



# LSCM 3960:

## LOGISTICS & SUPPLY CHAIN MANAGEMENT

Summer 5W1 2016

Mr. José A. Grimaldo, Jr.

Tuesday-Thursday nights

6:00PM - 9:50 PM

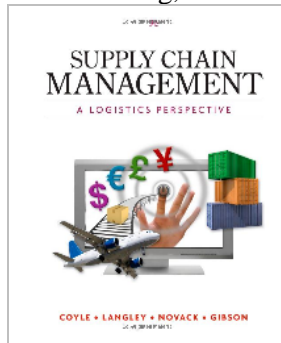
BLB 055



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**Office Hours:** By appointment 24 hours in advance  
**Contact:** via email Jose.Grimaldo@unt.edu

### COURSE DESCRIPTION:

Analysis and design of domestic and international logistics systems. Topics include transportation, warehousing, inventory control, materials handling and packaging, and plant and warehouse locations within and between firms. *Emphasis on concepts and practices that provide firms with global competitive advantage.*



### COURSE MATERIALS:

*Text:* John J. Coyle, C. John Langley, Brian Gibson, Robert A. Novack, and Edward J. Bardi, Supply Chain Management: A Logistics Perspective. 9th Edition: Thomson Southwestern, ISBN-10: 0538479183; ISBN-13: 978-0538479189. NOTE: While there is an international edition available, be aware the order of the chapters as well as some of the content differs. If you choose to use the international version, **you** are responsible for identifying the differences and studying accordingly.

*Lectures:* To successfully complete the course you must master two sources of information. First, is the textbook. Almost 95% of exam questions are drawn directly from the text. Read it carefully and completely. **YOU MUST KEEP UP WITH READING.** Second, the lectures. History has shown a clear relationship between your final grade and classroom attendance. This class uses the “interactive approach” and you will be called upon in class. Outlines of the lecture Power Points will be posted on Blackboard Learn! to assist your effort in taking notes during the lecture. Copies of the complete lectures will not be provided...come to class!

### GRADING: (*I do not grade on a curve*)

Attendance(mandatory)	200 points
On-line Quizzes (5)	200 points
Inventory (Exam) #1	200 points
Inventory (Exam) #2	200 points
Inventory (Exam) #3	200 points
<b>TOTAL</b>	<b>1,000 points</b>

### Attendance (Mandatory) (200 points = 20% Final Grade):

This is an accelerated class. Attendance is Mandatory. Everyone will start with 200 points. Each time you miss class you will be docked **20 points**. You will not be able to make-up the time. If you have to miss for a medical emergency I will follow UNT policy and request you present a note from a doctor. You will still be responsible for the course work and material as necessary. I will circulate a roster for you to sign near the end of every class period..

### On-Line Quizzes (200 points= 20.0% Final Grade):

The course consists of a combination of reading and lecture. Lectures will cover most, if not all, of the reading material, lectures are intended to go beyond the basic concepts to further your understanding. Learning is enhanced if the student has read the text material prior to the lecture. Coming to the lecture without previously reading the text will hinder your understanding. To encourage students to read the material prior to the lecture, students must complete a quiz 1 hour before the start of the lecture.

Each quiz will be timed and will time out if you do not complete in the time allotted. **I strongly recommend you do not wait until the last thirty minutes before class to take the quiz.** Typically one question will be asked for every 3 to 5 pages of reading. [Note: The reading for the course averages 6.2 pages per day.] To avoid making this a library look-up quiz, each quiz will be timed. You will be given 15 minutes to complete the quiz. After the 15 minutes has expired the quiz will close and you will not be able to start the quiz. History has shown that this is enough time to physically look up about 40%-50% of the answers in the text, thus forcing you to actually read the text! Running out of time during the quiz is a clear indication that you have not prepared sufficiently prior to taking the quiz.

**NOTE:** It is your responsibility to make sure you have proper internet connection and are using the Firefox browser. Since this is an accelerated class, there **will not** be any Quiz make-up due to outages and disconnections.

