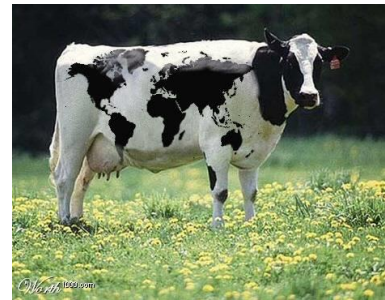


LSCM 4360.007/.777

GLOBAL ALLIANCES & INTERNATIONAL SUPPLY CHAIN MGT



Summer 2020
Dr. M. T. Farris
Online



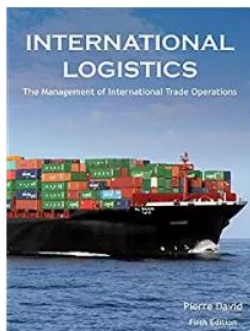
Office: 336A BLB
Phone: Office: (940) 565-4368 (565-GENT)
Office Hours: Via CANVAS MESSAGING
(if needed a ZOOM visit can be set up)
Contact: Canvas eMail messages ONLY
NOTE: This 10W Summer semester course covers the same material as the 15W regular semester.

Welcome to LSCM 4360: GLOBAL ALLIANCES & INTERNATIONAL SUPPLY CHAIN MGT. The text does an excellent job of providing a basic foundation of international logistics. Coupled with current events awareness and the tertiary assignments (resume, CSCMP cases) students will be exposed to a strong blend introducing them to international logistics. While we will use a textbook, which by definition is static and unchanging, more importantly we will take advantage of the opportunity to monitor current events to connect the dots to develop and hone your skills to understand the ramifications of what is going on in the world.



COURSE DESCRIPTION:

Supply chain and alliance strategy in the multi-national firms. Materials management, international sourcing and distribution, and importing/exporting procedures. International carrier management and operations are examined.



COURSE MATERIALS:

Pierre David, **International Logistics: The Management of International Trade Operations**. 5th Edition: Cicero Books, ISBN-13: 978-0989490641
ISBN-10: 0989490645

LEARNING OBJECTIVES:

The course has the principal objective of providing an introduction to logistics operations and issues in an international supply chain environment. Key processes, relationships to logistics management and other business functions, and the strategies and techniques frequently employed to obtain a competitive advantage in a global business environment will all be addressed. Specific objectives for the course include obtaining a competitive advantage through supply chain management, and techniques employed to improve the developing an understanding of the supply chain concept, approaches employed to performance and efficiency of supply chains in an international environment.

To successfully complete this course you must master a number of different measures:

- Correct submission of your resume on time
- Complete 19 quizzes to reflect your mastery of the text
- Complete both parts of an individual CSCMP-quality case
- Complete the cumulative final exam

GRADING:

Resume	50 points	Grades are based on the traditional A=90%, B=80%, C=70%, NP=below 70% scale.
Quizzes	475 points	
CSCMP Case – Part 1 including ZOOM presentation	150 points	If it works in favor of the student, the top 20% in the class will receive an A, the next 40% will receive a B, the next 20% will receive a C, and the remaining 20% will receive NP.
CSCMP Case – Part 2	100 points	
Cumulative Final Exam	225 points	
TOTAL	1,000 points	

NO OPPORTUNITIES FOR EXTRA CREDIT:

No extra credit will be available. Any request for extra credit will receive a 5% deduction to the student's final grade.

RESUME (50 points = 5% Final Grade):

Time to start thinking about graduation! Do you have your resume ready? You should! In order to be prepared you will be required to submit a résumé for this class.

- In order to receive credit you must electronically submit your resume in CANVAS ASSIGNMENTS for this course no later than **3:00 AM on Friday, June 5, 2020**. There is a 100% penalty for late submissions. Students adding the course will have 48 hours to make-up this exercise from the time they add the course.
- You must use the following naming convention for your document upload into Canvas.

Full or Intern_StudentLastName_Semester_Year of graduation.

For example,

Full_Farris_Spring_2030.DOC OR MTF_Full_Farris_Spring_2030.DOCX¹

Failure to properly name your file or incorrect file formats (anything other than a WORD Doc such as PDF) will receive 0 points.

1. In addition to fulfilling the course requirements by submitting your resume in CANVAS, if you want your résumé to be visible to employers through Career Services you must also submit your resume via Eagle Careers powered by Handshake <http://studentaffairs.unt.edu/career-center/eagle-careers>. You need to have a profile created as well. When you have your resume ready to upload into Handshake you must do the following:
2. Under 'Personal Goals', you need to select either, 'I want a job' OR 'I want an internship', then click 'Done'
3. You need to choose in the 'Other' dropdown 'Has Public Resume' if you want to have recruiters see your resume.

