1. **Course Information**

*Course Title:* Operations Management and Supply Chain  
*Course number:* MBA 5315-S  
*Semester:* Summer 2017  
*Room #:* Welder 117  
*Credit hours:* 3  
*Days & hours:* Tuesdays & Thursdays 5:30 PM – 9:50 PM  

*Prerequisites:* MBA 5X03

*Blackboard site:* Blackboard site ([http://blackboard.stthom.edu/](http://blackboard.stthom.edu/)) for MBA 5315-S, Summer 2017

2. **Instructor Information**

*Name:* Patricio Torres-Palacio  
*Office location:* 215-A Welder  
*Office phone:* 713 525 3108  
*E-mail:* torrespa@stthom.edu

*Office hours:* Tuesdays & Thursdays 4:30 PM – 5:30 PM. Please confirm appointments by email.

*The best way to contact me is by email*

*Where to leave assignments:* Assignments should be turned in during class or online as specified in the directions for each assignment. In case of an emergency, please contact me via email for alternate directions.

3. **Course Catalog Description**

Operations management is primarily responsible for creating values on business output by transforming the quantity, quality, forms, and place attributes of input variables. Theoretical and quantitative concepts, models, methods, and strategies covered in the course for designing and managing manufacturing and service systems include quality, inventory, forecasting, scheduling, and logistics. Students are expected to have a moderate level of proficiency with spreadsheet application. The course is also supplemented with simulation technology to provide a real time experience of managing supply chain and logistics.
4. Program Goals and Objectives

UST’s MBA program is designed to enable students to draw on all perspectives of business to solve multifaceted business problems. While the curriculum is divided into different disciplines, the overall program stresses the integrative nature of management and the links between various courses and concepts.

5. Course Learning Objectives

The student will be able to:

2. Create and appraise efficient facility designs and analyze relationships among workstations.
3. Analyze a firm and its processes.
4. Describe and manage manufacturing processes.
5. Explain process variability.
6. Analyze, forecast and make decisions based on demand.
7. Understand quality techniques and approaches.
8. Identify the capabilities and limitations of operations management.
9. Demonstrate the ability to successfully apply operation management tools and techniques into projects.
10. Analyze operation limitations due to constraints and assumptions.
<table>
<thead>
<tr>
<th>HOW OBJECTIVES WILL BE ACHIEVED</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Understand principles of Operations Management and Operation Strategy</td>
<td>Midterm Exam and Final Exam (i.e. study and discussion of</td>
</tr>
<tr>
<td></td>
<td>chapters)</td>
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<tr>
<td>Create and appraise efficient facility designs and analyze relationships</td>
<td>Assignment 1: Facility Design</td>
</tr>
<tr>
<td>workstations</td>
<td></td>
</tr>
<tr>
<td>Analyze a firm and its processes</td>
<td>Solution and Presentation of a case</td>
</tr>
<tr>
<td>Describe and manage manufacturing processes</td>
<td>Midterm Exam and Final Exam (i.e. study and discussion of</td>
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<tr>
<td></td>
<td>chapters)</td>
</tr>
<tr>
<td>Explain process variability</td>
<td>Simulation &quot;The Beer Distribution Game&quot;</td>
</tr>
<tr>
<td>Analyze, forecast and make decisions based on demand</td>
<td>Discussion about &quot;The Bullwhip Effect&quot;</td>
</tr>
<tr>
<td>Understand quality techniques and approaches</td>
<td>Solution and Presentation of a case</td>
</tr>
<tr>
<td>Identify the capabilities and limitations of Operations Management</td>
<td>The LEGO Logistics Simulation</td>
</tr>
<tr>
<td>Demonstrate the ability to successfully apply Operation Management</td>
<td>Midterm Exam and Final Exam (i.e. study and discussion of</td>
</tr>
<tr>
<td>tools and techniques into projects</td>
<td>chapters)</td>
</tr>
<tr>
<td>Analyze Operation limitations due to constraints and assumptions</td>
<td>Logistics Manufacturing Game</td>
</tr>
</tbody>
</table>
6. **Texts, Readings, Materials**

**Required reading:**

*Operations and Supply Chain Management*; 15th ed., ©2017  
By: F. Robert Jacobs & Richard B. Chase  
(McGraw-Hill/Irwin Companies)  

**Supplemental reading materials:**


7. **Instructional methods**

The “Socratic Method.” Lecture, group discussion, class problem solving, case solutions, team projects, and simulations.

