

<b>COURSE TITLE BLACKBOARD SITE</b>	EME 6403 Quality Control Spring 2011 – <a href="http://my.ltu.edu">http://my.ltu.edu</a> and select CRN 3793
<b>INSTRUCTOR</b>	John Shevlin Adjunct Professor, College of Management jshevlin@fuse.net Home Phone 513-774-0453 Cell Phone: 513-226-7367 (Please no calls after 10:00pm) Office hours by appointment
<b>SCHEDULE</b>	January 10, 2011 - May 7, 2011  See <a href="http://www.ltu.edu/registrar_office/calendar_final_exam.index.asp">http://www.ltu.edu/registrar_office/calendar_final_exam.index.asp</a> for LTU academic calendar information.
<b>LEVEL/ HOURS PREREQUISITE</b>	Masters Degree / 3 semester credit hours Admission / prerequisite requirements
<b>REQUIRED TEXT</b>  (See Blackboard for additional resources)	Managing Quality (4th ed.), by T. Foster. Prentice Hall, 2009. ISBN 978-0-13-608850-9 <a href="http://www.ltu.edu/ltuonline/order-textbooks.asp">http://www.ltu.edu/ltuonline/order-textbooks.asp</a>
<b>ADDITIONAL RESOURCES</b>	LTU Online student resources: <a href="http://www.ltu.edu/ltuonline/currentonline.asp">http://www.ltu.edu/ltuonline/currentonline.asp</a>
<b>TECHNICAL SUPPORT</b>	Technical support for using Blackboard is provided by the Help Desk, 248.204.2330 or <a href="mailto:helpdesk@ltu.edu">helpdesk@ltu.edu</a>

## COURSE SCHEDULE FOR TRADITIONAL SEMESTER COURSES

This fully online course begins with a partial week online course orientation period to familiarize yourself with the online learning environment and to meet online or via the phone with your instructor. Each subsequent week starts on a Monday and ends on a Sunday.

Dates	Modules	Topics / Readings	Assignments Due
Prior to Semester Start and Jan 10 - Jan 16	Module 0	Overview of textbook Online Learning Orientation Course Orientation Opt On-Line Classroom: TBA	Course orientation Instructor conversation Introduction to Blackboard (Bb)
Jan 17 - Jan 23	Module 1 (note: more than one chapter may be scheduled in a week/module)	Chapter 1 – Differing Perspectives on Quality (Note: A Chapter may extend over the course of several modules. Several chapters may also be introduced in a single module.)	Bb Forums Case Study 1-2 - Granite Rock Company
<b>Jan 17 Martin Luther King Day Celebration - See <a href="http://ltu.edu">ltu.edu</a> for celebration guidelines</b>			
Week of Jan 24 - Jan 30	Module 2	Chapter 2 - Quality Theory	Bb Forums Lean Summary (Potentially)
Week of Jan 31 - Feb 6	Module 3	Chapter 3 – Global Supply Chain Quality and International Quality Standards	Bb Forums
Week of Feb 7 - Feb 13	Module 4	Chapter 4 – Strategic Quality Planning	Bb Forums Lean Summary (Potentially)
Week of Feb 14 - Feb 20	Module 5	Chapter 5 – The Voice of the Customer Chapter 6 – The Voice of the Market	Bb Forums Case Study 5-1 - Customer Quality Feedback at Apple
Week of Feb 21 - Feb 27	Module 6	Chapter 7 – Quality and Innovation in the Product and Process Design	Bb Forums
Week of Feb 28 - Mar 6	Module 7	Chapter 8 - Designing Quality Services	Bb Forums
<b>Mar 7 - Mar 12 Mid Semester Break</b>			
Week of Mar 14 - Mar 20	Module 8	Mid-Term Exam (Chapters 1 - 8)	
Week of Mar 21 - Mar 27	Module 9	Chapter 9 – Managing Supplier Quality in the Supply Chain	Bb Forums Case Study 9-2 - Managing the Supply Chain at Honeywell

