



Course Prefix/Number/Title: **AGEC 244 Introduction to Agricultural Marketing**

Number of Credits: 3

Course Description: Study of the agricultural marketing system to include cash marketing, commodity futures trading, branded products merchandising and the interrelationship of the government and international trade.

Pre-/Co-requisites: None

Course Objectives: The purpose of this course is to help students become more comfortable discussing commodity markets and other agriculture-related markets. We will accomplish this by defining commonly used terminology in agricultural markets, learning about different tools for contracting products, and becoming more familiar with the process of buying and selling in agricultural markets.

Instructor: Linda Burbidge, PhD

Office: Molberg 27

Office Hours: TuTh 8:00am – 9:30am or by appointment

Phone: 228-5442

Email: Linda.Burbidge@dakotacollege.edu

Lecture/Lab Schedule: 11:00am – 12:30pm TH Molberg 28

Textbook(s):

Required Texts: Norwood, F.B. and Lusk, J.L. 2008. Agricultural Marketing and Price Analysis. Prentice Hall, Upper Saddle River, NJ.

Chafin, D. G. and Hoepner, P.H. 2002. Commodity Marketing from a Producer's Perspective. 2nd Ed. Interstate Publishers Inc., Danville IL.

Optional Texts: Usset, E. 2010. Grain Marketing is Simple (It's just not easy). Center for Farm Financial Management, University of Minnesota.

Course Requirements: Students are expected to read the text and come to class prepared to listen and discuss during the lectures. Points will come from homework, in-class assignments, a pre-test, 1 midterm exams, a course project, and a final exam. The breakdown will be as follows:

Homework = 30%
Professionalism = 10%
Course Project = 25%
Quizzes = 10%
Midterm = 10%
Final Exam = 15%

Homework: There will be a combination of assigned and in-class homework. We will work on some assignments together in class to make sure we are all on the same page. It is crucial for our commodity marketing segment of the class that we share a common language and these activities will help us build that language. Assigned homework must be submitted on time to receive full credit. Late homework will be accepted with a deduction of 20%.

Course Project: Students will complete a simulated grain marketing game. More details forthcoming.

Quizzes: There will be 4 quizzes throughout the semester. This will allow the instructor to identify gaps in lecture coverage and shortcomings in student learning.

Exams: There will be 2 exams (1 midterm and a final) over the material covered during the semester.

*Make up exams are offered only under extenuating circumstances. All make-up exams should be taken within a week of the missed exam.

Grading and Evaluation:

| Total Point Percentage | Letter Grade |
|-------------------------------|---------------------|
| 90% and ↑ | A |
| 80% - 89.99% | B |
| 70% - 79.99% | C |
| 60% - 69.99% | D |
| 59.99% and ↓ | F |

Tentative Course Outline:

| Week | Segment | Topics | |
|-----------------|---|---------------------------|---|
| Jan 9 – Jan 13 | Market Fundamentals | Supply and Demand Review | |
| Jan 16 – Jan 20 | | Supply and Demand Review | |
| Jan 23 – Jan 27 | Commodity Marketing | Marketing Concepts/Tools | |
| Jan 30 – Feb 3 | | Marketing Tools | |
| Feb 6 – Feb 10 | | Future Markets | |
| Feb 13 – Feb 17 | | Futures Markets/Options | |
| Feb 20 – Feb 24 | | Pricing Strategy | |
| Feb 27 – Mar 3 | | Basis/Livestock Marketing | |
| Mar 6 – Mar 10 | | Marketing Plans | |
| Mar 13 – Mar 17 | | Spring Break Week | |
| Mar 20 – Mar 24 | | Product Marketing | Product Marketing Concepts |
| Mar 29 – Mar 31 | | | Specialty and Other Ag Product marketing challenges |
| Apr 3 – Apr 7 | Special Topics in Ag marketing/Final Exam | | |

General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s): This course meets the CTE department learning outcome of employing industry-specific skills in preparation for workplace readiness by:

1. Expand critical thinking competence.
 - a. Comprehend news articles, USDA reports, price reports, and other marketing materials.
 - b. Understand market fundamentals and be able to predict possible outcomes based on changes in market information.
 - c. Apply market fundamentals to commodity, livestock, and specialty crop markets.
2. Demonstrate problem-solving aptitude.
 - a. Identify the appropriate marketing tool(s) to use based on a given situation.
 - b. Develop a marketing plan based on information and tools available

Relationship to Campus Focus: This course supports the campus theme of “Nature, Technology and Beyond” by fostering the skills and knowledge necessary to utilize natural, human and technological resources successfully and confidently.

Classroom Policies: Be respectful of other students, instructors, and guests. Use of *cell phones* and other *electronic devices* is prohibited during exams.

Student Email Policy:

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student’s campus-assigned email address will be the only one recognized by the Campus for official

mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity:

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

Disabilities or Special Needs:

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

Title IX:

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.