken (your own or those of people/ groups/ organizations) in processes of collective action; to apply your understanding of the approaches taken in the context of your understanding of the objectives at stake; to analyze the appropriateness of the approaches taken and the steps necessary to make improvements in order to better achieve the objectives; and ultimately to evaluate your role (or that of other people/ groups/ organizations) as an agent of systematic change.

D. Scoring Levels

This rubric that will be used to score your reports and exercises:

Level 1: 0 points earned- none of the requirements of the rubric done well.

Level 2: +50% earned- few of the requirements of the rubric well done.

Level 3: +70% earned- most of the requirements of the rubric well done.

Level 4: +90% earned- all of the requirements of the rubric well done.

Level 1 does most or many of the following:

- provides no clear connection between the class learning experience and the category of learning (academic, personal, and civic) being discussed
- misclassifies learnings or inappropriately shifts from one dimension of learning to another.
- fails to provide supporting evidence for basic claims (for academic ALs: incorrectly identifies, describes, and applies the academic principle.
- consistently fails to correct typographical, spelling, and grammatical errors.
- ignores obvious questions that arise from statements being made; or over simplifies when making connections.
- ignores obvious alternative points of view, interpretations.
- draws conclusions or sets goals that fail completely to follow from the line of reasoning presented.
- draws conclusions or sets goals that don't represent the most significant issues(s) raised by the class learning experience.

Level 2 does most or many of the following:

- provides poorly developed connection(s) between the class learning experience and the category of learning (academic, personal, and civic) being discussed

- describes learning that is relevant to the AL category but not all of the discussion is specific to the learning being articulated.
- supports some statements of fact with evidence (for academic ALs: is not completely accurate in the identification, description, and application of the academic principle (s)).
- makes some typographical, spelling, and grammatical errors.
- fails to address all salient questions that arise from statements being made; or over simplifies when making connections.
- ignores or superficially evaluates alternative points of view, interpretations.
- draws conclusions or sets goals that don't consistently follow from the line of reasoning presented.
- draws conclusions or sets goals that don't represent the most significant issues(s) raised by the class learning experience.

Level 3 does most or many of the following:

- makes clear the connection(s) between the class learning experience and the category of learning (academic, personal, and civic) being discussed
- describes learning that is relevant to the AL category and keeps the discussion specific to the learning being articulated.
- makes statements of fact that are accurate, supported with evidence (for academic ALs accurately identifies, describes, and applies the academic principle (s)).
- consistently avoids typographical, spelling, and grammatical errors.

But also does two or more of the following:

- fails to address all salient questions that arise from statements being made; or over simplifies when making connections.
- ignores or superficially evaluates alternative points of view, interpretations.
- draws conclusions or sets goals that don't consistently follow from the line of reasoning presented.
- draws conclusions or sets goals that don't represent the most significant issues(s) raised by the class learning experience.

Level 4 does most or many of the following:

- makes clear the connection(s) between the class learning experience and the category of learning (academic, personal, and civic) being discussed
- describes learning that is relevant to the AL category and keeps the discussion specific to the learning being articulated.
- makes statements of fact that are accurate, supported with evidence (for academic ALs accurately identifies, describes, and applies the academic principle (s)).
- consistently avoids typographical, spelling, and grammatical errors.
- addresses the complexity of the problem; answers important questions that are raised; avoids over simplifying when making connections.
- gives meaningful consideration to alternative points of view, interpretations.
- demonstrates a line reasoning that is logical, with conclusions or goals that follow clearly from it.
- draws conclusions, sets goals that are a (the) major issues(s) raised by the class learning experience.

E. Example #1

An example of a well-written exercise that reflects **critical thinking** as described in the rubric on the preceding two pages.

Assignment: A brief report on secondary market research about the edamame marketplace... in particular, competitors.

I learned that there are many indistinguishable producers in the edamame, or edible soybean, marketplace and that many consumers are confused about edamame. There are producers of edible soybeans in Kentucky, Washington (state), California, Oregon, Minnesota, Ohio, Indiana and Iowa according to U.S. Soyfoods. I'm sure there are many more that aren't registered with U.S. Soyfoods. One of the biggest risks with engaging in niche products is the likelihood that other producers will enter the marketplace and take away the competitive advantage. There are many markets, however, that include products that stand out from others and usually do so simply because of their name recognition and reputation. Many first time samplers of edible soybeans couldn't pronounce "edamame" nor could they easily remove the beans from the pods. This led to confusion about what the product actually was and detracted from the benefits of consuming soy products.

