

Appendix to the Senate Agenda – February 9, 2010

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School Honors **Date** 10/15/09

Course No. or level 391 **Title** Honors Independent Study Workshop

Semester hours 1 Clock hours: Lecture 1 Laboratory _____

Prerequisites Successful completion of 12 hours of Honors courses

Enrollment expectation 6

Indicate any course for which this course is a (an)

modification none
(proposed change in course title, course description, course content or method of instruction)

substitute none
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate none
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Pamela A. Rooks

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Fall 2010

Date of School/Department approval _____

Catalog description: 391 (1) Optional for students planning to complete HNRS 491 (the Honors Independent Study) in the following semester. Students work with the Honors Director to decide on and plan for their Independent Study project, to select and begin work with their Study Director, and to prepare and submit an acceptable Proposal to the Honors Committee. Faculty from various disciplines will advise on research methodology and presentation. Carries elective, but not General Education, departmental, or school credit. May only be taken for credit once.

Purpose: 1. For Whom (generally?) Honors students who want guidance and support in preparing their Honors Independent Study Proposals. 391 would be optional, and assessed as S [Satisfactory: Student's HNRS 491 Proposal has been approved by the Honors Committee; the student is pre-registered for HNRS 491 for the semester following the completion of 391; the student has begun work on the project with the Study Director; if applicable, the student has applied for funding support for the project] or U [Unsatisfactory: Student has not achieved the above goals].

2. What should the course do for the student? Give some general guidance on designing and describing a large research project proposal or grant request. There will be presentations from faculty in various disciplines. By about midterm, the student should have decided on a topic and connected with the Study Director. By about three weeks before the end of the semester, the student should have submitted a 491 proposal to the Honors Director for consideration by the Honors Committee.

Teaching method planned: Combination of lecture / presentations and individual sessions between the student and the Honors Director (Instructor of Record, uncompensated) and the student's Study Director.

Textbook and/or materials planned (including electronic/multimedia): none

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement. Include a syllabus for the course.) See attached sample syllabus.

When completed, forward to the Office of the Provost.

9/03

HONORS 391: Honors Independent Study Workshop, Fall 2010

PLEASE KEEP THIS HANDOUT FOR FUTURE REFERENCE; YOU ARE RESPONSIBLE FOR A KNOWLEDGE OF ITS CONTENTS THROUGHOUT THE SEMESTER!

Monday only, 2:30 – 3:45, CEMC 241. 391 is assessed as S [Satisfactory] or U [Unsatisfactory] and earns one hour of Honors credit. It may only be taken once for credit. [Note that no more than three credit hours earned in one credit hour courses in any discipline can be counted towards graduation.]

Prerequisite: Honors-eligibility; successful completion of 12 hours of Honors courses.

Dr. PAMELA ROOKS

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Office Phone: 661-1526 [I have voice mail, but I don't check it from home]
Office E-mail: prooks@fmarion.edu [I also don't check work e-mail from home]
Office Hours: MWF 8:30 – 9:25, 10:30 – 11:25
M 1:00 – 2:30; W 1:00 – 3:00
TTh 10:30-3:00 (with a lunch break in there somewhere!)
(Other times available by appointment. If I have to be out of the office for more than a few minutes during office hours, I will usually put a note on the door saying where I am and when I'll be back)
Home Phone: 669-6473 (use only in cases of dire need!)
Home E-mail: rooksjp@yahoo.com (ditto)

GOALS AND PURPOSES

391 is intended to provide you with guidance and support as you prepare to complete your Honors Independent Study project next semester. You will be working with me – sometimes individually, sometimes as a group – to decide on and plan for your Independent Study project, to select and begin work with your Study Director, and to prepare and submit an acceptable Proposal to the Honors Committee. Faculty from various disciplines will advise you on research methodology and presentation.

Mastering the skills of designing and presenting a proposal for a large-scale research project or grant will be useful in your work beyond FMU, either in graduate school or the professional world.

ASSESSMENT

In order to receive an S [Satisfactory] and earn 1 hour of Honors credit, you must achieve the following by the end of this semester: You are registered for HNRS 491 for the semester following your completion of this course; your HNRS 491 Proposal has been approved by the Honors Committee and the Provost; you have begun work on the project with your Study Director; if applicable, you have applied for funding support.

ATTENDANCE

If you miss more than one scheduled class or individual meeting with me or your Study Director, I will withdraw you from the course.

PLAGIARISM

Plagiarism is, if possible, even more unacceptable in the context of a senior Honors Independent Study project than in other academic contexts. If you are detected in plagiarizing any aspect of

your Proposal, by me, your Study Director or Readers, or a member of the Honors Committee, I will file a formal report with the Provost's Office; you will receive a U for 391, and you will not be allowed to undertake an Honors Independent Study and therefore will be unable to graduate "With University Honors."

COURSE SCHEDULE

Week One: Meet as a class; introduction, policies

Week Two: Meet as a class; brainstorming project ideas

Week Three: Meet as a class; discuss examples of past successful projects; go over the 491 guidelines, to wit:

- Students who plan to graduate "With University Honors" must complete an Honors Independent Study project (HNRS 491) as 3 of the 21 hours of Honors credit required. A grade below "B" does not count towards credit for the Honors degree, although it does carry elective credit towards regular degree requirements.
- Students must pre-register for HNRS 491 prior to the semester in which they intend to complete the project. The initial registration designates the Honors Director as the instructor; when the 491 proposal is approved by the Honors Committee and the University Provost, the Honors Director and the Registrar will adjust the registration to make the Study Director the instructor of record, responsible for assigning and submitting the final grade.
- Students have the option of receiving 3 hours of Honors credit for 497 Special Studies in discipline rather than for HNRS 491.
- Students who want additional guidance and support in preparing for 491 have the option of taking HNRS 391, the Honors Independent Study Workshop, the semester before. 391 is assessed as S [Satisfactory] or U [Unsatisfactory] and earns one hour of Honors credit.
- The hard deadline for 491 proposals to be submitted to the Honors Director is three weeks before the last class meeting in the prior semester. Late proposals cannot be considered, and a student who has pre-registered for 491 but does not submit a proposal will be withdrawn from the course.
- Whether or not they choose to enroll in 391, students are strongly advised to begin serious work on their 491 projects before the semester when they expect to complete the study. Students who choose to take 391 will be required to have chosen a topic and begun work with their Study Directors by midterm.
- Although most students do their 491 in their major field, with a Study Director from that discipline, this is not required.
- A student can complete a second 491 in a second discipline for honors credit.
- In addition to the Study Director, 491 projects require designated second and third Readers, one of whom must be from a different discipline. The Study Director determines and assigns the final grade, in consultation with the second and third Readers. A copy of the completed project must be delivered to the Honors Director.
- Although 491 usually takes the form of an advanced research project or thesis, creative work in the arts is also possible.

