



SYLLABUS

BM 3130 FOUNDATIONS OF OPERATIONS MANAGEMENT

Spring 2017- BOTH SECTIONS

Course Location & Contacts

Evans Lab 1008 on Tuesdays OR Thursdays at 3:55 – 5:15 p.m.

Instructor: **Steven Dickstein**

Email address: dickstein.2@osu.edu

Office Location: Fisher Hall, Room 618

Phone number: (614) 292-4600

Office hours for the instructor and teaching assistants (all rooms are in Fisher Hall):

Monday, 9:00 – 11:00 a.m.	Alex Vanek (.15) in Room 046
Monday, 1:00 – 3:00 p.m.	Vinayak Viswanath (.12) in Room 046
Tuesday, 10:15-12:15p.m.	Vinayak Viswanath (.12) in Room 046
Tuesday, 1:30 – 3:30 p.m.	Steven Dickstein (.2) in Room 618
Wednesday, 11:30 – 1:30 p.m.	Jake Walker (.1708) in Room 046
Wednesday, 1:30 – 3:30 p.m.	Alex Vanek (.15) in Room 046
Thursday, 1:30 – 3:30 p.m.	Steven Dickstein (.2) in Room 618
Friday, 10:00 – 12:00 noon	Jake Walker (.1708) in Room 046

(The # in parentheses is the OSU user number for e-mail contact. The phone for Room 046 is 292-5289, but the office is shared with other course TAs, so a BM 3130 TA may not always answer this phone.)

Any changes to this office schedule will be published in Canvas as a NEWS ITEM or communicated via e-mail from the ROSTER.

Course Description

This survey course for non-business majors is designed to introduce fundamental processes of creating and delivering the manufactured goods and services used in society. No prior business knowledge is necessary to be successful in this course. The focus combines conceptual and quantitative approaches to managing and controlling Operations.

This course is being delivered in a “hybrid” format, which combines online learning with one weekly, in-class meeting. Course lectures are delivered in the Canvas **LECTURES** module, broken down into 8 – 15 minute “Parts”. The format utilizes “Camtasia”, which provides an audio lecture combined with relevant slides; you access these by clicking on the listing, organized by Week under the module **LECTURES**; when the screen opens blank, click on the title at the top for the content. (Note that this two-step process is necessitated by these files residing on external drives). Separately, the COURSE SCHEDULE (last pages of the syllabus) may include additional videos or articles each week that can be found in the weekly **LECTURES** modules (for videos) or in a separate **SUPPLEMENTAL READINGS** module (articles) that follows below.

The in-class time will be used for a review of key topics, to demonstrate selected problem applications, and to review supplemental videos or articles.

In 1962 two businesses began with similar names and business objectives. Over the years, one focused on marketing communications and promotions while the other, far less recognized, concentrated on operations issues. Today, Wal-Mart is the largest retailer in the world with over 2.2 million employees and annual sales above \$476 billion. Its competitor, former industry leader K-Mart, emerged from Chapter 11 in 2003, a much smaller and weaker company. Clearly, the growth and success of Wal-Mart cannot be attributed to a single issue alone, but their strategy demonstrates that **companies can achieve competitive advantage through their operations.**

The teaching strategy will attempt to balance academic, “textbook” learning with actual business applications. For this reason, the student will get the most practical benefit from this course by approaching each topic with a combination of provided course materials: text lectures, videos, and supplemental readings.

Course Learning Outcomes

By the end of this course, students will be able to identify and explain how companies can achieve competitive advantage through their Operations. More specifically:

1. Explain the fundamental processes of managing and controlling a variety of operations, covering both manufacturing and services
 - a. Link operations activities to the strategy of the organization
 - b. Identify the trade-offs among multiple *competitive dimensions*
 - c. Measures of *productivity*

