

TO: General Studies Committee

FROM: Michele Pfund, Undergraduate Director of Supply Chain Management

RE: General L Petition, SCM 479

DATE: September 14, 2012

Thank you for your time in reviewing our revisions to the SCM 479 General L petition. We received feedback from your committee in the first review that there was “too much group work”. As such, we would like to present you a revision that requires the students to prepare individual case study summaries for the course.

We feel that this revision significantly improves the course as students will be better prepared for in-class case discussions (eleven in total) and will receive regular feedback regarding their writing, critical thinking, and discipline specific knowledge.

The course is now structured as follows:

Individual Contributions (70%)

Class Discussion reports (20%)

Students will provide case study reports for all case studies discussed in class (eleven in total).

Final Exam (25%)

The final exam is constructed as a mini case study that is designed to examine critical thinking, discipline specific knowledge, and communication skills. It is an in-class exam and worth 25% of the course grade. Please note that this final exam is currently designed for an AACSB assessment of critical thinking and communication.

Case Study Presentation (25%)

Each individual will present on the group case study project and be evaluated on their presentation skills.

Group / Individual (30%)

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. This is a pure group assignment.

Case study report (25%)

This is a group project and each individual will be required to write a section of the report.

In total, 100% of the course requires the students to demonstrate excellent writing, critical thinking and communication skills through 15 distinct projects that will require the students to gather, interpret, and evaluate evidence.

The assignments are spread out through the course so that the students will receive timely feedback to enable improvement over lifetime of the course.

We strongly feel that this course far exceeds the requirements of a General L designation and hope that you feel the same.

If this petition does not meet your standards, please let us know how we can revise to be successful. It is important for our program that this course be denoted as an L course.

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 but the general frame work is the same (case studies & a final exam).

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

John W. Fowler
Chair/Director (Signature)

Date: Original Submission 6/25/12, Revised Submission 9/14/12

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.

ASU - [L] CRITERIA			
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 1: 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. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center; margin: 10px 0;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".</p> </div> <p style="text-align: center;">C-1</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 2: 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. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center; margin: 10px 0;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".</p> </div> <p style="text-align: center;">C-2</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	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	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. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center; margin: 10px 0;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3".</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"/>	<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. <i>Intervention at earlier stages in the writing process is especially welcomed</i></p>	<p>Syllabus and Gen. Studies Program Course Proposal Cover form</p>
<p>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</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px auto; width: 80%;"> <p style="background-color: yellow; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".</p> </div> <p style="margin-top: 10px;">C-4</p>			

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)
<p>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> <p>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report.</p>	<p>100% of the course grade is dependent upon writing, speeches, and in-class essays. These are described as follows:</p> <p>Individual (70%)</p> <p>Class Discussion reports (20%) This is a one-page report that the students write to provide a summary of the case and its key issues. It is required for all eleven of the cases that the students will analyze.</p> <p>Final Exam (25%) The final exam is constructed as a mini case study that is designed to examine critical thinking, discipline specific knowledge, and communication skills. It is an in class exam.</p> <p>Case Study Presentation (25%) Each individual will present on the group case study project and be individually evaluated on their presentation skills.</p> <p>Group / Individual (30%)</p> <p>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</p>	<p>Syllabus, Sections 7 - 9</p>

	<p>literacy skills. This is a pure group assignment.</p> <p>Case study report (25%) This is a group project and each individual will be required to write a section of the report.</p>	
<p>CRITERION 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence.</p>	<p>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.</p>	<p>Syllabus, page 2, section 7, Formal Deliverables.</p>
<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>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>Syllabus, page 2, section 7, Formal Deliverables.</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>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>

(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 (8th 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:

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

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

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)