

# Syllabus

## **DAGR 0540: Exploring New Opportunities in Adding On-Farm Value Fall 2025**

**Faculty of Agricultural and Food Sciences**



**University  
of Manitoba**

## TABLE OF CONTENTS

COURSE DETAILS.....	3
INSTRUCTOR CONTACT INFORMATION.....	3
COURSE DESCRIPTION .....	4
COURSE GOALS .....	5
COURSE LEARNING OBJECTIVES .....	5
COURSE MATERIALS AND TECHNOLOGY .....	5
EXPECTATIONS AND POLICIES.....	7
COURSE SCHEDULE .....	8
COURSE PARTICIPATION: .....	13
VOLUNTARY WITHDRAWAL .....	14
COURSE ASSESSMENT .....	14
OTHER ASSESSMENT:.....	16
ASSIGNMENTS AND GRADING .....	17
ASSIGNMENT FEEDBACK .....	18
ASSIGNMENT EXTENSION AND LATE SUBMISSION POLICY .....	18
ACADEMIC INTEGRITY, EVIDENCE AND REFERENCING .....	18

## Course Details

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**Course Title:** Exploring New Opportunities in Adding On-Farm Value

**Course Number:** DAGR 0540

**Number of Credit Hours:** 4

**Class Days & Times:** Wednesdays (lab) 2:30 – 5:15 pm, Thursdays (lecture) 2:30 – 3:45 pm

**Class Location:** Room 108 Animal Science Building

**Storm Days/Instructor Absence:** This class may pivot to online synchronous delivery (Microsoft Teams) under extraordinary circumstances such as snowstorms that bring poor commuting conditions, or in the event the instructor(s) become sick. It is important that students check their email frequently to assess communications regarding necessary last-minute switches to virtual delivery throughout the semester.

**Field Trips:** Field trips organized during experiential learning week are relevant to this course and are required for completing a major assignment.

**Pre-requisites:** DAGR 0480 & ABIZ 0460

**Co-requisites:** DAGR 0490 & ABIZ 0470

## Instructor Contact Information

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**Instructor Name:** Jonah Langelotz

**Preferred Form of Address:** Jonah

**Email:** [Jonah.Langelotz1@umanitoba.ca](mailto:Jonah.Langelotz1@umanitoba.ca)

**Office Hours or Availability:** 11:00 AM -12:00 PM Wednesday - Room 236 Ag Building. Preferred method is to talk in-person before or after class times. Alternatively email communication for short questions as well as for booking an appointment, in person or via Teams, ahead of time.

All email communication must conform to the [Communicating with Students](#) university policy. It must come from a university email. Emails from personal accounts will not get a response.

Email response time will vary; I will get back to you within the next business day. If you do not receive a response within 48 hours, please reach out again.

## Course Description

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### **U of M Course Calendar Description:**

A practical study of the opportunities for farm operators to increase value return for farm products with innovative approaches to production, processing and marketing. Students will learn from case studies the challenges and realities of value chain integration. Students will develop their ability to critically evaluate business plans for farm product enterprises.

Prerequisites: DAGR 0480 and ABIZ 0460. Co-requisites: DAGR 0490 and ABIZ 0470.

Students whose programs do not include the specified prerequisites are only admitted to the course by permission of the director of the School of Agriculture, in consultation with the instructor. Course participants with personal agriculture experience may be participating in the course at the recommendation of the instructor.

Course descriptions for prerequisites:

ABIZ 0460: Study of accounting principles and financial information for the preparation and presentation of financial statements to facilitate the management of farms and agricultural businesses.

DAGR 0480: Students will be introduced to the various roles that are carried out by farm managers.

Course descriptions for co-requisites:

ABIZ 0470: Study of analysis of financial statements and financial information by decision makers managing the finances of farms and agricultural businesses

DAGR 0490: Introduction to objectives-driven planning dealing with production and financial management. Students will generate and analyze enterprise budgets and financial statements.

### **General Course Description**

In this course, students will combine an independent project of the student's choosing with group and lecture study of topics relevant to farm diversification and added value farm production.

## Course Goals

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1. Students will practice high-level participation and collaboration, where they are expected to help themselves and one another learn, alongside the instructor.
2. Students will gain a practical understanding of the opportunities available for farm operators to increase value return for farm products with innovative approaches to production and marketing.
3. Students will learn the challenges and realities of value chain integration from historical and case studies.
4. Students will improve their ability to critically evaluate business plans for farm product enterprises.
5. Students will develop a presentation of their business plan for an innovative enterprise to support diversification on the farm or case farm they are using for the farm management project.

## Course Learning Objectives

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Students will...

1. Do independent research.
2. Understand new opportunities in the value-added sector of agriculture.
3. Improve their work through collaborative discussion.
4. Understand how trends and niche markets create economic opportunities.
5. Develop business plans, including capital and cash-flow requirements.
6. Set realistic agronomic and business goals.
7. Understand value chains, vertical integration and economic margins in agriculture.
8. Appreciate the challenges and realities of value chain integration from historical and case studies.
9. Critically evaluate business plans for farm product enterprises.
10. Compare new economic models for farms, including Community supported agriculture (CSA) labour coops, and institutional supply chains.
11. Identify regulation and production limitations relevant to their farm project.
12. Prepare and present a complex business plan.

## Course Materials and Technology

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Students are expected to have the minimum technology equipment to access [UMLearn](#). These requirements can be checked here: [System Check - University of Manitoba \(desire2learn.com\)](#).

**Textbook:** This course will have no required textbook.

**Readings informing class content, and for class engagement are listed below. They can also be found listed within the Course Schedule.**

“Growing opportunity through innovation”: Stats Canada: (2016).

<https://www150.statcan.gc.ca/n1/pub/95-640-x/2016001/article/14816-eng.htm>

Hartman, Ben. *The Lean Farm: How to Minimize Waste, Increase Efficiency, and Maximize Value and Profits with Less Work*. Chelsea Green Publishing, 2015.

