## OPRE 6341: RETAIL OPERATIONS (Fall 2025)
(Last updated on September 2, 2025)

### COURSE INFORMATION:

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| **Course number**: | OPRE 6341 |
| **Sections:** | 0W1 |
| **Course title**: | Retail Operations |
| **Term**: | Fall 2025 |
| **Class level**: | Graduate |
| **Class credits**: | 3 credits |
| **Instruction mode:** | Online |

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| **Professor's name**: | Dr. Dorothée Honhon |
| **Office**: | JSOM 3.203 |
| **Phone number**: | (972) 883-5947 (forwarded to my cellphone via MS Teams) |
| **Email**: | Dorothee.honhon@utdallas.edu |
| **Website**: | DorotheeHonhon.com |
| **Office hours**: | Fridays 11 AM – 12 PM via Teams (see link on eLearning) |

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| **TA's name**: | Koushik Roy |
| **Email Address:** | Koushik.Roy@UTDallas.edu |
| **Office hours** | Fridays 12 PM – 1 PM via Teams and in person (see link on eLearning) |
| **TA Office:** | JSOM 2.604 |

### COURSE MODALITY:

For this course, the **Online** instructional modality is implemented as follows:
- The lectures take place entirely online, with no in-person classroom sessions.
- Office hours are virtual via Teams but students can request to meet the instructor in person in her office by sending her an email at least one day before. Attendance at office hours is optional – students are invited to attend if they have questions to ask regarding the material or the course in general.
- Students may also request appointment with the instructor or the TA in person or virtually via Teams outside of office hours.
- Each (regular) week the students are expected to do the following:
  - o Do the required reading for the week's course module
  - o Watch the video presentations for this week's course module
  - o Complete and submit the assignment
- Unless otherwise stated, the deadline for completion of the weekly tasks is Sunday at 11:59 pm, Dallas time.
- There are two online exams taken on eLearning which are open book and open notes and are to be taken remotely using the automated proctoring system Honorlock (must have a webcam on).
- There is one team course project with a virtual presentation as the main deliverable (no written report).

## INSTRUCTOR PRESENTATION:

Dr. Dorothée Honhon is a Professor of Operations Management at the Jindal School of Management of the University of Texas at Dallas. She joined the school in September 2013. She received her Undergraduate and Master's degrees in Business Administration from the University of Liege, in Belgium (2000) and a Ph.D. in Operations Management from New York University (2006). Prior to her position at UT Dallas, she worked at the McCombs School of Business of the University of Texas at Austin (2006-2011) and the Eindhoven University of Technology, in the Netherlands (2011-2013). At UT Dallas, she teaches OPRE 6302 Operations Management and OPRE 6341 Retail Operations. In 2010, she received the *Regents' Outstanding Teacher Award from the Board of Regents* of the University of Texas system, in 2011, she received the *Trammell/CBA Foundation Teaching Award for Assistant Professors*, in 2018, she received the *Outstanding Graduate Teaching Award* in 2017-18 from the Naveen Jindal School of Management and in 2021 she received the *OWLIE for Faculty of the Year (Graduate)*.

She is the Associate Dean for Sustainability & Societal Impact at the Naveen Jindal School of Management and was recently the chair of the [Sustainability Committee](#) at UT Dallas. She is currently the President of the *Manufacturing and Service Operations Management Society*, and the Vice-President of the *PRIDE forum of INFORMS*. She is also the Past President of the *Women in OR/MS* (a.k.a. *WORMS*) forum from INFORMS. She is an Associate/Senior Editor for the *Management Science, Manufacturing and Service Operations Management* and *Production and Operations Management* journals. Her research interests include inventory management, food waste minimization, assortment planning, retail operations, sustainability in supply chains and Diversity, Equity and Inclusion.

Dorothée is very passionate about teaching and interacting with her students. She enjoys working on her research projects, especially her latest work on minimizing food waste in supply chains. In her spare time, Dorothée loves to spend time with her two kids Elsa (15 years old) and Jonah (13 years old) and three cats, practice yoga, run long distances and tend to her many outdoor and indoor plants. She loves scented candles, bread and anything coconut-flavored.

