

BUS 320, Business Operations
Martin V. Smith School of Business and Economics
California State University Channel Islands
Course Syllabus Fall 2022
Monday 6:00PM - 8:50PM MVS Decision Center

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Office Hours: M 4:00PM to 5:4PM Sage Hall 2nd floor RM2042 or by appt
and ZOOM

Required Materials: Heizer J., Render, B., and Munson, C. *Operations Management: Sustainability and Supply Chain Management*, Pearson, Boston, 2016. 14th Edition

<https://www.pearson.com/en-us/subject-catalog/p/operations-management-sustainability-and-supply-chain-management/P2000000007031/9780137649136>, include lab please

Course Description:

This is a required course for the Bachelor of Science in Business. An understanding of the role of quantitative analysis techniques is essential for students of business. The course will use lectures, cases, projects, and online discussions to illustrate the importance of productivity to business organizations. This course will provide business students with the knowledge, skills, and abilities to analyze operational strategy, operating systems, facilities and process technology.

Program Learning Goals:

1. Demonstrate high proficiency in critical thinking, oral and written communication, personal ethical conduct and collaboration skills.
2. Demonstrate orally and in writing analytical and integrative skills in making business decisions.
3. Demonstrate an understanding of the global operating environment of business.
4. Produce written innovative and integrative business plans, including plans that adapt to uncertain and unpredictable environments.
5. Demonstrate an understanding of relevant disciplines.
6. Demonstrate leadership skills in a variety of situations and settings.

Learning Objectives:

Successfully completing the course will allow the student to:

- Describe the fundamentals of productivity and the linkage to operations and supply chain management (OSCM) (Program Learning Goals (PLG)I, 2, 3,5)
- Analyze complex cases in OSCM and formulate effective and efficient strategies and plans to implement those strategies (PLG 1, 2, 4)
- Conduct an analysis of an OSCM situation and be able to convey this succinctly (PLG 2, 4)
- Develop solutions for operational problems utilizing methods in management science (PLG 1, 2, 5)

Course Topics:

The role of operations and supply chain management as a strategic element
 Manufacturing and service processes
 Supply chain processes
 Supply and Demand planning
 Disruptive Technology in operations and supply chain management

Grading

Weight

Weekly Assignments	30%
Attendance/Online Discussions/instructor evaluation/chapter quizzes	15%
Midterm exam	20%
Final exam	<u>35%</u>
<u>Business interview analysis paper and presentation (30% and 5%)</u>	
Total	100%

Grades – Letter Grade Translation

Highest	Lowest	Grade
100.00%	92.00%	A
91.99%	90.00%	A-
89.99%	87.00%	B+
86.99%	83.00%	B
82.99%	80.00%	B-
79.99%	77.00%	C+
76.99%	73.00%	C
72.99%	70.00%	C-
69.99%	67.00%	D+
66.99%	59.99%	D
58.99%	0.00%	F

Weekly Assignments (30% of course grade)

Maximizing efficiency of service and production functions is a key goal of OSCM. Quantitative analysis is one of the main tools used in comparing alternative scenarios for efficiency and underlying trade-offs. In this course a weekly assignment will be given for each chapter dealing with typical OSCM topics. After you read the chapter you will be assigned "discussion points," "solved problems" at the end of the chapter for your weekly assignments designated by your instructor.

Attendance/participation (15% of course grade)

Students are expected to have completed all assignments, including reading, and come to class prepared to participate. Your score on this part of the grade will be based on whether or not you participated making a contribution to the discussion. Therefore, attendance is essential. Students are expected to arrive on time for the start of class; excessive tardiness will result in a lowered grade. Missing more than two classes is prohibited and will result in a "C", "D" or "F" grade for the class regardless of performance on assignments and the final exam. If you have any attendance issues or emergencies, please speak to the instructor **beforehand**.

