

**Department of Agricultural, Food & Resource Economics  
Rutgers University, New Brunswick, New Jersey**

**ECONOMICS OF FOOD MARKETING SYSTEM (11:373:331)<sup>1</sup>**

**Spring 2023**

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**Office Hours:** email me for a Zoom appointment.

**Class Meeting Time and Location:** M/W, 4<sup>th</sup> period (2– 3:20pm); IFNH 205

**Pre-requisite:** Marketing I, Microeconomics

**Course Description and Learning Goals:** This course is designed to teach students the economics and management of the US food marketing system that encompasses the value chain extending from farm gate to consumers' plate. So, assuming that you are present, that you are a participant in discussions, that you speak to me about anything and everything related to this course, and that you do the reading and the work required, then by end of the course you will be able to,

- a) evaluate the importance of the food marketing system in the U.S. and in the world economy,
- b) determine the role of consumers in a (food) marketing system,
- c) identify factors influencing the food marketing system,
- d) examine how the food marketing system is organized, including management strategies and supply chains used by market participants (e.g., retailers),
- e) assess the roles played by the market participants (e.g., food processors) in the food marketing system,
- f) understand how agricultural industrialization is transforming the food production-marketing system,
- g) understand pricing strategies used by marketing firms,
- h) identify and understand cost components of the food marketing system, and
- i) understand the role and impact of public policy in the food production-marketing system.

Students will learn a variety of concepts, including analytical models and how to use them in assessment of the real-world marketing strategies, consumer behavior, and market performance. Student's work throughout the semester should show strong and coherent evidence of these learning objectives, embodied primarily in the writing and thinking they do.

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<sup>1</sup> ***COPYRIGHT WARNING!*** Students may not **post** ANY class materials, such as syllabus, slides, tests, examinations, and other professor-created documents, including those the notes they take in class (on paper or in electronic media or any media) to sites such as Course Hero. ANY and ALL class materials are subject to the IP rights of the professor as defined in the Rutgers Policy. Sharing class notes via means other than posting is acceptable, e.g., giving another student a copy of your class notes is acceptable.

**Course Materials:** You have enrolled in this course voluntarily. *You are responsible for the assigned readings before coming to class.* Additional readings on relevant current events or topics will be assigned in due time (as handout, via email or in Canvas, or as reserve readings at the Chang Library). The primary and complementary textbooks (they are NOT required) for this class are given below (some copies, albeit older editions are made available at Chang RESERVE section). We will use both textbooks to learn concepts and their applications, begin discussions in classes, and to frame issues addressed in written work.

Kohl, Richard L. and Joseph N. Uhl **(KU)** *Marketing of Agricultural Products*, 9<sup>th</sup> ed., Upper Saddle River, NJ: Prentice-Hall, 2002. **[this is an OLD but is a very good textbook. check with lib for access]**

Kotler, Philip & Kevin L. Keller **(KK)**. *A Framework for Marketing Management*, 6<sup>th</sup> ed., Upper Saddle River, NJ: Prentice-Hall, 2016. **[there's no new edition but this is a good text book; check with lib for access]**

**Recommended/Supplemental readings:** Rhodes, V. James, Jan L. Dauve, and Joseph L. Parcell. *The Agricultural Marketing System*, 6<sup>th</sup> ed., Scottsdale, AZ: Holcomb Hathway Publishers; *Progressive Grocer, Business Week, WSJ*, and the business section of your local newspaper.