## COURSE PRE-REQUISITES & CO-REQUISITES:

There are no pre- or co-requisites for this course. However, students are expected to have at least a basic knowledge of algebra and statistics. Some notions of econometrics (e.g. forecasting and regression analysis), process analysis (e.g., cycle time, just-in-time…) inventory management (e.g., economic order quantity and newsvendor models) and corporate finance (e.g., how to read a balance sheet, how to compute the net present value of a project) are a plus (though a quick review of these topics will be provided by the instructor).

In addition to a confident level of computer and Internet literacy, knowing how to use a spreadsheet software (e.g., Microsoft Excel) will also be useful for the course.

## COURSE DESCRIPTION AND OBJECTIVES:

Retail is the sale of goods and services to the end consumer; it is the final stage in the supply chain. Retailing is an important industry to study. In the US, retailing accounts for about 40% of the economy and is the largest employer. The online retail business is booming and now corresponds to about 16% of all retail sales in the United States (Census.gov).

This retail industry is at the forefront of business changes through its direct connection with the consumer. It generates and foretells demand for the rest of the economy. It is a dynamic industry, with continuous changes in marketing channels, formats, technology, and sourcing. Currently, retailing is one of the main drivers of economic growth and transformation in emerging markets around the world, through both global sourcing and global marketing.

Retailing is also a laboratory to learn and test ideas that may apply to other businesses. Various types of sophisticated data can be collected in retailing with more ease than in other industries. Performance can be measured accurately and promptly. Managers in retailing receive rapid feedback on their decisions.

This course examines various new developments in retailing and the application of operations management principles to these developments. Topics which will be discussed include: responsive supply chains, store execution, inventory management, assortment planning, pricing, online retailing, omni-channel retailing, sustainability, use of technology such as RFID, and linking inventory and financial performance.

The course develops managerial insights for the retail sector and uses quantitative and empirical modeling skills. This course will be useful for students in two ways. First, because retailers play a dominant role in many supply chains, it is not only important for retailers but also for manufacturers and distributors to understand the retail processes and their consequences on the total supply chain. Secondly, the problems faced by retailers (data availability, reducing lead-times, complexity, etc.) are shared by many other firms in the industry. As such, these problems are very generic, and the knowledge obtained via this course can thus be applied in a variety of industries.

The main objectives of this course are:
- To provide students with an understanding of the crucial importance of retail operations management in today's business environment;
- To familiarize students with the basic concepts, techniques, methods and applications of retail operations management;
- To enhance students' analytical skills and ability to uncover problems and opportunities for improvement in production and service processes.
- To teach students how to use AI tools effectively as a complement to their own learning and analytical skills and to develop critical abilities in summarizing, editing, and refining AI outputs to produce clear, accurate, and original work..

## COURSE MATERIALS:

### Required Materials
- o **Course packet of case studies from Harvard Business Publishing**: Available for purchase online at:  https://hbsp.harvard.edu/import/1324144
  Registration with Harvard Business Publishing is required. The course packet contains the following case studies and articles:
  1. Paper and More (A) 606023-PDF-ENG
  2. Zara: Fast Fashion: 703497-PDF-ENG
  3. Case Flash Forward: Zara: Fast Fashion 8553-PDF-ENG
  4. Stock-Outs Cause Walkouts F0405E-PDF-ENG
  5. Execution: The Missing Link in Retail Operations CMR204-PDF-ENG
  6. Freshippo: Data-driven Business Model Innovation  CB0037-PDF-ENG
  7. Amazon.com, 2021 716402-PDF-ENG
  8. Buy Online, Pickup in Store: Evaluating an Omnichannel Intervention in Retail 621103-PDF-ENG
  9. Which Products Should you stock?  R1211J-PDF-ENG
  10. Cambridge Software Corp. 191072-PDF-ENG
  11. David Berman 605081-PDF-ENG
  12. Greening Walmart: Progress and Controversy 316042-PDF-ENG

- o **Other articles and videos**: links will be provided on eLearning.

