LSCM 3960: Logistics and Supply Chain Management
G. Brint Ryan College of Business
University of North Texas
Fall 2026

Instructor:	Vikas Kumar Reddy Sangana (Class Number # 10562) (Section 003)
Days:	Thursday
Time:	6:35PM to 9:25PM
Room:	BLB 035
Office:	Online Zoom meeting
Office Hours:	**Monday and Wednesday**, 10 am to 11:30 am. *Also available via Appointment for Zoom/in-person*
Phone:	945.345.4867 (Denton)
Email:	E-mail preferred through Canvas Email/Message, alternatively, you can reach me via UNT e-mail: vikaskumarreddy.sangana@unt.edu
Canvas URL:	https://canvas.unt.edu/
Student Assistant:	If available, will post it on Canvas

COURSE DESCRIPTION

Analyze, design, and measure the performance of global supply chains from a demand-driven, value network perspective that includes plan, source, make, and deliver. Topics include transportation, warehousing, inventory control, materials handling, packaging, and plant and warehouse location decisions within and between firms. Focus on concepts and practices that give firms a competitive edge globally.

REQUIRED COURSE MATERIAL

Coyle, Langley, Gibson, Novack, and Bardi, *Supply Chain Management: A Logistics Perspective* (South-Western Publishing Company, Twelfth Edition, 2025). *ISBN: 9780357984864*
You can get a 12-month access to all the Cengage products including the course book for $190. More information on 4-month access is available here and the e-book is available here for purchase. You do not necessarily need a 4-month pass for this course; all you need is a textbook.

COURSE LECTURE MATERIALS

Canvas: Course materials, assignments, and outside readings will be available within Canvas. Students can access Canvas using the Internet, 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 Videos: Some numerical problems and some lectures are recorded and posted on canvas from convenience. Additionally, based on popular request from students, I will post more videos on demand.

COURSE FORMAT

This course will be conducted using a combination of class discussion, 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 highly encouraged to read the assigned textbook for the course.

The course is conducted for a duration of 15 weeks, and we cover a total of 16 units/modules in the course, approximately one module per week, 13 modules relate to 13 chapters in the course, and remaining three modules relate to exam 1, 2 and final exam respectively.

ZOOM SESSIONS –AND VIRTUAL OFFICE HOURS ON APPOINTMENT

Topic: Virtual Office Hours: LSCM 3960 – Fall 2026 Meeting ID: 322 681 4760
Time: by prior appointment

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 a 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 and effective flow and storage of goods, services, and related information from the point of origin to the point of consumption 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

COURSE PREREQUISITES OR OTHER RESTRICTIONS

The course does not have any specific prerequisites and it is an introductory course in logistics and supply chain. However, the students would benefit if they have at least taken a college level algebra course, however it's not required, would be beneficial.

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. You are strongly encouraged to review the academic integrity 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.
6. Treat your instructor and classmates with respect in email or any other communication.
7. Always use your professors' proper title: Dr. or Prof., or if in doubt use Mr. or Ms.
8. Unless specifically invited, don't refer to your instructor by first name.
9. Use clear and concise language.

10. Remember that all college level communication should have correct spelling and grammar (this includes discussion boards).
11. Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you."
12. Use standard fonts such as Ariel, Calibri or Times new Roman and use a size 10 or 12 point font
13. Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING.
14. Limit and possibly avoid the use of emoticons like :) or ☺.
15. Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
16. Be careful with personal information (both yours and other's).
17. Do not send confidential information via e-mail

GRADING-Grade Determination

Grades will be based upon performance on the following:

Graded Element	Percentage	Points
Exam 1 – Chapters 1 to 5	12.5%	125
Exam 2 – Chapters 6 to 10	12.5%	125
Exam 3 - Chapters 3,4,7,8,11 and 12	25%	250
BC Class Quiz	25%	250
Course Evaluation (SPOT evaluation)	2%	20
Attendance – Grade Based on Participation (Pop-Up In-Class Quiz)	15%	150
SONA	5%	50
Professional Development	3%	30
Total	**100%**	**1000**

Grade Distribution (in percentage):

A: > 89% (Outstanding, excellent work. The student performs well above the minimum criteria.)
B: > 79% and ≤ 89% (Good, impressive work. The student performs above the minimum criteria.)
C: > 69% and ≤ 79% (Solid, college-level work. The student meets the criteria of the assignment.)
D: > 59% and ≤ 69% (Below average work. The student fails to meet the minimum criteria.)
F: ≤ 59% (Subpar work. The student fails to complete the assignment.)