“The Foundations of Holistic Management.” *Holistic Management Canada*, Savory Institute, 2024, [1.-The-Foundations-of-Holistic-Management 2024-1.pdf](#).

“10 steps to a solid business plan”: Farm Credit Canada (2017); [10 steps to a solid business plan | FCC \(fcc-fac.ca\)](#)

[Should I Invest in Agricultural Start-up Business Ventures? | Ag Decision Maker \(iastate.edu\)](#) (Don Hofstrand, Iowa State University, Extension Doc C5-225.)

“Value Chain Guidebook”: Agriculture and Food Council of Alberta: 2004; [Farmers Market](#)

“Niche Markets”. Dean McCorkle and David Anderson, Texas A&M extension system.

<https://agecoext.tamu.edu/wp-content/uploads/2013/10/rm1-2.pdf>

“Break-Even Pricing, Revenue and Units.” *Break-Even Pricing, Revenue and Units | MU Extension*, 1 Sept. 2020, [extension.missouri.edu/publications/g648#:~:text=Value-added%20agricultural](https://extension.missouri.edu/publications/g648#:~:text=Value-added%20agricultural). [Break-even Pricing, Revenue and Units | MU Extension](#)

“Pricing Farm Products.” *Nova Scotia*, Think Farm , 2021, [novascotia.ca/thinkfarm/documents/fsheets/27-pricing-farm-products.pdf](https://novascotia.ca/thinkfarm/documents/fsheets/27-pricing-farm-products.pdf). [Microsoft Word - 27 Pricing Farm Products.docx](#)

“Direct Marketing in Canada”: Ann Dale: Community Research Connections Discussion Paper Series, Number 1 (2004) ([Discussion Paper-1 Organic Farming Mar19-09 NEW-FORMAT.indd \(crcresearch.org\)](#))

Nicole L. Vaugeois, Shannon Bence, Anna Romanova, Farm Diversification through Agri-tourism: Guidebook A publication of the British Columbia Ministry of Agriculture, 2017.

[https://www2.gov.bc.ca/assets/gov/farming-natural-resources-and-industry/agriculture-and-seafood/farm-management/farm-business-management/business-planning-guides/agritourism\\_guide\\_2017.pdf](https://www2.gov.bc.ca/assets/gov/farming-natural-resources-and-industry/agriculture-and-seafood/farm-management/farm-business-management/business-planning-guides/agritourism_guide_2017.pdf)

“Growing opportunity through innovation in agriculture”, Stats Canada (2017): [Growing opportunity through innovation in agriculture \(statcan.gc.ca\)](#)

“Issues related to value-added processing of Agricultural products in Manitoba”: McEwan & Rounds, Rural Development Institute, Brandon University, (1994):

[https://www.brandonu.ca/rdi/files/2015/08/Issues\\_Relating\\_to\\_Value\\_Added\\_Processing\\_Of\\_Agricultural\\_Products\\_in\\_Manitoba.pdf](https://www.brandonu.ca/rdi/files/2015/08/Issues_Relating_to_Value_Added_Processing_Of_Agricultural_Products_in_Manitoba.pdf)

“Direct Marketing Your Food Product”, Manitoba Agriculture. (2016) [Direct Marketing Your Food Product](#)

“Food Handling Establishment Inspections and Health Permits: Province of Manitoba.” *Province of Manitoba - Manitoba Health*, [Food Handling Establishment Inspections and Health Permits | Health | Province of Manitoba](#). Accessed 2 Sept. 2025.

“Regulating Food”: Manitoba agriculture (2018). [Province of Manitoba | agriculture - Regulating Food \(gov.mb.ca\)](https://www.gov.mb.ca/agriculture/regulating-food/)

## Expectations and Policies

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This course will depend on the participation of all students. I will expect you to contribute to class discussions and research projects. I will expect you to be courteous and respectful to guests and mentors as well as fellow students and myself. Please see the University of Manitoba’s [Respectful Work and Learning Environment Policy](#). Course expectations will be consistent with the policies of [Section 2.5 ROASS](#).

### Attendance at Scheduled classes:

Attendance in both lecture and lab periods is crucial for students to understand the assignments, course material and receive peer and instructor feedback on their project. Participation is an integral component of this course and is reflected as such in the assessment.

### Class Cancellations:

In the event of winter storms or instructions from the school of agriculture, this course will pivot to remote learning. Instructions will be emailed to students prior to the start of affected classes, and announcements will be posted in the UM Learn class website.

### Class Communication:

You are required to obtain and use your University of Manitoba email account for all communication between yourself and the university. All communication must comply with the Electronic Communication with Student Policy: <https://umanitoba.ca/governance/governing-documents/governing-documents-university-community#electronic-communication-with-students>.

### Academic Integrity:

Each student in this course is expected to abide by the University of Manitoba [Academic Integrity principles](#). Always remember to reference the work of others that you have used. Also be advised that you are required to complete your assignments independently unless otherwise specified. When you work in a team, ensure that your project complies with the academic integrity regulations.

Inappropriate collaborative behavior and violation of other Academic Integrity principles, will lead to the serious [disciplinary action](#). Visit the [Academic Calendar](#), [Student Advocacy](#), and [Academic Integrity](#) web pages for more information and support.

It is expected that all submitted work should be completed independently. Information from mentors or group collaboration should be appropriately cited in work submitted for academic credit.

**Recording Class Lectures:**

Because this class will occasionally present confidential or proprietary information, no audio or video recording of lectures or presentations is allowed in any format, openly or surreptitiously, in whole or in part without permission of the course administrator. All course materials (both paper and digital) are only for the participant's private study and research.