### Examinations 600 points= 60.0% Final Grade):

Most examinations tend to be one-time exercises in memorization and regurgitation which defeats the purpose of a college education. Class sessions should be an exchange of information to facilitate understanding of logistics concepts. Three times during the term an exam will be taken to check for understanding and retention of information. The exam will be multiple choice, true/false, quantitative problems, but no essay questions. Exams require the student to pull together key logistics concepts to devise an answer and are intended to test understanding, not memorization skills. There will not be a cumulative Final Exam. Scoring on exams will be based on total correct answers multiplied by a factor of '2'. For example, if you score a 36 out of 40 possible points, I will take  $36 \times 2 = 72 \times 2 = 144$  out of 200 points.



### "Distractions" GUIDELINE:

Preferably content-related questions are asked in class for the benefit of the entire class. Individual issues should be discussed in my office at the time you schedule an appointment. Immediately after each lecture is completed some students try to discuss issues with Mr. Grimaldo. This course is scheduled to end late in the evening. Everyone is ready to head home. Between shutting down the front of the classroom, and trying to pay close attention to your needs there is a lot going on. Even worse, when Mr. Grimaldo walks out of the classroom he tends to get distracted. Please make it a practice to follow-up any discussions with an email so anything discussed is agreed upon and documented. All emails are retained until the end of the course.

### OFFICE HOURS:

Please schedule an appointment if you need to see me outside of class. Problems, or potential problems, should be addressed before they become major problems. You must address issues in the first two weeks of class and not wait until the session is almost over. When I am in the office I am logged on to my e-mail: [Jose.Grimaldo@unt.edu](mailto:Jose.Grimaldo@unt.edu) . I accept telephone calls but give first priority to students with appointments and second priority to e-mail inquiries.

### OPPORTUNITIES FOR EXTRA points:

No extra credit will be available, however I will award "*mulligans*" at '1' point each per class session. You can only receive up to 5 points to apply to each exam.

## CHALLENGE POLICY:

You have until the start of the next class to submit a written request for a regrade (known as a "challenge") after an exam or assignment has been returned to the class. To earn additional points, you must be able to convince me, in writing, that your answer is correct.

## ACADEMIC INTEGRITY:

Academic integrity emanates from a culture that embraces the core values of trust and honesty necessary for full learning to occur. As a student-centered public research university, UNT promotes the integrity of the learning process by establishing and enforcing academic standards. Academic dishonesty breaches the mutual trust necessary in an academic environment and undermines all scholarship. Academic dishonesty includes cheating, plagiarism, forging the signature of the instructor or of another student, fabrication, and/or facilitating or sabotaging the academic dishonesty of other students.

Any suspected occurrence of academic dishonesty will be investigated and handled in accordance with UNT policy and procedures. The following academic penalties may be assessed at the instructor's discretion upon determination that academic dishonesty has occurred. *Admonitions and educational assignments are not appealable.*

1. *Admonition.* The student may be issued a verbal or written warning.
2. *Assignment of Educational Coursework.* The student may be required to perform additional coursework not required of other students in the specific course.
3. *Partial or no credit for an assignment or assessment.* The instructor may award partial or no credit for the assignment or assessment on which the student engaged in academic dishonesty, to be calculated into the final course grade.
4. *Course Failure.* The instructor may assign a failing grade for the course.

Should the procedure for appeal of a case of academic dishonesty extend beyond the date when the instructor submits course grades for the semester, the student will be assigned a grade that reflects the penalty, which shall be adjusted, as appropriate, at the conclusion of any appeal process.

Specific details and description of UNT's Policy on Student Standards of Academic Integrity (18.1.16) and students' right to appeal are available at [http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student\\_Affairs-Academic\\_Integrity.pdf](http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf).

## DISABILITIES ACCOMMODATION:

In accordance with university policies and state and federal regulations, UNT is committed to full academic access for all qualified students, including those with disabilities. To this end, all academic units are willing to make reasonable and appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies in order to facilitate equality of educational access for persons with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide the student with an accommodation letter to be hand delivered to the instructor to begin a private discussion regarding the student's specific needs in the course.

