



**OSCM 303 KO1: Operations
Management**

Spring 2024 Course Syllabus

Tuesday/Thursday 4:30 PM - 5:45 PM

Instructor: Heung Gweon Sin

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Office Hours: Wednesday 2:30 PM to 3:30 PM

Prerequisites:

- Required prerequisites: BUS 210 (minimum grade of C or XS), BUS 100, BUS 200.
- Prerequisites enforced by the registration system.
- Proficiency in elementary algebra is essential and is expected. Deficiencies in elementary algebra should be self-remediated.
- Proficiency with your calculator and with Excel, Word, PowerPoint and other MS Office applications is expected. Deficiencies should be self-remediated.

Course Description:

This School of Business core course provides an examination of the principal functions of operations managers in various settings, with strong emphasis on service operations, in regard to how they operate and function. Analytic models are used to describe key planning and control activities. Operations and supply chain management (OSCM) is responsible for the production of goods and services in an organization and their delivery to the customer. It not only has a significant impact on other areas such as marketing, finance, and accounting within an organization, but more importantly, also impacts the external customers of the organization. It is therefore no surprise that the performance of an organization is often largely determined by the performance of its operations area. To gain competitive advantage, operations managers pursue effectiveness and efficiency in value-adding processes at both not-for-profit and for-profit organizations. This course covers a wide range of OSCM subjects that a student may encounter during their professional careers, including operations strategy, process selection, lean management, project management, quality management, inventory control, and supply chain management. Students develop both qualitative and quantitative OSCM skills through reading, videos, lectures, class discussions, homework, quizzes, and exams.

Undergraduate program learning goals:

- Our students will demonstrate an understanding of the social, global, ethical, and legal contexts of business and will be able to reflect on the role of the individual in business.
- Our students will demonstrate an understanding of and the ability to apply knowledge of professional skills necessary for success in business including effective business writing.
- **Our students will demonstrate technical and analytic skills appropriate for success in business.**
- **Our students will demonstrate an understanding of and the ability to apply knowledge of core**

business disciplines including accounting, finance, information systems, management, marketing, and operations management.

- **Our students will demonstrate knowledge and skills appropriate for specialization in their majors.**
- Our students will demonstrate an understanding of how research in the business disciplines contributes to knowledge and how such research is conducted.

Required Texts and Learning Materials:

- Jay Heizer, Barry Render, and Chuck Munson, *Principles of Operations Management*, 11th edition, 2020, Pearson Education, Inc.
- Additional material as determined by the instructor

Computer/Software/Email:

Access to the internet and a computer is required. Many of the course material will be online in our Blackboard course. Communication will be via Blackboard and/or your GMU e-mail only. E-mail from non-Mason sources will not be answered. Emails will be responded to within a 24-48-hour time period, excluding weekends.

Methods of Student Evaluation:

Students will be evaluated based on participation, homework, quizzes, and exams.

Grading:

- Participation: 10%
- Homework: 15%
- Quizzes: 15%
- Midterm Exam: 30%
- Final Exam: 30%

Course Grade:

- Students must be officially registered in this section to receive a grade. It is the sole responsibility of the student to verify their own registration status.
- The final letter grade is assigned objectively and strictly according to the WEIGHTED average of the numerical scores of all exams, quizzes, and assignments.
- Final course letter grade assignments:

COURSE AVERAGE	COURSE GRADE	COURSE AVERAGE	COURSE GRADE
97.00 and higher	A+	80.00 to 82.99	B-
93.00 to 96.99	A	77.00 to 79.99	C+
90.00 to 92.99	A-	70.00 to 76.99	C
87.00 to 89.99	B+	60.00 to 69.99	D
83.00 to 86.99	B	0 to 59.99	F

EXAMS:

No make-up exams will be given except in Documented Emergency.

ASSIGNMENTS AND QUIZZES:

Assignment due dates will on the Blackboard course website. **You should check the Blackboard course website at least twice a week. The student is responsible for all assignments even if missed due to absence. Late assignments will not be accepted.** No make-up quizzes will be given except in Documented

Emergency.

CELL PHONES SHOULD BE TURNED OFF IN CLASS

OSCM 303: Spring 2024
TENTATIVE COURSE SCHEDULE: THIS SCHEDULE MAY CHANGE.

