

SP 2025

(Items in table below are all required.)

Meeting days: Monday and Wednesday	Instructor title and name: Matt Boyne
Meeting times: 3:00-4:15	Phone: 760.715-8071
Meeting location: FSB 102	E-mail: mboyne@pointloma.edu
Final Exam: (day/time) Monday May 6 1:30-4:00 PM	Office location and hours: FSB 130 Tuesday, Thursday and Friday 11:00 – 1:00
Additional info:	Additional info:

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Fermanian School of Business Mission

Character – Professionalism – Excellence – Relationships – Commitment - Innovation

As members of a vital Christian community, we strive to provide high quality business programs that equip students to make a positive impact in their workplace and community by connecting purpose to practice.

COURSE DESCRIPTION

This course provides an understanding of the fundamentals of logistics in a supply chain.

Students will learn about the full logistics life cycle including how transportation and warehousing contribute to organizational success. Students will also explore the role of distribution, quality control, material flow, IT systems, packaging and sustainability within a supply chain strategy. Prerequisite(s): MGT 3061 or consent of instructor.

COURSE LEARNING OUTCOMES

Upon completion of this course, students will be able to:

1. Exhibit an understanding of the influence of logistics on the overall organization and related activities (PLO 1 & F1).

2. Explain the strategic nature of logistics (PLO 1 & F1).
3. Analyze the essential elements of a supply chain, focusing on logistics, warehousing, and distribution of goods (PLO 2 & F4).
4. Examine the trends in logistics, including sustainability, environmental, and technology (PLO 2 & F4).
5. Demonstrate effective business communication (PLO 3).

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

1. Bowersox, Closs, Cooper, Bowersox (2024). Supply Chain and Logistics Management. 6th Edition. McGraw-Hill. ISBN: 0078096642.
2. [Student edition WSJ](#)

Lomabooks Instructions for Students⊕:

Note: For courses using materials available through Lomabooks

For both digital and print materials, please add these student instructions to your syllabus and Canvas Course. Prior to the start of class, the PLNU Bookstore will also be sharing student instructions in a standalone email on how to access their content.

*This course is part of our course material delivery program, **LomaBooks**. The bookstore will provide each student with a convenient package containing all required physical materials; all digitally delivered materials will be integrated into Canvas.*

You should have received an email from the bookstore confirming the list of materials that will be provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pick up or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your materials.

For more information about **LomaBooks**, please go: [HERE](#)

ASSESSMENT AND GRADING 📊

<ul style="list-style-type: none"> • In Class Final Exam: May 6, 2025 (200 Points) 20% • Midterm Assignment: Week 8 (Take-home midterm focused on the 7Cs) (100 Points) 10% • Ongoing Case Study Due Week 5 (1st half rough draft-100), Week 10 (complete rough draft-100) and Week 14 (Complete and Final-150) 35% • Weekly book discussions, 3, plus a book report. (150) 15% 	<p><u>Sample</u> grade scale:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">A=93-100</td> <td style="width: 50%;">C=73-76</td> </tr> <tr> <td>A-=90-92</td> <td>C-=70-72</td> </tr> <tr> <td>B+=87-89</td> <td>D+=67-69</td> </tr> <tr> <td>B=83-86</td> <td>D=63-66</td> </tr> <tr> <td>B-=80-82</td> <td>D-=60-62</td> </tr> <tr> <td>C+=77-79</td> <td>F=0-59</td> </tr> </table>	A=93-100	C=73-76	A-=90-92	C-=70-72	B+=87-89	D+=67-69	B=83-86	D=63-66	B-=80-82	D-=60-62	C+=77-79	F=0-59
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| <ul style="list-style-type: none">• 8 Weekly Homework Quizzes (200 Points) 20% |
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INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

ARTIFICIAL INTELLIGENCE (AI) POLICY

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

CONTENT WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In [class name], all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include [list topics]. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

TRIGGER WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In [class name], we will cover a variety of topics, some of which you may find triggering. These topics include [list topics]. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

LANGUAGE AND BELONGING

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of

language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources at www.pointloma.edu/bias.