8. **Use of Technology**

1) **Online data retrieval and/or research:**
   - Web search and information retrieval for various assignments
   - Research Guide of the Doherty Library  

2) **Online communication or collaboration**
   - Stthom email account will be used for course-related communication
   - Discussion Board

3) **Use of general productivity software (e.g., Microsoft Office) to complete assignment**
   - Microsoft Word and PowerPoint used to complete assignments
   - Microsoft Office self-help tutorials for students at [http://www.stthom.edu/Offices_Services/Offices/Information_Technology/Services/Training/Microsoft_Products.aqf](http://www.stthom.edu/Offices_Services/Offices/Information_Technology/Services/Training/Microsoft_Products.aqf)

4) **Use of BlackBoard learning platform**
   - Course syllabus, assignment directions, and other information available in Blackboard
   - Selected assignments to be submitted through Blackboard
   - Blackboard self-help tutorials for students at [http://www.stthom.edu/Offices_Services/Offices/Information_Technology/Services/Training/Student_Tutorials.aqf](http://www.stthom.edu/Offices_Services/Offices/Information_Technology/Services/Training/Student_Tutorials.aqf)
9. **Course Topics and Schedule:**

*PLEASE BE AWARE THAT THERE MIGHT BE CHANGES IN THE SCHEDULE DUE TO TIME ISSUES OR CLASS CANCELLATIONS DUE TO UNFORESEEN CIRCUMSTANCES. STUDENTS WILL BE INFORMED ABOUT ANY CHANGE IN ADVANCE.*

*ALSO, PLEASE BE AWARE THAT DEPENDING ON THE SPEED OF THE CLASS (I.E. DISCUSSIONS, COMMENTS AND/OR NEED TO GO FASTER OR SLOWER ACCORDING TO UNDERSTANDING OF CONCEPTS AND EXERCISES) THE COVERAGE OF CHAPTERS MAY VARY SLIGHTLY IN THE SCHEDULE. NEVER THELESS, THE ORDER OF CHAPTERS WILL REMAIN AS PLANNED. IF A CHAPTER IS NOT COVERED DUE TO TIME ISSUES, SUCH CHAPTER WILL NOT BE INCLUDED IN EXAMS. DUE DATES OF ASSIGNMENTS, EXAMS, AND PROJECTS ARE **FIXED** (I.E. CANNOT BE CHANGED BECAUSE A GRADE WILL BE GIVEN)*

<table>
<thead>
<tr>
<th>Week 1</th>
<th>MAY 30:</th>
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<tbody>
<tr>
<td>May 30 &amp; June 1</td>
<td>Welcome and Course Introduction: Syllabus, Ice Breakers</td>
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<td></td>
<td>Facility Layout</td>
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<td></td>
<td>Facility Layout Exercises</td>
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<td>JUNE 1:</td>
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<tr>
<td></td>
<td>(we meet at one of the computer labs)</td>
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<tr>
<td></td>
<td>Strategy</td>
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<td></td>
<td><strong>LEGO Logistics Simulation</strong></td>
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</tbody>
</table>

| Chapter 8 |

<table>
<thead>
<tr>
<th>Week 2</th>
<th>JUNE 6:</th>
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</thead>
<tbody>
<tr>
<td>June 6 &amp; June 8</td>
<td>Designs of Products and Services</td>
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<td>Six Sigma Quality</td>
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<td>Service Processes</td>
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<td></td>
<td>JUNE 8:</td>
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<tr>
<td></td>
<td><strong>Midterm Exam</strong></td>
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<td></td>
<td><strong>Logistics / Manufacturing Game</strong></td>
</tr>
</tbody>
</table>