**Canvas AND your RU email:** If you are registered for this course, you should be able to access this course (11:373:331) in your Canvas page and login using your RUID and PW. We will be using Canvas extensively for accessing course materials (syllabus, articles, assignments, quiz/exams, videos, etc.), submitting assignments, and communicating with the course instructor. For problems with Canvas, contact the Canvas Help Desk. **Make sure you USE the RU email assigned to you.**

| Course Outline and Reading Assignments<br>(subject to change as deemed necessary) |  |   |
|---|--|---|
| Class meetings  | Topics   | Homework <sup>2</sup>   |
| 1, 2,3  | <ul style="list-style-type: none"> <li>Introduction to Marketing Management: Food and Agribusiness Marketing in the 21<sup>st</sup> Century</li> <li>Syllabus explained</li> </ul> <i>Reading Assignment:</i> KU Chapter 1; KK Ch. 1 & 2 | Article review and identifying YOUR food suppliers!                                     |
| 4   | Analyzing Agri-food Markets<br><i>Reading Assignment:</i> KU Ch. 2   |   |
| 5, 6, 7   | <ul style="list-style-type: none"> <li>Understanding the role of Consumer Behavior</li> </ul> <i>Reading Assignment:</i> KU Ch. 4; KK Ch. 5 & 6  | May watch video, do a case study exercise, and answer questions! Also, review articles. |
| 8, 9, 10  | <ul style="list-style-type: none"> <li>Organization and Management of the Food Processing Sector</li> </ul> <i>Reading Assignment:</i> KU Ch. 5; KK Ch. 9  | May do a case study exercise and watch video.   |

<sup>2</sup> Quizzes are not mentioned here but there will be at least one quiz for each section, either via Canvas or in-class. The number of HW may be adjusted to reflect course progress.

|                                |   |  |
|--------------------------------|---|--|
| 11, 12, 13                     | <ul style="list-style-type: none"> <li>Organization and Management of the Food Wholesaling and Retailing Sectors; Supply Chain and SCM</li> </ul> <i>Reading Assignment:</i> KU Ch. 6; KK Ch. 12 & 13 | May watch video, do case study exercise, and answer questions. Also, review articles.            |
| <b>14 (Mar 8<sup>th</sup>)</b> | <b>First Exam</b>   | <b>Good luck!</b>  |
| 15, 16                         | <ul style="list-style-type: none"> <li>Market Structure and Competition in Food Markets</li> </ul> <i>Reading Assignment:</i> KU Ch. 9  | Compute concentration ratios, Lerner index, etc. and make conclusions.                           |
| 17, 18, 19                     | <ul style="list-style-type: none"> <li>Industrialization of the Agri-food system: Decentralization, Vertical coordination, Mergers and Acquisitions</li> </ul> <i>Reading Assignment:</i> KU Ch. 12   | Compute VC index and draw conclusions from such exercises  |
| 20, 21                         | <ul style="list-style-type: none"> <li>Analyzing Food Marketing Costs</li> </ul> <i>Reading Assignment:</i> KU Ch. 11   | Analyze food marketing cost  |
| 23, 24                         | <ul style="list-style-type: none"> <li>Price Management and Analysis</li> </ul> <i>Reading Assignment:</i> KU Ch. 8 & 10 (limited coverage) ; KK Ch. 11   | Compute pricing strategy outcomes  |
| 25, 26                         | <ul style="list-style-type: none"> <li>Public Policy in the Agri-food System</li> </ul> <i>Reading Assignment:</i> KU, Ch. 21 & 22  | Review articles  |
| 27                             | <ul style="list-style-type: none"> <li>The Global Food Market</li> </ul> <i>Reading Assignment:</i> KU Ch. 7; KK Ch. 18   | Analyze the U.S. trade data for agricultural and food products over at least two Census periods. |
| <b>28 (May 1st)</b>            | <b>Second Exam (not comprehensive!)</b>   | <b>Good luck!</b>  |

**Teaching Methods and Expectations:** A variety of methods will be used to accomplish the course objectives. These methods include instructor's lectures, videos, group presentations and papers, and most importantly class discussion. Lectures and discussions will be used to integrate the topics covered in the course, to explain and amplify information contained in the reading assignments, and to present supplementary material. When possible, outside guest lecturers will be invited to speak to the students on relevant topics. The course is designed to elaborate and clarify the material in the textbook and outside material, stimulate your thinking about key issues related to food marketing, and relate the covered material to real world situations. Emphasis will be placed on active student participation and discussions. Ideally, I will like to create an open atmosphere in which we can creatively and imaginatively analyze ideas and concepts. In the process we will add to our intellectual skills and become more analytical in our thinking about events related to (or not) food marketing.