Students may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Every semester, students must obtain a new letter of accommodation, and they must meet with each faculty member prior to implementation in each class.

Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to request that students discuss such letters during their designated office hours in order to protect the privacy of the student.

For additional information, visit the Office of Disability Accommodation (ODA) in Sage Hall, suite 167, or their website at <http://disability.unt.edu>. You may also contact the ODA office by phone at [940.565.4323](tel:940.565.4323). Specific information on UNT's policies related to disability accommodations is available at <http://policy.unt.edu/policy/18-1-14>.

Please note that disability accommodations are not retroactively applied to the start of a course. Accommodations in the course become effective after the student has delivered an official accommodation letter from UNT's ODA.

The College of Business Administration complies with the Americans with Disabilities Act in making reasonable accommodation for qualified students with a disability. If you have an established disability, as defined in the Americans with Disabilities Act and would like to request accommodation, please see Mr. Grimaldo as soon as possible.

#### CLASSROOM ETIQUETTE/STUDENT CONDUCT

To promote your plunge into business professionalism here are some simple classroom etiquette requirements:

- 1) **No cell phones or cameras.** Please turn your cell phone off. Ringing cell phones (as well as twittering) are a distraction to the class and an insult implying that you are more important than anyone around you. Any ringing or twittering cell phones will be confiscated and returned to the owner at the final exam. Use of cell phones during the lecture or an exam may result in confiscation. Similarly, use of cameras in the classroom are distracting and prohibited.
- 2) **Use of computers ARE allowed** during the lectures but users must sit in the first two rows of the classroom.
- 3) **Business professionals do not wear hats indoors.** Please no headgear in the classroom . Violators may be asked to leave.
- 4) Please do not come to class late or depart early unless you have an emergency. It is discourteous and an interruption to the class.
- 5) Any student behavior that interferes with an instructor's ability to conduct class or other students' opportunity to learn is unacceptable and will not be tolerated in any instructional setting at UNT. This includes traditional face-to-face classes, online or blended classes, labs, discussion groups or boards, field trips, and verbal and/or written (including email) communication with the instructor and/or other students. Examples of unacceptable behavior include, but are not limited to, disrespectful treatment of other students (verbal or written), disrupting lecture, and use of inappropriate or profane language or gestures in class or other instructional settings.
- 6) A student engaging in unacceptable behavior may be directed to leave the classroom or other instructional setting and may also be referred to the Dean of Students to consider whether his/her conduct violates UNT's Student Code of Conduct.

#### FINAL GRADES

It is the practice of Mr. Grimaldo to send a confirmatory email identifying your final grade has been posted on Blackboard. (See *Making the Grade* attached at the end of this syllabus)

#### FINAL GRADE APPEALS, CHANGES, AWARDING AND REMOVAL OF AN 'I':

**Requests for an Incomplete:** Students may request a grade of incomplete ("I") only if he/she meets all of the following conditions:

- The request occurs on or after ??????????;
- The student is passing the course;
- There is a justifiable and documented reason beyond the control of the student (*e.g.*, serious illness or military service) for not completing the course on schedule; and,
- The student has the approval of the instructor and the department chair.

Students meeting these criteria must arrange with the instructor to finish the course at a later date by completing specific requirements outlined by the instructor. These requirements must be listed on a "Request for Grade of Incomplete" form signed by the instructor, student, and department chair. More information on UNT's Incomplete Grade policy is available at <http://registrar.unt.edu/grades/incompletes>.

**Requests to drop the class:** We want you to succeed in this class and at UNT. If you are concerned about your progress in the course, or believe you need to drop for other reasons, it is important that you contact the instructor as soon as possible. We want to make sure that dropping the course is your best or only option.

There are consequences to dropping classes that extend beyond losing your invested time, money, and effort. Dropping one or more classes may make you ineligible for financial aid. There are also limits on the number of courses you can drop. You can learn more about this at <http://registrar.unt.edu/registration/dropping-class>.

