Syllabus:

M&L 3380: Logistics Management
TERM AU 2018, Session 1 (29282)

MWF 12:40 to 1:35 PM Schoenbaum Hall 105

## Instructor

Instructor: Michael Knemeyer

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## Course description

### This course focuses on the concepts and methods used to plan and manage logistics activities in a business environment. Students will gain an understanding of the components of logistics management and the tradeoffs required to manage the integrated flow and storage of goods through the supply chain.

## Course mission

The mission of this course is to bring logistics to life through dialogue, active learning and informed decision-making and to ultimately inspire Fisher students to appreciate why logistics matters to their world, their work, and their daily lives.

## Course guiding question

How should the flow and storage of goods through a supply chain be managed to achieve organizational goals?

## Course learning outcomes

By the end of this course, students should be able to:

* *identify key terms, activities and issues that are part of logistics.*
* *explain how the various logistics activities interact and affect each other.*
* *appropriately select and utilize mathematical tools/techniques to calculate potential solutions to common logistics issues.*
* *differentiate between logistics and other functional areas.*
* *differentiate between logistics and supply chain management.*
* *differentiate between various logistics-related alternatives.*
* *compare, contrast and ultimately choose between various logistics-related alternatives based on organizational goals.*

## Course materials

Required Electronic Textbook:

Ellram, Lisa, Stanley E. Fawcett, Thomas J. Goldsby, Christian Hofer, and Dale Rogers (2018), *Logistics Management: Enhancing Competitiveness and Customer Value*.

## Student Instructions for Accessing Course Text and Support Materials

1. Copy and paste the following link into your internet browser: <http://www.myeducator.com/s/1hAS6CV7401/>
2. Click on the “Checkout” button. Payment information will be needed.
3. You will be asked to create an account with MyEducator if you do not already have one. If you already have an account, please just log in.

Once your account is created and payment is made, you will be directed to the course material.

## Course reading schedule

Weekly:

Week 1: What is logistics management? – eBook Topic 1

Week 2: How does logistics help fulfill customer needs? – eBook Topic 2

Week 3: How does logistics system design interconnect with corporate strategy? – eBook Topic 3

Week 4: What goes into developing an effective, efficient and responsive order management system? – eBook Topic 6

Week 5: How does transportation influence logistics total cost and value creation? – eBook Topic 7

Week 6: How does inventory influence logistics total cost and value creation? – eBook Topics 8 & 9

Week 7: How does warehousing influence logistics total cost and value creation? – eBook Topic 10

## Grading and assignments

| Assignment  | Points |
| --- | --- |
| Course Engagement AssignmentOngoing throughout the session – Submit Word file that documents your activities by Sunday, October 7 | 5 |
| Logistics Challenge Scenario Discussion and Reflection Assignment* Initial Discussion Board participation August 24 – August 31 (5 pts)
* Reflection paper due Sunday, October 7 (10 pts)
 | 15 |
| Emerging Logistics Issues Discussion Board #1 – PackagingParticipate September 5 – September 12 | 5 |
| Midterm Exam (On-Site)Friday, September 14 – 12:40 to 1:35 PM – Schoenbaum Hall 105 | 60 |
| Emerging Logistics Issues Discussion Board #2 – Panama CanalParticipate September 15 – September 22  | 5 |
| Logistics Artifact Discussion AssignmentParticipate September 22 – September 29 | 5 |
| Emerging Logistics Issues Discussion Board #3 – DronesParticipate September 29 – October 6 | 5 |
| Final Exam (On-Site) Monday, October 8 – 12:40- to 1:35 PM – Schoenbaum Hall 105 | 100 |
|  |  |
| Total | 200 |

*Course Engagement Assignment*. Students throughout the session should actively and meaningfully engage in logistics activities outside the classroom.  The goal of this assignment is to provide students an opportunity to reflect on, further explore and/or apply the ideas described in the course. Students are able to earn up to **5 points** by completing experiential activities during the session. Students will earn 1 point for each successfully completed activity (only use a particular activity once). The following activities are potential options:

