Instructor: Dr. Conrad Lyford  
307B Agricultural Sciences  
834-6881  
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Class Time: Tuesday 6:00-8:40 pm, 208 Agricultural Sciences

Office Hours: Mon. - Thurs. 1:00 - 2:00 pm or by appointment

Required Texts  

Course Description:  
The purpose of this course is to develop advanced marketing decisionmaking and analytical skills for use in the agribusiness and food distribution industry. Classes will focus on the various types of decision a marketing analyst should make and the analytical tools to be used from the beginning of the research process, through presentation. This firm oriented marketing approach will be complemented with coverage of marketing from the public policy perspective.

Learning Outcomes:  
- Be able to select and develop analyses of marketing opportunities and challenges
- Understand the marketing system and ongoing changes
- Communicate findings for both private and public institutional settings
- Develop and complete a service learning project which includes self-reflection and critical thinking. Students will be able to demonstrate connections between course content, their service experience and community engagement.

Methods for Assessing the Expected Learning Outcomes  
Exams, written projects dealing with business and public policy situations, oral presentations of managerial solutions, service learning, ethical choices, in-class activities, field trips, response sheets relative to specific content, in-class discussion of course content.

Student Responsibilities and Rights:  
Lectures, readings, exercises, and cases will be used throughout the course. You are responsible for all online and in-class material and for all assignments of out-of-class work. If you miss a class, it is your responsibility to get lecture notes from colleagues and to talk with the Professor about assignment(s) that are due.

Command of knowledge and course concepts will be shown through a number of written and oral activities. You are responsible for applying what you have learned to actual business or policy marketing problems. In addition to quality of analysis and synthesis, quality of presentation (written or oral) will be part of the grading. This course focuses on application and decisionmaking rather than the memorization of facts.
Service learning concepts will be studied and used in a real world civic engagement project with a community organization/business. This will include components that focus on identifying, articulating and reflecting critically on ethical issues at both a personal and societal level. There is an alternative assignment if this service learning project is not feasible for particular students.

Grading:

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<tr>
<th>Component</th>
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<tr>
<td>Midterm Exam</td>
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<td>Final Exam</td>
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<td>Assignments</td>
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<td>Class Project</td>
<td>25%</td>
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<tr>
<td>Class Contribution*</td>
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* Contribution is comprised of contribution to class discussions.

Course grades will be assigned based on the following percentages:

- **A+** 97-100% Awesome Performance
- **A** 90-96% Excellent Performance
- **B+** 87-89% Very Good Performance
- **B** 80-86% Good Performance
- **C+** 77-79% Adequate Performance
- **C** 70-76% Acceptable Performance
- **D** 60-69% Weak Performance
- **F** <60% Unacceptable Performance

Class Project

The class project will focus on developing a complete analysis for a community partner with a marketing problem. This would include meeting with this client to determine specific needs, developing an appropriate literature review, writing a survey, collecting the survey information, and interpreting this information in a final report. This project will be complete in groups of 2-3 students, and each group will be expected to present their report to executive officers from the community partner. Examples of community partners include Breedlove Foods and the National Sorghum Producers. This project will achieve service learning by providing the opportunity for students’ work to facilitate the work of the community partner.

Alternative Assignment

If you believe that the service learning activity will result in undue harm, please discuss this with Dr. Lyford. It is possible to complete alternative assignments that will achieve the necessary course learning objectives. The alternative assignment would include developing a complex marketing analysis of existing data along with supplementary survey design topics.

Academic Honesty

It is to your advantage to work together on assignments and case studies. Nonetheless, your assignments are to be prepared by you and represent your own work. Academic dishonesty will be prosecuted to the fullest extent possible. In this class, I define academic dishonesty as cheating and/or assisting with cheating on an exam, homework, or case study; plagiarism; unauthorized possession of examinations; falsification of records; reading or attempting to read another student's answer while a quiz or exam is in progress; and the use of books, notes, or any other material not authorized during an exam or quiz.

Special Accommodations for Students

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor’s office hours. Please note instructors are not allowed to provide classroom accommodations to a student until appropriate
verification from Student Disability Services has been provided. For additional information, you may contact the Student Disability Services office in 335 West Hall or 806-742-2405.

Absence due to religious observance - The Texas Tech University Catalog states that a student who is absent from classes for the observance of a religious holy day will be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.

Absence due to officially approved trips – The Texas Tech University Catalog states that the person responsible for a student missing class due to a trip should notify the instructors of the departure and return schedule in advance of the trip. The student may not be penalized and is responsible for the material missed.

Class Schedule

Classes meet every Tuesday from 6 pm to 8:40 pm unless otherwise indicated by the instructor. There may be a trial effort this semester to view recordings of past classes on Blackboard to expedite learning.

Dates to be Scheduled: Visit with Community Project Partner: TBD
Exam 1: March 8
Spring Break: March 12-16 No Classes
Team Written Case Project Due April 27
Oral Presentations for Team Case, April 27 – May 3
Final Exam – Take Home due 5 pm May 14

Course Outline and Readings (many readings are yet to be determined)

i. Critical Thinking
   a. The elements of reasoning
   b. Standards of reasoning
   c. Socratic questioning

ii. Service Learning
   A major effort in the class will be to develop and complete a project for a community organization. The goal of this is to provide an opportunity to apply course knowledge and concepts to a real-world situation with a client as well as providing a service. This component will include ethical considerations and reflection to enhance learning outcomes.

I. Agribusiness Case Study Analysis and Writing
   Mostly your instructor’s material

   Background, opportunity statement, gathering information, identifying alternatives, analysis, recommendation

   Basic financial principles related to marketing management will be reviewed including Du Pont Analysis and various other commonly used financial measures
   Class Case #1: Comb’s Nursery (Handout from your instructor)
   Class Case #2: TBD

II. Theoretical Foundations of Marketing Research
   Chapters 1-7 in the text, supplementary reading

   Research is most effectively accomplished through understanding and applying the relevant theory and other knowledge that is relevant.
III. **Data Use and Collection**  
Chapters 8-14, supplementary materials  
This focuses on the ability to understand best methods for data collections including pre-testing, sampling, sample size and field work. Considering the use of secondary data as supplementary or primary source of data. This should enable you to develop your own data use and collection.

IV. **Analytical Methods**  
Chapters 15-21 in the text, supplementary materials  
This focuses on developing a general understanding of the major analytical methods used to analyze data so that you could select them in your research or understanding others research. This will include reading of published work in this area and developing critical analysis of what is actually known after the research is accomplished.

V. **Emerging Topics for the Marketing Specialist**  
This material is mainly from the instructor.

   Governments, businesses, and other organizations play an important role in market formation and performance. Issues of monopoly/market power, transactions costs and vertical coordination related to market performance will be covered.