## COURSE PLATFORMS:

This course can be accessed using your UT Dallas NetID account on the eLearning website. Please see the course access and navigation section of the Getting Started with eLearning  webpage for more information.  To become familiar with the eLearning tool, please see the Student eLearning Tutorials webpage.

Students will find the following on the course website:
1. **Video presentations:** Each week a video presentation (often divided in two or three parts) will be made available for students to watch.
2. **Course Notes:** Each week a PDF version of the slides from the video presentation will be posted.
3. **Assignments:**  Each week a homework assignment will be made available for the students to complete by Sunday at 11:59 pm, Dallas time.
4. **Practice exams:** Before each exam, at least one practice exam will be posted, with the exact same number of questions and level of difficulty as the actual test.
5. **Forums** (discussion board): Students are invited to post questions on the material via the eLearning Discussion Board. They can also post comments, criticisms and suggestions anonymously regarding the course and the instructor.
6. **Grades:** Grades on exams and assignments will be posted on eLearning.

## PERFORMANCE EVALUATION:

The students' grade will be assessed through homework assignments, two exams and a course project as follows:

|  | % of final grade |
|---|---|
| Exam I | 20% |
| Exam II | 20% |
| Homework assignments | 30% |
| Course project | 30% |

Extra credit work will not be given under any circumstance.

The following grading scheme for assigning letter grades is provided <u>as a guideline</u>. The actual grading scheme may differ based on the relative performance of students in the class.

| Final grade | Letter grade |
|---|---|
| [93-100] | A |
| [90-93) | A- |
| [87-90) | B+ |
| [83-87) | B |
| [80-83) | B- |
| [73-80) | C+ |
| [66-73) | C |
| [60-66) | C- |
| [0,60) | F |

## Exams
Exam I will cover the materials from sessions 1-7. Exam II will cover the materials from sessions 8-12.  For each exam, students have a 5-hour window within which to start taking the exam as follows:

- For **Exam I**: Saturday, October 18, <u>start</u> time between 4 and 9 pm.
- For **Exam II**: Saturday, December 13, <u>start</u> time between 4 and 9 pm.

Once each exam is started, students have **3 hours** to complete it.  So, for example, a student can start taking Exam I at 9pm on October 18, and have until midnight that day to complete it.

The exams are **open book and open notes** and will take place remotely (i.e., not in our classroom nor at the UTD testing center).    Students are not allowed to communicate with anyone during the exam time window, in particular, students may not share exam questions and/or answers with anyone.

This course will use Honorlock, which is an online exam proctoring tool. To successfully take an exam, students must have a web camera with microphone, a laptop or desktop computer (no

tablets/phones), the Chrome browser, a reliable internet connection and a photo ID. Students will be prompted to install the Honorlock Chrome Extension (which can be removed after the test). They will then access the exam within the eLearning course and go through the authentication process.

Any concern regarding the grading of exams should be addressed directly to the instructor no later than two weeks after the marks were posted.

**Homework Assignments**
There are 13 homework assignments throughout the semester, numbered from homework 0 to homework 12. Homework assignments must be submitted individually on eLearning by Sunday at 11:59 pm, Dallas time. No late submission will be accepted.

During week 1, the students must also complete **Homework 0**, which is a simple true/false test based on the syllabus.  This is to make sure that students understand what is expected of them in the course.

Homework assignments 1 to 12 are "**AI-assisted homework assignments**", which are to be completed individually (i.e., without help from another human!) with the assistance of a Large Language Model (LLM), such as Copilot, ChatGPT, Claude, Gemini, Grok, Llama, DeepSeek, etc. The final output put should be the result of the students processing and summarizing information given to them by the LLM.   As part of the submission, students **must include their AI log**, that is, the log (copying and pasting) of your interaction with the LLM which must include your entire conversation from the initial prompt to the final follow-up question/answer.

