LSCM 4860 and MKTG 4890

College of Business
Department of Marketing, Logistics, and Operations Management

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I.   KEY INFORMATION

A.	**Course, Time, Location**	LSCM 4860, Advanced Logistics Management MKTG 4890, Marketing Capstone LSCM 4860.001/MKTG 4890.001 R 6:30-9:20 BLB 180 LSCM 4860.002/MKTG 4890.002 TR 2:00-3:20 BLB 070
B.	**Instructor**	Brian Sauser, PhD Professor Building: BLB, Room 150E Phone: 940-565-4693 Email: Brian.Sauser@unt.edu Office Hours : By Appointement
C.	**Required Text and Readings**	No required text. Additional readings will be provided by the instructor during the course of the semester.
D.	**Description**	This course is an important component of UNT's Core Curriculum. This course was designed to bridge the STEM (science, technology, engineering, mathematics) and Business core courses (accounting, finance, management, information systems, and marketing) covered in your program of study with key social and behavioral aspects to provide the students with a holistic and comprehensive understanding of how their degree program knowledge has human and societal impacts. As part of this capstone experience, students will focus on the application of empirical and scientific methods that contribute to the understanding of how the "human activity system" (issues of culture and world view and their impact on learning and working in engineering, science and technology) impacts their STEM and Business knowledge. It is built on a fundamental that the successful development of STEM and Business knowledge is directly contingent on the human activity system. Case studies, academic research, and "real world" project work are used to provide a practical and advanced understanding.

II. COURSE OVERVIEW

This class will be like no other class you have taken at UNT. Marketing and Logistics students will be integrated together to address some cross-disciplinary problems in a more realist environment. While strongly Team-Based Learning, it will be a clear representation of what you will encounter in "the real world." The course will be conducted by a combination of lectures; in-class discussion; written and oral discussion of case analyses; article discussions and tern project. Students will be called upon to discuss assigned topics, readings, cases and concepts.

A. Objectives

The core objectives of this course are:

1) Build empirical and scientific constructs both at the application level and strategic level as part of STEM and Business Knowledge.
2) Challenge the student to develop critical thinking as an integral part of STEM and Business Knowledge, and how this may impact its strategy, operation, and function in industry and society.

While engaging in this course you will develop and demonstrate the core objectives through the following Key Skills:

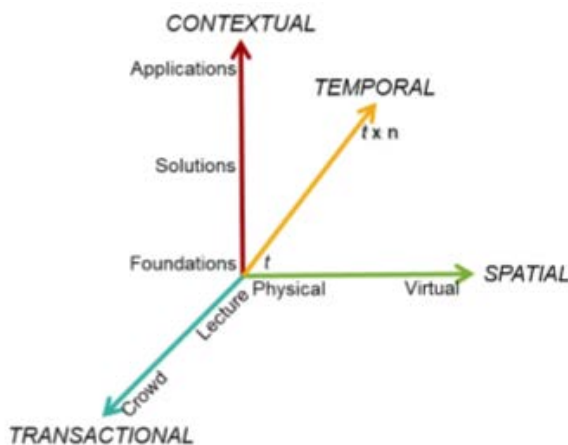| Key Skills	Definition
Written Expression	Communicating effectively in writing as appropriate for the needs of the audience.
Oral Expression	Talking to others to convey information effectively.
Teamwork or Collaboration	Adjusting actions in relation to others' actions. Being aware of others' reactions and understanding why they react as they do. Bringing others together and trying to reconcile differences. Persuading others to change their minds or behavior.
Problem Solving/Critical Thinking/Creativity	Developing capacities used to solve novel, ill-defined problems in complex, real-world settings. Using logic and reasoning to identify the strengths and weakness of alternative solutions, conclusions or approaches to problems. The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.
Judgment/Decision Making	Considering the relative costs and benefits of potential actions to choose the most appropriate one
Attention to Detail	Thoroughness in accomplishing a task through concern for all the areas involved, no matter how small. Monitors and checks work or information and plans and organizes time and resources efficiently.
Organizational Skills	Ability to use your time, energy, resources, etc. in an effective way so that you achieve the things you want to achieve.
Data Analytics and Statistical Analysis	Collection, examination, summarization, manipulation, and interpretation of quantitative data to discover its underlying causes, patterns relationships, and trends.
Leadership	Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.
Initiative	Readiness and ability take action.

