



MKT 423

SUPPLY CHAIN MANAGEMENT

Summer 2017

I. INSTRUCTOR

Tim Hawkins, Ph.D.
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Section: M70
Day/time: Online, Asynchronous, 5/15/17 – 6/23/17
Office hours: By appointment only

II. REQUIRED TEXT

- Coyle, J.J., Langley, C.J., Novack, R.A., & Gibson, B.J. (2017). *Supply Chain Management: A Logistics Perspective*, 10th ed. Boston, MA: Cengage Learning, ISBN: 978-1-305-85997-5.

III. COURSE OVERVIEW

3 Credit Hours. A primarily non-quantitative study of the *Place* function of the marketing mix. An examination of the process of moving a product, idea or service from the producer to the ultimate purchaser. Topics of interest may include channel structures, transportation modes, channel power, conflict, negotiation strategies, and the various tools used by channel members.

IV. COURSE PREREQUISITE

MKT 220, Basic Marketing Concepts

V. COURSE GOAL

In today's competitive environment, effective supply chain management (SCM) and logistics can yield a competitive advantage or disadvantage – preferably a sustained competitive advantage. Effective practices can result in increased customer satisfaction, market share, and shareholder value. This course explores the strategies and processes necessary for effective SCM. Topics include the functions of logistics: transportation, warehousing, inventory control, materials handling and packaging, procurement, and plant and warehouse locations within and between firms.

VI. COURSE OBJECTIVES

1. Explore the role of logistics and supply chain management as it relates to the goals of the organization and interacts within the supply chain.
2. Gain an understanding of how each function operates and fits into the overall scheme of the field.
3. Enable strategic understanding of key principles which must be considered when managing the processes.
4. Encourage class interaction to gain student insights from a variety of industries and career related positions.
5. Explore and gain insight to current developments in the field.
6. Explore (un)ethical practices in SCM



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VII. GRADING POLICY

Grade Components		Grading Scale	
Exam 1	25%	A	90-100%
Exam 2	25%	B	80-89%
Exam 3	25%	C	70-79%
Discussion Boards	25%	D	60-69%
		F	< 60%

Note that the graded assessments in this course are intended to be administered with a “curve.” The curve is designed for your benefit; in no way will an applied curve diminish your earned grade on the absolute scale above.

VIII. EXAMS

Exams will primarily test material covered in the course lectures, Powerpoint slides, discussion boards, and textbook. The exams will primarily be multiple choice in nature. Some true/false may be included. Some exam questions will assess your understanding of fundamental concepts while others will challenge you to apply the material you have learned. Therefore, in order to perform well in the exams, you need to know key concepts and understand how they apply in a business context.

Exam guidelines

- Each exam is scheduled for two specific days. You must take the exam sometime during one of these two days. It will be available at 12:00 a.m. the first day, and remain available until 11:00 p.m. the second day (all times Central). You will have the entire 45.5 hours over these two days to start the exam. No student will be allowed to take the exam on any day other than the days the exam is scheduled for any reason. Hence, no make-up exams are allowed.
- Once started, students will have 90 minutes to complete each exam. If you choose to take longer than 90 minutes to complete the exam, you will be penalized 5 points for every minute beyond 90 minutes that you utilize to take the exam. This time is monitored in Blackboard and easily accessible to me.
- Students will not be allowed to re-take exams. You will get one chance for each exam.
- Once the exam starts, you are required to take the exam at that time. You are not allowed to take an individual exam at multiple times.
- Each exam will be provided to you under the “Tests and Quizzes” section of Blackboard.
- Each exam will consist of 50 questions worth 2 points each.
- Your exam results are recorded in the Gradebook on Blackboard and accessible to you.
- Make sure you have a reliable Internet connection when you start an exam. Losing your Internet connection during an exam is NOT a valid excuse to re-take an exam. I recommend that you do NOT utilize a wireless connection to take exams as this type of connection is often unreliable and causes Internet disruptions. If this occurs during an exam, you lose access to the exam and it will be automatically submitted to be graded before you have a chance to complete the exam, which results in a 0 for your exam score.



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- I. Any exam that must be reset due to computer difficulties during the days of the exam will result in a 20 point reduction in your final score.
- J. DO NOT OPEN any other items during the exam other than your exam. Additionally, do not close your exam window during the exam.
- K. You will need to download and install LockDown Browser prior to the first exam.

IX. DISCUSSION BOARD

Each student will be evaluated on the content of his or her contribution to the discussion board each week. Evaluation "grades" will not be given each week, but each week's discussion will be printed out for my overall evaluation at the end of the semester. I will print out all comments at the end of the semester. The more discussion your comments create, the better your comments will be evaluated. General guidelines for discussion board comments are presented later in this syllabus.

