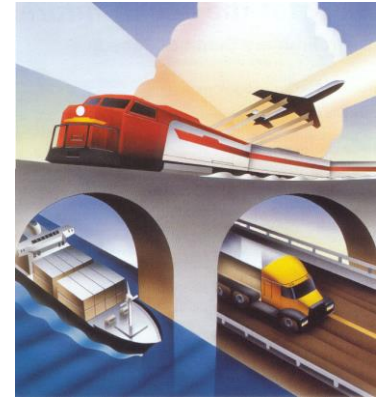


LSCM 3960: LOGISTICS & SUPPLY CHAIN MANAGEMENT

Autumn 2017
Dr. M. T. Farris
Tuesday/Thursday
12:30 PM – 1:50 PM; BLB 180



Office Dr. Ted Farris, Ph.D., C.T.L.
Hours: Learn! eMail messages ONLY
BLB 336A
Tuesday/Thursday
By appointment 24 hours in advance
(940) 565-4368 (565-GENT)

Sage Cohort (Sage 329)
Professor Mazen Hammady Brho
Mazen.HammadyBrho@unt.edu
BLB 304J
Monday – Friday 9AM – 5 PM
By appointment 24 hours in advance
(940) 565-3130

BLB Cohort (BLB 180)
Professor Thomas Morgan
Thomas.Morgan@unt.edu
BLB 323A
Tuesday/Thursday 11AM-12:30PM
By appointment 24 hours in advance
(940) 565-3130

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, Robert A. Novack, and Brian Gibson
Supply Chain Management: A Global Logistics Perspective. 10th Edition: Thomson Southwestern Cengage Learning, ISBN-13: 978-1305859975 / ISBN-10: 1305859979
NOTE: While there is an international edition available, be aware the order of the chapters as well as some of the content differs. The jury is out on the eBook edition. If you choose to use either edition, you are responsible for identifying the differences and studying accordingly.

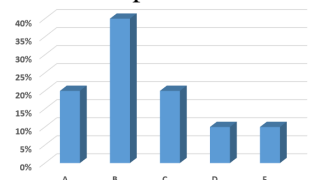
To successfully complete this course you must master a number of different measures:

- Correct submission of your resume (format, name and complete the Resume Authorization assessment on time.
- Attend lectures
- Complete 10 on-line quizzes during their availability period to extend your mastery of the text and prepare for the lectures/cohort sessions
- Complete the MS-Excel certification initiative
- Complete 3 midterm examinations.
- Complete an individual final examination.

GRADING:

Resume	50 points	Grades are based on the performance of all students officially enrolled in the course using the scale to the right. The professor reserves the right to adjust the grading scale in the favor of the class using the “grading by the gaps” method or a traditional A=90%, B=80%, C=70%, D=60% basis <u>IF</u> it benefits the student.
Cohort	100 points	
On-line quizzes	150 points	
MS-Excel certification	100 points	
Inventory #1	125 points	
Inventory #2	125 points	
Inventory #3	125 points	
Final Exam	225 points	

A = Top 20% of class
B = Top 60% of class
C = Top 80% of class
D = Top 90% of class



BLACKBOARD GRADEBOOK ACCURACY

Blackboard has certain quirks. For example, if you fail to take a quiz the Blackboard grade book will not reflect the missed quiz or a score of a zero. Nothing will be shown. If we have an ODA student taking ODA quizzes Blackboard's "Total Points Possible" will include the points for the original quiz AND the ODA version, essentially double counting. Dr. Farris tries to keep this feature turned off and assumes you are able to add your own points and compare them to the "Pink Bus" reports.

NO OPPORTUNITIES FOR EXTRA CREDIT:

No extra credit will be available unless it is offered to the entire class.

RESUME (50 points = 5.0% Final Grade):

Time to start thinking about graduation! Got your resume ready? You should! Pretend you attend the 6-September Council of Supply Chain Management Professionals evening meeting and chat with a vice president with a 3PL. "Looking for an exceptional UNT graduate highly capable to do great things for your company?" you ask. She replies, "Send me your resume to me using Learn! by Noon Friday."

