

# ARIZONA STATE UNIVERSITY

## GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE \_\_\_\_\_

1. ACADEMIC UNIT: W.P. Carey School of Business
2. COURSE PROPOSED: SCM 479 Supply Chain Strategy 3  
(prefix ) (number) (title) (semester hours)
3. CONTACT PERSON: Name: Michele Pfund Phone 480-965-6409  
Mail Code: 4708 E-Mail: michele.pfund@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.
5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. **(Please submit one designation per proposal)**

### Core Areas

Literacy and Critical Inquiry-L   
Mathematical Studies-MA  CS   
Humanities, Fine Arts and Design-HU   
Social and Behavioral Sciences-SB   
Natural Sciences-SQ  SG

### Awareness Areas

Global Awareness-G   
Historical Awareness-H   
Cultural Diversity in the United States-C

6. DOCUMENTATION REQUIRED.  
(1) Course Description  
(2) Course Syllabus  
(3) Criteria Checklist for the area  
(4) Table of Contents from the textbook used, if available
7. ***In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.***

CROSS-LISTED COURSES:  No  Yes; Please identify courses: \_\_\_\_\_

Is this amultisection course?:  No  Yes; Is it governed by a common syllabus? No, faculty customize using cases that they choose to keep the course fresh. This yields slightly different syllabi. The three faculty that teach the course have submitted syllabi and checklists for review.

Prof. John Fowler/ Dr. Michele Pfund  
Chair/Director (Print or Type)

John W. Fowler  
Chair/Director (Signature)

Date: 6/25/12



**SCM 479 – SUPPLY CHAIN STRATEGY  
ARIZONA STATE UNIVERSITY**

Fall 2011

**COURSE OBJECTIVES:**

SCM 479, Supply Chain Strategy, is a "capstone" course. It pulls together material and ideas from other courses into an integrated whole. In this course, knowledge learned in other courses, such as courses in purchasing, production and inventory control, transportation and logistics, sourcing, quality, marketing, information systems, and accounting will form a foundation for information presented in this course. Problems will be examined as a supply chain manager would look at them - examining various aspects of the problem. Short Excel Cases, which are used in this course, are especially useful for looking at problems from a supply chain management perspective.

The questions and problems considered in this course are based in the "real-world," and many times all necessary information is not available. The important skill in this course is for you to analyze and understand real world problems as completely as possible, and to come up with the best possible solution to a problem by understanding and dealing with any limitations of your solution.

**CLASS MEETING TIMES AND PLACES**

Section 73722: 9:00 to 10:15am, Tuesday & Thursday , Room SS 208  
Section 73723: 1:30 to 2:45pm, Tuesday & Thursday , Room BA L1-27  
Section 73721: 3:00 to 4:15pm, Tuesday & Thursday , Room BAC 311

**PROFESSOR'S INFORMATION**

Hongmin Li, Ph.D.  
Assistant Professor of Supply Chain Management

E-Mail Address:	<a href="mailto:hongmin.li@asu.edu">hongmin.li@asu.edu</a> (remember to use "SCM479" on subject line)
Office Phone:	480-965-2232
Office Location:	BA 403
Office Hours:	Thursdays 10:30am-12:30pm (other times by appointment)

**WEB SITE FOR THE CLASS:** MYASU Blackboard

**TEXTBOOK:**

Chopra and Meindl. 2010. Supply Chain Management: Strategy, Planning and Operation, Fourth Edition, Prentice-Hall.

**ARTICLES:**

1. "What Is the Right Supply Chain for Your Products?" by Marshall L. Fisher. Harvard Business Review, March-April 1997  
<http://www.computingscience.nl/docs/vakken/scm/Fisher.pdf>
2. "Triple A Supply Chains" by Hau Lee, Harvard Business Review, October 2004  
<http://file.seekpart.com/keywordpdf/2010/12/22/2010122294137780.pdf>

W. P. Carey School of..., 2/29/84 3:42 AM  
Comment [1]: C-2

**CLASS SCHEDULE:**

(Tentative - Subject to change - Notifications will be posted on blackboard)

Date	Content	Reading (before class)	Homework Due (due by 8am on the due date)
Th 08/18	Introduction		
Tu 08/23	Supply Chain Basics	Chapter 1 "What Is the Right Supply Chain for Your Products?" by Marshall L. Fisher	Student Information Sheet
Th 08/25	Simulation	Read simulation manual	
Tu 08/30	Strategic Fit	Chapter 2, 3, SEJ case	Finish simulation
Th 09/01	Strategic Fit and Supply Chain Drivers	"Triple A Supply Chains" by Hau Lee, SEJ case	
Tu 09/06**	Seven Eleven case presentation		Seven Eleven
Th 09/08	Seven Eleven		
Tu 09/13	Distribution	Chapter 4	
Th 09/15	Network Design	Chapter 5	
Tu 09/20	Guest Lecture (Danaher)		
Th 09/22	Network Design and Risks	Chapter 6	
Tu 09/27**	Blue Nile Case presentation		Blue Nile case
Th 09/29	Blue Nile Discussion		
Tu 10/04	Guest Lecture (Intel)		
Th 10/06	Forecasting	Chapter 7	
Tu 10/11**	Morrison Company Presentation		Morrison Case
Th 10/13	Morrison Company		
Tu 10/18	ALKO's problems, Inventory	Chapter 11, ALKO case	
Th 10/20	Inventory	Chapter 11	
Tu 10/25	Lab on ALKO case		
Th 10/27**	ALKO case presentations		ALKO case
Tu 11/01	ALKO		
Th 11/03	Guest Lecture (US Air)		
Tu 11/08	Pricing and Revenue Mgmt	Chapter 15	
Th 11/10	Sourcing	Chapter 14	
Tu 11/15	Team time for Simulation and Sport Obermeyer case		
Th 11/17**	Sport Obermeyer case presentations		Sport Obermeyer Case
Tu 11/22	Sport Obermeyer		
Th 11/24	Thanksgiving	-	-
Tu 11/29	Simulation competition	Read Simulation Manual	
Th 12/01	Simulation Debrief		
Th 12/08	Final Exam (Section 73722)	7:30-9:20am SS 208	
Tu 12/13	Final Exam (Section 73723)	12:10-2:00pm BA L1-27	
Th 12/08	Final Exam (Section 73721)	12:10-2:00pm BAC 311	

W. P. Carey School of..., 2/29/84 4:44 AM

**Comment [2]:** C-3: highlighted in yellow are the case reports and presentations required.

W. P. Carey School of..., 2/29/84 4:30 AM

**Comment [3]:** C-4 (assignments are scheduled two or three weeks apart)

**LEARNING VIA THE CASE METHOD:**

Some learning will take place this semester through the use of short cases. You have had prior exposure to cases in other SCM courses. The cases that we will examine may be similar to those you have seen before, but some of our cases may be somewhat complex (need to use Excel solvers) and demanding.