Some of the characteristics of effective class participation are:

1. Are the points that are made relevant to the discussion in terms of increasing everyone's understanding, or are they merely regurgitation of case facts?
2. Do your comments take into account comments made by others earlier in the class, or are the points isolated and disjointed? The best contributions following the lead off tend to be those that reflect, not only excellent preparation, but good listening, and interpretative and integrative skills as well.
3. Do your comments show evidence of a thorough reading and analysis of the case?
4. Does the participant distinguish among different kinds of data that is, facts, opinions, assumptions, and inferences?
5. Is there a willingness to test new ideas or are all comments cautious/"safe"?

Examples of things that cause one not to earn the full amount of participation points:

1. Doing homework in class.
2. Being disruptive.
3. Arriving late, leaving early.
4. Cell phone use.
5. Laptop, tablet, smart phone use other than taking notes.
6. Sleeping in class.

Midterm exam (20% of course grade)

The midterm exam will cover all textbook readings, lectures, cases and problems up to the date of the midterm. It will consist of true/false and multiple-choice questions with quantitative analysis. You will need a calculator for some of the more difficult formulas.

Business interview analysis paper and presentation (30% and 5% of course grade)

This course focuses on process and supply chain management used to deliver a product to a customer.

Your report should address the following items as applicable to your project:

1. Interview at least 3 businesses asking them how they deal with:
The Ten Organizational Management strategic decisions which are required of operations managers (Please see page 46, Part I for exact questions):
 1. Design of goods and services
 2. Managing quality
 3. Process strategy
 4. Location strategies
 5. Layout strategies
 6. Human resources
 7. Supply chain management
 8. Inventory management
 9. Scheduling
 10. Maintenance
2. Based on these interviews please give a written report of the following:
 - a. Provide a **One** paragraph biography of each business interviewed
 - b. A breakdown of the individual responses to your question
 - c. Explain what the businesses have in common in how they dealt with the above issues in Organizational Management?
 - d. Please identify 5 best practices as performed by the businesses you interviewed and how they relate to lessons learned in class and in our textbook.
 - e. Give at least three examples of the data and calculations that would be used to analyze each best practice.
 - f. Please give at least three best practices that you would recommend to these businesses that are **not** doing and how you would use data and calculations to analyze those practices.
 - g. Give a three minute "rocket pitch" describing your project and addressing the above points. Please include **3 slides total** for your presentation.

Report requirements:

- Provide a detailed report that should be written as an executive report of the project. An adequate report should be in APA format and have a length of 6 to 8 double spaced pages excluding title pages, table of contents, and citations.

Consider carefully what information you want your audience to receive. Present the big picture and leave the details for the write-up. You will need to email your PowerPoint presentation to the instructor prior to the class.

Please do not spend your presentation time reading the slides to the class. We can see/read much faster than you can speak.

Course Standards

It is assumed that all students will perform professionally in preparing work required for this class. All papers must be submitted before class on their due date. Late submissions will not be accepted.

All students commit to maintaining and upholding intellectual integrity. Any violations, including but not limited to cheating or plagiarism may result in sanctions. Sanctions may include a failing grade on an assignment, a failing grade for the course, or suspension or dismissal from the university.

Students with Disabilities needing accommodation should make requests to the staff at the Disability Resource Programs, at the Educational Access Center, East Bell Tower 1541 (805) 437-3331, accommodations@csuci.edu, Valeri Cirino-Paez, valeri.cirino-paez@csuci.edu. Please discuss approved accommodations with the instructor.

Written work Grading Rubric:

Grading Rubric

Criteria	Not Evident	Developing	Proficient	Exemplary	Points
Organization and format	2 pts Writing lacks logical organization. It may show some coherence but ideas lack unity. Serious errors and generally is an unorganized format and information.	3 pts Writing is coherent and logically organized, using a format suitable for the material presented. Some points may be contextually misplaced and/or stray from the topic. Transitions may be evident but not used throughout the essay. Organization and format used may detract from understanding the material presented.	4 pts Writing is coherent and logically organized, using a format suitable for the material presented. Transitions between ideas and paragraphs create coherence. Overall unity of ideas is supported by the format and organization of the material presented.	5 pts Writing shows high degree of attention to details and presentation of points. Format used enhances understanding of material presented. Unity clearly leads the reader to the writer's conclusion and the format and information could be used independently.	5 pts
Content	2 pts Some but not all required questions are addressed. Content and/or terminology is not properly used or referenced. Little or no original thought is present in the writing. Concepts presented are merely restated from the source, or ideas presented do not follow the logic and reasoning presented throughout the writing.	3 pts All required questions are addressed but may not be addressed with thoughtful consideration and/or may not reflect proper use of content terminology or additional original thought. Additional concepts may not be present and/or may not be properly cited sources.	4 pts All required questions are addressed with thoughtful consideration reflecting both proper use of content terminology and additional original thought. Some additional concepts may be presented from other properly cited sources, or originated by the author following logic and reasoning they've clearly presented throughout the writing.	5 pts All required questions are addressed with thoughtful in-depth consideration reflecting both proper use of content terminology and additional original thought. Additional concepts are clearly presented from properly cited sources, or originated by the author following logic and reasoning they've clearly presented throughout the writing.	5 pts

Criteria	Not Evident	Developing	Proficient	Exemplary	Points
Development – Critical Thinking	4 pts Shows some thinking and reasoning but most ideas are underdeveloped, unoriginal, and/or do not address the questions asked. Conclusions drawn may be unsupported, illogical or merely the author's opinion with no supporting evidence presented.	6 pts Content indicates thinking and reasoning applied with original thought on a few ideas, but may repeat information provided and/ or does not address all of the questions asked. The author presents no original ideas, or ideas do not follow clear logic and reasoning. The evidence presented may not support conclusions drawn.	8 pts Content indicates original thinking, cohesive conclusions, and developed ideas with sufficient and firm evidence. Clearly addresses all of the questions or requirements asked. The evidence presented supports conclusions drawn.	10 pts Content indicates synthesis of ideas, in-depth analysis and evidence beyond the questions or requirements asked. Original thought supports the topic, and is clearly a well-constructed response to the questions asked. The evidence presented makes a compelling case for any conclusions drawn.	10 pts
Grammar, Mechanics, Style	2 pts Writing contains many spelling, punctuation, and grammatical errors, making it difficult for the reader to follow ideas clearly. There may be sentence fragments and run-ons. The style of writing, tone, and use of rhetorical devices disrupts the content. Additional information may be presented but in an unsuitable style, detracting from its understanding.	3 pts Some spelling, punctuation, and grammatical errors are present, interrupting the reader from following the ideas presented clearly. There may be sentence fragments and run-ons. The style of writing, tone, and use of rhetorical devices may detract from the content. Additional information may be presented, but in a style of writing that does not support understanding of the content.	4 pts Writing is free of most spelling, punctuation, and grammatical errors, allowing the reader to follow ideas clearly. There are no sentence fragments and run-ons. The style of writing, tone, and use of rhetorical devices enhance the content. Additional information is presented in a cohesive style that supports understanding of the content.	5 pts Writing is free of all spelling, punctuation, and grammatical errors and written in a style that enhances the reader's ability to follow ideas clearly. There are no sentence fragments and run-ons. The style of writing, tone, and use of rhetorical devices enhance the content. Additional information is presented to encourage and enhance understanding of the content.	5 pts
				Total:	25 pts

Class Schedule

This schedule is subject to change during the semester.

