

Course Number and Title: MGNT-3625-03 Supply Chain Management

Number of Credit Hours: (3 semester credit hours)

Time: Monday 12:30 pm to 1:45 pm; **Location:** Miller Hall, Room 2214

Semester and Year: Spring 2020

Instructor: Dr. Douglas L. McWilliams

Office Location: Miller Hall, Room 2221

Office Hours: MW 12:00 pm to 4:00 pm; or by appointment

E-Mail: dmcwilli@westga.edu

Telephone: (678) 839-4830, **Remind** @mngt3625-3 at 81010

REQUIRED TEXT

Supply Chain Management: A Logistics Perspective 10/e by Coyle, Langley, Novack, Gibson. Cengage Learning, Copyright 2017. ISBN-13: 978-1-305-85997-5.

COURSE DESCRIPTION

Logistics as a set of key processes and functions essential to strategic and operational success within the broader supply chain concept. This course covers demand management, customer service, sourcing, procurement, warehouse management, green, reverse and global logistics.

Prerequisites: MNGT-3615 and Richard College Upper Division RCUD

COURSE OBJECTIVES

This course aims to improve students understanding of the concepts, principles, problems, and practices of supply chain management. Upon completion of this course, you should be able to:

1. Demonstrate understanding of performance drivers related to warehouse management, procurement, sourcing, green, reverse and, global logistics.
2. Identify current logistics and supply chain management trends and explain the impact of innovation on related operations.
3. Collect and analyze data, diagnose challenges and identify effective and innovative solutions to facilitate operations related to logistics in supply networks.
4. Build teamwork skills and develop collaborative competences by identifying opportunities and challenges associated with logistics in supply chain networks.

DELIVERY METHOD

This course is a face-to-face format and combines the use of classroom lectures with CourseDen to enhance student learning. Most of the information and materials that you need to complete the course is in this syllabus and in CourseDen. Nonetheless, I will cover course material in class and provide learning activities for each chapter covered in the textbook. You will be given readings assignments from the textbook along with homework, newspaper articles, and case studies. View the tentative schedule on page 8 in the appendix.

GRADING

Professionalism (10%): Professionalism is evaluated on five factors: engagement, respect, persistence, teamwork, and reliability. View the professional behavioral section on page 5 and the professionalism rubric on page 10 in the appendix.

Homework (20%): There is a number of homework questions assigned at the end of each chapter. You are encouraged to work together on the questions but should make sure that you are able to understand the questions and answers on your own in preparation for the exams. You will upload all homework to CourseDen. View the rubric on page 11 in the appendix.

Case Studies (10%): There are a total of five (5) case studies assigned from the end of the chapters. You will complete case write-ups in groups of 2 or 3 students. Case questions are provided for each case assigned in the textbook. Your comments on the cases, in particular, should reflect a solid understanding of the case and demonstrate a thorough analysis of the issues involved. The writeups should be approximately four (4) double-spaced pages, plus any exhibits, and are due on the date indicated in the class schedule. Cases are to be written in narrative form (e.g., Introduction, Analysis, Conclusion) and, at the least, address the case questions. Each group is to turn in a single assignment for each of these, with all group members' names on each assignment, and including percent contribution from each member. Each group member is to turn in his or her own copy of the assignment through CourseDen. It is the responsibility of the group to ensure that all members are working effectively. If you have a problem with a group member, first send an email to the member in question. If the member fails to respond, you can drop that member from the group. Put a "0%" contribution by that member's name. You may form a different group for each case or maintain the same group. View the case studies rubric on page 12 in the appendix.

Exam (50%): There are total of three (3) exams in the course. The exams are based on assigned readings from the textbook and homework problems. They consist of a mix of multiple-choice and short-answer questions. Short answer questions could include "define-and-give-an-example," "compare-and-contrast," "list," and "explain-the-relevance-of-this-term-for-operations-management" types of questions.