1. Attend a TLA meeting ([http://www.osutla.com/)](http://www.osutla.com/%29) – Provide date of meeting, speaker and a brief description of what was discussed.
2. Attend a CSCMP meeting ([http://www.columbusroundtable.com/)](http://www.columbusroundtable.com/%29) – Provide date of meeting, speaker and a brief description of what was discussed.
3. Watch a logistics-related YouTube video – Provide link, topic and a brief description of what was presented.
4. Read an article in a magazine or newspaper focused on logistics – Provide title, journal and a brief description of the article.
5. Interview someone who works in logistics about their job – Provide their name, company and a brief description of what was discussed.
6. Go on a tour of a logistics-related facility – Provide the company name, a picture of the outside of the facility and a brief description of what you learned.
7. Send a tweet about something cool you have learned about logistics, use the hashtag #osulogisticsmoment – Provide a screenshot of the tweet.
8. Write a Haiku about logistics – Provide the Haiku.
9. Post a photo/description on Instagram that relates to something cool you have learned about logistics – Provide a screenshot of the post, use the hashtag #osulogisticsmoment.
10. Listen to a logistics related Podcast – Provide the name of the podcast and a brief description of what you learned.
11. Find a current logistics job posting – Provide the posting and where you found it.
12. Other instructor approved ideas are welcomed. Just run the idea by me either in class or via email.

Students should submit documentation of their completion of up to five of these activities in a Word file in Carmen by Sunday, October 7. Each activity can only be completed once. The course engagement will count **5** **points** towards your final grade (1 point for each activity successfully completed).

*Logistics Challenge Scenario Discussion Board and Reflection Assignment*. A reflection question focused on a logistics challenge will be posted at the beginning and end of the course. The goal of these activities is to provide students the opportunity to reflect on their growth with respect to logistics understanding over the duration of the course.

At the beginning of the course, you will **read/explore** the logistics challenge scenario and consider what your initial recommendations would be for how to move forward. You should, based on initial impressions, (a) answer the questions your friend posed about logistic issues that need to be considered and (b) propose how to best handle relevant logistics for this business. Share your initial thoughts in the discussion forum, along with a short bio about who you are, what you hope to gain from this course, and one interesting fact about yourself. This initial post should be based on your understanding of logistics as we begin the course. *You should not try to research an answer.* **Review** what your classmates have to say and **offer some thoughts/questions** on how their recommendations compare to your own. **Remember** this is a graded discussion board that runs from August 24 – August 31. Take a look at the grading rubric to guide your efforts. (5 points)

At the end of the course, you reflect on your initial answer as well as the material that was covered in the course to help you identify what you've learned, how your logistics understanding has grown, and how you may look at logistics issues differently based on course concepts. Then write a short reflective essay. In your reflective essay of 500-750 words, answer the following questions:

1. Look back at the logistics challenge scenario you examined in the Introduction Discussion Forum. Knowing what you know now, how would you solve the same scenario?
2. How did you formulate this answer?
3. How is the way you would solve this scenario different now as compared to the first week of the course?
4. What lingering questions or areas of confusion do you still have about the issue or logistics?

**Remember** this is a graded assignment that is due on Sunday, October 7.  Take a look at the grading rubric to guide your efforts. (10 points)

The logistics challenge scenario discussion board and reflection assignment will count **15** **points** towards your final grade (5 points for the initial discussion board and 10 points for the reflective essay.)

*Emerging Logistics Issues Discussion Boards.* There will be three on-line discussion boards during the session focused on emerging issues in the logistics field. Students are expected to actively and meaningfully participate in these discussion boards throughout the time they are open.  The goal of these discussions is to provide students an opportunity to reflect on the ideas described in the course as well as the ideas expressed by other students, and then to write about what they think, know and reason from these ideas.  Discussion questions will open on September 5, September 15, and September 29.  The board for each topic will be open for one week.  Expectations and a grading rubric for the discussion boards will be provided. Each discussion board will count 5 points towards your final grade (total of **15 points**).