You are expected to come to class prepared to discuss the relevant issues. You are strongly encouraged to and are expected to participate actively during class discussions and analyses. You are responsible for the material in the reading assignments and materials handed out in class. *Note* that for each hour of the class, you may need to devote at least 2 hours outside the classroom.

**Evaluations:** The main question of interest here is “What did you learn in this class that you did not know before?” One enrolls in a course to learn something new or to expand the horizon of something already learnt, and I hope this course will be able to offer students exactly that.

To evaluate student understanding and progress, there will be **2 in-class non-comprehensive tests**. Each test generally consists of both multiple-choice and short essay-type questions focusing on relevant concepts,

theories, facts, analytical procedures, and models. In addition, there will be **homework, quizzes** (both *almost every week*), and a **term project** during the semester. Details of the term project are given at the end of this syllabus.

Examination dates are given below so that you can plan accordingly (**NOTE:** there is NO make-up exam in this course – see details below). **There is NO Final exam in this course.**

**Wednesday, March 8<sup>th</sup>**

**1<sup>st</sup> exam**

**Monday, May 1<sup>st</sup>**

**2<sup>nd</sup> exam (not comprehensive)**

**Grading:** It is my responsibility to prepare appropriate evaluation to your progress in learning and give feedback regularly. Grading will be based on written work (tests, homework, quiz, term paper) and class participation. I aim for fairness in grading. Please remember that grading is a subjective process whose end is not always satisfactory to everyone. Also please remember that your grade in this course is not a prediction of your success after graduation, nor is it an evaluation of your worth as a person. Grades for the course will be based on:

**The final grade for the course is based on, i.e., distribution of credits:**

|  |            |
|--|------------|
| Two non-comprehensive exams, @100 each   | 200        |
| Team term project (see details below)  | 80         |
| HW (including case study analysis)   | 40         |
| Quizzes  | 30         |
| Participatory activities designed for each class period, e.g., answering questions on topics discussed in class – bonus points | (10)       |
| <b>TOTAL</b>   | <b>350</b> |

**Grades:** Final grades will be adjusted based on your overall class performance. Those who earn the A grade typically receive 90% or above of the total points (those earning 50% or below will receive an F grade).

*Improvement during the semester will be taken into consideration in determining course grades in borderline cases. University policy regarding incomplete grades will be followed.*

**My commitment regarding Teaching and Learning:** I see my role as a teacher to be a facilitator of learning. My goals include, among others, the transfer and discovery of knowledge and the development of YOUR abilities to think critically and analytically. This is accomplished through both theory and practical work in- and outside the classroom. Teaching and learning require a collaborative effort where I assume the primary responsibility for guiding the learning process and YOU assume the personal responsibility for learning. In this collaborative approach, I expect YOU to participate actively and provide feedback throughout the semester to improve my teaching and your learning.

Even after a decade of teaching this and other courses, I still consider myself learning continuously how to teach better. Therefore, I am committed to continuous improvement in the quality of teaching and learning. To achieve this, I will use several mechanisms. First, you are invited to speak to me freely at any time about any aspect of the course. Second, we may conduct a mid-terms evaluation of the course. At any time, you may also indicate the merits and demerits of the course and your suggestions for improvements. Your feedback will help me gauge how the course is progressing and make it a worthwhile learning experience for you. I will share the summary of your feedback with you and will try to make the necessary adjustments in my teaching based on your feedback. Finally, course evaluation forms will be administered at

the end, and I encourage you to write comments on the back in addition to filling up the bubbles. This will be particularly helpful for making effective changes in future.

