Course: BU638LG Foundations of Operations Management (ORSA)
Credit: 3 Semester Hours
Semester: FA 2024, Session 2
Time: Oct 21 – Dec 13 (Legacy Course)
Instructor: Dr. Germaine Washington DM, MBA
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I.   DESCRIPTION

This course offers students an exposure to the spectrum of operations management planning and decision-making activities within the firm's operations. Students learn about basic trade-offs managers implement associated with operations management.

* This course is offered in two formats: in-person and online. Students registered for in-person attend the classes in person, online students attend the classes via the online classroom. For both in-person and online students, assignments and interaction outside of the class period are done in the learning management system.

* The instructor reserves the right to make changes to this syllabus at any time during the course, but any changes made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.

II.   OBJECTIVES

A. General competencies to be achieved. The student will:
1. Study an overview of operations management. (PLO 5,6)
2. Focus product and service design to strategy. (PLO 2,5,6)
3. Understand competitiveness and productivity. (PLO 4,5,6)
4. Review quantitative theory for quality production. (PLO 3,4,5,6)
5. Understand planning and analysis concepts. (PLO 3,4,5,6)
6. Evaluate supply chain management theory. (PLO 2,3,4,5,6)

B. Specific competencies to be achieved. The student will:
1. Understand operations management concepts. (SLO 1-6)
2. Understand principles of aggregate planning and supply chain management. (SLO 6-7)

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    3. Practice project management & Scheduling Techniques. (SLO 3,4,5)
    4. Improve time-based strategies. (SLO 5)
    5. Discuss innovation and operations management. (SLO 2, 3, 5,)

III.   REQUIREMENTS
    A. Attendance of all classes
    B. Read text, complete assignments, and participate in class activities.
    C. Completion of course materials in each section according to the prescribed schedule.
    D. Complete and present any in-class assignments.
    E. Complete final exam or comprehensive paper assigned if required.

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any disabling condition that may require support.

➢ *Plagiarism is defined as copying any content without identifying the source. This also includes taking another person's or AI entity's ideas or constructs and presenting them as your own. The use of AI generated content in student work is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources. Plagiarism of any kind will not be tolerated.*

The Clark Academic Center (learning@calvary.edu), located in the library building, is dedicated to providing free academic assistance for all students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.

Business Administration students must write papers according to the *Publication Manual of the American Psychological Association*, Seventh edition (APA Manual).

IV.   METHODS

    A. Reading assignments and reading reflection
    B. Assigned problems and case studies
    C. Student Participation - Forum (online course) and discussion.
    D. Written assignments
    E. Final assignment

V.   MATERIALS

A. Stevenson, W. (2010). *Operations Management (13th Ed.)*. NY: McGraw-Hill. ISBN: 9781259667473 retail price **$144.87** (used copies available from resellers for less. The 13th edition will be used in class. Other editions may not correspond exactly the same.)

B. The Holy Bible, www.gatewaybible.com, Price: $0
The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (meaning that the translation is generally word-for-word from the original languages), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (paraphrases, and thought-for-thought translations like NLT and NIV) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

VI.   TENATIVE CLASS SCHEDULE

Date/Week	Class Topic Description	Discussion & Assignments Weekly Discussions & Assignments from Textbook will help build components of Project	Tentative Reading Schedule
Class 1	Course Introduction – Competitiveness, Strategy, & Productivity (PLO 1-6; SLO 1-5)	(PLO 1-6; SLO 1-5)	Read Chapter 1 & 2 of *Operations Management* (PLO 1-6; SLO 1-5)
Class 2	Forecasting/Product and Service Design (PLO 2-5 ;SLO 1,2,3,)	(PLO 2-5 ; SLO 1,2,3,)	Read Chapters 3 & 4 of *Operations Management*. (PLO 2-5 ;SLO 1,2,3,)
Class 3	Strategic Capacity Planning/Process Selection & Facility Layout (PLO 2,3,4,5;SLO 1,3,4,5)	(PLO 2,3,4,5; SLO 1,3,4,5) Pre-Project Submission 1	Read Chapters 5 & 6 of *Operations Management*. (PLO 2,3,4,5; SLO 1,3,4,5)
Class 4	Work Design & Measurement/ Location Planning & Analysis (PLO 2,3,4,5; SLO 1,3,4,5)	(PLO 2,3,4,5; SLO 1,3,4,5) Textbook Analysis Assignment 1	Read Chapters 7 & 8 of *Operations Management*. (PLO 2,3,4,5; SLO 1,3,4,5)