<p>| Chapter 3 |
| Chapter 12 |
| Chapter 9 |</p>
<table>
<thead>
<tr>
<th>Week 3</th>
<th>JUNE 13: Review of Midterm Exam solutions (i.e. correct &amp; incorrect answers)</th>
<th>JUNE 13: Lean Supply Chain &amp; Lean Manufacturing</th>
<th>Chapter 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 13 &amp; June 15</td>
<td>Lean Supply Chain Simulation</td>
<td>Logistics, Distribution &amp; Transportation</td>
<td>Chapter 15</td>
</tr>
<tr>
<td>JUNE 15:</td>
<td>Manufacturing Processes</td>
<td>Waiting Line Analysis &amp; Simulation</td>
<td>Chapter 10</td>
</tr>
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<td></td>
<td>Forecasting</td>
<td></td>
<td>Chapter 18</td>
</tr>
<tr>
<td>Week 4</td>
<td>JUNE 20: (we meet at one of the computer labs)</td>
<td>The Bullwhip Effect and the Beer Distribution Game</td>
<td></td>
</tr>
<tr>
<td>June 20 &amp; June 22</td>
<td>Forecasting with Linear Regression</td>
<td>Inventory Management</td>
<td>Chapter 20</td>
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<td>JUNE 22:</td>
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<tr>
<td>Week 5</td>
<td>JUNE 27: (we meet at one of the computer labs)</td>
<td>Case Presentations</td>
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<tr>
<td>June 27 &amp; June 29</td>
<td>Review &amp; Extra Credit Contest</td>
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<tr>
<td>JUNE 29:</td>
<td></td>
<td>FINAL EXAM (6:00 – 8:30 pm)</td>
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</table>
10. Course Policies

Assignments/Tests:

Midterm and Final Exams

There will be two exams during the semester. Each exam will have two parts. The first part will be in the form of true/false, multiple choice, short-essay questions and numeric exercises. This section will be closed-book, closed-notes. The second part will be a small case solving for which you can have open-book, open-notes. Exam questions will reflect input from lectures, research, partnership assignments and assigned readings. The examinations will assess information, knowledge, and the ability to apply the classroom theories. The final exam will not be cumulative (i.e. it will be about all material covered after the midterm exam).

Missing an exam:

Make-up tests are not a right, and are at the discretion of the professor. If you anticipate having an irreconcilable conflict with an anticipated test date, you must contact your professor in advance to make alternative testing or assignment arrangements.

Deliverables & Simulations

Case Study

Students will be responsible for solving and presenting a case study assignment in this course by answering a set of questions and providing their analysis/comments. This work will be done in teams (4 teams of 5 people each).

The cases are available for purchase at:

http://cb.hbsp.harvard.edu/cbmp/access/64688576

Students have the opportunity to order hard copies of cases, if they want, for additional charge.

Questions for each case are posted on Blackboard.

From the 4 cases available, every team will choose which case to present. Groups should email the professor to inform what case was chosen. First come, first served.

IMPORTANT: The date for presentations is June 22.
Please turn in a hard copy executive summary with your answers to the case (no introduction or conclusion needed in this executive summary). Plan to answer each question in one to two pages. There is no need to do further research about the topics.

The oral presentation should basically cover:

a) A brief introduction and summary of the case
b) The answers to the questions of the case (i.e. the solution).
c) A brief conclusion with comments about the case, recommendations and/or lessons learned.

Sixty percent of the presentation grade (120 points) will be for contents (i.e. correct answers, good introduction and good conclusion). Forty percent of the presentation (80 points) will be for professionalism and style (tips on how to present professionally will be given in class).

Audience participation and discussion during presentations is expected and WILL BE GRADED. (i.e. if you do not participate in other teams’ presentations, there will be points off). As a courtesy and help for your classmates, when you present, from all questions and comment requests, give priority to classmates who have not participated before to give them the opportunity to contribute.

In the same way, it is expected that all students within a team take part in the presentation by ANSWERING THE QUESTIONS, that will be asked either by the audience or by the professor or by giving professional COMMENTS to those questions (i.e. if you do not contribute by answering questions, there will also be points off). As a courtesy and help for your team members, when you present, give all your partners an opportunity to answer or comment (i.e. just one or two students should not “monopolize” all answers; rather, distribute the work as equally as possible).