COMMUNICATION WITHIN THE COURSE

How to reach the instructor?

The best way to reach me is through the email section in Canvas. If, for some reason, you believe Canvas isn't working or if you haven't received a response from me after sending an email in Canvas, please don't hesitate to contact me via my UNT email vikaskumarreddy.sangana@unt.edu.

How to get to know your classmates?
Get to know your classmates by talking and interacting with them. There will also be an introduction page on Canvas; please introduce yourself there. Make sure to meet and introduce yourself to other classmates before and after class, especially during the first two weeks. On the Canvas introduction forum, please include the following: your reason for taking this course, your major, where you're from, your career goals, etc. I hope to get 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 most cases within 24 hours or sooner. For questions posted on active discussion forums, expect up to two business days for response.

What is the response time on graded homework, 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

1. ***UNT Portal***
2. ***UNT Canvas Student Resources: Technical Support***
3. ***UNT Library Information for Off-Campus Users***
4. ***UNT Computing and Information Technology Center***
5. ***UNT Academic Resources for Students***
6. ***Computer Labs: General Access Computer Lab Information***
7. ***CoB Computer Labs***

CHALLENGE POLICY

You have seven days 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. Exams will run for a maximum of 75 min (Except the final exam, which will run for a maximum of 120 min). There will be three exams during the semester, all exams are non-cumulative, however having knowledge of topics covered in class earlier will be helpful to master exam 3 (final exam) in the later part of the course. Exam 3 will be a non-cumulative final exam (select chapters from the book will be covered as part of the exam). The exams will be multiple-choice questions. Students are allowed a two-page notes (front and back of a single sheet of paper) for their use in the exam 1 and 2, whereas can use 4 pages (2 sheets front and back) of notes for exam 3. **Student notes cannot contain example problems and**

solutions to problems. 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

Every week, students must complete the before-class (BC) chapter quiz on Canvas. ***Although the quiz is called 'before class,' it is simply due during the week the chapter is covered in class.*** Multiple-choice questions for each chapter will be posted on Canvas, one for each chapter, and will be due in the same week after each chapter is completed. These questions are important and will give you an idea of how questions on your exam might look. *The chapter quizzes are timed and can only be taken once, so please review the chapter and lecture notes before attempting the quiz. Keep in mind, you will need to set aside 60 minutes to complete the quiz, as you cannot save an incomplete quiz and return to finish it later.*

ATTENDANCE/ PARTRCIPATION

Attendance counts as part of your participation grade. There will be a pop-up quiz at least once a week, also known as a knowledge quiz. The grades for these quizzes are based solely on participation and are intended to encourage your engagement in class; ***they will NOT be graded on accuracy, only on EFFORT***. You can expect 2 to 4 questions per quiz, which may be multiple choice or short answer. Kahoot will be used for multiple-choice questions ***(but these do not affect your grade)***, while the pop-up quizzes will be descriptive and test concepts from previous classes; ***these do count toward your grade***. At least two pop-up quizzes will be dropped, and you will have roughly 12 to 14 quizzes in total. Attempting at least 10 of these quizzes will earn you full attendance points (150 points or 15% of your total grade for the semester).

SONA RESEARCH PARTICIPATION (5 POINTS)

Research Participation (5 points). As part of your learning experience in this course, you will be required to participate in research studies to gain experience with the research process and learn about methods and scaling techniques. Your participation in these research studies will make up **5%** of your final class grade.

The amount of credit assigned is based on the length of time the study takes to complete and whether you participate online or in-person in the COB behavioral Lab (BLB 279):

Online Studies	**In-Person Lab Studies (Behavioral Lab - BLB 279)**
➢ <15 minute studies = 1 credit	➢ <15 minute studies = 3 credit
➢ 15-30 minute studies = 2 credits	➢ 15-30 minute studies = 4 credits
➢ >30 minute studies = 3 credits	➢ >30 minute studies = 5 credits

To fulfill the 5% course requirement, you must earn a total of **5 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, DO NOT contact me. Instead, contact the REP Admin Team via email at RCoBRep@unt.edu. Your questions will be addressed promptly, usually within 24 hours.
- ➔ Visit **cob.unt.edu/research/research-experience-program** for detailed sign-up instructions and more information.

Important Deadlines!
November 27th, 5:00 PM – Last day to participate in SONA for Fall semester.

You will have one week from this date to adjust your final credits assigned to particular classes in SONA. On **December 4th**, final scores will be distributed to instructors and cannot be changed after that point.

Thanks in advance for your participation! Have a great semester!