Dates	Modules	Topics / Readings	Assignments Due
Week of Mar 28 - Apr 3	Module 10	Chapter 10 – The Tools of Quality	Bb Forums Lean Summary (Potentially)
Week of Apr 4 - Apr 10	Module 11	Chapter 11 - Statistically Based Quality Improvement for Variables	Bb Forums Case Study 11-1 - Ore-Ida Fries
Week of Apr 11 - Apr 17	Module 12	Chapter 12 - Statistically Based Quality Improvement for Attributes	Bb Forums Lean Summary (Potentially)
Week of Apr 18 - Apr 24	Module 13	Chapter 13 - Six Sigma Management and Lean Tools Chapter 14 - Managing Quality Improvement Teams	Bb Forums
Week of Apr 25 - May 1	Module 14	Chapter 15 - Implementing and Validating the Quality System Term Paper Completion and Final Exam Preparation	Term Paper Due No Later than May 1
Week of May 2 - May 7	Final Exams	Final Exam (Multiple Choice, True/False)	

## STUDENT EVALUATION

The course has 10 assignments (including exams and participation) totaling 110 points. Letter grades are awarded based on the total number of points achieved. Points are deducted for late assignments.

Assignments	Points
Individual Lean Summaries (2 @ 5 points each)	10
Individual Term Paper	20
Individual Case Studies (4 @ 7.5 points each)	30
Mid-Term Exam	20
Final Exam	20
Online Participation	10
Total Points	110

Class Points	Letter Grade
96 and above	A
90 – 95	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-

61 – 70	D (Undergrad Only)
60 and below	E

*Note: Grades lower than a “B” fall below the LTU graduate standard*

### **EDUCATIONAL GOALS**

Quality Control is a study of current topics in quality control techniques to include total quality management, statistical quality control, statistical process control, quality circles, and Deming's methods. Emphasis will be placed on the systems approach to quality control

### **STUDENT LEARNING OBJECTIVES / OUTCOMES**

The course is designed to cover the managerial and technical elements of Quality Control. Therefore, the main objectives of this course are to provide an understanding of the current ideas of "Quality" from a management perspective and also to develop an understanding and apply tools of quality management and control. These objectives will be evaluated via assignments, quizzes, examinations, and other methods throughout the course.

### **PREREQUISITE SKILLS**

PowerPoint, Word, Excel (Potentially), Understand and interpret graphs.

### **INSTRUCTIONAL METHODS AND COURSE ORGANIZATION**

A variety of instructional methodologies are used in this course. List the specific methods used in your course, which may include but are not limited to:

**Blackboard learning environment** – Blackboard at [my.ltu.edu](http://my.ltu.edu) contains the syllabus, all assignments, reading materials, streaming videos, narrated Powerpoint mini-lectures, podcasts, written lecture notes, chapter quizzes, links to Web resources, and discussion forums. You will submit all assignments via Blackboard, and are expected to participate regularly in discussion topics. Please take time to familiarize yourself with the organization of the Blackboard site. You will want to check the site frequently for announcements reminding you of new resources and upcoming assignments.

**Student/Instructor Conversations** – Students keep in touch with the instructor via e-mail messages, telephone conference calls, and IM conversations.

**Self-assessments** – Pre- and post- self-assessment tools will help students measure their entering skills and progress during the course.

**Required readings** – Textbook chapters should be read according to the schedule outlined in the syllabus. Chapters will be discussed online.

### **CLASS POLICIES AND EXPECTATIONS**

I plan to offer you a valuable learning experience, and expect us to work together to achieve this goal. Here are some general expectations regarding this course:

Each student has a LTU e-mail account. If you wish to use a different e-mail address for this course, please **change your e-mail address in Blackboard under “Student Tools”** and send an e-mail to <mailto:jshevin@ltu.edu> so I can store your address in my e-mail directory.