A case is concerned with a problem or situation, and there is always a decision or set of decisions around which the case centers. A recommendation for a case should always propose a decision and defend that choice.

Learning via cases is appropriate for our Supply Chain Strategy course because strategy is concerned with broad, overall plans, objectives, and tactics that are used to achieve some overall goal. Strategy also covers the integration and alignment of those plans, objectives, and tactics, so that all of the parts of the supply chain work together smoothly towards the same goals. By using a case, we can examine many different facets of a given situation and problem, examining how to frame the total supply chain management set of issues for maximum effectiveness.

W. P. Carey School of..., 2/29/84 3:44 AM  
**Comment [4]:** C-2

**GRADING**

	Points
Case Report	15% (group*)
Case Presentations	15% (group & individual)
Case Executive Summaries	15% (group)
Simulation	10% (group)
Participation	15% (individual)
Final Exam	30% (individual)
Total Points	100%

W. P. Carey School of..., 2/29/84 3:40 AM  
**Comment [5]:** C-1

W. P. Carey School of..., 2/29/84 4:00 AM  
**Comment [6]:** C-3

W. P. Carey School of..., 2/29/84 4:00 AM  
**Comment [7]:** C-3

\* All group grades are subject to individual adjustment based on peer evaluation of the student from other team members

A+	97% and above	C+	77% to 79.9%
A	93% to 96.9%	C	73% to 76.9%
A-	90% to 92.9%	C-	70% to 72.9%
B+	87% to 89.9%	D	60% to 69.9%
B	83% to 86.9%	E	below 60%
B-	80% to 82.9%		

**CLASS POLICIES AND ADMINISTRATIVE INFORMATION:**

Please check MYASU and see that your email is activated and check it regularly.

Read the assigned materials before attending class.

Attend class and participate in class discussions

- I strongly believe that communication skill is important for supply chain professionals and encourage all my students to speak up and get involved. Please

prepare 30 business cards for yourself and bring one to each class, which I will collect from you for contribution in class discussion.

- Treat all class members with respect.
- Please do not carry on private conversations during class unless instructed to do so.
- Please do not use your computer during class unless instructed
- Finish each assignment and turn it in on time
  - Every assignment is a TEAM assignment, done in teams of 3 students each. I urge you to choose your teammates very carefully. It's important to set team rules and contingency plans to deal with potential problems. If your team breaks up during the semester, you will have to do the same amount of work with less people and I do not lower the grading standard. In addition, we will have peer evaluations of team members to prevent unfair free-riding.
  - Although these assignments are team-based, each student is expected to participate in gathering relevant case information, interpreting the supply chain issues, offering/evaluating the various strategic options, and preparing/delivering the report material. An end-of-term peer evaluation is in effect to assure this occurs.
  - SAFE ASSIGNMENT™ software has been incorporated into our Blackboard™ website. SAFE ASSIGNMENT™ is designed to alert the professor of plagiarism in submitted written reports and essays. We will use this software on every assignment submitted for grading. All assignments in this class must be submitted electronically.
  - The homework is due by 8AM on the due date. I will accept graded assignments up to a week after the deadline, but there is a 20% penalty for each 24-hour period you are late.
  - If submitting an assignment at the deadline and SAFE ASSIGNMENT™ is down, send your assignment to me by email to meet the deadline. HOWEVER, be sure to post your assignment to SAFE ASSIGNMENT™ the next day.
  - All your assignments are evaluated with highly subjective criteria. The assignments are ordered roughly in increasing level of complexity. I will do my best to return the graded assignment before the due date of the next one. If for any reason you wish a review of your grade for an assignment, please send me a detailed email message with your specific concerns and comments. You must do this within 6 days of the date that grade was posted.

W. P. Carey School of... 6/25/12 2:59 PM  
Comment [8]: C-1

W. P. Carey School of... 2/29/84 4:20 AM  
Comment [9]: C-4

## ACADEMIC HONESTY

"The rights and privileges that are afforded to all students are subject to their assumption of the responsibility of reasonable behavior. Behavior that results in harmful or reckless action(s), whether intended or unintended, is a violation of the community trust." This quote comes from ASU Student Code of Conduct, which synthesizes the expected student conduct in this class. In particular, from the ASU Student Code of Conduct, the following type of misconduct during the course of this class is subject to the maximum university penalties:

1. All forms of student academic dishonesty, including cheating, fabrication, facilitating academic dishonesty and plagiarism.
2. Furnishing false information (including false identification) regarding any of the testable materials (cases, exams, home works, etc.) to the instructor or his teaching assistant.
3. Forgery of or unauthorized alteration of or access to any university document, record, or instrument of identification, including electronic hardware, software, and records.

#### **STUDENTS WITH DOCUMENTED DISABILITIES**

If you have need for reasonable academic accommodation by virtue of a documented disability, please contact your instructor as soon as possible to discuss your needs. Students with documented needs for such accommodation are required to meet the same achievement standards for this class as all students; accommodations may be made in terms of how such achievement is demonstrated. Students without documentation may not receive accommodation.

**Arizona State University Criteria Checklist for**  
**LITERACY AND CRITICAL INQUIRY - [L]**

**Rationale and Objectives**

**Literacy** is here defined broadly as communicative competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU - [L] CRITERIA</b>			
<b>TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:</b>			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 1:</b> At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. <i>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</i>	Syllabus
1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.			
2. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center; margin: 10px 0;"> <p style="background-color: yellow;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-1</b>".</p> </div> <p style="text-align: center;">C-1</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 2:</b> The composition tasks involve the gathering, interpretation, and evaluation of evidence	Syllabus
1. Please describe the way(s) in which this criterion is addressed in the course design			
2. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center; margin: 10px 0;"> <p style="background-color: yellow;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-2</b>".</p> </div> <p style="text-align: center;">C-2</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 3:</b> The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams	Syllabus
1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements			
2. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center; margin: 10px 0;"> <p style="background-color: yellow;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-3</b>".</p> </div> <p style="text-align: center;">C-3</p>			

ASU - [L] CRITERIA			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 4:</b> These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed</i>	Syllabus
1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments			
2. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px auto; width: 80%; background-color: #ffff00;">                         Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-4</b>".                     </div>			
C-4			

Course Prefix	Number	Title	Designation
SCM	479	Supply Chain Strategy	

Explain in detail which student activities correspond to the **specific** designation criteria.  
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
C-1	Case report/exec summaries, case presentations, and exams (which is in the form of case analysis) together accounts for 75% of the total grade. Each student is expected to participate in all project activities	Syllabus, page 3, under "Grading"  Syllabus, page 4, under "Class Policies and Administrative Information"
C-2	Students need to analyze and understand real world problems (given in the form of case assignments), using evidence in the case, and Supply Chain principles and strategies to support their solutions or recommendations. They will learn to present their analysis and solution in both written and oral format.	Syllabus, page 1, under "Course Objectives"  Syllabus, page 3, under "Learning via the Case Method"
C-3	Case report and/or exec summaries are the two main writing tasks required. Evaluation of the writing depends much on the clarity and consistency of the writing, in addition to appropriate application fo the Supply Chain principles.	Syllabus, page 2, under "Schedule" Syllabus, page 3, under "Grading"
C-4	Individual feedback and evaluation are provided to each student after a team presentation, which help the student to improve future presentation skills. Case assignments are scheduled two or three weeks apart and time are allowed between the graded assignment and the next assignment due date to promote incremental learning.	Syllabus, page 2, under "Schedule"  Syllabus, page 4, under "Class Policies and Administrative Information"