LOMA WRITING CENTER

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- Appointment Calendar: <https://plnu.mywconline.com/>
- Website: <https://www.pointloma.edu/centers-institutes/loma-writing-center>
- Email: writingcenter@pointloma.edu

SEXUAL MISCONDUCT AND DISCRIMINATION

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias

SPIRITUAL CARE

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If students have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive an "F" grade.

Prof Note for Clarity: If you miss 3 classes you will lose 100 points from your final grade and get an email warning about de-enrollment. If you miss 6 classes you will be withdrawn without notification.

Note: The information below must be included under the "PLNU Attendance and Participation Policy" Section if you are teaching an Online or Hybrid course.

PLNU Course Modality Definitions*

1. Online Courses: These are courses with class meetings where all instruction and interaction is fully online.
 - a. Synchronous Courses: At least one class meeting takes place at a designated time.
 - b. Asynchronous Courses: All class meetings are asynchronous.
2. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
3. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).

In some courses, a portion of the credit hour content will be delivered asynchronously and attendance will be determined by submitting the assignments by the posted due dates. See [Academic Policies](#) in the Undergraduate Academic Catalog.

Asynchronous Attendance/Participation Definition

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Traditional Undergraduate Records: Final Exam Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

COURSE SCHEDULE AND ASSIGNMENTS

Week 1: Introduction to Logistics and the 7Cs Framework

- **Monday (Jan 13):**
 - **Topic:** Introduction to the course, overview of logistics management, and the 7Cs of logistics.
 - **Reading:** Chapter 1 - "21-st Century Supply Chains"
 - **Assignment:** None
 - **Wednesday (Jan 15):**
 - **Topic:** Overview of the 7Cs
 - **Reading:** [Digital Logistics](#)
 - **Discussion:** Understanding customer needs and managing logistics costs.
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Week 2: Logistics Overview

- **Monday (Jan 20):** No class (Martin Luther King Jr. Day)
 - **Wednesday (Jan 22):**
 - **Topic:** Customer service strategies and cost optimization in logistics.
 - **Reading:** Chapter 3 – "Logistics" (focus on Customer)
 - **Discussion:** Key customer service metrics and cost analysis tools in logistics.
 - **Homework** – Quiz 1
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Week 3: Connect

- **Monday (Jan 27):**
 - **Topic:** The role of communication in logistics operations.
 - **Reading:** Chapter 12 - "Relationship Management" (focus on Communication)
 - **Discussion:** Communication tools and technologies used in logistics.
- **Wednesday (Jan 29):**
 - **Topic:** Coordination across functions and partners.
 - **Reading:** [Being Customer Obsessed](#)
 - **Discussion:** Coordination strategies and challenges in global logistics.
 - **Homework** – Quiz 2

Week 4: Create

- **Monday (Feb 5):**
 - **Topic:** Building logistical capabilities: infrastructure and technology.
 - **Reading:** Chapter 10 - "Global Supply Chains"
 - **Discussion:** Key components of logistics capabilities and the role of technology.
- **Wednesday (Feb 7):**
 - **Topic:** Legal and regulatory compliance in logistics.
 - **Reading:** [Risk and Compliance](#)
 - **Discussion:** Key regulations impacting logistics (e.g., transportation regulations, customs, etc.).
 - **Homework – Quiz 3**

Week 5: Customize

- **Monday (Feb 12):**
 - **Topic:** Logistics performance and control mechanisms.
 - **Reading:** Chapter 13 - "Performance Measurement" (focus on Control)
 - **Discussion:** Control systems, KPIs, and performance management in logistics.
- **Wednesday (Feb 14):**
 - **Topic:** Using data and analytics to monitor logistics performance.
 - **Reading:** [Optimized Analytics](#)
 - **Discussion:** Tools and techniques for tracking logistics performance.
 - **Rough Draft:** First Half WSJ Video Case Study Analysis Due Feb 15

Week 6: Coordinate

- **Monday (Feb 19):**
 - **Topic:** Integrating the 7Cs to optimize logistics strategies.
 - **Reading:** Chapter 2 - "Supply Chain Information Systems"
 - **Discussion:** Case studies of integrated logistics strategies in global supply chains.
- **Wednesday (Feb 21):**
 - **Topic:** Design and implementation of a logistics strategy.
 - **Reading:** [AI and Transportation Planning](#)
 - **Discussion:** How companies apply the 7Cs in their logistics strategies.
 - **Homework – Quiz 4**