Newspaper Article (10%): To enhance your understanding of how current world events impact firms and how firms respond to these events, you will be tracking business news, applying the knowledge gleaned in the class. Key business news resources should include for example *Business Week*, *Financial Times*, *Fortune*, the *Wall Street Journal*, etc. There will be two (2) newspaper article reviews. You will identify news article that applies/relates to the material discussed in class. Compose a concise reflection for each article, explaining how the article applies/relates to the material discussed in the class. The article must be within 60 days of the current date. You may be called upon to present your article to the class during a 2- to 5-minute classroom presentation.

Membership-Supply Chain Management Club (5% bonus): The mission of the SCMC at UWG is to provides support and supplemental education for Richards College of Business students interested in the field of supply chain management. The club should be of interest to

students majoring in accounting, management, management information systems, marketing, finance, and economics. To become a member, each student must login to Wolf Connect and search for “Supply Chain Management Club.” After joining the oncampus club, student must join the Association for Supply Chain Management: [ASCM Website](#) . To obtain the 5% bonus, students must participate in at least 50% of the club’s activities.

Written assignments will normally use either Times New Roman or Ariel size 12 font. Assignments should be double spaced and should include a proper introduction and summary or conclusion. View the case studies rubric on page 12 in the Appendix.

Assignments (General Comments): Submitted assignments must be correctly formatted and free of grammatical and stylistic errors. Students should have at least some skill with software for work processing, spreadsheets, databases, graphics, and presentations, and with web browsers and search engines. Spelling and grammatical errors will detract for your grade.

Assignments must be turned in **on time**. Assignments are due at the **date** and **time** listed. All work and assignments for the entire course are available on the course syllabus. While the syllabus designates specific date for which an assignment is due, you do not have to wait until the “assigned” date to start working on it (or to turn it in). In other words, you can work at your pace but must meet the due dates. I suggest you set a calendar of when to work on assignments based upon your schedule, how long it takes you to complete assignments, and the assignments due dates. Start working on each assignment as soon as you possibly can and make sure that you have all assignments submitted by the specified due dates. You will have until **11:59 PM Eastern Time** to submit the work that is listed in the far right, “Work Due” column on the course schedule. I will **not** accept late assignments. If you do not meet the 11:59 PM deadline (even by one or two minutes), you will receive a “0” for that assignment.

Make-up Exams or Late Assignment will only be accepted if you obtain University approved documentation for your excuse. There will be no make-up assignment for poor performance on a previous assignment.

Grade Distribution

The final course grade will be distributed as follows:	WEIGHT (%)
Professionalism	10
Homework Problems	20
Newspaper Articles	10
Group Case Studies	10
Exams	50
SCMC Bonus	5
TOTAL	105%

Grading Scale: (%) 90-100→A; 80-89→B; 70-79→C; 60-69→D; and < 60→F.

I may change the basis for the course grade if I need to eliminate an assignment. If I do so, I will inform you in writing.

Extra Credit: There will be no extra credit given in this course. My desire is to make this course so accessible that extra credit is not needed. This course will still be challenging, but

there are several free resources at your disposal. Please utilize them.

Questions about grading must be asked within one week of the questionable grade.

RECOMMENDED READING:

Books

- Benton, W.C. (2014), “Supply Chain Focused Manufacturing Planning and Control”, Cengage Learning, ISBN-13: 9781133586715 / ISBN-10: 1133586716
- Frazelle, E. (2001). World-Class Warehousing and Material Handling, McGraw-Hill.
- Lawrence, B., Jenning, D.F., & Reynolds, B.E. (2003). E-Distribution, Cengage Learning.
- McKinnon, A., Cullinane, S., Browne, M., & Whiteing, A. (2010). Green Logistics: Improving the Environmental Sustainability of Logistics, Kogan Page Publishers.
- Monczka, R.M., Handfield, R.B., Giunipero, L.C., & Patterson, J.L. (2015). Purchasing and Supply Chain Management, 6th ed., Cengage Learning.
- Murphy, P.R., & Knemeyer, A.M. Jr. (2015). Contemporary Logistics, 11th ed., Prentice Hall, ISBN-13: 9780132953467.
- Patterson, J., Monczka, R.M., Handfield, R.B., & Giunipero, L.C. (2011), Sourcing and Supply Chain Management, 5th ed., South-Western College Publishing.
- Richards, G. (2014). Warehouse Management: A Complete Guide to Improving Efficiency and Minimizing Costs in the Modern Warehouse, 2 nd ed., Kogan Page.
- Wang, H.-F., and Gupta. S.M. (2011), “Green Supply Chain Management: Product Life Cycle Approach”, McGraw-Hill
- Weele, A.J. (2014). Purchasing and Supply Chain Management, 6th ed., Cengage Learning.
- Wisner, J.D., Tan, K.-C., and Leong, G.K. (2016), “Principles of Supply Chain Management: A Balanced Approach”, 4th ed., Cengage Learning, ISBN-13: 9781285428314 / ISBN-10: 1285428315

