



THE OHIO STATE UNIVERSITY

**AEDE 1100: EXPLORING AGRIBUSINESS &
APPLIED ECONOMICS
COURSE OUTLINE AND SCHEDULE
KOTTMAN HALL – ROOM 104
3:00 PM – 3:55 MONDAY
AUTUMN 2021**

Faculty

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Class Structure

This course is designed to introduce students to the study of agribusiness and applied economics by offering the opportunity to interact with faculty and staff who will support their learning. The course leaders have invited faculty who will introduce students to the courses they teach, their research and outreach activities so that students can become aware of some of the global trends within agribusiness and applied economics. Individuals from the CFAES student support areas will also join the class on occasion allowing for the discussion of the diversity of career opportunities within the industry, career planning and professional development. This course allows students the opportunity to master course learning while improving their knowledge of current national and global agriculture issues; ability to interact and network with other students; ability to reflect on and write about their own skills and abilities.

Course Learning Outcomes

1. Examine and clarify personal interests, values and skills
2. Discover leadership, research and study abroad opportunities
3. Explore careers in which you would find fulfillment and satisfaction
4. Familiarize yourself with career related resources and web sites
5. Discover a multitude of occupations within the agribusiness and applied economics industries

REQUIRED READINGS & MATERIALS:

Required Simulation: Crafting Your Life, Perlow, Hadley, Onelio, 2020, Harvard Business Publishing, \$10.00

The simulation will be introduced during class in week two. Directions for access will be provided in class. The AU21 link here can be utilized once the simulation has been introduced.

<https://hbsp.harvard.edu/import/869528>

No textbook is required for this course. Readings assigned will be available via the AEDE Department webpage or the databases accessible via the library link.

Assignments and Grading

Description of Evaluation Activities:

Crafting Your Life Simulation and Personal Statement

As we are all now aware, life is full of unexpected twists and turns leading to a series of choices and sometimes challenging tradeoffs. The choices we make can be even more difficult when we are unsure of our values, priorities, and motivations. In this course we will ask you to think critically about a personal statement and a career development plan. To aid you and engage you in that process we will utilize the Crafting Your Life Simulation. You will begin by completing a survey about your values and priorities. You will then move through a 15-year span of work and life in the simulation where you will make small and large day to day decisions while facing unexpected life events. In the end you will have an opportunity to review your results helping you to identify core values, motivations, and your definition of a life well lived. At the close of the simulation you will reflect on your personal statement, your goals, your results, and your pre/post simulation survey data. The simulation reflection assignment will be based these topics and will be submitted in Carmen on the date noted on the course schedule. A rubric will be placed in Carmen to guide students in preparation of this assignment. The simulation is completed individually, and only aggregate data will be shared in class.

Assignments Linked to the Simulation include the personal statement and the simulation reflection.

- The personal statement will be crafted following the class discussion of personal statements and the completion of the initial survey in the simulation. This will be submitted in Carmen that week and will be revisited at the close of the simulation. A sample personal statement and a rubric will be placed in Carmen to guide students in preparation of this assignment.
- The simulation reflection (see note above)

Discussion Boards

Students will complete 2 brief discussion board (DB) assignments. The assignments will be linked to content and discussions in during class. Students will post their replies and then respond to two of their classmates.

Participation in Class Meetings

Students will earn points weekly for attending & actively participating in class. Students will demonstrate their master of this course requirement by participating in classroom activities, answer/asking questions, coming prepared and engaging with guest speakers.

| ASSIGNMENT CATEGORY | POINTS |
|---|--------|
| Meeting with Kassie Kurzhals (due 12/1) | 20 |
| Simulation Reflection | 30 |
| Discussion Board Assignments (2 @10 each) | 20 |
| Attendance & Engagement | 80 |
| Total | 150 |

Final grades will be a weighted average of your performance and will be calculated to two decimal places. Letter grades will be assigned according to the OSU Standard Grading Scheme cutoffs:

| Symbol | % | Symbol | % |
|--------|----|--------|------------|
| A | 93 | C+ | 77 |
| A- | 90 | C | 73 |
| B+ | 87 | C- | 70 |
| B | 83 | D+ | 67 |
| B- | 80 | D E | 60 |
| | | | 59 or less |

Late Work

It is in your best interest to submit all work on time. We do however recognize that sudden events or emergency situations out of your control may impact your ability to do so. It is our policy to only accept late work within 7 days of the due date. All late work will result in a 15% deduction from the grade. At our discretion, exceptions may be made for emergencies or other well-documented issues. These exceptions are easiest to make when you notify both of us before the deadline. Please note, all late work will be graded only after we have completed the weekly grading of the on-time submissions and as time permits given other constraints on our time.