**Your Responsibilities:** Some of YOUR responsibilities, as a student in this class, include:

1. **You signed up for this class voluntarily, so you are expected to attend each class.**
2. **Practice online etiquette and do not engage any activities that may distract others from the class.** For example, to discourage and eliminate distractions during class, you may want to avoid having banner (religious, political, or sports) behind you or use as background of your WebEx or Zoom; or avoid engaging in any activities that may distract others from the class.
3. **Be committed to and responsible** for learning. This includes using all the college-level skills you have for reading, writing, thinking, listening, and the “grit.” For instance, prepare for each class by **READING** assignments **BEFORE** class, ask relevant questions, and study adequately for quizzes, exams, and term papers.
4. Use the principles of **critical thinking** when completing assignments, e.g., analysis of articles and term paper. Some of the elements of critical thinking include: relevancy (your statements must be relevant to the question), accuracy (statements presented as facts and used to support your position must be accurate and clearly supported with evidence), clarity (expand on your idea and provide examples or illustrations to explain what you meant), depth (address the complexity of the problem), breadth (consistently and thoughtfully consider alternative points of view and interpretations), logic (your line of reasoning needs to be logical, and your conclusions must follow your logic), and significance (you must draw conclusions from the experience) [adapted from *Foundation for Critical Thinking* by Richard Paul, 1996].
5. Do your assigned work **on time**. If you think you will need help in the class, get it as soon as possible. The longer you wait to get help, the harder it gets to catch up with the class.
6. **Participate** in class discussions. *There are credits to be earned!* You are strongly encouraged to provide feedback to the Instructor throughout the semester in order to improve this class.
7. If you are having difficulty learning in this class, or having any class-related problem, or just want to stop by, I expect you to **contact me immediately**.
8. You have chosen to enroll in this class therefore, **you are expected to** arrive on time and attend every class session for its entirety. Absence from class does not excuse you from being responsible for contents missed.
9. **Be mindful** of others. Notify me if you are having any difficulty in class.
10. Unless stated explicitly, your active engagement in the following is **PROHIBITED** during class: any portable electronic devices (e.g., laptop, cell phone and similar devices), newspaper, and similar other items. IF you must make or take a call/mssg, please step outside the classroom without disturbing other students or the instructor. *Continuing to conduct prohibited activities in class after being warned may include but not limited to dismissal from the class.*
11. **Academic dishonesty** will not be tolerated. You are expected to follow all applicable University, School, and Departmental policies and regulations. You may be asked to sign an honor pledge with each assignment, including HW, Quiz, and Exams. All students are expected to abide by the *academic honor system* followed at Rutgers. Any form of cheating, including plagiarism in reports, will be handled accordingly. Please visit <http://academicintegrity.rutgers.edu/integrity.shtml> for more details. **Each examination may include questions based on the RU academic integrity policy.**

12. *Those students with learning or other **disabilities** should contact the instructor at the beginning of the semester with appropriate paper work.*

13. **Rutgers Student Food Pantry** (<http://ruoffcampus.rutgers.edu/food/>): You should not be worried about putting food in your plate but the reality is that many students do. But there's help – please contact Rutgers Student Food Pantry for assistance.
14. Last but not the least, kindly note that **this syllabus is a type of contract** for enrolling in this course. If you decide to continue with this course beyond the point of drop and add, I shall consider that all rules, policies etc. outlined in this syllabus and/or discussed in the class are acceptable to you.