Articles

- Ahi, P. and Searcy, C. (2013), “A comparative literature analysis of definitions for green and sustainable supply chain management”, Journal of Cleaner Production, Vol. 52 No. 1, pp. 329-341.
- Beamon, B.M. (1999), “Designing the green supply chain”, Logistics Information Management, Vol. 12 No. 4, pp. 332-342.
- Co, H.C., David, I., Feng, P. & Patuwo, E. (2012). A continuous-review model for dual intercontinental and domestic outsourcing. International Journal of Production Research, 50(19), 5460-5473.
- Dube, A.S. and Gawande, R.R. (2012), “A review on green supply chain management”, International Journal of Computer Applications, Vol. 10.
- Golhar, D.Y., & Banerjee, S. (2013). An optimal ordering strategy for a third-party managed supply chain. International Journal of Production Research, 51(10), 2969-2980.
- Gu, Q., & Tagaras, G. (2014). Optimal collection and remanufacturing decisions in reverse supply chains with collector’s imperfect sorting. International Journal of Production Research, 52(17), 5155-5170.

- Keller, S.B., and Keller, B.C. (2014), “Definitive Guide to Warehousing: Managing the Storage and Handling of Materials and Products in the Supply Chain”, Pearson, ISBN-10: 0133448908 | ISBN-13: 9780133448900
- Kim, I. and Min, H. (2011), “Measuring supply chain efficiency from a green perspective”, *Management Research Review*, Vol. 34 No. 11, pp. 1169-1189.
- Mishra, N.N., Kumar, V.V., & Chan, F.S. (2012). A multi-agent architecture for reverse logistics in a green supply chain. *International Journal of Production Research*, 50(9), 2396-2406.
- Mollenkopf, D., Stolze, H., Tate, W.L. and Ueltschy, M. (2010), “Green, lean, and global supply chains”, *International Journal of Physical Distribution & Logistics Management*, Vol. 40 Nos 1/2, pp. 14-41.
- Rogers, D.S. and Tibben-Lembke, R.S. (1998), *Going Backwards: Reverse Logistics Trends and Practices*, Reverse Logistics Executive Council (RLEC), Pittsburgh, PA.
- Sarkis, J., Zhu, Q. and Lai, K. (2011), “An organizational theoretic review of green supply chain management literature”, *International Journal of Production Economics*, Vol. 130 No. 1, pp. 1-15.
- Srivastava, S.K. (2007), “Green supply-chain management: a state-of-the-art literature review”, *International Journal of Management Reviews*, Vol. 9 No. 1, pp. 53-80.
- Zhu, Q., Sarkis, J. and Lai, K.H. (2008), “Confirmation of a measurement model for green supply chain management practices implementation”, *International Journal of Production Economics*, Vol. 111 No. 2, pp. 261-273.

Reports

- Outlook on the Logistics & Supply Chain Industry 2013, (2013) Published by World Economic Forum, Geneva, Switzerland.

Journals

- Business Process Management Journal
- Harvard Business Review
- International Journal of Logistics Management
- International Journal of Operations and Production Management
- International Journal of Physical Distribution and Material Flow
- International Journal of Productivity and Performance Management
- International Journal of Quality and Reliability Management
- International Journal of Retail and Distribution Management
- International Journal of Service Industry Management
- Journal of Business Logistics
- Logistics Today
- Strategic Management Journal

COMMUNICATION

You can monitor your grades in CourseDen. At times I communicate with you using campus email systems or text messaging, so it is essential that you regularly check your **westga.edu** email address. I make effort to respond to your email in a timely manner. For text messaging, I use Remind, which allows for individual texting as well as group texting. You can use this method of contacting me when you need quick short responses to aid your problem solving.