If you absolutely have to drop the course, you must pick up a drop form from the Eagle Student Services Center and take it to the instructor for her/his signature. Once the instructor signs the form, you are responsible for taking it to the Registrar's Office in the Eagle Student Services Center to have it processed. Please be aware that when you choose to drop can affect your grade:

- ????????? Last day to drop a class with an automatic grade of "W" for courses that a student is not passing
- ????????? Last day a student may elect to drop a class. The instructor will assign a grade of "W" or "WF" based on the student's actual performance-to-date in the course.

# LSCM 3960 Summer 5WK1 2016

## KEY ACTIVITIES AND DATES

This schedule may be revised to accommodate class progress, more in-depth focus or discussion where warranted, or to take advantage of guest speakers if the opportunity arises. We will attempt to stay as close to this schedule as possible.

	DATE	TOPIC
Week 1	Monday June	Pre-class quiz On-line
	Tuesday June 7	Course Overview SCM: An Overview - Chapter 1, Role of Logistics in the Supply Chain - Chapter 2 Global Dimensions of the Supply Chain - Chapter 3
	Wednesday June 8	Pre-class quiz On-line
	Thursday June 9	Guest Speaker: Mainfreight, Inc. – Mr. Nathan Chaney TBD Global Dimensions of the Supply Chain - Chapter 3 Supply Chain Relationships - Chapter 4 Performance Measurement - Chapter 5
	Tuesday June 14	<b>Exam #1 – Chapters 1, 2, 3, 4, and 5</b>
Week 2	Wednesday June 15	Pre-class quiz On-line
	Thursday June 16	Guest Speaker: TBD & Supply Chain Technology - Chapter 6 & Demand Management - Chapter 7
	Monday June 20	Pre-class quiz On-line
Week 3	Tuesday June 21	Guest Speaker: TBD & Order Management and Customer Service - Chapter 8 Managing Inventory /Inventory Decision making - Chapter 9
	Wednesday June 22	Pre-class quiz On-line
	Thursday June 23	Managing Inventory /Inventory Decision making - Chapter 9 Transportation - Chapter 10
Week 4	Tuesday June 28	<b>Exam #2 – Chapters 6, 7, 8, and 9, 10</b>
	Wednesday June 29	Pre-class quiz On-line
	Thursday June 30	Guest Speaker: TBD Distribution - Chapter 11 Sourcing Materials and Services - Chapter 13, Operations - Chapter 14
Week 5	Monday July 4	Pre-class quiz On-line
	Tuesday July 5	Guest Speaker: TBD Operations - Chapter 14 & Supply Chain Sustainability - Chapter 15 Strategic Challenges and Change for Supply Chains - Chapter 16
	Thursday July 7	<b>Exam #3/Final Exam – Chapters 11, 13, 14, 15, 16</b>

# MY TURN: MAKING THE GRADE

BY KURT WIESENFELD

*Newsweek, June 17, 1996, p. 16*

It was a rookie error. After 10 years I should have known better, but I went to my office the day after final grades were posted. There was a tentative knock on the door. "Professor Wiesenfeld? I took your Physics 2121 class? I flunked it? I wonder if there's anything I can do to improve my grade?" I thought: "Why are you asking me? Isn't it too late to worry about it? Do you dislike making declarative statements?"

After the student gave his tale of woe and left, the phone rang. "I got a D in your class. Is there any way you can change it to 'Incomplete'?" Then the e-mail assault began: "I'm shy about coming in to talk to you, but I'm not shy about asking for a better grade. Anyway, it's worth a try." The next day I had three phone messages from students asking me to call them. I didn't.

Time was, when you received a grade, that was it. You might groan and moan, but you accepted it as the outcome of your efforts or lack thereof (and, yes, sometimes a tough grader). In the last few years, however, some students have developed a disgruntled consumer approach. If they don't like their grade, they go to the "return" counter to trade it in for something better.

