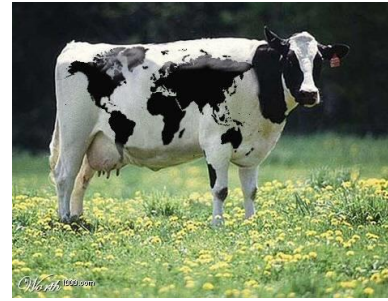


LSCM 4360.002

GLOBAL ALLIANCES & INTERNATIONAL SUPPLY CHAIN MGT



Autumn 2020
Dr. M. T. Farris
Online



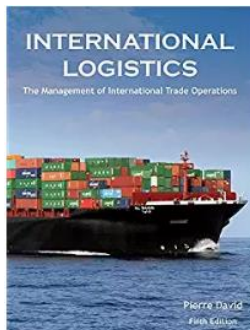
Office: 336A BLB
Phone: Office: (940) 565-4368 (565-GENT)
Office Hours: ZOOM Office Hours: Monday and Wednesday 9 PM to 10 PM
<https://unt.zoom.us/j/98025296875>
Contact: Canvas eMail messages ONLY

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. Can you connect the dots on the right?



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 team CSCMP-quality case and participate in the feedback session
- Complete SONA
- Complete the cumulative final exam

GRADING:

| | | |
|-----------------------|---------------------|---|
| Resume | 25 points | Grades are based on the traditional A=90%, B=80%, C=70%, NP=below 70% scale. |
| Quizzes | 471 points | |
| CSCMP Case – Part 1 | 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 fail. |
| ZOOM feedback session | 29 points | |
| CSCMP Case – Part 2 | 75 points | |
| SONA | 100 points | |
| Cumulative Final Exam | 225 points | |
| TOTAL | 1,075 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 (25 points):

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, August 28**. 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: (471 points):

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 questions) and a cumulative final examination (multiple choice, true/false 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. 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. For all quizzes, first, complete the text and current event 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 Farris-authored 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 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 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. Missing a significant number of quizzes (yes, “significant” is a subjective number), regardless of your total score for the rest of the course, the instructor reserves the right to fail the student.

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.

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):

Executive dashboards have become popular. Your three-person team (assigned on Monday, 31-August in the PM) 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 be a part of the grading). Your team will create a

one-slide PowerPoint slide containing these five 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 team project is due via CANVAS no later than **3:00 AM on Friday, 11-September.**



CSCMP-STYLE CASE - ZOOM FEEDBACK (30 points):

Thursday, 17-September and Friday, 18-September you will use ZOOM to receive feedback and respond to Q&A about your slides and address questions about your submission. Each session will be limited to 15 minutes. Starting on Tuesday, 01-September your team 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 (75 points):

Released after the ZOOM presentations, an extension of Part One, is due by **3:00 AM Monday, 26-October**.

SONA (100 points):

As part of your learning experience in this course, you will be required to participate in research studies conducted by faculty members of the Department of Marketing, Logistics and Operations Management.

To fulfil the requirement, you **must** create an account on the College of Business REP webpage—unt-cob.sona-systems.com—which allows you to browse and sign up for available studies. The amount of credit assigned will be based on the length of time the study takes to complete and whether you participate online or in the COB behavioral Lab (BLB 279; although the lab is currently closed due to COVID):

- Short online studies (5-15 minutes) earn 1 credit
- Medium online studies (15-30 minutes) earn 2 credits
- Long online studies (30-45 minutes) earn 3 credits
- On-campus, lab studies (30-45 minutes) earn 5 credits

To fulfill the 10% course requirement, you must earn a total of **10 REP credits** throughout the semester (i.e., 1 credit = 1 percent of your final grade). All credits earned will be added to your final course grade at the end of the semester. Additional extra credit points may be available at my discretion.

→ To sign up, please visit unt-cob.sona-systems.com. If you have questions contact the behavioral lab manager by email at COB.REP@unt.edu. Your questions will be addressed promptly.

Please Note:

- 1) Access the studies early and often to make sure you have first access to available studies. Once you sign up, the lab manager will update you periodically about newly posted studies.
- 2) Make sure you assign your credits to the correct course. This course is: LSCM 4360.002.
- 3) If you do not want to participate in the posted studies, you can complete a 2-page research article critique for 2 points of REP credit each but must contact Dr. Farris no later than 01-September 2020.

Deadline for Participation

Fall 2020 full semester: **Sunday, November 29th, 6:00 PM**.

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 subsequent assignment or quiz until such time that the missed assignment is completed and submitted. The only exception will be due to documented excused absences defined below.

EXCUSED VS. UNEXCUSED ABSENCES:

Students are expected to 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):

On **Monday, 07-December** there will be a cumulative 120-minute final exam covering the quiz elements. You may take the exam on-line any time between 8 AM and 4 PM. You must be finished with the exam by 4 PM.

OFFICE HOURS:

When you need one-on-one assistance, please contact Dr. Farris via CANVAS messaging. Dr. Farris will be on ZOOM between 9:00 PM and 10:00 PM every Monday and Wednesday. Other times can be arranged. The ZOOM link is located on the first page of this syllabus. 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.

OPERATING IN A COVID-19 WORLD (and UNIVERSITY LEGAL STUFF):

If you are experiencing any symptoms of COVID-19 (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider. UNT also requires you to contact the UNT COVID Hotline at 844-366-5892 or COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.

