

LSCM 3960

LOGISTICS & SUPPLY CHAIN MANAGEMENT

10W Summer 2017



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COURSE DESCRIPTION:

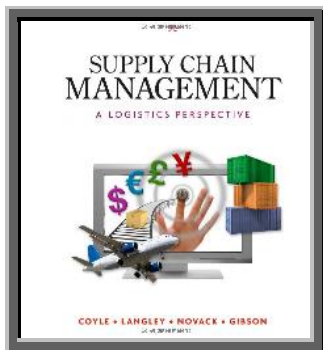
Analysis and design of domestic and international logistics systems. Topics include transportation, warehousing, inventory control, materials handling and packaging, and plant and warehouse locations within and between firms. Emphasis on concepts and practices that provide firms with global competitive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

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. 9th Edition: Thomson Southwestern. ISBN-10: 0538479183; ISBN-13: 978-0538479189. While there is an international edition available, be aware the order of the chapters as well as some of the content differs. If you choose to use the international version, you are responsible for identifying the differences and studying accordingly.



GRADING:

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. 50% of your final grade will be based on your on-line quiz performance. You may check your current status at any time by checking the grade book section on Learn! The other 50% of your final grade will be based on your performance on the live final examination. Your final grade cannot be more than one letter grade above the grade attained on the final exam.

- 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

It is also the practice of the professor to "grade by the gaps" in order to distinguish between levels of performance (see Discussion postings about this concept). CAUTION: Performance on the open-book, open- note portion of the course does not guarantee similar performance on the closed-book, closed-note live final examination.

NO OPPORTUNITIES FOR EXTRA CREDIT

No extra credit will be available.

QUIZZES:

Testing for the course will involve a combination of on-line quizzes (multiple choice, true/false, and calculation questions) and an in-class cumulative live final examination (multiple choice, true/false, and calculation questions). They 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 10-June**. You may take the syllabus quiz as many times as you wish for the highest score. You are allowed two attempts for all other quizzes (with the exception of the quantitative questions revisited 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.



The quizzes are intended for you to prepare for the final exam at a steady 5 day pace. 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 question is valued at 5 points. The time limit for the quizzes is based on 1 minute per multiple choice or true/false question and 3 minutes per question requiring calculations. So if a quiz has 15 multiple choice questions you have 15 minutes to complete the quiz. 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.



Past experience has shown a strong correlation between successfully completing all the quizzes and the final grade 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. 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. The quizzes are intended to help prepare you for the final examination.

CAUTION: When you open the quiz the timer will automatically start. Each quiz, by definition, is open-book and open-note and is intended to help you determine whether how well you have mastered the material in that section. 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 must electronically submit the quiz for auto-grading. 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 (typically days later). Take advantage of the feedback while it is available.

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

There are a few quantitative calculations key to logistics principles which you should understand. For the most part they are buried within the text. To help you master these calculations you will find a Quantitative Questions Revisited 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 provide useful feedback to help you master the concepts. Reading the grading feedback is important. It is **HIGHLY** recommended to master this early because you will also see the same questions selectively seed into the regular quizzes.

FINAL EXAM:

The live final examination consists of 50 to 70 questions emphasizing the basic principles of logistics. A variation of the questions asked on the quizzes will be used in the live final examination. The live final examination is not open book or open note. A formula sheet is provided as part of the examination and is available for viewing throughout the term. A COB calculator will be provided at the live final examination. You may not use your own calculator. Bring a pencil and just show up.

50% of your grade will be based on your performance on the live final examination. Your final grade cannot be more than one letter grade above the grade attained on the live final exam. It is also the practice of the professor to "grade by the gaps" in order to distinguish between levels of performance. (There is a discussion forum posting on the "grading by the gaps" concept.) **CAUTION:** Performance on the open-book, open-note portion of the course does not guarantee similar performance on the closed-book, closed-note live final examination.

While this is an on-line course, students enrolled in section .007 **MUST** complete a live final examination held on the UNT Denton campus on the scheduled date. **No exceptions.** Those students qualifying for the .777 section will take their final exam at a test location near them. A portion of the additional fee charged to students enrolled in the .777 section pays for administering a proctored live final exam near their location.

