



Peru State College
BUS 335 PRODUCTION OPERATIONS MANAGEMENT
Syllabus – Fall – 2011

Instructor:	Alan W. Jackson
Office Hours:	MW 9:30-11:00; T 9:30-11:30
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E-Mail Address:	ajackson@peru.edu usually within 24 hours - 48 hours over a weekend. Email is <i>the preferred contact method</i> .
Required Textbook:	Operations Management, 11 th Edition, William J. Stevenson, ISBN 9780077505004 with Connect package, McGraw-Hill
Textbook Web Site:	http://paris.mcgraw-hill.com/sites/0073525251/information_center_view0/
Connect Website:	http://connect.mcgraw-hill.com/class/a_jackson_fall_2011_online_16107
Course Meets:	Online using Blackboard and Connect
Software required:	Microsoft Word -- All assignments must be prepared in Microsoft Word. Microsoft Excel may be required to complete various assignments. Files will <u>ONLY</u> be accepted in Microsoft Word. DO NOT submit any assignments in Excel unless specifically instructed to do so.

Course Description & Objectives

This course explores a wide variety of production and operations management topics. Topics considered include: operations strategy and competitiveness, product design, process selection, quality management, capacity management, Just-in-Time (JIT) production systems, facility location and layout, supply chain management, operations scheduling, and the production planning process.

Prerequisites: Bus 232, Econ 221, Math 340 recommended.

Upon completion of this course, you should be able to:

1. Understand and actively participate in the production planning process.
2. Understand and apply various analytical tools helpful in production and operations activity planning.
3. Take a socio-technical systems approach to making operations decisions.

4. Develop appropriate production and capacity strategies appropriate for a given product or service.
5. Understand the nature and importance of quality management practices

Expectations & Instructional Approach

This course may include readings, cases, discussion, problem sets, review questions, quizzes, group assignments, projects, peer-assessment and examination. Emphasis on intellectual inquiry, scholarship, problem solving, critical thinking, and mastery of terms expected of students in an upper level undergraduate introductory course in operation management is expected.

Note that although the title of the course includes the word “Production” the course emphasizes management of service business such as restaurants, insurance companies, financial institutions, small service business and retail establishments. The operations function manages the processes and resources that produce whatever it is that the firm sells; the operations function interacts closely with almost all of the other major functions such as marketing and finance.

Time requirements. Each student is expected to be an active participant and spend 9 to 15 hours per week in preparation for class, depending upon your personal efficiency, reading speed, math skills, and other factors. The student is expected to read the textbook. If you are an A student in other classes you probably can accomplish the course with nine hours per week. If you are not prepared to invest this amount of time in the course, please consider your situation and make an informed decision as to what it takes to complete this course successfully. This course is offered every spring and fall on-line and sometimes during summers session.

In order to foster a climate conducive to learning, please join me in treating your classmates with respect. I encourage students to ask questions, seek my help when needed, and to help classmates understand the material. A forum called *Homework Corner* allows and encourages students to help students is available on the main discussion board. Research shows that peer mentoring is a very powerful learning tool and I generally give extra credit to students who assist other students in learning course material.

Students sometimes have the idea that taking a course online is easier since attending class in a physical classroom is not required. However, while not having to go to class at a scheduled time makes taking online course more convenient, it still requires self-discipline, and often an online class is more difficult since concepts covered in a lecture and the opportunity to receive instant feedback are missing. Production Operations Management is a **rigorous course** quantitative course and because of its mathematical orientation, many students find it extremely difficult.

You are encouraged to ask questions of your instructor through email, live chat sessions, or on the BlackBoard course discussion folder for help. Please ask questions in BlackBoard in the Homework Help discussion forum. Often peer-to-peer help is an effective alternative to emailing the professor. There is a high probability that if you have a question, someone else in class has the same or similar question.