Remind is a private mobile messaging platform that allows a free, safe and simple way to instantly text students. The technology provides safe interactions because cellular phone numbers are kept private, and messages are sent with no open replies. The Remind app can be downloaded and opt-in to receive messages fast with push notifications!

To join Remind, send a text message on your cellular phone to **81010** and include **@mngt3625-3** in the body of the text message. You are also encouraged to add the **Go West** app and the **Remind** app to your smartphones.

ATTENDANCE

Attendance is encouraged in order to maintain a good grade in this course. Attendance will be taken at the beginning of each class session. I will verify and report student attendance in the first two weeks. You will be classified as 'No Show' if you do not attend class. If you have attendance issues in both Weeks 1 and 2, you may be administratively withdrawn from the course and will receive a grade of "W." You are responsible for all material presented in class. Success on the tests will be highly dependent on attending class and participating in the learning activities designed to apply the material. If you must miss a class, you are responsible for asking another student to fill you in on what occurred in class. Regular attendance is expected and necessary to understand the material. You are responsible for submitting all work by the deadline, whether you attend class or not.

IMPORTANT DATES

January 10 - Open Drop and Add period ends at 11:59 pm

January 11 - Withdrawal "W" period begins for Full Term (non-eCore) 16-week courses. Students who withdraw from a Full Term (non-eCore) class between January 11th and February 28th will receive a grade of W. There is no refund associated with withdrawing from a course.

January 15 - 19 Roster Verification.

PROFESSIONAL BEHAVIOR

It is important that you maintain a professional demeanor at all time, including during "electronic communication." The extent to which you demonstrate engagement, respect, persistence, teamwork, and reliability will weigh heavily on your professionalism mark.

All materials displayed on your computer at all times during class must support the learning experience in the classroom. This includes screensavers, wallpaper, computer games, email and internet access. Specifically, students are expected to use computers only when requested for classroom use. If you are surfing, playing games, watching videos, emails, or any other activity

not related to what is going on in the classroom, I will give you one warning before requesting you to turn off your computer. If the behavior continues, I will ask you to leave the classroom for the remainder of the class. Outside of class, any e-mail sent to me (your instructor) should state your name and identify the class you are taking. Remember to act professionally when sending e-mail. Any unprofessional e-mail sent will not be tolerated.

HONOR CODE

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the **Student Handbook**.

UWG EMAIL POLICY

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email. I check my email several times a day. I strive to respond to any email within 24 hours (even if it's just to acknowledge receipt of the email while I continue to work on the request).

CREDIT HOUR POLICY

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing,

that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

ACADEMIC SUPPORT

Assistant: If you find yourself falling behind in the course, do not delay in seeking out assistance and/or advice from someone (the Instructor, a tutor, etc.) who is competent in the subject area and who has your best interests at heart!

Center for Academic Success: The **Center for Academic Success** provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or cas@westga.edu

University Writing Center: The **University Writing Center** assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu

Accessibility Services: Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact

Accessibility Services.

Mental Health Support: If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the [Counseling Center](#). Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in [Health Services](#). To report a concern anonymously, please go to [UWGcares](#).

HB 280 (Campus Carry)

House Bill 280, commonly known as the “campus carry” legislation, allows anyone who is properly licensed in the State of Georgia to carry a handgun in a concealed manner on property owned or leased by public colleges and universities. There are several exceptions to the law that limit the places on campus where handguns may be carried. It is the student’s responsibility to be aware of those limitations.

UWG follows University System of Georgia (USG) guidance:

USG Guidance Website

You may also visit our website for help with USG Guidance:

USG Campus Carry guidance document

COURSE EVALUATION

University of West Georgia takes Instructor and Course Evaluations very seriously as an important means of gathering information for the enhancement of learning opportunities for its students. It is an

important responsibility of UWG students as citizens of the University to participate in the instructor and course evaluation process. Prior to the end of the semester, you will be asked to reflect upon what you have learned in this course, the extent to which you have invested the necessary efforts to maximize your learning and the role your instructor has played in the learning process. It is very important that you complete the online evaluations with thoughtfully written comments. Evaluations are regarded as strictly confidential. They are not available to the instructor until after final grades are submitted, and extensive precautions are taken to prevent your comments from being identified as coming from you. Be aware that positive feedback is just as important as criticism.