B. Philosophy

I have a philosophy that learning comes in many forms, fits, and functions, so you will be subjected to multiple functions and forms of learning to help optimize the fit. Here are my views…

I believe students are a well vested stakeholder in the educational experience, and as someone committed to being a lifelong educator, it is my responsibility to bring to the classroom an enthusiastic teaching style complemented by an accountability structure for the students and myself that is based on transparency, integrity, and fairness.

When I first started teaching at Rutgers, The State University of New Jersey, I quickly saw an unmet need in students for a systematic understanding of problems and how the basic principles of General Systems Theory apply to managing life and finding solutions to some complicated problems. This early realization has driven my core philosophy in approaching education, teaching, and life learning as a systems problem. A wise mentor of mine once told me that there is a "teachable moment" for the professor and a "learnable moment" for the student and if we are lucky, they happen at the same time. Fundamentally, learning is a change in behavior, so as a teacher we have to be open and innovative in our approach to find ways to optimize the interaction of these two moments through the optimization of knowledge transfer. I have come to accept that in an era of rapidly emerging sociotechnical systems and communities of learning, we have no choice but to accept a systemic and systematic approach to teaching. This can be framed on a four dimensional plain of Temporal, Spatial, Transactional, and Contextual (see figure).

Temporal represents when and for how long the knowledge transfer event will take place. Have we considered the best time of the day for the content to be absorbed? Does this occur in an hour, a day, a week, or a semester? Can a typical semester based course be offered in a week? A month? Can students access the information and knowledge they want, when they need it?

Spatial is about the location of the knowledge transfer. Are the student and the teacher in the same physical location? Are they in an online or Internet-based (virtual) location? or both; synchronously or asynchronously?

Transactional refers to the pathway of knowledge transfer. Is it the traditional lecture/oration or an open exchange were the teacher and the student become one in the same, dynamically exchanging roles and encouraging autonomous behavior (e.g. crowd learning1)?

Contextual defines the layers of knowledge needed to build an advanced understanding of the topic. This is based on Foundations (e.g. science), Solutions (e.g. engineering), and Applications (e.g. management) of the knowledge in passive and active learning.

Our challenge is finding means to transition within these plains in order to optimize the knowledge transfer.

C.   Books/Readings

Readings will be provided by the instructor. Past experience strongly suggests you will learn much more (and thus perform better) in the class if you have completed the reading assignment before coming to class.

D.   Lecture Notes

These are the PowerPoint slides located on the class web site. They will be provided no less than one hour before class, so be prepared to take notes. In any event, I may or may not use them (in whole or part) during a lecture. They are for you to review and absorb. I view them as another reading for you. You will also be responsible for their understanding as it relates to the course content and the lecture topics. I will cover material in addition to the readings and PowerPoint slides during class, so I strongly recommended that you take thorough notes.

E.   Discussions

You are encouraged to actively participate in the lectures. For example, if you are not clear about a concept being discussed in the class, please ask questions. I consider asking questions a very important form of class participation. Also, if you have an

interesting experience or insight that either supports or contradicts the concept being discussed, please share it with the class. I believe in a "wisdom of the crowds" approach to in-class learning, where the instructor and the student become one in the same.

F.   Case Studies and Multi-Media

We will use case studies and multi-media to pontificate about innovative thinking on topics related to this class. These discussions will give us, as a class, a chance to exhibit our thinking individually and collectively.

G.   Class Attendance and Participation

I hold you responsible for all material covered during class, including changes to the syllabus, course schedule, and course materials. I will not supplement missed lecture material. If you must miss a class, you need to make the necessary arrangements to obtain any missed material or lecture notes from other students in the class. Class attendance is strongly encouraged because you will be called upon to answer questions, discuss case assignments, and to comment on key concepts. Missing these opportunities may result in a reduction in your final grade. Class participation and attendance cannot be made up without prior approval from the instructor.

You are strongly encouraged to attend every class. It is understood that circumstances beyond your control can impact perfect attendance, but every attempt should be made to come to class and be an engaged participant. Class participation will affect the case grades and your final grade. Participation will impact your grade so you are expected to come to class prepared and fully prepared for the in-class case discussions. Case discussions require significant effort and should not be taken lightly. You may be called upon to provide an overview of the case, define the problem, identify key issues and themes, suggest alternatives, discuss the analysis, critique inputs, provide recommendations, and summarize the in-class discussion.

III.   ASSIGNMENTS

Every assignment should be completed with a level of effort that you consider to be your BEST. As a Senior, you should fully understand what is your BEST. You should not complete an assignment based on what you think the professor wants, you should deliver a product that represents your BEST effort and fulfills the requirements as specified. So, as long as you do your BEST, the grade does not matter and you will get the grade you deserve.