**Student Accessibility Services:**

The University of Manitoba is committed to providing an accessible academic community. [Students Accessibility Services \(SAS\)](#) offers academic accommodation supports and services such as note-taking, interpreting, assistive technology and exam accommodations. Students who have, or think they may have, a disability (e.g. mental illness, learning, medical, hearing, injury-related, visual) are invited to contact SAS to arrange a confidential consultation.

Student Accessibility Services

520 University Centre

Phone: (204) 474-7423

Email: [Student\\_accessibility@umanitoba.ca](mailto:Student_accessibility@umanitoba.ca)

**STUDENT EXPECTATIONS:**

Success in this course will depend on significant student engagement in and outside of class. You can expect me to make significant "office hours" available for individual consultation. You can expect me to facilitate introductions to possible mentors and experts related to your chosen project. You can expect your work to be graded and returned less than two weeks after submission.

## Course Schedule

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This schedule is subject to change at the discretion of the instructor, and/or based on the learning needs of the students, but such changes are subject to [Section 2.8 of ROASS](#). The fall term begins Sep 8<sup>th</sup> and ends Dec 5<sup>th</sup>, 2025 (no final exam scheduled in this course).

**Lab schedule:** Wednesdays 2:30 - 5:15 pm

**Class Schedule:** Thursdays 2:30 - 3:45 pm

- We **will** have a scheduled lab and a class during the first week of class.
- **Flipped Classroom** denotes a week where Thursday's class will be independent work out of the classroom. This will be explained during the first class and in preceding weeks.
- No lab during experiential learning week (October 15<sup>h</sup>)
- No lecture or lab during reading week (Nov 12<sup>th</sup>/13<sup>th</sup>)



**SECTION 1: Getting Started**Week 1 (Sept. 10<sup>th</sup>) – Expectations:

- Introductions.
- Syllabus review, course expectations, course schedule and weekly schedule.
- What is participation in this course?
- Defining Value-Added, Price takers vs. Price Makers.

We take time to get to know one another, review the course syllabus, discuss what makes this course different from other courses. We will work together to define participation for this course and begin to imagine what a possible project for this course might be.

**Reading:**

Required: Course Syllabus (this document).

Hartman, Ben. *The Lean Farm: How to Minimize Waste, Increase Efficiency, and Maximize Value and Profits with Less Work*. Chelsea Green Publishing, 2015. Pg. 1-15.

**Flipped Classroom.** Working out kinks and figuring out the rhythm of the flipped classroom structure.

Week 2 (Sept. 17<sup>th</sup>) - Independent project guidelines, Opportunities:

- Value Added Farmer, **Wian Prinsloo** to share with class.
- Resources for project topics, tips for research and success
- Students will propose, refine and develop a diversification/value re-capture opportunity for their farm or agribusiness.

We will hear from a value-added farmer and learn about why and how they go about farming this way. There will be an opportunity for questions and discussion, and an expectation to demonstrate listening and learning through a reflection.

Thursday's class will be a lecture style where we will learn about general trends and opportunities for value-added agriculture. We will make connections between what we heard from our guest speaker, and what we think a viable project will be for the course.

**Readings:**

"Growing opportunity through innovation": Stats Canada: (2016).

<https://www150.statcan.gc.ca/n1/pub/95-640-x/2016001/article/14816-eng.htm>

Week 3 (Sept. 24<sup>th</sup>) – Holistic Context – What's a good fit for me?

- What is valuable to me?
- What is my context, what are my strengths?
- Making a project selection.

This week we will focus our own holistic context, and how that relates to selecting a project for the course. We will be using language and structure from Holistic Management, an international land management tool for farmers.

**Readings:**

“The Foundations of Holistic Management.” *Holistic Management Canada*, Savory Institute, 2024, [1.-The-Foundations-of-Holistic-Management\\_2024-1.pdf](#), pg. 5-16.

**Flipped Classroom.** This will include an informal proposal to which feedback will be given ahead of the first assignment deadline.

**SECTION 2: Identifying Value, Value Chains, Opportunities and Budgeting**

Week 4 (Oct. 1<sup>st</sup>) Value Proposition and Niche Markets:

- Identifying value in your product
- Defining and identifying Niche Markets
- Niche and high value product limitations and opportunities (organic, identity-branded, u-pick, emotive value).

By this point in the course, everyone should have a project idea chosen. This week we will focus on that in relation to identifying value, and potential markets for our products. This will help and influence assignment #1.

Thursday’s class will focus on business plan basics, and preparation for assignment#1. We will discuss the scope of our projects and whether a mentor would be helpful.

**Readings:**

Required: “Niche Markets”. Dean McCorkle and David Anderson, Texas A&M extension system. <https://agecoext.tamu.edu/wp-content/uploads/2013/10/rm1-2.pdf>

“10 steps to a solid business plan”: Farm Credit Canada (2017); [10 steps to a solid business plan | FCC \(fcc-fac.ca\)](#)

[Should I Invest in Agricultural Start-up Business Ventures? | Ag Decision Maker \(iastate.edu\)](#) (Don Hofstrand, Iowa State University, Extension Doc C5-225.)

**Assignment #1 Due Oct 6<sup>th</sup>**

Week 5 (Oct.8<sup>th</sup>) - Analysis of value chains in Canadian Agriculture, including:

- Traditional value chains (barter and labour exchanges)
- Conventional value chains (free market exchange and specialization)
- Traditional value chain recapture (service and producer co-ops, pools)

We will outline and define value chains. What have these looked like historically? What about in present day? We will focus on how this concept could influence our individual projects, the potential opportunities.

The Student Seminar Assignment will be discussed, and groups selected.

**Readings:**

Required: "Value Chain Guidebook": Agriculture and Food Council of Alberta:

[https://www1.agric.gov.ab.ca/\\$Department/deptdocs.nsf/all/agp7976/\\$FILE/ValueChain.pdf](https://www1.agric.gov.ab.ca/$Department/deptdocs.nsf/all/agp7976/$FILE/ValueChain.pdf),  
pg. 1-10.