2. Explain the differences between Manufacturing and Service processes
 - a. Design the flow (*process selection*) to produce goods
 - b. Use breakeven analysis to make operations decisions
 - c. Organize services to satisfy customer requirements and expectations
 - d. Design of different service delivery systems
3. Explain how a process is designed and analyzed in Manufacturing and Services
 - a. Develop a flow chart
 - b. Identify behavioral considerations in Service design
 - c. Inspect the role of Inventory in process design
4. Demonstrate how and why companies must manage Capacity
 - a. Explain what is “set up”, “run time” and why does it matter
 - b. Compute machine or people requirements based on demand
 - c. Compare measures of Capacity
 - d. Use modeling tools to understand performance of lines (queues)
5. Demonstrate the role of Sourcing and Distribution in Operations management
 - a. Examine the elements that comprise Distribution: transportation, warehousing, handling
 - b. Explain the role of Inventory Carrying Cost in Distribution and Sourcing decisions
 - c. Calculate the total costs of a Supply Chain
 - d. Identify how global sourcing decisions are made
6. Develop the methods of managing inventory
 - a. Determine different inventory costs and the difference between Independent and Dependent demand
 - b. Calculate optimal order quantities and related Holding and Set-up costs
 - c. Relate inventory planning to control system methods: single period, fixed order quantity, and fixed time period models
 - d. Demonstrate tools to prioritize inventory management
7. Construct a network diagram to manage a Project
 - a. Compare the Critical Path Method (CPM) to alternative management tools
 - b. Develop a network diagram to define a project duration and critical path
 - c. Calculate the path and cost to shorten (*Crash*) a project
8. Design a lean supply chain
 - a. Define what is a “lean” supply chain
 - b. Identify the elements that represent “waste”
 - c. Demonstrate “value stream mapping” as a tool to identify sources of waste
9. Explain the importance of Quality to the organization
 - a. Identify familiar quality management systems such as TQM

- b. Compare the various Costs of Quality
- c. Analyze various tools available to measure quality
- d. Point out the role of ISO in quality management
- e. Demonstrate the difference between process control and process capability

Course Text

Operations and Supply Chain Management, 14th edition, 2014 by Jacobs and Chase, Publisher- McGraw-Hill Irwin; You have different format options available:

- 1) Print Package, loose leaf: JACOBS-CHASE with Connect Access
ISBN **9781259954498** from OSU bookstore locations
- 2) Print Package (same as 1) for purchase on the McGraw Hill e-commerce site
<http://shop.mheducation.com/mhshop/productDetails?isbn=9781259954498>
at \$ 96.25 + sales tax, S&H (ships from a Central OH distribution center)
- 3) Connect Access –Digital Only \$89 (e-book, called *Smartbook*, already set up)
Available on the publisher’s web site; you will also have the option to purchase a print text for an additional \$ 60 (*but it seems to me that option #2, which includes a print copy + Connect access is the better value unless you prefer to work in online format only*)
- 4) Original Hard copy available used, not stocked by OSU
ISBN 978-0-07-802402-3 or MHID 0-07-802402-1
- 5) Two copies are available in Closed Reserve, Thompson Library; PLEASE be considerate of your fellow students by avoiding damage or note-taking in these copies
 - **CAUTION-** the International Edition is usually a good match for content, but end-of-chapter problems may be scrambled or different.

Course Materials- Not Required

A used textbook will also work, but this will not include any license for CONNECT (part of LearnSmart, an online tool offered through the publisher **McGraw-Hill**). While CONNECT is not mandatory, it offers two benefits:

- Interactive, reinforced learning with a proprietary tool LearnSmart, customized to the content covered in this course. (Refer to **Publisher Technology** below.)

- Provides practice problem solutions in a dynamic format, which allows you to re-work problems with different data. (*Note that detailed practice problem solutions can be found for each half of the course in Canvas under the module RESOURCES.*)

LearnSmart cannot be accessed without a CONNECT license; practice problem solutions WILL be available in Canvas > RESOURCES. While you can purchase CONNECT access separately for \$89, keep in mind this is included with any of the new source formats identified above.

