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

REQUIRED COURSE MATERIAL

You can get a 4-month access to all the Cengage products including the course book for $120. Go to this link for more information: https://p.widencdn.net/wzipqv/unlimited-flyer-update-final.pdf
For purchase go here: https://www.cengage.com/unlimited/#subscribe

COURSE LECTURE MATERIALS
Canvas: Course materials, assignments, and outside readings will be available within Canvas. Students can access Canvas using the Internet at the website https://canvas.unt.edu/ and the site is password protected.

Outside Readings: Outside readings will be provided for class sessions as determined by the instructor. Topical issues will be provided from current business readings and sources. Students will be required to find and publish readings through the Canvas course page.

Class PowerPoint Presentations: Softcopy of the PowerPoint slides used during the in-class
lectures can be downloaded from Canvas. I will frequently cite material that is not on the slides, so you should plan on taking notes as well as referring to the power point slides.

Outside Readings: A few articles and readings will require you to access UNT online library services. Students can access Canvas or UNT Library using the Internet. The site is password protected. You can learn more about Canvas by reviewing the on-line student manuals. Go to https://canvas.unt.edu/ or http://www.library.unt.edu/ and login using your EUID and AMS password.

Recorded Class Lectures: All online lectures are recorded. If students are not able to attend the online lecture. These recorded lectures will be posted on Canvas within few hours of completion of lecture. Students can watch them at their convenient time. It is the responsibility of the student to complete watching the recorded lecture prior to attending the next in-class lecture.

COURSE FORMAT
This course will be conducted using a combination of class discussion, in-class lectures, online lectures, homework/quizzes, in-class exercises, and outside readings. The lectures will cover the assigned topics but will not necessarily present the material as covered in the text or reading. You are expected to attend all classes and be prepared to discuss and/or apply assigned readings to the class discussions. Students may be called upon to discuss assigned topics and concepts. Please read the assigned textbook for the course.

COURSE OBJECTIVES
The course has the principal objective of providing an introduction to key concepts in logistics and supply chain and in the process understand the relationship between the two concepts.

What is Supply Chain? “A supply chain is a set of three or more organizations directly linked by one or more of the upstream and downstream flows of products, services, finances, information, and demand between a source and a customer.”

What is Logistics? According to Council of Supply Chain Management Professionals “That part of the supply chain process that plans, implements, and controls the efficient, effective flow and storage of goods, services, and related information from point of origin to point of consumption in order to meet customer requirements”

Key processes, relationships to logistics and other business functions, the strategies and techniques frequently employed to obtain a competitive advantage in a global business environment will all be addressed. Student will receive an understanding of the role a logistic manager position. This will entail learning the various terms and how they relate to the overall concept of logistics management, discovering the legal aspects and regulatory agencies as they relate to logistics management and attain the ability to apply decision-making techniques based on time, materials, and space.
Specific objectives for the course include:
1. Developing an understanding of the concept of logistics and supply chain, approaches employed to: (a) obtain a competitive advantage, and (b) mathematical techniques employed to improve the performance and efficiency of supply chains in a domestic and global environment.
2. To provide the student with a basic understanding of global logistics and supply chain management and how customer value can be created/enhanced through logistics.
3. To develop an understanding of the role logistics and supply chain management play in a global competition
4. To provide an opportunity for comprehensive analysis and discussion of key contemporary problems in global logistics
5. To develop an understanding of the characteristics of logistics system elements and their interrelationship within the supply chain
6. To understand how to use logistics to create a competitive advantage for an organization

IMPORTANT COURSE DATES

1. Every Tuesday 11am Chapter Quiz on Canvas is Due
2. 19th September – Online Assignment 1 is Due @ 11:59pm on Canvas
3. 26th September – Resume Submission is Due @ 11:59pm on Canvas
4. 1st October – Exam 1 - Chapters 1 to 5
5. 17th October – Online Assignment 2 is Due @ 11:59pm on Canvas
6. 31st October – Online Assignment 3 is Due @ 11:59pm on Canvas
7. 12th November - Exam 2 - Chapters 6 to 10
8. 21st November – Online Assignment 4 is Due @ 11:59pm on Canvas
9. 10th December – Final Exam - Chapters 1 to 15