- If any special funding (for materials, mailings, travel, etc.) is necessary to complete the project, students can apply for that financial support with a separate form, available from the Honors Director.
- Because 491 earns 3 hours of 400-level Honors credit, projects must represent substantive work beyond what would be expected of a term paper or project earning partial credit in a 400-level course. No standard length is required, since there is such variety in what is appropriate for different kinds of projects. A straight research paper (a project that does not involve laboratory experimentation, survey instruments, performance or exhibition) should be in the neighborhood of 30 – 50 pages.
- Successful completion of 491 is an excellent indicator that the student has mastered the rigorous self-discipline required by graduate and professional programs.

Week Four: Meet as a class; discuss examples from the files, go over the guidelines for the Proposal, to wit:

- The Proposal includes a completed Approval Form (forms are available from the Honors Director). The student is responsible for completing the form, including the names and signatures of the Study Director, the second and third Readers, and the Department Chairman or School Dean from the appropriate academic area.
- The proposal includes a detailed description of the project, and a letter of support from the Study Director.
- The letter of support should indicate the Study Director's willingness to undertake this responsibility, his/her familiarity with the proposed project, his/her knowledge of the student's capabilities, and his/her confidence that the project is do-able and worthy of the doing, and that this student can complete it successfully.
- The Proposal should be written by the student, in consultation with the Study Director. Even if the student's research is part of a larger team project (as might be true in the natural sciences), the Committee expects the student to be able to articulate his/her understanding of the work and his/her role in it in his/her own words.
- Because members of the Honors Committee come from various academic disciplines, the Proposal must be detailed enough and clearly enough written to be understood by an educated person from a different discipline. It may, therefore, be appropriate to define or explain specialized terminology.
- The Proposal should be word-processed in 12 point font. At least a paragraph should be included under each of the following headings.
- The student should submit the Proposal to the Honors Director both as an electronic file and as a hard copy.

Statement of Intent

Describe the project you propose. It may be appropriate to consider this section as an abstract, or to articulate the hypothesis you hope to support. You should indicate the form in which you plan to present your work (research paper, lab reports, exhibition or performance, etc.)

Theory / Background / Introduction / History

If appropriate, articulate the relevant theory underlying the project. Briefly indicate what work may already have been done in this field by other scholars. Briefly explain why you have chosen this project; what in your background and previous work makes this an appropriate and

interesting choice for you. You might indicate how your work on this project might relate to your future academic or professional plans.

Process / Method

Describe the experimental equipment and procedures, if applicable. Indicate what resources and methods you believe will be necessary to complete the project. Indicate whether you will need to request funding to support your work.

Preliminary Bibliography

List some of the sources that you plan to use (library or internet materials). These should be listed in the documentation format appropriate to the academic discipline area of the project.

Timetable

You and your Study Director should discuss and articulate what steps and schedules you both feel will be necessary to complete the project in a timely fashion.

- The members of the Honors Committee understand that scientific, scholarly, and creative projects change and develop as the work progresses, and that the final product may be somewhat different from the initial Proposal. Nevertheless, we expect that the proposal should indicate that the student, working with the Study Director, has put serious thought and planning into designing it before submission. We may ask for clarifications, expansion, or other revisions before approving it. Once the 491 proposal has been approved, the members of the Honors Committee have no further formal role in facilitating or assessing the project.

Week Five: Meet as a class; presentation from two faculty guest speakers. (Faculty with strong research records in various disciplines have agreed to meet with the 391 group and talk about planning and presenting research and grant proposals in their areas. Who will present in a given session and semester depends on individual availability and what the students in a given semester are majoring in.)

Week Six: Meet as a class; presentation from two faculty guest speakers.

Week Seven: Do not meet as a class; individually scheduled conferences with me to discuss specifics of individual projects. By this point, the students should have chosen, approached, and gotten agreement to serve from their Study Director, as well as their second and third Readers.

Week Eight: Do not meet as a class; students work with Study Directors on Proposals.

Week Nine: Do not meet as a class; students continue to work with Study Directors.

Week Ten: Do not meet as a class; Proposals turned in to me; distributed to Honors Committee. (For the rest of the semester, students should be beginning the preliminary reading and research, in consultation with their Study Directors, while waiting to hear from the Honors Committee.)

Week Eleven and Twelve: During this period, Honors Committee members e-mail individual students and Study Directors with questions and concerns. Students can respond by e-mail, and should send requested revisions to the Committee members. All such e-mails should be copied to me.

Week Thirteen: During the class period, members of the Honors Committee can question individual students about their Proposals (students scheduled for 15 minute slots).

Week Fourteen: Meet as a class; students whose Proposals have been approved share their project plans with the group.

Week Fifteen: Students who are applying for research funding turn this paperwork in to me.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School Biology Biology Date 9-17-09

Course No. or level 214 Title: Issues in Environmental Biology

Semester hours 3 Clock hours: Lecture 3 Laboratory 0

Prerequisites BIO 106

Enrollment expectation 20

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute ENV 201 _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Lisa Pike

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation _____

Date of School/Department approval _____

Catalog description: **See Attached**

Purpose: 1. For Whom (generally?) Sophomore - Senior Biology Majors and those working on a Biology minor or collateral.

2. What should the course do for the student? Students will work together to develop skills in group learning, speaking, and critical thinking, while learning the relevance of science and environmental issues in their daily lives.

Teaching Method Planned: Case Study Approach

Textbook and/or materials planned (including electronic/multimedia):

Miller / Spoolman Environmental Science 13e (2009) in conjunction with a variety of case studies from the National Center on Case Study Teaching in Science: University at Buffalo Case Study Collection (<http://ublib.buffalo.edu/libraries/projects/cases/case.html>) (see attached for a complete list of case studies to be used in this course).