Course Technology

Baseline technical skills necessary for this course

- Basic computer and web-browsing skills
- Navigating Canvas
- Working within a Publisher's website, specifically Connect
- Ability to use Excel for problem analysis and presentation

Publisher Technology- CONNECT and LearnSmart

- **Connect** provides the practice problem exercise solutions in a dynamic format that allows you to practice and to repeat applications with changing sets of problem data. The format is organized to align with the course schedule and includes LearnSmart modules.

The Connect license comes with a new text purchase in any format. You will have an authorization code to access the system. Then, separately, you will need a link to get into this course. That link is:

<http://connect.mheducation.com/class/s-dickstein-spring-2017>

Please refer to *Canvas > RESOURCES* for a file titled CONNECT INSTRUCTIONS for more detailed information.

- **LearnSmart** is an adaptive learning tool that maximizes productivity and identifies the most important learning objectives for each student to master at a given point in time. LearnSmart also knows when students are likely to forget specific information and brings that content back so students can advance the knowledge from their short-term to their long-term memory. Data-driven reports, found in the Reports tab under LearnSmart reports, highlight the concepts with which individual students are — or the entire class is — struggling. The tool is proven to improve academic performance, including higher retention rates and better grades. A brief, introductory video can be found at:

<https://www.youtube.com/watch?v=qm-dmzXjZ8c>

This tool is intended to be incorporated in your reading and preparation for class. You will find the icon and link at the bottom of the course home page in CONNECT. While the coverage has been customized to align with the course content, not every topic is covered. Also, only conceptual learning is targeted; problems have to be practiced through Connect.

Technology Support

For assistance with the publisher's resources Connect and LearnSmart, there are Help tools within the McGraw Hill web site for the course. Anything not covered should be addressed with THEIR Support resources identified, NOT from the Instructor, TAs or university IT staff.

McGraw Hill Resources & Contacts

Call: (800) 331-5094 Email & Chat: www.mhhe.com/support

Monday - Thursday • 7 AM - 3 AM

Friday • 7 AM - 8 PM

Saturday • 9 AM - 7 PM

Sunday • 11 AM - 1 AM

(All times Central)

Find more support at: www.connectstudentsuccess.com

As instructor, my responsibility is the course content and evaluating performance. Please contact me about any concerns in these areas. I am generally not able to assist in matters relating to technology, connectivity or Canvas access. (Note that Spring 2017 is the first use of Canvas for this course.) Such issues may be addressed directly to either the Canvas or Fisher Technical Support Staff:

The Fisher technology team that is familiar with the course and content format comprises:

Randy Spears (spears.4@osu.edu) or Megan Troyer (troyer.59@osu.edu)

Alternative sources of help are available from helpdesk@osu.edu (or by phone at 292-8976) and Carmen@osu.edu or **614-688-HELP** at any time.

At present (considering the most recent Canvas updates), the most stable browser to access course content is Firefox. Google Chrome is also effective. While Internet Explorer and Safari are functional, you may experience problems with older versions and speed is often slower, so make certain you have the latest release. Many access problems can be solved simply by re-booting or by using a different browser. Continuing problems should be addressed with the support resources identified above.

For any contact by e-mail or phone with technical staff, teaching assistants or the instructor, please identify the Course Number and the section (day), if applicable, to facilitate follow-up action as required.

Grades

Assignment	Percent (%)
Midterm Exam	30
Final Exam	30
Team Case 1	15
Team Case 2	15
Quiz 1	5
Quiz 2	5
TOTAL	100

The final grade determination is formula-based in which 30% of the two, actual exam scores is added to the case scores (two, totaling 30 points) and the quiz scores (two, totaling 10 points). (Note that this format may not be the same as the Student default view in Canvas.) Both exams will offer extra point-earning opportunities, but there will be NO other curve or extra credit available. There is a “**Grade Calculator**” Excel file in Canvas > RESOURCES that allows you to prepare your own “what if” scenarios using the identical calculation method to the course grade determination (even though the format may not appear identical).

GRADE NOTE- You MUST have a combined exam score of > 50% in order to get a C- (or higher) in this course regardless of your final calculated grade.