A.   Group Case Assignments

Cases will focus on building and analyzing problems using skills you need to perform or build an understanding of within your major program and the Term Project. These case assignments will require the use of word processing, spreadsheets, other optimization software tools, online media… whatever it takes to do your best.

If you must miss the activities associate with completing these assignments within your group due to work or other unavoidable circumstances, you must contact the professor and the members of your group in advance. If the circumstances merit, the professor will schedule a make-up or provide an alternative to completing the assignment. These situations will occur on an exception basis and must be justified on valid circumstances. In order to be considered for the make-up, you must notify the professor and the group via email before the day the assignment is due, and receive via email permission from the professor and the group that this will be acceptable. Failure to provide notification will result in a failing grade for the assignment.

The group assignment topics will be as follows:
- Critical Thinking
- Defining the Product and Customer
- Pricing, Sales, and Promotion
- Facility Location and Design
- Transportation Network Design
- Competitor Analysis

B. Individual Assignments

You will have four individual assignments:

1. Personal Branding

We are going to work through an exercise of developing a "2 minute" speech that becomes the quick sell of your personal brand. Posted online are two documents. One document is a template that we will complete in class, but I highly recommend you think about the topics on the template prior to class. The second document is some guidance on preparing a "2 minute" speech about yourself. As a bonus, below is a very cool resource that walks you through an exercise of creating a personal brand. We will not do this in class, but it is a great resource for you to do on your own.

For our "2 minute" speech, you will use the template to create a "2 minute" speech about yourself where the audience is a senior level director for a company you want to work for.

https://www.quicksprout.com/the-complete-guide-to-building-your-personal-brand/

2. Exit Survey

Your success coming out of UNT is correlated to our ability to deliver a quality academic program to you. Thus, we collect some fundamental information from our (soon-to-be) graduates to evaluate the health our academic program.

3. SPOT Evaluation

I truly value the feedback I receive from students in the classes I teach. It helps me become better at my job and serve the customer (aka the student). I am less concerned about the impact my assessment scores mean to my performance evaluation for the university, but about what they mean to giving the customer a quality product. While you are welcome to visit with me and provide personal, verbal feedback, UNT utilizes the Student Perceptions of Teaching (SPOT) system. To promote (group) participation, there is a point value in the grading for completing the SPOT evaluation. Because I cannot know who completed the evaluations, I cannot know who to award the actual points to individually. Thus, while you will get an individual score for this assignment, it is a group effort that will determine your score:

- If less than 50% of the class completes the SPOT evaluation, everyone in the class will get 0 points.
- If 50-54% of the class completes the SPOT evaluation, everyone in the class will get 2.5 points.
- If 55-59% of the class completes the SPOT evaluation, everyone in the class will get 3.0 points.
- If 60-69% of the class completes the SPOT evaluation, everyone in the class will get 4.0 points.
- If 70-79% of the class completes the SPOT evaluation, everyone in the class will get 4.5 points.
- If greater than 80% of the class completes the SPOT evaluation, everyone in the class will get 5 points.

4. Research Participation

Business research is a field of study in which a company obtains data and analyzes it in order to better manage the company and understand customers. Research on aspects related to a business, can help predict consumer trends, project sales, spot opportunities, and avoid potential problems. As part of your learning experience in this course, you will be required to participate in research studies conducted by faculty members of the Department of Marketing, Logistics, and Operations Management. To sign up to participate in research studies, you must create an account on the COB SONA page—a web application that allows you to browse available studies and schedule a time to complete studies either online or in the COB Behavioral Lab (BLB 279).

Credit is assigned based on the duration of the study and whether you participate online or in the COB behavioral Lab:
- Short online studies (5-15 minutes) earn 1 credit
- Long online studies (20-30 minutes) earn 2 credits
- On-campus, lab studies (30-60 minutes) earn 4 credits

To fulfill the 10 points, you must earn 5 SONA credits throughout the semester. All credits earned will be added to your final course grade at the end of the semester.

To sign up, please visit unt-cob.sona-systems.com and email COB.REP@unt.edu with any questions you may have. Step-by-step instructions are provided in a separate PDF document posted on the course web site.

