

AEDE 601 as a Third Writing Course in the Agribusiness and Applied Economics Major

In particular, proposals should address the following questions:

- How does this course qualify as a significant writing course and what is its relationship to the rest of the major?
 - This course is a capstone course in the AED Economics Department's Agribusiness and Applied Economics undergraduate curriculum. For some real world business situations the students learn how to apply much of what they have already learned in their agribusiness coursework. Students also learn about the global agrifood supply chain that starts with agricultural commodities, such as corn and wheat, and transforms these commodities into differentiated value added food products that we all buy and enjoy.
- In what way(s) are students provided opportunities for multiple revisions of writing assignments in light of previous response to written assignments?
 - Each firm has a journal that they must prepare after every simulation. This journal is revised 8 times during the quarter and then presented in its entirety at the end of the course. Each student also prepares an oral presentation of the results of their management decisions relative to what they expected would happen.
- How will this course assist in the development of students' general critical and analytical abilities?
 - The foundation of AEDE 601 is experiential learning. Because students get to experience business management and participate in managing your own for-profit business, the course requires their full attention and focus throughout the entire quarter. AEDE 601 employs a mix of traditional lecture topics and a hands-on business management simulation. The business management simulation allows each student to participate in managing their own firm and become familiar with the tasks of top (senior-level) management. Learning by doing is the basis for this activity and allows learning the critical factors that are essential to the success of a private for-profit business. This experience provides insight into various decisions managers must make and how to conduct analysis and form expectations regarding each critical factor influencing the outcome of the decisions. Assignments include a combination of management simulation, readings, lecture materials, and special written assignments.
- Are students provided opportunities to improve library skills or to access information through computer systems? If so, how?
 - Corporate-level business strategy is the study of the functions and responsibilities of general management, the crucial problems that

affect success in the total enterprise and the decisions that determine the direction of the organization and shape its future. Business strategy has to do with the choosing purposes, molding organizational identity and character, and continuously defining of what needs to be done for the attainment of goals in the face of competition or adverse circumstances. These teaching objectives are accomplished by having each student submit decisions via the Internet for a business management simulation that is operated from a server hosting an off-campus Website. Each student becomes intimately familiar with the World Wide Web, computer simulation, and contacting co-workers (team mates) via email.

- In what way(s) are students provided with opportunities for oral articulation of their ideas (e.g., formal presentations, debates, discussions)?
 - Final Board Report (*Word* document and *PowerPoint*) for team presentation submitted via email to sporleder.1@osu.edu. Each team will maintain a record of its activities including items such as strategic changes, assumptions employed, decisions made, the outcomes of those decisions, and the reasons for these activities. Based on this information, each team reports to its Board of Directors and shareholders. The instructor evaluates the written report as well as the oral presentation to the class.
 - The Board Report should truthfully inform the Board of the company's effectiveness and future prospects. It is a formal typed document, double-spaced, maximum ten pages, not including attachments and appendices. The Board Reports includes, at a minimum:
 - A comparison of actual strategies used with the original intended strategy.
 - An evaluation of strategies within the context of the competitive environment and the firm's internal resources and capabilities.
 - A description of the strategic decisions made over time, why they were made, and how they were implemented.
 - An analysis of the market and competition at the end of the simulation round.
 - The strategy selected for the next few rounds and why.
 - A discussion of what you learned from your experience, what worked well, and what you would do differently in the future.

- How will various components be weighted in determining the student's final grade?

Attendance and Class Participation (<i>individual</i>)	.....	15%
Readiness Assessment Quizzes (RAQs):		
▪ Individual Grades, equally weighted (6 drop lowest score)	....	20%
▪ Team Grades, equally weighted (6 drop lowest score)	.....	5%
Foundation Business Management Simulation:		
▪ Company Performance over 7 decision periods (<i>team</i>)	.....	25%
▪ Completing Online Foundation Tutorials and assignments (<i>individual</i>)	.....	5%
▪ Peer Evaluation (<i>individual</i>)	.....	20%
▪ Team presentation to Board of Directors, including written report and PowerPoint oral presentation (<i>team</i>)	.....	5%
▪ Individual score for team presentation (<i>individual</i>)	.....	5%
TOTAL	(65% <i>individual</i> + 35% <i>team</i>)	100%