There will be 10 points off the presentation grade for every flaw in professionalism and style (e.g. “reading from notes”, “using the screen as teleprompter”, etc.). There will be 30 points off the presentation grade for not participating in other teams’ presentation and 30 points off for not answering any question while presenting.

Please notice that comments such as: “Oh, nice Power Points!” or “Could you please repeat/expand this?” DO NOT qualify as good participation.

PLEASE BE AWARE THAT COPY-PASTING FROM ANY INTERNET SOURCE, PRESENTING ANYBODY ELSE’S WORK, OBTAINING THE CORRECT ANSWERS BY ANY MEANS OR HIRING ANYBODY TO SOLVE YOUR CASE WILL RECEIVE A GRADE OF “F” FOR THE COURSE FOR PLAGIARISM.

Peer Evaluations

Each student will evaluate his/her peers in the team (including himself/herself) by assigning a percentage of contribution to this project. For your grades, I will consider the professionalism, originality and overall quality of your work. Although the peer evaluation will not be your final grade for any project, I will seriously take into consideration such assessments.
The Beer Distribution Game

One of the most widely used classroom exercises for demonstrating the dynamics of a supply chain is the Beer Distribution Game. The Beer Distribution Game simulates a phenomenon known as the “Bullwhip Effect”. The goal of this game is to analyze the variability of demand and to see how it grows in the supply chain. This simulation, which is available online, will be played by teams with the use of computers. On the day scheduled for this simulation we will meet at one of the computer laboratories, which will be announced in advance.

Logistics/Manufacturing Game

This is another game in which students, working together in teams, can simulate a real Operations Management situation that includes manufacturers, wholesalers, retailers and distributors. The simulation of demand variability is another of the interesting characteristics of this exercise.

The LEGO Logistics Simulation

Lego Logistics is a team game about supply-chain, transportation and cost management. Each team plays the game as a single organization trying to maximize the performance of the supply-chain as a whole. The team must make decisions regarding how many units to supply to the manufacturing plants, how many items to produce at the manufacturing plants and shipping quantities between suppliers and plants as well as plants and customers. One of the goals of the game is to devise a set of operation rules. Your objective is to maximize profits. The best profits will receive extra credits. Detailed rules for this game will be posted on Blackboard.

This simulation will be graded in the following way:

- Not turning in any result: 0/100 points
- Presenting zero profits or losses (any): 50/100 points
- Presenting profits (any): 100/100 points

Keep in mind that, despite that this is a group work, your individual grade may vary according to peer evaluations

In addition, this simulation is also a contest among teams. Hence, there is an opportunity to earn the following:

- If your profits were the highest in your class.................................30 EXTRA CREDITS
- If you beat the record so far for this simulation.............................60 EXTRA CREDITS

IMPORTANT: TO RECEIVE ANY EXTRA CREDITS (I.E. TO WIN IN THE CONTEST) THE DEMANDS FOR EACH DAY SHOULD BE ENTERED EXACTLY AS REQUIRED
CURRENT RECORD OF PROFITS: $308

Teams for the LEGO Logistics can be the same as the ones for the cases (it is up to the students).

PLEASE BE AWARE THAT PRESENTING ANYBODY ELSE’S WORK OR HAVING ANYBODY WHO IS NOT PART OF THE TEAM TO DO AND SOLVE THE SIMULATION WILL RECEIVE A GRADE OF “F” FOR THE COURSE FOR ACADEMIC DISHONESTY.