**SCM 479 – SUPPLY CHAIN MANAGEMENT STRATEGY**  
**ARIZONA STATE UNIVERSITY**  
 Spring 2011 – 11985 and 11986  
 Rev. 1, 1/18/2011

**Instructor: Thomas J. Kull**

**Office:** BA 405

**Phone:** 965-6125

**Fax:** 965-8629

**Email:** Thomas.kull@asu.edu

**Web Site for the Class:** Blackboard (MYASU) and [www.prenhall.com/chopra](http://www.prenhall.com/chopra)

**Department Office:** BA 400, 8 to 5, Monday through Friday

**Office Hours:** 9:30 AM - 10:30 PM, Tuesday & Thursday and by Appointment

**Class Meeting Times:** Tuesday & Thursday, 10:30a – 11:45a, BA L1-27  
 12:00p – 1:15p, BA L1-31

**Course Materials:**

Text: Chopra and Meindl. 2010 **Supply Chain Management**, Fourth Edition, Prentice-Hall: also available online at [safari.com](http://safari.com)  
**ISBN 0-13-173042-8**

Course Information is available on MYASU and the [prenhall.com/chopra](http://prenhall.com/chopra) Website. These include Text Overheads and other Course Information. Additional Information will be posted during the Semester.

**Chopra Text:**

The Chopra text is considered an advanced textbook on SCM Strategy that is used in either a capstone course on supply chain management at the undergraduate or graduate level. The strategy-making frameworks are useful for an integrative perspective and for specifically creating strategic supply chain designs. It places heavy emphasis on the use of Excel tools to understand problems managers encounter with respect to SCM. Examples include: network design, aggregate planning, pricing and promotion. You will use these tools to perform strategic analyses and justify your recommended strategies.

The authors believe the objective of SCM is to maximize the performance of the supply chain not individual members of the supply chain. This is achieved through cooperation, coordination and integration of the members of the supply chain. However, the course will focus on what actions benefit individual companies in a supply chain.

**Course Objectives:**

SCM 479, Supply Chain Strategy, is a “capstone” course. It serves to finalize your program by pulling together material and ideas from other courses in order to develop comprehensive supply chain strategies. **(C2)** This final SCM class is designed to be interactive and dynamic, so please voice any SCM issues you would like explored further.

In this course, knowledge learned in other courses – such purchasing, logistics, materials management, quality, marketing, information systems, and accounting – will form a foundation for information presented in this course. Cases are examined as a supply chain manager would see them, examining various aspects of the situation, justifying strategic plans for a company. Your communication skills, through written and oral reports, will be crucial for presenting persuasive arguments for your strategy. **(C2)**

Although these reports are group-based, each student is expected to participate in gathering relevant case information, interpreting the supply chain issues, offering/evaluating the various strategic options,

and preparing/delivering the report material. An end-of-term peer evaluation is in effect to assure this occurs. **(C1)**

The cases considered in this course are based in the “real-world,” and many times there is not one right answer for every possibility because all necessary information is not available or incorporated into the decision. The problems that we see in cases may have different strategic solutions, each with its own advantages and disadvantages. It’s important to show you can follow a process using the strategic models and frameworks to analyze and understand the real world situation as completely as possible, while developing and arguing for the best 3-5 year strategic plan, dealing with any limitations or contingencies. **(C2)**

### **Class Policies:**

- Attend class.
- Download the Chapter Excel Examples from Course Documents.
- Read the assigned materials. Think about and work through the Excel Examples in each assigned chapter before attending class. The Excel Examples are often essential to your strategic analyses.
- Help you team participate in class discussions
- Be helpful and treat all class members with respect.

Grades on your Simulation and Homework’s may be affected by the evaluation of your team member. An evaluation form (last page of this document) will be used to evaluate members of your homework/simulation team.

I anticipate following the schedule in the syllabus closely. If there are changes to our syllabus or schedule, I will let you know.

Please check MYASU and see that your email is activated and check it regularly. If you do not regularly check email, please arrange with another student in the class to get email information in the short term, until you can arrange to have your email account operating.

### **Learning via the Case Method:**

Most learning will take place this semester through the use of short cases. You have had prior exposure to cases in other SCM courses. The cases we examine may be similar to those you have seen before, but more complex (e.g. many contingencies and analyses) and demanding, requiring a 3-5 year view. You are expected to have full comprehension of most Excel concepts we will be using.

A case is concerned with a problem or situation, and there is always a set of supply chain design decisions around which the case centers. An important skill is the ability to segregate essential and nonessential information, while applying SCM knowledge. Strategic recommendations for a case should always propose a course of action that is strongly defended using your SCM training, multiple strategic frameworks, situation analyses, external sources, and creativity. **(C2)**

Learning via cases is appropriate for our Supply Chain Strategy course because strategy is concerned with broad, overall plans, objectives, and tactics that are used to achieve some overall goal. Strategy also covers the integration and alignment of actions, so that all of the parts of the supply chain work together. By using a case, we can examine many different facets of a given situation and problem, examining how to frame the total supply chain management set of issues for maximum effectiveness. **(C2)**

### **Global Supply Chain Management Simulation Description:**

There will be a hands-on experience requiring your team to apply SCM strategies, concepts and tools to a simulated and competitive supply chain situation. Successful teams prepare for the simulation by

gathering the Excel tools and strategy concepts prior to starting. Your ability to understand where and when to use class material, as well as being patient and using good judgment, will highly influence your results. Your team's performance compared to other teams will determine your grade. Please see the Players Manual for the simulation posted under Course Information in blackboard, in addition to more specific information below.