STUDENT CONDUCT AND CLASSROOM POLICIES

1. Cheating, or other academic misconduct, will not be tolerated. Violators will be dropped from the course and receive a grade of “F” for the semester. Cheating includes but is not limited to looking at other students’ papers during an exam, obtaining information from a student in other sections about an exam, using unauthorized notes or help during an exam, submitting identical assignments, and claiming someone else’s work as his/her own. Academic integrity policy is available at http://vpaa.unt.edu/academic-integrity.htm. You are strongly encouraged to review the policy.
2. Class members are expected to treat both the professor and other students with courtesy and respect. Violators will be asked to leave and reported to the proper authorities if necessary.
3. Students are expected to exhibit ethical conduct in performing their assignments and examinations. All examinations are expected to be individual efforts and not group efforts.
4. Students are expected to read, be familiar with and adhere to University regulations. **Students are expected to complete reading assignments prior to lectures and require participating actively in class to help in the learning process.**

5. Late work: *Late work will earn a score of zero.* There are exceptions for sickness and death in the student’s immediate family. A note from a doctor, a funeral director, etc. must document these incidents. The note should be submitted to me via e-mail within a week of the incident.

**GRADING**

**Grade Determination**
Grades will be based upon performance on the following:

<table>
<thead>
<tr>
<th>Graded Element</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1 – Chapters 1 to 5</td>
<td>15%</td>
<td>150</td>
</tr>
<tr>
<td>Exam 2 – Chapters 6 to 10</td>
<td>15%</td>
<td>150</td>
</tr>
<tr>
<td>Final Exam - Chapters 1 to 15</td>
<td>25%</td>
<td>250</td>
</tr>
<tr>
<td>Resume</td>
<td>5%</td>
<td>50</td>
</tr>
<tr>
<td>In-Class Pop-up Quizzes</td>
<td>5%</td>
<td>50</td>
</tr>
<tr>
<td>MS-Excel Certification</td>
<td>10%</td>
<td>100</td>
</tr>
<tr>
<td>Chapter Quizzes and Online Assignments</td>
<td>20%</td>
<td>200</td>
</tr>
<tr>
<td>Attendance</td>
<td>5%</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

**Grade Distribution:**
- 89.5-100 = A
- 79.5 to less than 89.5 = B
- 69.5 to less than 79.5 = C
- 59.5 to less than 69.5 = D
- < 59.5 = F

**COMMUNICATION WITHIN THE COURSE**

**How to reach the instructor?**
The best way to reach me is via the e-mail messages sections in Canvas. If for some reason you believe canvas is not working or you have not received a response from me after the e-mail in canvas please do not hesitate to reach me via my UNT e-mail suman.niranjan@unt.edu.

**How to get to know your classmates?**
Please get to know your classmates by talking and interacting to them. There will be an introduction page located on canvas as well, please introduce yourself. Please make sure you meet and introduce yourself with other classmates prior and after class, especially during the first two weeks. On Canvas introduction forum please include the following things: your reason for
taking this course, your major, where you are from, what’s your career goal etc. I hope to know each one of you!

*How soon will you receive a response from the instructor or the student academic assistant to e-mails or to questions posed on the discussion board?*

You can expect a response within one business day, in many cases sooner than 24 hours. For questions posted on active discussion forums, expect up to two business days for response.

*What is the response time on graded homework’s, assignments, project deliverables and exams?*

Usually all the feedback is available within two weeks, if there is a delay in grading the instructor will keep you posted.

*What student support services and academic services are available to the students?*

Links to Academic Support Services, such as Office of Disability Accommodation, Counseling and Testing Services, UNT Libraries, Online Tutoring, UNT Writing Lab and Math Tutor Lab can be located within Canvas on the "Academic Support" tab.

