



TMGT 456 – Value Chain Control & Management COURSE SYLLABUS: Fall, 2012

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Faculty WebPage URL: <http://www.JDavis.us/> or <http://faculty.tamuc.edu/jdavis/>

Class WebPage URL: <http://faculty.tamuc.edu/jdavis1/tmgt/456/128/>

Courseware URL: <http://online.tamuc.org/>



COURSE INFORMATION

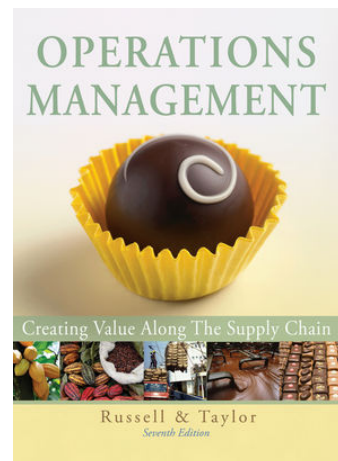
Delivery format: Online, Web-based. No required physical meetings.

Semester Credit Hours: 3 SCH

Materials – Textbooks, Readings, Supplementary Readings:

Textbook Required:

Title: Operations Management: Creating Value Along the Supply Chain, 7th ed.
Author: Roberta S. Russell & Bernard W. Taylor
Format availability: 832 pages List \$US
Hardcover: ISBN-13: 978-0-470-52590-6 **\$232.95**
Paperback: ISBN-13: 978-0-470-92251-4 **\$151.95**
E-book: ISBN-13: 978-0-470-91394-9 **\$139.50**
E-book digital rental (180 days): **\$116.50**
Publisher: John Wiley & Sons, Inc.
Publication date: 2010



Course Description: Value chain is a high-level management model of how businesses receive raw materials as input, add value to the raw materials through various processes, and sell finished products to customers. Prerequisite: TMGT 350 Principles of Technology Management

TAMU-C Undergraduate Catalog: <http://catalog.tamuc.edu/index.php>

Course Objectives:

The learning objectives of this course are threefold:

1. To gain an appreciation of the strategic importance of operations and supply chain management in a global business environment and to understand how operations relate to other business functions.
2. To develop a working knowledge of the concepts and methods related to designing and managing operations and to create value along the supply chain.
3. To develop a skill set for continuous improvement.

Student Learning Outcomes:

Upon satisfactory completion of the course the learner should be able to:

1. Understand the basic issues, capabilities, and limitations of the operations function.
2. Describe the impact of operations and supply chain management on other functions within a firm, as well as on the competitive position of the firm.
3. Describe the global nature of operations and the complexity of supply chains.
4. Describe the basic steps involved in bringing a product to market from its design through production and delivery.
5. Demonstrate fundamental skills as how to forecast demand, lay out a facility, manage a project, work with suppliers, and schedule work.
6. Conceptualize how systems are interrelated, to organize activities effectively, to analyze processes critically, to make decisions based on data, and to pursue for continual process improvement.
7. Students will enhance their written communication skills by providing written descriptions, explanations and interpretations of their solutions to operations problems.

COURSE REQUIREMENTS

IMPORTANT NOTICE!!! Grading policies and requirements identified in this syllabus are non-negotiable and will be followed in this course with all students held to an identical standard. If you do not agree with any requirement herein, or believe any of them to be “unfair,” you should IMMEDIATELY DROP this course and re-evaluate your dedication to academic success!

Instructional Activities / Methods / Activities Assessments

This is an online course which utilizes a variety of activities and assignments to assist students in achieving the course learning outcomes.

As a senior level course, grammar, spelling, and demonstrated organization of thought will be considered in the grading of all assignments. Non-professional communication, such as texting “short-hand,” is not appropriate to be used in academic coursework or professional settings.

