Course Syllabus
SCMS 3510-M50 – Operations Management
Summer Semester, 2019
3.0 Credit Hours
(Last updated: 4/23/2019)

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Class Meetings:  Online
Office Hours:  By appointment

Course Overview:
The operations function is one of the three primary functions of any organization, along with marketing and finance. It is responsible for the production of goods and services. All operations decisions are made within the context of all other business functions and the organization's external environment. This introductory course is designed to introduce the students to the basic concepts, principles, and techniques in operations management; to provide a multifunctional perspective on operations decision-making; and to explore the strategic role of the operations function in the survival and success of organizations.

Pre-Requisites:
SCMS2710 – Business Statistics
The current course is a prerequisite for SCMS4510 – Operations Planning and Control. A good understanding of the current course is critical to the success in SCMS4510. If you plan to take SCMS4510, it is recommended that you take it within a year after you take the current course.

Required Texts:
Stevenson, W. J., Operations Management, 13th edition, McGraw-Hill Irwin, 2018, one semester Connect access card, ISBN: 9780077798253. The eBook is included with your Connect purchase. A hard copy of the textbook is recommended but not required. When you make the Connect purchase, there is an option for you to purchase a loose leaf version of the textbook with a very reasonable extra charge.
Location of Course Materials:
Lectures notes, assignments, grades, and important announcements are all located on the eCourseware website (opens in new window). Connect (which is discussed below) is embedded in the eCourseware course.

Course Objectives:
By successfully completing this course, students will be able to:

1. Explain the strategic role of operations management in organizational survival.
2. Explain operations function’s relationships with other functional areas of a business and how they work together to achieve the business strategy.
3. Describe the importance of forecasting and explain the effective application of the different forecasting approaches and methods.
4. Summarize how operations managers design selected products/services.
5. Explain approaches to designing and improving processes and layouts.
6. Define quality and explain quality management, including TQM and its tools.
7. Describe how to make capacity and location decisions.
8. Explain how supply-chain management is applied to make-or-buy decisions, and the selection and integration of suppliers.
9. Outline inventory management tools and techniques, as well as JIT philosophy and techniques.
10. Demonstrate an understanding of the concepts of operations scheduling.

Fogelman College: Learning Outcomes for Your Degree
This course is designed to help you to meet the overall learning objectives for the BBA degree offered by the Fogelman College.

- Graduates will be effective communicators.
- Graduates will demonstrate critical thinking skills.
- Graduates will be knowledgeable about ethical factors in the business environment.
- Graduates will be knowledgeable about the global business environment.
- Graduates will be proficient users of business presentation and analysis technology.

Professor’s Expectations of Students:
Certain student behaviors (such as fairness, respect, responsibility) are important personal and professional characteristics to develop now if you don’t already possess them. Please see the Office of Student Conduct (new window) for clarification and additional expectations.

Further, I expect that you will regularly monitor your memphis.edu email account and the eCourseware course, stay current with the reading assignments, be prepared for the quizzes and exams, and participate as needed so you gain the most from this course.
Student’s Expectations of the Professor:

In my role as your instructor, there are certain things you can expect from me including: well-organized and engaging learning experience, response to emails within 2 business days, and feedback on all work submitted within 3 calendar days.

Common Mistakes:

The typical question I get from students after each exam is “I’ve done well on all my homework and other assignments, I studied a long time for the exam, but I did really lousy on it. How can I do better next time?” After talking for a while, almost always I discover that the student has not been reading the chapters. Usually the student uses the book as a reference when doing homework, trying to find an example that matches the assignment. That way, you might get a good grade on the homework, but you won’t understand the material. You might have memorized a mechanical way of arriving at an answer, but without understanding why, you will score poorly on exams and you won’t acquire the knowledge. Don’t make that mistake! Be sure to read the assigned portion of each chapter, and that means reading every sentence from start to finish. The chapter explains not just how, but why. You paid a lot for the book, so make sure that you use it.

Connect:

McGraw-Hill Connect is a web-based assignment and assessment platform. With Connect, you also get 24/7 online access to an eBook – an online edition of the text. Students can purchase a Connect access code from the bookstore or purchase instant access right from Connect registration.