C. Term Project

Project teams (5 students [6 by exception]) will work on a term project that challenges your domain knowledge and Key Skills, to address a "real" problem. While engaging in the problem through the lens of the human activity system, students will be required to:

- Apply analytical tools useful in their domain
- Analyze the characteristics of the problem and its interrelationships within the company and the human activity system
- Demonstrate skills to analyze technical and social problems
- Demonstrate executive-level communications skills leading to the concise statement of problems and proposed solutions

The team's performance will be evaluated based on a Project Charter, Triage Review, Project Report, and Project Presentation

While this assignment is a team-based activity, individual performance will be considered. Each group member is to provide the professor with an evaluation of their individual performance and of each group member's performance for the final report and presentation grades. This measure allows you to identify the level to which your group members have helped the group. This is your chance to identify and reward/penalize both excellent and poor performance of group members, as well as your own. This is the only grade measurement where you play a role in determining your own grade or of your peers.

Peer evaluations will be performed anonymously using the rating form attached. This rating will be distributed electronically.

The professor will incorporate the peer evaluations as part of your grade for the term project. The following formula will be used to adjust your grade for the project report/presentation:

$$\frac{Individual\ Average}{Team\ Average}\ x\ Team\ Grade = Individual\ Grade$$

The formula allows an individual to receive a grade higher than the team grade if the team members considered the individual's performance to be higher than the other team members. NOTE: assigning high grades to everyone will not help the individuals that performed a disproportionate share of the work. High across-the-board evaluations do not help other team members or provide feedback on how or where to improve team performance.

Performance rating will be based on the following factors

- Quality of work: The degree to which the student team member provides work that is accurate and complete.
- Timeliness of Work/Attendance: The team member's timeliness of work. Showed up as scheduled, completed tasks on time, attendance at the group meetings, etc.
- Task support: The amount of task support the team member gives to other team members.
- Responsibility: The ability of the team member to carry out a chosen or assigned task, the degree to which the member can be relied upon to complete a task.
- Involvement: The extent to which the team member participates in the exchange of information, and relates and communicates to other team members.
- Emotional/motivational support: Consider the amount of emotional/motivational support the member gives to other team members
- Leadership: Consider how the team member engages in leadership activities.
- Overall: The overall performance of the team member while in the group.
  o Given the opportunity, I would have "fired" this person from our team
  o I would want this person in my group again
  o This person was the leader of the team
  o This person took charge and did a lot of work, but I would not want to work for them.

IV.   GRADING

A.   Grading Scale

The grading scale is guaranteed. You will receive no less than the grade listed within the appropriate interval. I reserve the right to adjust the grading scale in favor of the class if warranted. The points assigned to each grade comply with the points identified in the UNT Catalog.

Grade	Numeric Range	Grade Point
A	180-200	4.0
B	160-179	3.0
C	140-159	2.0
D	120-139	1.0
F	≤119	0.0

The potential point value for each assignment is as follows:

Assignment	Pts
Group Case Assignments	**60**
Critical Thinking	10
Defining the Product and Customer	10
Pricing, Sales, and Promotion	10
SWOT Analysis	10
Facility Location and Design	10
Transportation Network Design	10
Individual Assignments	**30**
Personal Brand	10
Exit Survey	5
SPOT Evaluation	5
Research Participation	10
Term Project	**110**
Project Charter	20
Project Triage	30
Project Report	30
Project Presentation	30
TOTAL	**200**

B.   Assignment Formats and Due Dates

You are expected to approach each assignment with the professionalism required in the "business" world by fulfilling your responsibilities and completing work on time. Work products should have a neat, professional appearance. The appearance of the submission will affect the grading – up to a 20% deduction for submissions deemed to be unprofessional in appearance.

Each assignment is due by the time specified in Blackboard. Any assignment may be submitted any time prior to the due date/time. **When submitting files electronically, start the file with your last name**, e.g.

Sauser_CaseStudy.pdf

A 50% penalty will be assessed for submissions within 24 hours after the assignment is due (one day late). A 100% penalty will be assessed for submissions more than 24 hours after the assignment is due. Correct spelling, grammar, and punctuation are expected and will be considered in the grading of all assignments. The overall appearance and professionalism of the submission will also be considered in the grade.

C.   Extra Credit

There will be no extra credit in this class. Students will not be allowed to resubmit assignments.

D.   Grading Appeals, Withdrawals and Incompletes

If you disagree with how any assignment was graded, **you must submit a written appeal by email or letter before the start of the next class period.** The email or letter must clearly state the rationale for the appeal and provide evidence to support your position. For example, you may cite text references, PowerPoint slides, or outside readings to support your position—**these must be clearly referenced by title and page number.** The rationale should be objective in nature and should not include subjective opinions. **Appeals that do not provide supporting rationale and specific reference(s) to course materials will be returned without consideration.**

Please refer to the UNT Catalog for policies governing Withdrawals and Incompletes. If you have any questions, please contact me for clarification. Please note: UNT only allows the use of incomplete for extraordinary circumstances. An incomplete grade will not be used simply to provide more time to complete the course requirements.

