U44BUS303 Introduction to Supply Chain Management
Fall 2020

Instructor: Cindy Wessel, Ph.D.
Email: cwessel@wustl.edu
Time/ Location: Online
Weekly class starts on Monday September 14, 2020

Catalog Course Description

This introductory course is designed to familiarize the student with the subject matter of procurement, forecasting, inventory management, enterprise resource planning, quality management, location selection, and supply chain integration and performance measurement. By the end of this course, students will have a foundation in SCM, and be prepared to determine if they want to pursue a career in SCM. This course is fully online. Students enrolled in day classes at Washington University should review the policies of their home division on credit earned for online courses.

Textbook Required:


Joel D. Wisner | Keah-Choon Tan | G. Keong Leong


Students who purchase the class-materials through a 3rd party vendor make the purchase at their own risk.
Learning Outcomes:
At the conclusion of the course, students should be able to:

- Explain fundamental Supply Chain Management concepts spanning Procurement, Operations, and Logistics functions within both manufacturing and service oriented businesses.
- Apply quantitative methods involved in make/buy analysis, forecasting, inventory management/risk pooling, production planning, and quality management.

This will be accomplished through text and outside readings, research, discussion, video, case study, and other means.

To assess their knowledge, students will be asked to

- Summarize and restate main theories and topics,
- Make observations and connections incorporating concepts,
- Cite personal anecdotes and examples,
- Engage with other students to share knowledge and exchange viewpoints,
- Provide opinions to support or provide counterpoints to explore concepts and issues
- Contribute meaningful discussion points to generate deeper and richer understanding of concepts
- Successfully complete required tests and exams designed to test their understanding and knowledge

Scoring/Grading Components

NOTE: All students are expected to communicate well in writing. Your work will be judged for writing quality as well as for content. Poor writing will result in a lower grade than you might otherwise have received.

- Discussion Board (15 x 20 pts) 300
- Assignments (8 x 50 pts) 400
- Spreadsheet Problems (4) 60
- Weekly Quizzes (13 x 20 pts) 260
- Midterm and Final Exams (2 x 100 pts) 200

Total 1,220

See Instructor for Assignment Guidelines and grading requirements
A 90-100
B 80-89
Attendance Policy
All students are expected to attend all classes and class activities for which they have enrolled. Throughout the semester there will be in class activities (such as in-class problems, exams, etc.). These activities cannot be made up unless you are absent.

Late Work Policy: Assignments, IF accepted will be at the discretion of the instructor. Evaluation of late work will be on a case-by-case basis for extenuating circumstances. A 10% penalty will apply if submitted one week late and 20% penalty if submitted two weeks late. After two weeks, late assignments may not be accepted. No late work will be accepted after the course ends.

Writing Style Policy
APA format

Technical Support
This is a fully online, technology-based course. Because computers are not perfect, plan on having technical issues at least once during the term. While this can cause some incredibly frustrating moments, the overall benefits of the technology do outweigh any issues that may arise. Just be ready to contact technical support in the event of difficulties. Send an email to student.technology@wustl.edu or call 935-8200 with any questions/problems concerning Canvas. (This is technical support for any problems you experience within the Canvas classroom only, not other external software). For additional Canvas support:

Chat with a Canvas Support Agent (accessible by clicking “Help” in lower left corner of the classroom)

Call the Canvas Support Line (Students) +1-844-865-2581

“Netiquette” Statement on Internet Communication
Remember your audience. If you would not say it in a face-to-face classroom, do not include it in the online discussions either. Consider what you write, as it is a permanent record and can be retrieved easily. Use courtesy and common sense in all your electronic communications.
Write in complete sentences and check spelling before you post anything in class.

DON'T TYPE IN ALL CAPS. This is hard to read and is considered "shouting."

Respect the opinions of others and be sensitive to the diverse nature of people in the class. Keep in mind that although you cannot "see" your classmates, you can show respect for individual differences. Diversity issues may include the following and others: race, ethnicity, religion, disabilities, gender, sexual orientation, age, social class, marital status, urban vs. rural dwellers, etc.

No profanity will be allowed. This includes writing in punctuation. For example, ##%$#! is considered profanity and is not permitted. Also, language expressed in inappropriate acronyms is not acceptable.

Expectations for Student Attendance (Canvas log-ins, response to emails, discussions, hours per week students should expect to devote to the class, etc.)

You are expected to have an active presence within Canvas (our online classroom) and that is one of the ways in which I will monitor your attendance in the course. I am able see when last you logged into Canvas and how much time you’ve spent in various areas of the classroom. The class is not self-paced because we have specific due dates for all assignments, but you will work on the course at your own convenience within those parameters. Lack of participation in discussions or not answering email messages sent to you will be considered lack of attendance and will result in a loss of points.

Statement Regarding Academic Honesty

Students are bound by the University College policy on academic integrity in all aspects of this course. All references to ideas and texts other than the students' own must be so indicated through appropriate footnotes, whether the source is a book, an online site, the professor, etc. All students are responsible for following the rules outlined in the document regarding the university academic integrity policy.