IMPORTANT: BECAUSE THE LEGOS AND MATERIALS ARE ALSO NEEDED FOR THE SIMULATION IN OTHER SECTIONS, ALL LEGOS AND MATERIALS SHOULD BE RETURNED IN CLASS OR IN MY OFFICE BY JUNE 15. FAILURE TO RETURN LEGOS AND MATERIALS BY THIS DATE WILL MEAN POINTS OFF FROM YOUR GRADE

Course Policies

• Class Participation, Attendance and Communications

We will be taking an active learning approach in this class. Research has shown that active learning is more effective, and generally more interesting, than the “lecture and regurgitate” formula. Successful active learning does require you to prepare for class every time. This means that you should do the readings, think about the issues, and be prepared to contribute to class discussions. As instructor of this course, my primary role is to facilitate the learning process. There will be some lecture nearly every class period, but we will also spend a great deal of time in class discussing ideas, participating in exercises, and practicing the skills needed to attain success in Operations Management.

This class will rely heavily on the interaction between the students, me, and other collaborating partners. As such, it is critical that you come to all classes well-prepared and ready to contribute. Please spend time prior to each class session completing all the assignments and necessary readings. It is expected that you will attend all class sessions. If you must miss a session, please arrange and contact me in advance. Although an occasional absence may be unavoidable, it in no way excuses a student from meeting the requirements of the course. The student is responsible for the material covered and the assignments given on the day of his/her absence. Missing more than one class session may adversely affect your class participation grade.

You are encouraged to communicate with me. I am available as a teacher, coach, and mentor to assist you in meeting your goals for this course. All email communication to me should be sent from the University of St. Thomas student email address. Messages sent from outside email addresses may not be opened. Messages sent to the student from the instructor will come from the instructor’s University of St. Thomas address and will be sent to the student’s University of St. Thomas email address. This policy is to assure the virus-free integrity of communications, and to allow for a more effective basis for email problem-resolution. Check your University of St. Thomas email daily.

Specifically, here is how I evaluate the participation in this course:
**Outstanding contributor – A (100).** In-class contributions reflect exceptional preparation and thoughtful use of course concepts. Ideas offered are always substantive, and provide one or more major insights as well as direction for the class. Arguments are well supported, persuasively presented, and reveal that this person is an excellent listener. Comments invariably help others to move their thinking to a higher plane. If this person were not a member of the class, the quality of our discussions would be greatly diminished.

**Good contributor – A/B (90).** In-class contributions reflect thorough preparation and correct use of course concepts. At a minimum, I expect and hope that all class members fall into this category. Ideas offered are usually substantive, and provide good insights and sometimes direction for the class. Arguments are generally well supported and often persuasive, and reveal that this person is a good listener. Comments usually help others to improve their thinking. If this person were not a member of the class, the quality of our discussions would be diminished considerably.

**Adequate contributor – B (80).** Contributions reflect satisfactory preparation of course material and some use of course concepts. Ideas offered sometimes provide useful insights, but seldom offer a major new direction for discussion. Supporting arguments are moderately persuasive. Comments occasionally enhance the learning of others, and indicate that this person is a passable listener. If this person were not a member of the class, the quality of our discussions would be diminished somewhat.

**Unsatisfactory contributor – C (70).** Contributions in class reflect inadequate preparation. Ideas offered are seldom important, often irrelevant, and do not provide insights or a constructive direction for the class. Integrative comments and higher-order thinking are absent. This person does very little to further the thinking and potential contributions of others.

**Non-participant – F (0).** The person has said little or nothing in this class to date. Such persons have benefited from the thinking and courage of their peers, but have offered little in return. If this person were not a member of the class, the quality of the discussion would be unchanged or possibly improved.

Please keep in mind that my expectations regarding the quality of your participation (and the quality of all work in this course!) will grow as the course progresses.

**IMPORTANT: ATTENDANCE IS AN IMPORTANT PART OF PARTICIPATION**

- **Make-up for Test or In-class Assignment**
  A make-up test or assignment will be offered **only under the most extenuating circumstances**. You have a maximum of one working day from the date of the test or in-class assignment to notify the instructor and arrange a makeup. Bring documentation supporting the reason for the absence. If you exceed the one-day notification period and/or you do not provide the required documentation, you forfeit your right to a makeup test.
  A make-up test or assignment may be of a different format. The test or assignment may have to be completed at the Testing Center. It is the student’s responsibility to contact the instructor and make arrangements for the make-up test or assignment – as per directions from instructor.
Assignment (to be turned in teams of 5)

Design a factory with at least 10 departments or work stations. The deliverable should contain 5 basic things:

1. The Space Requirement Worksheet
2. The relationship analysis (i.e. “A”, “E”, “I”, “O” “U” or “X”)
3. The “cards” layout
4. The Activity Relations Diagram (i.e. the “diamond”)
5. The Final Design

IMPORTANT: keep in mind the rules about plagiarism and academic honesty. Every team must present its own original design. Identical designs of two or more teams (or work done by somebody else) will receive “F” for course grade.