Canvas does not feature both a CALCULATED GRADE and a FINAL ADJUSTED GRADE, so that any rounding or adjustment will be added to the Quiz #2 score in a fractional format (i.e. .xx) to drive the single and final Course Grade, that is converted to a letter grade using the following, customized scale:

Grading scale

92.1 and higher: A	76.1–79.0: C+
89.1– 92.0: A-	72.1–76.0: C
86.1–89.0: B+	69.1–72.0: C-
82.1–86.0: B	66.1–69.0: D+
79.1–82.0: B-	59.1–66.0: D

Details on Graded Elements

EXAMS

- The exams are closed book, closed notes, closed neighbor, closed electronic communication devices, etc. and should represent the work of only the student taking the exam with no unauthorized outside assistance.
- Formula sheets, if applicable, are provided at the back of the exams.
- Each exam will be a combination of conceptual questions and problem solving. The material could be based on anything covered in the lecture, text, other assigned readings, videos, or homework. The format will be multiple choice questions.
- Each student must bring his/her own calculator and writing instruments. Cell phones or any other storage type of device for this purpose are NOT permitted. Sharing of materials is prohibited.
- **NO MAKE-UP, LATE OR EARLY EXAMS WILL BE GIVEN**, except in the case of a schedule conflict, documented medical emergency or university-authorized absence. Business related absences are not excused. Students should make arrangements now to avoid time conflicts. The exams are one class period in length, 1 hour, 20 minutes.
- The Final is NOT comprehensive.

CASES

A group approach to problem-solving is increasingly common to many careers. Collaboration may be required across different functional disciplines and/or among geographically and culturally diverse personnel. To duplicate, as best as possible, this experience within the course,

- A team effort is required for both the assigned Cases. **Teams must comprise a minimum of three and a maximum of five individuals**
- Single or two person submissions without prior permission will be penalized up to 25%
- Submit one paper per assignment
- Late papers are penalized at 2 points/day

You may change teams for the second submission without prior approval but still subject to these minimums. You are responsible for putting together your own teams and are welcome to use

Canvas' communication tools to seek out partners. At the end of the second week Recitation session, I will invite students without partners to meet after class.

The purpose of these assignments is to provide the student with an opportunity to experience problem-solving in operations based on actual situations. The cases are designed for you to: 1) demonstrate clear and professional analysis of a business situation by applying course content, 2) experience effective team-building skills to solve a business problem, and 3) demonstrate clear and professional written communication.

Specific instructions and questions can be found in the Canvas module under **CASES**. See the Course Schedule for due dates. Cases will be evaluated by the TAs, and any review of deductions or grade discussion should take place with them. Please note that the window for discussing any grade issues is limited to two weeks after posting in Canvas.

THE PEER EVALUATION PROCESS

This PEER EVALUATION form is a confidential submission by each member of the Case team, designed to assess the contribution of the individual members for group work. It is due in the last class or may be delivered to my office- hard copy only- by the last day of semester classes. No e-mails will be accepted.

The approach is distribute a theoretical \$12,000 "fee" per case to each participant, including the student preparing the form, based on effort, reliability and the quality of input. The purpose is to measure the contributions of each team member.

This PEER EVALUATION PROCESS *may be used to adjust grades*; I look for three conditions before taking such action:

1. Is the difference significant? (One member rated at \$2,900, another at \$3,100 does not justify grade action.)
2. Is there consensus within the team? (Although the measures may differ, I look for any lesser effort to be reflected in most of the individual inputs, excluding the affected student.)
3. Does the Comment section provide a clear explanation of **WHY** the team member was rated poorly? (I want to avoid grade action based on personality differences or clashes on the approach or solution to the problem. I am looking for examples of lack of effort or failing to meet commitments.)

When a team must make up for the lack of contribution by one of its members, there is no bonus or extra credit to those students (can't 'steal' points). The PEER EVALUATION process only penalizes non-performance. There is an underlying presumption that the Team remains responsible for the quality and completeness of its submission, regardless of any shortfall by any individual member(s).