Discussions: 150 points (15% of total course grade)

Student Learning Outcomes #1, #2, #3, #4

Each student is required to be an active and engaged participant in discussion forums. The discussion forums are related to chapter topics and/or lecture notes and will occur throughout the semester. It is anticipated that one significant topical discussion will occur each week for fifteen weeks.

Assessment Method: Each discussion forum will be graded using the following rubric. Content, timeliness, and quality of the responses during the discussion will be considered in the

grading. It is difficult to provide quality input with only one or two short comments. Better input earns better points. Comments limited to “me too,” “I agree,” and similar in content do not qualify as thoughtful, independent, and value-added contributions and do not earn discussion credit.

Response to posted discussion topic (10 points)

- 9-10 points: Response demonstrates a detailed analysis of the topic and uses course readings as well as external sources other than textbook (when appropriate) to support position. **External sources must be properly cited.**
- 7-8 points: Response demonstrates some level of analysis of the topic and links readings and/or other course activities to support position.
- 5-6 points: Response demonstrates a limited level of analysis of the topic.
- 0-4 points: Response demonstrates minimal to no level of analysis of the topic.

Quizzes: 150 points (15% of total course grade)

Student Learning Outcomes #1, #2, #3, #4, #5, #6

Quizzes will be used to assess a student's knowledge and skills related to fifteen topical areas in value chain control and management.

Assessment Method: Quizzes will be given throughout the semester to assess the material/topics covered in associated course readings and/or course activities. Quizzes will be multiple choice and/or short essay responses and points associated with each quiz may vary but will be clearly documented.

Quizzes automatically close at the posted deadline and will not be reopened for late submission. Each quiz **MUST** be completed by the posted deadline or a zero will be earned.

Problem Solving Using Excel: 350 points (35% of total course grade)

Student Learning Outcomes #1, #5, #6

Students will demonstrate a systematic approach in solving problems associated with operations management, supply chain, and quality issues or analysis. Microsoft Excel and Word will be utilized to prepare and present the analysis and solution report. The problems and operational decision-making tools will come from the seven supplemental chapter topics of decision analysis, acceptance sampling, location models, work measurement, transshipment models, simulation, and linear programming. Each solved problem and related solution report are worth 50 points for each of the seven problems using decision-making tools.

Assessment Method: Correct answers presented in a professional appearing and well-labeled format will be fifty percent of the grade for each problem set. The professional appearance and ease of understanding of the associated explanatory summary quality will make up the remaining fifty percent of the grade.

Case Study Research Paper: 350 points (35% of total course grade)

Student Learning Outcomes #1, #2, #3, #4, #6, #7

Each student will select a research problem and/or topic appropriate to their professional interest in any aspect of “operations management; creating value along the supply chain” and prepare a paper or manuscript suitable for publication.

Assessment Method: The paper or research proposal may adhere to APA Style or within the publication guidelines of an appropriate publishing journal or trade publication. The paper should be well organized and include appropriate sections for the paper type or as required by the intended journal or trade publication. The paper should reference the external sources found during the literature review and included in the reference list. **Failure to cite the appropriate source can result in a zero on this assignment.**

The paper shall be created in Microsoft Word. APA Style, including fonts, headings, and margins, should be followed unless otherwise specified by the publishing journal/publication. The paper shall be 2500-3000 words, excluding the title page, table of contents (if required), reference list, tables, and figures.

Adheres to the default or submitted journal/publication requirements for a paper or to the APA 6th edition style mechanics or the specific style specified by the journal/publication. (50 points)

English mechanics (grammar, spelling, etc.) (50 points)

Content and organization. (250 points)

- 50 points: Adheres to the appropriate format for the paper type
- 50 points: Organized logically
- 50 points: Utilizes sources from literature review for support
- 50 points: Originality and completeness in covering topic
- 50 points: Accurate citations and reference list

Grading

Discussion Forums (1 per week)	150 points
Quizzes (1 per week)	150 points
Problem solving exercises (7 total)	350 points
Case Study / Manuscript / Research Paper (1 total)	350 points
Total points possible for semester	1000 points

General Scale for Evaluating Written Assignments

Exceeds Expectations (A): Is outstanding, reflects extraordinary components satisfying all performance specifications, exceeds normal expectations as measured against the current or previous class norms, representative of exemplary work, and is easily recommended as an outstanding example. For research papers, this may mean that the paper is potentially publishable when reviewed by professional peers.