Other resources available to you are as follows: UNT Portal:

http://my.unt.edu

UNT Canvas Student Resources: Technical Support:
http://www.unt.edu/helpdesk/
UNT Library Information for Off-Campus Users: http://www.library.unt.edu/services/facilities-and-systems/campus-access

UNT Computing and Information Technology Center:
http://citc.unt.edu/services-solutions/students

UNT Academic Resources for Students: http://www.unt.edu/academics.htm

Computer Labs: General access computer lab information can be located at:
http://www.gacl.unt.edu/

CoB computer labs information is available at: http://cob.unt.edu/lab/

**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 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.

**EXAMINATION**

All the exams will be conducted in-class and each exam will be run for a maximum of 90 min (Except final exam will run for a maximum of 120 min) in a proctored environment. There will be three exams during the semester, exam 1 and 2 are non-cumulative, however having knowledge of topics covered in class earlier will be helpful to master the exams in the later part of the course.
Exam 3 will be a final exam and will be cumulative and will test you on everything that was covered in the class, if there are any change to not include certain topics for final exam, it will be notified in the class. The exams will be a combination of multiple-choice and/or descriptive questions. Students can bring a two-page notes (front and back of a single sheet of paper) for their use in the exam 1 and 2, whereas they can bring 4 pages (2 sheets front and back) of notes for exam 3. **Student notes cannot contain example problems and solutions to problems. Students will submit their written notes along with their completed exam.** Exams will test students on both concepts and problem-solving ability that were learnt during the in-class exercises as well as via case-studies that were provided as assignments.

**CHAPTER QUIZZES AND ONLINE ASSIGNMENTS**

Every week students will have to complete the assigned chapter quiz on Canvas. Multiple choice quiz questions will be posted on Canvas, based on each chapter. These will be due the week after the completion of a chapter. Occasionally essay-type or conceptual questions will be asked to be submitted. These are important questions and will allow you a glimpse of how question on your exam might occur. Additionally, for online assignment you will have essay-type questions, case-based assignments, outside readings that include journal articles etc. The online assignments will be submitted via Canvas during the due dates assigned in timeline table towards the end of the syllabus.

**POP-UP QUIZZES**

Every class except the days of exam will have pop-up quiz, and typically for 5 min and will be based on the previous class lecture and discussion or could be based on a case or an article that was discussed in the class or could be from the homework assignment that was recently submitted. The quiz will typically consist of one or two questions that can be answered quickly if you know the answer. However, the lowest two pop-up quizzes will be dropped, because of this there will be no make-up provided for any pop-up quizzes. If you miss a quiz for any reason it will count towards the one that will be dropped. If more than two quizzes are missed by a student then a valid excuse is required for a make-up, see student policy section for details.

**RESUME**

Time to start thinking about graduation! Got your resume ready? You should! In order to assist you in preparing for your (eventual) job search, the logistics faculty would like to ensure that your resume is ready. Your assignment is to create and submit a resume. You will also have an opportunity to make it available to prospective employers. Important things to note are as follows:

i. **Required for credit:** Submit your resume no later than the deadline mentioned in the timeline table towards the end of the syllabus via Resume Assignment in Canvas. Late submissions will result in zero points.

ii. A Student User Guide with instructions on how to submit your resumé (including naming and formatting guidelines) is available on our course website in Canvas.
iii. If you join the course after the deadline, you will have 48 hours to make-up this exercise from the time you add the course. Let the instructor know on the day you join the course.

iv. **Optional:** To be visible to employers you must submit your resume via Eagle Careers powered by Handshake at [http://studentaffairs.unt.edu/career-center/eagle-careers](http://studentaffairs.unt.edu/career-center/eagle-careers). If you don’t already have one, you will need to create a profile. A couple tips when uploading to Handshake:
   a. If you are looking for job/internship, under “Personal Goals”, select “I want a job” or “I want an internship”.
   b. If you want recruiters to have visibility to your resumes, under “Other” dropdown, select “Has Public Resume”.

**MS-EXCEL CERTIFICATION**

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. All DSCI 3870, LSCM 3960, and OPSM 3830 courses are incorporating certification as part of the course grade. More details will be available through a separate section in Canvas.

**ATTENDANCE**

Attendance will be counted via in-class activities that take place during each class that include the pop-up quiz. Sometime if no in-class activities take place attendance roll will be called-in. Its extremely important that you be present to each class and watch the recorded online lecture prior to the next in-class.

**PROFESSIONAL DEVELOPMENT**

UNT - G. Brint Ryan College of Business and UNT Professional Program in Logistics provides several opportunities for professional development throughout the course of the semester. Attending these events are for **EXTRA CREDIT**. Details are available at:
- Executive Lecture Series
- Onboarding Program
  [https://cob.unt.edu/logistics-center/onboarding-program](https://cob.unt.edu/logistics-center/onboarding-program)

RSVP is mandatory to obtain credit for these events. You will need to take your student ID with you to swipe in at the beginning and swipe out at the end of the event to obtain credit. If you do not RSVP or forget to take your student ID with you, you will NOT get points for attending the event. Additional events **may** be added throughout the semester.