**Flipped Classroom.** This will be an exercise working through the above value chain guidebook.

**Week 6 (Oct. 15<sup>th</sup>) – EXPERIENTIAL LEARNING WEEK (no class)****Experiential Learning Assignment Due Oct. 20<sup>th</sup>****Week 7 (Oct. 22<sup>nd</sup>) - Farm product opportunities:**

- Conditions for niche markets and value chain recapture.
- Production limits and opportunities (new products and production methods).
- Push vs. Pull Production and Marketing
- Budgeting and cashflow
- Capital investments and Cashflow requirements.
- Price setting, and Break-even costs

This is the week when depth needs to be added to the proposed business plan. We will have a guest speaker in, **Brenda Tjaden** from Prairie Routes to discuss the top.

How actually will I market my product? What is the cost, and what are my margins? Answering these questions in increasing detail is vital to success in the course and of this project.

Wednesday we will discuss and learn about the concepts, and Thursday they will be applied in a budgeting exercise.

**Readings:**

Hartman, Ben. *The Lean Farm: How to Minimize Waste, Increase Efficiency, and Maximize Value and Profits with Less Work*. Chelsea Green Publishing, 2015. Pg. 121-129.

"Break-Even Pricing, Revenue and Units." *Break-Even Pricing, Revenue and Units | MU Extension*, 1 Sept. 2020, [extension.missouri.edu/publications/g648#:~:text=Value-added%20agricultural](https://extension.missouri.edu/publications/g648#:~:text=Value-added%20agricultural).

"Pricing Farm Products." *Nova Scotia, Think Farm*, 2021, [novascotia.ca/thinkfarm/documents/fsheets/27-pricing-farm-products.pdf](https://novascotia.ca/thinkfarm/documents/fsheets/27-pricing-farm-products.pdf). [Microsoft Word - 27 Pricing Farm Products.docx](#)

**SECTION 3: Marketing, Regulations, and other Practical Considerations****Student Seminar Assignment Due Oct. 29<sup>th</sup>**

Week 8 (Oct. 29<sup>th</sup>) - Recent innovations and models for value chain re-capture: Student Led

- Marketing Models: Direct Marketing models
- Farmgate
- Farmers Market
- Community Support Agriculture (CSA) / food shares,
- Agritourism

In groups, students will prepare a learning seminar to teach the class about different marketing models. Students are encouraged to research independently and find appropriate resources to share with the class. More details are included in the assignment description. Any gaps will be filled by the instructor.

**Flipped Classroom.** A reflection on marketing models, and a competitive analysis for your product.

**Readings:**

Some resources listed in Course Materials. If needed, instructor is available to help with research and seeking out appropriate resources.

**Marketing Assignment Due Nov. 4<sup>th</sup>**- Week 9 (Nov. 5<sup>th</sup>) - Processed food product opportunities:

- Basic food safety requirements.
- Regulatory requirements and classification systems.
- On-farm food processing (limits and opportunities).

Does your product require regulation? Why or why not? We will begin to answer these questions and find out where your product fits within provincial and federal laws and jurisdiction.

This week we will make space for discussing the course so far, what gaps there might be in our projects and learning, and how we can fill these before the final assignment and presentation are due. Any gaps or issues will be addressed after reading week.

**Readings:**

"Direct Marketing Your Food Product", Manitoba Agriculture. (2016) [Direct Marketing Your Food Product](#)

"Food Handling Establishment Inspections and Health Permits: Province of Manitoba." *Province of Manitoba - Manitoba Health*, [Food Handling Establishment Inspections and Health Permits | Health | Province of Manitoba](#). Accessed 2 Sept. 2025.

"Regulating Food": Manitoba agriculture (2018). [Province of Manitoba | agriculture - Regulating Food \(gov.mb.ca\)](#)

**Week 10 (Nov. 12<sup>th</sup>) – READING WEEK (no class)**Week 11 (Nov. 19<sup>th</sup>) – Last week of Regular Class Schedule

- Any missing content or learning Objectives.
- Work period for final business plan and presentation.
- Individual discussion around course participation

Based on student feedback we will allot time for additional course material, along with going over parts of the final business plan students are finding challenging.

Time will be given for students to book a short meeting with the instructor to discuss course participation grade.

**Flipped Classroom.** Student reflection and self-assessment of final business plan.

**Final Business Plan Due – Nov. 21<sup>st</sup>****Final Presentation Due – Nov. 26<sup>th</sup>**Week 12 (Nov. 26<sup>th</sup>) – PresentationsWeek 13 (Dec. 3<sup>rd</sup> - Reflection on lessons learned

- Necessary modifications to project
- Potential application for FMP
- Additional resources
- Next steps?

**Course Participation:**

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Scheduled lab sessions are organized for student participation and interaction. Students are expected to share their project and assignment progress with the class, as well as participate in learning exercises, and discussion. Students are expected to attend and bring their working copies of coursework. Labs may occasionally feature guest speakers who will share their own experiences in “added value” businesses.

Effective participation in the labs will be worth 20% of final course grade. **What that means will be discussed and determined in the first week of class.**

## Voluntary Withdrawal

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Last day to drop the class and receive a 100% refund is **September 18<sup>th</sup>**.

**November 17<sup>th</sup>** is the last day to drop classes without academic penalty. All Students who do not officially drop the class will be assigned a final grade on your official transcript even if no coursework is submitted. Please refer to the [Registrar's Office](#) web page for more information.

We are always willing to discuss your progress and strategies for improvement in the course. Please reach out sooner rather than later with any concerns.

## Course Assessment

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### Assignment #1: Business Plan Objectives

**GOAL:** Determine realistic and measurable business goals for the project business.

**PURPOSE AND DETAILS:** Strategic planning using SMART goals and objectives is an essential process for both new and existing business, and any organization for that matter.