Course Content: **See attached syllabus**

Catalog description

Biology 214 Issues in Environmental Biology (3) (Prerequisites: 106)

This course utilizes the Case Study method to teach about major environmental issues facing the world today. These issues include: climate change, loss of biodiversity, pollution, water supply and demand, endangered species, ecological footprint and pesticide use. Students will work together to develop skills in group learning, speaking, and critical thinking, while learning the relevance of biology and environmental issues in their daily lives.

Purpose:

1. **For Whom (generally)?** This course is designed for sophomore and junior biology majors, as well as students seeking a minor or collateral in Biology.
2. **What should the course do for the student?** Students will work together to develop skills in group learning, speaking, and critical thinking, while learning the relevance of science and environmental issues in their daily lives.

Teaching method planned: The Case Study approach, as modeled by the National Center for Case Study Teaching in Science (State University of New York, University at Buffalo). The teacher facilitates small groups of students working on each problem/case.

Textbook and /or materials planned: Miller / Spoolman Environmental Science 13e (2009) in conjunction with a variety of case studies from the National Center on Case Study Teaching in Science: University at Buffalo Case Study Collection (<http://ublib.buffalo.edu/libraries/projects/cases/case.html>) The case studies that will be used are as follows:

The Dead Zone: Ecology and Oceanography in the Gulf of Mexico

Kathleen Archer, Trinity College, and Lauren Sahl, Maine Maritime Academy

Counting Sheep: Bighorn Sheep and Mountain Lions in the American West

Elizabeth Clark, Washington University in St. Louis

The Klamath Basin Water Crisis: Water Supply and Demand

MeghanMarie Fowler-Finn, Washington University in St. Louis

Kermit to Kermette? Does the Herbicide Atrazine Feminize Male Frogs?

Frank J. Dinan, Canisius College

Living Downstream: Atrazine and Coliform Bacteria Effects on Water Quality—A Debate Case

Thomas A. Davis, Loras College

Oak Clearcutting: To Cut or Not to Cut? A Debate Case

Thomas A. Davis, Loras College

But It's Just a Bottle of Water...

Lindsey May, Jessica Kotke, and Charles R. Bomar, University of Wisconsin–Stout

Pesticides: Can We Do Without Them?

Laurie A. Parendes, Edinboro University of Pennsylvania, and Scott H. Burris, University of Missouri–Columbia

Rabbit Calicivirus Disease: Magic Bullet or Pandora's Box? A Case Study on Biological Controls

Gary M. Fortier, Delaware Valley College

Watch Your Step: Understanding the Impact of Your Personal Consumption on the Environment

Philip Camill, Carleton College

Threats to Biodiversity: A Case Study of Hawaiian Birds

Sarah K. Huber, University of Massachusetts at Amherst, and Paula P. Lemons, Duke University

Exotics

Darlene Panvini, Vanderbilt University

Is Iron Fertilization Good for the Sea?

LeLeng To, Goucher College

The Petition: A Global Warming Case Study

Bruce Allen and Clyde F. Herreid, University at Buffalo

To Spray or Not to Spray: A Debate Over Malaria and DDT

Frank J. Dinan and Joseph F. Bieron, Canisius College

Course Content: This course will cover the following environmental issues, including the science and social impacts and ethics behind each issue:

1. climate change (what it is, its causes, possible solutions, effects of continued CO₂ and methane production, first world versus third world political / social responses to warming)
2. pesticide use (why pesticides are used, problems with pesticides (ex. atrazine as an endocrine disruptor, ethics of producing pesticides banned in the U.S. for sale in the third world), alternatives to pesticides (organic farming: costs, labor issues)
3. loss of biodiversity (why biodiversity is important, why it is declining, possible solutions (ecotourism: how to encourage the third world countries to save their forests), endangered species legislation, managing wildlife populations, exotic species introductions (community dynamics, competition with native species)

4. water pollution (agriculture and water pollution, the dead zone in the Gulf of Mexico as a result of water pollution, Pfisteria as a result of water pollution,
5. water scarcity (water supply and demand, uses of water: humans versus wildlife)
6. deforestation (why we deforest, where we deforest (first world versus third), consequences of deforestation, alternatives to deforestation (recycling, green taxes))
7. overconsumption (ecological footprint, sustainability, cradle to cradle philosophy)

Biology 214 (Pike) - Spring 2011

Instructor : Ms. Lisa A. Pike
 Office: LSF 204 D
 Phone : 661-1411
 LPike@fmarion.edu

Office Hours (LSF 204 D)
 M 1:30 - 3:30
 T & TH 10:00 – 11:00
 W 10:30 – 12:00

ATTENDANCE: Attendance is required. Arriving Late or Leaving Early will count as an absence. There are no “excused” absences. Students who have more than **Five (5)** absences will be dropped with a “NC” or, at the discretion of the instructor, their grades will be lowered accordingly (2 points off the Final Average for every Late or Absence after the initial 5). Consistent tardiness will not be tolerated, nor will tardiness to exams. During exams, you may not leave the room until you are finished. During classes, it is expected that you will behave with courtesy (save trips to bathroom, water fountain etc. for before or after class, not during). **Cell phones** must be turned off and **put away**. No texting please! There is no laboratory associated with this class.

TEXT: Miller / Spoolman. Environmental Science (13e). 2009.
 Case Study Handouts (via Blackboard and also found at
<http://ublib.buffalo.edu/libraries/projects/cases/ubcase.htm>)

WEB Site: <http://blackboard.fmarion.edu>

GRADING: There will be two (2) exams (a midterm and a cumulative final) which will count 20% each of the course grade. The remaining 60% of your grade will be based on the Case Studies. In class students will work together in small groups (sometimes presenting orally to the class) and will cover 7 cases throughout the 15 week semester. Your top 5 grades out of 7 on the case studies will earn you 12% each or 60% of your grade. Grades will be given to each group; however participation from each group member is essential and will be monitored. Students who do not participate in group work will not earn credit. Group makeup may be changed through the course of the semester. Not all information covered in lecture can be found in the text, and exams will cover both text and lecture material.

Grades will be based on exams (40%) / case studies (60%).

4 (A) = 90 - 100%	3+ (B+) = 87 - 89%	3 (B) = 80 - 86%
2+ (C+) = 77 - 79%	2 (C) = 70 - 76%	1+ (D+) = 67 - 69%
1 (D) = 60 - 66%	NC = below 60%	

IMPORTANT DAYS / FINAL EXAM: January 18 is the last day to withdraw from a course without penalty (W). **Midterm** is March 9. Spring Break is March 12-13. Classes end April 27th.