If you have CANVAS problems you should immediately report any problems to the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

UNT Policies

Academic Integrity Policy

Academic Integrity Standards and Consequences. 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 ranging from admonition to expulsion from the University. [Insert specific sanction or academic penalty for specific academic integrity violation.]

ADA Policy

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the [ODA website \(https://disability.unt.edu/\)](https://disability.unt.edu/).

Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills,

fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's [Code of Student Conduct](https://deanofstudents.unt.edu/conduct) (<https://deanofstudents.unt.edu/conduct>) to learn more.

Access to Information - Eagle Connect

Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](https://it.unt.edu/eagleconnect) (<https://it.unt.edu/eagleconnect>).

Student Evaluation Administration Dates

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 [insert administration dates] of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the [SPOT website](http://spot.unt.edu/) (<http://spot.unt.edu/>) or email spot@unt.edu.

Sexual Assault Prevention

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

Important Notice for F-1 Students taking Distance Education Courses

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the [Electronic Code of Federal Regulations website](http://www.ecfr.gov/) (<http://www.ecfr.gov/>). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance: To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

- (1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
- (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

Student Verification

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See [UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses](https://policy.unt.edu/policy/07-002) (<https://policy.unt.edu/policy/07-002>).

Academic Support & Student Services

Mental Health

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center) (<https://studentaffairs.unt.edu/student-health-and-wellness-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [UNT Care Team](https://studentaffairs.unt.edu/care) (<https://studentaffairs.unt.edu/care>)

- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry) (https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)
- [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling) (https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)
- [Registrar](https://registrar.unt.edu/registration) (https://registrar.unt.edu/registration)
- [Financial Aid](https://financialaid.unt.edu/) (https://financialaid.unt.edu/)
- [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (https://studentaffairs.unt.edu/student-legal-services)
- [Career Center](https://studentaffairs.unt.edu/career-center) (https://studentaffairs.unt.edu/career-center)
- [Multicultural Center](https://edo.unt.edu/multicultural-center) (https://edo.unt.edu/multicultural-center)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (https://studentaffairs.unt.edu/counseling-and-testing-services)
- [Pride Alliance](https://edo.unt.edu/pridealliance) (https://edo.unt.edu/pridealliance)
- [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry) (https://deanofstudents.unt.edu/resources/food-pantry)
- [Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (https://clear.unt.edu/canvas/student-resources)
- [Academic Success Center](https://success.unt.edu/asc) (https://success.unt.edu/asc)
- [UNT Libraries](https://library.unt.edu/) (https://library.unt.edu/)
- [Writing Lab](http://writingcenter.unt.edu/) (http://writingcenter.unt.edu/)

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 3 AM Central Time on the topic date. Each quiz will be available starting 35 hours prior to the shut-off time at 3 PM. NOTE: CANVAS goes down for maintenance on Saturdays at Midnight.

| DATE | TOPIC |
|--|--|
| Monday August 24 | Course opens. |
| Friday August 28 | Syllabus quiz (20 pts) - Take as many times as you wish for the highest score Resume (25 pts) deadline via CANVAS due no later than 3:00 AM CDT |
| Monday August 31 | Chapter 1 International Trade (26 pts) CSCMP-style Executive Dashboard case assigned (team also assigned) |
| Saturday September 05 | Chapter 2 International Supply Chain Management (21 pts) |
| Friday September 11 | CSCMP-style Executive Dashboard Part One (150 pts) due via CANVAS ASSIGNMENT no later than 3:00 AM CDT |
| Wednesday September 16 | Chapter 3 International Infrastructure (26 pts) |
| Thursday - Friday September 17 & 18 | 15 minute ZOOM presentation of your Executive Dashboard Part 1 slides. Reserve a slot on a first-come, first-serve basis. (29 pts) |
| Monday September 21 | Chapter 4 International Methods of Entry (26 pts) |
| Saturday September 26 | Chapter 5 International Contracts (26 pts) |
| Thursday October 01 | Chapter 6 Terms of Trade or Incoterms Rules (28 pts) |
| Tuesday October 06 | Chapter 7 Terms of Payment (27 pts) |
| Sunday October 11 | Chapter 8 Managing Transaction Risks (26 pts) |
| Friday October 16 | Chapter 9 International Commercial Documents (27 pts) CSCMP-style Executive Dashboard Part Two assigned |
| Wednesday October 21 | Chapter 10 International Insurance (31 pts) |
| Monday October 26 | CSCMP-style Executive Dashboard Part Two (75 pts) due via CANVAS ASSIGNMENT no later than 3:00 AM CDT |
| Saturday October 31 | Chapter 11 International Ocean Transportation (26 pts) |
| Thursday November 05 | Chapter 12 International Air Transportation (21 pts) |
| Tuesday November 10 | Chapter 13 International Land & Multimodal Transport (21 pts) |
| Sunday November 15 | Chapter 14 Packaging for Export (26 pts) |
| Friday November 20 | Chapter 15 International Warehouses and Distribution Centers (26 pts) |
| Wednesday November 25 | Chapter 16 International Logistics Security (22 pts) |
| Monday November 30 | Chapter 17 Customs Clearance (21 pts) |
| Saturday December 05 | Chapter 20 Developing a Competitive Advantage (24 pts) |
| Monday December 07 | FINAL EXAM (225 pts) 120 minute cumulative final exam is 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.