McGraw-Hill Connect and Textbook Web Site

Connect is a powerful online learning assignment and assessment solution designed to provide you access to the latest e-learning strategies. Using Connect allows students the opportunity to learn through multiple methods with enhanced grading opportunities to learn material and retain it more effectively

You will submit homework and quizzes using Connect. McGraw-Hill's Connect is a web-based homework management system that duplicates problem structures directly from the end-of-chapter material in your textbook. Connect can grade assignments automatically, provide instant feedback to students, and provides multiple attempts to learn the material.

The textbook companion web site sometimes referred to as the On-line Learning Center (OLC) features the latest concepts and applications while not losing focus on the core concepts of business finance. Here, the student will find multiple choice quizzes to self-test your knowledge and to help in preparing for examination; PowerPoint slides for each chapter; Memo writing exercises, study outlines (highly recommended); Excel template files to help you with problems; interactive financial simulations of the most important concepts.

Assessment and Grading

The purpose of assessment and evaluation in this course examine is to measure student learning that results from application of individual and group learning skills throughout the course. Learning objectives for each chapter are located at the beginning of each chapter. Mastery of these objectives, along with developing writing, critical thinking, and problem solving skills are paramount to success in this course. Several types of assessment used in this course are:

Assignments:

Assignments by week may be found in BlackBoard under the Assignments menu in Blackboard. Quizzes, homework problems, and examinations are located in Connect.

Discussion Boards

There will be ten discussion boards covering a variety of topics. Discussion forums are an exciting part of online college learning. You are expected to be an active participant, using critical thinking, problem solving skills, decision making skills, and writing skills to earn points. In general, longer comprehensive answers tend to earn more points. A white paper on how to maximize your discussion board grade may be found in the Course Documents folder under helpful hints.

Do NOT say "Good post" without explicitly explaining in substantive detail why you believe the point you are responding to is truly a good post. If you say "Good post" (or any similar language) without proper critical thinking, analysis, evaluation and application of course concepts, will result in a loss of ten (-10) points.

Homework Problems

Each chapter will have some homework problems. The number of problems varies by chapter. Using Connect, the student will have multiple opportunities to maximize their grade on homework problems. You may attempt each homework problem up to three times. Only the highest score will be recorded. If you are not a math oriented person, seek a tutor, or the help of the Center for Achievement and Transition Services (CATS).

In this class, there is a Student-to-Student Homework Corner where you can ask for help from other students in the class. Bonus points are awarded to those that act as peer mentors or tutors. It is no shame to post a question to the Homework Corner. Educational research suggests that often times peer mentoring is a powerful way to learn and overcome math phobia. Experience suggests that if you have a question, other students are likely to have the same or similar questions.

Term Project Paper

You will write a 10 page term paper on a topic associated with Production Operations Management. (Ten pages refers to the narrative pages and excludes the title or cover page, abstract or executive summary, References pages, and any Appendices used). The paper must have at least 10 scholarly peer reviewed references, or a minimum of 7 scholarly sources and 3 trade references, formatted in strict APA style, (with one-inch margins, Times New Roman 12 point type, paragraph settings set to double spacing with no line spacing before or after, and with the proper headings and subheadings. You may not use any personal pronouns (and the paper must not have any passive voice phrases. A one-point deduction will be made for each passive voice phrase and each personal pronoun used in the term project paper. There are a series of checkpoint throughout the semester to facilitate your successful completion of the term project paper. DO NOT PROCRASTINATE. Complete information concerning the term paper is in the course documents folder under term paper.

Chat Sessions

Periodically chat sessions with the instructor are available when announced. Check the Announcements page for dates and times.

Quizzes

All quizzes are accessible in Connect at http://connect.mcgraw-hill.com/class/a_jackson_fall_2011_on-line_16107

You are allowed three tries at each quiz to maximize your score. Please do not just look up the answers. This will be detrimental to you on the mid-term exam and final exam.