THE WORLD IS OUR TEXTBOOK:

In addition the static text, current events play an important part of understanding the international arena. Students must stay current with what is going on the world as it relates to international logistics. Each quiz will contain two or more current event questions drawn from the following sources within 10 days prior to the start of the quiz:

- *American Shipper News* (www.americanshipper.com)
- *CSCMP Supply Chain SmartBrief* (cscmp@smartbrief.com)
- *FreightWaves* (newsletter@freightwaves.com)
- *Hellenic Shipping News Online Daily Newspaper* (www.hellenicshippingnews.com)
- *Supply Chain Dive* (newsletter@divenewsletter.com)
- *Wall Street Journal Logistics Report* (interactive.wsj.com; contact paul.page@wsj.com)
- *Worldometers Current Corona Virus data worldwide* (<https://www.worldometers.info/coronavirus/>)

¹ This student obviously does not plan to pass LSCM4360 on the first attempt!

QUIZZES: (475 points= 47.5% Final Grade):

The text does an excellent job of providing a basic foundation of international logistics. 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). They require the student to pull together key international 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, Friday, 5-June**. You may take the syllabus quiz as many times as you wish for the score of your last attempt. You are allowed one attempt for all other quizzes.



The quizzes are intended for you to prepare for the cumulative final examination at a steady pace over a 10 week period. For all quizzes, first, complete the text reading then complete the on-line quiz. Some concepts are repeated throughout the course and may appear on multiple quizzes. Each author test bank question is valued at 1 points and the current event questions are valued at 3 points. The time limit for the quizzes is based on 1 minute per question. So if a quiz has 15 multiple choice questions you have 15 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 cumulative final examination. To no surprise, past experience has shown a strong correlation between successfully completing all the quizzes and the final examination score! Each quiz will be open for a 36 hour period so there should be **NO ACCEPTABLE EXCUSES** for missing a quiz and there are no make-ups. Missing a quiz does not spell doom however but it certainly does not help.

CAUTION: When you open a quiz the timer will automatically start. 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. All quizzes have Monday or Friday deadlines **EXCEPT** the Chapter 20 quiz which is on Thursday, 6-August.

WEBCAM REQUIRED:

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

CSCMP-STYLE CASE – Part One (150 points=15% Final Grade):

Executive dashboards have become popular. You will be provided a data file and use it to develop five meaningful KPIs which reflect changes over time to assist your executive in managing the business (readability, understandability, and strategic impact of which KPIs you select will a part of the grading). You will create a one-slide



PowerPoint slide containing these graphics (with the data embedded behind each graphic). A second slide must be included which explains how the executive will utilize each graphic to manage the subject matter and a third slide must be included offering an alternative graphic for each KPI in the first slide. Your project is due via CANVAS by **3:00 AM on Saturday, 13-June**.

Monday, 15-June and Tuesday, 16-June you will use ZOOM to present and explain your slides and address questions about your submission. Each presentation will be limited to 15 minutes. Starting on the first day of

class you can reserve your 15 minute time slot on a first-come, first-serve basis using the quizzing feature. You will be asked to provide your first, second, and third choices for a reservation time slot.

CSCMP-STYLE CASE – Part Two (100 points=10% Final Grade):

Released after the ZOOM presentations, an extension of Part One, is due by **3:00 AM Saturday, 27-June**.

WHEN IS SOMETHING LATE:

The world of business is full of deadlines. No graded activity in this course is optional. All graded activities must be completed, even if submitted late for a grade of zero. Failure to do so will result in a deduction of 50% of each assignment turned in subsequently if the missed assignment is not completed and submitted. The only exception will be due to documented excused absences defined below.

EXCUSED VS. UNEXCUSED ABSENCES:

Students are expected to attend class and meet published deadlines. Life happens causing disruptions in plans. It is the uncontrollable elements that cause the most disruptions and I will work with you but you must provide acceptable documentation. Contact me as soon as you can but take care of your family obligations first.

There is no penalty for absences due to university-sanctioned activities. However it is your responsibility to provide me with as much advance notice as possible of your scheduled absence and documentation supporting this absence. It is your responsibility in these instances to ensure any assignments or quizzes/tests due during the missed classes are made up in a satisfactory manner to the instructor. You should make these arrangements PRIOR TO missing class.

Absences due to the following reasons may be excused providing proper documentation is received from you and the ability to complete the assignment in-line is not reasonable. This will be managed on a case-by-case basis.