### ***ASSIGNMENT, EXAM, AND ANY CLASSWORK RELATED POLICIES***

1. **Formatting related:** If your HW and/or any written work has more than one page, properly number the pages and staple the report *before* you submit. Folding pages at the corner is not considered stapling. I am not responsible for any lost or missing pages in your written work. Do not forget to write your name on any submitted work.
2. **Labeling related:** Clearly label items that needs labeling (e.g., \$, lb, ft, proper nouns, etc.). Points may be deducted if completed work is not properly labeled.
3. **Show work details:** Getting the answer correctly is not sufficient, you need to show how you got to the correct answer, i.e., show your work, particularly in work that involves math. Points may be deducted if completed work is missing details.
4. **Penalty for non-completion:** Complete and submit ALL assignments, whether individually or in a group, in a timely manner and in a suitable/professional format. Non-submission of homework and other assignments on the due date/time will result in a @20% deduction of points per calendar day AFTER the due date/time, i.e., if you submit the day after the due date/time, you will lose 20% points for that assignment, and so on.
5. **Getting acknowledgement:** If you submit your completed assignments by email, make sure you receive my acknowledgment of receipt. If you drop off your completed assignment in my mail box, make sure to get a written acknowledgment from one of the Secretaries in my Department. If you are sliding your completed assignment under my office door, it is your responsibility to obtain an acknowledgment from me.
6. **Missing examinations and quizzes:** *There are NO make-ups for any class assignments, including quizzes, hw, and exams.* You may miss a maximum of one quiz during the entire semester without incurring any penalty. That is, if you miss a quiz, it will be replaced by your average quiz score, including those that you missed, for the semester. IF you must **miss an exam** and have a valid, documented excuse (e.g., illness documented by a physician's note – *no need to mention what the ailment is* - is a valid excuse), you have the option of (i) writing a short paper on a class-related and instructor approved topic, or (ii) increase proportionately the weight of the other exams and having the final grade determined accordingly. Without any documented valid excuse, you will be given zero grade for the missed exam(s).
7. **Plagiarism** carries severe penalty, including but not limited to, suspension and expulsion. **Note that**

Rutgers subscribes to a service ([www.turnitin.com](http://www.turnitin.com)) that can and will detect and verify plagiarism and all faculty members have access to this service. I will be using Turnitin to check the originality of your term paper (both the team section and the individual section). **I suggest that YOU use Turnitin available on this course's Canvas site before submitting your final report (that is, revise accordingly before final submission).** The cutoff point is 25% in terms of the 'similarity index.' So, if your report is flagged by Turnitin as above 25% in its originality report, you will lose 75% of total points; and if your paper is flagged at 50% or above, you will be reported to the proper authorities who handle academic integrity issues at Rutgers. Visit <http://turnitin.rutgers.edu/> for more information. Please consult Rutgers University's policies on academic integrity for details.

**If you have questions regarding this syllabus, or class policies, or about the course, or any class material, please do not hesitate to contact me (email preferred).**

**TEAM TERM PROJECT (a hands-on experience) – WRITING A BUSINESS PLAN FOR AN EXISTING LOCAL<sup>3</sup> BUSINESS (FOR ITS EXPANSION OR UPGRADE) OR A NEW BUSINESS.**

**What is a marketing or business plan and why write one?**

You will not build a house without an appropriate blueprint; similarly, not travel from point A to point B, particularly when we don't know how to get there, without a map. **Business plans are road maps or blueprints for creating (establishing) a new business as well as expansion or upgrading of existing businesses.**

Business plans also serve many other purposes:

1. A business plan is a detailed blueprint for the activities needed to establish a business (i.e., the details of a product or service, the market for that product or service, and the management of the business providing that product or service);
2. A business plan is also the "yardstick" by which a business owner measures success in meeting stated goals and objectives; and
3. A business plan is a tool for obtaining a loan from a lending agency, or for attracting venture capital.

Entrepreneurs utilize business plan as a useful tool to help you raise capital for your business venture, **either to start a new business OR expand an existing business (and you will have the choice to choose which one will be the focus of your team's project).** Business plans provide an operating plan to assist you in running the business and improve your probability of success. It communicates your idea to others, serves as a "selling tool," and provides the basis for your financing proposal. Lenders like to lend money to businesses they think will be able to make it. **Your job is to convince them that the business you selected (existing or your own startup) is going to be successful.** If you will not use the plan to raise money, your plan will be internal and may be less formal. If you are presenting it to outsiders as a financing proposal, presentation quality and thorough financial analysis are very important. **NOTE that this class exercise is not meant to be either exhaustive or professionally done – its main goal is to give**

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<sup>3</sup> The term "Local" is used here to designate a specific geographic area for purpose of the course and it includes NJ, NY, PA (all counties, towns, and villages in this tri-state area).

students a practical marketing project experience.