Review the relevant reading material discussed and presented in the course thus far and use it in making a preliminary business plan covering areas like: purpose, goals, resource inventory, financial requirements, rough estimates on production and costs.

**SUBMISSION GUIDELINES:** Electronic copy submitted in the UM Learn Assignment folder before the start of class.

**EVALUATION CRITERIA:** Detailed rubric included in assignment handout. Feedback will include suggestions to improve the business plan and indicate resources that will be helpful to continue the project.

### Assignment #2: Marketing Plan

**GOAL:** Describe how the proposed business will market the product or service.

**PURPOSE AND DETAILS:** Marketing is likely the most challenging skill to conceptualize and actualize for farmers, because their starting point is production.

This assignment aims to answer all the important questions between producing a product and making a sale. What is the product, and what industry is it a part of? Who is the direct and indirect competition? What is the size of the market? Who is the target customer?

**SUBMISSION GUIDELINES:** Electronic copy submitted in the UM Learn Assignment folder before the start of class.

**EVALUATION CRITERIA:** Detailed rubric included in assignment handout. Feedback will include suggestions to improve the business plan and indicate resources that will be helpful to continue the project.

### **Assignment #3: Final Business plan**

**GOAL:** A business plan ready for implementation or further feasibility study.

**PROCEDURE:** Work and feedback from previous assignments is combined into a complete business plan proposal.

**PURPOSE AND DETAILS:** Business plan should satisfy the expectations of an agriculture industry business plan description, such as the FCC business plan tip sheet: “10 steps to a solid business plan” discussed and outlined in the course.

The Final business plan will include a summary, goals and objectives, budgets, marketing sales plan and more. It is a culmination of previous assignments, flipped classroom activities, and class exercises.

**SUBMISSION GUIDELINES:** Electronic copy submitted in the UM Learn Assignment folder before the start of class.

**EVALUATION CRITERIA:** Detailed rubric included in assignment handout. Feedback will include suggestions to improve the business plan, and tips to include during the verbal presentation.

### **Assignment #4: Business Plan Presentation**

**GOAL:** Presentation of business plan that models an investor/financing meeting.

**PURPOSE AND DETAILS:** Presentation will allow students to work on oral communication skills, and will also help prepare them for their final presentation in the program.

It will be an opportunity to share with classmates who have helped one another through the course of the semester, and to answer questions and receive feedback on their final polished work.

**SUBMISSION GUIDELINES:** During class time, students will make a verbal presentation of their final business plan.

**EVALUATION CRITERIA:** A detailed rubric will be available with handout. Feedback and evaluation of other students and invited guests will be a factor in evaluation.

## **Other Assessment:**

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### **Experiential Learning Report**

**GOAL:** Capture course relevant learning and experience from Experiential Learning Week.

**PURPOSE AND DETAILS:** The purpose of this assignment is to gain a larger perspective on value-added businesses in agriculture by visiting various operations in Manitoba. You will reflect on their different business structures, value propositions, marketing strategies, financial viability, and maturity to assess how one of the enterprises you visited compares to your own proposed value-added enterprise.

This assignment requires you to attend the DAGR 0980 farm tours planned for experiential learning week.

**SUBMISSION GUIDELINES:** Electronic copy submitted in the UM Learn Assignment folder before the start of class.

**EVALUATION CRITERIA:** A detailed rubric will be available with handout. Feedback will include suggestions about how to include report information in remaining course work.

### **Flipped Classroom Submissions**

**GOAL:** Creating a regular venue for engaging with course content and reflection, while providing students with space for independent work, and more flexibility in their schedule.

**PROCEDURE:** Every second week (depending slightly based on Experiential Learning and Reading Weeks) instead of having a course lecture, students will be given an independent learning exercise, or an informal assignment to complete remotely. The instructions will be given and posted during the Wednesday lab, and the submission is due the next day by midnight.

**SUBMISSION GUIDELINES:** Electronic copy submitted in some form on UM Learn, online forum, or via email, by the end of the day. More details to follow.

**EVALUATION CRITERIA:** Evaluation will be simple based on: following instructions, evidence of effort and original thought and work, the ability to make connections from labs and other classes. More details to follow.

### **Student Seminars**

**GOAL:** Student collaboration, independent research, and verbal communication.



**PURPOSE AND DETAILS:** The purpose of the assignment is for students to collaborate together, and have the experience of being at the front of the classroom, actively participating in the teaching and learning process.

Students will form groups with the help of the instructor (based on individual projects and available topics) and take turns presenting a topic and helping the class learn together.

This could be in the form of a traditional lecture, involve individual reflection, group work, or a whole class exercise.

**SUBMISSION GUIDELINES:** During class time, groups will lead the class in a verbal presentation (or lecture) or other learning exercise that best fits their assigned marketing model.

**EVALUATION CRITERIA:** A detailed rubric will be available with handout. Feedback will include suggestions about how to include report information in remaining course work.

## Assignments and Grading

Grade in the course will be a weighted average of the grades for the required assignments and Lab participation.

Assignment	Description	Weight	Due Date
Reflection	Flipped Classroom Submissions	15%	Ongoing
1	Business Plan Objectives	10%	Oct 6
Exp Learn	Experiential Learning Report	5%	Oct 20
2	Group led Student Seminar	10%	Oct. 22
3	Marketing Plan	10%	Nov 4
4	Final business Plan	20%	Nov 21
5	Project Presentation	10%	Nov 26
LAB	Lab Participation	20%	Ongoing

Letter Grades will be assigned using the following benchmarks.