1. Death or major illness/injury involving a family member.
2. Illness of dependent family member.
3. Participation in legal proceedings or administrative procedures that requires the student's presence.
4. Religious holy days.
5. Illness that is too severe or contagious for a student to attend class (as determined by the Health Center or an off-campus physician).
6. Required participation in military duties or civilian emergency (Paramedic, volunteer fire department, etc.) duties
7. Pregnancy complications or medically necessary appointments late in a pregnancy can typically be accommodated easily. Your baby's health is of paramount importance. Please notify me so we can plan a workaround.

Some absences are obviously beyond your control (#1, #2, #5, #6, and #7 above). Please provide proper documentation as soon as practical without neglecting any responsibilities you have due to these situations. Please do not bring me a note to inform me that you are contagious or leave a seriously ill/injured family member to tell me you will miss a class. My personal recommendation is to fulfill your responsibilities to your family/community first and inform me in a timely manner later.

Occasionally, special circumstances not covered above may warrant an absence to be excused by the instructor. For example, emergency work-related absences will require a signed letter from your supervisor on company letterhead explaining your situation. My favorite potential unplanned excuse was a student was concerned about missing my live final exam because he was in a bank lobby when it was robbed. When the police arrived and started taking witness statements, the student negotiated a time with the police to return after the Farris Final to be interviewed. I would have worked with him (and in spite of everything he aced the final!)

CUMULATIVE FINAL EXAM (225 points=22.5% Final Grade):

During finals week there will be a cumulative final exam covering the quiz elements.

OFFICE HOURS:

When you need one-on-one assistance, please contact Dr. Farris via CANVAS messaging. If needed a ZOOM visit can be set up. Problems, or potential problems, should be addressed before they become major problems.

CHALLENGE POLICY:

You have until the next due date 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.

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, changes, and the awarding and removal of an 'Incomplete.' Please check the latest Catalog for details and procedures.

AMERICANS WITH DISABILITIES ACT:

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 Dr. Farris as soon as possible. Students who are accommodated **MUST** take their exams at the ODA Center.

FINAL GRADES

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

KEY ACTIVITIES AND DATES

Quizzes must be completed by 3AM Central Time on the topic date. Each quiz will be available starting 36 hours prior to the shut-off time at 4PM. NOTE: CANVAS goes down for maintenance on Saturdays at Midnight.

DATE	TOPIC
Monday June 1	Course opens.
Friday June 5	Syllabus quiz (20 pts) - Take as many times as you wish for the highest score Resume (50 pts) deadline via CANVAS due no later than 3:00 AM CDT
Monday June 8	Chapter 1 International Trade (26 pts) CSCMP-style Executive Dashboard case assigned
Friday June 12	Chapter 2 International Supply Chain Management (21 pts)
Saturday June 13	CSCMP-style Executive Dashboard Part One (150 pts) due via CANVAS ASSIGNMENT no later than 3:00 AM CDT
Monday June 15	Chapter 3 International Infrastructure (26 pts)
Monday - Tuesday June 15 & 16	15 minute ZOOM presentation of your Executive Dashboard Part 1 slides. Reserve a slot on a first-come, first-serve basis.
Friday June 19	Chapter 4 International Methods of Entry (26 pts)
Monday June 22	Chapter 5 International Contracts (26 pts)
Friday June 26	Chapter 6 Terms of Trade or Incoterms Rules (27 pts)
Saturday June 27	CSCMP-style Executive Dashboard Part Two (100 pts) due via CANVAS ASSIGNMENT no later than 3:00 AM CDT
Monday June 29	Chapter 7 Terms of Payment (27 pts)
Friday July 3	Chapter 8 Managing Transaction Risks (26 pts)
Monday July 6	Chapter 9 International Commercial Documents (27 pts)
Friday July 10	Chapter 10 International Insurance (31 pts)
Monday July 13	Chapter 11 International Ocean Transportation (26 pts)
Friday July 17	Chapter 12 International Air Transportation (21 pts)
Monday July 20	Chapter 13 International Land & Multimodal Transport (21 pts)
Friday July 24	Chapter 14 Packaging for Export (26 pts)
Monday July 27	Chapter 15 International Warehouses and Distribution Centers (26 pts)
Friday July 31	Chapter 16 International Logistics Security (22 pts)
Monday August 3	Chapter 17 Customs Clearance (26 pts)
Thursday August 6	Chapter 20 Developing a Competitive Advantage (24 pts)
Friday August 7	FINAL EXAM (225 pts) 120 minute cumulative 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 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.