TENTATIVE SCHEDULE

While I plan to stick to the class schedule, there might be occasions to modify the schedule. In these cases, all changes will be announced in class and via CourseDen and email. It is your responsibility to become aware of any such changes.

Date	Topic	Study Questions	Group Case Studies/ News Paper	Due Date
1/7, 9	Syllabus Overview Chap 1: SCM	1-4, 6, 9, 10	Central Transport, Inc Read Supply Chain Profile Chap 1	1/12
1/14, 16	Chap 2: Global Dimensions of SC	1, 4-6, 8-10		1/16
1/16	Roster Verification			
1/21, 23	Chap 3: Role of Logistics in SC	3-5, 8, 10	Jordano Food Products Read Supply Chain Profile Chap 1	1/26
1/28, 30	Chap 4: Distribution and Omni-Channel Network Design	2-5, 7 - 10, 12		2/2
2/4	Exam 1			
2/6	Chap 5: Sourcing Materials and Services	1, 2, 4-8	News Paper Article	2/9
2/11, 13	Chap 6: Producing Goods and Services	1, 3-12		2/16
2/18, 20	Chap 7: Demand Management	1-5, 6	Tires for You, Inc.	2/23
2/25-3/3	Chap 8: Order Management and Customer Service	1-5, 7, 9-12		3/5
3/5	Exam 2			
3/10-3/27	Chap 9: Managing Inventory in the SC	1-4, 6-12	Baseball Card Emporium	3/29
3/15-21	Spring Break			
3/31-4/7	Chap 10: Distribution-Managing Fulfillment Operations	1, 3-7, 9-11	News Paper Article	4/9
4/9-14	Chap 11: Transportation-Managing the Flow of the SC	1-5, 8-11		4/16
4/16	Chap 12: Aligning SC's	2, 3, 6-9, 11, 13	HQ Depot	4/19
4/21-23	Chap 13: SC Performance Measurement and Financial Analysis	2, 5-8		4/26
4/30	Exam 3		(Thursday, Apr 30, 2:00-4:00 pm)	

PROFESSIONALISM

Professionalism is evaluated on five factors: engagement, respect, persistence, teamwork, and reliability. The following is the performance ‘rubric’ that guides the assessment of your professional behavior during the semester:

Factor	Outstanding	Proficient	Below expectation
Engagement	3 or less unexcused absence. Contributes to class activities by offering quality ideas and asking appropriate questions on a regular basis. (20 Points)	4 to 9 unexcused absence. Contributes to class activities by offering ideas and asking questions on a regular basis. (15 Points)	10 or more unexcused absence. Fails to contribute to class activities. (5 Points)
Respect	Careful not to distract others during class. Always supportive of other students’ ideas. (20 Points)	Occasional behavior that distracts others. Often supportive of other students’ ideas. (15 Points)	Frequent behavior that distracts others (small talk, sleeping, clock watching, etc.). Occasional disruptive behavior. (5 Points)
Persistence	High effort to improve performance. Positive behavior following disappointment. (20 Points)	Moderate effort to improve performance. (15 Points)	Little effort to improve performance. Negative behavior following disappointment. (5 Points)
Teamwork	Obvious and significant contributions on projects. Often takes leadership role on group projects. (20 Points)	No complaints from team members about lack of contribution. Occasionally takes leadership role on group projects. (15 Points)	Complaints from team members about lack of contribution. No leadership role take on group cases. (5 Points)
Reliability	Always prepared for class with assignments and required materials. Submits assignments with time to spare. Always follows class rules, policies. (20 Points)	Usually prepared with assignments and required materials. Submits assignments on time. Occasionally does not follow class rules, policies. (15 Points)	Consistently unprepared for class. Regularly misses assignment deadlines. Frequently does not follow class rules, policies. (5 Points)

HOMEWORK (STUDY QUESTIONS)

Intended Outcome: the student will use inquiry, quantitative, and analytical reasoning to solve problems.

