

LSCM 3960.007/.777

LOGISTICS & SUPPLY CHAIN MANAGEMENT

Autumn 2021



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eMail: Canvas messaging only
Office Hours: Monday and Wednesday 9 PM to 10 PM
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Meeting ID: 845 2758 7622

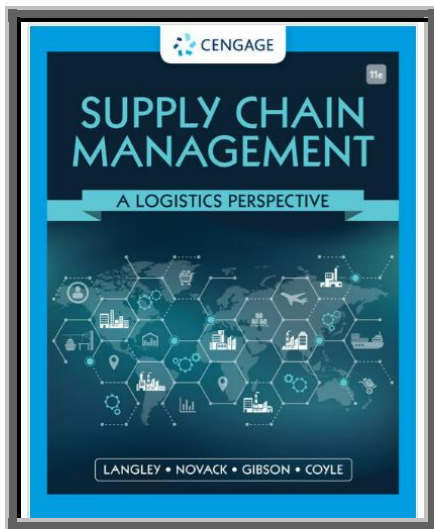
NOTE: The design of the course allows the student to move at a pace faster than the schedule but still requires minimum progress. **BEST ADVICE** is to stay ahead of the schedule.

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. Section .777 is for students living more than 50 miles from the Denton campus.

LEARNING OBJECTIVES:

1. Explore the role of logistics and supply chain management as it relates to the goals of the organization and interacts within the supply chain.
2. Gain an understanding of how each component operates and fits into the overall scheme of the field.
3. Enable strategic understanding of key principles which must be considered when managing the process.



COURSE MATERIALS:

Coyle, Langley, Gibson, Novack, and Bardi
Supply Chain Management: A Logistics Perspective. 11th Edition: Cengage.
Print ISBN: 978-0357132296; 0357132297
eText Print ISBN: 978-0357132302; 0357132300

GRADING:

50% of your final grade will be based on your on-line quiz performance. The other 50% of your final grade will be based on your performance on the cumulative final examination. Grades are based on the performance of all students officially enrolled in the course. The top 20% performers will receive an "A", the next 40% will receive a "B", etc. Your final grade cannot be more than one letter grade above the grade attained on the final exam. If your total score exceeds 90% Dr. Farris revert to a 90%-80%-70% grading scheme IF it is in favor of the student.

A = Top 20%
B = Next 40%
C = Next 20%
D = Next 10%

Quizzes	1,000 points
Final Exam	<u>1,000 points</u>
TOTAL	2,000 points

NO OPPORTUNITIES FOR EXTRA CREDIT

No extra credit will be available. With 17 measurements already in the course there is no need to add any more.

QUIZZES:

Testing for the course will involve a combination of on-line quizzes (multiple choice, true/false, and calculation questions) and a cumulative final examination (multiple choice, true/false, and calculation questions). Tests/quizzes require the student to pull together key logistics concepts to devise an answer and are intended to test understanding, not memorization skills.



Course testing begins with a quiz concerning the mechanics of the course using this syllabus as the basis of your information. Complete the syllabus quiz first. It **must be completed no later than 3 AM, Saturday, 28-August**. You may take the syllabus quiz as many times as you wish for the score of your last attempt. You are allowed two attempts for all other quizzes (with the exception of the quantitative questions revisited (QQR) quiz which you may also take as many times as you wish for the score of your last attempt). Your last quiz attempt will be recorded for all quizzes.



The quiz schedule is intended for you to prepare for the cumulative 73 question 50-minute final examination at a steady pace over a 15-week period. All quizzes are available at the beginning of the course to accommodate students who would like to get an early start on the material. For all quizzes, first, complete the text reading and view any support materials which help you understand the material. Students learn differently so a lot of support material is provided. It is up to the student to determine which support materials best help you learn the content. Each individual learner will utilize a different mix of support materials. Then complete the on-line quiz. Some concepts are repeated throughout the course and may appear on multiple quizzes. Each question is valued at 5 points. The time limit for the quizzes is based on 45 seconds per question. So, if a quiz has 15 multiple choice questions you have 12 minutes to complete the quiz. It is not intended to be a look-it-up quiz and you will not have enough time to look up all the quiz answers in the textbook so you must have read and digested the material **BEFORE** you take the quiz. Running out of time during the quizzes is a clear indication that you have not prepared sufficiently prior to taking the quiz.



