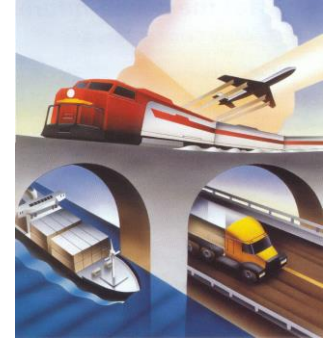




LSCM 3960.501 LOGISTICS & SUPPLY CHAIN MANAGEMENT

Spring 2023
2:00 PM – 3:20 PM Wednesday
FRLD 380
Dr. M. T. Farris



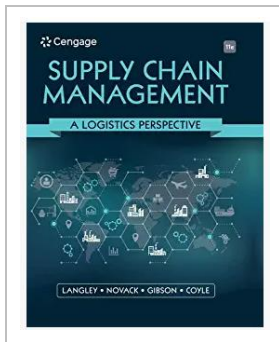
Office: 336A BLB Denton Campus
Phone: Office: (940) 565-4368 (565-GENT)
Office Hours: Immediately after class or by appointment
Contact: CANVAS eMail messages ONLY

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. 11th Edition: Cengage.
Print ISBN: 978-0357132296; 0357132297
eText Print ISBN: 978-0357132302; 0357132300

NOTE: While there is an international edition available, be aware the order of the chapters 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.

Lectures: To successfully complete the course you must master two sources of information; the textbook and the lectures. History has shown a clear relationship between your final grade and classroom attendance. Copies of the complete lectures will not be provided...come to class!

GRADING:

Resume	64 points
Pre-Class On-line Quizzes	736 points
Inventory #1	150 points
Inventory #2	150 points
Inventory #3	150 points
Cumulative Final Exam	250 points
TOTAL	1,500 points

The professor reserves the right to adjust the grading scale in the favor of the class using the “grading by the gaps” method as discussed on the first day of class.

A = 90%
B = 80%
C = 70%
D = 60%

RESUME (64 points = 4.27% Final Grade):

Do you have your résumé ready? You never know when you will be asked for a copy. Assume you attend a CSCMP 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 résumé by 11:59 AM Saturday.”

In order to be prepared you will be required to submit a résumé for this class.

Your assignment: In order to receive credit you must electronically submit your résumé in CANVAS ASSIGNMENTS no later than **11:59 AM on Saturday 21 January**. There is a 100% penalty for late submissions. Students adding the course 05 September or later will have 48 hours from the time they add the course to complete their submission.



You must use the following naming convention for your WORD document upload into Canvas.

Full or Intern_StudentLastName_SemesterofGraduation_YearofGraduation.

For example,

Full_Farris_Spring_2050.DOC OR Full_Farris_Spring_2050.DOCX

Student Farris is seeking a full-time position and will be graduating Spring 2050.¹

Failure to properly name your file, incorrect file formats (anything other than a WORD Doc such as PDF), or missing the submission deadline will receive 0 points. If you do not want your résumé distributed, please send Dr. Farris a CANVAS Message to let him know.

Pre-Class On-Line Quizzes (736 points= 49.07% Final Grade):

The course consists of a combination of reading and lecture. Lectures are intended to go beyond the basic concepts in the text to further your understanding. Coming to the lecture without previously reading the text may hinder your understanding. To encourage students to read the material prior to the lecture, students must complete an on-line quiz in CANVAS. Each quiz will open at 11:59 AM the day prior to class, will be open for 24 hours, and closes at 11:59 AM the day of class. If you miss a quiz, you miss the quiz regardless of the reason (late enrollment, doctor's appointment, family issues, work issues). Alternative completion times will not be arranged because of the release schedule for the results.

Each quiz will 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. Reading the material prior to taking the quiz is highly recommended. **CAUTION:** When you open a quiz, the timer will automatically start. If you have problems immediately contact the UNT Student Helpdesk (940) 565-2324 or helpdesk@unt.edu. Unlike the final exam, 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. Each quiz will be timed based on prior history. 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 deadline and will be available only until the deadline for the following quiz. Take advantage of the feedback while it is available.

¹ This student obviously does not plan to pass LSCM3960 on the first attempt!

INVENTORIES (3 x 150 points=30.00% 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 an inventory will be taken to check for understanding and retention of information. The inventory 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. The cumulative Final Inventory will contain questions that are identical, or similar to, questions from the first three Inventories. Students may review their latest inventory up to three weeks after the inventory has taken place. Plan accordingly and ask Dr. Farris to bring your exam to the next class session so you can review it after class.



CUMULATIVE FINAL EXAM (250 points=16.67% Final Grade):

Students MUST complete a closed-book, no-note cumulative final examination Wednesday 14 December. 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.

SHINY OBJECT GUIDELINE:

Preferably content-related questions are asked in class for the benefit of the entire class. Individual issues should be discussed during office hours. Immediately after each lecture is completed some students try to discuss issues with Dr. Farris. When Dr. Farris walks out of the classroom he tends to get distracted by shiny objects. Please make it a practice to follow-up any discussions with a CANVAS email message so anything discussed is agreed upon and documented. All CANVAS emails messages are retained until the end of the course.