Student access to the eCourseware course will start on 7/1, one week before the class start date. To register with Connect, click on the Connect widget on the course homepage and follow the links. You must register through eCourseware. If you register directly on a Connect webpage, your grades won’t be correctly imported into the eCourseware course. Here is a student registration video that shows the registration process: https://vimeo.com/album/5316669/video/281875370. Connect provides a two-week free trial. But this is a five-week course and course works are distributed evenly throughout the semester, so you have to purchase an access code which gives you full access for the entire semester.

Connect is embedded in the eCourseware course. Once you have registered with Connect, you can access all course assignments in the Content section. Watch the orientation videos immediately to learn how Connect works. All other course works won’t start until 7/8.

The course materials are organized into modules, one for each chapter that we are going to cover in this course. To successfully complete each chapter’s assignments:

1. Read the chapter. While reading, take notes of the important items covered. Pay particular attention to the learning objectives listed at the beginning of the chapter. Rework examples in the chapter to make sure you understand the concepts covered. Expect to spend 4 hours per chapter reading. You can complete the LearnSmart read & practice module while or after you read the chapter.
2. Read the PowerPoint lecture notes. To make them easier to read on your digital devices, they are provided in PDF format.

3. Watch the Videos, if there are any, and answer the questions. This could take from 10 to 40 minutes.

4. Answer the Quiz. This will take about an hour.

If you need help with Connect, here are three sources:
   a. 800-331-5094, option 2
   b. www.mhhe.com/support
   c. Student video tutorials for help embedded within Connect

**Grading and Evaluation Criteria:**

Your overall letter grade is based on how well you perform on a mixture of formal activities including LearnSmart read & practice assignments, videos, quizzes, and exams, etc.

The assignment schedule is listed in the course schedule, which is on the last page of this syllabus. Each exam is open for two consecutive days and all other assignments are open for four consecutive days, from 12:00AM on the first day until 11:59PM on the last day of the scheduled period. Be aware that the days the assignments are available may fall on weekends or holidays. Mark your calendar so that you do not miss any assignment. If you want to wait until the last day or even the last few hours to take an assignment, be aware that you are taking the risks of possible internet connection problems, illness, or not being able to submit your answers in time, etc.

There is no time limit on the LearnSmart read & practice assignments, interactive videos, or quizzes. However, each exam has a time limit of 120 minutes.

Any concern about any grade item must be raised within one week following the close of the assignment. Don’t wait until after the final exam to talk about your scores on previous grade items.

**LearnSmart Read & Practice Assignments:**

The first item in the module for each chapter is a LearnSmart read & practice assignment, which accounts for 20 points. The orientation videos show how it works. As you read through the chapter with LearnSmart, practice questions will be asked to check your comprehension of the materials. For each question, a link to the corresponding section in the eBook is provided for your reference. If you missed a question, the correct answer and explanation will be shown instantly, and the same question will reappear later in a somewhat different format. As long as you work through the entire assignment and correctly answer all the questions eventually, it indicates 100% completion and you will get the 20 points. There is no deduction for missing a question. **No late assignment is available for these LearnSmart read & practice assignments.**

In some chapters, certain topics are not required for this course. Refer to the course schedule for the required topics in each chapter. However, the current setup of LearnSmart is not “smart” enough so there might be a couple of practice questions that...
are on the materials that are not required. For such a question, just remember the answer and choose it when it reappears. It won’t affect your grade on the assignment.

Videos:

There are a couple of videos in most chapters, which will greatly enhance your understanding of certain concepts and techniques. A few questions will be asked based on each video, and points are assigned accordingly.

Late assignments on the videos are acceptable. However, your score will be reduced by 2% for each hour late.

Quizzes:

There is a quiz for each chapter in Connect. Each quiz is composed of 30 to 50 multiple-choice or True/False problems that are randomly selected from a larger pool of problems. The problems are one point each. Upon submission of your answers, the system will instantly report your grade, the correct answer to all the questions, as well as certain explanations. Up to two attempts are allowed on each quiz, and the grade is the higher attempt. Therefore, even if you get full credit on the first attempt, you have nothing to lose taking a second attempt, which will on the other hand expose you to more quiz problems. Quiz problems are very similar to exam problems and are a good resource to use while preparing for the exams. Questions on a quiz should be asked after the quiz is closed.

Late assignments on the quizzes are acceptable. However, your score will be reduced by 2% for each hour late.