Meets Expectations (B): Satisfies performance specifications, includes required components, may be cited as an example in the future, and is representative of graduate work, but is not exemplary as measured against current or previous class norms.

Minimal Success (C): Includes most required components, lacks characteristics of upper-level achievement, marginally satisfies performance specifications, contains simple errors, and is generally not referenced as an example in future classes.

Needs Improvement (D): Lacks required components, weak in academic factors illustrated, includes non-professional presentation techniques, representative of poor work and repetitious errors, and is easily forgotten for future reference.

Unsatisfactory (F): Incomplete in most required and selected components, insufficiently addresses performance specifications, contains inappropriate presentation techniques, representative of inferior work, and is totality unacceptable.

Assignment Submissions

Submitted work must be readable and printable using a commonly available Microsoft product (included in Office Suite) or Adobe Acrobat (.pdf format). Any other formats will not be accepted without prior approval. Students must retain electronic copies of all submitted works and available for resubmission should unforeseen technical circumstances warrant.

In the workplace, you are expected to produce documents that are clear, error-free, and visually effective in communicating the intended message. All work submitted for credit in this course must also satisfy these general professional expectations as well as be appropriate for the specific purpose and audience for which the communication is intended. Quality of work will be reflected in the assignment scores.

All work must identify the student and appropriate assignment identifier. Submissions without this required information will not be graded and a “0” will be assigned for that activity. This is part of “following instructions” and meeting the requirements of the course. Submissions **MUST** contain the following information at the top of the page:

1. Your name
2. Course number (TMGT 456)
3. Assignment name, chapter number, or relevant identifier

Electronic file submissions **MUST** conform to the following naming conventions:

Course Prefix&Number–Activity ID–LastNameInitial(s).FileExtension (no spaces in filenames)

Examples:

TMGT456-ProblemSolving-BrowningJM.xlsx

TMGT456-Paper1-TeutulP.pdf

TMGT456-CaseStudy-LandryT.docx

Timely submission of assignments

Assignments **MUST** be completed and submitted by the designated due dates, in the designated location. Full credit cannot be earned by late or incomplete assignments. Assignments may lose up to 10% of their possible value each day late if submitted after the posted due date/time. (e.g. Assignments can lose all of their value at 10 days past due.) Further, **late assignment submissions may be rejected** at the instructor’s discretion. Quizzes automatically close at the posted deadline and will not be reopened for late submission. Each quiz **MUST** be completed by the posted deadline or a zero will be earned. Unless indicated otherwise, assignments may be submitted early; however, students should be aware that this does not imply that assignments will be graded prior to the assignments’ due date as assignments are typically evaluated as a group once all submissions have been received.

Make-up and extra credit assignments

No make-up or extra credit assignments are available in this course. Credit is earned exclusively by completing the required activities, as assigned, without exception.

Grade of "X" (Incomplete)

In accordance with the Academic Procedures stated in the TAMU-C Catalog, “students, who because of circumstances beyond their control, are unable to attend classes during finals week or the preceding three weeks will, upon approval of their instructor, receive a mark of ‘X’ (incomplete) in all courses in which they were maintaining passing grades.” The mark of “X” will

only be considered in strict compliance with University Policy upon submission of complete medical or other relevant documentation.

Final Letter Grade via Points Earned – 1000 points possible

%	Total Points	Grade
90-100	895 - 1000	A
80-89	795 - 894	B
70-79	695 - 794	C
60-69	595 - 694	D
< 60	< 595	F

TECHNOLOGY REQUIREMENTS

General Technology Requirements

This is an online course; thus, access to a modern computer with a reliable, high-speed, Internet connection is required. You must also have sufficient administrative authority on your computer to download, install, and run the necessary software applications.