Please Note:

1) Don't wait! Create your account ASAP! Get first access to available studies.
2) Assign your credits to the proper course. This course is: **LSCM 3960-003**
3) If you have another course that also requires SONA credits, you must complete those credits separately. On the main SONA account page, you can assign your completed credits to specific courses (of your choice).
4) 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. To do so, please email RCoBRep@unt.edu and they will assign you an article to critique. Critiques are due on or before April 24th. Article critiques will not be available until the last week before April 24th. Please note that study participation will require less of your time than article critiques.

SYLLABUS CHANGE POLICY
The syllabus is currently tentative and any change in syllabus and/or grading policy will be communicated to students at least 7 days in advance via canvas. The instructor reserves the right to change the syllabus and grading policy, however this may be exercised only under unusual circumstances.

PROFESSIONAL DEVELOPMENT - *SPEAKER SERIES*

Our Executive Speaker Series is growing in popularity. This semester it will be on Wednesdays from 4:40-5:30p in BLB 180.



If you would like to request accommodations for any speaker event, please email Chris Peavy at the email address provided below. For all questions regarding Executive Lecture Series, not answered by content found in the class syllabus or on the Center for Logistics & Supply Chain Management website, please send an email to:

Chris Peavy chris.peavy@unt.edu
(she-her-hers)
Director, College of Business Programs
Center for Logistics & Supply Chain Management

EACH UNIQUE EVENT THAT YOU ATTEND WILL RESULT IN 15 POINTS, WITH A MAX OF 30 POINTS FOR CREDIT (MAX OF 2 UNIQUE EVENTS):

UNIQUE EVENT IMPLIES THAT YOU CANNOT USE THE SAME EVENT TO GAIN CREDIT IN TWO COURSES, IT HAS TO BE UNIQUE TO LSCM 3960

COMPUTER APPLICATIONS

Students will need access to MS-Office. The class will extensively use PowerPoint, Excel and Word. As part of the course, 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
Code of Student Conduct and Discipline
Computer Use Policy

GETTING HELP

Technical Assistance

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

UIT Help Desk: http://www.unt.edu/helpdesk/index.htm
Email: helpdesk@unt.edu
Phone: 940-565-2324
In Person: Sage Hall, Room 130
Walk-In Availability: 8am-9pm
Telephone Availability:

- Sunday: noon-midnight
- Monday-Thursday: 8am-midnight
- Friday: 8am-8pm
- Saturday: 9am-5pm

Laptop Checkout: 8am-7pm

For additional support, visit Canvas Technical Help (https://community.canvaslms.com/docs/DOC-10554-4212710328)

Student Support Services

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)
- Counseling and Testing Services (https://studentaffairs.unt.edu/counseling-and-testing-services)
- UNT Care Team (https://studentaffairs.unt.edu/care)
- UNT Psychiatric Services (https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)
- Individual Counseling (https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)

Other student support services offered by UNT include

- Registrar (https://registrar.unt.edu/registration)
- Financial Aid (https://financialaid.unt.edu/)
- Student Legal Services (https://studentaffairs.unt.edu/student-legal-services)
- Career Center (https://studentaffairs.unt.edu/career-center)
- Multicultural Center (https://edo.unt.edu/multicultural-center)

- Counseling and Testing Services (https://studentaffairs.unt.edu/counseling-and-testing-services)
- Pride Alliance (https://edo.unt.edu/pridealliance)
- UNT Food Pantry (https://deanofstudents.unt.edu/resources/food-pantry)

Academic Support Services

- Academic Resource Center (https://clear.unt.edu/canvas/student-resources)
- Academic Success Center (https://success.unt.edu/asc)
- UNT Libraries (https://library.unt.edu/)
- Writing Lab (http://writingcenter.unt.edu/)
- MathLab (https://math.unt.edu/mathlab)

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.

Student feedback is important and an essential part of participation in this course. The survey will be made available during weeks 12, 13, 14 and 15 of the 15-week semester 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/) or email spot@unt.edu.