**If you cannot attend even one of these events due to work or class schedule conflicts, contact your instructor about attending alternative events, which is subject to approval prior to attending the event.** Substitute activities include attending meetings of professional organizations, attending presentations by industry leaders, and participating in other
industry/profession focused learning events. For example, attendance at LogSA or ISM meetings with a senior guest speaker, attendance at the local CSCMP Roundtable meetings, etc. may be approved by the instructor. If you have other activities that you believe qualify for professional development credit, please seek approval from the instructor before attending the event or meeting. Note that you will need to attend unique events for each logistics class that you are enrolled in. Note that you will need to attend unique events for each logistics class that you are enrolled in.

If you have any questions about the speaker series or a particular speaker event, please contact, Ms. Chris Peavy, Associate Director, Center for Logistics & Supply Chain Management; 940.369.8442
https://cob.unt.edu/logistics-center

All sessions will be held in BLB 080 on Fridays from 12:00 noon to 1:00 p.m. The dates are as follows:

1. September 13
2. September 20
3. September 27
4. October 4
5. October 11
6. October 18
7. October 25
8. November 1
9. November 8
10. November 15
11. November 22

For Logistics Student Association (LogSA) or any other additional pre-approved events for which I receive sign-up sheets, you will be provided separate instructions. For all other events, you need to either submit a proof of attendance (such as the name badge, materials handed out during the event) or submit a one-paragraph write-up or have someone send an e-mail directly to the instructor confirming your attendance at the event.

COMPUTER APPLICATIONS

Students will need access to MS-Office. The class will extensively use PowerPoint, Excel and Word. As part of the course is hybrid, students will need an internet connected computer to watch recorded lectures as well as access information from Canvas. Students will be required to use Adobe Acrobat Reader to view course materials.

UNT COLLEGE OF BUSINESS STUDENT ETHICS STATEMENT

As a student of the UNT College of Business, I will abide by all applicable policies of the University of North Texas, including the Student Standards of Academic Integrity, the Code of Student Conduct and Discipline and the Computer Use Policy. I understand that I am responsible reviewing the policies as provided by link below before participating in this course. I understand that I may be sanctioned for violations of any of these policies in accordance with procedures as defined in each policy.

I will not engage in any acts of academic dishonesty as defined in the Student Standards of Academic Integrity, including but not limited to using another’s thoughts or words without
proper attribution (plagiarism) or using works in violation of copyright laws. I agree that all assignments I submit to the instructor and all tests I take shall be performed solely by me, except where my instructor requires participation in a group project in which case, I will abide by the specific directives of the instructor regarding group participation.

While engaged in on-line coursework, I will respect the privacy of other students taking online courses and the integrity of the computer systems and other users’ data. I will comply with the copyright protection of licensed computer software. I will not intentionally obstruct, disrupt, or interfere with the teaching and learning that occurs on the website dedicated to this course through computer “hacking” or in any other manner.

I will not use the university information technology system in any manner that violates the UNT nondiscrimination and anti-sexual harassment policies. Further, I will not use the university information technology system to engage in verbal abuse, make threats, intimidate, harass, coerce, stalk or in any other manner which threatens or endangers the health, safety or welfare of any person. Speech protected by the First Amendment of the U.S. Constitution is not a violation of this provision, though fighting words and statements that reasonably threaten or endanger the health and safety of any person are not protected speech.

Student Standards of Academic Integrity
http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf

Code of Student Conduct and Discipline

Computer Use Policy
http://policy.unt.edu/policy/3-10

AMERICANS WITH DISABILITIES ACT

The College of Business Administration complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with a disability. If you have an established disability as defined in the Act and would like to request accommodation, please see me as soon as possible. I can be contacted at the location and phone number shown in this syllabus. Please note: University policy requires that students notify their instructor within the first week of class than an accommodation will be needed. Please do not hesitate to contact me now or in the future if you have any questions or if I can be of assistance.

Please note if you are an International student with disability, reasonable accommodations will be made available for qualifying student on par with what’s stated above.