Your assignment: Electronically submit your resume in Microsoft Word .DOC or .DOCX format (no other formats accepted) using the Learn! ASSIGNMENT feature no later than Noon on Friday, 8-September. To receive full points name your resume Word file using your last name and the term you will graduate. For example:

Farris_Spring_2030.DOC OR Farris_Spring_2030.DOCX¹

Failure to properly name your file will result in a 50% penalty. Incorrect file formats (including .PDF) will receive 0 points. The logistics faculty may use this version of your resume to send to companies that contact us throughout the semester so make sure it is your very best, no excuses. No updates after the deadline will be accepted. There is a 100% penalty for late submissions. Students adding the course after Noon on 5-September will have 48 hours to make-up this exercise from the time they add the course. In addition, to receive full submission points you must have completed and submitted the Resume Authorization form before the resume deadline. Within the authorization you may request your resume **NOT** be distributed to potential employees. Failure to submit both items will result in a score of 0 points.

COHORT SESSIONS (100 points = 10.0% Final Grade):

We are testing a new pedagogy this semester by incorporating cohort sessions with our doctoral professors. The class will be split into two cohort breakout sessions held in BLB 180 and Sage 329. Each student will be assigned a specific location. Each cohort will offer closer more personal interaction to cover the textbook materials using the author's PowerPoints, address questions from the weekly quiz, and promote understanding of the quantitative questions in the course. Once a week, and for inventories, the class will meet as a whole in BLB 180 where Dr. Farris will provide a lecture covering timely innovations and recent events impacting the supply chain. All students will utilize the same Blackboard section to complete quizzes, ask general interest questions in the discussion section. Points are unique to your cohort professor.

ON-LINE QUIZZES (150 points= 15.0% Final Grade):

Students are expected to cover the text material outside of class BEFORE the lecture. Each quiz will open at Noon on Sunday and be open for 27 hours. Access to each quiz will end at 3 PM on Monday. Completion dates are noted in the Testing Schedule. If you miss a quiz, you miss the quiz regardless of the reason (late enrollment, doctor's appointment, family issues, work issues, new puppy). Alternative completion times will not be arranged.

Each quiz will randomly draw from the textbook test bank and will vary in length. 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 based on 1 minute per multiple choice question and 3 minutes per question requiring calculations. History has shown that this is enough time to physically look up about 40% 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. When you complete the quiz you will immediately receive a total score.

You have the option to complete the quiz a second time **but will receive the score of your second attempt.** "Full" graded results will be released AFTER the quiz closes and will remain available ONLY until the shut-off period of the next quiz.

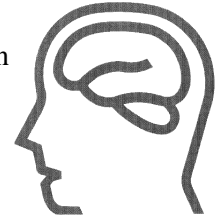
¹ This student obviously does not plan to pass LSCM 3960 on the first attempt!

MS-EXCEL CERTIFICATION (100 points= 10.0% Final Grade):

Our industry partners have emphasized the need for our students to have spreadsheet skills and we have listened. COB has a new initiative to certify all COB students in MS-Excel at no cost to the student. In this inaugural semester of this initiative all DSCI 3870, LSCM 3960, and OPSM 3830 courses are incorporating certification as part of the course grade. Fine-tune your Excel skills using Lynda.com software (free to UNT students) and reserve a time slot to complete your certification testing at the Sage Testing Center during the week of 23-October in one of 26 available time slots. Details and the testing sign-up link will be provided during your lecture session (as well as in the cohort sessions).

INVENTORIES (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 we will take an inventory to check for understanding and retention of information. The inventory looks a lot like the traditional examination and may be multiple choice, quantitative problems, or essay questions. Inventories require the student to pull together key logistics concepts to devise an answer and are intended to test understanding, not memorization skills.



Graded inventory feedback will take place during the cohort session. An “uplift” for each exam will be determined to ensure at least one student will earn a perfect score for each inventory. All students will receive the “uplift” however if you are not in attendance to receive the exam feedback 1) you will forfeit any exam “uplift” points awarded for the exam and 2) your score will not appear on the Learn! gradebook until you make a scheduled office visit with your cohort professor to receive the results. Students may review their latest exam up to three weeks after the exam has taken place. Plan accordingly.

New to this semester is a common Final Exam for all LSCM 3960 sections. The final will contain questions that are of content covered in all sections.

EXTRA CREDIT (0 points=0.0% Final Grade):

There are 16 measures in this course offering plenty of opportunity to excel. NO extra credit will be available.

SHINY OBJECT GUIDELINE:

Individual issues should be discussed during office hours or can be resolved during your cohort session. Immediately after each large session lecture is completed some students try to discuss issues with the professor. When the professor walks out of the classroom he tends to get distracted by shiny objects. Assume he will not remember what was discussed so make it a practice to follow-up any discussions with a Learn! email message to both Dr.Farris and your cohort session professor so anything discussed is agreed upon and documented. All Learn! emails messages are retained until the end of the course.

