

Seminar: Wine Business: Value Chain Management

BNSS 486/IDST 486 – Spring 2018

Syllabus



	Instructor:	Virlena Crosley		
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Class Times & Location	Section 01- BNSS 486 Note: This course is also cross-listed as IDST 486	Mondays & Wednesdays – 9:00 a.m.-10:40 a.m. TJ Day-Room 111		
Office Hours	Monday and Wednesday 11:30 a.m.-2:30 p.m. Other times may be scheduled by appointment			
Required Textbooks	Lamy, J. L. <i>The business of winemaking</i> . (2015). Wine Appreciation Guild, an imprint of Board and Bench Publishing. Thatch, L. & Matz, T. (Eds.) (2008). <i>Wine: A global business</i> (2 nd ed.). Putnam Valley, NY: Miranda Press.			
Cases/Articles	Various cases and articles will also be assigned throughout the course.			

Course Focus and Prerequisites

According to the 2017-2018 Course Catalog, BNSS 486 is an interdisciplinary seminar course. This particular seminar course will include selected topics and assignments involving the wine industry in other countries, the United States, and vineyards and wineries in Oregon. Michael Porter in his 1985 book entitled, *Competitive Advantage: Creating and Sustaining Superior Performance*, states that business activities related to providing something of value to buyers are divided into primary and supportive activities; these are considered “discrete building blocks of a company’s competitive advantage...Each value activity employs purchased inputs, human resources (labor and management) and some form of technology to perform its function” (p. 38.) The use of guest speakers and various field trips are planned; these are intended to add to the students’ learning regarding the interrelationships between the various wine value chain and management activities.

Seminar courses are also designed to include small group discussions, so student will lead and participate in discussions related to course material; both are equally important in this course.

Prerequisite: Consent of instructor. This is a 4-credit seminar course.

Learning Objectives:

The learning objectives for the course include the following:

- To learn about various aspects of managing a vineyard and/or winery within the context of the wine industries.
- To gain insight about winemaking businesses in other countries, the United States, and within Oregon, including their challenges and opportunities.
- To become more knowledgeable regarding the various value chain components and their interrelationships in relation to vineyards and wineries.
- To learn and work individually, and in collaboration with other students, on researching, presenting, and writing about various aspects of information regarding planning, operation and management of a wine business.
- To gain an understanding of how environmental influences can impact various aspects of the value chain.
- To develop or enhance team building skills through case studies and group learning and presentation assignments.
- Demonstrating competency in written and oral communications, including discussion forum posts, at a level that would be required in a professional work environment.

Expectations and Requirements:

- Attend each class period and be on-time.
- Complete homework and in-class assignments within the allotted time period.

- Actively participate in class and schedule time with me if you are having difficulty applying the course material to an assignment.
- Act professionally and ethically. Make sure cell phones are turned off and side-bar taking is not done.
- When teamwork is assigned (both in and outside the classroom), actively participate with your team members to complete the assignments.
- When researching topics, choose articles that stretch your learning and will do the same for your classmates.
- Prepare papers and other homework in a manner that would be acceptable in a professional setting, including using stapling pages together, spell-checking, correctly using grammar and punctuation, and of course, citing your reference sources.

Disabilities – Students with disabilities are protected by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. If you are a student with a disability and feel you may require academic accommodations, please contact Learning Support Services (LSS), as early as possible to request accommodation for your disability. The timelines of your request will allow LSS to promptly arrange the details of your support. LSS is located in Melrose Hall 020 (503-883-2562). We also encourage students to communicate with faculty about their accommodations.

Academic Honesty – I adhere to the college policy on academic honesty, as published in the Linfield College Course Catalog. Cheating and plagiarism will not be tolerated. Any student found to be engaging in either of these activities at any point will receive a failing grade for the assignment and/or the entire course and may be subject to further college sanctions. Assignments without any required in-text citations that tie to sources listed on the References (not Works Cited) page will not be reviewed; they will receive an automatic zero.

Remember, too, that in order to avoid plagiarism, sources must be cited in the text of all written assignments (i.e., discussion board postings, chapter responses, team and individual papers, written exams responses, etc.) using the APA format and in a References section or a References page.

Whenever a student is referring to, paraphrasing or quoting another source, including the textbook authors, the reference(s) must be cited on that particular page and in a following References section or References page. Please carefully review this website on how to prevent concerns regarding plagiarism:

<http://www.plagiarism.org/>

The rule of thumb should be this: If the information would not be generally known by people on the street, it should be referenced. Again, the citing of references applies to **all** written work

completed, including any discussion postings. If you are unsure about how to reference a source using the correct format, don't guess. I am more than willing to help if you ask for help.