Letter Grade	Percentage out of 100	Grade Point Range	Final Grade Point
A+	90-100	4.25-4.5	4.5
A	80-90	3.75-4.24	4.0
B+	75-80	3.25-3.74	3.5
B	70-75	2.75-3.24	3.0
C+	60-70	2.25-2.74	2.5
C	50-60	2.0-2.24	2.0
D	45-50	Less than 2.0	1.0
F	Less than 45		0

## Assignment Feedback

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Assignments will receive comments and grades using standardized rubrics. Students can expect to receive feedback to their work two weeks after submission. Students who have received low grades and challenging feedback on their first two assignments should reconsider continuing the course.

## Assignment Extension and Late Submission Policy

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Late assignments may not be accepted without prior approval from the course instructor or student services.

## Academic Integrity, Evidence and Referencing

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### Use of AI Tools:

For submitted work students should assume that use of GenAI is not permitted. The use of GenAI tools in course work must be explicitly cited. Specific assignment instructions will dictate whether AI use is specifically disallowed, discouraged, or encouraged.

### Use of Evidence:

Student work for this course should be supported by evidence wherever possible. Evidence is made stronger with the provision of source information. Students should expect the strength of their evidence to affect their grade.

Documenting your research to strongly tie evidence to specific sources is expected. Thus, preferred documentation of evidence is “in text citations” supported by an efficient list of “works cited” (see example below).

*Corn was first grown by people in what is now Mexico nearly 9000 years ago where a natural growing grass called Teosinte with ears no bigger than a finger was cultivated (O’Leary). We now know with DNA sequencing, that the process of developing teosinte into corn with ears as large as a hand took place over many thousands of years and in many places besides Mexico (Kistler).*

### Works Cited:

Kistler, Thakar, Vanderwarker and Kennett: “Archeological Central American maize genomes suggest ancient gene flow from South America”. Proceedings of the National Academy of Sciences (PNAS), Dec 14, 2020. URL: [www.pnas.org/doi/full/10.1073/pnas.2015560117](http://www.pnas.org/doi/full/10.1073/pnas.2015560117)  
O’Leary, Mathew: “Maize: From Mexico to the world”. May 20, 2016. CIMMYT Blog. URL: [www.cimmyt.org/blogs/maize-from-mexico-to-the-world/](http://www.cimmyt.org/blogs/maize-from-mexico-to-the-world/)

Each student in this course is expected to complete their coursework and programs of study with integrity by making a commitment to the six fundamental values of honesty, trust, fairness, respect, responsibility, and courage. <http://umanitoba.ca/student-supports/academic-supports/academic-integrity>

Academic integrity looks like referencing the work of others that you have used and completing your assignments independently unless otherwise specified.

All students are required to respect copyright as per Canada's *Copyright Act*. Staff and students play a key role in the University's copyright compliance as we balance user rights for educational purposes with the rights of content creators from around the world. The Copyright Office provides copyright resources and support for all members of the University of Manitoba community. Visit <http://umanitoba.ca/copyright> for more information.

## Appendix: ROASS Schedule A

### Contents

<b>UM POLICIES .....</b>	<b>21</b>
Academic Calendar .....	21
Academic Integrity .....	21
Copyright .....	21
Grade Appeals .....	21
Intellectual Property .....	21
Program-Specific Regulations .....	22
Respectful Work and Learning Environment .....	22
Sexual Violence Policies .....	22
Voluntary Withdrawal .....	22
<b>UM LEARNER SUPPORTS .....</b>	<b>22</b>
2SLGBTQIA+ Community .....	22
Academic Advising .....	23
Academic Learning Centre (ALC) .....	23
Basic Needs .....	23
English Language Centre .....	24
Health and Wellness .....	24
Indigenous Students .....	26
International Students .....	26
Sexual Violence Support and Education .....	26
Student Accessibility Services (SAS) .....	26
Student Advocacy .....	26
University of Manitoba Libraries (UML) .....	26
University of Manitoba Students' Union .....	27

## UM Policies

As a student at the University of Manitoba you have rights and responsibilities. It is important for you to know what you can expect from the University as a student and to understand what the University expects from you. Become familiar with the University's policies and procedures and regulations specific to your faculty, college or school.

The University of Manitoba (UM) website's [Governing Documents](#) is one important source of information, in particular the Academic and Students sections. The Student Advocacy office can also help you understand policies and procedures; find their information in the UM Learner Supports section below.

## Academic Calendar

The [Academic Calendar](#) is the University's official publication containing course descriptions, program and graduation requirements, as well as UM and faculty/school-specific rules, regulations and policies. In particular, familiarize yourself with the sections *University Policies and Procedures* and *General Academic Regulations*.

## Academic Integrity

In addition to reviewing your instructor's academic integrity policy listed in their syllabus, you are expected to view the *General Academic Regulation* section within the [Academic Calendar](#) (<https://umanitoba.ca/registrar/academic-calendar>) and specifically read the regulation pertaining to Academic Integrity. Ask your instructor for additional information about demonstrating academic integrity in your academic work, and consult the following UM resources for more information and support:

- [Academic Integrity](https://umanitoba.ca/student-supports/academic-supports/academic-integrity) (<https://umanitoba.ca/student-supports/academic-supports/academic-integrity>)
  - [Student Resources](#)
  - [Academic Misconduct and How to Avoid It](#)
- [Student Advocacy Office](#)

## Copyright

All students are required to respect copyright as per Canada's *Copyright Act*. Staff and students play a key role in the University's copyright compliance as we balance user rights for educational purposes with the rights of content creators from around the world. The [Copyright Office](#) provides copyright resources and support for all members of the University of Manitoba community.

## Grade Appeals

If you have questions about your grades, talk to your instructor. There is a process for term work and final grade appeals. Note that you have the right to access your final examination scripts. See the [Registrar's Office](#) for more information including appeal deadline dates and the appeal form.

## Intellectual Property

For information about rights and responsibilities regarding intellectual property view the [Intellectual Property Policy](#)

## Program-Specific Regulations

For information on regulations that are specific to your academic program, read the section in the Academic Calendar and on the respective [faculty/college/school](#) website.