The actual reduction is reflected as a % adjustment of the final case(s) grade. It is not equal to the computed distribution of effort although such math is used as a guideline. Also, excluding

exceptional cases, the deduction is rarely more than 50% in recognition that the team has some collective responsibility for all members regardless of individual effort.

Since adjustments (if any) cannot be applied until the Evaluations are submitted in the final week of class, case grades in Carmen are not necessarily final until exam week. Peer Evaluation submissions are confidential; a student affected by the process may not see the inputs used in determining any grade penalty, but the reason will be explained clearly.

BM 3130 Peer Evaluation - GROUP PROJECTS

This submission is recommended, but NOT mandatory. There is no automatic penalty for not submitting this form. However, if a student provides no input and is poorly evaluated in the forms submitted by other teammates, there is a risk of a higher penalty.

Divide a \$12,000 award per case among your team, including yourself, based on the quality and effort of each team member's contribution. This evaluation is due to the instructor in hard copy format only either in the last class meeting or to my office by the final day of semester classes. Please justify your response only if an unequal valuation is assigned.

	Case 1	Case 2
Your name: _____	_____	_____
Team members: _____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
	\$12,000	\$12,000

Please include Discussion on this sheet ONLY if the assigned values above are NOT approximately equal; you may use the back of this sheet:

QUIZZES

Each Quiz comprises three questions; almost all will be problems but a multiple choice question on concepts may be included. The Course Schedule identifies the exact coverage from which the questions will be taken. Problems will be similar in scope and difficulty to the practice homework Assignments (which are NOT turned in). The quiz format will utilize Canvas tools and is organized in this way:

- Each quiz is to be taken online in Canvas
- There will be a forty-five minute window of access at the end of class. From the start/log-in, you have 30 minutes to complete your work for Quiz #1, 45 minutes for Quiz #2.
- Each quiz is open book, open notes, open computer. You may collaborate with one another, but keep in mind that each quiz is randomly constructed from a pool of questions that offers 27 possible combinations (81 if you include sequence differences).
- The quiz format allows ONE submission only.
- Be careful to match the exact answer format (for problems) prescribed in the question-integer answers only with NO punctuation or units.

You will have immediate feedback on your score. Any web crashes or technical problems must be identified and communicated by e-mail at the time of such occurrence.

Faculty Feedback and Response Time

I am providing the following guidelines to give you an idea of my intended support throughout the course.

Grading and feedback

- Quiz scores taken in Canvas will be known immediately upon completion. (If a hard copy format is used due to technical issues or excused absences, those scores will follow 2 - 4 days later.)
- Cases require up to ten days for grading.
- Exam scores should be posted within 3 – 5 days after the test date.

E-mail

I will generally reply to e-mails within **24 hours on school days** and on many weekends. TA response should be similar. **REMEMBER TO IDENTIFY THE COURSE & SECTION** in the Subject field.

Discussion board

I consider any communication tools in Canvas a resource for student-to-student communication and exchange. I may not actively participate or oversee these streams, so questions or information for my specific response are best directed to me via e-mail.

Attendance and Communication

Attendance

Attendance is not tracked, but experience suggests that the learning outcomes of the course and best grade results are achieved from staying current with course materials and regular attendance at the Recitation sessions.

Communication Guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While this may not be an English course, the ability to communicate clearly and convincingly is essential to success in any career. Your Case evaluation will consider not just technical accuracy, but also presentation style and effective use of exhibits.
- **E-mail courtesy:** Please always include the course number in your communications with me. For spring semester, please identify the DAY of class as multiple sections are offered. I teach as many as five classes a semester, all “Operations”, so more specific identification is needed.
- **Backing up your work:** Any Case submitted in this class should be saved, just in case a submitted copy is lost or misplaced.

Course Communication Strategies

There may be occasions over the semester when information needs to be provided about the course or scheduling issues. Anything of an urgent nature will be communicated by e-mail from the course Roster. I will assume that you monitor your OSU e-mail regularly.

Less urgent news may be posted in Canvas. A common example of this is when competing commitments require the TAs to cancel or to re-schedule their office hours.