The final exam will be held on **Friday May 11th at 3 pm.**

BLACKBOARD: This course will also utilize Blackboard, a web-based classroom assistance program. REGISTER by going to **http://Blackboard.fmarion.edu** by the end of the first full week of class. You will receive copies of the case studies from me via blackboard, you can contact me or other class members, look at study guides, lecture outlines, take quizzes and check grades via blackboard. It is important to check your blackboard account weekly. Instructors can also use Blackboard to monitor how many times, and when, you access your blackboard account or any of the supplementary materials within the account.

To Register for Blackboard:

If you already have a blackboard account, go to step 5.

1. Go to <http://blackboard.fmarion.edu>. Hit “create account”
2. Fill in your information: name, school phone number, email, username and password that you will want to use (and remember it!)
3. Logout
4. Sign back in, using your username and password (If you already have an account start here!)
5. Click on the tab at the top left “Courses”
6. Go to the Course Catalog column and select “Biology”
7. Scroll down the list until you find Biology 214 and hit the “Enroll” button on the far right
8. Hit “Submit”
9. When you enter blackboard from now on, using your username and password, you will see a list called “my courses” - Biology 214 should be on that list as well other courses that you have accounts for - click on the course you want and it will take you to your grades, course documents, etc.

After the initial visit, you can return to your account by going to <http://blackboard.fmarion.edu> and clicking on "log in". Make sure to remember your name and password! Then just click on “**my courses**” Biology 214. Note the panel to left - you can receive assignments, and there are links to supplementary materials (course documents).

Academic Honesty: Academic dishonesty (plagiarism) is presenting the work or ideas of someone else as your own without careful and accurate acknowledgment. Academic dishonesty is a serious offense and can result in failure of your assignment, failure of the course, and expulsion. Chapter 9 in *The Brief Handbook* discusses ways to avoid plagiarism; you are responsible for mastering those ways immediately. If you have questions about the use of source materials, please do not hesitate to ask.

- Reports and assignments are individual projects. At no time will I give you full credit for an assignment turned in that is a duplicate of a classmates. There is no “working together” on assignments. Do your own work and do not plagiarize.
- Plagiarism earns 10 points off your assignment the first time, a zero the second time, and a zero as well as a trip to the provost’s office for official documentation the third time.
- Clarity and grammatical rules are as important as content. See the Writing Center (FH 114-C) if needed. Examples of citation styles are in the appendix of your lab book and, more briefly, below:

Citation for the textbook: Miller, T. and Spoolman, S. 2009. *Environmental Science* (13e). Thomson / Brooks Cole Publishers, CA. Page ____.

Citations for the Case Studies: May, L., Kotke, J. and Bomar, C. 2006. *But It's Just a Bottle of Water...* National Center for Case Study Teaching in Science. State University of New York, University at Buffalo. http://www.sciencecases.org/bottled_water/bottled_water.asp

Do NOT copy directly from the text book / case study. Do NOT use Quotes.

PARAPHRASE = different words, different order.

If the book says: “Transpiration is the loss of water by evaporation from the surface of a plant. Most of the loss is from the stomata, but the plant can lose water vapor from any surface that is not well protected by the cuticle or bark”

And you write: Transpiration is the loss of water by evaporation from the surface of a plant. Most of the loss is from the stomata, but the plant can lose water vapor from any surface that is not well protected by the cuticle or bark (Knowles, et al., 2004).

This is **PLAGIARISM**. For this, you will get an F on your paper. Even if you use quotation marks (and you should not) and even if you cite your source at the end of your paper (and you should) it would still be plagiarism. **YOU MUST** learn to rephrase and put information into your own words. **You should write:** Anytime water evaporates from a plant, it is called transpiration. This evaporation, or transpiration, usually happens through tiny openings in the cuticle called stomata (Knowles, et al., 2004).

Date	Topic (Case Study in Bold Print)	Text Chapter
January 26	Water Pollution The Dead Zone: Ecology and Oceanography in the Gulf of Mexico	11
February 8	Deforestation Oak Clearcutting: To Cut or Not to Cut?	8
February 22	Climate Change 1. The Petition: A Global Warming Case Study 2. Is Iron Fertilization Good for the Sea?	3, 15
Spring Break		
March 15	Pesticide Use 1. Kermit to Kermette? Does the Herbicide Atrazine Feminize Male Frogs? 2. Living Downstream: Atrazine and Coliform Bacteria Effects on Water Quality 3. Pesticides: Can We Do Without Them? 4. To Spray or Not to Spray: A Debate Over Malaria and DDT	10
March 29	Loss of Biodiversity 1. Threats to Biodiversity: A Case Study of Hawaiian Birds 2. Exotics 3. Counting Sheep: Bighorn Sheep and Mountain Lions in the American West	3, 4, 9
April 12	Water Scarcity The Klamath Basin Water Crisis: Water Supply and Demand	11
April 21	Sustainability Watch Your Step: Understanding the Impact of Your Personal Consumption on the Environment	1, 7, 17

Purpose: 1. Who is the course for?

This course is for Early Childhood Education, Elementary Education, and Middle-Level Education majors.

2. What should the course do for the student?

This course will provide students with opportunities to develop their writing skills while also allowing these future educators the opportunities to read, write, and talk about the relationships among reading, writing, teaching, and learning that will be relevant to their work in the schools.

Teaching method planned: Lecture, class discussion, student presentations

Textbook and/or materials planned (including electronic/multimedia):

Nancy Atwell and Thomas Newkirk, eds. *Understanding Writing: Ways of Observing, Learning, and Teaching*. Heinemann, 1987.

Pat Conroy, *The Water is Wide*. Dial, 2002.

Online readings and documents posted on Blackboard to be announced.

Course Content: See attached syllabus

When completed, forward to the Office of the Provost.

9/03

Course Syllabus

English 341 (Advanced Composition for Teachers)
Department of English, Modern Languages, and Philosophy
Francis Marion University

“You never know what you will learn until you start writing. Then you discover truths you didn’t know existed.”
Anita Brookner, novelist

Course Materials

Thomas Newkirk and Nancie Atwell, *Understanding Writing, 2nd edition*
Pat Conroy, *The Water is Wide*
A folder for your portfolio of written work

The prerequisite for Advanced Composition for Teachers is English 200 (with a grade of C or higher). This course is described in the FMU catalog as follows:

Extensive work in analysis and composition of texts written by and for professional educators. Assignments involve careful reading and practice composing in various modes relevant to early-childhood, elementary, and middle-level teachers. Students also explore connections among writing, teaching and learning as they examine the implications that their experiences as writers have for their work as teachers, particularly teachers of writing.