### Rationale for the term project

Students will be able to apply concepts and methods they learn in the course. This project will require students to work together in teams to gather disparate sets of information, put them together in a coherent manner, think critically and use their presentation skills, including writing skills. Successful completion of the business plan will allow students to learn a valuable skill as marketing analysts by connecting course materials to the real world. ***Students should think of themselves as marketing analysts!*** Additionally, such a project provides an opportunity for students to practice their communication skills through interacting with other group members and completing a written project. Such communication skills are extremely valuable in a person's (student's) professional career. To encourage substantial effort and significant participation, this term paper project represents a substantial portion of students' final grade.

**Given the amount of work involved in developing a business plan (details below) and the fact that teamwork and collaborative learning are the essence of the "new economy," I have decided that this will be a team project where 2-4 students work in a group/team (details below).** We will try to simulate a similar environment in the classroom to enable learning and to provide you with a "hands-on" experience. Students will work in small groups (details below). One of the goals of this term project is to give students an opportunity work together as well as individually to think about and apply the concepts covered in class to the real world. **When completed successfully, this term project is expected to foster one's analytical thinking and presentation skills, including writing skills, and foster individual as well as shared learning.** This term project includes working collaboratively with your peers in this course and it requires field work as well as library research for economic data and information. You will also need to analyze such economic data and present in both oral and written forms.

### How are teams formed?

Small groups or teams will be formed by an in-class lottery system on typically by the ***third class*** of the course (typically on the second Wed). Each team will consist of 2-4 students (max 4; in case the total number of students is NOT a multiple of 4, then some groups may have more/less than 4 students). Those students who were absent on the team formation day will be assigned to teams at random. Once teams are formed, students in a team should exchange emails/phone numbers with other team members.

**A Note on Group Management:** Groups are static, i.e., once you are in a group, you will remain in that group throughout the semester. A group may 'fire' you IF there is a consensus among the rest of the members of the group to fire you. In that case, there must be a formal one week's notice given to you by any member of the team and cc the termination notice to the instructor. In case you are fired, you may find another team that will 'hire' you or as mentioned in a footnote elsewhere, do the project on your own.

***Note that you will get an opportunity to evaluate each of your teammates that may impact their grades on the term project. So, it is best if everyone in a team works cooperatively. There will be regular peer evaluations during the semester.***



**TERM PAPER DETAILS >>>is it possible to break-down the term paper into 3-4 objectives so that each student can do one and each gets graded separately – like Aresty and sp23 465? Maybe not – instead suggest students to divide sections equally while doing the conclusion section together <<**

### **What are the components of a business or marketing plan?**

A typical marketing or business plan will have the following sections. However, depending on the kind of business you are focusing on (either existing or new), some of the information may not be relevant, e.g., joint venture may not be relevant for a new business. If this is the case, feel free to skip or adapt parts of the plan to fit your business model. **Although there is NO official page limits, you should be able to complete the report in about 25 pages, not including the cover page, references, and any appendix materials.** Samples are in Canvas.