STUDENT PERCEPTIONS OF TEACHING

Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and is a requirement for all organized classes at UNT. I am always trying to learn from my mistakes, in a service industry you only learn via feedback. Your feedback is extremely valuable to me, I
hope you will provide constructive feedback that will help me as an instructor to do better the next time I teach the same course. The survey is available through a link on my.unt.edu as well as spot.unt.edu.

EMERGENCY EVACUATION PROCEDURES FOR BUSINESS LEADERSHIP BUILDING

Severe Weather In the event of severe weather, all building occupants should immediately seek shelter in the designated shelter-in-place area in the building. If unable to safely move to the designated shelter-in-place area, seek shelter in a windowless interior room or hallway on the lowest floor of the building. All building occupants should take shelter in rooms 055, 077, 090, and the restrooms on the basement level. In rooms 170, 155, and the restrooms on the first floor.

Bomb Threat/Fire In the event of a bomb threat or fire in the building, all building occupants should immediately evacuate the building using the nearest exit. Once outside, proceed to the designated assembly area. If unable to safely move to the designated assembly area, contact on or more members of your department or unit to let them know you are safe and inform them of your whereabouts. Persons with mobility impairments who are unable to safely exit the building should move to a designated area of refuge and await assistance from emergency responders. All building occupants should immediately evacuate the building and proceed to the south side of Crumley Hall in the grassy area, west of parking lot 24.

EMERGENCY EVACUATION PROCEDURES FOR FRISCO CAMPUS-HILL PARK

Severe Weather In the event of severe weather, all building occupants should immediately seek shelter in the designated shelter-in-place area in the building. If unable to safely move to the designated shelter-in-place area, seek shelter in a windowless interior room or hallway on the lowest floor of the building. All building occupants should take shelter in the center corridor, restrooms, or rooms 145 and 146.

Bomb Threat/Fire In the event of a bomb threat or fire in the building, all building occupants should immediately evacuate the building using the nearest exit. Once outside, proceed to the designated assembly area. If unable to safely move to the designated assembly area, contact on or more members of your department or unit to let them know you are safe and inform them of your whereabouts. Persons with mobility impairments who are unable to safely exit the building should move to a designated area of refuge and await assistance from emergency responders. All building occupants should immediately evacuate the building and proceed across the street to the parking garage, lower level.
**PROPOSED CLASS SCHEDULE** (We will try to stay as close as possible to this proposed schedule, however if any changes take place, I will notify all students, this might include field trip opportunities, bringing in industry experts for guest lectures etc.)