## Respectful Work and Learning Environment

The University is committed to a respectful work and learning environment. You have the right to be treated with respect and you are expected to conduct yourself in an appropriate and respectful manner. Policies governing UM community behaviour include:

- [Respectful Work and Learning Environment](#)
- [Student Discipline](#)
- [Violent or Threatening Behaviour](#)

The UM website, [Engaging in Respectful Conduct](#) includes more details about expectations for behaviours related to university activities.

## Sexual Violence Policies

The UM has several policies and procedures that deal with the rights and responsibilities of the University community with regards to all forms of sexual violence. For a comprehensive list of policies and associated resources, visit the [Sexual Violence Resource Centre's information page](#). Please note that there are many supports available in addition to these policy documents (see UM Learner Supports).

## Voluntary Withdrawal

Voluntary withdrawal (VW) is a way for students to leave a class without academic penalty once the Registration Revision Period has ended. If you opt to voluntarily withdraw from a course, you will not be eligible for a refund and, if applicable, will still be required to pay any outstanding tuition fees for the course. On your transcript, the course you have withdrawn from will be listed; however, "VW" will appear in lieu of a grade. If you do not drop a course before the VW deadline, you will receive a final grade in the course on your transcript.

Please note that there are separate deadlines for dropping a course early in a term during the Registration Revision Period. Dropping a course means you are removing that course from your schedule, will not be charged tuition fees for that course, and the course will not appear on your transcript.

The Registrar's Office website, [Withdraw from a Course](#), includes more information on the different ways in which you can withdraw from a course and important dates and deadlines to do so.

## UM Learner Supports

Below you will find a select list of important supports for learners at the UM, both academic supports and otherwise. For a complete listing of all learner supports at the University of Manitoba, visit the [Everything You Need to Thrive](#) website.

## 2SLGBTQIA+ Community

Find your queer community on campus! UM is committed to being an inclusive and welcoming space for all 2SLGBTQ+ students, staff and faculty. Visit the [2SLGBTQ+ Community](#) website to access services, find resources, and connect with like-minded people and allies.

## Academic Advising

Contact an [Academic Advisor](#) for support with degree planning and questions about your academic program and regulations.

## Academic Learning Centre (ALC)

The [Academic Learning Centre](#) offers one-to-one tutoring, group study sessions and workshops, as well as video and tip-sheet resources to help you throughout your academic program. All Academic Learning Centre programming, supports, and services are free for UM students.

Make an appointment for [free one-to-one tutoring](#). Content tutors (over 90 UM courses) can help you understand concepts and learn problem-solving strategies. Study skills tutors can help you improve your skills such as time management and goal setting, reading and note-taking, as well as learning and test-taking strategies. Writing tutors can give you feedback on your academic writing, whether you are just getting started on a written assignment or already have a draft. English as an Additional Language specialist, Antoanela Denchuk, is available for one-to-one tutoring to help you improve your English-language academic writing skills. Use the drop-down menu, read the tutor biographies, and make an appointment for tutoring on the [Academic Learning Centre schedule](#).

Attend [Supplemental Instruction \(SI\)](#) sessions in historically difficult courses (including Chemistry, Engineering, and Computer Science). These free weekly review sessions are facilitated by a peer mentor who has previously taken the course and provide an opportunity to discuss course content, ask questions, compare notes, solve practice problems, and develop study strategies. See online for a list of SI courses and meeting times.

Register for an [Academic Success Workshop](#), where you can learn strategies to improve your writing and studying. More information on topics, dates, and registration, are found online.

Register for [Faculty of Graduate Studies Grad Steps Workshops](#). These workshops are specifically designed for students working towards Master's degrees or PhDs. More information on topics, dates, and registration can be found online.

Access the Academic Learning Centre's collection of [videos and tip sheets](#) to help you with many of the academic tasks you'll encounter in university.

**Contact the Academic Learning Centre** by calling 204-480-1481 or emailing [academic\\_learning@umanitoba.ca](mailto:academic_learning@umanitoba.ca). Bannatyne students can contact the **Bannatyne Student Services** office at 204-272-3190.

## Basic Needs

It can be difficult to learn and succeed in courses when you are struggling to meet your or your family's basic needs. Several UM and community resources are listed below if you would benefit from support with regards to housing, food, finances, and/or childcare:

- *Housing*
  - [UM Housing](#)
  - [Winnipeg Rental Network](#)
  - [Manitoba Residential Tenancies Branch](#)
  - [HOPE End Homelessness Winnipeg Services & Supports](#) (<https://umanitoba.ca/housing>)

- *Food*
  - [U of M Food Bank](#)
  - [Food Matters Manitoba](#)
- *Finances*
  - [UM Financial Aid and Awards](#)
  - [Manitoba Student Aid](#)
- *Child Care*
  - [UM Child Care](#)
  - [Manitoba Child Care Subsidy](#)
  - [Manitoba Child Care Association](#)

## English Language Centre

The [English Language Centre \(ELC\)](#) provides in-person and remote courses, and individual support to students whose first language is not English to support academic success and participation in the University of Manitoba community.

The ELC helps students meet the English Language Proficiency Requirement for most programs at the University of Manitoba. Over 80 per cent of students who enter the ELC's Intensive Academic English Program successfully complete the program and begin their degree at the University of Manitoba.

## Health and Wellness

Physical, mental, emotional, and spiritual health and wellness play a critical role in student success. See all of UM's resource on their [Health and Wellness](#) website, and make note of several specific UM and community supports listed below.

### Winnipeg Urgent Physical and Mental Health Care

If you are an adult experiencing a mental health or psychosocial crisis, you can:

- contact the [Canada Mental Health Crisis Line](#) at 9-8-8
- or the [Klinic Community Health](#) 24/7 crisis line at 204-786-8686,
- visit the [Crisis Response Centre](#) located at 817 Bannatyne Avenue.