In this course I start with the assumption that you are a competent writer and are ready to try more ambitious work than you have done in the past. I assume that in English 200 (or a similar course) you have learned to conduct library research and document sources. I do not assume that you are an expert writer, but I hope that you value writing and envision the need to write well in the future. Because most students taking this course plan on a career in teaching, we will spend much of our time on strategies for teaching writing to young people.

In English 341, we’ll write anecdotes, proposals, profiles, analyses, resumes, and a final project, among other things. I hope to introduce you to types of writing that you’ve never before tried. Some of our class time will focus on critiquing student work in progress. Once during the semester, I’ll ask you to post online a draft for the class to read and discuss. Because of this emphasis on student work, I think of this class as a writing workshop, where we discuss and work on projects together.

Because of our focus on teaching, each of you will be responsible for making a brief presentation to the class on a reading selection. I’ll provide guidance for this assignment later.

English 341 probably differs in several ways from previous writing courses you’ve taken:

1. You have more responsibility for selecting topics and contributing to discussion on working drafts.
2. Several of your papers require research, including—but not limited to—library research.
3. The class involves more complex ways of organizing and synthesizing material.

4. You'll work more with sentence style and the finer points of writing.
5. Readings, discussion, and assignments will often focus on techniques for teaching writing.

Your final grade will be based on the following assignments and percentages:

Data Analysis (paper #1)	10%
Profile (paper #2)	10%
Conroy Assignment (paper #3)	10%
Style Analysis (paper #4)	10%
Final Project (paper #5)	15%
Drafts for Workshop Days	5%
Resume and Job Letter	5%
Class Presentation	10%
Exam	10%
Quizzes, homework, short papers	15%

PAPERS: For each paper, you'll get an assignment sheet providing guidelines. Also, we will spend lots of time in class discussing and generating ideas for the papers. Class workshops should also help. I will normally expect you to bring in a full draft that I—and/or classmates—can comment on before the due date. Please keep all drafts and papers in a folder until the end of the semester.

PARTICIPATION: Because this is largely a workshop and discussion course, its success depends upon your coming to class prepared and your willingness to participate. I expect you to do the assigned readings and to take seriously your responsibilities as a member of our class community.

QUIZZES, HOMEWORK, SHORT PAPERS: Doing the reading on time will ensure that you are ready for quizzes. Written homework and brief writing assignments must be turned in on the due date. Quizzes may not be made up, and brief assignments may not be turned in late. Missing a couple of these will not bring down your grade; I build a little wiggle room into these requirements.

ASSIGNMENTS are due **IN CLASS** on the designated dates. Late papers will ordinarily be penalized with a lower grade. In order to pass the course, you must complete and turn in all major papers.

ATTENDANCE: The maximum number of class absences in this course is 4 for T-Th sections, 6 for MWF sections. You are responsible for keeping track of your absences. If you exceed this limit, you will receive an F or W for the course. I don't differentiate between excused and unexcused absences. Keep in mind the FMU deadline for dropping a class without penalty. Please locate a classmate who will share notes with you or bring you up to date if you have to miss a class.

THE WRITING CENTER, like the library, is a useful resource, open to students and faculty who want help with writing. Feel free to go there for help with any assignment. It's always a good idea to sign up for a tutorial in advance. Web site: <http://www.fmarion.edu/academics/wcenter>

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or
MODIFICATION OF AN EXISTING COURSE

Department/School: MGT/Business

Date: December 14, 2008

Course No or level: 356

Title: Process Improvement
and Quality Control

Semester Hours: 3 Clock Hours: Lecture: 3 Laboratory:

Prerequisites: MGT 355

Enrollment expectation: 10

Indicate any course for which this course is (an)
addition This course will be added to the list of required courses for Management majors
in the Bachelor of Business Administration Program

modification

(proposed change in course title, course description, course content or method of
instruction)

substitute:

(The proposed new course replaces a deleted course as a General Education or program
requirement)

alternate

(The proposed new course can be taken as an alternate to an existing course)

Name of the person preparing course description

Hari K Rajagopalan, Assistant Professor of Management

Department Chairperson's/Dean's Signature

Provost's Signature

Date of Implementation

Date of School/ Department approval

Catalog Description:

A study of management philosophy, practices and analytical processes implemented in quality
planning and administration of products and services. Topics include corporate culture, quality
design, human factors and motivation, quality auditing, service quality, quality assurance, quality
circles, and conformance to design.

Purpose: 1. For Whom (generally)

This course is for MGT students who wish to pursue a career in supply chain, production or service operations management to prepare them for techniques used in quality control.

2. What should the course do for the student?

Students will learn and put into practice skills and techniques to improve business processes and to control for quality.

Teaching method planned:

This course is a combination of lecture, in-class work and field trips to companies. Apart from lectures students will be provided with a significant number of example problem solutions, example projects, text materials, etc. from which they are expected to learn.

Textbook and/or material planned (including electronic/multimedia):

Understanding Statistical Quality Control by David Chambers and Donald Wheeler, SPC PRESS (Statistical Process Control); 2nd edition is the primary book for this course

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment. Include a syllabus for the course)

The History and Foundations of Quality

Defining TQM

The Founding Fathers

Customer Focus and Definition of Quality

Defining Quality

Garvin's Quality Attributes

Customer Satisfaction – Expectations vs Experience

Customer Satisfaction Measurement

Complaint Systems

Qualitative Tools

Pareto Diagrams

Brainstorming

Affinity Diagrams

Flow Charts

Fishbone Diagrams

Data Collection Instruments

Data Analysis and Statistical Tools

Histograms and Descriptive Statistics

Scatter Diagrams and Regression

Six Sigma Notes

Process Capability and the Taguchi Loss Function

Statistical Control Charts for Variables

Control Charts (X-Bar, Range, Std dev, Zone, Individuals)

Outliers and Other Topics

Statistical Control Charts for Attributes

Binomial Charts and Poisson Charts
Charts for Small Sample Sizes Using Probability Distributions
Leadership, Management, and Organization
Leadership
Management and Organization
Mission, Values, and Vision
Managerial Styles, X, Y, and Z
Quality Improvement Projects and Kaizen Blitz Projects
Teams, Team-building, Teamwork and Enablement
Education and Training
Reliability and Maintainability
Definitions
Serial-Parallel Reliability
The “Bathtub” Curve
The Exponential Distribution Reliability Function
H108 Life Testing Tables
A sample syllabus is included with the proposal

Course Syllabus – Spring Semester
MGT 356: Process Improvement and Quality Control

Professor: Dr. Hubert Setzler Phone: 843-661-1433
Office: Founders Hall 270 Email: hsetzler@fmarion.edu
Course Days: MWF
Prerequisites: MGT 355

Required Text:

Understanding Statistical Quality Control by David Chambers and Donald Wheeler, SPC PRESS (Statistical Process Control); 2nd edition.