Grades on homework assignments out of a maximum score of 10.   A grade of 0 out of 10 will be given to students who do not turn in an assignment or do not submit their AI log.   Any concern regarding the grading of homework assignments should be addressed directly to the TA, no later than one week after its due date/time.

When computing the average grade on homework assignments, the two lowest grades will be dropped. In other words, a student's final score on homework assignments will be the average of his or her best 11 scores (each homework having equal weight, including Homework 0). However, students are strongly encouraged to turn in every assignment, as they constitute the best preparation for the exams.

**Special Assignments**
Once, at the start of the semester, all students need to complete a special assignment: the JSOM Virtual Learning Launchpad (VLL) in eLearning.  The course content will **only be made available** to students once this assignment is complete.   The assignment simply asks students to upload their certificate of completion of the Virtual Learning Launchpad.   Follow the VLL student video instructions.
The certificate must be completed each academic year and uploaded each semester for all synchronous / asynchronous courses. The Launchpad will be available once your course starts. Please see the Academic Calendar for the exact date.

**Course project**
The course project is to be done in teams of **6 students**.   Depending on the number of students enrolled in the course, some teams may include only 5 students.

Each team is to pick a retailer (or online retailer) and perform an analysis focusing on one particular dimension of the retailer's business.   This dimension **must be amenable to a data-based study** wherein students collect data by visiting either the physical stores or the online stores of the retailer (or both).  Examples include:

- o   A study of **stock-outs and inventory availability** at the retailer: the team collects data (and pictures) from (physical) store visits, noting which items are in stock vs out of stock. The team analyzes which categories are likely to be out of stock.   The team studies how the problem varies over time at the same store or across stores of the same retailer or does a comparison between the retailer's store and that of a competitor.
- o   A study of **misplaced items** at the retailer: the team collects data (and pictures) from (physical) store visits, making note of items which are misplaced.  The team conducts an analysis of which product categories are more likely to have misplaced items.   The team studies how the problem varies over time at the same store or across stores of the same retailer, or does a comparison between the retailer's store and that of a competitor.
- o   A study of the **use of technology** at the retailer: the team collects data (and pictures / screen shots) regarding the use of technology at the retailer's (physical or online) stores. The team reports who uses the technology (customers or employees), how it is being used, what are the benefits, pitfalls and challenges associated with using this technology. The team does a comparison of technology use between the retailer's stores and that of its competitors.    The team collects data about customers' reactions to the technology via a survey and analyses the results.
- o   A study of the **omni-channel initiatives and challenges** for the retailer: the team does comparison of assortment, prices and promotion between the retailer's physical stores and online stores.  The data from physical stores is collected via stores visits (with pictures taken) and the data from online stores is collected by visiting the website (with screen shots taken).    The team discusses initiatives such a buy-online-pick-up in store or the ability to return products bought online in physical stores in terms of pros and cons for the consumers and the retailer.    The team studies how the retailer's omnichannel strategy differs from that of a competitor.
- o   A study of **assortments** at the retailer: the team collects data (and pictures / screen shots) from (physical and/or online) store visits, about assortment depth vs breadth, customization, localization.    The team compares assortments across stores of the same retailer, or does a comparison between the retailer's store and that of a competitor.
- o   A study of **prices** at the retailer: the team collects data (and pictures / screen shots) from (physical and/or online) store visits, about product prices at the retailer, noting which products see their prices fluctuate over time, marked down, on promotion, etc.    The team compares prices over time at the same store, or across stores of the same retailer, or does a comparison between the retailer's store and that of a competitor.    The team collects data about customers' perception of the retailer's prices via a survey and analyses the results.
- o   A study of **sustainability practices and initiatives** by the retailer.   The team collects data (and pictures / screen shots) from (physical and/or online) store visits, about sustainability initiatives such as recycling opportunities, discounts for using reusable shopping bags/cups, sale of products advertised as "green" or "eco-friendly", etc.    The team

compares these initiatives with those of one of the retailer's competitor. The team collects data about customers' perception of the retailer's commitment to the environment, via a survey and analyses the results. The team adds a discussion about their perception of whether these initiatives constitute a form of greenwashing on the part of the retailer.