Grading Scale

Letter Grade	Percentage	Point Range	Letter Grade	Percentage	Point Range
A	90-100	≥1340	C	70-74	938 - 1071
B+	85-89	1206 - 1339	D+	65-69	871 - 937
B	80-84	1139 - 1205	D	60-64	804 - 870
C+	75-79	1072 - 1138	F	Below 60	< 804

To arrive at your final grade, divide the total points earned by 1,340 points. ***Your total points will include any Extra Credit Points earned. The introductory Discussion Board is worth up to 15 points which will show as Extra Credit.***

I reserve the right, at my sole discretion, to award bonus points to students who display exceptional leadership, course content competency, extraordinary effort, or other outstanding academic, intellectual, work experience, or knowledge of the course work.

Assessment Measures

Assessment Measure	Points Available
Quizzes	190
Exams (Mid-term and Final).	200 (100 each)
Discussion Boards	250 (Intro Board is excluded)
Term Project Paper	200
Homework Problems	500
Total	1,340

Course Documents Folder

You will find many helpful items for your on-line course in the Course Documents Folder. While these are not required reading, these documents often make the difference between earning a superior grade and an receiving an average grade. Chapter study outlines are located here.

Ask Questions

I encourage you to ask questions. Unfortunately, our society has drilled students not to ask questions. In my observations in the corporate world, successful people are those that are willing to ask questions. I understand the risk of asking a question, I promise I will never laugh at your questions, or make you feel less worthy because you have asked a question. In the on-line environment, we survive and thrive on questions. I do ask that you think out the question before you ask and research the syllabus, course policies, Course Documents folder, textbook, and any ***Help*** tutorials prior to asking the questions of your professor.

College Policies

College's Incomplete Coursework Policy

To designate a student's work in a course as incomplete at the end of a term, the instructor records the incomplete grade (I). Students may receive this grade only when serious illness, hardship, death in the immediate family, or military service during the semester in which they are registered prevents them from completing course requirements. In addition, to receive an incomplete, a student must have completed substantially all of the course's major requirements.

Unless extenuating circumstances dictate otherwise, students must initiate requests for an incomplete by filling out an Incomplete Grade Completion Contract, which requires the signature of the student, instructor, and Dean. The Incomplete Grade Completion contract cites the reason(s) for the incomplete and details the specific obligations the student must meet to change the incomplete to a letter grade. The date by which the student agrees to complete required work must appear in the contract. The Dean, the instructor, and the student receive signed copies of the Incomplete Grade Completion Contract.

Even if the student does not attend Peru State College, all incomplete course work must be finished by the end of the subsequent semester. Unless the appropriate Dean approves an extension and if the student does not fulfill contract obligations in the allotted time, the incomplete grade automatically becomes an F.

College's Academic Integrity Policy

The College expects all students to conduct themselves in a manner that supports an honest assessment of student learning outcomes and the assignment of grades that appropriately reflect student performance. It is ultimately the student's responsibility to understand and comply with instructions regarding the completion of assignments, exams, and other academic activities. At a minimum, students should assume that at each assessment opportunity they are expected to do their own original academic work and/or clearly acknowledge in an appropriate fashion the intellectual work of others, when such contributions are allowed. Students helping others to circumvent honest assessments of learning outcomes, or who fail to report instances of academic dishonesty, are also subject to the sanctions defined in this policy.

Instances of academic dishonesty may be discovered in a variety of ways. Faculty members who assign written work ordinarily check citations for accuracy, run data base and online checks, and/or may simply recognize familiar passages that are not cited. They may observe students in the act of cheating or may become aware of instances of cheating from the statements of others. All persons who observe or otherwise know about instances of cheating are expected to report such instances to the proper instructor or Dean.

In order to promote academic integrity, the College subscribes to an electronic service to review papers for the appropriate citations and originality. Key elements of submitted papers

are stored electronically in a limited access database and thus become a permanent part of the material to which future submissions are compared. Submission of an application and continued enrollment signifies your permission for this use of your written work.

Should an occurrence of academic misconduct occur, the faculty member may assign a failing grade for the assignment or a failing grade for the course. Each incident of academic misconduct should be reported to the Dean and the Vice President for Academic Affairs (VPAA). The VPAA may suspend students for two semesters found to be responsible for multiple instances of academic dishonesty. The reason for the suspension will be noted on the student's transcript.