Your courses will work with a PC with recent OS versions or Macintosh OS X. Supported browsers include recent releases of Firefox, Aurora, Internet Explorer, Safari, or Chrome.

It is strongly recommended that you perform a “Browser Test” prior to the start of any on-line course. To launch a browser test, login in to eCollege, click on the “myCourses” tab, and then select the “Browser Test” link under Support Services.

Course-specific Software

Students will make use of the following software applications to complete course assignments:

MS Office Suite (Word, Excel, & PowerPoint)

ACCESS AND NAVIGATION

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamuc.edu/login.aspx>.

In the event the myLEO portal is ever inaccessible and you need to login to eCollege, you should also bookmark the direct URL for eCollege: <http://online.tamuc.org/>

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

To participate in the online course environment, login to eCollege and follow the instructions provided for each week of the course. Instructions, project guidelines, and relevant resources will be provided as needed throughout the course. The Virtual Classroom should be monitored and contributed to regularly (3 days per week minimum). Special announcements or instructions may also be placed in the announcements area or sent directly to your leo email, which should be monitored regularly throughout your enrollment at TAMU-C.

COMMUNICATION AND SUPPORT

Interaction with the Instructor

The instructor is available via a variety of avenues. The best path depends on the nature of the content you wish to convey or ask. If you have a general question about the class content, the syllabus and course materials are provided within the eCollege environment and may already provide the answer you seek. If you have a question or comment of the nature that would be presented in a traditional classroom environment, please do so in the Virtual Classroom so that others might benefit from and participate in the exchange. If it's not something of general interest to others in the course, my Virtual Office is a better choice. Personal content involving grades, progress, etc. should be addressed with me via private e-mail: Jason.Davis@tamuc.edu. Be sure your name and course number is included in any and ALL correspondence. Of course, if you'd like to meet up for a face-to-face visit, drop by during my [office hours](#), or just let me know and we'll set-up a time to meet at my office in the Charles Austin Engineering Technology (Ag/IT) building, 213C. As there are occasionally meetings scheduled that conflict with normally scheduled office hours, an appointment is highly recommended.

eCollege Technical Support

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

- Chat Support:** Click on *'Live Support'* on the tool bar within your course to chat with an eCollege Representative.
- Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
- Help:** Click on the *'Help'* button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...)

Writing Assistance

Both on-site and online writing assistance is available through the University Writing Center. The Writing Center is dedicated to helping writers take advantage of all opportunities for learning inherent in the writing process; to that end, center tutors can assist writers at any stage of the writing process. By working with students one-on-one or in small groups, tutors can help writers analyze the rhetorical demands of the writing task, generate and focus ideas at the prewriting stage, ensure they are addressing the writing assignment directly and effectively, elaborate and rework a rough draft after hearing the writer read the draft aloud, discover their strengths and weaknesses in a particular rhetorical context, strengthen arguments, spot weak rhetorical choices and make more effective choices, and address formatting or other surface-level concerns. At no point do center tutors write these papers for the students. All writers working in the Writing Center maintain control of their work; tutors simply offer support and feedback and ask questions they may not have been asking themselves (or may not have even known to ask themselves).

For more information refer to the Writing Center's web pages at:

<http://web.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/writingCenter/default.aspx>

Other Questions/Concerns

Contact the appropriate TAMU-C department relating to your questions/concern. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing,

advising, or financial aid, please call 903-886-5511 between the hours of 8:00 a.m.- 5:00 p.m., Monday through Friday.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Academic Honesty Policy

Texas A&M University-Commerce does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), auto-plagiarism (duplicate submission of single work for credit in multiple classes), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. All works submitted for credit must be original works created **by the scholar** uniquely for the class. Works submitted are subject to submission to TurnItIn, or other similar services, to verify the absence of plagiarism. Consequences of academic dishonesty may range from reduced credit on the plagiarized assignment to petition for removal from the academic program or institution, depending on the circumstances and extent of the violation; however, in typical instances, an automatic F in the course is considered appropriate as a minimum consequence.