V.   COURSE SCHEDULE

Below is a proposed schedule, but this schedule could adjust to accommodate class progress, more in-depth discussion where warranted, or to take advantage of guest speakers or tours if the opportunity should arise. Ultimately, we need to optimize your learning experience via a dynamic and agile learning experience.

Week of	Weeks Topic	R 6:30-9:20 BLB 180		T 2:00-3:20 BLB 070 / R 2:00-3:20 BLB 070		Assignment	Due
		Class	Group	Class	Group		
26-Aug	Course Introduction	Course Introduction & Expectations	Chalk Talk	Course Introduction & Expectations	Chalk Talk		
2-Sep	Critical Thinking	Critical Thinking for Problem Solving	The Open Supply Chain	Critical Thinking for Problem Solving	The Open Supply Chain	The Open Supply Chain	at End of Class
9-Sep	Project Management and Planning	Project Management and Planning	Creating the Project Charter	Project Management and Planning	Creating the Project Charter	Project Charter	20-Sep
16-Sep	Defining the Product and Customer	Rehabilitation and Adaptive Tools	Defining the Product and Customer	Rehabilitation and Adaptive Tools	Defining the Product and Customer	Defining the Product and Customer	at End of Class
23-Sep	Focus Groups	Focus Groups	Focus Group	Focus Groups	Focus Group		
30-Sep	Pricing, Sales, and Promotion	Pricing, Sales, and Promotion	Pricing, Sales, and Promotion	Pricing, Sales, and Promotion	Pricing, Sales, and Promotion	Pricing, Sales, and Promotion	at End of Class
7-Oct	Competitor Analysis	Entrepreneurship	SWOT Analysis	Entrepreneurship	SWOT Analysis	SWOT Analysis	at End of Class
14-Oct	Facility Location and Design	Facility Location and Design	Facility Location and Design	Facility Location and Design	Facility Location and Design	Facility Location and Design	at End of Class
21-Oct	Transportation Network Design	Transportation Network Design	Transportation Network Design	Transportation Network Design	Transportation Network Design	Transportation Network Design	at End of Class
28-Oct	Personal Brand		Personal Brand		Personal Brand	Personal Brand	at End of Class
4-Nov	NO CLASS						
11-Nov	Project Triage						
18-Nov	THANKSGIVING (NO CLASS)						
25-Nov	NO CLASS						
2-Dec	Project Presentations						

VI.   POLICIES

A.   Academic Integrity

Cheating, plagiarism, or other inappropriate assistance on examinations, abstracts, or cases will be treated with **zero tolerance** and will result in a grade of "F" for the course. Any work should be solely your effort with ABSOLUTELY NO outside help or assistance. Students must be familiar with and adhere to the University's Academic Integrity policies. A dedicated website for this information can be found at: http://vpaa.unt.edu/academic-integrity.htm

To steal and pass off (the ideas or words of another) as one's own is plagiarism. If you quote or reference other's material, you must cite your sources. Cutting and pasting from other sources, even if properly footnoted does not meet the criterion of submitting your own work and will result in a failing grade for the course. The examination instructions are very clear regarding what materials may be used on the exam. If you "preprogram" your calculator, use any materials other than those permitted on the exam, talk with other individuals during the exam, exchange information about an exam with an individual that has not taken the exam, or copy or use material from another individual's exam, you will receive a failing grade for the course. According to University policy, if you become aware of any misconduct related to academic integrity, you should inform me or another proper authority such as the Department Chair or Associate Dean.

B.   Cell Phones and Other Electronic Devices

All cellular or digital phones, pagers, and laptops are to be turned off during class. **Failure to comply with this request will result in a letter grade deduction to the final grade if repeated.** Laptop usage to investigate additional information during class will be encouraged at the discretion of the instructor.

C.   Americans with Disabilities Act

The College of Business Administration complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with a disability. If you have an established disability as defined in the Act and would like to request accommodation, please see me as soon as possible. I can be contacted at the location and phone number shown in this syllabus. Please note: University policy requires that students notify their instructor within the first week of class when an accommodation will be needed. Please do not hesitate to contact me now or in the future if you have any questions or if I can be of assistance.

D.   Changes in Course

The schedule, policies, and assignments contained in this course syllabus are subject to change in the event of extenuating circumstances, class progress, or by mutual agreement between the instructor and the students. All changes will be announced in class prior to the change with a posted change to the syllabus placed on Blackboard.