Course Description:

A study of management philosophy, practices and analytical processes implemented in quality planning and administration of products and services. Topics include corporate culture, quality design, human factors and motivation, quality auditing, service quality, quality assurance, quality circles, and conformance to design.

Course Objectives

1) Defining Quality 2) Measuring the Quality of Products and Services
3) Measuring Customer Satisfaction 3) The Tools of Analysis 4) The Planning and Management of Quality 5) Quality Projects and Team Operations 6) Control Charts for Variables and Attributes and 7) Reliability.

Method of Instruction

The course is a series of lectures with student's participation. Major emphasis is on the student's understanding the quality control process. Learning will be maximized via instructor/student/student group interactions. Students will be provided with a significant number of example problem solutions, example projects, text materials, etc. from which they are expected to learn.

Grading

Projects and assignments	20%
Exams	80%

Letter grades will be computed according to this scale

A	90 and above	D	60-69
B	80-89	F	Below 60
C	70-79		

Attendance Policy

Students are expected to attend every class on time. You are allowed only six absences during the entire semester regardless of the reason. If you exceed that number you will be withdrawn from the course. If you are absent you are still responsible for doing all assigned work.

Course Work Policy

This course simulates a realistic work environment which an student might find himself or herself to be in. Therefore all assignments and project submissions are due on time, just as they are in the workplace. Late assignments will not be accepted under any circumstance. There are no make up exams, if you miss an exam a zero will be assigned as your grade for that exam. Your final exam is comprehensive and compulsory. If your final exam grade is higher than one of your previous exams, then I will drop the previous exam grade and count your final twice. All assigned readings is to be completed before class begins. Quizzes or exams may be given on reading assignments, with advance notice. Take notes in class.

Academic Honesty

Cheating devalues the degrees of all graduates of our programs and creates an atmosphere in which the most devious rather than the most worthy are rewarded. This is not the kind of society we should be striving to create for ourselves.

If you are in doubt about an action, don't assume, ask me. What I expect from you:

- Honesty in your own affairs.
- I expect you to let me know if someone else is cheating. You can do so anonymously if you want. Be as specific as possible. Give me as much evidence as you can as soon as possible. Don't tell me after grades have been posted that someone cheated last week because, by then, it will be too late for me to investigate.

An accusation by a student is not a conviction. If an accusation is made, I will conduct my own investigation and decide whether cheating has occurred and whether there is enough evidence to prove it. My standard of evidence is high. If I believe cheating has occurred, I will follow FMU procedures for giving a fair hearing.

Some things are specifically forbidden in this course.

- **While Taking Tests:** Using unauthorized materials including books or notes.
Communicating with someone during the test including answering a cell phone call or a page. Looking on another student's test or material.

A person whom it is determined has cheated will receive an F in the course in addition to whatever other punishments the university considers appropriate. This might seem "harsh". However, cheating is a serious offense because it undermines the value of everything we strive to accomplish at Francis Marion University. We demonstrate the magnitude of the offense with the magnitude of the consequences.

Miscellaneous Information

1. Please keep in mind that this is a business class. Participation is encouraged, but please do not cross the line to "disruptive." Use appropriate language and avoid talking among yourselves.
2. Please arrive on time. Late arrivals count as absences. You may find that the door is locked if you arrive late. If this happens, please do not further disrupt the class by knocking on the door.

3. You are expected to stay for the entire class period, if you need to leave the class you will need to inform me about it and get permission.
4. It is your responsibility to obtain information, assignments, and changes to the syllabus if you do not attend class.
5. The syllabus is subject to change.
6. Silence your cell phones and other electronic devices. You may not use them at any time during class. Using a cell phone for any purpose will result in you being asked to leave for the class period and you will not get attendance for that class period.

Weekly Class Schedule

- Week 1 The History and Foundations of Quality
 Defining TQM
 The Founding Fathers
 Customer Focus and Definition of Quality
 Defining Quality
 Garvin's Quality Attributes
 Customer Satisfaction – Expectations vs Experience
 Customer Satisfaction Measurement
 Complaint Systems
- Week 2 Qualitative Tools
 Pareto Diagrams
 Brainstorming
 Affinity Diagrams
 Flow Charts
 Fishbone Diagrams
 Data Collection Instruments
- Week 3 Exam 1
- Week 4 Data Analysis and Statistical Tools
 Histograms and Descriptive Statistics
 Scatter Diagrams and Regression
 Six Sigma Notes
- Week 5 Process Capability and the Taguchi Loss Function
- Week 6 Exam 2
- Week 7 Statistical Control Charts for Variables
 Control Charts (X-Bar, Range, Std dev, Zone, Individuals)
 Outliers and Other Topics
- Week 8 Statistical Control Charts for Variables
 Control Charts (X-Bar, Range, Std dev, Zone, Individuals)
 Outliers and Other Topics
- Week 9 Statistical Control Charts for Variables
 Control Charts (X-Bar, Range, Std dev, Zone, Individuals)
 Outliers and Other Topics
- Week 10 Statistical Control Charts for Attributes
 Binomial Charts and Poisson Charts
 Charts for Small Sample Sizes Using Exact Probability
 Distributions

- Week 11 Statistical Control Charts for Attributes
 - Binomial Charts and Poisson Charts
 - Charts for Small Sample Sizes Using Exact Probability Distributions
- Week 12 Exam 3
- Week 13 Leadership, Management, and Organization
 - Leadership
 - Management and Organization
 - Mission, Values, and Vision
 - Managerial Styles, X, Y, and Z
 - Quality Improvement Projects and Kaizen Blitz Projects
 - Teams, Team-building, Teamwork and Enablement
- Week 14 Education and Training
- Week 15 Final Exam