Assignments may also include reading and preparing a particular case study that will be discussed in class during the next session.

• **Extra credit opportunities**
  I will offer opportunities to earn extra credits. These chances will be given and explained throughout the semester. Winning the contest of the LEGO Logistics Simulation is one of the many ways to earn extra credits.

  **Extra credit by participating in the review session.** The last session before the final exam, we will have a review session about the entire program (i.e. everything covered during the semester). There will be a contest in which students will have the opportunity to earn extra credits for the final exam.

  **One-to-one meeting with the professor**
  Every student will have a 10-15 minute conversation with the professor at office hours. Appointments will be agreed after the midterm exam. In that individual meeting we will analyze how your objectives are being reached. The goal is to achieve improvement and your success. In addition, the professor will ask one or two questions about any part of the entire program to the student. Extra credit will be given if the question(s) are answered correctly. If the student answers the question(s) wrong, there won’t be any points less. These meetings will be kept confidential (i.e. just between the professor and the individual student) and will not affect your grade whatsoever.

• **Cell phones, electronic media**
  - **During lectures**
    Cell phones and all other communication devices must be switched to ‘silent’ mode during class meetings. **Use of laptops for activities not related to this class will not be allowed.**
  
  - **During tests**
    No electronic device (except for a non-programmable calculator) is allowed during tests.
• **Student Feedback**
  I encourage you to take an active role in this course by providing me with your feedback and comments about the course throughout the semester. Please do so by contacting me directly – individually, collectively or via delegates – as early as possible rather than waiting for a formal feedback survey. Feedback is an important part of continuous improvement. Please let me know if there is anything I can do to make this class better for you.

**Student Grading Processes: (including weighting of factors)**

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
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<tbody>
<tr>
<td>200</td>
<td>Midterm Exam</td>
</tr>
<tr>
<td>200</td>
<td>Final Exam</td>
</tr>
<tr>
<td>100</td>
<td>LEGO Logistics Simulation</td>
</tr>
<tr>
<td>100</td>
<td>Assignment</td>
</tr>
<tr>
<td>200</td>
<td>Case Study &amp; Presentation</td>
</tr>
<tr>
<td>100</td>
<td>Attendance and Participation</td>
</tr>
<tr>
<td>900</td>
<td>Total Points</td>
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</tbody>
</table>

**Grading Scale**

*The grading scale below indicates the ranges for specific letter grades.*

The numeric scores you receive from the tests and assignments will be weighted based on the weights in the course outline. The final score will be automatically rounded to a whole number. The rounded score will then be used to assign a course grade, based on the scale in the table below.

<table>
<thead>
<tr>
<th>Letter</th>
<th>Number (%)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>Excellent, superior performance, showing comprehensive understanding of subject matter</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.99</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>88-89.99</td>
<td>Good, clearly above-average performance with knowledge of subject matter generally complete</td>
</tr>
<tr>
<td>B</td>
<td>83-87.99</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80-82.99</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>78-79.99</td>
<td>Satisfactory, basic understanding of the subject matter</td>
</tr>
<tr>
<td>C</td>
<td>73-77.99</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>70-72.99</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Below 70</td>
<td>Fail, unsatisfactory performance or failure to meet course requirements</td>
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</tbody>
</table>
Checking your grades
Your numeric scores on assignments will be made available periodically in class or through Blackboard. Please note that scores posted on Blackboard may not be weighted and the Blackboard average may not reflect your actual grade in the class. If you have any questions about your grades, please meet me to discuss your performance in the course. I strongly advise that you do not wait until the end of the semester to check your grades.