Exams:

Each of the three exams is on selected chapters; none of them is comprehensive. The exam time is 120 minutes. Each exam has 60 multiple-choice or True/False problems which are 3 points each, so each exam is 180 points. No link is provided to the corresponding eBook section. However, you can refer to the textbook, the eBook, or any other materials during the exam. Because of the time limit, you need to be well prepared so that you don’t waste too much time looking for the materials during an exam.

Late assignments on the exams are acceptable. However, your score will be reduced by 4% for each hour late.

There is no curving on individual exams. At the end of the semester, I might curve the overall grades by lowering the cutoff points in the grading scale.

Final Course Grades:

A student’s grade percentage is calculated by dividing the total points earned by 1420, rounded to the second decimal place. The final course grade will be assigned according to the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>95.00%</td>
</tr>
<tr>
<td>A</td>
<td>90.00%</td>
</tr>
<tr>
<td>A-</td>
<td>87.00%</td>
</tr>
<tr>
<td>Grade</td>
<td>Percentage</td>
</tr>
<tr>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td>B+</td>
<td>83.00%</td>
</tr>
<tr>
<td>B</td>
<td>80.00%</td>
</tr>
<tr>
<td>B-</td>
<td>77.00%</td>
</tr>
<tr>
<td>C+</td>
<td>73.00%</td>
</tr>
<tr>
<td>C</td>
<td>70.00%</td>
</tr>
<tr>
<td>C-</td>
<td>67.00%</td>
</tr>
<tr>
<td>D</td>
<td>60.00%</td>
</tr>
</tbody>
</table>

I reserve the right to lower the cutoff points, leading to higher grades, but I will never raise these cutoff points. After the final course grades are assigned, I won’t raise a student’s grade to the next level no matter how close his/her percentage is to the next cutoff point (e.g., 0.01%).

After the final grades are assigned, there is no way for a student to raise his/her grade. I have to be fair to all students so I can’t give any specific student any special opportunity to improve his/her grade. Things like these are not justifications for a better grade: you have to graduate by a specific time, you have to maintain a certain grade in order to stay in a specific program, you have taken this course for three times, or you have worked very hard, etc. Please don't even bother asking me to raise your grade with these or other “reasons”. It will only put me in a very hard situation if you request more than what the policies allow, and eventually I will reject all these requests because I have to be fair to all students. Please keep in mind that what determines your grade is your performance rather than my decision.

**Schedule of Activities:**

Please refer to the last page of this syllabus for the course schedule.

**Final Exam Schedule:**

The final exam for this class will be scheduled according to the Registrar's academic calendar website (opens in new window). It is listed in the course schedule, which is on the last page of this syllabus.

**Course Policies**

**E-MAIL:**

All students are required to maintain and access their University of Memphis (@memphis.edu) email account. You will receive all official course correspondence at this email account. Any inability to receive incoming mail in a timely fashion (e.g., not regularly checking your email, having a “full mailbox” condition, etc.) is the student’s responsibility.

**Adding / Dropping:**

If you have questions about adding or dropping classes, please refer to this page on the Registrar’s website (opens in new window).
**Academic Integrity:**

The University of Memphis has clear codes regarding cheating and classroom misconduct. If interested, you may refer to the Student Handbook section on academic misconduct for a discussion of these codes. Note that using a “Solutions Manual” is considered cheating. Should your professor have evidence that using a “Solutions Manual” has occurred, he/she may take steps as described on the campus’ Office of Student Conduct website (opens in new window). If you have any questions about academic integrity or plagiarism, you are strongly encouraged to review the Fogelman College’s Website on Academic Integrity (opens in new window).

**Online Behavior:**

All participants in the course should be considerate of the other course participants and treat them (as well as their opinions) with respect. The class will operate under the assumption that any and all feedback offered is positive in nature and that the intentions of the person(s) providing feedback are strictly honorable. Insensitivity in this area will not be tolerated. If you have any questions about online communication, you should review the Fogelman College’s Netiquette website (opens in new window).

Students in traditional classroom settings as well as those in hybrid, flipped and fully online classes in the Fogelman College of Business & Economics are expected to behave in a professional and collegial manner. Inappropriate behavior in an online learning space can be just as disruptive to the learning experience as in regular classroom situation. Therefore, online students are required to adhere to the same professional, legal and ethical standards of conduct online as on campus.

**Syllabus Changes:**

The instructor reserves the right to make changes as necessary to this syllabus. If changes are necessitated during the term of the course, the instructor will immediately notify students of such changes both by individual email communication and posting both notification and nature of changes on the course bulletin board.