**Course Schedule (C3,4)** (Tentative – Subject to change – Notifications will be posted on blackboard)

Week	Date	Topic	Ch	Due
1	Tu 18-Jan	Introduction		
	Th 20-Jan	General & SCM Strategy / Trends	1	SCM article / group members
2	Tu 25-Jan	SC Objectives / Capabilities / Performance	2	
	Th 27-Jan	SC Drivers / Metrics / Coordination	3/17	
3	Tu 1-Feb	Presentations (3)		HW #1 Seven-Eleven Case
	Th 3-Feb	Discussion		
4	Tu 8-Feb	Distribution Networks	4	
	Th 10-Feb	Network Design and Uncertainty	5/6	
5	Tu 15-Feb	Lab		
	Th 17-Feb	Presentations (3)		HW # 2 Sport Stuff Case
6	Tu 22-Feb	Discussion		
	Th 24-Feb	Aggregate Planning	8	
7	Tu 1-Mar	Planning Supply and Demand	9	
	Th 3-Mar	Lab		
8	Tu 8-Mar	Presentations (2)		HW #3 Mintendo Case
	Th 10-Mar	Discussion		
9	Tu 15-Mar	Spring Break		
	Th 17-Mar	Spring Break		
10	Tu 22-Mar	Uncertainty in the Supply Chain	11	
	Th 24-Mar	Uncertainty in the Supply Chain	11	
11	Tu 29-Mar	Lab		
	Th 31-Mar	Presentations (2)		HW #4 ALKO Case
12	Tu 5-Apr	Discussion		
	Th 7-Apr	Product Availability	12	
13	Tu 12-Apr	Revenue Mgt.	15	
	Th 14-Apr	Lab - HBR Article & Tool Integration		
14	Tu 19-Apr	Presentations (2)		HW #5 Obermyer Case
	Th 21-Apr	Discussion and GSCMS prep		
15	Tu 26-Apr	GSCMS		
	Th 28-Apr	GSCMS		
	Tu 3-May	GSCMS and course review / exam prep		



## Grading

	Points
Homework	250 (team) (C1)
GSCMS:	50 (team)
Final Exam:	100
Total Points	400

### Letter Grade Scale

- A 90.00% and up
- B 80.00% – 89.99%
- C 70.00% – 79.99%
- D 60.00% – 69.99%
- E up to 59.99%

### Notes:

#### A.) Homework (C1, C4)

- Homework is based on 4 strategic analysis reports and 1 presentation. Grading rubrics are provided on request. Reports average 12-18 pages. Please follow the template. Feedback is provided in about 1 week.
- Presentations will be randomly assigned based on the number of teams and cases.
- 90% of your homework grade will be based on the report/presentation, 10% on discussion participation
- Time will be provided in class to work on Homework Assignments which may be modified or changed. All Homework must be submitted the day before presentations.
- Citations from all sources, including other SCM classes, are REQUIRED.
- Questions concerning any grading must be raised within one (1) week of the returned graded document.
- Late Homework's will be accepted up to one (1) week after the due date. All late homework has an automatic 25% reduction of points awarded.

#### B.) The Final Exam (C1):

- Involves answering the same strategic questions as the HWK, but for a mini-case provided during the Final.
- Requires you to demonstrate conceptual understanding from the text and class discussions.
- Is closed notes, text and computer and will be all-essay.
- A practice mini-case will be provided before the Final

C.) Slides for each Chapter are posted under Course Documents. You may want to create a reduced set of Slides by removing the Example Slides and leaving the Conceptual Slides. Examples are best understood by reading and working through the Examples using the Excel downloads in appropriate Chapters. Understanding the Examples will greatly facilitate the completion of Homework.

#### E.) Simulation (GSCMS) Information

- Please read the Players Manual (Course Documents) before the simulation starts.
- Schedule: In Class Play Years One and Two on first GSCMS day, and Years Three and Four on second GSCMS day.
- Bring Headphones to Plug into Laptop: The Simulation Will Provide Audio and/or Text Information
- When Playing Simulation Use SCM 479 Tools and Knowledge to Make Decisions
- Each Simulation Team Is Comprised Of Your Homework Team.
- Grade Is Determined by Your Team Ranking versus all current semester SCM479 Teams on Profit and Board of Director Votes.
- Turn in or email the Simulation Record Sheets for your Team at the end of the second GSCMS day. They are in the Simulation Players Manual as well as Posted under Course Information.

**EVALUATION  
SCM 479**

**DATE:** \_\_\_\_\_

Note: Due before finals week. If you have a problem with a team member, let me know, do not wait until the end of the semester to report problems. **Submit this Form only if a Team Member will receive less than 100%.**

The purpose of this form is for the team member(s) to provide information regarding each person's contribution to the team effort (Homework and Simulation). The grade that an individual receives will be adjusted based on the information provided by his/her fellow team member(s). Please rate each team member (including you) on a 0% to 100% scale, where 0% indicates that the team member contributed NOTHING at all to group assignments, and 100% indicates that the team member's contributed their share of the work/effort. If a team member receives an average score of 90% from the team members that persons average on homework and the simulation will be reduced by 10%. Also, please provide when necessary a short comment supporting your rationale for the rating. (For example, Bill was well prepared for the simulation, Jennifer came to the group meetings with notes and good ideas for the homework, George did a lot of research for the simulation.)

TEAM MEMBER NAMES:	Rating (0 to 100):	Comments:
(self)		

**ADDITIONAL COMMENTS:**

**Arizona State University Criteria Checklist for**  
**LITERACY AND CRITICAL INQUIRY - [L]**

**Rationale and Objectives**

**Literacy** is here defined broadly as communicative competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU - [L] CRITERIA</b>			
<b>TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:</b>			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 1:</b> At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. <i>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</i>	Syllabus
1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.			
2. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center; margin: 10px 0;"> <p style="background-color: yellow;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-1</b>".</p> </div> <p style="text-align: center;">C-1</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 2:</b> The composition tasks involve the gathering, interpretation, and evaluation of evidence	Syllabus
1. Please describe the way(s) in which this criterion is addressed in the course design			
2. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center; margin: 10px 0;"> <p style="background-color: yellow;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-2</b>".</p> </div> <p style="text-align: center;">C-2</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 3:</b> The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams	Syllabus
1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements			
2. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center; margin: 10px 0;"> <p style="background-color: yellow;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-3</b>".</p> </div> <p style="text-align: center;">C-3</p>			

ASU - [L] CRITERIA			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 4:</b> These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed</i>	Syllabus
1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments			
2. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px auto; width: 80%; background-color: #ffff00;">                         Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-4</b>".                     </div>			
C-4			

Course Prefix	Number	Title	Designation
SCM	479	Supply Chain Strategy	

Explain in detail which student activities correspond to the **specific** designation criteria.  
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
C-1	Case report/exec summaries, case presentations, and exams (which is in the form of case analysis) together accounts for 87% of the total grade.	Syllabus, page 4, under "Grading" and "Final Exam"
C-2	Students need to analyze and understand real world problems (given in the form of case assignments), using evidence in the case, and Supply Chain principles and strategies to support their solutions or recommendations. They will learn to present their analysis and solution in both written and oral format.	Syllabus, page 1, under "Course Objectives" Syllabus, page 2, under "Learning via the Case Method"
C-3	Case report and/or exec summaries are the two main writing tasks required. Evaluation of the writing depends much on the clarity and consistency of the writing, in addition to appropriate application fo the Supply Chain principles.	Syllabus, page 3, under "Course Schedule" Syllabus, page 4, under "Grading"
C-4	Assignment feedback is provided to each team after a presentation or report, which helps the students improve future presentation/writing skills. Case assignments are scheduled two or three weeks apart and time is allowed between the graded assignment and the next assignment to promote incremental learning.	Syllabus, page 4, under "Homework" Syllabus, page 3, under "Course Schedule"