To speak with a nurse for guidance on what health-care path to take for the issue you are facing or for general information about health resources available in Manitoba, contact [Health Links](#) at 1-888-315-9257 (toll free).

If you need urgent medical care, visit the Winnipeg Regional Health Authority's [Emergency Department & Urgent Care Wait Times](#) webpage for a list of locations and current wait times.

### Student Counselling Centre (SCC)

The [Student Counselling Centre](#) provides free counselling and mental health support to UM, English Language Centre, and International College of Manitoba (ICM) students. We are open year-round, Monday through Friday from 8:30 am to 4:30 pm. Our commitment is to offer a support service to every student who contacts us.

Visit the SCC's [For Urgent Help](#) webpage or the urgent care resources listed above if you require immediate support.

Visit the [SCC's Our Services](#) webpage for more information on accessing a variety of services including individual counselling, counselling workshops and groups, support resources, and



learning disability assessment services. *The SCC is located at 474 UMSU University Centre (Fort Garry Campus).*

### Health and Wellness Office

Students often juggle multiple demands, and we recognize that it can be difficult to find balance. For any changes you want to make to your health and wellness, the Health and Wellness Office at the University of Manitoba would like to support you in your journey. We are here to help you take control of your own health and make your own decisions. We are a judgment-free space, and we avoid labels whenever possible. For more information, please visit the [Health and Wellness Office](#) website.

### Student Wellness Centre (SWC)

The SWC is an inclusive space for students to rest, recharge and learn skills to actively engage in and maintain their wellbeing throughout their time in university. It is a resource hub for a range of wellness-related services including consultations with our professional staff and trained peer educators, events such as pet therapy, workshops, gatherings, and free harm reduction supplies. For more information, please visit the [Student Wellness](#) website. *The SWC is located at 162 Extended Education Building (Fort Garry Campus).*

### Spiritual Care and Multifaith Centre

Spiritual care services are available to all, whether you identify as spiritual, atheist, religious or agnostic. [Spiritual Services](#) also offer specific denominational support for certain religious groups and by Indigenous Elders-in-Residence.

### Student Support Case Management (SSCM)

Contact the [Student Support Case Management team](#) is a safe and confidential space, offering students direct support and assistance with getting connected to supports on campus and in the community. We can help with challenges related to mental health, financial or housing insecurity, safety concerns, or any ongoing challenges that are affecting your ability to focus on academics.

Contact the [Student Support Case Management team](#) if you are concerned about yourself or another student and don't know where to turn. SSCM helps connect students with on and off campus resources, provides safety planning, and offers other supports including consultation, educational workshops, and referral to the STATIS threat assessment team.

### University Health Service (UHS)

The [University Health Service](#) offers a full range of medical services to students, including psychiatric consultation, via two health clinics:

- Fort Garry Campus (204) 474-8411, 100 UMSU University Centre
- Bannatyne Campus (204) 474-8411, P309 – Pathology Building

### Student Services at Bannatyne Campus

Student Services at Bannatyne Campus (SSBC) offers a full range of mental health supports to students and residents in the Rady Faculty of Health Sciences, along with other academic and personal supports. Visit the [SSBC website](#) for a list of services available.

## Indigenous Students

Staff, faculty and Elders are well-equipped to ensure your university experience is as beneficial, accessible, and successful as possible. Visit the Indigenous [Student Experience](#) website for more information on the supports and services available.

## International Students

The transition to a new country and a new academic system can be both exciting and overwhelming. The International Centre (IC) is here to help you settle into life at University of Manitoba. Visit the [International Students](#) website for more information.

## Sexual Violence Support and Education

Sexual violence affects people of all ages, sexual orientations, genders, gender identities, abilities and relationship statuses. At the U of M, we are committed to ensuring a respectful work and learning environment for all. We want to build a safe and inclusive campus community where survivors of sexual violence know they can receive the supports they need to succeed, both academically and personally.

The [Sexual Violence Resource Centre](#), located at 537 UMSU University Centre (Fort Garry campus) provides support, resources, information and referral services for any student, faculty or staff member who has been affected by sexual violence.

## Student Accessibility Services (SAS)

The University of Manitoba is committed to providing an accessible academic community. [Student Accessibility Services](#) offers academic accommodation supports and services such as note-taking, interpreting, assistive technology and exam accommodations. Students who have, or think they may have, a disability (e.g., mental health, learning, medical, hearing, injury-related, visual) are invited to contact SAS to arrange a confidential consultation.

SAS is located at 520 University Centre (Fort Garry Campus). You contact SAS in person, by phone (204 474 7423) or email ([student\\_accessibility@umanitoba.ca](mailto:student_accessibility@umanitoba.ca))

## Student Advocacy

[Student Advocacy](#) is a safe place for students. We help you navigate university processes and advocate for your rights as a student at UM. If anything in your personal or academic life is affecting your studies, contact our confidential intake assistant by phone (204-474-7423) or email ([stadv@umanitoba.ca](mailto:stadv@umanitoba.ca)).

## University of Manitoba Libraries (UML)

As the primary contact for all research needs, your liaison librarian can play a key role when completing academic papers and assignments. Liaisons can answer questions about managing citations, or locating appropriate resources, and will address any other concerns you have about the research process. Liaisons can be contacted by email or phone, and are also available to meet with you online or in-person. A [complete list of liaison librarians can be found by subject](#)

General library assistance is also available at both the Bannatyne and Fort Garry campuses by [visiting any library location](#). When working online, students can receive help via the Ask Us chat button found on the right-hand side of the [Libraries' homepage](#).

## University of Manitoba Students' Union

As the official representative of all University of Manitoba undergraduate students, the [University of Manitoba Students' Union](#) (UMSU) provides a range of resources, services, events and support services, including the U-PASS, Health and Dental coverage, Legal Aid, and more.