I am less concerned about the impact my assessment scores mean to my performance evaluation for the university, but about what they mean to giving the student a quality product. While you are welcome to visit with me and provide personal, verbal feedback, UNT utilizes the Student Perceptions of Teaching (SPOT) system. To promote participation, there is a point value in the

grading for completing the SPOT evaluation. Because I cannot know who completed the evaluations, I cannot know who to award the actual points to individually. Thus, while you will get an individual score for this assignment, it is a group effort that will determine your score. **You do not need to submit an artifact to this assignment in CANVAS, only complete the SPOT evaluation using the link provided by UNT.** Here is how you can earn the points:

- If less than 30% of the class completes the SPOT evaluation, everyone in the class will get 0 points.
- If 30-34% of the class completes the SPOT evaluation, everyone in the class will get 5 points.
- If 45-49% of the class completes the SPOT evaluation, everyone in the class will get 8 points.
- If 50-59% of the class completes the SPOT evaluation, everyone in the class will get 12 points.
- If 60-69% of the class completes the SPOT evaluation, everyone in the class will get 15 points.
- If greater than 70% of the class completes the SPOT evaluation, everyone in the class will get 20 points.

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 Blackboard 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) 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).

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.

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).

USE OF STUDENT WORK

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student's permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.

- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student's written permission.
Download the UNT System Permission, Waiver and Release Form

ACADEMIC INTEGRITY

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. When working on assignments, you should not discuss your work with others unless approved by the course instructor. Group assignments should only be discussed with members assigned to your group, and all group members may be held accountable in some way for known academic integrity violations in a group assignment.

Another example of academic dishonesty relates to improper attribution. When preparing your assignments, you must cite all outside sources in the manner requested by your instructor. Copying or using material from any source prepared by or previously submitted by others, at UNT or other institutions, or downloaded from the Internet, is plagiarism. Unless directed otherwise in an assignment, large scale "cutting and pasting" from other sources, even if properly footnoted, is not appropriate. You should synthesize this material in your own words and provide a footnote.

Your instructor 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.

Students are expected to conduct themselves in a manner consistent with the University's status as an institution of higher education. A student is responsible for responding to a request to discuss

suspected academic dishonesty when issued by an instructor or other University official. If a student fails to respond after a proper attempt at notification has been made, the University may take appropriate academic actions in the absence of the student's participation.

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.)

Week	Date	Day	Topic	Chapter Number	Assignments Due
1	Aug 20	Thu	Syllabus and Policy; Supply Chain Management	1	Quiz 1 BC is Due end of Week 1 (Sunday) Midnight
2	Aug 27	Thu	Global Dimensions of Supply Chains	2	Quiz 2 BC is Due end of Week 2 (Sunday) Midnight
3	Sep 3	Thu	Role of Logistics in Supply Chains	3	Quiz 3 BC is Due end of Week 3 (Sunday) Midnight
4	Sep 10	Thu	Distribution and Omni-Channel Network Design	4	Quiz 4 BC is Due end of Week 4 (Sunday) Midnight
5	Sep 17	Thu	Sourcing Materials and Services / Exam 1 Review	5 / 1 to 5	Quiz 5 BC is Due end of Week 5 (Sunday) Midnight
6	Sep 24	Thu	Exam 1 / Producing Goods and Services	Chap 1 to 5	
7	Oct 1	Thu	Producing Goods and Services	6	Quiz 6 BC is Due end of Week 7 (Sunday) Midnight
8	Oct 8	Thu	Demand Management	7	Quiz 7 BC is Due end of Week 8 (Sunday) Midnight
9	Oct 15	Thu	Order Management and Customer Service	8	Quiz 8 BC is Due end of Week 9 (Sunday) Midnight
10	Oct 22	Thu	Order Management and Customer Service / Managing Inventory in the Supply Chain	8 / 9	Quiz 9 BC is Due end of Week 10 (Sunday) Midnight
11	Oct 29	Thu	Managing Inventory in the Supply Chain / Distribution—Managing Fulfillment Operations and Exam 2 Review	9 / 10	Quiz 10 BC is Due end of Week 11 (Sunday) Midnight
12	Nov 5	Thu	Exam 2 / Transportation—Managing the Flow of the Supply Chain	6 to 10	Quiz 10 BC is Due end of Week 11 (Sunday) Midnight
13	Nov 12	Thu	Transportation—Managing the Flow of the Supply Chain	11	Quiz 11 BC is Due end of Week 13 (Sunday) Midnight
14	Nov 19	Thu	Aligning Supply Chains	12	Quiz 11 BC is Due end of Week 13 (Sunday) Midnight
15	Nov 26	Thu	No Class — Thanksgiving Break		Quiz 12 BC is Due end of Week 14 (Sunday) Midnight
16	Dec 3	Thu	Aligning Supply Chains / Final Exam Review	12	Quiz 13 BC is Due end of Week 15 (Sunday) Midnight
17	Dec 10	Thu	Final Exam — Chapters 3, 4, 7, 8, 11, and 12	—	06:35am to 09:25pm

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-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.