Class 5	Management of Quality/Quality Control/Aggregate Planning & Master Scheduling (PLO 2,3,4,5; SLO 1,2,3,4,5)	(PLO 2,3,4,5; SLO 1,2,3,4,5)	Read Chapters 9, 10 & 11 of *Operations Management*. (PLO 2,3,4,5; SLO 1,2,3,4,5)
Class 6	MRP & ERP/Inventory Management/JIT & Lean Operations (PLO 2,3,4,5; SLO 1,3,4,5)	(PLO 2,3,4,5; SLO 1,3,4,5) Pre-Project Submission 2	Read Chapters 12, 13 & 14 of *Operations Management*. (PLO 2,3,4,5; SLO 1,3,4,5)
Class 7	Supply Chain Management/Scheduling (PLO 2,3,4,5; SLO 1,2,3,4,5)	(PLO 2,3,4,5; SLO 1,2,3,4,5) Textbook Analysis Assignment 2	Read Chapters 15& 16 of *Operations Management*. (PLO 2,3,4,5; SLO 1,2,3,4,5)
Class 8	Project Management/Management of Waiting Lines. (PLO 2,3,4,5; SLO 1,2,3,4,5)	(PLO 2,3,4,5; SLO 1,2,3,4,5) Final Project Due	Read Chapters 17& 18 of *Operations Management*. (PLO 2,3,4,5; SLO 1,2,3,4,5)

Grading:

Attendance & Participation   20%
Written Assignment   25%
Textbook Reading Responses   15%
Final Project   40%

     100%

Course Project

Create a report that revises or evaluates a company product or service in which you apply the principles learned in the textbook. Two possible projects include:

- Design a plan that will either improve an organization's overall operations process based on your research. Provide a rational for your recommended decision.
- Evaluate a organization's overall operations production process or service with the goal of improvement based on research. Provide a rational for your decision.

You may use diagrams, cost analysis, management analysis, etc. in order to construct the project. More specific details of the project will be provided in Canvas once the course begins.

Length of Paper: 20-25 pages (**double space** = 10-10.5 pages single space)

What is a Substantive Post? © 2016
By Skip Hessel, D.M.

In a world of social media and text-messaging, interaction between student and teacher and other students is important. However, scholars begin to blur the boundaries of academic substance. Students want to make good grades and receive fair treatment. Instructors want to share principles of their discipline. In an effort to clarify how to post thoughts in an interactive forum, these instructions attempt to define substance.

A substantive post conveys a complete thought with academic rigor. Student scholars must take into account the wide variety of readers in a social media setting and communicate appropriately. One cannot assume that every reader has had exactly the same training or even similar experiences. Ergo, one must write complete thoughts to overcome any inadequacy. Similarly, academic rigor forgoes any thoughtless conclusions. While expressing new ideas and exercising academic freedom, contributors must consider what is known about the subject and include known knowledge in academic writing. Writers should consider the level of knowledge and use certain amount of judgement too. Substance requires balance. Scholars should consider their readers and communicate as well as possible.

Because today's academic environment includes many cultures, writers must consider the inappropriate use of metaphors and colloquialisms. An expression or satire may not make sense to a reader from a culture in another part of the same country or on the other side of the world. Students posting substantive responses avoid using expressions and phrases with vague meanings that the reader could misunderstand.

Substantive posts also cite sources. When using the ideas of others, a scholar gives appropriate in-text citations when responding to forum. For example,

Blackaby and Blackaby (2011) found many believers get frustrated with technology and media that has become commonplace; however, believers must "embrac[e] technology with gusto" (p. 8).

Others who express innovative thinking should receive credit for their ideas and intellectual property. Additionally, readers should have the opportunity to consider source materials themselves. A substantive post will include such citations.

Students often ask for specific guidelines. Unfortunately, students sometimes put minimum requirements ahead of quality responses. At the risk of students falling into this trap, the instructor believes a substantive post will contain one or two complete paragraphs that include approximately 300 words. Some substantive posts convey meaning with less; however, many require much more. Moreover, a substantive post will demonstrate the scholar's attempt to grow. Therefore, assigned reading materials and other sources are found as in-text citations and as references. At a minimum, each substantive post will contain at least one. Students expecting great evaluations should include at least one citation in a 300+ word post.

In many ways, participating in a forum raises tremendous opportunity. The asynchronous learning environment allows students to consider the thoughts of others, to research the subject, and to respond in their own time. Students should take advantage of this unique opportunity. Your instructor will gently correct you and evaluate you along your journey. But, great students will consider how they can practice these skills from their very first post.

BIBLIOGRAPHY

These materials are not required reading, but provide additional information from sources used in lectures.

Colvin, G. (2000). Managing in the info era. *Fortune*, March 6, F6-F9.

Crainer, S. (2000), *The Management Century*. New York, NY: Jossey-Bass.

Fitzsimmons, J., & Fitzsimmons, M. (2004). *Service management*. (4th ed.). New York,

     NY: McGraw Hill/Irwin.

Wisner, J. D., & Stanley, L. L. (2008*). Process management: Creating value along the*

     supply chain. Mason, OH: Thomson South-Western.

Womack, J. P., Jones, D., &Roos, D. (2007). *The machine that changed the world*. New

     York, NY: Harper Perennial.