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Day</th>
<th>Topic (Everything color coded in RED are online recorded sessions)</th>
<th>Chapter Number</th>
<th>Assignments, Quiz, Due Date and Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>27-Aug</td>
<td>Tu</td>
<td>Syllabus and SCM</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>29-Aug</td>
<td>R</td>
<td>Supply Chain Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>3-Sep</td>
<td>Tu</td>
<td>Global Dimensions of Supply Chains</td>
<td>2</td>
<td>Quiz 1 is Due @ 11am</td>
</tr>
<tr>
<td></td>
<td>5-Sep</td>
<td>R</td>
<td>Global Dimensions of Supply Chains</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>10-Sep</td>
<td>Tu</td>
<td>Role of Logistics in Supply Chains</td>
<td>2</td>
<td>Quiz 2 is Due @ 11am</td>
</tr>
<tr>
<td></td>
<td>12-Sep</td>
<td>R</td>
<td>Role of Logistics in Supply Chains</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>17-Sep</td>
<td>Tu</td>
<td>Distribution and Omni-Channel Network Design</td>
<td>3</td>
<td>Quiz 3 is Due @ 11am</td>
</tr>
<tr>
<td></td>
<td>19-Sep</td>
<td>R</td>
<td>Distribution and Omni-Channel Network Design</td>
<td>4</td>
<td>Online Assignment 1 Due @ 11:59pm</td>
</tr>
<tr>
<td>5</td>
<td>24-Sep</td>
<td>Tu</td>
<td>Sourcing Materials and Services and <strong>Exam 1 Review</strong></td>
<td>5</td>
<td>Quiz 4 is Due @ 11am</td>
</tr>
<tr>
<td></td>
<td>26-Sep</td>
<td>R</td>
<td>Sourcing Materials and Services</td>
<td>5</td>
<td>Resume Assignment Due @ 11:59pm</td>
</tr>
<tr>
<td>6</td>
<td>1-Oct</td>
<td>Tu</td>
<td><strong>Exam 1</strong></td>
<td>Chap 1 to 5</td>
<td>Quiz 5 is Due @ 11am</td>
</tr>
<tr>
<td></td>
<td>3-Oct</td>
<td>R</td>
<td>Sourcing Materials and Services</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>8-Oct</td>
<td>Tu</td>
<td>Producing Goods and Services</td>
<td>6</td>
<td>Quiz 6 is Due @ 11am</td>
</tr>
<tr>
<td></td>
<td>10-Oct</td>
<td>R</td>
<td>Producing Goods and Services</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>15-Oct</td>
<td>Tu</td>
<td>Demand Management</td>
<td>7</td>
<td>Quiz 7 is Due @ 11am</td>
</tr>
<tr>
<td></td>
<td>17-Oct</td>
<td>R</td>
<td>Demand Management</td>
<td>7</td>
<td>Online Assignment 2 Due @ 11:59pm</td>
</tr>
<tr>
<td>9</td>
<td>22-Oct</td>
<td>Tu</td>
<td>Order Management and Customer Service</td>
<td>8</td>
<td>Quiz 8 is Due @ 11am</td>
</tr>
<tr>
<td></td>
<td>24-Oct</td>
<td>R</td>
<td>Order Management and Customer Service</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Day</td>
<td>Topic</td>
<td>Chapter Number</td>
<td>Assignments Due</td>
</tr>
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<tr>
<td>10</td>
<td>29-Oct</td>
<td>Tu</td>
<td>Managing Inventory in the Supply Chain</td>
<td>9</td>
<td>Quiz 9 is Due @ 11am</td>
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<tr>
<td></td>
<td>31-Oct</td>
<td>R</td>
<td>Managing Inventory in the Supply Chain</td>
<td>9</td>
<td>Online Assignment 3 Due @ 11:59pm</td>
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<tr>
<td>11</td>
<td>5-Nov</td>
<td>Tu</td>
<td>Distribution—Managing Fulfillment Operations and Exam 2 Review</td>
<td>10</td>
<td>Quiz 10 is Due @ 11am</td>
</tr>
<tr>
<td></td>
<td>7-Nov</td>
<td>R</td>
<td>Distribution—Managing Fulfillment Operations</td>
<td>10</td>
<td></td>
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<tr>
<td>12</td>
<td>12-Nov</td>
<td>Tu</td>
<td>Exam 2</td>
<td>6 to 10</td>
<td>Quiz 11 is Due @ 11am</td>
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<tr>
<td></td>
<td>14-Nov</td>
<td>R</td>
<td>Transportation—Managing the Flow of the Supply Chain</td>
<td>11</td>
<td></td>
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<tr>
<td>13</td>
<td>19-Nov</td>
<td>Tu</td>
<td>Aligning Supply Chains</td>
<td>12</td>
<td>Quiz 12 is Due @ 11am</td>
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<tr>
<td></td>
<td>21-Nov</td>
<td>R</td>
<td>Supply Chain Performance Measurement and Financial Analysis</td>
<td>13</td>
<td>Online Assignment 4 Due @ 11:59pm</td>
</tr>
<tr>
<td>14</td>
<td>26-Nov</td>
<td>Tu</td>
<td>Supply Chain Technology – Managing Information Flows</td>
<td>14</td>
<td>Quiz 13 is Due @ 11am</td>
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<td>28-Nov</td>
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<td>Strategic Challenges and Change for Supply Chains</td>
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<td>15</td>
<td>3-Dec</td>
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<td>Final Exam Review</td>
<td>1 to 15</td>
<td>Quiz 14 and 15 is Due @ 11am</td>
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<td>5-Dec</td>
<td>R</td>
<td>Strategic Challenges and Change for Supply Chains</td>
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<td>16</td>
<td>Dec 10th</td>
<td>Mon</td>
<td>Final Exam - Chapters 1 to 15</td>
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<td>10:30 a.m. - 12:30 p.m.</td>
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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.

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.

Many students wheedle for a grade as if it were a freebie T shirt

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-grousing 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.