



Sem: Spring 2020 Class Day/Time: TuTh 12:45PM-205PM

Room: Schoenbaum Hall 215

Instructor: Dr. Anníbal Soderó, Ph.D

E-mail: SODERO.1@OSU.EDU

Office Hours: By appointment only

Location: Fisher Hall 548

Course Description:

This course presents a synthesis of the principles in logistics and supply chain processes emphasizing cross-functional integration (across supply chain entities).

All of these processes provide the knowledge for planning, organizing, operating, and controlling supply chains following sound business logistics principles. A major goal of this course is to enable students to incorporate these principles under an overall conceptual supply chain strategy framework. Another important objective is to develop among students a greater ability to apply these principles to effectively solve practical supply chain management problems.

Pre-Requirements: ML3380, and AcctMIS 2200, 2300, and BusMgt 2320, 2321; and BusMHR 2291 or 2292

Course Format: e.g. In-class Lecture + Laboratory

Required Texts/Materials: There are no textbooks. Carmen contains the syllabus, assignment overviews, mini case studies, and lecture notes. You are responsible for all material posted in this site and should check the announcements daily.

Evaluation Criteria:

Graded Components	% of Total	Type
In-class participation	10%	N ↑
Examination	10%	N ↑
Quizzes	20%	N ↑
In-class games	30%	O 🗨️
Course project items	30%	
Written project plan	5%	C 🗨️
Written project snapshot	5%	C 🗨️
Oral presentation	10%	C 🗨️
Written final report	10%	O 🗨️

Requirements for each form of graded component.

Failing to follow these will represent academic misconduct. See below.

Independent Work [N ↑]: Strictly non-collaborative, original individual work. You may discuss this assignment with your instructor only. Discussions with other individuals, either in person or electronically, are strictly prohibited.

Collaboration Required [C 🗨️]: An explicit expectation for collaboration among students either in class or outside of class (i.e. group work).

Collaboration Optional [O 🗨️]: Students are permitted, but not required, to discuss the assignment or ideas with each other. However, all submitted work must be one's original and individual creation.

Academic Conduct:

If a student is suspected of, or reported to have committed, academic misconduct in this course, I am obligated by University Rules to report my suspicions to COAM. If you have questions about the above policy or what constitutes academic misconduct in this course, please contact me. See OSU Prohibited Conduct – [Section 3335-23-04\(A\)](#)

University Policies,
Services and Resources
(go.osu.edu/UPolicies)



Fisher Undergraduate
Handbook and QuickLinks
(www.bsalinks.com)



Fisher Navigator
Resource Portal
(www.nav-1.com)



Course Design in Depth

Extended Course Description:

This course will progress very quickly. It is advisable to stay up with the required reading and to be prepared for each and every class session. Students are expected to present their viewpoints in the classroom and actively participate in discussions with other class participants throughout the semester. Students will be required to examine a variety of issues and situations. Classroom discussions will focus on the key concepts of assigned mini case studies. Students will be required to do the readings and come prepared to class to actively engage in conceptual discussions. Also, in-class exercises are designed to encourage students to work on and integrate class concepts throughout the semester. Therefore, students are expected to put in **significant effort both outside and inside the classroom** working on course assignments. Finally, students will have the opportunity to work in teams and analyze a managerial problem encompassing logistics activities across a supply chain as part of a case study. Teams will present their observations and analysis with the rest of the class and learn from each other's experiences and opinions.

Learning Goals and Objectives:

1. An understanding of the **differences between logistics and supply chain management**.
 2. An understanding of the **essential processes of supply chain management**
 3. An understanding of **tools and techniques** useful in implementing supply chain management.
 4. An understanding of how supply chain management affects **financial performance**.
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Graded Component Details

Examination: There will be one examination. It will be available on the Final Examinations week. Further information on the exams will be provided later in the semester.