**(SCM479)**  
**Supply Chain Strategy**  
**Spring 2013**

**PROFESSOR**

[insert instructor here]  
[insert title here]  
Department of SCM.  
W.P. Carey School of Business  
Phone: (480) 965 5xxx  
**Email:** xxxxx.xxxxxxx@asu.edu

**CLASS SCHEDULE**

xxxxday and xxxday  
s.1: xx:xx – xx:xx AM (*tba*)  
s.2: xx:xx – xx:xx PM (*tba*)  
s.3: xx:xx – xx:xx PM (*tba*)

**OFFICE HOURS**

xxxxday and xxxday  
Room BA xxx  
xx:00AM – xx:00PM or  
*by prior appointment only.*

**1. COURSE DESCRIPTION**

Developing an appropriate supply chain strategy, one that if correctly executed will help deliver a competitive advantage to a firm, has become a critical process for most, if not all organizations. This class presents a synthesis of the principles in strategic and supply chain management, and how supply chain strategies are developed and executed.

We will spend time understanding the strategic management process and how this leads to the development of an integrated supply chain strategy. Following this, we will focus on how such strategies are implemented, including examining the leadership and change management activities involved in such implementation.

To accomplish these goals, the course includes in-class exercises and assignments to encourage students to work on and integrate class principles throughout the semester. Therefore, students are expected to put in *significant effort both outside and inside the classroom* working on assignments. The class also includes one final examination. The exam is designed to help students integrate the course material across the main activities.

**2. COURSE OVERVIEW**

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. Classroom discussions (*which are assessed*) will focus on the key concepts of assigned cases. At the end of the semester, it is anticipated that each student will exhibit a thorough and comprehensive understanding of the course material.

**3. STUDENT LEARNING OUTCOMES**

Students will by the completion of this course have a good understanding of the strategic management process, from the development of a corporate strategy to the translation of this to the creation of a supply chain strategy. Students will also be able to undertake a complete strategic analysis. Finally students will have a good understanding of a broad range of supply chain strategies.

**4. PREREQUISITES:**

**Professional program business student majoring in Supply Chain Management**

- Pre-requisite: SCM 345 and SCM 432.
- A Good working knowledge of Firefox or MS Internet Explorer, MS Excel, MS Word (or any other PC word processor), and PowerPoint - (*At least MS Office 2003, but preferably Office 2007*).

**5. COURSE MATERIALS:**

The myASU (*Blackboard*) site contains the syllabus, assignment overviews, solutions to recommended problems, and notes pages for the course. You are responsible for all material posted in this site and should check the announcements daily.

## REQUIRED TEXTBOOK:

There is no assigned textbook for this class. Instead we will be working with a number of cases, all of which are available to be purchased online as follows:

1. A bundle of cases from Harvard Business School: <http://cb.hbsp.harvard.edu/cb/access/11424504>- cost is \$43.45. You will shortly receive an email from Harvard giving you further details about how to get copies of the cases. Do not do anything until you have received the email from Harvard.
2. *Zara* by Ferdows, Machuca and Lewis (2002). Ref No: **603-002-1** - available from the European Case Clearing House (<http://www.ecch.com/students/>) – you may need to register first – please see the instruction on Blackboard. Cost starts at \$3.15, subject to a variety of delivery options.

I know some of you like to purchase textbooks, and on this basis I would recommend reading the following book: *Strategic Management (8<sup>th</sup> Edition)* by Hitt, Ireland and Hoskisson - ISBN: 978-0-324-65559-9.

## Other materials:

Please check on the SCM 479 class site on Blackboard, e.g. my basic lecture notes, of which a number are narrated, enabling you to study these before coming to class.

## 6. MY PHILOSOPHY:

I believe a good teacher is one who takes a difficult subject and makes it understandable. As such, I see myself as a mentor to help you understand the material in this class. I also want to help students prepare for their careers in industry. One prerequisite to success is *keeping deadlines* and delivering “*on-time*”. Therefore, I have a very strict late policy. This is not meant to be punitive. Rather, it is meant to reinforce the concept of a *deadline*. I personally have seen too many “new graduates” fail upon their entry to the workforce by simply not understanding the importance of a *deadline* and I do not want to see this happen to you. Finally, I truly want to see each of you succeed in this course. If you have any questions as you progress through the course, please **don’t hesitate** to ask (*either in class, or during my office hours*).

## 7. FORMAL DELIVERABLES:

### Initial Strategy Report:

Early in the course, students will be required to submit a two-page report answering two questions about a mini-case study, that will be given out in week1 or 2. Case reports are due on *dd/mm/yyyy (in electronic format only, by no later than 9:00 AM that day)*. The case report is worth **50 points, i.e. 5%** of the overall course grade. This is an opportunity for students to have their report writing skills assessed prior to the following major assignments in the course.

### Discussion Case Reports:

During the course we will be discussing 11 case studies in class. *Prior* to each class, students will be required to individually submit a one-page report summarizing the case and the key issues of the case study. Case reports are due *in electronic format only, by no later than 9:00 AM on the day of the class case discussion*).

### Case Reports and Presentations:

One case study will be assigned during the semester: *Wal-Mart’s Sustainability Strategy*. The assigned case study will need to be downloaded along with the other cases that we will use in class discussions. Each student will work on the case study in a team of 4 (*to be selected*) people (*subject to class size*). Each group will submit a report (*Between 10-12 pages in an appropriate format*) answering the case-study questions included in the case study. Case reports are due on *mm/dd/yyyy (in electronic format only, by no later than 9:00 AM)*. Each team will then present their findings during class sessions from

between mm/dd/yyyy and mm/dd/yyyy. The Case Report is worth **250 points, i.e. 25%** of the overall course grade.

For the case presentation, each student will receive a grade. All team members are expected to participate in the presentation. Failure to do so will negatively affect the grade students will receive on the case studies. The case presentation is worth **250 points, i.e. 25%** of the overall course grade.

### Exams:

There will only be a final exam. The final exam will cover material discussed in class, and will comprise of a mini-case study. The final exam is worth **250 points, i.e. 25%** of the overall course grade. Unless otherwise noted, the exams will be held in the same classroom as the class sessions. If you fail to take an exam on the specified date without adequate justification, you will automatically receive a score of **0 (zero)** on the exam. If you cannot take an exam due to adequately justified and unforeseen circumstances, *you may be* eligible to reschedule the exam in coordination with the instructor or my teaching assistant.