What alarms me is their indifference toward grades as an indication of personal effort and performance. Many, when pressed about why they think they deserve a better grade, admit they don't deserve one but would like one anyway. Having been raised on gold stars for effort and smiley faces for self-esteem, they've learned that they can get by without hard work and real talent if they can talk the professor into giving them a break. This attitude is beyond cynicism. There's a weird innocence to the assumption that one expects (even deserves) a better grade simply by begging for it. With that outlook, I guess I shouldn't be as flabbergasted as I was that 12 students asked me to change their grades after final grades were posted.

Many students wheedle for a degree as if it were a freebie T shirt

That's 10 percent of my class who let three months of midterms, quizzes and lab reports slide until long past remedy. My graduate student calls it hyperrational thinking: if effort and intelligence don't matter, why should deadlines? What matters is getting a better grade through an unearned bonus, the academic equivalent of a freebie T shirt or toaster giveaway. Rewards are disconnected from the quality of one's work. An act and its consequences are unrelated, random events.

Their arguments for wheedling better grades often ignore academic performance. Perhaps they feel it's not relevant. "If my grade isn't raised to a D I'll lose my scholarship." "If you don't give me a C, I'll flunk out." One sincerely overwrought student pleaded, "If I don't pass, my life is over." This is tough stuff to deal with. Apparently, I'm responsible for someone's losing a scholarship, flunking out or deciding whether life has meaning. Perhaps these students see me as a commodities broker with something they want -- a grade. Though intrinsically worthless, grades, if properly manipulated, can be traded for what has value: a degree, which means a job, which means money. The one thing college actually offers -- a chance to learn -- is considered irrelevant, even less than worthless, because of the long hours and hard work required.

In a society saturated with surface values, love of knowledge for its own sake does sound eccentric. The benefits of fame and wealth are more obvious. So is it right to blame students for reflecting the superficial values saturating our society?

Yes, of course it's right. These guys had better take themselves seriously now, because our country will be forced to take them seriously later, when the stakes are much higher. They must recognize that their attitude is not only self-destructive but socially destructive. The erosion of quality control--giving appropriate grades for actual accomplishments--is a major concern in my department. One colleague noted that a physics major could obtain a degree without ever answering a written exam question completely. How? By pulling in enough partial credit and extra credit. And by getting breaks on grades.

But what happens once she or he graduates and gets a job? That's when the misfortunes of eroding academic standards multiply. We lament that schoolchildren get "kicked upstairs" until they graduate from high school despite being illiterate and mathematically inept, but we seem unconcerned with college graduates whose less blatant deficiencies are far more harmful if their accreditation exceeds their qualifications.

Most of my students are science and engineering majors. If they're good at getting partial credit but not at getting the answer right, then the new bridge breaks or the new drug doesn't work. One finds examples here in Atlanta. Last year a light tower in the Olympic Stadium collapsed, killing a worker. It collapsed because an engineer miscalculated how much weight it could hold. A new 12-story dormitory could develop dangerous cracks due to a foundation that's uneven by more than six inches. The error resulted from incorrect data being fed into a computer. I drive past that dorm daily on my way to work, wondering if a foundation crushed under kilotons of weight is repairable or if this structure will have to be demolished. Two 10,000-pound steel beams at the new natatorium collapsed in March, crashing into the student athletic complex. (Should we give partial credit since no one was hurt?) Those are real-world consequences of errors and lack of expertise.

But the lesson is lost on the grade-grouching 10 percent. Say that you won't (not can't, but won't) change the grade they deserve to what they want, and they're frequently bewildered or angry. They don't think it's fair that they're judged according to their performance, not their desires or "potential." They don't think it's fair that they should jeopardize their scholarships or be in danger of flunking out simply because they could not or did not do their work. But it's more than fair; it's necessary to help preserve a minimum standard of quality that our society needs to maintain safety and integrity. I don't know if the 13th-hour students will learn that lesson, but I've learned mine. From now on, after final grades are posted, I'll lie low until the next quarter starts.