Tentative Course Schedule

| Date | Topics, Outcomes, Guests | Notes on session |
|---------------------------|--|--|
| October 18 th | Welcome and Introductions to AEDE Course Information Course Learning Outcome 2 | ✓ DB#1 Post & Responses to classmates in Carmen no later than (NLT) Oct. 24th at 11:59PM Plans for the course Tips for successfully navigating the 20.21 AY Check in on Goals created in FAES1100 <ul style="list-style-type: none"> • Short-Term • Long-Term |
| October 25 th | Degree Completion <ul style="list-style-type: none"> ✓ Degree Audits ✓ Course Planning & Minors ✓ Resources for Scheduling | <i>Applied Economics in the classroom, research & in action</i> <ul style="list-style-type: none"> • AEDE Faculty Intro: <ul style="list-style-type: none"> ○ Professor's Perspective 20.21 AY ○ Classes ○ Research |
| November 1 st | Internships Getting Involved Scholarship Applications Study Abroad Introduction to the Simulation Course Learning Outcome 2,5 | ✓ Purchase Access to the Simulation prior to the start of class. ✓ <i>Student Internship Panel</i> |
| November 8 th | Professionalism: Update 2021.2022 Networking Social Media Communication Zoom Etiquette Simulation Article Discussion Course Learning Outcome 3,4, 5 | ✓ Complete the Crafting Your Life Simulation no later than Nov. 14th ✓ <i>Alumni Panel</i> |
| November 15 th | Crafting Your Life Simulation Debrief & Discussion Course Learning Outcome 1 | ✓ Submit your reflection on the simulation in Carmen no later than Nov. 21st |
| November 22 nd | Navigating End of Semester Demands on Time & Energy | <i>Guest Speaker David Wirt</i> ✓ <i>Student Panel: Study Abroad, Applying for Scholarships, Navigating the End of the Semester</i> |

| | | |
|---------------------------|---|--|
| | | ✓ DB#2 Post & Responses to classmates in Carmen no later than (NLT) Nov. 29th at 11:59PM |
| November 30 th | Listening to Learn: Microaggression Accents, Names, & Pronunciation: Why it Matters Course Learning Outcome 1,2 | Guest CFEAS Office of Diversity & Inclusion (Leo Taylor,) |
| December 6 th | Course Wrap Up Getting to Know Your Professors Goals for Spring 21 Course Learning Outcome 5 | Faculty Panel |

Changes to the schedule may be made at faculty discretion as needed to support student learning and achieving learning outcomes.

COURSE POLICIES

Faculty feedback and response time

We are providing the following list to give you an idea of our intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **E-mail:** We will reply to e-mails within **24 hours on school days**. If you email either of us and we do not respond within 48 business hours please check to assure you are not including Buckeyemail in the email address and email again.

Attendance Policy:

Attendance is required in this course. Students will earn points for attendance and participation. You must do both (attend and actively participate) to earn points.

Discussion and communication guidelines

The following are our expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

Writing style:

While there is no need to approach written assignments in this course as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.

Tone and civility:

Let's maintain a supportive learning community where everyone feels safe and where people

can disagree amicably. Remember that sarcasm doesn't always come across online.

Backing up your work:

Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Written assignments:

Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow APA style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.

Reusing past work:

In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with us.

E-Mail Etiquette:

Professional relationships should be maintained when using e-mail for a class. Below we have included guidelines from Bloomsbury's guide on email etiquette that you should follow when drafting your e-mail. We will reply to emails in a timely manner but do not expect an immediate reply. If you require an immediate response consider visiting with one of us via Zoom in person.

DO

- Include a descriptive statement in the subject line.
- Use proper salutations when beginning an e-mail.
- Be concise in the body of the e-mail, use complete sentences and proper grammar.
- Use an appropriate closure at the end of each e-mail followed by your first and last name.
- If replying to an e-mail, reference the original e-mail and its content.
- Be selective of your choice of words. Emotions are difficult to convey in text and without the benefit of facial expressions your sentiment can be lost in the words you choose to write.

DON'T

- Use all capital letters; this conveys a tone of ANGER.
- Use e-mail as a format to criticize other individuals.
- Ask for your grade via e-mail. Grades will not be discussed by e-mail. If you need to discuss a graded item make an appointment to do so in my office.
- E-mail to inquire when grades will be posted. We will work toward submitting grades promptly, however, recognize that grading assignments and exams requires considerable time to ensure uniformity and fairness.
- Send an e-mail out of frustration or anger. Learn to save the e-mail as a draft and review at a later time when emotions are not directing the content.

UNIVERSITY POLICIES

Health and Safety Requirements

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), which includes wearing a face mask in any indoor or outdoor space on campus and maintaining a safe physical distance at all times. Non-compliance will result in a warning first, and disciplinary actions will be taken for repeated offenses.

Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct at [Student Life](http://studentconduct.osu.edu) <http://studentconduct.osu.edu>.

Ohio State's academic integrity policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))

- *Eight Cardinal Rules of Academic Integrity*
(www.northwestern.edu/uacc/8cards.htm)

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Intellectual Property (covered by copyright) includes Course materials (Text, Audio, Video, Multimedia, Sims, Apps, etc.), and Student Generated materials

Disability Services:

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Requesting accommodations

If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, contact your instructor privately as soon as possible to discuss your specific needs. Discussions are confidential.

In addition to contacting the instructor, please contact the Student Life Disability Services at 614-292-3307 or ods@osu.edu to register for services and/or to coordinate any accommodations you might need in your courses at The Ohio State University. Go to [Office of Student Life - Disability Services](#) for more information.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools
- [Definition OSU](#)
- [Overview of Accessibility at OSU](#)
- If you require specific software for the course list or provide a link to the software's accessibility privacy statements
 - [Adobe Connect \(Carmen Connect\) Accessibility](#) [Adobe Privacy Policy](#)
 - [MediaSite Accessibility Statement](#)
 - [Microsoft Office Accessibility](#) [Microsoft Office 365 Privacy](#)
 - [Proctorio Accessibility](#) [Proctorio Privacy](#)

- [Top Hat Accessibility](#) [Top Hat Privacy](#)

Diversity:

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

UNIVERSITY RESOURCES:

Counseling and Consultation Services:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more

information on OIE, visit equity.osu.edu or email equity@osu.edu.