OFFICE HOURS:

When you need one-on-one assistance, please schedule an appointment during posted office hours. Problems, or potential problems, should be addressed before they become major problems.

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 quiz has been graded and released to the class. To earn additional points, you must be able to convince your professor, **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.

CLASSROOM ETIQUETTE

To promote your plunge into business professionalism there are three 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. Research has indicated that student performance is significantly correlated with cell phone use in the classroom. A study by Duncan, Hoekstra, and Wilcox (2012) demonstrated that students who reported regular cell phone use in class showed an average negative grade difference of 0.36 ± 0.08 on a four-point scale. Students also underestimated the number of times they accessed their phones while in class. While students reported an average access rate of three times per class period, observation data showed the rate was closer to seven times per period. An interesting finding is that other students are distracted when students text in class (Tindell and Bohlander, 2012). So while a student may claim he's only hurting himself when texting, studies show that others are affected also. Any ringing or twittering cell phones may be confiscated and returned to the owner at the final exam. Use of cell phones during an exam will result in confiscation. Similarly, use of cameras or scanning devices in the classroom are distracting and prohibited. Dr. Farris reserves the right to assign a failing grade for unauthorized use of either in the classroom.
- 2) **Business professionals do not wear hats indoors.** Please no headgear in the classroom. Violators may be asked to leave.
- 3) Please do not come to class late or depart early unless you have an emergency. It is discourteous and an interruption to the class.

FINAL GRADES

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

LSCM 3960
Autumn 2017
LARGE CLASS LECTURE SESSION SCHEDULE
BLB 180

DATE	TOPIC
Tuesday August 29	Opening class
Thursday September 7	CSCMP Annual Report Profit leverage concept
Thursday September 14	International Logistics Grid method concept TCO
Tuesday September 19	Inventory #1 - Chapters 1, 2, 3, 4, and 5
Thursday September 28	Applied Logistics Innovations
Thursday October 5	Tom Peters
Thursday October 12	Inventory Solutions from the Field
Thursday October 19	Drones, Zones, and Changing Fulfillment Strategies
Tuesday October 24	Inventory #2 – Chapters 6, 7, 8, 9, & 10
Thursday November 2	Federal Regulation Transportation Pricing
Thursday November 9	Supply Chain Finance
Thursday November 16	Internet of Things Physical Internet
Thursday November 30	What Keeps Supply Chain Managers Awake at Nights?
Tuesday December 5	Inventory #3 – Chapters 11, 12, 13, 14, & 15
Thursday December 14	Final Exam – Cumulative 10:30 AM – 12:30 PM

LSCM 3960
Autumn 2017
COHORT SESSION SCHEDULE
BLB 180/SAGE 329

DATE	TOPIC	Chapter
Thursday August 31	SCM: An Overview	1
Tuesday September 5	Role of Logistics	3
Tuesday September 12	Global Dimensions Distribution and Omni-Channel Network Design Sourcing	2, 4, & 5
Thursday September 21	Exam return and feedback	
Tuesday September 26	Producing Goods and Services	6
Tuesday October 3	Demand Management Order Management and Customer Service	7 & 8
Tuesday October 10	Managing Inventory	9
Tuesday October 17	Distribution	10
Thursday October 25	Exam return and feedback	
Tuesday October 31	Transportation	11
Tuesday November 7	Aligning Supply Chains Supply Chain Performance	12 & 13
Tuesday November 14	Supply Chain Technology	14
Tuesday November 28	Strategic Challenges and Change for Supply Chains	15
Thursday December 7	Exam return and feedback	

LSCM 3960
Autumn 2017

TESTING SCHEDULE

Blackboard online deadline 3 PM STC = Sage Testing Center

Each quiz will open at Noon on Sunday and be open for 27 hours. Access to each quiz will end at 3 PM on Monday.

DATE	TOPIC	Chapter	Location
Monday September 4	SCM: An Overview Role of Logistics	1 & 3	Online quiz
Monday September 11	Global Dimensions Distribution and Omni-Channel Network Design Sourcing	2, 4, & 5	Online quiz
Tuesday September 19	Inventory #1 - Chapters 1, 2, 3, 4, and 5		BLB 180
Monday September 25	Producing Goods and Services	6	Online quiz
Monday October 2	Demand Management Order Management and Customer Service	7 & 8	Online quiz
Monday October 9	Managing Inventory	9	Online quiz
Monday October 16	Distribution	10	Online quiz
Tuesday October 24	Inventory #2 – Chapters 6, 7, 8, 9, & 10		BLB 180
MS Certification testing time slots all week			STC
Monday October 30	Transportation	11	Online quiz
Monday November 6	Aligning Supply Chains Supply Chain Performance	12 & 13	Online quiz
MS Certification re-take testing time slots all week			STC
Monday November 13	Supply Chain Technology	14	Online quiz
Monday November 27	Strategic Challenges and Change for Supply Chains	15	Online quiz
Tuesday December 5	Inventory #3 – Chapters 11, 12, 13, 14, & 15		BLB 180
Thursday December 14	Final Exam – Cumulative 10:30 AM – 12:30 PM	1 to 15	BLB 180