Alternatively, the students can decide to focus on another aspect of the retailer's business not from the list above, with the approval of the instructor. Examples of course project titles would be "An analysis of the inventory records inaccuracy problem at Dollar Tree" or "Omni-channel initiatives at Sephora".

The main deliverable for the course project is a video presentation.

*Deadlines and deliverables:*
**By the end of Week of Module 2**: students should form teams and register their team using the **Course Project Group Signup Sheet** on eLearning. When forming team, students are encouraged to seek diversity of backgrounds, national origin, age, gender, ethnicity, etc. as research shows that more diverse teams outperform more homogenous ones (source: [PhychologyToday](#)). Students who are not in a team by the end of week 2 will be assigned to a team by the instructor.

**By the end of Week of Module 3:** students should then send an email to the instructor with (i) their group number (ii) the composition of their team (first and last names of the students), (iii) the retailer they have chosen to study and (iv) the chosen dimension for their analysis. Within 2 days, they will receive confirmation from the instructor that their choice is accepted. Only one team can study a retailer and retailers who have been chosen by teams in previous semesters may not be chosen again (see the "**Guidelines for choosing a retailer**" document on eLearning for the list of retailers which can no longer be chosen). Confirmation will be given to teams on a first-come-first-serve basis.

**By the end of Week of Module 7**: A one-page progress report should be submitted as a PDF file via eLearning. In this report, the students should write about:
- o The retailer they have chosen;
- o The dimension of analysis they have selected and why it is relevant for that particular retailer;
- o The methodology they have chosen: for example, data gathering in the stores, research on the internet, interviews, surveys, etc.
- o (If relevant) Their data collection process: how much data they have collected so far and how much more they plan on collecting;
- o A list of articles they have found which are relevant to the topic they focus on (either academic papers or news articles);
- o (Optional) A list of challenges faced so far. This may include concerns about the unequal distribution of work amongst teammates.

**By the end of Week of Module 13**: A video file (e.g., mpeg, mp4) with a recorded presentation of the course project and a presentation file (e.g. PowerPoint) or link (e.g. Canva, Google Slides). The presentation must include the following information:

- a general description of the retailer, including for example, a presentation of the retailer's products/services, business model, company history, financial performance, primary market analysis, main competitors, etc.;
- a description of the data gathering process which was used;
- an analysis of the data gathered;
- recommendations regarding the dimension of analysis, that is, ways for the retailer to improve on that dimension;
- a bibliography, which is a list of references including links to websites where data and information were gathered from;

As much as possible, the students are expected to personalize the presentation with, for example, pictures taken during physical store visits, website screenshots, etc.

The format of the presentation should be similar to the one used by the instructor for the module video presentations each week: it should display slides, and in one of the corners there should be a "talking head" video of the students presenting, with audio of what they are saying. The video should be approximately 10 minutes long (with about 5-8 slides + bibliography) and, unless otherwise agreed with the instructor(*), all students in the team are expected to present some of the slides. The students do not need to talk on the slide(s) which contain(s) the references but this(these) slide(s) must be included at the end of the presentation.

(*) Students who have a strong aversion to public speaking may request a waiver of the requirement to be included in the presentation by emailing the instructor.

A shared OneDrive folder will be made available for students to upload their video files.

The students are NOT asked to submit a report – only the presentation video and file.

See the file called **Project Guidelines_Presentation** on eLearning for more details.

**By end of Week of Module 13**: The students must submit a Peer Evaluation Form, where they evaluate each team member, including themselves, on the following dimensions: participation in team events, workload, quality of work and team interaction skills. Failure to submit the peer evaluation form will cost the student 5 points out of 100 on the course project.