General Comments
Your active participation and written work will be assessed according to the following criteria (adapted from the Foundation for Critical Thinking):

Clarity: Focus your statements on specific topic and context; give examples; avoid vague generalities or undefined terms; help others to understand clearly your point without any confusion.

Accuracy: Give correct information that others can verify; acknowledge the limits of what you know about a topic.

Precision: Provide specific details to support your statements. Unsupported opinions do not add value to academic discussions because necessary source data are not present to properly evaluate the opinion’s merits.

Relevance: Connect your comments to the issues currently under discussion by the group and help others to understand those connections.

Depth: Address the problem in all its complexity; consider the context of the problem, its root causes, and the other issues it brings up.

Breadth: Consider the problem from many points of view; think of how others who do not share your background might understand it.

Logic: Consider how your statements and assumptions work together and communicate them so that others can follow your reasoning.

Significance: Focus on the most important elements of a topic or elements that others have overlooked; avoid repeating common knowledge.

Ethics: Consider how your statements and actions affect others; judge your own contributions in terms of how they benefit the learning community.
**BIBLIOGRAPHY:**

Additional Reading and References

The following list is also helpful:

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
<th>Edition</th>
<th>Publisher</th>
<th>ISBN</th>
</tr>
</thead>
</table>

**Available Support Services:**

- **Tutorial Services Center**
  The Tutorial Services Center is a tutorial center, and is available free of cost to all UST students. Writing consultants and subject tutors are available when the center is open. The schedule is available at [http://www.stthom.edu/Offices_Services/Offices/Tutorial_Services_Center/HoursSchedule.asp](http://www.stthom.edu/Offices_Services/Offices/Tutorial_Services_Center/HoursSchedule.asp). An online service is also available.

  Students are encouraged to consult with tutors at the Tutorial Services Center when completing written assignments for this course. Based on the instructor’s assessment of the student’s written
work, the student may be required to work with the tutors at the Tutorial Services Center to improve the student’s writing skills.

- **Information Technology Services**

Any student with a documented disability needing academic adjustments or accommodations is requested to speak with me during the first two weeks of class. All discussions will remain confidential.

**Accommodations**
The University of St. Thomas abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education “solely by reason of a handicap.” If you have a documented disability that may impact your performance in this class and for which you may require accommodations, you must be registered with and provide documentation of your disability to Counseling and Disability Services which is located on the second floor of Crooker Center. Contact Debby Jones or Rose Signorello at 713-525-6953 or 713-525-3162.

Any student with a documented disability needing academic adjustments or accommodations is requested to speak with me during the first two weeks of class. All discussions will remain confidential.

**Academic Honesty**
Ethical conduct is essential to a community of scholars and students searching for truth. Anything less than total commitment to honesty and honorable conduct undermines the efforts of the entire community. Academic integrity lies at the very heart of any institution of higher learning. In the Cameron School of Business, students and faculty are expected to commit to a code that exemplifies each individual’s honor and integrity. Any conduct that violates this standard and betrays the respect of others is a matter of grave concern and, accordingly, is deemed unacceptable.

The tests will be individual efforts. Students may work together on homework assignments, but must submit their own assignments.

All work submitted/presented for this course must be the original work of the student(s). Since the goal of college-level work is to bring your idea(s) to the forefront of your submission—with the research acting to inform and support your ideas—excessive use of direct source quotations and material from external sources must be avoided. All source material must be cited even if you are not presenting direct quotes.
The penalty for an incident of academic dishonesty is, at the discretion of the professor, either a mark of zero for the work in question or the grade of F for the course.

**CSB Mission Statement**

Inspired by the Basilian Fathers’ motto of Goodness, Discipline and Knowledge, the Cameron School of Business provides a comprehensive, high quality, ethically oriented business education to a diverse student body enabling graduates to serve as leaders of faith and character in a global economy.

The contents of this course will help you for the Operations Management Proficiency Exam.

“*Success is in your hands and I am more than happy to do everything I can to help you....your success is my success*” (Dr. Patricio Torres-Palacio, your professor).