**FCBE Academic Internship:**

In FCBE, all majors offer an academic internship course option as a substitution for a required elective in a student’s major. To apply for academic credit, students must obtain an internship highly related to their major, register prior to the start of their internship and have their internship approved by departmental internship faculty. To review the requirements for applying for academic credit, visit Earning Academic Credit (opens in new window). Students should allow approximately two weeks for the review and processing of an academic internship application through the Fogelman Internship Network.

**Student Services:**

Please access the FCBE Student Services (opens in new window) page for information about:

- Students with Disabilities
- Tutoring and other Academic Assistance
- Advising Services for Fogelman Students
- Technical Assistance
<table>
<thead>
<tr>
<th>Date</th>
<th>Chapter</th>
<th>Topic</th>
<th>Learn Smart</th>
<th>Video</th>
<th>Quiz</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/1-7/9</td>
<td></td>
<td>Syllabus; Orientation videos</td>
<td>20</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7/8-7/11</td>
<td>1</td>
<td>Introduction to Operations Management</td>
<td>20</td>
<td>5</td>
<td>35</td>
<td>60</td>
</tr>
<tr>
<td>7/9-7/12</td>
<td>2</td>
<td>Competitiveness, Strategy, and Productivity</td>
<td>20</td>
<td>40</td>
<td></td>
<td>60</td>
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<tr>
<td>7/10-7/13</td>
<td>3</td>
<td>Forecasting (Section 3.1-3.8; 3.9 up to Other Forecasting Methods; 3.12-3.15)</td>
<td>20</td>
<td>7</td>
<td>43</td>
<td>70</td>
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<tr>
<td>7/13-7/16</td>
<td>4</td>
<td>Product and Service Design</td>
<td>20</td>
<td>8</td>
<td>42</td>
<td>70</td>
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<tr>
<td>7/14-7/17</td>
<td>5</td>
<td>Strategic Capacity Planning</td>
<td>20</td>
<td>7</td>
<td>43</td>
<td>70</td>
</tr>
<tr>
<td>7/18-7/19</td>
<td></td>
<td>Exam 1 (Chapters 1-5)</td>
<td>180</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>7/20-7/23</td>
<td>6</td>
<td>Process Selection and Facility Layout (For Section 6.6 &amp; 6.7, no technical details of the methods are required.)</td>
<td>20</td>
<td>12</td>
<td>38</td>
<td>70</td>
</tr>
<tr>
<td>7/21-7/24</td>
<td>8</td>
<td>Location Planning and Analysis</td>
<td>20</td>
<td>40</td>
<td></td>
<td>60</td>
</tr>
<tr>
<td>7/22-7/25</td>
<td>9</td>
<td>Management of Quality</td>
<td>20</td>
<td>3</td>
<td>37</td>
<td>60</td>
</tr>
<tr>
<td>7/24-7/27</td>
<td>10</td>
<td>Quality Control (skip Run Tests in Section 10.3)</td>
<td>20</td>
<td>6</td>
<td>44</td>
<td>70</td>
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<tr>
<td>7/28-7/29</td>
<td></td>
<td>Exam 2 (Chapters 6, 8, 9, 10)</td>
<td>180</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>7/30-8/2</td>
<td>13</td>
<td>Inventory Management (Section 13.1-13.4, only basic EOQ model in 13.5)</td>
<td>20</td>
<td>5</td>
<td>45</td>
<td>70</td>
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<tr>
<td>7/31-8/3</td>
<td>14</td>
<td>JIT and Lean Operations</td>
<td>20</td>
<td>6</td>
<td>34</td>
<td>60</td>
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<tr>
<td>8/3-8/6</td>
<td>15</td>
<td>Supply Chain Management</td>
<td>20</td>
<td>10</td>
<td></td>
<td>70</td>
</tr>
<tr>
<td>8/4-8/7</td>
<td>16</td>
<td>Scheduling</td>
<td>20</td>
<td>3</td>
<td>47</td>
<td>70</td>
</tr>
<tr>
<td>8/8-8/9</td>
<td></td>
<td>Exam 3 (Chapters 13-16)</td>
<td>180</td>
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</tr>
</tbody>
</table>

| Sum       |         |                                                                       | 260         | 92    | 528  | 1420         |

Note: Course schedule is tentative and subject to minor revision depending on class progress.