The breakdown of the grade for the course project (out of 100) is as follows:
   o 10 points: progress report
   o 90 points: presentation

The grade on the one-page progress report is mostly based on effort. The grade on the presentation is e based on effort/ambition (30%), execution (30%), format (20%) and presentation skills (20%). The effort/ambition dimension is to some extent a relative one: the teams who submit a more in-depth, ambitious project will ultimately receive the highest scores. Students within the same team may receive a different grade due to the peer evaluation process. Any concern about the lack of involvement in the project of one of the team members should be brought up to the instructor as early as possible (via email). The following rubric is used for the marking of the course project presentation:

Levels of Achievement

| Criteria | Poor | Moderate | Good | Excellent |
|---|---|---|---|---|
| **Effort / Ambition** ⌄<br>**Weight 30.00%** | **30.00 %**<br>Little to no original content | **50.00 %**<br>Minor data gathering process | **80.00 %**<br>Significant data gathering process | **100.00 %**<br>Very extensive data gathering process |
| **Execution** ⌄<br>**Weight 30.00%** | **30.00 %**<br>Little to no analysis. No recommendations | **50.00 %**<br>Minor data analysis and weak recommendations | **80.00 %**<br>Good data analysis and good recommedations | **100.00 %**<br>Extensive and well-executed data analysis and excellent recommendations |
| **Format** ⌄<br>**Weight 20.00%** | **30.00 %**<br>Slides are crowded, uneven and/or bland | **50.00 %**<br>Slides show low level of consistency, little effort for visual quality | **80.00 %**<br>Slides are well-organized and even in visual quality | **100.00 %**<br>Slides look professionally crafted with personalization touches |
| **Presentation skills** ⌄<br>**Weight 20.00%** | **30.00 %**<br>Presenters are hard to understand and disorganized | **50.00 %**<br>Presenters are unclear, un-engaging or monotone in their talking | **80.00 %**<br>Most presenters do a good job but lack of enthusiasm or clarity | **100.00 %**<br>All presenters do a great job with engaging and lively talking |

One group member should submit the progress report, presentation video and presentation file on behalf of the entire group so that all group members can view the results and feedback once it has been graded. All students should individually submit the peer evaluation form as a PDF file via eLearning. All concerns or questions regarding the score on the course project should be directed to the instructor, not the TA.

## Bonus points

Students who are the first person to notice a significant mistake in the course material (slides, formula sheet, solutions to an assignment etc.) will be awarded a bonus point (each bonus point is worth 0.1 which gets added to their final score out of 100). Note that spelling or English mistakes are not significant errors. Bonus points can no longer be earned after Exam II has taken place.

## COURSE SCHEDULE:

The following is a tentative schedule of meetings, and deliverables for the semester. This is subject to change. Students will be notified via email if there is a major change. A current schedule will always be available on the eLearning course website.

| Week # | Monday date | Topic | Required readings | Deliverables – due by Sunday 11:59 pm |
|---|---|---|---|---|
| 1 | Aug 25 | Module 1: Introduction | Course syllabus | HW0 + HW1 <br> + JSOM Virtual Learning Launchpad |
| 2 | Sep 1 | Module 2: Inventory management | Paper and More (A) | HW2 <br> + Project team sign up |
| 3 | Sep 8 | Module 3: Fast fashion | ZARA: Fast Fashion <br> Case Flash Forward: Zara: Fast Fashion | HW3 <br> + Submit project retailer and team |
| 4 | Sep 15 | Module 4: Inventory inaccuracy & stock-outs | Stock-Outs Cause Walkouts <br> Execution: The Missing Link in Retail Operations | HW4 |
| 5 | Sep 22 | Module 5: Technology and AI in retailing | Freshippo: Data-driven Business Model Innovation | HW5 |
| 6 | Sep 29 | Module 6: Online retailing | Amazon.com, 2021 | HW6 |
| 7 | Oct 6 | Module 7: Omni-channel retailing | Buy Online, Pickup in Store: Evaluating an Omnichannel Intervention in Retail | HW7 <br> + Project progress report |
| 8 | Oct 13 | **Exam I (*)** | | Exam I |