### 8. GRADES:

There is no standard format for tests and other assignments, and review sessions are at the discretion of the instructor. You are encouraged to seek clarification if you do not understand an assignment. **It is not however; appropriate to attempt to negotiate (in any way whatsoever) grades with the professor.**

Based on my experience, the typical grade distribution for this class is as follows:

A+/A/A-	35%
B+/B/B-	45%
C+/C and below	20%

Your course assignments will be combined according to the weighting shown on the left. Final grades will be assigned (*as per the table below*), based on the scale to the right (*there will be no rounding up beyond 2 decimal places*). Unless a computational error has been made, **grades will not be changed after the end of the semester.** Please do not come to my office with “extenuating circumstances” for why your grade should be changed. **If you find these criteria unsatisfactory, you may wish to seek out another SCM479 class.**

**Table: Assignments and Grading Values**

Assignment	Value (pts)	Grade	Points Earned
Initial Strategy Report	5% (50)	A+	970 to 1000
Discussion Case Reports*	25% (250)	A	930 to 969
Case study report	25% (250)	A-	900 to 929
Case study presentation	25% (250)	B+	870 to 899
Final Exam	20% (200)	B	830 to 869
		B-	800 to 829
		C+	770 to 799
		C	700 to 769
		D	600 to 699
		E	0 to 599

\* There will be 11 discussion cases

**NOTE:** for all grades in the course no rounding up or down will be used. This means that if you are looking to receive a grade “A” you will need to score AT LEAST 930 pts. If for example, you score 899.6pts you will receive a “B+” grade.

## 9. DISCUSSION CASE REPORTS AND CLASS PARTICIPATION:

Throughout the course we will be discussing a number of cases in-class. These cases are listed in the course syllabus. *Prior* to every one of these classes (*the deadline is 9:00 AM*) students are required to submit *Prior* to each class, students will be required to individually submit a one-page report summarizing the case and the key issues of the case study. Case reports are due *in electronic format only via Safe Assignment*.

Case summaries are an important element of understanding the case study and identifying the key issues that the case addresses. This helps to focus the student when developing arguments and solutions to problems that each cases poses.

**Attendance** in class is **expected**. While no grade is awarded for class participation this does not mean that you should just sit there and not contribute. Contributing in class helps to develop your understanding of the subject and how to support your arguments with logical justification and examples. Please note that it is impossible to participate if you are not present!

### Attendance requirement:

Being a senior is a busy time, and many things may come up during the academic year that will require you to miss class. Therefore, all students are given three (3) absences (*unannounced or announced*) without penalty. However, all assignments must still be turned in on time regardless of an absence (an assignment may be turned in early)

I appreciate it when you let me and your teammates know with email (preferred), when you must miss class (before class). Missing more than three (3) classes in total (*whether announced or unannounced*) will result in a ten (10)-percentage points deduction in your Discussion case score score.

### SUBMISSION POLICY:

All graded work must be submitted in an electronic format only with your name, or the name of your team, team members, and assignment name.

In addition, assignments must be submitted by 9:00 AM of the day in which the assignment is due. Any assignment that is submitted after **9:00 AM** may still be graded for feedback purposes but will suffer a 10% penalty per hour (*or portion thereof*) by which it is late. **Any assignment** submitted after **12:00 pm** on the day of submission *may be graded for feedback purposes*, but **will receive a zero**.

### Re-grading policy:

When assignments are handed back and the grades are posted, you will have until the beginning of the next class period to resubmit the assignment for re-grading (*or let me know, via email, if there is a posting error*). You must also turn in a *written and signed request* describing the reason(s) for the re-grade.

**Please note:** when you submit a re-grade, the assignment will be entirely re-graded, which means that it is possible that your grade could *increase or decrease*, i.e. you could lose further points as a result of the submission for re-grading.

## 9. ACADEMIC DISHONESTY:

Students in this class are obligated to read, understand, and obey the ASU Student Academic Integrity Policy (<http://provost.asu.edu/academicintegrity/policy/StudentObligations>).

Students found to have engaged in any form of academic dishonesty will be subject to sanction. In addition, the following policies apply in this course to matters of academic integrity.

- Unethical behavior by corporations has been linked with negative performance outcomes; the same is true of unethical student behavior. Any violation of the ASU academic integrity policy will result in a

minimum penalty of a one-letter grade reduction in your final grade, regardless of the point value of the assignment involved. Your instructor may impose greater sanctions, including the grade of XE (a failing grade noted on your transcript as due to an integrity violation) for any violation of the ASU academic integrity policy, even on a “minor” assignment.

- Assume that any quiz, exam, or other assignment should be completed on your own, without consulting others, unless your instructor specifically states otherwise. Assume that any quiz, exam, or other assignment should be completed without consulting materials beyond those specifically authorized by the instructor.
- The written portion of any quiz, exam, or other assignment should be completed using your own words, and not the words or materials of others, unless appropriately quoted and cited. That is, plagiarism is a violation of academic integrity and should be avoided. If you quote from published material; please make sure that you use *quotations marks where appropriate*, quote your source following the text, e.g. “quotation.....” (Bodington, 2009), and *also include a bibliography* at the end of your assignment.
- For all assignments, Safe Assignment (*via Blackboard*) will be utilized to assess papers. Any paper with a matching score of 10% or higher will receive a score of **zero (0)** for any assignment and papers with matching scores between 0 and 10% will be evaluated for major deductions (*at the instructor’s discretion*). Please be aware that the instructor will also be manually looking for plagiarism and the above conditions will equally apply. Please note that when submitting assignments through Safe Assignment there is always the option to submit as a “draft” in order to allow student to check their own work.

## 10. CLASS EXPECTATIONS:

At W. P. Carey, our objective is to prepare supply chain students to succeed in a highly competitive field. As one of the top-ranked departments in the U. S., we take that mission very seriously and set our expectations of students accordingly, i.e. very high!

In particular, we expect that:

- You will attend class regularly and on time. Repeated lateness will result in your being asked to leave the class session.
- You will come to class well-prepared, including completing the reading and other assignments
- You will submit all assignment in at the beginning of the class on the day they are due, unless other arrangements have been made beforehand.
- You will conduct yourself *professionally* during class periods, *especially when outside speakers* are present.
- You will be *proactive* in terms of dealing with assignment deadlines.

## 11. MISC:

### Accommodations:

If you have need for an academic accommodation (*e.g., taking a test at another time*) because of a medical obligation, or by virtue of your religion please contact your instructor immediately to discuss your needs within the first three (3) weeks of the semester."

### Asking questions:

I strongly encourage you to ask questions throughout the course. There is no reason to be stuck on something for two hours when a little bit of guidance can make the task take 10 minutes.

However, for any assignment that is turned in for credit, I cannot preview work to see if it is “on the right track” or “looks ok”. I also will not confirm if specific calculated values are correct. I will however answer questions such as how to approach a problem or how to use a specific methodology. If you feel yourself getting stuck, please feel free to ask questions such as these!