The quizzes are intended to help prepare you for the 50-minute cumulative final examination. To no surprise, past experience has shown a strong correlation between successfully completing all the quizzes and the final examination score! All quizzes are available at the beginning of the course to accommodate students who would like to get an early start on the material. In order to encourage students to cover the material in a timely fashion and not wait until the last minute, you must complete each quiz before a specified cut-off period stated in this syllabus. The cut-off period for each quiz is 3 AM on the specific date. Since the design of the course allows you to take the quizzes as early as you wish, there are **NO ACCEPTABLE EXCUSES** for missing a quiz and there are no make-ups. Your best protection is to stay ahead of the shut-off schedule. Missing a quiz does not spell doom however but it certainly does not help. Spring 2021 the average “A” student missed 0.75 quizzes, “B” students missed 1.4 quizzes, “C” students missed 2.5 quizzes, and “D” students missed 6.5 quizzes. Summer 2021 the average “A” student missed 0.44 quizzes, “B” students missed 0.71 quizzes, “C” students missed 1.6 quizzes, and “D” and “F” students missed 5.3 quizzes. Notice a pattern?

CAUTION: When you open a quiz, the timer will automatically start. If you have problems contact the UNT Student Helpdesk (940) 565-2324 or helpdesk@unt.edu. Each quiz, by definition, is open-book and open-note and is intended to help you determine how well you have mastered the material. Be wary of your time restriction. The time limit for the quizzes is based on historical data. There IS enough time if you are prepared. Running out of time during the quizzes is a clear indication that you have not prepared sufficiently prior to taking the quiz (usually this means you need to be more comprehensive in your reading. “Reading” a chapter is not the same as “comprehending” the chapter). After completing each quiz you will immediately receive a total grade for the quiz. Detailed results will be released after the quiz cut-off period and will be available only until the cut-off for the following quiz. Take advantage of the feedback while it is available.

WEBCAM REQUIRED:

The quizzes and the final exam all use Respondus Lockdown Browser and requires use of a webcam. No exceptions.

PSSST...THE “SECRET” TO DOING WELL – MASTER THE QUANTITATIVE QUESTIONS REVISITED EARLY:

There are a few quantitative calculations that are key to logistics principles which you should understand. Learning the quantitative portion is an iterative process. To help you master these calculations a Quantitative Questions Revisited (QQR) quiz has been set up. Unlike the other quizzes, you may take this quiz as many times as you wish for the score of your last attempt. It will automatically grade and immediately provide useful feedback to help you master the concepts. Reading the grading feedback is important as it provides information about solving the problem. It is **HIGHLY RECOMMENDED** to master this early because you will also see the same questions selectively seeded into the regular quizzes.

Teaching evaluations offer an interesting insight regarding key elements of the course missed by students which would enhance learning and simplify the course:

1. The course is designed for flexibility. ALL quizzes are available starting on the first day of the class so students can work ahead instead of forcing students to complete quizzes within a limited window. The quizzes close at 3 AM but the shut-off time should not matter unless you lose sight of the fact you can complete them any time before the 3 AM shut-off. Even so, for some reason, a 3 AM quiz shut-off confuses students even though there is no need to wait until 3 AM!
2. Students have complained about the lack of feedback but ignore the fact that when each quiz closes feedback is automatically provided up until the next quiz closes. The feedback includes the correct answer and the location in the text where the answer can be found. Students that do not access this feedback when it is available are missing out on an important aspect of the course pedagogy. Determine what you do not know and this will simplify your preparation for the final exam. There is no formal final exam review or midterm in the course because feedback is provided on a weekly basis enabling students to learn in small chunks throughout the term.

Additionally, the instructor posts “Class performance” each time a quiz closes to indicate how the class performed on the quiz. Many times, students are given an idea of where they stand in the course relative to the rest of the students by reading this posting. Additionally, the Discussion section is always active but can only benefit by students joining in.