Date	Topics	Reading
2/20-2/22	Course Orientation Operations and Productivity	Chapter 1
2/27-2/29	Operations and Productivity Operations Strategy	Chapter 1 Chapter 2
3/5 - 3/7	Project Management	Chapter 3
3/12-3/14	Forecasting Quiz #1	Chapter 4
3/19-3/21	Forecasting Design of Goods and Services	Chapter 4 Chapter 5
3/26-3/28	Quiz #2	
4/2-4/4	Quality Management	Chapter 6
4/11, 4/16-4/18	Process Strategy Midterm Exam	Chapter 7
4/23-4/25	Location Strategies	Chapter 8
4/30, 5/7-5/9	Layout Strategies Quiz #3	Chapter 9
5/14-5/16	Layout Strategies Supply Chain Management	Chapter 9 Chapter 11
5/21-5/23	Inventory Management Quiz #4	Chapter 12
5/28-5/30	Inventory Management Short Term Scheduling	Chapter 12 Chapter 15
6/4	Just in Time/Lean Operations	Chapter 16
	Final Exam Please refer to the masonkorea website for exam date/time	

School of Business Recommendations for Honor Code Violations <i>Approved November 2021</i>	
UG: Non-Freshman Students (including transfer students)	
Type of Violation	Sanction
Plagiarism <ol style="list-style-type: none"> 1. Failure to cite/attribute sources 2. Representing someone else's work as the student's own (e.g., copying and pasting) 	An F in the class; referral to Writing Center; and relevant Academic Integrity seminar/training completion
Cheating <ol style="list-style-type: none"> 1. On a minor assignment (e.g., homework, quizzes) 2. Cheating on a major assignment or exam, submitting coursework from another course as original work 	<p>An F in the class; and relevant Academic Integrity seminar/training completion</p> <p>An F in the class; and relevant Academic Integrity seminar/training completion, and at least one semester suspension</p>
Lying (e.g., providing fraudulent excuse documents, falsifying data)	An F in the class; and relevant Academic Integrity seminar/training completion, and at least one semester suspension
Egregious Violation (e.g., stealing an exam; submitting coursework from an- other class as original work across multiple courses; lying to an employer about academic performance, false identification, or posing as another, in person or online)	An F in the class, relevant Academic Integrity seminar/training completion; and at least one-year suspension

Anti-Racism Statement

As a member of the George Mason University community, the **School of Business/ISOM** plays an integral role in building an educational environment that is committed to anti-racism and inclusive excellence. An anti-racist approach to higher education acknowledges the ways that individual, interpersonal, institutional, and structural manifestations of racism against Black individuals and other people of color contribute to inequality and injustice in our classrooms, on our campuses, and in our communities, and it strives to provide our community members with resources to interrupt cycles of racism so as to cultivate a more equitable, inclusive, and just environment for all of our students, staff, faculty, alumni, and friends, regardless of racial background.

To be anti-racist means:

- To make constant, conscious decisions to interrupt racism and cultivate equity, inclusion, and justice for people of all racial backgrounds, and in particular those from Black communities and other communities of color, who are most likely to bear the direct and indirect costs of systems of white supremacy;
- To interrogate histories of white supremacy and white-dominant culture, and to examine the ways in which these histories have impacted our individual beliefs, our interpersonal relationships, our institutional and structural policies and processes, and our entire society;
- To make a commitment to being responsible for our own relationships to, and actions within, systems of white supremacy; and
- To cultivate a practice of self-awareness and self-reflection that allows us to critically evaluate our own role in upholding white supremacy and identify the ways we can interrupt cycles of racism at the individual, interpersonal, institutional, and structural levels.

We believe that the work of anti-racism starts with each individual, and that in cultivating an anti-racist approach to research, scholarship, and practice, our students will build a skillset rooted in principles of equity, inclusion, and justice that they will carry with them throughout their lives.

For more information on how to continuously cultivate the practice of anti-racism, see this guide from the National Museum of African American History and Culture on how to be anti-racist:

<https://nmaahc.si.edu/learn/talking-about-race/topics/being-antiracist>.

[This anti-racism statement was prepared by Dr. Charles Chavis, Assistant Professor in the Rosalyn Carter School of Peace and Conflict Resolution.]