All students are expected to abide by proper citation and attribution techniques.

Academic Support
All University College students are encouraged to take advantage of the following Academic Support services on campus:

**Learning Center:** The Learning Center provides access to online academic peer mentoring, assists students with essential study and test-taking skills, and offers disability resources to students in need. In addition, Cornerstone connects first-generation college students to leadership programs and offers academic, research and career opportunities.

**Writing Center:** The Writing Center staff members are writers helping writers through the process of revision. They are undergraduate students, graduate students and faculty members who love to write and to help others clarify their thoughts and ideas. The Writing Center and The Speaking Studio at Washington University in St. Louis provide free, one-on-one tutoring to all WUSTL students for any writing or public speaking project. Students interested in using the Writing Center should call in advance to make an appointment.

**Arts & Sciences Computing:** Arts & Sciences Computing operates two labs that are open to students, faculty, and staff.

**Library:** Washington University Libraries boast an impressive array of services, including course reserves, interlibrary loan, reserved study spaces, the Arc Computing Lab, and so much more.

**Student Accommodations**

Washington University is committed to providing equal opportunity for students with disabilities. The Disability Resource Center (DRC) assists students with disabilities by providing services and arranging for reasonable accommodations to ensure equal access and equal academic opportunities. Students wishing to request services or accommodations must register and provide appropriate documentation to the DRC at cornerstone.wustl.edu. The DRC serves as a resource and advisor to students with disabilities and welcomes opportunities to consult with students, families, faculty, and staff. This online course has been designed with accessibility in mind. Be sure to visit the Canvas accessibility statement for more information on these features and reach out to your instructor should accessibility issues arise.

**Inclusive Learning Environment Statement**
The best learning environment—whether in the classroom, studio, laboratory, or fieldwork site—is one in which all members feel respected while being productively challenged. At Washington University in St. Louis, we are dedicated to fostering an inclusive atmosphere, in which all participants can contribute, explore, and challenge their own ideas as well as those of others. Every participant has an active responsibility to foster a climate of intellectual stimulation, openness, and respect for diverse perspectives, questions, personal backgrounds, abilities, and experiences, although instructors bear primary responsibility for its maintenance.

A range of resources is available to those who perceive a learning environment as lacking inclusivity, as defined in the preceding paragraph. If possible, we encourage students to speak directly with their instructor about any suggestions or concerns they have regarding a particular instructional space or situation. Alternatively, students may bring concerns to another trusted advisor or administrator (such as an academic advisor, mentor, department chair, or dean). All classroom participants—including faculty, staff, and students—who observe a bias incident affecting a student may also file a report (whether personally or anonymously) utilizing the online Bias Report and Support System.

**Preferred Name Policy for Students:** The Preferred Name policy at Washington University in St. Louis lets students change their names in most university information systems without pursuing a legal name change. Learn how!

**Accommodations Based on Sexual Assault**

The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will
maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Coordinator. If you would like to speak with the Title IX Coordinator directly, Ms. Kennedy can be reached at (314) 935-3118, jwkennedy@wustl.edu, or by visiting her office in the Women’s Building. Additionally, you can report incidents or complaints to Tamara King, Associate Dean for Students and Director of Student Conduct, or by contacting WUPD at (314) 935-5555 or your local law enforcement agency.

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-8761 or visiting the 4th floor of Seigle Hall.

**Bias Reporting:** The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team.

**General Tips for Success in the Online Classroom:**

**Welcome to our online course!** The following is a list of helpful information that represents habits of students who have succeeded in online courses. These tips should help each of you to have a positive experience as well.

**GET STARTED:** Remember that this online course begins on day one of the semester. Log in early during the first week to print the syllabus, become oriented to the online classroom, and get to know your professor and classmates. Waiting until the end of the first week to get started may derail your efforts to succeed before you know it.
STAY ORGANIZED. Bookmark our course websites (Canvas, Online Dictionary, other websites indicated by professor etc.) Create a special binder or folder to organize any printed materials. Study time will be easier and more fruitful if you are organized and up to date.

INTERACT WITH YOUR CLASSMATES. Students who study in small groups or pairs tend to be more successful. You can help each other to understand difficult points in the unit simply by participating regularly in the Discussion Forums.

SHOW UP & ASK QUESTIONS. Visit me in office hours occasionally for extra discussion as needed. Make an appointment and we can talk in real time via collaboration software or phone. You can also email me any questions that arise or post them in the “Questions?” discussion forum.

DO THE READING. The assigned reading is a valuable part of the course. Students who consistently stay up to date on the reading tend to receive higher grades than those who do not. In this class, the reading will consist of…. which will prepare you to participate in the classroom discussion forums.

STUDY “OFFLINE” SOMETIMES. Although this is an online course, you need not do all of your studying online. Spend time studying away from the computer by taking notes on the readings.