- A. The discussion board is being utilized to encourage engagement with the course material and to assess critical thought. Since we will not physically meet as a class, the discussion board serves as the interaction component between students. Therefore, each student will be expected to contribute to these discussions through professionally prepared and appropriate discussion board comments.
- B. Although the number of comments will be important, I will also be looking at the quality of the comments. Although certain topics might not be as applicable to a student's interest or experience as others, I expect students to average 3 positive contributions per week to the discussion board. Over the 6 weeks of class, I expect students to have approximately 18 quality contributions to the discussion board. Additionally, each posting is considered to equal one contribution. Therefore, make each posting a valuable contribution. A posting that contains very little information or that initiates very little discussion is not considered a valuable contribution.
- C. Quality comments made earlier in the week will be evaluated more favorably than those made later in the week. Students who wait until late in the week to make a majority of their comments will be disappointed with their discussion board grade. You should be consistently involved in the discussion throughout the week, not just near the end of it.
- D. My goal for the discussion board is to avoid meaningless responses to comments already posted. Simply stating that you agree with another student's point of view is not a positive contribution to the discussion. Students need to find valuable information to contribute. This could include: (1) original ideas about topics under discussion, (2) outside material (e.g., previous and current events) that relate to the topic under discussion, (3) specific work-related situations that are applicable to the topic under discussion, (4) analysis of why the topic is important to marketers, (5) explanations as to why covered concepts are true, and/or (6) strengths and weaknesses of covered concepts. This is not meant to be an exhaustive list of potentially valuable discussion board contributions, just a helpful start.
- E. I will monitor the discussion board and, if needed, moderate the discussion and its topics. However, my goal is for the discussion board to be student-centered. The discussion board comments made by students should allow for further discussion and elaboration on the topic. Students should not expect the professor to constantly stimulate class discussion on



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the discussion board. It is the responsibility of the students in the course to obtain and maintain class discussion.

- F. When you post information on the discussion board, it will be encouraged that you post your opinions on the topic and any supporting information that will help you make your points more objective. However, personal attacks on other students (or the professor) will not be permitted. Any comment that can be perceived as a personal attack will be removed from the discussion and the student posting the comment will receive an appropriate reduction in their final point total for the class. Please be civilized in the discussion board. Disagreements and counterpoints can be discussed without resorting to personal attacks.
- G. When posting information on the discussion board, please do not post empty links to web sites. Students often feel like they are providing quality input to a discussion by simply providing links to web sites that contain valuable information about the topic being covered. However, I request that if you choose to post links to a web site or multiple web sites, please provide a brief introduction to the post, or a brief description of the information available at the web site, and why you feel this information is pertinent. Not only will this make it easier for all interested parties to be involved, it will give you the opportunity to exhibit your understanding of the topic at hand, an important component of your discussion board contribution score.
- H. Use proper grammar and spelling.

Discussion Board Evaluation

- 100% = Comments were strong, posted early, and often created significant more discussion; Comments were often supported by outside material; student made more than the expected 18 quality comments.
- 90% = Most comments were good; some generation of discussion; some outside information used to support opinions; made 18 quality comments.
- 80% = Comments were more generalized and did not create much discussion; Few to no references of outside material; made 16 quality comments.
- 50% = Lack of sufficient number of comments; Effort and overall participation less than expected; Participated at about 1/2 the rate of the expected 18 comments.
- 5% = Complete lack of effort to positively participate or be actively involved; comments were not beneficial to discussion; most comments were made late in the week or after the discussion had been sufficiently covered.
- 0% = No participation

X. STUDENT RESPONSIBILITIES

It is the student's responsibility to read all materials and complete all course work on time. It is also the student's responsibility to check his or her WKU email as well as the course blackboard site on a regular basis. I will use both of these mediums to communicate with you throughout the course.

XI. HOW DO I SUCCESSFULLY COMPLETE THIS CLASS?



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- A. I have broken this class up into 10 learning modules that correspond with the covered textbook chapters. Note that chapters 7 and 8 are combined into one learning module.
- On your blackboard menu on the left side of the screen, you will see a link for the learning modules. Therein, you will find each learning module that corresponds to the chapter topic shown in the schedule. Within each learning module, you will find the Powerpoint slides and the recorded video lecture.
- B. For each learning module, you should:
1. first read the corresponding textbook chapter. This is the best source for exam preparation.
 2. Then, review the Powerpoint slides.
 3. Then, read any additional readings article(s).
 4. Then, view and listen to the audio/video lecture. During the "lecture," I recommend you take notes on the Powerpoint slides.
 5. Following activity number 1 above and throughout activities 2-4, make your posts to the discussion board.
 6. Study the materials above.
 7. Take your exams on time.

XI. ACADEMIC INTEGRITY POLICY

Students are expected to observe and respect the University Honor Code. Any form of cheating or plagiarism will result in a F grade for the course and possibly be subject to the university disciplinary action. Student work may be checked by plagiarism detection software. Please do not cheat; it is not worth the cost.

XII. STUDENTS WITH DISABILITIES WHO REQUIRE ACCOMMODATIONS

The Office of Civil Rights recommends that the following statement be added to all syllabi: "In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in Downing University Center A-200. The OFSDS telephone number is (270)745-5004; TTY is (270)745-3030. Per university policy, please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services."

XIII. COMMUNICATION

I am genuinely interested in not only your learning but also your success. I will be happy to discuss the course, your progress, or any other issue of concern to you on an individual basis by appointment. Please feel free to send me an email for any clarification that you might need during the term on any administrative or substantive issue. I usually respond to emails within 24-48 hours.

XIV. COURSE SCHEDULE

This syllabus and schedule are tentative and subject to change.



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Week	Topic	Book Chpt	Graded Assessments Due
1	Supply Chain Management	1	
	Logistics	3	
	Demand Management	7	
2	Order Management & Customer Service	8	
	Sourcing/Procurement	5	
25-26 May			Exam #1
3	Inventory	9	
4	Distribution	10	
	Transportation	11	
8-9 June			Exam #2
5	Supply Chain Finance	13	
	Sustainability + Reverse Logistics	15	
6	Supply Chain Network Analysis and Design	4	
22-23 June			Exam #3