A faculty member need present only basic evidence of academic dishonesty. There is no requirement for proof of intent. Students are responsible for understanding these tenets of academic honesty and integrity. Students may appeal penalties for academic dishonesty using the process established for grades appeals.

Title IX Compliance Notice

Peru State College is an equal opportunity institution. PSC does not discriminate against any student, employee or applicant on the basis of race, color, national origin, sex, disability, religion, or age in employment and education opportunities, including but not limited to admission decisions. The College has designated an individual to coordinate the College's nondiscrimination efforts to comply with regulations implementing Title VI, VII, IX, and Section 504. Inquiries regarding non-discrimination policies and practices may be directed to Eulanda Cade, Director of Human Resources, Title VI, VII, IX Compliance Coordinator, Peru State College, PO Box 10, Peru, NE 68421-0010, (402) 872-2230.

Students requesting reasonable accommodation and tutoring services should contact the Center for Achievement and Transition Services (CATS).

Tentative Course Schedule – Subject to change

Week #	Date		Chapters	Topics Covered (In brief)
Week 1	8/22/2011	8/28/2011	1, 2	Introduction to Operations Management Competitiveness, Strategy, and Productivity
Week 2	8/29/2011	9/5/2011	3	Forecasting
Week 3	9/5/2011	9/11/2011	4, 5	Product and Service Design + Supplement: Reliability Strategic Capacity Planning for Products and Services + Supplement: Decision Theory
Week 4	9/12/2011	9/18/2011	6	Process Selection and Facility Layout
Week 5	9/19/2011	9/25/2011	7	Work Design and Measurement + Supplement: Learning Curves
Week 6	9/26/2011	10/2/2011	8	Location Planning and Analysis + Supplement: The Transportation Model
Week 7	10/3/2011	10/9/2011	9, 10	Management of Quality Quality Control
Week 8	10/10/2011	10/16/2011	Mid-Term Exam	Review Chapters 1 - 10
Week 9	10/17/2011	10/23/2011	11, 12	Aggregate Planning and Master Scheduling MRP and ERP
Week 10	10/24/2011	10/30/2011	13	Inventory Management
Week 11	10/31/2011	11/6/2011	14	JIT and Lean Operations + Supplement: Maintenance

Week 12	11/7/2011	11/13/2011	15	Supply Chain Management
Week 13	11/14/2011	11/20/2011	16	Scheduling
Week 14	11/21/2011	11/27/2011	17	Project Management
Week 15	11/28/2011	12/4/2011	18	Management of Waiting Lines
Week 16	12/5/2011	12/11/2011	19	Linear Programming
Week 17	12/12/2011	12/16/2011	Final Exam	Term Project Paper Due

A more detailed list of required activities and assignments is contained in the Weekly Assignment Folder in Blackboard. All assignments are due in Blackboard or Connect by 11:55 p.m. on the dates indicated.

The instructor reserves the right to modify any aspect of the course syllabus or content. Modifications will be communicated to students in advance.

Course Policies

Course Policies listed in the Course Documents folder are hereby included in this syllabus by this reference. Students are responsible and accountable for observing all Course Policies. Please read the course policies as they are of significant help in answering your questions. Print off the course policies and keep them handy for quick reference.