DON’T PROCRASTINATE. Procrastination will ruin your experience in the class in several ways. Not only does it prevent you from learning what you are here to learn, but it will also cause you to lose a lot of points. Refer to the list of assignment due dates in this syllabus and follow the steps outlined in the study guide in order to better understand how to pace yourself appropriately.

HANG IN THERE!! If this is your first online class, the experience may challenge you at first, but as long as you keep up with the reading and follow your professor’s instructions, you will develop an understanding of the rhythm of the course after the first unit. See me for help as needed, I am your resource and I want to see you succeed and enjoy this course!

Guidelines for Discussion Forum Participation
Be sure to write in the subject line to whom your message is addressed. Changing the subject line is the number one way to make sure your post is noticed by the intended recipient.

Be sure to sign your name at the bottom of your messages. Writing your name at the end of each message helps to clarify the author and helps your classmates remember who you are.

Before responding to a particular discussion topic, be sure to complete the reading assignment of the corresponding unit. Remember that the discussion topics are specifically tied to the readings.

Be sure to take your time and write meaningful discussion forum postings. Your ideas and content are important, and issues such as grammar, spelling, accents, vocabulary, and sentence structure count as well. Be sure your posts are well edited before you submit them, since unedited posts do not receive full points.

Participate in each discussion over several days within the lesson and avoid waiting until the due date to get started. Each discussion requires several posts from you, including replies to classmates. Waiting until the last day to participate minimizes the opportunity to interact your classmates and me and makes discussion participation much less meaningful for you. It will also result in a loss of points.

Finally, the discussion forums are meant to be fun! Check in often to communicate with your classmates and me.

Subject to Change: This syllabus and course calendar is subject to change at the discretion of the instructor to accommodate instructional and/or student needs.
Course Calendar

The student is responsible to read all chapters and chapter materials that may be on exams. However, not all chapter content will be discussed during class time.

<table>
<thead>
<tr>
<th>Week of</th>
<th>Topic</th>
<th>Assigned Reading Chapter</th>
<th>Quiz/Exam</th>
<th>Assignments/Exams</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Course Expectations</td>
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<td>Chp 1 Essay</td>
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<tr>
<td>Sept 14</td>
<td>Intro to Supply Chain</td>
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<td>Week 2</td>
<td>Purchasing Management</td>
<td>2</td>
<td>Quiz</td>
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<td>Sept 21</td>
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<td>Week 3</td>
<td>Creating and Managing Supplier Relationships</td>
<td>3</td>
<td>Quiz</td>
<td>Chp 3 Case 1 Donnell Truong Ventures</td>
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<td>Sept 28</td>
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<td>Week 4</td>
<td>Ethical and Sustainable Sourcing</td>
<td>4</td>
<td>Quiz</td>
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<td>Oct 5</td>
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<td>Week 5</td>
<td>Demand Forecasting</td>
<td>5</td>
<td>Quiz</td>
<td>Chp 5 Hammerstein University - Enrollment</td>
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<td>Oct 12</td>
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<td>Week 6</td>
<td>Resource Planning Systems</td>
<td>6</td>
<td>Quiz</td>
<td>Chp 6 Spreadsheet Question #2</td>
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<tr>
<td>Oct 19</td>
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<tr>
<td>Week 7</td>
<td>Inventory Management</td>
<td>7</td>
<td>Quiz</td>
<td>Chp 7 Case Lamb’s Automotive Supplies</td>
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<td>Oct 26</td>
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<td>Week 8</td>
<td>Midterm Exam</td>
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<td>Nov 2</td>
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<tr>
<td>Week 9</td>
<td>Process Management – Lean and Six Sigma</td>
<td>8</td>
<td>Quiz</td>
<td>Chp 8 Spreadsheet Problems #1, #2, #4</td>
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<tr>
<td>Nov 9</td>
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<tr>
<td>Week 10</td>
<td>Domestic U.S. and Global Logistics</td>
<td>9</td>
<td>Quiz</td>
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<tr>
<td>Nov 16</td>
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<td>Week 11</td>
<td>Customer Relationship Management</td>
<td>10</td>
<td>Quiz</td>
<td>Chp 10 Case Polly’s Sweet Treats and Drinks</td>
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<td>Nov 23</td>
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<td></td>
<td></td>
<td>Thanksgiving holiday</td>
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<tr>
<td>Week 12</td>
<td>Global Location Decisions</td>
<td>11</td>
<td>Quiz</td>
<td>Research Assignment</td>
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<td>Week 13</td>
<td>Service Response Logistics</td>
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<td>Quiz</td>
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<td>Dec 7</td>
<td>Thanksgiving holiday</td>
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<td>Week 14</td>
<td>Supply Chain Process Integration</td>
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<td>Quiz</td>
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<td>Dec 14</td>
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<td>13</td>
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<td>Week 15</td>
<td>Performance Measurement Along Supply Chains</td>
<td>14</td>
<td>Quiz</td>
<td>Chp 14 Problem #1</td>
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<td>Dec. 21</td>
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<td>Week 16</td>
<td>Final Exam</td>
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<td>Final Exam</td>
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