LSCM 3960

Autumn 2017

OVERALL

DATE	TOPIC	
Tuesday August 29	Opening class	BLB 180
Thursday August 31	SCM: An Overview	BLB 180/SAGE 329
Monday September 4	SCM: An Overview Role of Logistics	Online quiz
Tuesday September 5	Role of Logistics	BLB 180/SAGE 329
Thursday September 7	CSCMP Annual Report Profit leverage concept	BLB 180
Monday September 11	Global Dimensions Distribution and Omni-Channel Network Design Sourcing	Online quiz
Tuesday September 12	Global Dimensions Distribution and Omni-Channel Network Design Sourcing	BLB 180/SAGE 329
Thursday September 14	International Logistics Grid method concept TCO	BLB 180
Tuesday September 19	Inventory #1 - Chapters 1, 2, 3, 4, and 5	BLB 180
Thursday September 21	Exam return and feedback	BLB 180/SAGE 329
Monday September 25	Producing Goods and Services	Online quiz
Tuesday September 26	Producing Goods and Services	BLB 180/SAGE 329
Thursday September 28	Applied Logistics Innovations	BLB 180
Monday October 2	Demand Management Order Management and Customer Service	Online quiz
Tuesday October 3	Demand Management Order Management and Customer Service	BLB 180/SAGE 329
Thursday October 5	Tom Peters	BLB 180
Monday October 9	Managing Inventory	Online quiz
Tuesday October 10	Managing Inventory	BLB 180/SAGE 329
Thursday October 12	Inventory Solutions from the Field	BLB 180

DATE	TOPIC	
Monday October 16	Distribution	Online quiz
Tuesday October 17	Distribution	BLB 180/SAGE 329
Thursday October 19	Drones, Zones, and Changing Fulfillment Strategies	BLB 180
Tuesday October 24	Inventory #2 – Chapters 6, 7, 8, 9, & 10	BLB 180
MS Certification testing time slots all week		STC
Monday October 30	Transportation	Online quiz
Tuesday October 31	Transportation	BLB 180 / SAGE 329
Thursday November 2	Federal Regulation Transportation Pricing	BLB 180
MS Certification re-take testing time slots all week		STC
Monday November 6	Aligning Supply Chains Supply Chain Performance	Online quiz
Tuesday November 7	Aligning Supply Chains Supply Chain Performance	BLB 180 / SAGE 329
Thursday November 9	Supply Chain Finance	BLB 180
Monday November 13	Supply Chain Technology	Online quiz
Tuesday November 14	Supply Chain Technology	BLB 180 / SAGE 329
Thursday November 16	Internet of Things Physical Internet	BLB 180
Monday November 27	Strategic Challenges and Change for Supply Chains	Online quiz
Tuesday November 28	Strategic Challenges and Change for Supply Chains	BLB 180 / SAGE 329
Thursday November 30	What Keeps Supply Chain Managers Awake at Nights?	BLB 180
Tuesday December 5	Inventory #3 – Chapters 11, 12, 13, 14, & 15	BLB 180
Thursday December 7	Exam return and feedback	BLB 180 / SAGE 329
Thursday December 14	Final Exam – Cumulative 10:30 AM – 12:30 PM	BLB 180

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.

Logistics and Supply Chain Management Resume Posting Authorization

Student name: _____
ID Number: _____
Submit Date: _____

Please check the appropriate responses:

- A Logistics intern position for:
- Spring 2018
 - Summer 2018
 - Fall 2017
 - I am not interested in a Logistics related internship
- A part time position in Logistics:
- Spring 2018
 - Summer 2018
 - Fall 2017
 - I am not interested in part time employment in Logistics
- Post graduation permanent professional employment:
- Spring 2018
 - Summer 2018
 - Fall 2017
 - I will not be seeking employment in the logistics field
- Release my resume:
- The University of North Texas has permission to distribute my resume to prospective employers.
 - Please do not release my resume. It is submitted for a class requirement only.

Signed: _____