3. Students learn differently so a lot of support material is provided. It is up to the student to determine which support materials best help you learn the content. Each individual learner will utilize a different mix of support materials.
4. At least one teaching evaluation comment addressed the lack of live interaction. Please be aware that this is an asynchronous on-line course and NOT a synchronous offering. Other than ZOOM office hours there is no live element. We do offer live classroom sections on the Denton campus.
5. Throughout the term Dr. Farris frequently recommends forming a study group instead of “going it alone.” This is a common technique used in Big Ten and Ivy League schools and works well for senior level courses such as this. Use ZOOM, set up a standard meet time, no travel, and you don’t even have to buy coffee for everyone. Discuss a concept you do not understand. Miss a quiz and work with your group to get the visibility of the questions missed. A student comment from teaching evaluations “For the first part of the semester I ignored the recommendation to join a study group and floundered. Desperate, (sic) I set one up and got back into the ‘A’ range. Best advice I almost didn’t take.” Work smarter not harder.

FINAL EXAM:

Students **MUST** complete a 50-minute 73 question cumulative final examination **Monday, December 6** and which is available to complete between 8AM and 4 PM. **No exceptions.** The final exam consists of 73 multiple choice and quantitative questions emphasizing the basic principles of logistics. A variation of the questions (identical or similar) asked on the quizzes will be used. Documented (following university guidelines) missed final exams will be replaced with a live, proctored fill-in-the-blanks/short essay exam offered on campus only to students registered in the .007 section (living within 50 miles of campus).

50% of your grade will be based on your performance on the cumulative final examination. Your **final grade cannot be more than one letter grade above the grade attained on the final examination.** Keep in mind that an open-book look-up-the-answer quiz that you can take twice is much different than a 50-minute 73 question cumulative final exam

averaging 41 seconds to answer each question. In the last two semesters students averaged 43 minutes and 41 seconds per question on the final exam. Do not take preparing for the final exam lightly.

CHALLENGE POLICY:

You have until the cut-off for the next quiz to submit a **written** request using a Canvas MESSAGE for a regrade (known as a "challenge"). To earn additional points, you must be able to convince Dr. Farris, **in writing**, that your answer is correct.

A WORD ON ACADEMIC MISCONDUCT:

Each student should be aware of the guidelines for academic honesty as outlined in the UNT Student Guidebook. Dishonesty, including, but not limited to, cheating on tests, plagiarism for submissions in class, or posting copyrighted material (e.g. quiz or exam questions) in the public domain (such as Quizlet or StudyBlue). These violations are taken seriously, will be investigated, and academic sanctions will be actively pursued. The minimum penalty is an "F" in the course and referral to the Dean of Students for disciplinary action which may include expulsion from the University. For additional information about the University Integrity policy go to <http://vpaa.unt.edu/academic-integrity.htm>

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

This instructor strictly follows the guidelines set forth in the current Undergraduate Catalog for grade appeals, grade changes, and the awarding and removal of an 'Incomplete.' Please check the latest Catalog for details and procedures. If you have CANVAS problems you should immediately report any problems to the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues that are not user-generated.

AMERICANS WITH DISABILITIES ACT:

The College of Business complies with the Americans with Disabilities Act in making reasonable accommodation through the Office of Disability Accommodation (ODA) 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 provide documentation to Dr. Farris prior to the first assignment deadline.

ELECTRONIC OFFICE HOURS:

Dr. Farris will monitor the course at at least once (usually more frequently) every 48 hours to check for problems, address MESSAGE questions, and interact in the Discussion section. Students are encouraged to utilize the Canvas Discussion forum section for dialog with other students, to ask a general question, or view a response to a student which is in the general interest to the class. **DO NOT** send emails to Dr. Farris's university email. Utilize the MESSAGING capability within Canvas to contact him for personal questions, administrative problems, or general questions. The professor reserves the right to post emails in the discussion section if they are of general interest. The identity of the student will be removed.

FINAL GRADES

It is the practice of Dr. Farris to send a confirmatory Canvas email message identifying your final grade on Canvas. Also, see *Making the Grade* attached at the end of this syllabus.