| | | | | |
|---|---|---|---|---|
| **9** | Oct 20 | Module 8: Consumer choice | Which products should you stock? Pages 1-9 | HW8 |
| **10** | Oct 27 | Module 9: Assortment planning | Which products should you stock? Pages 10-11 | HW9 |
| **11** | Nov 3 | Module 10: Pricing | Cambridge Software Corporation | HW10 |
| **12** | Nov 10 | Module 11: Retail finance | David Berman | HW11 |
| **13** | Nov 17 | Module 12: Sustainability in retail | Greening Walmart: Progress and Controversy | HW12 |
| **14** | Nov 24 | *** Fall break *** | | |
| **15** | Dec 1 | Module 13: Course project presentations | | Project presentation + Peer evaluation form |
| **16** | Dec 8 | **Exam II (*)** | | Exam II |

(*) HW= Homework Assignment, (*) See on page 5 for the exam dates and time windows.

COURSE POLICIES:

- Extra credit work will not be given under any circumstance.
- Offering a make-up exam for a missed exam or scheduling it a different time is entirely at the discretion of the instructor. Students with legitimate reasons and letters of proof can request to take make-up exams.
- No late homework assignments will be accepted under any circumstance.
- Students are to follow the principles of **academic integrity**. In particular:
    - They cannot copy and paste from external sources without proper reference citation;
    - They are only to put their name on a homework assignment if they have done their fair share of the work;
    - They cannot communicate with other students during the exam time window; in particular, they may not share exam questions and/or answers with anyone.
    - They cannot refer to material from this course taught in previous semesters, especially solutions to homework assignments or exams from previous semesters (mostly because they are changed from semester to semester).
    - They cannot reproduce or share the course content with those not registered in the course, or upload to other online environments except to implement an approved Office of Student AccessAbility accommodation.

ABOUT THE USE OF GENERATIVE AI IN THIS COURSE:

The utilization of AI language models, such as ChatGPT, CoPilot, Gemini, etc. is not only permitted in this course it is encouraged!    Specifically:

- **For homework assignments**: for some homework assignments, students are specifically instructed to use an LLM for AI-assisted Homework Assignments but they must submit their AI log as part of their submission.
- **For the course project**: students are encouraged to use LLMs and other AI tools to gather information, draft or edit the content of their presentation.   Use of such tools must be referenced to in the bibliography slide(s).
- **For exams**: students are allowed to use AI tools during the exams but they must acknowledge the use of such methods as part of their answers.

UTD students can log in to CoPilot at copilot.microsoft.com using their NetID and password.
In general, all deliverables submitted by students in this course must showcase their (and their teammates') independent thought process, unique insights and reflections.  Please consult UTD's Generative AI Use In Academic Work policy statement.

TIPS FOR SUCCESS (FROM YOUR INSTRUCTOR FOR THIS PARTICULAR COURSE)

1. As much as your schedule allows, start working on the readings, and watching of the video presentation and homework assignment **early each week**.  Count for at least 4 hours of work each week.
2. Start working on your course project **early in the semester**.  Especially if you want to collect data from store visit, interviews or surveys.
3. **Ask questions**.  Either during office hours, via the eLearning discussion board or by email. Never be afraid that a question could be perceived as "stupid" or "irrelevant"; there are no such things as stupid or irrelevant questions.

4.  Resist the temptation to take shortcuts.  **Do not cheat** and do not tolerate those who do.
5.  **Respect** your fellow students and **accept** them for who they are.  Help contribute to fostering an **inclusive** classroom, recognizing that **diversity** brings a richness of ideas.
6.  Focus on the **learning experience**, not on your final grade.  "*Exams and grades are temporary but education is permanent*".
7.  **Have fun**! Find pleasure in learning about retail operations, especially working on your team project!

**UTD POLICIES AND PROCEDURES:**

**Commitment to an inclusive classroom**
In developing the materials and assignments for this course, I have aimed to be thoughtful about how identity, culture, and learning styles impact the course content. I intend students from all diverse backgrounds and perspectives be well-served by this course and that the diversity that students bring to this class be viewed as a strength and benefit.

Learning can only happen in a community that is respectful and inclusive; we all belong in this community and we will value each other's experiences.  All students will conduct themselves in a professional manner.  Remember, you can disagree with the idea and still respect the person.