I learned this through researching the product to find competition and their locations on major soybean organizations' websites. US Soyfoods keeps a website with producers of soybeans products from across the nation. I feel that their estimate of the number of producers of edamame is understated because DF is not listed. I learned about the confusion people off the street had towards edamame through the reactions that people gave while sampling the edible soybeans at the state fair as well as mentioning the product to various groups of people. Many were unable to get the name right the first couple of times (that is not to say that we have been saying it right all these times, we are probably murdering the word). If people have a brand they can identify with—and pronounce—it is possible that they will be more likely to try it.

This learning matters because positioning our edible soybean product, or DF's product, through a distinguishable brand will be important in achieving success in the marketplace. Our goal is for customers to obtain a perceived value from purchasing our brand versus the competition. We cannot, however, base our marketing strategies on the "locally grown" theme. While this is something that can be added as part of our main strategy, it should not be a primary focus because there is not sufficient evidence that our customers are willing to pay a premium price for locally grown foods. Our target market, however, may be willing to pay a premium price but we need to be careful that we do not exclude other potential market segments for this reason.

In light of this learning, I will pick a brand name and a product name other than edamame that is easier to say and "says it all." This will be important is establishing ourselves away from the generic edible soybean products and convincing the marketplace that our product has something more to offer. Packaging will also be important because women are usually the main grocery shoppers and women tend to appeal their senses more-so than men. One classmate mentioned packaging in a colored foil or other shiny material. We will need to find secondary market research that supports the idea that people prefer "pretty" or "shiny" products, but on the surface this seems like a great idea. Branding and packaging will be important in establishing our product in the marketplace apart from the competition and, from my research, there seems to be quite a bit of competition out there for edible soybeans.

Edabeanies- lean, green vegetable soybeans

F. Example #2

An example of a well-written assigned exercise.

ARE 312 Exercise 1: Bio Information 5 points

send an e-mail message, carefully written/edited, in PARAGRAPH FORM, to bob_usry@ncsu.edu Paragraph(s) should contain—First and Last Name (what you want to be called in class); Hometown and state; Major and Class (year in school); Extracurricular activities, memberships in organizations, fraternities, sororities, where you work, etc.; Special areas of interest in your studies; Career Interests; Knowledge, skills, experiences, or interests that you bring to this class that will make it better learning experience; Something that makes you unique or different; Something about you that will make it easier for me to remember you; Additional comments. Show me that you spent a little time thinking about how you would ‘market’ yourself to someone.

Hello, My name is XXXX XXXXX, and I am majoring in animal science and pursuing minors in nutrition, feed mill management, and agricultural business management. I am from a 100-cow dairy farm near XXXXXXXX, XX. I came to NC State to run for Coach Geiger on the Cross Country and Track and Field teams. I am a member of the NCSU Animal Science Club, where I serve as a dairy species chairman. I am the President and one of the founders of the new Dairy Science Club here at NC State. I am also involved FCAIA and the Catholic Campus Ministries. My goal is to graduate with a BS in animal science and minors in nutrition, feed mill management and agricultural business management. I'm focusing on dairy. I would like to go back to XXXXX and co-mange the farm I grew up on with my parents and eventually younger brothers. I also plan on being a dairy nutritionist. Currently, I am planning on doing an internship with Renaissance Nutrition. They are small nutrition company that is just beginning to build clients in northern XXXXX. I talked to the regional manager for Renaissance Nutrition over break and he said that he will be looking for nutrition consultants in a few years. I believe that the greatest experiences that I can bring to class are: first, the fact that I have already done an internship with a bug company (CRI-Genex, multiple ovulation and embryo transfer intern); and second, I'm researching what it would take to build an on-farm milk processing plant including a marketing plan. I have a lot of qualities that make me unique. I am a hard worker and extremely motivated. I wanted to take this class so that when I graduate I will be able to market my product and my skills as a nutritionist). From my perspective as a future producer in the dairy industry, if I don't want to get bigger I have to specialize. With BSE being found in a U.S. cow, it makes it difficult to sell animals. So selling registered animals is not a good enterprise. People want to know where their food came from and by building a dairy processing plant I would be able to assure them of the quality of the product. I would like to use this topic as my presentation topic for the Southern Region Student Affiliated Dairy Science Conference. It is being held the weekend of March 5-7. For something that will make it easier to remember me is I am probably one of the few out-of-state dairy farmers who is a student athlete.