STUDY WHAT YOU DO NOT KNOW

One of the most inefficient means of studying is the practice of reviewing what you already know. Your study time can be better spent by studying the materials that you do not know. Consider this instead. Pay careful attention to the feedback for the quizzes to identify which areas you do not understand. Capture this information when it is available during the quiz feedback period. THEN, study those areas that you answered incorrectly.

KEY DATES

DATE	TOPIC
Monday August 23	Course opens. ALL quizzes are available.
Saturday August 28	Syllabus quiz (80 pts) - Take as many times as you wish for the highest score!
Saturday September 04	Ch 1 Supply Chain Management / Ch 3 Role of Logistics in Supply Chains quiz (90 pts) <u>both must be completed by 3 AM</u> <ul style="list-style-type: none"> • Chapter 1: Supply Chain Management: An Overview • Chapter 3: Role of Logistics in the Supply Chain
Saturday September 11	Ch 7 Demand Management / Ch 8 Order Management and Customer Service quiz (80 pts) <u>must be completed by 3 AM</u> <ul style="list-style-type: none"> • Read “Staple Yourself to an Order” (posted in module) • Chapter 7: Demand Management • Chapter 8: Order Management and Customer Service
Saturday September 18	Ch 9 Managing Inventory Flows quiz – Part I (100 pts) <u>must be completed by 3 AM</u> <ul style="list-style-type: none"> • Chapter 9: Managing Inventory in the Supply Chain
Saturday September 25	Ch 9 Inventory Decision Making quiz – Part II (50 pts) <u>must be completed by 3 AM</u> <ul style="list-style-type: none"> • Chapter 9: Managing Inventory in the Supply Chain
Saturday October 02	Ch 5 Sourcing Materials and Service (50 pts) <u>must be completed by 3 AM</u> <ul style="list-style-type: none"> • Chapter 5: Sourcing Materials and Services
Saturday October 09	Ch 10 Distribution quiz (50 pts) <u>must be completed by 3 AM</u> <ul style="list-style-type: none"> • Chapter 10: Distribution – Managing Fulfillment Operations
Saturday October 16	Ch 11 Transportation quiz (90 pts) <u>must be completed by 3 AM</u> <ul style="list-style-type: none"> • Chapter 11: Transportation – Managing the Flow of the Supply Chain
Saturday October 23	Ch 4 Supply Chain and Omni-Channel Network Design / Ch 14 Technology quiz (75 pts) <u>must be completed by 3 AM</u> <ul style="list-style-type: none"> • Chapter 4: Distribution and Omni-Channel Network Design • Chapter 14: Supply Chain Technology – Managing Information Flows
Saturday October 30	Ch 2 Global Dimensions of Supply Chains quiz (50 pts) <u>must be completed by 3 AM</u> <ul style="list-style-type: none"> • Chapter 2: Global Dimensions of Supply Chains
Saturday November 06	Ch 12 Aligning Supply Chains quiz (45 pts) <u>must be completed by 3 AM</u> <ul style="list-style-type: none"> • Chapter 12: Aligning Supply Chains
Saturday November 13	Ch 6 Producing Goods and Services quiz (55 pts) <u>must be completed by 3 AM</u> <ul style="list-style-type: none"> • Chapter 6: Producing Goods and Services
Saturday November 20	Ch 13 Performance Measurement and Financial Analysis / Ch 15 Challenges quiz (95 pts) <u>must be completed by 3 AM</u> <ul style="list-style-type: none"> • Chapter 13: Supply Chain Performance Measurement & Financial Analysis • Chapter 15: Strategic Challenges and Change for Supply Chains
Week: Thanksgiving aka “Dreamers Day”	
Saturday December 4	Quantitative Questions Revisited quiz (90 pts) <u>must be completed by 3 AM</u> Open ALL semester. It is recommended that you master this early. You can take it as many times as you wish for the highest score. Be smart, read through the graded results and master this early.
Monday December 6	FINAL EXAM 50-minute 73 question final exam available from 8 AM to 4 PM.

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 hyper-rational 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.