Discussion Board Rubric

Criteria	Outstanding	Proficient	Basic	Below Expectations
Content	Rich in content, full of thought, insight and synthesis with clear connections to previous or current content and/or to real life situations made with depth and detail. May vastly exceed required word count.	Substantial information, thought, insight and analysis has taken place with some connection to previous or current content and/or to real life situations but lack of depth and detail. Generally exceeds required word count.	Generally competent in summarizing learning, but information is thin and commonplace with limited connections and vague generalities may barely attain minimum word count requirement.	Rudimentary and superficial regurgitation of content with no connections and/or completely off topic and/or may not meet minimum word count required.
Relevance	The key issues within the prompt are identified and answered. The discussion is consistently clear with few digressions.	The key issues within the prompt are identified but not all answered. The discussion is clear most of the time.	Some of the key issues within the prompt are identified but not answered. The discussion is not clear.	Confused, hard to follow and the key issues within the prompt are not identified or answered.
Critical Thinking	The posting is rich in content and evidences critical thought processes, insight, and analysis.	The posting provides substantial information thought, insight, and analysis has taken place	The posting is generally competent, but information is thin and commonplace	The posting is rudimentary and superficial no analysis or insight is displayed
Connections	There are clear connections to previous or current content and are applied to real-life situations.	There are connections made, but these may not be really clear or obvious to the reader.	Connections are limited, if any, and consist largely of vague generalities.	No connections are made and/or the posting is off topic.
Uniqueness	Provides one or more new ideas that demonstrate uniqueness with substantive depth and detail.	Some new ideas or connections are present but lack depth and/or detail.	There are few, if any new ideas or connections and the posting is merely a rehash or summarize other postings.	No new ideas are present and/or the positing is merely an “I agree with ...” statement.

Criteria	Outstanding	Proficient	Basic	Below Expectations
Timeliness	Required work is posted early in discussion and often becomes the basis for other students' reference points throughout the discussion.	Required postings are Posted on time sufficient for other students to have the opportunity to read & respond in a timely manner.	The required postings are mostly at the last minute without giving other students ample time to develop a response in a reasonable time.	Postings are often late, or required postings are missing completely.
Stylistics	There are few, if any, grammatical or stylistic errors. The content is unaffected.	There may be several grammatical or stylistic errors, but the posing is still readable.	Obvious grammatical or stylistic errors, which interfere with content and message communication.	Obvious grammatical or stylistic errors which Makes understanding the posting difficult or impossible.
Responses	Responses are engaging, thoughtful, explain insights gained from original post, demonstrate evidence of inquiry or research, shows empathy or antipathy as appropriate	Responses are mostly engaging and thoughtful, but may not show evidence of critical thought, analysis, or synthesis of original post. May not fully develop a response to original post.	Most of the response is shallow, shows little thought, research, and may not engage others to respond or debate the topic further. Shows no additional work or inquiry.	Responses do not further the flow of discussion; may lack merit; response just goes through the motions of posting to meet a required minimum; often done at the last minute.
Research and Support	Original postings and responses are well supported with factual sources correctly formatted from one or more authoritative sources.	Some posts or responses are supported with factual sources and authoritative sources.	There is some evidence of authoritative sources or research but the sources and/or research are unclear.	There is no evidence of research and the posting or responses show are unsupported with external sources.

Note: When a post or a response evidences research and use of authoritative sources, the response or posting may earn additional points.

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Adapted from Lynnda L. Brown

Research Paper Grading Rubric

	Excellent	Good	Needs Improvement	Poor	F
Overall Impression	Author directly addresses main question or issue, and adds new insight to the subject not provided in lectures, readings, or class discussions. The author has retained nearly all of the knowledge presented in class. Student is able to synthesize this knowledge in new ways and relate to material not covered in the course.	Author competently addresses main question or issue, but does not add much new insight into the subject. That said, it is clear that the author has learned a great deal in class and is able to communicate this knowledge to others.	Author attempts to address main question or issue, but fails. The author has retained some information from the course, but does not fully understand its meaning or context and cannot clearly convey it to others.	Essay does NOT address main question or issue, and it is obvious that author has not retained any information from the course.	P L A G I A R I S M
Argument	Essay contains a clear argument—i.e., lets the reader know exactly what the author is trying to communicate.	An argument is present, but reader must reconstruct it from the text.	Author attempts, but fails, to make an argument (e.g., starts with a rhetorical question/statement or anecdote that is never put into context).	No attempt is made to articulate an argument.	
Evidence	Provides compelling and accurate evidence that convinces reader to accept main argument. The importance/relevance of all pieces of evidence is clearly stated. There are no gaps in reasoning—i.e., the reader does not need to assume anything or do additional research to accept main argument.	Provides necessary evidence to convince reader of most aspects of the main argument but not all. The importance/ relevance of some evidence presented may not be totally clear. Reader must make a few mental leaps or do some additional research to fully accept all aspects of main argument.	Not enough evidence is provided to support author's argument, or evidence is incomplete, incorrect, or oversimplified. Information from lectures and readings is not effectively used.	Either no evidence is provided, or there are numerous factual mistakes, omissions or oversimplifications. There is little or no mention of information from lectures and readings.	

