



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:

Tu & Th 8:00am – 9:30am or by appointment

Phone:

228-5442

Email:

Linda.Burbidge@dakotacollege.edu

Lecture/Lab Schedule:

11:00am – 12:30pm Tu & 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, a course project, a midterm exam, and a final exam. The breakdown will be as follows:

- Assignments = 30%
- Professionalism = 10%
- Course Project = 25%
- Quizzes = 20%
- 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 to 5 quizzes throughout the semester. This will allow the instructor to identify gaps in lecture coverage and shortcomings in student learning.

Exam: There will one exam (a final) over the material covered during the semester.

*Make up exams and quizzes 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 13 – Jan 17	Market Fundamentals	Supply and Demand Foundations
Jan 20 – Jan 24		Supply and Demand Foundations
Jan 27 – Jan 30		Marketing Concepts/Tools
Feb 3 – Feb 7		Marketing Tools
Feb 10 – Feb 14		Future Markets
Feb 17 – Feb 21		Futures Markets/Options

Feb 24 – Feb 28	Commodity Marketing	Pricing Strategy
Mar 3 – Mar 7		Basis/Livestock Marketing
Mar 10 – Mar 14		Spring Break Week
Mar 17 – Mar 21		Marketing Plans
Mar 24 – Mar 28	Product Marketing	Product Marketing Concepts
Mar 31 – Apr 4		Specialty and Other Ag Product marketing challenges
Apr 7 – Apr 11		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. Demonstrating program specific skills.
 - 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.
 - d. Identify the appropriate marketing tool(s) to use based on a given situation.
 - e. 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. The inst

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.

AI Student Policy:

Unless otherwise indicated in the course syllabus, or in individual instructions for course assignments, or in the absence of the express consent of the course instructor, students are not allowed to utilize generative AI to help produce any of their academic work. Any violation of this policy will be considered an act of academic dishonesty as outlined within the Dakota College Code of Student Life.

RESPONSIBILITIES

Students	<ul style="list-style-type: none">• Responsible to follow the syllabus and assignment instructions regarding use of generative AI for all academic work.• Obtain permission of the instructor prior to the use of generative AI that is outside of the syllabus or assignment instructions. Provide appropriate rationale for how the use of generative AI will enhance the learning experience for the assignment.• In instances where generative AI is permissible, appropriately cite the generative AI program used and indicate where in the assignment it was used, in a brief submission statement.
Faculty	<ul style="list-style-type: none">• Determine if the use of generative AI could enhance student learning in any assignment or project.• Clearly indicate in all course syllabi if generative AI is allowable for any academic work.• If allowable, give specific parameters for how and when generative AI may be used.• If a violation of generative AI for the individual course/syllabus is suspected, discuss the concern with the student. If violation is still suspected, inform the appropriate semester coordinator/program director.