To avoid plagiarism, an individual must give credit whenever they:

- a) use another individual's idea, opinion, or theory;
- b) use facts, statistics, graphs, and drawings that are not common knowledge;
- c) use quotations of another individual's spoken or written words; or
- d) paraphrase another individual's spoken or written words.

Any works referenced should be properly cited in accordance with APA 6th edition style.

Web resources for reference regarding what constitutes plagiarism and how to avoid it include:

- <http://www.plagiarism.org/>
- <http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>
- <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Scholarly Expectations

Work submitted is expected to demonstrate higher-order thinking skills and represent the student's best possible effort on the assignment.

Late Work

Projects and assignments **MUST** be completed and submitted by the designated due dates. Full credit cannot be earned by late or incomplete assignments. Assignments may lose up to 10% of their possible value each day late if submitted after the posted due date/time. (e.g. Assignments can lose all of their value at 10 days past due.) Further, **late project submissions may be rejected** at the instructor's discretion. If a project incorporates peer review activities requiring that all projects be available at the beginning of the review period, one student will not be permitted to hold up the progress of the entire class and may be taken "out of the loop" if necessary to ensure the forward progress of the class.

Time Commitment (16-week term)

In a college-level course, it is a reasonable and accepted expectation that a student will spend between three and four hours outside of class for each hour spent in class. This applies to on-line and web-enhanced courses just as it does to a tradition course when determining the total expectation of time that should be spent on a particular course per week, or day in the case of summer or sub-term courses. The activities in this course are based on a 15-week instruction schedule. An understanding of this expectation can help serve as a gauge for you to determine a range of how much time you will need to allow for and devote to each course. The average time commitment range calculation for a three Semester Credit Hour (3 SCH) course, such as this one, is show in the following table:

Average expected time spent on class or class related work.	Minimum expected average time based on 3:1 time ratio.	Maximum expected average time based on 4:1 time ratio.
“In” class per class week	2hr. 30min.	2hr. 30min.
“Outside” class per class week	7hr. 30min.	10hr. 00min.
TOTAL Weekly Expectation	10hr. 00min.	12hr. 30min.
TOTAL Term Expectation	150hr. 00min.	187hr. 30min.

Attendance

All students must be active participants in class activities. In on-line courses, attendance is equated to the demonstration of an active, regular presence in the virtual course environment and appropriate progress toward timely assignment completion. An active presence may be shown through participation in, and contributions to, on-line class discussions and the Virtual Classroom. Regular attendance and assignment submissions are essential for success. If an extended situation arises during the course of the semester that prevents you being able to perform to a level allowing you to earn the grade you desire, it may likely be in your best interest to drop the course and re-enroll later. If you're planning an extended vacation during the semester that will interfere with your ability to participate as required, this will not be the time for you to take this class. Go ahead, drop the class, enjoy your vacation, and re-enroll in a semester in which you are ready to dedicate the time and effort necessary to be successful in your studies. Bottom line... Academic studies require significant effort and dedication. Either you're all in and committed, or you need to step back until you're ready and able to rise to the challenge.

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu
[Student Disability Resources & Services](#)

Student Conduct/Citizenship

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

Students are expected, at all times to recognize constituted authority, to conform to the ordinary rules of good conduct, to be truthful, to respect the rights of others, to protect private and public property, and to make the best use of their time and effort toward the educational process.

COURSE OUTLINE / SCHEDULE

The course schedule is maintained on the class public website at:

<http://faculty.tamuc.edu/jdavis1/TMGT/456/128/>

Students will need to monitor and reference this course schedule regularly.