- I. Description of Business: Tell the reader about your business' history, location (Google map if it is an existing business), product sector it represents (e.g., food retailing) and how large or niche the industry is (e.g., sales volume, number of businesses, etc.), its main competitors, who are the principals of this business, number of employees, its annual sales or turnover (if it is an existing business) – ballpark estimate is ok if it is an existing private business.
- II. Products/Services: describe clearly what product or service the business offers (or will offer)
- III. Target Customers (customer base): Identify your target customer and their characteristics that make them interested in your product or service, i.e., why they like your product or service.
- IV. Location Analysis: Where is this business located or will be located and why? How will this impact your pricing and sales volume potential, i.e., explain the market potential of that location for your product or service.
- V. Unique Selling Proposition and Competitive Analysis: What is your business' competitive advantage? Here you address the following, (a) Identify what makes your product or service unique. What problem are you fixing for your target customer that your competition is not? (b) Identify your direct and indirect competition. How will your business be different from the existing business (if you are proposing a new business)? Selected information from other sections may also be included here, e.g., why customers like this business, etc.
- VI. Market Analysis: Here you describe the market outlook for the product or service in terms of buyers and their geographical locations (i.e., where its customers are) and how you will reach them (i.e., marketing channels you will use). Discuss the existing markets for its products or services, emerging markets for its products or services (i.e., who are its recent buyers), and potential markets for its products or services.
- VII. Marketing/Operations Strategies: here you need to address the following: (a) Packaging, (if applicable), (b) Distribution - discuss the marketing channels and channel members your business will use (for new business) or uses (for existing business) to reach the customers; explain why these channels are chosen, (c) How will you communicate about your product with your target customers? Discuss your promotion strategies, and (d) Customer Service, including but not limited to retention strategy - identify what you will do to gain returning customers to your business.
- VIII. Pricing and Sales Volume: Address the following, (a) Identify and provide a cost estimate for your business (don't forget to include ALL the costs of doing business, most of which you have already discussed by now), (b) Explain how you will price your product or service, and (c)

Identify your sales (revenue) volume. IF you have selected an existing business, get the information from the business. IF it is a new business, prepare estimates based on what you find during desk research (web search).

- IX. Joint Ventures and Partnerships: Identify partners who can help maximize your access to new customers.
- X. Financial Plan, Projections and Goal Setting: for this section, IF you have selected an existing business, get the information from the business; IF it is a new business, prepare estimates based on what you find during desk research (web search). Here you address the following, (a) Identify your marketing expenditures and projected revenue based on these efforts in year1, year2, and year3; show your break-even analysis details, (b) Set realistic and tangible goals to evaluate your marketing success, and (c) contingency plan (in case your expectations are not realized)
- XI. Concluding Remarks: this is where you reflect on the completed exercise of developing a business plan for your business (either new business or existing). What did you learn about starting a new business OR expanding an existing business? Did your report provide sufficient information, including pointing out shortcomings and recommending possible solutions, all of which are based on data/information you presented in the report?

In addition to these core sections, you need the following to complete the report:

**Cover Page**: Business Name, Address, Phone Number, Principals

**Executive Summary**: Brief description/overview of your marketing plan - **write this section last.**

**Once the teams are formed by end of January (details below), COMPLETE THE FOLLOWING BY THE DEADLINES GIVEN (or face penalty). Do not hesitate to ask if there are any questions (in class, or via email).**

**PART A: it requires your team to do the following -**

Team members meet (e.g., using Zoom) after first day of class to discuss and decide on what their startup will be. Inform Dr. Bhuyan by email ([bhuyan@sebs.rutgers.edu](mailto:bhuyan@sebs.rutgers.edu)) your project idea – existing business or a new business, along with a draft Work Plan (who will do what). **Deadline: Feb 4.**

**PART B: it requires your team to complete the following steps or stages -**

1. Submit via email a completed draft of the following components of your business plan: Sections I-V. Dr. Bhuyan will return those sections with comments, if any, for you to address in the final report. Finalize your Work Plan and submit. **Deadline: Feb 25.**
2. Submit via email a completed draft of the following components of your business plan: Sections VI-VIII. Dr. Bhuyan will return those sections with comments, if any, for you to address prior to the final report. **Deadline: Mar 25.**
3. Submit via email a completed draft of the following components of your business plan: Sections IX-XI. Dr. Bhuyan will return those sections with comments, if any, for you to address prior to the final report. **Deadline: April 15.**

4. **FINAL STEP:** This is the final step that yields the presentation of the completed business plan in both oral and written form. So, revise Sections I-XI using the regular inputs you received and put together the revised sections in a cohesive manner (i.e., making sure that the written report **flows smoothly and written as a single report**) – DO NOT forget about the cover page and an executive summary.

Follow the written report guidelines when completing the final report. **Deadline: around April 29<sup>th</sup>.**

**LAST but not the least** – do not forget to add your team’s updated **Work Plan** as an appendix item to the written report. Clearly note any modifications that were made in the original Work Plan.