### Attendance for Exams & Other In-Class Graded Assignments:

Students who are absent for an exam, quiz, case discussion, or other graded activity will receive zero points for that activity unless their absence is excused by the instructor prior to the exam. Instructors may excuse absences for reasons of medical, family, or other emergencies that are beyond the student's control. Documentation of such emergencies will be required if the student wishes to makeup the assignment. Failure to notify the instructor **PRIOR** to the exam will result in a **ZERO** for the exam.

Students, who arrive late for an exam or quiz, may not be allowed to take the exam or quiz. If you are allowed to take the exam or quiz, extra time will not be allowed because you were late.

Cell phones should be turned off and must be placed away from your desk for the duration of the exam or in-class assignment.

You may not use your cell phone as a calculator for your exam. Instead, bring your own calculator. During an exam or quiz, notify your instructor or proctor prior to leaving the exam room for a restroom break or other reason. Please comply with your instructor's policies about leaving the exam room. Normally, only one student should leave the exam room at once for a break, and students leaving the exam room should return promptly, unless a longer absence is needed for reasons of a medical condition or disability.

### Blackboard Discussion Boards:

Blackboard discussion boards are provided in this course to provide a "one-stop" shop to ask and receive question feedback. Questions asked in the discussion board should be general in nature and written so that the instructor & other students can follow the question.

**DO NOT POST** any solutions or leading questions regarding the homework assignments in the discussion boards. Otherwise, you will receive a **zero (0)** on that assignment.

### Changes to Syllabus:

Any changes to this schedule, the assignments, or these policies will be announced in class, on the website, or by email.

### Communication:

I will post updates frequently on our blackboard site and through the email list on blackboard. Please ensure that your email is correct in blackboard and check the site daily, throughout the course. Also it is your responsibility to ensure that your email account is not "full" and unable to accept emails.

### English Language:

All written materials submitted for a grade are expected to use correct grammar, spelling and punctuation. Given that this is a *General Studies L* requirement, your work *will be evaluated* for proper use of the English language.

### "Incomplete" Grades:

Grades of "Incomplete" will not be given, unless students can adequately justify inability to complete the coursework due to personal impediments, such as serious illness.

### No Extra Credit:

Your course grades are based on the above information. There will be no extra-credit opportunities. Please do not ask for exceptions. **Note:** This does not apply to Honors Contracts.

### Plus/Minus Policy Statement:

This course will use the plus/minus grading system. (*ASU policy dictates that instructor's may choose to award plusses and minuses at their discretion.*)

### Special Challenges:

If you are challenged in any way -- sight, hearing, mobility, learning, language or other -- please let me know so that we can plan together how best to meet those challenges so that your learning opportunities are as equitable as possible.

### Team Dynamics:

A large percentage of this class (50%) is based upon teamwork. If you feel your team is becoming dysfunctional, please let me know (*by email*) as soon as the problem begins. A team may choose to “fire” a member, and if this occurs, that member must complete all remaining work as an individual. The last date to “fire” a teammate is mm/dd/yyyy, i.e. **two weeks** prior to deadline for the team assignment (*e.g. the case study report*). **Note:** I reserve the right to fire a team member for poor performance in class (*e.g. graded activities or participation*) to protect other members of the team.

## 12. COURSE SCHEDULE:

Below is a detailed calendar of the course. It includes the topics and reading materials to be covered in class, as well as the deadlines for the class assignments. Except for the assignment deadlines, the course schedule is subject to modification as changes in time requirements for class material become necessary during the semester. You are expected to read the materials assigned *before* the corresponding session. Finally, the calendar lists the class assignments.

**Course schedule:**

<b>Date</b>	<b>Course Topics</b>	<b>Course Deliverables &amp; Readings: (List of Cases)</b> <i>NB: Lecture Notes are on BlackBoard under Course Documents.</i>
1/05(Th)	<i>Introductions, Course Overview + The Strategic Management Process</i>	<b>Lecture Notes:</b> <i>The Strategic Management Process (See BB)</i> <b>Case:</b> <i>No Case Assigned</i>
1/10(Tu)	<i>The Strategic Management Process</i>	<b>Lecture Notes:</b> <i>The Strategic Management Process (See BB)</i> <b>Case:</b> <i>The Boeing vs. Airbus Mini-case (see Blackboard)</i>
1/12(Th)	<i>The Strategic Management Process</i>	<b>Lecture Notes:</b> <i>The Strategic Management Process (See BB)</i> <b>Case:</b> <i>No Case Assigned</i>
1/17(Tu)	<i>Environmental Analysis</i>	<b>Lecture Notes:</b> <i>Environmental Analysis (See BB)</i> <b>Case:</b> <i>No Case Assigned</i>
1/19(Th)	<i>Environmental Analysis</i>	<b>Lecture Notes:</b> <i>No lecture notes are assigned.</i> <b>Case:</b> <i>Cola Wars Continue: Coke vs. Pepsi in the 21st Century.</i>
1/24(Tu)	<i>Internal Analysis</i>	<b>Lecture Notes:</b> <i>Internal Analysis (See BB)</i> <b>Case:</b> <i>No Case Assigned</i>
1/26(Th)	<i>Internal Analysis</i>	<b>Lecture Notes:</b> <i>No lecture notes are assigned.</i> <b>Case:</b> <i>Leadership Online (A): Barnes &amp; Noble vs. Amazon.com</i>
1/31(Tu)	<i>Corporate and Business Strategy:</i>	<b>Lecture Notes:</b> <i>Corporate and Business Strategy. (See BB)</i> <b>Case:</b> <i>No Case Assigned</i>
2/02(Th)	<i>Business Strategy: Cost Leadership</i>	<b>Lecture Notes:</b> <i>No lecture notes are assigned.</i> <b>Case:</b> <i>Wal-Mart Stores in 2003</i>
2/07(Tu)	<i>Business Strategy: Differentiation</i>	<b>Lecture Notes:</b> <i>No lecture notes are assigned.</i> <b>Case:</b> <i>Zara</i>
2/09(Th)	<i>Supply Chain Strategy</i>	<b>Lecture Notes:</b> <i>No lecture notes are assigned.</i> <b>Case:</b> <i>VF Brands: Global Supply Chain Strategy</i>
2/14(Tu)	<i>Supply Chain Strategy: Lean vs. Agile</i>	<b>Lecture Notes:</b> <i>No lecture notes are assigned.</i> <b>Case:</b> <i>No Case Assigned</i>
2/16(Th)	<i>Supply Chain Strategy: Lean vs. Agile</i>	<b>Lecture Notes:</b> <i>No lecture notes are assigned.</i> <b>Case:</b> <i>CROCS: Revolutionizing an industry's supply chain model for Competitive Advantage.</i>
2/21(Tu)	<i>Managing Supply Chain Risk</i>	<b>Lecture Notes:</b> <i>No lecture notes are assigned.</i> <b>Case:</b> <i>No Case Assigned</i>
2/23(Th)	<i>Supply Chain Outsourcing</i>	<b>Lecture Notes:</b> <i>No lecture notes are assigned.</i> <b>Case:</b> <i>No Case Assigned</i>
2/28(Tu)	<i>Supplier Development</i>	<b>Lecture Notes:</b> <i>No lecture notes are assigned.</i> <b>Case:</b> <i>No Case Assigned</i>