*Midterm Exam.* A midterm exam will be given on Friday, September 14.  The midterm will consist of questions drawn from the readings, lectures, speakers, presentations, and other class assignments from the first half of the course.  You are responsible for the material even if it is not emphasized during the lectures.  Past experience strongly suggests you will learn much more (and thus perform better) in the class if you have completed the reading assignment prior to attending the corresponding class lecture. The midterm exam will consist of questions drawn from material covered in the course up to the exam date. A midterm study guide will be provided to the class **one week prior** to the exam; the study guide will be posted to the course website for downloading. Students failing to take the midterm exam on the scheduled date will not be able to make-up the exam except for extraordinary situations and with prior approval from the instructor. Student minor illnesses, schedule conflicts, tardiness, unscheduled vacations do not constitute extraordinary situations to be considered for making up the exam.  At the beginning on the midterm exam session, students will receive a test and accompanying scantron sheet to complete. All tests will need to be returned to the instructor along with the scantron sheet at the conclusion of the midterm exam. Any scantron sheet submitted without a student test will automatically receive a grade of “0”. **Remember** the midterm exam will be taken onsite Friday, September 14 – 12:40 to 1:35 PM in Schoenbaum Hall 105. The midterm exam will count **60** **points** towards your final grade.

*Logistics Artifact Discussion Assignment.* There will be a logistics artifact assignment during the course. This artifact can be a photo, a video, or a sound clip on an object/situation/activity related to logistics. The artifact used for this assignment must be distinct from anything used for your Course Engagement Assignment. The goal of this assignment is to help you recognize logistics activities that are going on in the world around us. Perhaps you've been to the grocery store before a storm and have seen empty shelves of bread and milk. Maybe you've walked by a newly opened warehouse, seen a delivery man drop off a package or watched a double-stack train cross over Lane Avenue. Whether you realized it or not, this is logistics operating in the real world. Start looking around you to see logistics at work and prepare to capture those moments. When you interact with logistics in the world around you (at least once during the course is required), capture it using your device and/or the video or sound recording feature in this discussion forum. **Attach your video/photo/sound** in a post and include an explanation of what you see/hear and how logistics is reflected there. **Explore** what your classmates have posted and**share** your thoughts/reactions as if they were your colleagues. **Consider** what the artifact means to the individuals or companies involved and**share** that in a reply to a classmate. This discussion will occur September 22 – 29.

### Be sure to:

* **Be safe!** Do not video/photograph/record while you are driving and ensure you are in a safe place and out of any danger.
* Do not video/photograph/record anyplace that is off limits.
* If anyone is in your video/photo/recording please be sure to get his/her permission first.

Take a look at the grading rubric to guide your efforts. The logistics artifact assignment will count **5** **points** towards your final grade.

*Final Exam*.  A final exam will be given on Monday, October 8.  The exam will consist of questions drawn from the readings, lectures, speakers, presentations, and other class assignments over the entire course.  You are responsible for the material even if it is not emphasized during the lectures.  Past experience strongly suggests you will learn much more (and thus perform better) in the class if you have completed the reading assignment **prior** to completing the class assignments each week. The final exam will consist of questions drawn from material covered in the course. A pre-exam study guide will be provided to the class **one week prior** to the final exam; the study guide will be posted to the course website for downloading. Students failing to take the final exam on the scheduled date will not be able to make-up the exam except for extraordinary situations and with **prior** approval from the instructor. Student minor illnesses, schedule conflicts, tardiness, unscheduled vacations do not constitute extraordinary situations to be considered for making up the final exam.  At the beginning on the final exam session students will receive a test and accompanying scantron sheet to complete. All tests will need to be returned to the instructor along with the scantron sheet at the conclusion of the final exam. Any scantron sheet submitted without a student test will automatically receive a grade of “0”. **Remember** the final exam will be taken onsite Monday, October 8 – 12:40 to 1:35 PM – Schoenbaum Hall 105. The final exam will count **100** **points** towards your final grade.

## Late assignments

No late assignments will be accepted without prior approval from the instructor.

## Grading scale

The grading scale is guaranteed.  You will receive no less than the grade listed within the appropriate interval based on your performance on the course assignments.

|  |  |  |
| --- | --- | --- |
| **Grade** | **Numeric Range** | **Quality Points** |
| A | 186-200 points | 4.0 |
| A- | 180-185 points | 3.7 |
| B+ | 174-179 points | 3.3 |
| B | 166-173 points | 3.0 |
| B- | 160-165 points | 2.7 |
| C+ | 154-159 points | 2.3 |
| C | 146-153 points | 2.0 |
| C- | 140-145 points | 1.7 |
| D+ | 134-139 points | 1.3 |
| D | 120-133 points | 1.0 |
| E | 0-119 points | 0.0 |

## Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24/7.