Week 7: Consolidate

- **Monday (Feb 24):**

- **Topic:** Analyzing a logistics case study using the 7Cs.
 - **Reading:** Cases 1 and 2 in Bowersox Page 420-429"
 - **Discussion:** Case study analysis of real-world logistics challenges and solutions.
 - **Wednesday (Feb 26):**
 - **Topic:** Group discussion on case study application of the 7Cs.
 - **Reading:** [WSJ Logistics Reports](#)
 - **Homework – Quiz 5**
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Week 8: Midterm Review and Take-home Midterm Assignment

- **Monday (March 4):**
 - **Topic:** Review of key concepts: the 7Cs of logistics.
 - **Discussion:** Comprehensive review session for the midterm assignment.
 - **Wednesday (March 6):**
 - **Topic:** Midterm exam instructions and preparation.
 - **Assignment: Take-home Midterm** - Due by March 11, 2025.
 - **Focus:** Analyze a company's logistics operations using the 7Cs framework. Evaluate and propose strategies for improvement in customer service, cost management, communication, coordination, capability, compliance, and control.
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Week 9: Spring Break

- **No class:** (March 9 - 13)
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Week 10: Collaborate

- **Monday (March 18):**
 - **Topic:** Logistics network design principles.
 - **Reading:** Chapter 11 - "Designing the Network"
 - **Discussion:** Network optimization and facility location.
 - **Wednesday (March 20):**
 - **Topic:** Supply chain integration and network optimization.
 - **Reading:** [Resilience and Design](#)
 - **Discussion:** Integration techniques for global logistics networks.
 - **Second Rough Draft** – Complete Case Analysis
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Week 11: Contribute

- **Monday (March 25):**
 - **Topic:** Supply Chain Trends.

- **Reading:** Chapter 14 - "Supply Chain Trends"
 - **Discussion:** IT solutions and their impact on the 7Cs.
 - **Wednesday (March 27):**
 - **Topic:** The future of logistics: technology and innovation.
 - **Reading:** [Supply Chain of the Future](#)
 - **Discussion:** Role of AI, IoT, and robotics in modern logistics management.
 - **Homework** – Quiz 6
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Week 12: Sourcing's Relationship to Logistics

- **Monday (April 1):**
 - **Topic:** Managing global logistics challenges.
 - **Reading:** Chapter 6 - "Procurement and Manufacturing"
 - **Discussion:** Cross-border logistics, tariffs, and international trade regulations.
 - **Wednesday (April 3):**
 - **Topic:** Managing risks in international logistics.
 - **Reading:** [Global Sourcing](#)
 - **Discussion:** Risk mitigation strategies in global supply chains.
 - **Homework** – Quiz 7
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Week 13: Inventory

- **Monday (April 7):**
 - **Reading:** Chapter 7 Inventory
 - **Assignment:** Present your case study findings on a logistics company's strategy, evaluating the 7Cs.
 - **Wednesday (April 9):**
 - **Topic:** Cases 3 and 4
 - **Homework** – Quiz 8
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Week 14: Transportation

- **Monday (April 15):**
 - **Topic:** Distribution Systems
 - **Reading:** Chapter 8 Transportation
 - **Discussion:** Recap of the 7Cs and logistics strategy principles.
 - **Wednesday (April 17):** Easter
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Week 15: Warehousing and Handling

- **Monday (April 22):**
 - Reading: Chapter 9
 - **Topic:** Warehousing and Distribution as a Competitive Advantage
 - **Discussion:** Walmart and Cross Docking
- **Wednesday (April 24):**
 - **Topic:** Final Exam Week (Exam prep).
 - **Assignment:** None.
 - **Book Report Write Up**

Week 16: Monday (April 29) and Wednesday (May 1) Bowersox et al. Recap and Review

- **Final Exam: May 6, 2025** (Final exam covering all 7Cs and related topics).