Class participation: Active participation in class is highly encouraged. Class participation grades will be based on your contributions during class discussions and your participation in in-class exercises and assignments (the instructor may collect in-class exercises and assignments for grading). *It is expected that all students attend all classes. Class attendance, thus, merely is a prerequisite to class participation.* Please carefully review the information about grading of class participation below.

Project Reports and Presentations: One course project will be assigned during the semester. The course project is available on Carmen. Each student will work on the course project in a team of 5 (FIVE) people (*subject to class size*). Each student will submit an individual report (maximum of 15 pages, 1.5 line spacing, 12 point font, one-inch margins) according to the project description. Each group will also present their findings during class. These presentations will offer each group's insights on the course project questions. Each group will be graded on their presentations. See class schedule for the timing and sequence of presentations.

The grade for the project plan, project snapshot, and oral presentations will be based on the quality of the work the student's team submits to the instructor. **Seventy-five percent (75% - i.e. three fourths)** of the overall team grade (includes all assignments) will be weighted according to the peer reviews for each group member. **The remaining 25% (i.e. one fourth) of the grade** will not be weighted. Teams may choose who will orally present – you are not expected to present if deemed unnecessary by you and your team; what counts is the overall quality of your team's presentation. Please be considerate with your classmates and deliver a fun, entertaining, and (of course) thoughtful and comprehensive presentation. We all are here to learn and will appreciate your effort, since we have no time to spare.

Grading Scale

Letter	A	A-	B+	B	B-	C+	C	C-	D+	D	E
(Points)	(4.0)	(3.7)	(3.3)	(3.0)	(2.7)	(2.3)	(2.0)	(1.7)	(1.3)	(1.0)	(0.0)
Range	100% - 93%	90% - 87%	83% - 80%	77% - 73%	70% - 67%	60% - 0%					

Note: Above percentages are % of overall points earned [or are % rankings of students, e.g. if scaled to curve]

Additional Policies

Testing Policy:

There are no make-ups for quizzes. Missed quizzes will be recorded as a "0".

Missed exams can only be made-up in extreme cases (e.g., death of family member, personal hospitalization, etc.) with proper documentation (e.g., a physician's note, ER paperwork, obituary, etc.). Each decision of potentially allowing a make-up exam is made by the instructor on a case-by-case basis. Additionally, you **MUST** contact the instructor (Sodero.1@osu.edu) as soon as you know of a potential problem or conflict with an exam date. Alternative methods (e.g., oral exam, essay) of testing may be used for make-up exams. If you are experiencing an extreme situation or emergency, please attempt to notify the instructor (Sodero.1@osu.edu) email ASAP.

Attendance / Participation Expectations:

Any student who fails to attend without giving prior notification to the instructor will be dis-enrolled after the third instructional day of the term, the first Friday of the term, or the second scheduled class meeting of the course, whichever occurs first, per OSU policy.

Technology Policy: No laptops, cell phones, smartphones allowed

Course-specific Copyright Policy: Material provided by the instructor may not be re-posted anywhere without the explicit permission of instructors. See University Copyright Policy.

A Note on Professionalism:

Professionalism is an important characteristic of successful students (and managers, too!). All members of the campus community should behave professionally at all times. This includes interactions inside and outside the classroom.

- **Be on time.**
Please arrive early so classes can start without delays and interruptions. Likewise, and as a matter of courtesy and respect, please be on time for meetings with fellow students, faculty or corporate representatives.
- **Be engaged and attentive.**
You will get the most out of classes and meetings if you give the instructor or the person you are meeting with your undivided attention. Please do not let cell phones and laptops distract you and those around you.
- **Be polite and friendly.**
Saying "hello" and "thank you" shows respect and appreciation for the person you are communicating with – be it in person or via email. Please also be sure to address people by their proper (and correctly spelled) names and titles.
- **Be prepared and proactive.**
Being prepared for classes maximizes the value of attending classes. Likewise, you should prepare for meetings with faculty or corporate recruiters (e.g., by preparing a list of questions, researching the company, etc.) to make the most of your (and their) time.

