Inquiry (INQR) 1000
Rolling in the Dough: The Business Side of Food

TIME: Friday 12:00-1:15 (C), Allgood Hall N113 (Conference Room)
INSTRUCTOR: Mark A. Thompson, Ph.D.
OFFICE: Allgood Hall N108 (Dean’s Suite), N110
OFFICE HOURS: Friday 1:15-2:00 and by appointment (706-737-1418)
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Common Course Description
Inquiry 1000 is a one credit hour, small group, discussion-based course designed to engage lower division students in the discovery, exploration, and analysis of ideas that faculty members, across a variety of disciplines, study and investigate. Throughout the course, students will discuss how professors, and ultimately students, formulate questions to research/explore, discuss ways to collect and analyze data to help answer questions, and convey the results to answer a specific question.

This Inquiry seminar will examine the transformation process (e.g., grilling, baking, fermenting) of nature to food and drink as well as the business process (e.g., logistics, marketing) of moving products from the farm to your dinner table. At the end of the course, students will understand the basic business principles as they relate to the food industry and how markets impact our overall food system.

The product at the end of the course will be a report on some food/drink and answers what to produce, how to produce, and for whom to produce. As such, the students will describe the different processes used to create some final consumable product, how it is delivered to final consumers, and what consumers want.

Common Learning Outcomes
At the conclusion of the course, the student will be able to
- Develop and ask relevant questions which require discovery, research, and/or creativity to answer;
- Collect appropriate resources to help answer a question;
- Engage in positive and meaningful debates with various individuals within the class representing multiple perspectives on a question; and
- Contribute effectively to a group to produce answers to a question using written, oral, and/or graphic skills.

Attendance
Attendance policies to be followed as outlined in the Georgia Regents University Catalog.
Assignments
This course is topic-driven, designed to encourage active engagement with the material. All assignments will determined by the individual professor.

Grading
This course is graded in a traditional A-F system.

ASSESSMENT OF LEARNING
Student learning is assessed in a variety of ways, including through the following:

- written material and assignments
  - clarity
  - presentation
  - completeness
- verbal and written communication
  - face-to-face discussion
  - virtual discussion (including e-mail correspondence)

General Guidelines for Written Work
All written work prepared outside of class should be typewritten. Where page lengths are noted for particular assignments, the page lengths assume 12 pitch (12 characters per inch) type, 8 1/2 by 11 paper, double spaced type, and one inch margins on all sides.

Written work will be graded for both content and quality. That is, grammar, punctuation, spelling, coherence, style, and organization will be considered. A concise style is essential.

Food Challenge #1 – 9
There will be a weekly food challenge. You will provide a brief written analysis of the challenge (1-3 pages and each assignment will have specific requirements).

Project
Turn in a five page essay that identifies the challenges of a particular “food” business. In your report, briefly describe the business, how it operates, who it serves, what it produces, and how it “attempts” to overcome its challenges.

Group Project/Presentation
You will get into groups and identify a unique aspect of food and business. You can be creative with this project. More details will be discussed in class meetings. Your group will give a 10 minute presentation to the class (and possibly at the Expo).

ASSIGNMENT SCHEDULE
Food Challenges are due before next Friday’s class
Project is due Friday, November 7
Group Project/Presentation is due Friday, October 24
EXPO (Required Attendance) is Friday, October 31
ASSIGNMENT GRADING RUBRIC

An assignment in which detailed information is obtained about complex issues, sensitive topics or life experiences are generally posed in a qualitative format. The answer provides a deeper understanding than can be assessed through a simple objective assessment. The most common form of this assessment will be a written assignment or presentation.

Late assignments will be penalized/dropped one letter grade. Grading of course material occurs using the following rubric:

- **90% (A)** - Content is insightful and addresses the assignment in a way that indicates comprehension and control over the assignment as well as an understanding of the underlying issues.
- **80% (B)** - Content meets and, at times, exceeds the basic requirements of the assignment. The assignment indicates comprehension and a basic understanding of the underlying issues.
- **70% (C)** - Content offers little insight into the greater issues of the assignment, meeting only the very basic requirements. Major concepts in the literature are missing. Message, for the most part, is communicated clearly, concisely, and directly.
- **Less than 70% (F – Failed the assignment)** - Content offers no insight into the greater issues of the assignment. Basic requirements are not met. The message is not communicated clearly, concisely, or directly.

COURSE GRADES

- In order to receive a grade of “C” in the course, the student will need to do “C” quality work on the following assignments:
  - Attend the EXPO
  - 6 Food Challenges
  - Group Project/Presentation

- In order to receive a grade of “B” in the course, the student will need to do “B” quality work on the following assignments:
  - Attend the EXPO
  - 8 Food Challenges
  - Group Project/Presentation

- In order to receive a grade of “A” in the course, the student will need to do “B” quality work on the following assignments:
  - Attend the EXPO
  - 8 Food Challenges
  - Group Project/Presentation
  And “A” quality work on the Individual Project
ACADEMIC HONESTY

In an academic community, honesty and integrity must prevail if the work done and the honors awarded are to receive their respect. The erosion of honesty is the academic community’s ultimate loss. The responsibility for the practice and preservation of honesty must be equally assumed by all of its members. Any type of dishonesty in securing those credentials therefore invites serious sanctions, up to and including, a WF in the course, and expulsion from the institution. Examples of dishonesty include actual or attempted cheating, plagiarism, or knowingly furnishing false information to any university employee. Please reference the Academic Honesty Section in GRU Catalog for further details and specific definitions of cheating and plagiarism.

“Unethical behavior of students in any form is not acceptable and will not be tolerated in the Hull College of Business. Academic dishonesty (see definitions in the following sections) - cheating on exams, plagiarism of the work of others, unapproved collaboration on graded work, and the like - will be dealt with immediately and with clear consequences. Depending on the nature and severity of the problem, a student who is guilty of any such violation may be: 1) withdrawn from the course with a grade of WF (counted as an F in the GPA); 2) given a grade of zero on the assignment; 3) given a grade of F in the course; or 4) otherwise penalized, at the discretion of the faculty member. Two occurrences of a WF grade for academic dishonesty will result in a student’s being expelled from the University, per current University policy as described in the University Catalog.” HCB Professional Behavior Guidelines

Disclaimer: I reserved the right to make changes to this syllabus as necessary. Be sure to listen to all class announcements.