Readings, discussion forum participation, and written assignments must be completed according to the class schedule. If business travel will take you away from regular participation, please clear these dates with me in advance.

It is essential that all students actively contribute to the course objectives through their experiences and working knowledge of business and quality.

All assignments must be submitted on schedule, via Blackboard, and using Microsoft Office-compatible software. If you need to submit an assignment via e-mail, contact the instructor in advance. Late work will be reduced in value.

Assignments must be completed to an adequate standard to obtain a passing grade. Requirements for each assignment are detailed in this syllabus and on the LTU Online web site.

Be prepared to log into Blackboard at least once each day. Please focus your on-line correspondence within the appropriate Blackboard discussion forums so that your colleagues can learn from you. At the end of the course, you will be invited to participate in a University evaluation of this course. Your feedback is important to the University, to LTU Online, and to me as an instructor, and I encourage you to participate in the evaluation process.

It is important for you as students to know what to expect from me as your instructor:

- I will be available to you via e-mail and phone, and will promptly reply to your messages.
- I will be available to you for face-to-face appointments as requested.
- I will maintain the Blackboard web site with current materials, and will resolve any content-related problems promptly as they are reported to me.
- I will send out a weekly e-mail update to all class members to guide upcoming work and remind you of assignment due dates.
- I will return all assignments to you promptly, and will include individualized comments and suggestions with each assignment.
- I will hold our personal written or verbal communications in confidence. I will not post any of your assignments for viewing by the class without requesting your approval in advance.
- I will treat all members of the class fairly, and will do my best to accommodate individual learning styles and special needs.
- I expect you to inform me of any scheduling conflicts that arise that will impact your ability to maintain the course schedule.
- I expect you to work in groups effectively and treat your group members with the a high degree of respect and understanding.
- I travel frequently for work and therefore I will post my schedule as it develops during the semester. This is for your awareness as to my availability and potential choice of communication (phone call versus e-mail) for the time zone I will be in.

If any of these points need clarification, or when special circumstances arise that require my assistance, please contact me so that we can discuss the matter personally.

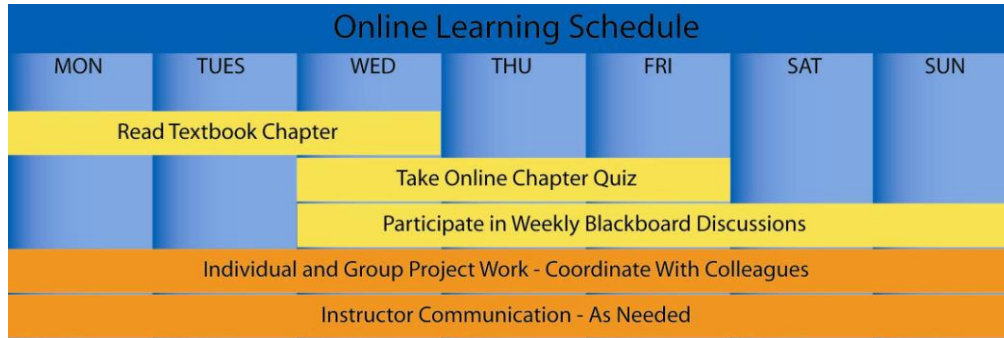
### **PRACTICAL GUIDELINES FOR CLASS LOAD EXPECTATIONS**

A three-credit course generally requires at least nine hours per week of time commitment. Here are some practical guidelines to help schedule your time commitments for this online course:

- A 14-week semester (the Summer semester is compressed into 10 weeks) would require at least 126 hours of time commitment to successfully complete all readings, activities, assignments, and texts as described in this syllabus.
- You should reserve at least 6 hours per week to read the required textbook chapters and resources, participate in online discussions, review presentation materials, and work through online quizzes. This effort will total at least 84 hours over the course of the semester.
- You should organize your remaining time to roughly correspond with the point value of each major assignment. This means that you should plan to spend at least:

- 8-9 hours preparing your case study review;
- 24-40 hours working with your group on the three parts of your semester-long project;
- 8-9 hours working on the various components of your reflective consolidation (final exam).