Other Course Policies

Academic Integrity Policy

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Accommodations for Accessibility

Requesting accommodations

If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, contact the Office of Disability Services (ODS) as soon as possible to discuss your specific needs ([614-292-3307](tel:614-292-3307) or ods@osu.edu). Discussions are confidential.

I rely on ODS for advice and direction as to the specific accommodation your situation may require in this course. For the two quizzes, you may elect to use EITHER ODS services OR contact me the week prior (by Friday) to customize your Canvas access.

Go to <http://ods.osu.edu> for more information.

Accessibility of Course Technology

This online course requires use of Canvas (Ohio State's new course management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations as part of your consultation with ODS.

- [Carmen \(Desire2Learn\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

OTHER

An online course delivery can be a challenging format. My recommendation is to stay current and to proactively seek out our help when concepts or applications are not clearly understood.

Although this course is being offered in a large section relying primarily upon online delivery, I hope to create a more personalized experience through in-class discussions, real-world examples using articles and videos, and a case approach that many of the smaller Fisher College of Business courses employ.

Please feel free to ask questions and to participate during class. I hope to provide both a stimulating and fun environment for BM 3130; please feel free to contact me or to stop by if I can help in any way.

Course Schedule

The class meets weekly on Tuesdays OR Thursdays (called a Recitation session). You may attend either one, regardless of actual registration, but Case teams and Quizzes **must** align with your actual Section.

The outline below provides a template for our weekly progress. For your convenience, each Chapter assigned under **Topic** cross-references the Learning Outcomes listed earlier. Any **Video** and **Article** can be found in Canvas under the LECTURE Week assigned.

Practice Exercises under **Assignments** are not turned in; solutions are available in Connect and Canvas module RESOURCES. Selected, representative problems will be reviewed in the Recitation. The class prior to the two exams will include a review of format and coverage, which is also available in Canvas module - EXAMS.

Week	Topic	Assignments
<p>1</p> <p>Jan 10</p> <p>Jan 12</p>	<p>Chapter 1- Introduction</p> <p>Course introduction & Review syllabus</p> <p>Video- An Historical Odyssey</p>	<p>Chapter 1 to page 10</p>
<p>2</p> <p>Jan 17</p> <p>Jan 19</p>	<p>Chapter 2- Strategy and Sustainability (L.O. 1-a,b,c)</p> <p>Video- Green Manufacturing at Xerox</p> <p>Article- “Coffee on the Double”</p>	<p>Chapter 2- all</p> <p>Practice Exercises: #14, #19</p>
<p>3</p> <p>Jan 24</p> <p>Jan 26</p>	<p>Chapter 7- Manufacturing Processes (L.O. 2-a,b)</p> <p>Video- Process Choice at King Soopers</p>	<p>Chapter 7 to page 153</p> <p>Practice Exercises: #13, #14</p>

<p>4 Jan 31 Feb 2</p>	<p style="text-align: center;">Quiz 1 covers Weeks 1 - 3</p> <p style="text-align: center;">Chapter 9- Service Processes (L.O. 2-c,d)</p> <p style="text-align: center;">Video- Service Process Design at Noodles & Co.</p> <p style="text-align: center;">Article- “Customer Service Quandry”</p>	<p style="text-align: center;">Chapter 9- all Carmen CONTENT</p>
<p>5 Feb 7 Feb 9</p>	<p style="text-align: center;">Chapter 11- Process Design and Analysis (L.O. 3-a,b,c)</p>	<p style="text-align: center;">Chapter 11- all except page 278, middle to 282, top</p> <p style="text-align: center;">Practice Exercises #11, #14, #16</p>
<p>6 Feb 14 Feb 16</p>	<p style="text-align: center;">Case 1 Due (See Canvas Module- CASES)</p> <p style="text-align: center;">Chapter 5- Strategic Capacity Management (L.O. 4-a,b,c)</p> <p style="text-align: center;">Capacity Supplement lecture in Carmen- How many machines, People?</p>	<p style="text-align: center;">Chapter 5- all except page 116, middle to 119, middle</p> <p style="text-align: center;">Practice Exercises: #4; Supplemental exercise in Carmen</p>
<p>7 Feb 21 Feb 23</p>	<p style="text-align: center;">Chapter 23- Theory of Constraints (L.O 4-c)</p> <p style="text-align: center;">Chapter 10- Waiting Line Analysis (L.O. 4-d)</p> <p style="text-align: center;">(Note- See Carmen CONTENT- Syllabus and General module for Q.xlsx file for problems)</p>	<p style="text-align: center;">Chapter 23 to page 624, middle)</p> <p style="text-align: center;">Chapter 10 to page 231</p> <p style="text-align: center;">Practice Exercises using Q.xlsx: #6, #13</p>