* **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
* **Phone:** 614-688-HELP (4357)
* **Email:** 8help@osu.edu
* **TDD:** 614-688-8743

### Technology skills necessary for this specific course

* Basic computer and web-browsing skills
* Navigating Carmen (Canvas)
* CarmenConnect text, audio, and video chat
* Recording, editing, and uploading video

### Necessary equipment

* Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
* Webcam: built-in or external webcam, fully installed
* Microphone: built-in laptop or tablet mic or external microphone

## Faculty feedback and response time

My intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.) varies based on the following:

### Grading and feedback

For assignments and exams, you can generally expect feedback within **7 days**.

### E-mail

I will reply to e-mails within **24 hours, on school days**.

### Text message

I will reply to text messages within **24 hours, on school days**.

### Discussion board

I will check and reply to messages in the discussion boards every **24 hours, on school days**.

## External Resources

There are several ways in which you can enhance your experience in the course. In particular, involvement with the professional organizations focused on logistics-related activities can provide a valuable way to learn more about the topic.

Professional Logistics-related Meetings:

* + The Logistics Association (TLA). TLA meets weekly during the semester (Meetings are free!). For information on meeting dates, times and locations you can reference the TLA website at: <http://www.osutla.com>.
	+ Council of Supply Chain Management Professionals (CSCMP) Columbus Roundtable. For more information on meeting dates, times, and locations be sure to visit the CSCMP website at: <http://www.columbusroundtable.org>.

## Discussion and communication guidelines

The following are my expectations of how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

* **Writing style**: While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using proper grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
* **Tone and civility**: Let's maintain a supportive learning community where everyone feels safe and can disagree amicably. Remember that sarcasm doesn't always come across favorably online.
* **Citing your sources**: When we have academic discussions, please cite your sources in support of what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
* **Backing up your work**: Consider composing your academic posts in a word processor, where you can save your work, and then copy into the Carmen discussion.

## Academic integrity policy

* **Exams**: You must complete the midterm and final exams yourself, without any external help or communication. EBook quizzes, assignments and writing prompts are included as course engagement activities and should be completed by yourself, without any external help or communication.
* **Written assignments**: Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
* **Reusing past work**: In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
* **Falsifying research or results**: All research you conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
* **Collaboration and informal peer-review**: The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on an exam or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.

### Ohio State’s academic integrity policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s *Code of Student Conduct*, and that students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University’s *Code of Student Conduct* and this syllabus may constitute “Academic Misconduct.”

The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

* The Committee on Academic Misconduct web pages ([COAM Home](http://oaa.osu.edu/coam.html))
* Ten Suggestions for Preserving Academic Integrity ([*Ten Suggestions*](http://oaa.osu.edu/coamtensuggestions.html))
* Eight Cardinal Rules of Academic Integrity ([www.northwestern.edu/uacc/8cards.htm](http://www.northwestern.edu/uacc/8cards.html))

## Accessibility accommodations for students with disabilities

### Trigger Warning

Some contents of this course may involve media that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111, or Counseling and Consultation Services at 614-292-5766, and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while viewing this media and that we will create a safe space for each other. Failure to show respect for each other may result in dismissal from the class.

###  Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu.

## Accessibility accommodations for students with disabilities

### Requesting accommodations

If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, contact your instructor privately as soon as possible to discuss your specific needs. Discussions are confidential.

In addition to contacting the instructor, please contact the Student Life Disability Services at 614-292-3307 or ods@osu.edu to register for services and/or to coordinate any accommodations you might need in your courses at The Ohio State University.

Go to [http://ods.osu.edu](http://ods.osu.edu/) for more information.

### Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations from your instructor.

* [Carmen (Desire2Learn) accessibility](http://www.desire2learn.com/products/accessibility/)
* Streaming audio and video
* Synchronous course tools