These guidelines may not reflect the actual amount of outside time that you – as a unique individual with your own learning style – will need to complete the course requirements. The number of hours each week will vary based on assignment due dates, so please plan ahead to insure that you schedule your academic, work, and personal time effectively. The following graphic can be used to guide you in planning your weekly course work to remain on schedule:



## ASSIGNMENT DETAILS

Course assignments and evaluation criteria are detailed below. Please review these requirements carefully. See the section Academic Resources / Assessment Guidelines for information about assessment of written and oral presentations.

Details for all assignments are shown below. Please note that you should submit any assignments to the Blackboard “Digital Drop Box.” Some assignments are also posted to the Blackboard Discussion Forum for student comments.

### Individual Assignment Lean Summaries (10 Points – 5 points each)

**One page “lean” summary for 2 of the topics of your groups choosing found below:**

Quality Theory  
Strategic Quality Planning  
The Tools of Quality  
Statistically Based Quality Improvement for Attributes

The syllabus list the topics as “potentially” in the Assignments Due column. They are listed as “potentially” because you get to pick which two (2) of the topics you want to create the lean summary for.

Individual summaries are due at the conclusion of the appropriate chapter. The idea of a Lean Summary is a 1-page visual document that can be used as a “memory jogger” at the completion of this course. See my example on Black Board of a “Lean Summary” of this course. Other student examples will also be posted.

### Individual Assignment Case Studies (30 Points – 7.5 points each)

Individual analysis of each case study need to include the items below:

Major problem faced by the organization

Alternatives and evaluation

Your recommendations & rationale

Implementation: How? When?

Answers to any specific questions provided, if any

Your case study document (up to 7.5 points)

- Nominal three page case with title and name – 2 points
- Organization and overall writing quality – 4.5 points
- Assignment submitted on time – 1 point

### Individual Term Paper (20 points)

Each individual is responsible to write a term paper (no more than 10 pages in length, double spaced) on a topic such as “Quality Control Techniques, Application of Quality Engineering or Quality Management System.” The main focus of the paper being from the textbook that must be agreed upon by the team and instructor. You must refer to **at least five credible sources** and specify them on the list of your references; *Internet sources are only acceptable if they are credible. If you have questions, please ask.*

Your critique and application (up to 18 points)

- Use of either a “lessons learned” or “best practices” approach – 12 points
- Overall critical thinking and writing quality – 6 points

Your citations (up to 2 points)

- Use of at least five citations from trade or academic journals – 1 points
- Use of APA citation formatting – 1 point

### Individual Online Participation (10 points)

Students often bring valuable experience, and learning through lively online discussions is encouraged. Discussion will be conducted through the Blackboard system in the “Discussion Board” area of the module. Written responses are expected to be of high quality, challenge each other’s thoughts and build upon or offer a differing viewpoint. A simple “Yes, No, I agree, etc.” is considered to be non-value added and unacceptable.

Up to 10 points – Actively participating in Blackboard discussion forums, responding to questions posted by the instructor, and interacting positively with other students.

## **SYLLABUS ADDENDA**

Please see the LTU Online “Current Students” web site <http://www.ltu.edu/ltuonline/> for comprehensive information about Lawrence Tech’s academic services, library services, student services, and academic integrity standards. The content of this web site is explicitly included as syllabus requirements.

The LTU Online “Current Students” web site also includes grading rubrics used by your instructor to evaluate written assignments, discussion forum participation, and group assignments. Please note that the SafeAssign anti-plagiarism product will be used for written assignments submitted for this course. Please see the instructions included on the LTU Online web site regarding the use of the SafeAssign product.