CHALLENGE POLICY:

You have until the cut-off for the next quiz to submit a **written** request using Blackboard 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, 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 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 the paperwork to Dr. Farris as soon as possible.

ELECTRONIC OFFICE HOURS:

Dr. Farris will monitor the website at least once (usually more frequently) every forty–eight hours to check for problems, address MESSAGE questions, and interact in the Discussion section. Part of the term Dr. Farris will be travelling which may result in some intermittent periods of unavailability. Students are encouraged to utilize the Learn! 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 email capability within Learn! called MESSAGE 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

Final grades will be posted within 28 hours after the completion of the final examination. It is the practice of Dr. Farris to send a confirmatory Learn! email identifying your final grade.

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 first. Not sure how to view your quiz results? See the short tutorial on the main page of the course.

KEY DATES

All quizzes must be completed by 3 AM Central Time on the topic date

Learn! is unavailable every Saturday night from 11:00pm until 2:00am Sunday morning for system maintenance

DATE	TOPIC
Monday June 5	Course opens. ALL quizzes are available.
Saturday June 10	Syllabus quiz (Take as many times as you wish for the highest score) Supply Chain / Dimensions quiz must be completed by 3 AM <ul style="list-style-type: none"> Chapter 1: Supply Chain Management: An Overview Chapter 2: Role of Logistics in the Supply Chain
Thursday June 15	SC Demand Management / Customer Service quiz must be completed by 3 AM <ul style="list-style-type: none"> Chapter 7: Demand Management Chapter 8: Order Management and Customer Service
Tuesday June 20	Managing Inventory Flows quiz – Part I must be completed by 3 AM <ul style="list-style-type: none"> Chapter 9: Managing Inventory in the Supply Chain
Sunday June 25	Inventory Decision Making quiz – Part II must be completed by 3 AM <ul style="list-style-type: none"> Chapter 9: Managing Inventory in the Supply Chain <p>Bb Learn is unavailable every Saturday night from 11:00pm until 2:00am CDT Sunday morning for system maintenance</p>
Friday June 30	Procurement and Supply Management quiz must be completed by 3 AM <ul style="list-style-type: none"> Chapter 13: Sourcing Materials and Services
Wednesday July 5	Transportation quiz must be completed by 3 AM <ul style="list-style-type: none"> Chapter 10: Transportation – Managing the Flow of the Supply Chain
Monday July 10	Distribution quiz must be completed by 3 AM <ul style="list-style-type: none"> Chapter 11: Distribution – Managing Fulfillment Operations
Saturday July 15	Relationships & 3PL / Information Systems quiz must be completed by 3 AM <ul style="list-style-type: none"> Chapter 4: Supply Chain Relationships Chapter 6: Supply Chain Technology – Managing Information Flows
Thursday July 20	Global Logistics quiz must be completed by 3 AM <ul style="list-style-type: none"> Chapter 3: Global Dimension of Supply Chains
Tuesday July 25	Network Design and Facility Location quiz must be completed by 3 AM <ul style="list-style-type: none"> Chapter 12: Supply Chain Network Analysis and Design
Sunday July 30	Operations and Reverse Logistics quiz must be completed by 3 AM <ul style="list-style-type: none"> Chapter 14: Operations – Producing Goods and Services Chapter 15: Managing Reverse Flows in the Supply Chain <p>Bb Learn is unavailable every Saturday night from 11:00pm until 2:00am CDT Sunday morning for system maintenance</p>
Friday August 4	Performance Measurement/Finance/Challenges quiz must be completed by 3 AM <ul style="list-style-type: none"> Chapter 5: Performance Measurement and Financial Analysis Chapter 16: Strategic Challenges and Change for Supply Chains
Monday August 7	Quantitative Questions Revisited quiz must be completed by 3 AM Open ALL semester. Recommended that you master this early. You can take it as many times as you wish for the highest score. Be smart and master this early.
Thursday August 10	FINAL EXAM – BLB 155 4:00 PM – 6:00 PM All Chapters; calculator will be provided. Bring a pencil and eraser.
Friday August 11	FINAL GRADES POSTED NO LATER THAN 10:00 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.