Other Requirements:

Written assignment requirements: All written assignments must be double-spaced and use one-inch margins and 12-point type, in Arial or Times Roman font. Make sure that you carefully proofread your completed assignment before submitting it for grading. Points will be deducted for grammar, punctuation, and spelling errors. Turnitin originality scores and its grammar and punctuation features will also be used in the grading of specified assignments.

Use APA for citing your references. In-text reference citations need to be included in parenthesis unless otherwise indicated. All cited sources should also be included on a Reference (not Works Cited) page. There are many websites that show how to properly use APA referencing. Many students find the following website helpful in providing information on how to use APA appropriately:

<http://owl.english.purdue.edu/owl/resource/560/05/>

Written assignments should also not have more than one quotation, and that quotation should be a short quotation (fewer than 40 words) cited in APA form. Additionally, Wikipedia should not be relied upon or cited as a source for information. While Wikipedia is a great source for finding initial information and links to references upon which that information is based, students must extend their research to original sources.

On a more general note, written assignments that reflect only the minimum requirements (e.g. use only the minimum required references, page numbers, etc. are not necessarily considered well-researched or exceptional (i.e. A-level) papers.

An A-level paper is one that meets all assignment requirements (e.g. margins, use of page numbers, spacing, font type, etc.), effectively uses peer-reviewed articles and other source information, correctly uses APA citation requirements, does not have distracting grammar, punctuation or spelling errors, does not just parrot (repeat) the thoughts of other writers, but demonstrates one's own critical thinking, shows an understanding of the issues involved and discusses other points of view regarding a subject. Grading criteria and/or the use of a grading rubric will be provided in class or on Blackboard for written assignments.

Discussion Forum Posts on Blackboard

On weeks where Discussion Forum postings are required, the student postings must meet these requirements:

- Post an original posting regarding a topic covered in the assigned chapter. For the original posting, students must a) find an article that is pertinent to the principles or concepts in the assigned readings, b) discuss the author's findings or main points of view, and c) provide a

critique of the article's content. Note: In some instances, the article(s) you discuss may need to be peer-reviewed articles*.

- Post a substantive response to at least two other students' original posting (substantive means more than words like "I agree" or "good point". An adequate response must be more than 100 words.
- Use APA for any and all references, including the textbook, which you used for your post. Note: The citation must show in the text of your post and in a Reference (not Works Cited) section at the end of your post.
- You should not quote your reference sources; you should paraphrase, and then cite any referenced material that you used in the text and list the reference in a References section at the bottom of the post(s).

* Peer-reviewed articles can be found in the online research databases through the Linfield library (See <http://www.linfield.edu/linfield-libraries/research-databases.html>) The EBSCO) Business Source Elite is often the database that students most easily find articles. It has options where you can check "full text" and a check box for "scholarly (peer reviewed) journals". These articles meet the requirement of peer-reviewed articles. Peer-reviewed means that other professionals have reviewed the information in these articles for weaknesses, biases, and errors, so they tend to be of a higher quality than non-peer reviewed articles.

Grading

Coursework will be weighted as follows:

- Discussion Forums on Blackboard 15%
- In-Class Team Presentations/Leading Discussions 20%
- Value Chain Management Paper #1 25%
- Team Vineyard/Winery Management Plan Paper #2 25%
- Team Final Presentation of Vineyard/Winery Management Plan 15%

Grades will be assigned as follows:

94 to 100%	A
90 to 93%	A-
88 to 89%	B+
84 to 87%	B
80 to 83%	B-
78 to 79%	C+
74 to 77%	C
70 to 73%	C-
67 to 69%	D+
63 to 66%	D
Under 63%	F

Blackboard will be used to post many, but not all, of the assignments; however, all grades and points will be posted on the site. Please periodically check your grade progress on Blackboard. This periodic review process is intended to give the professor and students the opportunity to ensure that all completed assignments have been reflected in Blackboard and to give students an ongoing awareness of how they are doing in the course. Please schedule time with me to discuss any issues if you are having difficulty keeping up with the class, have team interaction problems, or other concerns.

In general, the grading criteria or rubric for written assignments and oral presentations will be part of the assignment instructions given out in class and/or posted on Blackboard. These assignment sheets or Blackboard postings will give the details of the assignment, grading criteria, and due dates.

Late assignments will not generally be accepted, so you need to plan ahead to avoid receiving a zero grade for the late assignment. If there are extenuating circumstances, such as a required sports activity, field trip, etc. that may impact your attendance, contact me as soon as possible so special arrangements, such as taking an in-class quiz or exam early, if necessary can be made.