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or
MODIFICATION OF AN EXISTING COURSE

Department/School: MGT/Business

Date: December 14, 2008

Course No or level: 357

Title: Management of
Service Operations

Semester Hours: 3 Clock Hours: Lecture: 3 Laboratory:

Prerequisites: MGT 355

Enrollment expectation: 10

Indicate any course for which this course is (an)

addition This course will be added to the list of required courses for Management majors in the Bachelor of Business Administration Program

modification
(proposed change in course title, course description, course content or method of instruction)

substitute:
(The proposed new course replaces a deleted course as a General Education or program requirement)

alternate
(The proposed new course can be taken as an alternate to an existing course)

Name of the person preparing course description Hari K Rajagopalan, Assistant Professor of Management

Department Chairperson's/Dean's Signature

Provost's Signature

Date of Implementation

Date of School/ Department approval

Catalog Description:

This course focuses on the challenges of managing service operations. The major topics covered are those critical to achieving operational excellence, including the design and delivery of services, service productivity, revenue management, risk management, customer contact management, service quality and customer retention, capacity management, and demand

management. The course uses cases, readings, lectures and problem-solving tools to provide students with an understanding of these topics.

Purpose: 1. For Whom (generally)

This course is designed for MGT students to foster students understanding of overall business processes and provide tools and techniques for handling complex problems faced by service companies.

2. What should the course do for the student?

Students will learn and put into practice skills and techniques to understand operations of a service firm.

Teaching method planned:

This course is lecture based. Apart from lectures students will be provided with a significant number of example problem solutions, example projects, text materials, etc. from which they are expected to learn.

Textbook and/or material planned (including electronic/multimedia):

Textbook: *Service Management; Operations, Strategy, Information Technology*, 6th edition, by James Fitzsimmons & Mona Fitzsimmons, McGraw-Hill/Irwin, 2008.

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment. Include a syllabus for the course)

Some of the topics covered in the course will include

- The Role of Services in an Economy
- The Nature of Services
- The Service Encounter
- Service Strategy
- New Service Development
- Technology in Services
- Service Quality
- Process Improvement
- Supporting Facility and Process Flows
- Services Facility Location
- Forecasting Demand for Services
- Managing Capacity and Demand
- Managing Facilitating Goods
- Managing Waiting Lines
- Capacity Planning and Queuing Models
- Managing Projects
- Problem Solving

Course Syllabus – Spring Semester
MGT 357: Management of Service Operations

Professor: Dr. Hubert Setzler Phone: 843-661-1433
Office: Founders Hall 270 Email: hsetzler@fmarion.edu
Course Days: MWF
Prerequisites: MGT 355

Required Text:

Textbook: *Service Management; Operations, Strategy, Information Technology*, 6th edition, by James Fitzsimmons & Mona Fitzsimmons, McGraw-Hill/Irwin, 2008.

Course Description:

This course focuses on the challenges of managing service operations. The major topics covered are those critical to achieving operational excellence, including the design and delivery of services, service productivity, revenue management, risk management, customer contact management, service quality and customer retention, capacity management, and demand management. The course uses cases, readings, lectures and problem-solving tools to provide students with an understanding of these topics.

Course Objectives

1. Identify the key issues in the management of service operations.
2. Build the quantitative skills needed for dealing with the key issues in the management of service operations.
3. Use conceptual skills to deal with strategic issues in service operations strategy.
4. Build Excel models for solving service operations problems.

Method of Instruction

The course is a series of lectures with students' participation. Major emphasis is on the student's understanding the quality control process. Learning will be maximized via instructor/student/student group interactions. Students will be provided with a significant number of example problem solutions, example projects, text materials, etc. from which they are expected to learn.

Grading

Projects and assignments	20%
Exams	80%

Letter grades will be computed according to this scale

A	90 and above	D	60-69
B	80-89	F	Below 60
C	70-79		

Attendance Policy

Students are expected to attend every class on time. You are allowed only six absences during the entire semester regardless of the reason. If you exceed that number you will be withdrawn from the course. If you are absent you are still responsible for doing all assigned work.

Course Work Policy

This course simulates a realistic work environment which an student might find himself or herself to be in. Therefore all assignments and project submissions are due on time, just as they are in the workplace. Late assignments will not be accepted under any circumstance. There are no make up exams, if you miss an exam, a zero will be assigned as your grade for that exam. Your final exam is comprehensive and compulsory. If your final exam grade is higher than one of your previous exams, then I will drop the previous exam grade and count your final twice. All assigned readings is to be completed before class begins. Quizzes or exams may be given on reading assignments, with advance notice. Take notes in class.

Academic Honesty

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Some things are specifically forbidden in this course.

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Miscellaneous Information

1. Please keep in mind that this is a business class. Participation is encouraged, but please do not cross the line to "disruptive." Use appropriate language and avoid talking among yourselves.

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4. It is your responsibility to obtain information, assignments, and changes to the syllabus if you do not attend class.
5. The syllabus is subject to change.
6. Silence your cell phones and other electronic devices. You may not use them any time during class. Using a cell phone for any purpose will result in you being asked to leave for the class period and you will not get attendance for that class period.

Weekly Class Schedule

Topic
Week 1 The Role of Services in an Economy The Nature of Services
Week 2 The Service Encounter Service Strategy
Week 3 New Service Development Technology in Services
Week 4 Service Quality
Week 5 Process Improvement
Week 6 Supporting Facility and Process Flows Services Facility Location
Week 7 Forecasting Demand for Services
Week 8 Managing Capacity and Demand
Week 9 Managing Facilitating Goods
Week 10 Managing Facilitating Goods Managing Waiting Lines
Week 11 Managing Waiting Lines Capacity Planning and Queuing Models
Week 12 Capacity Planning and Queuing Models Managing Projects
Week 13 Managing Projects
Week 14 Plant Tours
Week 15 Final Exam

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or
MODIFICATION OF AN EXISTING COURSE

Department/School: Management/Business

Date: December 14, 2008

Course No or level: 468

Title: Production Planning
and Control

Semester Hours: 3 Clock Hours: Lecture: 3 Laboratory:

Prerequisites: MGT 373

Enrollment expectation: 10

Indicate any course for which this course is (an)

addition This course will be added to the list of required courses for Management majors in the Bachelor of Business Administration Program

modification

(proposed change in course title, course description, course content or method of instruction)

substitute:

(The proposed new course replaces a deleted course as a General Education or program requirement)

alternate

(The proposed new course can be taken as an alternate to an existing course)

Name of the person preparing course description Hari K Rajagopalan, Assistant Professor of Management

Department Chairperson's/Dean's Signature

Provost's Signature

Date of Implementation

Date of School/ Department approval

Catalog Description:

This course provides an in-depth study of the full spectrum of activities of production managers. Topics covered include forecasting, independent demand inventory management, just-in-time inventory management, materials requirement planning, capacity planning, production activity

control, and master production scheduling. Emphasis will be given to the use of personal computers to support decision making.