3/01(Th)	<i>Supplier Development</i>	<b>Lecture Notes:</b> <i>No lecture notes are assigned.</i> <b>Case:</b> <a href="#">Polo Ralph Lauren &amp; Luen Thai: Using Collaborative Supply Chain Integration in the Apparel Value Chain.</a>
3/06(Tu)	<i>Sustainable Supply Chains</i>	<b>Lecture Notes:</b> <i>No lecture notes are assigned.</i> <b>Case:</b> <i>No Case Assigned</i>
3/08(Th)	<i>Sustainable Supply Chains</i>	<b>Lecture Notes:</b> <i>No lecture notes are assigned.</i> <b>Case:</b> <a href="#">Supply Chain Outsourcing at DB Toys</a>
3/13(Tu)	<i>SC Leadership</i>	<b>Lecture Notes:</b> <i>No lecture notes are assigned.</i> <b>Case:</b> <i>No Case Assigned</i>
3/15(Th)	<i>SC Leadership</i>	<b>Lecture Notes:</b> <i>No lecture notes are assigned.</i> <b>Case:</b> <a href="#">Starbucks Corporation: Building a Sustainable Supply Chain</a>
3/20(Tu)	<i>SPRING BREAK – No Class</i>	
3/22(Th)	<i>SPRING BREAK – No Class</i>	
3/27(Tu)	<i>Change Management</i>	<b>Lecture Notes:</b> <i>No lecture notes are assigned.</i> <b>Case:</b> <a href="#">Numico (B): Transforming the Supply Chain.</a>
3/29(Th)	<i>Change Management</i>	<b>Lecture Notes:</b> <i>No lecture notes are assigned.</i> <b>Case:</b>
4/03(Tu)	<i>Change Management</i>	<b>Lecture Notes:</b> <i>No lecture notes are assigned.</i> <b>Case:</b> <a href="#">Evolution of the Xbox Supply Chain</a>
4/05(Th)	<i>Change Management</i>	<b>Lecture Notes:</b> <i>No lecture notes are assigned.</i> <b>Case:</b> <i>No Case Assigned</i>
4/10(Tu)	<b><i>Class Presentations</i></b>	<b>Case:</b> No case assigned. <b>Groups A &amp; B are presenting.</b>
4/12(Th)	<b><i>Class Presentations</i></b>	<b>Case:</b> No case assigned. <b>Groups C &amp; D are presenting.</b>
4/17(Tu)	<b><i>Class Presentations</i></b>	<b>Case:</b> No case assigned. <b>Groups E &amp; F are presenting.</b>
4/19(Th)	<b><i>Class Presentations</i></b>	<b>Case:</b> No case assigned. <b>Groups G &amp; H are presenting.</b>
4/24(Tu)	<b><i>Class Presentations</i></b>	<b>Case:</b> No case assigned. <b>Groups I &amp; J are presenting.</b>
4/26 – 5/2, 2012	<b>Final Exam: TBA in TBA</b>	

**SCM 479 Syllabus Acceptance Form**

Spring, 20xx; xx. xxxx xxxxxxxx

Please sign this page where indicated below and hand back to me.

I have read this syllabus thoroughly, and I accept responsibility for all the information contained therein.

\_\_\_\_\_ (signature)

\_\_\_\_\_ (print your name)

\_\_\_\_\_ (section)

\_\_\_\_\_ (date)

**Arizona State University Criteria Checklist for**  
**LITERACY AND CRITICAL INQUIRY - [L]**

**Rationale and Objectives**

**Literacy** is here defined broadly as communicative competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU - [L] CRITERIA</b>			
<b>TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:</b>			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 1:</b> At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. <i>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</i>	Syllabus and Gen. Studies Program Course Proposal Cover form
1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.			
2. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center; margin: 10px auto; width: 80%;"> <p style="background-color: yellow;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-1</b>".</p> </div> <p style="text-align: center; margin-top: 10px;"><b>C-1</b></p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 2:</b> The composition tasks involve the gathering, interpretation, and evaluation of evidence	Syllabus and Gen. Studies Program Course Proposal Cover form
1. Please describe the way(s) in which this criterion is addressed in the course design			
2. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center; margin: 10px auto; width: 80%;"> <p style="background-color: yellow;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-2</b>".</p> </div> <p style="text-align: center; margin-top: 10px;"><b>C-2</b></p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 3:</b> The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams	Syllabus and Gen. Studies Program Course Proposal Cover form
1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements			
2. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center; margin: 10px auto; width: 80%;"> <p style="background-color: yellow;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-3</b>".</p> </div> <p style="text-align: center; margin-top: 10px;"><b>C-3</b></p>			

ASU - [L] CRITERIA			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 4:</b> These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed</i>	Syllabus and Gen. Studies Program Course Proposal Cover form
1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments			
2. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px auto; width: 80%; background-color: #ffff00;">                         Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-4</b>".                     </div>			
C-4			

Course Prefix	Number	Title	Designation
SCM	479	Supply Chain Strategy	

Explain in detail which student activities correspond to the **specific** designation criteria.  
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
CRITERION 1: At least 50 percent of the grade in the course should depend on writing, including prepared essays, speeches, or in-class examinations.	<p>There are five assignments in total. These are as follows, together with their respective value with regard to the grade</p> <ol style="list-style-type: none"> <li>1. Initial Strategy Report (5%): This is a writing assignment based on a mini case study where the students produce a short report that incorporates their answers in a report format. This serves as an opportunity to provide students with feedback for writing and literacy skills.</li> <li>2. Class Discussion Reports (20%): this is a one-page report that the students write – providing a summary of the case and key issues that the case addresses. It is required for all eleven of the cases that the students will analyze.</li> <li>3. Case study report – a group report (25%)</li> <li>4. Case study presentation – a group presentation (25%)</li> <li>5. Final Exam – mini case designed to examine critical thinking (in class exam) (25%) – t</li> </ol>	Syllabus, Sections 7 and 9
CRITERION 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence.	All assignments in the course are case based which will require the gathering, interpretation, and evaluation of evidence within the context of Supply Chain Management.	Syllabus, page 2, section 7, Formal Deliverables.

<p>CRITERION 3: The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams</p> <p>CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments.</p> <p>a</p>	<p>This course has 15 major writing assignments - 1 mini case, 11 class discussion reports, 1 case study report, 1 case study presentation, and 1 in class exam.</p> <p>The 11 class discussion reports will provide continual feedback of the students writing and communication skills.</p>	<p>Syllabus, page 2, section 7, Formal Deliverables.</p> <p>Syllabus, page 2, section 7, Formal Deliverables.</p>
--	---	---