I also invite you to share your personal experiences and perspective related to the course content; we can learn from each other.  Your suggestions on how to make this class and our classroom more inclusive are encouraged and appreciated.

**Student AccessAbility**
It is the policy and practice of The University of Texas at Dallas to make reasonable accommodations for students with properly documented disabilities. However, written notification from the **AccessAbility Resource Center** is required. Students who are eligible to receive an accommodation and would like to request it for this course, should discuss it with the instructor and allow one-week advance notice. Students who have questions about receiving accommodations, or those who have, or think they may have, a disability (mobility, sensory, health, psychological, learning, etc.) are invited to contact the AccessAbility Resource Center for a confidential discussion.

The AccessAbility Resource Center provides:
-   Academic accommodations for eligible students with a documented permanent physical, mental or sensory disability
-   Facilitation of non-academic and environmental accommodations and services
-   Resources and referral information, and advocacy support as necessary and appropriate.

It is the student's responsibility to notify the instructor of the need for such an accommodation. The AccessAbility Resource Center provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the instructor immediately during the first week of the semester.

**Comet Creed**
The Comet creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same: "*As a Comet, I pledge honesty, integrity, and service in all that I do.*"

**Academic Honesty**

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work.

Academic dishonesty can occur in relation to any type of work submitted for academic credit or as a requirement for a class. It can include individual work or a group project. Academic dishonesty includes plagiarism (especially from internet sources), cheating, fabrication, and collaboration/collusion.

Additional information related to academic dishonesty and tips on how to avoid dishonesty may be found here.

Students in this course suspected of academic dishonesty are subject to disciplinary proceedings, and if found responsible, the sanctions will be determined according to the severity and the nature of the violation with the following minimum sanctions being applied: zero point for the assignment/exam.

**Academic Support Resources**

Please refer to Academic Support Resources webpage for the University's academic support resources.

For help with test anxiety or time management, the following resources are available: your academic advisor, the Learning Resource Center (MC2.402), the Counseling Center (SU1.608), the New Student Programs Office (SU1.610) and your instructor.

**TECHNICAL SUPPORT AND ONLINE RESOURCES:**

UT Dallas OIT Help Desk provides technical support for Microsoft Office 365 (including Excel, Teams, and Streams) 24 hours a day/7 days a week. See here for their contact information (e.g., phone number, email, and Live Chat).

UT Dallas provides eLearning technical support 24 hours a day, 7 days a week. The eLearning Support Center includes a toll-free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service.

The University is committed to providing a reliable learning management system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the online eLearning Help Desk. The instructor and the eLearning Help Desk will work with the student to resolve any issues at the earliest possible time.

**Communication**

This course utilizes online tools for interaction and communication. Some external communication tools such as regular email and a web conferencing tool may also be used during the semester. For more details, please visit the Student eLearning Tutorials webpage for video demonstrations on eLearning tools. Student emails and discussion board messages will be answered within 3 working days under normal circumstances.

**Distance Learning Student Resources**

Online students have access to resources including the McDermott Library, Academic Advising, The Office of Student AccessAbility, and many others. Please see the <u>eLearning Current Students</u> webpage for more information.

**Server Unavailability or Other Technical Difficulties**

The University is committed to providing a reliable learning management system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the online <u>eLearning Help Desk</u>. The instructor and the eLearning Help Desk will work with the student to resolve any issues at the earliest possible time.

***The descriptions and timelines contained in this syllabus are subject to change at the discretion of the instructor. The latest version of the syllabus will always be available on eLearning.***

**MESSAGE FROM THE INSTRUCTOR:**

*I believe you belong here.*

*I am cheering for you and want to see you succeed.*

*I know that your grades do not reflect your worth or your potential to be successful in your future career.*

*I care more about you as a person than as a student.*

*I know life doesn't stop for school, so do not be afraid to reach out to me if you ever need anything.*

*Dorothee.* [1]

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[1] Modified from Viji Sathy's statement.