

Course Information

Semester & Year: Fall 2025

Course ID & Section #: AG-30-E9045

Instructor's name: Alissa Sarvinski

Course units: 3

Instructor Contact Information

Office Location: HU-Rm 123

Office Hours are MW 1:30pm-2:30pm

Phone Number: NA

Email Address: Alissa-sarvinski@redwoods.edu

Required Materials

1. Writing Utensil
2. Binder or folder to collect lab materials and handouts
3. No textbook is required for this course

Catalog Description

Provides a basic understanding of the business and economics of the agricultural industry; an introduction to the economic aspects of agriculture and their implications to the agricultural producer, consumer and the food system; management principles encountered in the day to day operation of an agricultural enterprise as they relate to the decision making process.

Course Student Learning Outcomes

1. Explain how economic principles relate to commodity marketing subsectors in agriculture.
2. Analyze and describe agricultural business organizational structures including; sole proprietorships, partnerships, corporations, franchises, and cooperatives.
3. Identify the role of the agricultural manager.

Prerequisites/co-requisites/ recommended preparation

None

Course delivery: This course is delivered in person and all assignments and activities will be posted on Canvas.

Student Commitment: As a three unit course, students should expect to spend roughly nine hours per week on the course. This time will consist of course content in person, readings, presentations, writing assignments and quizzes.

Late Assignments

Late assignments will not be accepted unless you reach out to me with an understandable reason as to why you cannot turn in an assignment on time.

Course Schedule

Lectures	Week	Topics	Assignments
Lectures 1 and 2	8/25-8/29	Syllabus Review, Introduction to Agriculture Business and Economic Principles	In class participation, readings, quiz
Lectures 3 and 4	9/2-9/5	Supply, Demand and Price Determination, Physical Production Relationships	In class participation, readings, quiz Business Plan 1
Lectures 5 and 6	9/8-9/12	Costs, Revenue, Profits- Diversification and Specialization	In class participation, readings, quiz
Lectures 7 and 8	9/15-9/19	Combination of Enterprises, Managing Risk, Agribusiness Management	In class participation, readings, quiz Business Plan 2
Lectures 9 and 10	9/22-9/26	Recordkeeping and Accounting	In class participation, readings, quiz
Lectures 11 and 12	9/29-10/3	Cash Flow Statements, Inventory, Depreciation, Financial Planning	In class participation, readings, quiz Business Plan 3
Lectures 13 and 14	10/6-10/10	The Role of Credit, Applying for Credit, Sources of Credit	In class participation, readings, quiz
Lectures 15 and 16	10/13-10/17	Key Factors in Marketing, Marketing Strategies, Marketing Plans	In class participation, readings, quiz Business Plan 4
Lectures 17 and 18	10/20-10/24	Trading, International Markets, Agriculture Cooperatives	In class participation, readings, quiz
Lectures 19 and 20	10/27-10/31	Selling in Agriculture	In class participation, readings, quiz Business Plan 5
Lectures 21 and 22	11/3-11/7	Farm Taxes, Income Taxes, Insurance	In class participation, readings, quiz Business Plan 6
Lectures 23 and 24	11/10-11/14	Agricultural Purchasing	In class participation, readings, quiz Business Plan 7
Lectures 25 and 26	11/17-11/21	Agricultural Law	In class participation, readings, quiz Business Plan 8
	11/24-11/28	Fall Break; No Class	
Lectures 27 and 28	12/1-12/5	Safety in Agribusiness Operations	In class participation, readings, quiz Industry Report Due
Lectures 29 and 30	12/8-12/12	Government Agencies and Services	In class participation, readings, quiz
12/15-12/19		Finals Week	Comprehensive Final

**note this a tentative schedule and it is subject to change

Agribusiness Plan

During the semester we will begin to work on individual business plans. These plans will be split up into eight sections, and more information will be made available on Canvas and in person.

Business Profile

This assignment is a profile of a local agriculture business in Humboldt County. Information will be made available on Canvas and in person for this assignment.

Industry Report

This assignment is a profile of an agriculture industry. Information will be made available on Canvas and in person for this assignment.

Evaluation & Grading Policy

Final Grade Calculations

Grade Breakdown:	Points	Percentage of Grade
In class discussion and participation – 15 weeks @ 10 Points Each Week	150	21%
Quizzes - 4 @ 35 Points Each	140	20%
Agribusiness Plan - 8 @ 20 Points Each	160	23%
Business Profile	50	7%
Industry Report	50	7%
Final Exam	150	21%
Total Points Possible	700	

Final

The final for the course will be administered during finals week. The final will be comprehensive and accounts for 20% of your grade. One attempt is allowed for the final.

Academic Integrity

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic integrity, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated a lack of academic integrity, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [2025-2026 College Catalog](#) and [CR Board and Administrative Policies](#).

AI Policy

Recent advancements in generative artificial intelligence (AI) have made large language models such as ChatGPT and Google's Bard widely available. Sometimes, using these tools appropriately can help us overcome barriers and allow us to focus on deeper learning. However, overuse of these tools can undermine the development of our critical and creative thinking skills. In addition, AI outputs are often unreliable and frequently subject to bias. For these reasons, it is sometimes appropriate and sometimes inappropriate to use generative AI in the completion of assignments or in discussion posts. For this class, please see the specific assignment instructions for guidance on how and when generative AI tools may be used appropriately as we're working on and learning from a particular assignment. Also, please keep in mind that you are responsible for anything you submit; please carefully review all AI-generated outputs, screening them for accuracy, bias, appropriateness, and fidelity to your perspective.

Disruptive Behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [2025-2026 College Catalog](#) and [CR Board and Administrative Policies](#).

Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

Educational Accessibility and Support

College of the Redwoods is committed to providing reasonable accommodation for qualified students who could benefit from additional educational support and services. You may qualify if you have a physical, mental, sensory, or intellectual condition which causes you to struggle academically, including but not limited to:

- Mental health conditions such as depression, anxiety, PTSD, or bipolar disorder
- Common ailments such as arthritis, asthma, diabetes, autoimmune disorders, and diseases
- Temporary impairments such as a broken bone, recovery from significant surgery, or a pregnancy-related disability
- Neurodevelopmental disorders such as a learning disability, intellectual disability, autism, acquired brain injury, or ADHD
- Vision, hearing, or mobility conditions

Available services include extended test time, quiet testing environments, academic assistance and tutoring through the [LIGHT Center](#), counseling and advising, alternate formats of course materials (e.g., audio books, braille, E-texts), assistive technology, learning disability assessments, approval for personal attendants, interpreters, priority registration, on-campus transportation, adaptive physical education and living skills courses, and more. If you believe you might benefit from disability- or health-related services and accommodations, please contact [Student Accessibility Support Services \(SASS\)](#). If you are unsure whether you qualify, please contact Student Accessibility Support Services (SASS) for a consultation: sass@redwoods.edu.

SASS office locations and phone numbers

Eureka campus

- Phone: 707-476-4280
- Location: Learning Resource Center (Library)

Del Norte campus

- Phone: 707-465-2353
- Location: main building, near the Library

Klamath-Trinity campus

- Phone: 707-476-4280