Disruptive Behavior:

Students and instructors each have an important role in maintaining a classroom environment optimal for learning, and are expected to treat each other with respect during class, using thoughtful dialogue, and keeping disruptive behaviors to a minimum. Behaviors that can be disruptive include the use of abusive language, chatting and whispering during class, the use of electronic equipment, reading the paper during class, preparing to leave before class is over, and consistently arriving late to class. Please keep these disruptions to a minimum. Repeated disruptive and/or inappropriate behavior in the classroom may result in a request to leave the class and/or a referral to the Office of Community Standards and Student Ethics and/or severe class participation grade penalties.

Frequently Asked Questions:

- **Q:** Will I get a good class participation grade if I attend all classes?
 - **A:** *Probably, but not necessarily. Class attendance is merely a prerequisite for class participation but not an achievement in itself. Class participation grades are assigned as outlined in the grading scale above. Note that as a manager you will have to be able to concisely and effectively communicate your thoughts, opinions, and recommendations. The classroom is the perfect setting to practice and develop this skill. And remember, the classroom is a risk-free environment. There are no right or wrong answers. What matters is that you make an effort to participate in class discussions and activities.*
- **Q:** If the cutoff for a B- is 80% (for example) and I have a total score of 79.9%, will I get a B-?
 - **A:** *No, the cutoffs are hard and grades are not negotiable.*
- **Q:** Your office hours are “by appointment only”. When can I meet with you?
 - **A:** *I will make myself available whenever there is a need, and I will work with you to find a time that is convenient for both of us. Please just come and see me after class or send me an email. I only ask that you come prepared and with specific questions. Please understand that I cannot give private lectures to individual students.*
- **Q:** I could not come to class, did I miss anything?
 - **A:** *Of course you did! You should get lecture notes and copies of handouts (if applicable) from your classmates. Please do not send me an email asking me what we covered in class (see Q&A above).*
- **Q:** Do you give bonus points?
 - **A:** *No. Grades are assigned based on each student’s performance only.*
- **Q:** Do you answer questions by email?
 - **A:** *Yes and no. I generally get three kinds of emails: 1) questions about what was covered in a given class session, 2) questions about course content, and 3) administrative questions (including grades, due dates, exam dates, etc.).*

1) I do not answer emails from students who missed a class (for whatever reason). I often get emails such as “what did we do in class today?” or “were there any handouts?” (...). It is each student’s responsibility to get lecture notes and handouts from a classmate and review any relevant information posted on Carmen. While I will not respond to such emails, I will be happy to meet with the student after she/he has reviewed the relevant course material(s) and lecture notes.

2) I generally answer content-related questions if I can answer them in two to three sentences. Your first course of action, however, should be to raise the question in class or after class (or to schedule a meeting in my office). I sometimes get emails like “what do we have to know about inventory management?” – this is not really a good question (to put it mildly), and I would have to write several pages (a whole textbook, actually) to adequately answer this question. I encourage you to ask such questions in class - I will be happy to give comprehensive explanations then. Some students are more comfortable asking me after class or talking to me in my office. That’s fine, too. Usually, having actual conversations is much more beneficial than exchanging emails.

3) As to administrative questions, detailed information about grading policies, due dates, exam dates, etc. is provided in this syllabus (which is available on Carmen also). As such, I do not respond to these kinds of emails. Also, and as a matter of policy, I do not (never ever!) discuss individual grades via email or over the phone. You should schedule an in-person meeting if you have any grade-related questions or concerns. I will gladly sit down with you and answer any such questions. I should also note that I will not answer emails that do not meet minimum formal requirements (e.g., “Hey, I was out of town – what’s my grade on the exam?”). Professional communication skills are essential to your success in the business world (or any context, for that matter). So if you do not receive an answer to your email, it is probably an indication that you may need to refine your communication skills. Finally, I should note that I generally check and respond to emails at reasonable hours. I often get emails from students a few hours before an assignment is due. Needless to say that you should not count on getting a response before the assignment deadline.