Week	Date	Class Lecture/Discussion	Text Readings	Assignment and Case Study
1	8/22	Course Overview	Ch. 1, Ch. 2	<i>Frito-Lay/ Hard Rock Café</i>
2	8/29	Operations and Productivity /Operations Strategy in a Global Environment	Ch.3	<i>Chapter 1,2 assignments due</i>
3	9/5	Labor Day(No Class)		
4	9/12	Project Management	Ch. 4	<i>Chapter 3 assignment/Arnold Palmer Hospital due</i>
5	9/19	Forecasting	Ch. 5	<i>Chapter 4 assignment/ Orlando Magic</i>
6	9/26	Design of Goods & Services	Ch. 6	<i>Chapter 5 assignment/ Regal Marine</i>
7	10/3	Managing Quality	Ch.7	<i>Chapter 6 assignment/ Alaska Airlines</i>
8	10/10	Process Strategy	Ch. 8	<i>Chapter 7 assignment /Alaska Airlines</i>
9	10/17	Location Strategies MIDTERM	Ch. 9	<i>Chapter 8 assignment/ Red Lobster</i>
10	10/24	Layout Strategies	Ch. 10	<i>Chapter 5 assignment /Wheeled Coach</i>
11	10/31	Supply Chain Management	Ch. 12	<i>Darden</i>
12	11/7	Inventory	Ch. 13	<i>Frito-Lay</i>
13	11/14	Aggregate, Sales, & Operations Planning	Ch. 14	<i>Orlando Magic</i>
14	11/21	Short Term Scheduling/Lean Operations/ ONLINE NO CLASS	Ch. 15,16	<i>Amway Center</i>
15	11/28	Overview of best Practices in OM	Ch. 16	
16	12/05	Final Exam		

Name _____

CONTENT RUBRIC FOR SCORING PAPER:

Points	Topic
_____	25 How process used by interviewed companies supports org strategy and the supply chain.
_____	15 Detailed answers or each interview questions
_____	15 Best practices identified
_____	15 Suggested performance metrics
_____	15 How to improve the performance
_____	15 APA = Grammar / Spelling / Formatting

In Class Mask Policy

CSUCI is following guidelines from the California Department of Public Health and Ventura County Department of Public Health to promote safety during the COVID-19 pandemic for CSUCI students, employees, and visitors on the campus, to help prevent and protect oneself and others from the spread of the virus. Students are required to adhere to all health and safety requirements outlined on the University's website regarding COVID-19. Failure to do so may result in removal from the classroom and, in keeping with CSU policy, the student may also be denied access to campus/programs.

Digital Accessible Course Materials–ALLY

CSUCI is committed to providing you the best learning experience possible. With this goal, we have activated ALLY in your Canvas courses. ALLY is a product that focuses on making digital course content more accessible to all students. You will now be able to

[download most course files in the format that fits best with your learning needs](#); PDF, HTML, .EPUB, and Audio files are now available for most content items. To learn more about formats available as well as what each format offers visit

[Ally Support](#). Should you have any questions or experience issues while using ALLY, please contact

[Shared Services Solution Center](#)

at (805) 437-8552.

Campus Tutoring Services

You are encouraged to make early and regular use of campus tutors and/or peer-led study groups. For campus tutoring locations, subjects and hours, go to the [Learning Resources Center](#) page.ext here. You can also hide this text by clicking the gear icon in the upper-right corner of this content block and clicking "Show/Hide Description".

Our Class Disruption Plan

Yes!

A disruption means you, me, or all of us cannot participate in 'class as usual' for a reason we could not predict at the beginning of the semester. After COVID-19, we are well aware that disruption can happen fast. While we hope to avoid any closures due to COVID related reasons, let's face it, disruption happens every semester. You may get sick, I may get sick, or campus may close due to a wildfire - this is California afterall. Life happens! Our goal as a learning community is to do our best to keep teaching and learning with as little interruption as possible. This page explains what you can expect from me and what I expect from you when facing disruption - small or big!

If I am 'out'

You will receive an email with any details I can provide.

Expectations will be that you follow Canvas deliverables, due dates and instructions. More in likely I will have asynchronous instruction (not meeting in person), meaning you complete videos and assignments submitted through Canvas. If possible I could also have synchronous (meeting in Zoom in person) with Canvas deliverables.

If you are 'out'

If you out for an extended period of time please send me an email so we can work out adjustments to the schedule for you. My goal would be to help you navigate to success.

If Campus Closes

If all of campus closes, which has happened at least once over the last three or more academic years.

- You will receive an email from me as well as the university.
- We would move to weekly ZOOM meetings, to replace the FTF classes and we would continue to follow the syllabus/Canvas outline.
- Class sessions would be recorded and made available to students who could not attend.
- Students would participate in a follow up discussion based on the class session using the discussion forum.
- Arrangements can be made due to ability to learn from home, family, WIFI, etc. with a meeting with me.
- Please make sure you reach out as I want to make sure this disruption does not hinder YOUR SUCCESS!