<p>9 Feb 28 Mar 2</p>	<p>NOTE THAT THIS WEEK'S CONTENT IS NOT COVERED IN THE MIDTERM</p> <p>Chapter 15- Location, Logistics & Distribution (L.O. 5-a,b,c)</p> <p>Exercise- Elmer's Glue distribution (Carmen)</p> <p>Chapter 16- Global Sourcing & Procurement (L.O. 5-d)</p> <p>Mini-Case- Sport Obermeyer (Carmen)</p>	<p>Chapter 15 to page 380, middle</p> <p>Chapter 16- all except page 411, bottom to 414, top</p> <p>Practice Exercise: #16</p>
<p>8 <u>Mon,</u> Mar 6</p>	<p>COMMON MIDTERM EXAM at 6:00 p.m. <u>(Covers Weeks 1 – 7)</u></p> <p>Tuesday Section- Jennings Hall 001</p> <p>Thursday Section- Lazenby Hall 021</p>	
<p>Week of March 13</p>	<p>SPRING BREAK – NO CLASS</p>	
<p>10 Mar 21 Mar 23</p>	<p>Chapter 20- Inventory Management (L.O. 6-a,b,c,d)</p> <p>Video- Inventory & Textbooks</p> <p>Article- “Yes, Ma’am, that Part is in Stock”</p>	<p>Chapter 20- all except page 519, bottom to 521</p> <p>Practice Exercise: #12, #14, #38, #41</p>
<p>11 Mar 28 Mar 30</p>	<p>Chapter 4- Project Management (L.O. 7-a,b,c)</p>	<p>Chapter 4- to page 82, bottom; and pg 85, middle to pg 89 middle without pg 86, top</p> <p>Practice Exercise: #7a,b; 15</p>

<p>12 Apr 4 Apr 6</p>	<p style="text-align: center;">QUIZ #2 covers Weeks 9 - 11</p> <p>Chapter 14- Lean Supply Chains (<i>L.O. 8-a,b,c</i>)</p> <p>Video- Lean at Hotel-Dieu Grace Hospital</p> <p>Article- “Streamlined Plane Making”</p> <p>Article- “Pepsi’s Supply Chain Fix”</p>	<p style="text-align: center;">Chapter 14- all Practice Exercise: #12</p>
<p>13 Apr 11 Apr 13</p>	<p style="text-align: center;">CASE 2 DUE (See Canvas Module- CASES)</p> <p>Chapter 12- Six Sigma Quality (<i>L.O. 9-a,b,c,d</i>)</p> <p>Video- Six Sigma at Caterpillar</p> <p>Article- “Sure, the Labor is Cheap over there..”</p>	<p style="text-align: center;">Chapter 12- all Practice Exercise: #8</p>
<p>14 Apr 18 Apr 20</p>	<p>Chapter 13- Statistical Quality Control (<i>L.O. 9-e</i>)</p> <p style="text-align: center;">Final Exam Review</p>	<p>Chapter 13 to page 324, top Practice Exercise: #6</p>
<p>Fri, Apr 28</p>	<p style="text-align: center;"><u>FINAL COMMON FINAL EXAM</u> (covers Weeks 9 – 14)</p>	<p style="text-align: center;">LOCATION & TIME TBD</p>