Expectations:

- Submit correctly and on time.
- Adhere to requirements regarding nature of content, length, and format.

Criteria	Exceeds Standards	Meets Standards	Fails to Meet Standards
Creates data files and uses software to perform analysis	<p>Data is entered correctly without errors.</p> <p>Excel is used effectively and efficiently to correctly perform required analysis.</p> <p>Spreadsheet is well-organized and readable. (25 Points)</p>	<p>Data entry/Excel formulas, functions, or data analysis results are incorrect due to a few minor errors. (20 Points)</p>	<p>There is a major error or numerous minor errors in data entry and use of Excel.</p> <p>Spreadsheet is poorly organized and difficult to read. (10 Points)</p>
Applies appropriate procedures	<p>Applies the appropriate statistical procedures to analyze the problem.</p> <p>Explains why procedures are appropriate for the problem. (25 Points)</p>	<p>There are minor errors in the choice of the statistical procedures to analyze the problem.</p> <p>Not all of the factors that influence the appropriate statistical procedures have been identified. (20 Points)</p>	<p>Applies inappropriate procedures.</p> <p>No approach taken or approach was unclear. (10 Points)</p>
Analyzes the problem	<p>Analysis complete. Interpretation of the statistical results obtained is logical, correct, and explained clearly. (25 Points)</p>	<p>Analysis incomplete or incorrect due to a few minor errors in the interpretation of results. (20 Points)</p>	<p>Analysis incomplete or incorrect due to a major error or numerous minor errors in the interpretation of results.</p> <p>An analysis of results was not attempted or impossible to follow. (10 Points)</p>
Communicates the results	<p>Recommendations are consistent with the results obtained.</p> <p>Results and recommendations are presented in a coherent and logical manner with complete sentences; appropriate grammar, spelling, and use of statistical terminology and symbols; and correct units of measurement. (25 Points)</p>	<p>Recommendations are understandable but not always consistent with the results obtained.</p> <p>There are minor problems with organization, composition, use of statistical terminology and symbols, and/or correct units of measure. (20 Points)</p>	<p>Recommendations are inconsistent with the results obtained and poorly communicated. (10 Points)</p>

CASE STUDY RUBRIC

Expectations:

- Submit correctly and on time.
- Adhere to requirements regarding nature of content, length, and format.

Criteria	Outstanding	Proficient	Basic	Below expectation (failing grade)
Style including Structure, Flow, Grammar, and Spelling	<p>Highly professional, excellent clarity, and easy to follow from opening to closing paragraphs.</p> <p>Excellent sentence structure, transitions and flow.</p> <p>Very few or no grammar and spelling errors. (25 Points)</p>	<p>Sound structure and flow.</p> <p>Minimal grammar and spelling errors. (20 Points)</p>	<p>Basic structural elements exist, however flow and logically sequencing of content often disjointed.</p> <p>Frequent grammar and spelling errors. (15 Points)</p>	<p>Structure/Flow difficult to follow. Numerous grammar/spelling/tense errors.</p> <p>Awkward/not engaging writing style. (5 Points)</p>
Identification of Main Issues	<p>Identifies and shows understanding of the main issues in the case. (25 Points)</p>	<p>Identifies and shows understanding of most of the issues in the case. (20 Points)</p>	<p>Identifies and shows some understanding of the issues in the case. (15 Points)</p>	<p>Identifies and shows very little or no understanding of the issues in the case. (5 Points)</p>
Analysis of Issues	<p>Presents a thorough analysis of identified issues including necessary calculations and supporting evaluation. (25 Points)</p>	<p>Presents a thorough analysis of identified issues; missing some necessary calculations or supporting evaluation. (20 Points)</p>	<p>Presents an incomplete analysis of identified issues; missing some necessary calculations or supporting evaluation. (15 Points)</p>	<p>Presents an incomplete analysis of identified issues; missing all necessary calculations or supporting evaluation. (5 Points)</p>
Recommendations	<p>Provides a sound recommendation based on strong arguments and well documented evidence; presents a balanced view with a reasonable interpretation. (25 Points)</p>	<p>Provides a recommendation based on limited arguments and some evidence; presents a somewhat biased view with some interpretation. (20 Points)</p>	<p>Provides a recommendation based on weak arguments and limited evidence; presents a biased view with very little to no interpretation. (15 Points)</p>	<p>Presents poorly formed recommendation or no recommendation at all with very little or no support. (5 Points)</p>