Civil Discourse

.All students, staff and faculty on our campus are expected to join in making our campus a safe space for communication and civil discourse. If you are experiencing discomfort related to the language you are hearing or seeing on campus (in or out of classes), please talk with a trusted faculty or staff member. Similarly, please consider whether the language that you are using (in person or on Canvas) respects the rights of others to “engage in informed discourse and express a diversity of opinions freely and in a civil manner” (language from Academic Senate [Resolution SR 16-01](#), Commitment to Equity, Inclusion, and Civil Discourse within our Diverse Campus Community).

In addition, students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action. Students that disrupt this course may receive a verbal and written warning from the instructor, they may be excused from the class for the day, they may be excused from the class for up to one class period, and/or they may be referred to the Dean of Students office for further review and possible disciplinary action.

Classroom Behavior

The classroom is a special environment whether F2F or online in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.

Academic Dishonesty

Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skills that he/she does not possess. Any assignment or exam will receive an automatic grade of "F" if academic dishonesty is involved. A second incidence of academic dishonesty in a course may be cause for a grade of "F" to be awarded as the final course grade.

Withdrawing from the course

It is the student's responsibility to officially withdraw from the course. Complete withdrawal without instructor's approval: by the end of third week of classes. No drops permitted after the third week of classes. Withdrawal will only be allowed for serious and compelling reasons only: by the end of week 10 (instructor and chair approval required; documentation required; students will receive a W).

Students with disabilities

CSUCI encourages persons with disabilities to participate in its program and activities. Students with disabilities needing accommodation should make requests to the Disability Resource Programs, at the Educational Access Center, Bell Tower Room 1541 (805-437-8529, accommodations@csuci.edu). All requests for accommodations require appropriate advance notice to avoid a delay in services. Please, discuss approved accommodations with me.

Syllabus Disclaimer

The above scheduled activities may be adjusted should some chapters prove to be simpler or more difficult than anticipated. Any changes in homework or exam dates will be announced in advance and other problems may be assigned for in-class work if time permits.

THIS SYLLABUS IS NOT A CONTRACT AND THE INSTRUCTOR RESERVES THE RIGHT TO CHANGE IT AT ANY TIME.

Emergency Intervention and Basic Needs

If you or someone you know is experiencing unforeseen or catastrophic financial issues, skipping meals or experiencing homelessness/housing insecurity (e.g. sleeping in a car, couch surfing, staying with friends), please know that you are not alone. There are resources on campus that may assist you during this time. The Dolphin Pantry is currently located in Arroyo Hall and offers free food, toiletries and basic necessities for current CI students. For additional assistance, please contact the Dean of Students office at (805) 437-8512 or visit Bell Tower 2565. Please visit the website for the most up to date information on the Basic Needs Program at CI.

Counseling and Psychological Services (CAPS)

CAPS is pleased to provide a wide range of services to assist students in achieving their academic and personal goals. Services include confidential short-term counseling, crisis intervention, psychiatric consultation, and 24/7 phone and text support. CAPS is located in Bell Tower East, 1867 and can be reached at 805-437-2088 (select option 2 on voicemail for 24/7 crisis support; or text "Hello" to 741741); you can also email us at caps@csuci.edu or visit the CAPS website.

Title IX and Inclusion

Title IX & Inclusion manages the University's equal opportunity compliance, including the areas of affirmative action and Title IX. Title IX & Inclusion also oversees the campus' response to the University's nondiscrimination policies. CSU Channel Islands prohibits discrimination and harassment of any kind on the basis of a protected status (i.e., age, disability, gender, genetic information, gender identity, gender expression, marital status, medical condition, nationality, race or ethnicity, religion or religious creed, sexual orientation, and Veteran or Military Status). This prohibition on harassment includes sexual harassment, as well as sexual misconduct, dating and domestic violence, and stalking. For more information regarding CSU Channel Islands' commitment to diversity and inclusion or to report a potential violation, please contact Title IX & Inclusion at 805.437.2077 or visit the Title IX website.