### IMPORTANT TERM PAPER DATES TO REMEMBER

*(assignments must be emailed as a Word file or Google doc link by the due date/time; late submission is penalized as per stated policy)*

|               |   |
|---------------|---|
| January 17-25 | <b>Team formation:</b> lottery to form project teams in-class, i.e., term project teams will be formed today. <i>Those who are absent today will be assigned to teams at random.</i>  |
| February 4    | <b>Part A [2 points]:</b> due by 9pm TODAY.   |
| February 25   | <b>Part B, Step 1 [10+2 points for peer eval]:</b> Sections I-V + peer eval are due by 9pm TODAY. Your team’s <b>Work Plan</b> is also due today.   |
| March 25      | <b>Part B, Step 2 [10+2 points for peer eval]:</b> Sections VI-VIII + peer eval are due by 9pm TODAY.   |
| April 15      | <b>Part B, Step 3 [10+2 points for peer eval]:</b> Sections XX-XI + peer eval are due by 9pm TODAY.   |
| End of April  | <b>Part B, Step 4 [42 points (5 oral report during the sem+27 on the final written report+10 points for the final peer eval):</b> Revised sections with cover page, an executive summary, and your Work Plan.<br><br>Each student’s final peer eval – that looks over the entire project over the semester - is due by 9pm TODAY. |

**WRITTEN REPORT GUIDELINES** (you will forfeit valuable points if you do not follow these guidelines). This is a formal report, so please follow the guidelines.

- DO NOT submit via Canvas; submission by email only ([bhuyan@sebs.rutgers.edu](mailto:bhuyan@sebs.rutgers.edu)).
- Written reports **must be typed** (use easily readable font and font size, e.g., Times Roman, 12 pt), preferably in MS Word, and submitted via email. *Quality is more important than length.*
- Your report must be written in the **style of a professional report**. That is, it must have a cover page (with a title of the project, names of project team members, course name and number, semester, instructor’s name), a TOC, page numbering, etc. If you are not sure what a professional report is, contact me asap.

4. Written reports should be properly sectionalized by topics given outlined in various sections of the report (e.g., profile analysis), and appropriately marked. See this course's Canvas site for final reports from earlier semesters.
5. You must provide **proper citations in the main body and a reference at the end of your term paper** even if you only rewrite someone else's writing. Plagiarism implies academic dishonesty and if caught, you will be penalized accordingly. **Plagiarism in any form carries a stiff penalty, so give due credit where it is due.** *Wikipedia is good place to start, but it is NOT an acceptable source of reference.* ALL citations must be under the heading "References," and placed at the end of the term paper. **Use the either the APA style or the Chicago style of referencing *only*** (see the Canvas site for the rules and/or ask Dr. Bhuyan for a sample).
6. If you are attaching any appendix material (e.g., data print out), make sure that they are well defined and submitted in an organized manner.
7. Last but not the least, **REVISE, REVISE and REVISE** *before* you submit the final version of the term paper in May.

**Statement on Diversity:** This course aims to satisfy the learning needs of ALL students from ALL backgrounds by providing a welcoming environment that respects Rutgers University's diverse student body. It is understood that different students may need different levels of support and thus, structured this course that promotes interaction, collaboration, critical thinking, self-reflection, and evidence-based respectful debates. Diversity among students is an asset and much is gained, and our educational experience is enriched by students with various backgrounds and experiences working together. If you have a documented learning difference that may prevent you from fully realizing your abilities, please contact Rutgers Office of Disability Services at 848-202-3111 ASAP; additionally, contact me at [bhuyan@sebs.rutgers.edu](mailto:bhuyan@sebs.rutgers.edu) to discuss accommodations that may enable you to successfully complete this course.

***Good Luck and Best Wishes!***

**If you have questions regarding this syllabus, or class policies, or about the course, or any class material, please do not hesitate to contact me:**

[bhuyan@sebs.rutgers.edu](mailto:bhuyan@sebs.rutgers.edu).