	Excellent	Good	Needs Improvement	Poor	F
Counter-Evidence	The author considers the evidence, or alternate interpretations of evidence, that could be used to refute or weaken his/her argument, and thoughtfully responds to it.	Author acknowledges that counter-evidence or alternative interpretations exists, and lists them fully, but does not effectively explain to reader why his/her argument still stands.	Author acknowledges some of the most obvious counter-evidence and alternative explanations, but is not comprehensive in this task. There is little or no attempt made to respond to them.	No acknowledgement of counter-evidence or alternative interpretations.	
Sources	Evidence is used from a wide range of sources, including lectures and course readings. When required, author also consults scholarly books, websites, journal articles, etc. not explicitly discussed in class.	Evidence is used from many sources, but author relies heavily on a more limited set of sources. Some effort is made to go beyond material presented in class when required, but not much. If outside sources are used, they are primarily non-scholarly (i.e., intended for a general audience) and/or web-based.	Uses only a few of the sources provided in class, or does not go beyond what has been provided by professor when required to do additional research.	Does not use sources, only minimally uses sources provided by instructor, or relies exclusively on non-scholarly outside sources.	
Citations	All evidence is properly cited in citations in text and listed in References list	All evidence is cited in citations in text and listed in References list, but there are some minor problems with completeness or format of some citations.	Some pieces are unreferenced or inaccurately referenced, and there are problems with completeness and format of citations.	No attempt is made to cite evidence.	

	Excellent	Good	Needs Improvement	Poor	F
Organization	Essay contains an intro, main body, and conclusion. Introduction lays out main argument and gives an outline of what the reader can expect in the essay. The conclusion brings everything together, acknowledges potential shortcomings of the paper, and gives the reader a sense of what further work might be done to advance the subject matter described in the paper.	Essay contains an intro, main body, and conclusion. The introduction lays out the main argument but gives the reader little idea of what to expect in the essay. The conclusion nicely summarizes the main argument and evidence, but does not move beyond what has already been presented in the paper.	Essay contains an intro, main body, and conclusion. The introduction gives the reader an idea of what to expect in the paper, but does not effectively lay out the main argument. It may begin with a set of rhetorical questions, or an anecdote that is never fully explained. The conclusion does little more than restate the problematic introduction. Intro and/or conclusion may be too wordy or short.	Essay has no clear organizational pattern.	
Clarity and Style (up to 30% for APA style)	All sentences are grammatically correct and clearly written. No words are misused or unnecessarily fancy. Technical terms, words from other languages, and terms or jargon are always explained. All information is accurate and up-to-date (within five years). Paper has been spell-checked AND proofread (ideally by you and somebody else), and contains no errors. Paper closely follows APA style.	All sentences are grammatically correct and clearly written. An occasional word is misused or unnecessarily fancy. Technical terms, words from other languages, and terms or jargon are usually, but not always, explained. All information is accurate and up-to-date (within five years). Paper has been spell-checked AND proofread, and contains no more than a few minor errors, which do not adversely affect the reader's ability to understand the essay. Paper has a few APA style errors.	A few sentences are grammatically incorrect or not clearly written. Several words are misused. Technical terms, and terms or jargon are rarely explained. Not all information is accurate and up-to-date. Paper has been spell-checked AND proofread, but still contains several errors. Reader's ability to understand essay may be compromised by these errors. Paper contains many APA style errors.	Paper is full of grammatical errors and poor writing. Several words are misused. Technical terms, words and jargon are rarely used or explained. Not all information is accurate and up-to-date. Paper has not been spell-checked or proofread, and contains numerous errors. Reader has a difficult time understanding essay because of errors. The paper contains gross APA style errors shows little or no effort to format in APA style.	