Planned Schedule

The course outline below shows the planned schedule for the spring semester; however, the schedule may need to be adjusted due to situations involving the weather, class size, speakers' availability, field trip changes, etc. Changes to the schedule will be communicated either on Blackboard or by email and will be communicated as soon as possible.

Note: The confirmed speakers and field trips are shown below. Other speakers and/or field trips will be added as they are confirmed.

Seminar: Wine Business Value Chain Management (BNSS 486/IDST 486)

Spring 2018

Monday/Wednesday Planned Schedule

Week	Day	Date	Class Topic	Mandatory Assignment Due Dates	
1	Mon	Feb 5	Syllabus overview, Introductions, Areas of Interest Questions		1
	Wed	Feb 7	Overview of Porter's concept and terminology & Ch 1: The Landscape of New & Old World Wine in Thatch & Matz (Eds) textbook		2

			Team assignments for presentations scheduled for February 14 and February 19		
2	Mon	Feb 12	Presentation by Ellen Brittan of Brittan Vineyards: Overview of various aspects of the value chain in a wine business and the wine industry		3
	Wed	Feb 14	#1 Team presentations/Discussion : Assigned readings		4
3	Mon	Feb 19	#2 Team presentations/Discussion:: Assigned readings		5
	Wed	Feb 21	Overview/Discussion of the Okanagan Wine Industry Value Chain/Innovation/Strategic Issues Chapter 17 Thatcy & Matz	Due: Discussion Forum # 1 on Blackboard	6
4	Mon	Feb 26	Presentation by Greg Jones, Linfield's Director of Wine Education & Professor of Environmental Studies: Environmental impacts on the wine value chain (Greg Jones' class and our class with combine for this class period. Classroom to be announced)		7
	Wed	Feb 28	Chapters 2 & 3 Thatch & Matz	Discussion Forum #2 on Blackboard	8
5	Mon	Mar 5	Chapters 4 & 5 Thatch & Matz		9
	Wed	Mar 7	Discussion of Students' Research Articles Team assignments for presentations scheduled for March 14 and March 19		10
6	Mon	Mar 12	Chapters 6 & 7 Thatch & Matz		11
	Wed	Mar 14	#3 Student Presentations/Discussions: Chapters 1, 10 & 11 Lamy textbook	Discussion Forum #3 on Blackboard	12
7	Mon	Mar 19	#4 Student Presentations/Discussions: Chapters 8 & 9 Thatch & Matz		13

			Team Presentations for assigned cases scheduled for April 2 and April 4		
	Wed	Mar 21	Presentation by Maria Stuart: Marketing, direct sales, public relations and hospitality in a wine business & the wine industry		14
Spring Break –March 26-30					
8	Mon	Apr 2	Case Presentations		15
	Wed	Apr 4	Case Presentations		16
9	Mon	Apr 9	Chapters 10, 11, & 12 Thatch & Matz Team assignments for presentations scheduled for April 18 and April 25		17
	Wed	Apr 11	Field Trip: Willamette Valley Vineyards, Turner, Oregon (near Salem)	Discussion Forum #4 on Blackboard	18
10	Mon	Apr 16	Chapters 13 & 14 Thatch & Matz & Ch 14 Lamy	Wine Management Paper (Paper #1)	19
	Wed	Apr 18	# 5 Student Presentations/Discussions: Chapters 15, 16, & 17 Thatch & Matz		20
11	Mon	Apr 23	Chapters 1 & 2 Lamy	Discussion Forum #5 on Blackboard	21
	Wed	Apr 25	#6 Student Presentations/Discussions of Assigned Cases or Reading		22
12	Mon	Apr 30	Chapter 5 & 6 Lamy		23
	Wed	May 2	Discussion of Assigned Reading		24
13	Mon	May 7	Team Work/Session: Vineyard/Winery Business Management Plan		25
	Wed	May 9	Team Work Session: Vineyard/Winery Business Management Plan	Discussion Forum #6 on Blackboard	26
14	Mon	May 14	Team Work Session: Vineyard/Winery Business Management Plan		27

	Wed	May 16	Team Work Session: Vineyard/Winery Management Plan	Vineyard/Winery Business Management Plan (Paper #2)	28
Reading Day, Thursday, May 17					
<p>Team Presentations of their Vineyard/Winery Business Management Plan will be in lieu of a Final. These presentations will occur on Finals day: 8 a.m. on Wednesday, May 23. Please confirm the date and time of the final using this link:</p> <p>https://www.linfield.edu/registrars/finals.html#schedule</p>					