NO OPPORTUNITIES FOR EXTRA CREDIT:

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

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 has been returned. To earn additional points, you must be able to convince Dr. Farris, **in writing**, that your answer is correct.

A WORD ON ACADEMIC MISCONDUCT:

The G. Brint Ryan College of Business takes academic honesty seriously. Ethics and integrity are important business values, essential to building trust and adhering to both professional and legal standards. Academic dishonesty destroys trust, damages the reputation and the value of the degree and is unacceptable.

According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions from admonition (a warning) to expulsion from the University.

Some of the most common examples of academic integrity violations include plagiarism or cheating, such as unauthorized assistance on examinations, homework, research papers or case analyses. Your work must be entirely your own.

Dr. Farris will specify what materials, if any, may be used on the tests and exams. Using materials other than those permitted, talking with other individuals during the exam, individuals exchanging information about an exam when one has taken the exam and the other has not, or copying or using material from another individual's exam is academic dishonesty and will result in a meeting to discuss academic integrity violations and potentially issue sanctions mentioned above, and may result in ineligibility for academic scholarships. The use of online assistance, such as sites commonly used for finding homework solutions, group chat, cell phones, smart watches, and similar tools during exams is not allowed for any reason unless specifically permitted. No portion of an exam may be copied or photographed without permission.

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

Dr. Farris 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 DISABILITY

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.

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 or put them on mute. 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 (including Google Glasses) 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 CANVAS email message identifying your final grade on CANVAS. (See *Making the Grade* attached at the end of this syllabus)

SPRING 2023 KEY DATES

DATE	TOPIC (All CANVAS quizzes are open for 24 hours and close at 11:59 AM)
18 January	Course opens. Introduction.
21 September	Resume submission via CANVAS "Assignments" portal no later than 11:59 AM (64 pts) Ch 1 Supply Chain Management / Ch 3 Role of Logistics in Supply Chains quiz (72 pts) <ul style="list-style-type: none"> Chapter 1: Supply Chain Management: An Overview Chapter 3: Role of Logistics in the Supply Chain
25 January	Ch 7 Demand Management / Ch 8 Order Management and Customer Service quiz (64 pts) <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
01 February	Ch 9 Managing Inventory Flows quiz – Part I (60 pts) <ul style="list-style-type: none"> Chapter 9: Managing Inventory in the Supply Chain
08 February	Ch 9 Managing Inventory Flows quiz – Part II (40 pts) <ul style="list-style-type: none"> Chapter 9: Managing Inventory in the Supply Chain
15 February	Midterm Inventory #1 - Chapters 1, 3, 7, 8, and 9 (150 pts) Midterm Inventory #1 Feedback
22 February	Ch 5 Sourcing Materials and Service (40 pts) <ul style="list-style-type: none"> Chapter 5: Sourcing Materials and Services Ch 10 Distribution (40 pts) <ul style="list-style-type: none"> Chapter 10: Distribution – Managing Fulfillment Operations
01 March	Ch 11 Transportation (64 pts) <ul style="list-style-type: none"> Chapter 11: Transportation – Managing the Flow of the Supply Chain
08 March	Ch 4 Distribution and Omnichannel Relationships / Ch 14 Technology quiz (60 pts) <ul style="list-style-type: none"> Chapter 4: Supply Chain and Omni-Channel Network Design Chapter 14: Supply Chain Technology – Managing Information Flows
11 March to 19 March	Spring Break
22 March	Ch 2 Global Dimensions of Supply Chains quiz (40 pts) <ul style="list-style-type: none"> Chapter 2: Global Dimensions of Supply Chains Ch 12 Aligning Supply Chains quiz (44 pts) <ul style="list-style-type: none"> Chapter 12: Aligning Supply Chains
29 March	Midterm Inventory #2 - Chapters 2, 4, 5, 10, 11, 12 (150 pts) Midterm Inventory #2 Feedback
05 April	Ch 6 Producing Goods and Services quiz (56 pts) <ul style="list-style-type: none"> Chapter 6: Producing Goods and Services
12 April	Ch 13 Performance Measurement and Financial Analysis / Ch 15 Challenges quiz (56 pts) <ul style="list-style-type: none"> Chapter 13: Supply Chain Performance Measurement & Financial Analysis Chapter 15: Strategic Challenges and Change for Supply Chains
19 April	Quantitative Questions Revisited quiz (100 pts) Open ALL semester but must be completed by this date. 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.
26 April	Midterm Inventory #3 - Chapter 6, 13, 15 and Quantitative Questions (150 pts)
03 May	Midterm Inventory #3 Feedback Cumulative Final Exam Q & A
10 May	CUMULATIVE CLOSED-BOOK, NO-NOTE FINAL EXAM (250 pts)

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.