NEWSPAPER ARTICLE REVIEW RUBRIC

Expectations:

- Submit correctly and on time.
- Adhere to requirements regarding nature of content, length, and format.
- Consistent with APA/academic writing style.

Criteria	Outstanding	Proficient	Basic	Below expectation (failing grade)
Article Selection	<p>The source was a reliable website or newspaper/magazine.</p> <p>The author and date of the article were cited.</p> <p>The article was up to date, within the timeframe specified, and stapled to the review. (20 Points)</p>	<p>The source was a reliable website or newspaper/magazine.</p> <p>The information appeared to be recent, however, the date and/or author were not cited with in the paper.</p> <p>Article was attached to the review. (15 Points)</p>	<p>The validity of the source was questionable.</p> <p>The date and author was not given.</p> <p>Article was not attached to the review. (10 Points)</p>	<p>There was no source cited within the review.</p> <p>Article was not attached to the review.</p> <p>Topic was inappropriate for this assignment. (0 Points)</p>
Grammar, Punctuation & Spelling	<p>Rules of grammar, usage, and punctuation are followed; spelling is correct.</p> <p>Language is clear and precise; sentences display consistently strong, varied structure. (20 Points)</p>	<p>For the most part, rules of grammar, usage, and punctuation are followed; spelling is correct.</p> <p>Language is clear and precise. (15 Points)</p>	<p>For the most part, rules of grammar, usage, and punctuation are followed; spelling is correct.</p> <p>Language is clear and precise. (10 Points)</p>	<p>Review contains numerous grammatical, punctuation, and spelling errors.</p> <p>Language uses jargon or conversational tone. (0 Points)</p>
Article Summary	<p>The summary exceeded the stated requirements. All relevant information was listed and elaborated upon.</p> <p>Content and purpose of the writing are clear. (20 Points)</p>	<p>The summary met all the stated requirements.</p> <p>Major points are addressed and are well supported.</p> <p>Content and purpose of the writing are clear. (15 Points)</p>	<p>The summary recalled some information but left out several important points.</p> <p>Content is inconsistent with regard to purpose and clarity of thought. (10 Points)</p>	<p>The summary was inadequate and too brief.</p> <p>Most of the information was left out or incomplete.</p> <p>Points are unclear. (0 Points)</p>
Opinion & Critical Evaluation	<p>Opinion is fully supported by facts.</p> <p>Review demonstrates outstanding level of critical evaluation and thinking about evidence presented in the article.</p> <p>Evidence is well identified and evaluated. (20 Points)</p>	<p>Opinion on topic has some support.</p> <p>Review demonstrates a good level of critical evaluation and thinking about evidence presented in the article.</p> <p>Evidence is identified and evaluated. (15 Points)</p>	<p>Opinion on topic has some support.</p> <p>Review demonstrates a good level of critical evaluation and thinking about evidence presented in the article.</p> <p>Evidence is identified and evaluated. (10 Points)</p>	<p>Opinion is not stated.</p> <p>Review demonstrates a poor level of critical evaluation and thinking about evidence presented in the article.</p> <p>Evidence not identified or evaluated. (0 Points)</p>
Personal Reflection	<p>Connections were made between the information and more than one dimension of health.</p> <p>Personal conclusions were drawn as information related to personal health.</p> <p>Numerous connections were made to personal goals and course material. (20 Points)</p>	<p>Connections were made between the information and one dimension of health.</p> <p>One clear connection was made in relation to personal goals and course material. (15 Points)</p>	<p>The personal response to the article did not fully relate the information to any of the dimensions of health.</p> <p>Connections in relation to personal goals and course material were unclear. (10 Points)</p>	<p>Personal reaction to the article was undeveloped or missing. (0 Points)</p>