Purpose: 1. For Whom (generally)

The production, planning and control course is designed for MGT students to foster students understanding of overall business processes and provide tools and techniques for handling complex problems faced by manufacturing companies.

3. What should the course do for the student?

Students will learn and put into practice skills and techniques to understand production process and control mechanisms and make decisions for a manufacturing firm.

Teaching method planned:

This course is lecture based but includes hands-on mathematical modeling of various parts of the production and control in Excel. Apart from lectures students will be provided with a significant number of example problem solutions, example projects, text materials, etc. from which they are expected to learn.

Textbook and/or material planned (including electronic/multimedia):

Vollman, T. E., W. L. Berry, D. C. Whybark, and Jacobs, F. R. *Manufacturing Planning and Control for Supply Chain Management*, Irwin., Boston, 5th edition, 2005.

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment. Include a syllabus for the course)

This course focuses on the problems that arise in planning production and manage inventory and capacity, and provides an overview of the techniques used to plan an efficient and smooth production. Some of the topics covered in the course will include

1. Manufacturing Planning and Control
2. Demand Management
3. Sales and Operations Planning
4. Advanced Concepts in Sales and Operations Planning
5. Supply Chain Management, Independent-Demand Items
6. Master Production Scheduling
7. Advanced Concepts in Scheduling
8. Material Requirement Planning
9. Advanced Concepts in Materials Requirements Planning
10. Distribution Requirements Planning
11. Capacity Planning and Utilization
12. Just-in-time
13. Advanced Concepts in Just in Time

A sample syllabus is included with the proposal

Course Syllabus – Fall Semester
MGT 468: Production Planning and Control

Professor: Dr. Hari K Rajagopalan
Office: Founders Hall 270
Course Days: T, Th
Prerequisites: MGT 373

Phone: 843-661-1501
Email: hrajagopalan@fmarion.edu

Required Text:

Vollman, T. E., W. L. Berry, D. C. Whybark, and Jacobs, F. R. *Manufacturing Planning and Control for Supply Chain Management*, Irwin., Boston, 5th edition, 2005.

Course Description:

This course provides an in-depth study of the full spectrum of activities of production managers. Topics covered include forecasting, independent demand inventory management, just-in-time inventory management, materials requirement planning, capacity planning, production activity control, and master production scheduling. Emphasis will be given to the use of personal computers to support decision making.

Course Objectives

The objectives of the course are:

1. to familiarize students with the problems that arise in planning production and manage inventory and capacity,
2. to provide an overview of the techniques used to plan an efficient and smooth production,
3. to provide the students with working knowledge of the use of computers for production planning and control.

Method of Instruction

This course is lecture based but includes hands-on mathematical modeling of various parts of the supply chain in Excel. Apart from lectures students will be provided with a significant number of example problem solutions, example projects, text materials, etc. from which they are expected to learn

Grading

Projects and assignments	40%
Exams	60%

Letter grades will be computed according to this scale

A	90 and above	D	60-69
B	80-89	F	Below 60
C	70-79		

Attendance Policy

Students are expected to attend every class on time. You are allowed only four absences (for Tuesday – Thursday class) during the entire semester regardless of the reason. If you exceed that number you will be withdrawn from the course. If you are absent you are still responsible for doing all assigned work.

Course Work Policy

This course simulates a realistic work environment which any student might find himself or herself to be in. Therefore all assignments and project submissions are due on time, just as they are in the workplace. Late assignments will not be accepted under any circumstance. There are no make up exams, if you miss an exam I will assign a zero as your grade for that exam. However, I do drop the lowest exam grade from your exam total. All assigned readings is to be completed before class begins. Quizzes or exams may be given on reading assignments, with advance notice. Take notes in class.

Academic Honesty

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- Honesty in your own affairs.
- I expect you to let me know if someone else is cheating. You can do so anonymously if you want. Be as specific as possible. Give me as much evidence as you can as soon as possible. Don't tell me after grades have been posted that someone cheated last week because, by then, it will be too late for me to investigate.

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Some things are specifically forbidden in this course.

- **While Taking Tests:** Using unauthorized materials during a test including books or notes. **Communicating with someone during the test including answering a cell phone call or a page.** Looking on another student's test or material.

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Miscellaneous Information

1. Please keep in mind that this is a business class. Participation is encouraged, but please do not cross the line to “disruptive.” Use appropriate language and avoid talking among yourselves.
2. Please arrive on time. Late arrivals count as absences. You may find that the door is locked if you arrive late. If this happens, please do not further disrupt the class by knocking on the door.
3. You are expected to stay for the entire class period, if you need to leave the class you will need to inform me about it and get permission.
4. It is your responsibility to obtain information, assignments, and changes to the syllabus if you do not attend class.
5. The syllabus is subject to change.
6. Silence your cell phones and other electronic devices. You may not use them any time during class. Using a cell phone for any purpose will result in you being asked to leave for the class period and you will not get attendance for that class period.

Weekly Class Schedule

Week 1	Chapter 1 Manufacturing Planning and Control
Week 2	Chapter 2 Demand Management
Week 3	Chapter 3 Sales and Operations Planning
Week 4	Chapter 12 Advanced Concepts in Sales and Operations Planning
Week 5	Chapter 5 Supply Chain Management, Independent-Demand Items
Week 6	Chapter 6 Master Production Scheduling
Week 7	Chapter 16 Advanced Concepts in Scheduling
Week 8	Chapter 7 Material Requirement Planning
Week 9	Chapter 14 Advanced Concepts in Materials Requirements Planning
Week 10	Chapter 8 Distribution Requirements Planning
Week 11	Chapter 10 Capacity Planning and Utilization
Week 12	Chapter 9 Just-in-time
Week 13	Chapter 15 Advanced Concepts in Just in Time
Week 14	Chapter 4 Enterprise Resource Planning (ERP)
Week 15	Final Exam