

THE UNIVERSITY OF HONG KONG
FACULTY OF BUSINESS AND ECONOMICS
Course Template for the Learning Outcomes System

School of Business
IIMT3681 – Supply Chain Management
2016-2017, Semester 1

| GENERAL INFORMATION |
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| <p>Instructor: Benjamin Yen</p> <p>Email: benyen@business.hku.hk Office: KKL 803 Phone: 3917-5668 Consultation times: Tue/Thr 16:30 – 18:30 or by appointment</p> <p>Lecture: Tuesday, 13:30-16:20 (TBA)</p> <p>Tutor: Ms. Debbie Chu (debbieku@gmail.com, 3917-5166, KKL 605)</p> <p>Pre-requisites: IIMT2601 Management Information Systems <i>or</i> equivalent</p> |
| COURSE DESCRIPTION |
| <p>The course is designed to prepare attendants to apply business strategies, analytical methodologies and information technology in supply chain management. Traditionally industries have focused on operation evaluation and performance improvement of manufacturing process; however, the deficiency of supply chain coordination results in severe downgrade of business competitiveness. With advent of information technology, computers not only improve manufacturing operation and management, but also enhance strategic decision-making as well. This course focuses on the systems approach to planning, analysis, design, development, and evaluation of supply chain management.</p> |
| COURSE OBJECTIVES |
| <ol style="list-style-type: none"> 1. To understand principles and approaches to enhance knowledge of management decision-making in supply chain and logistics. 2. To learn modern technology, cost reduction and service improvement in supply chain management. 3. To gain insight into best practices and effective global supply chain; and 4. To carry out project and research on information technology, operation management, and business strategy for supply chain management in manufacturing and service industries. |
| PROGRAMME LEARNING OUTCOMES |
| <p>PLO1: Acquisition and internalization of knowledge of the programme discipline</p> <p>PLO2: Application and integration of knowledge</p> <p>PLO3: Inculcating professionalism and leadership</p> |

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| PLO4: Developing global outlook | | | |
| PLO5: Mastering communication skills | | | |
| COURSE LEARNING OUTCOMES | | | |
| Course Learning Outcomes | | Aligned Programme Learning Outcomes | |
| CLO1 | Understand and apply fundamental tools and techniques of supply management. | PLO1 | |
| CLO2 | Demonstrate sophistication and competency in design, analysis, and evaluation of supply chain management in a business environment. | PLO1 & PLO2 | |
| CLO3 | Develop knowledge of principles, concepts, and methods in the leadership of global supply chain. | PLO2 & PLO3 | |
| CLO4 | Develop capabilities for understanding, assessing, and resolving technical and managerial issues for global supply chain. | PLO3 & PLO4 | |
| CLO5 | Develop capabilities to communicate effectively in both technical and business ways with partners in supply chains. | PLO5 | |
| COURSE TEACHING AND LEARNING ACTIVITIES | | | |
| Course Teaching and Learning Activities | | Expected contact hour | Study Load (% of study) |
| T&L1. | Lectures: basic concepts and knowledge will be presented in the class through. | 36 | 30% |
| T&L2. | Tutorial lab sessions: students practice concepts learned in class in the computer lab and work on examples with the tutor. | 12 | 10% |
| T&L3. | Small group meeting & discussion: multiple discussion sessions with individual small group during the semester to provide the feedback and suggestions for course project and case study. | 6 | 10% |
| T&L4. | Case based study and analysis: students express and share their ideas and questions on the case or articles related to supply chain management in the class. These discussions encourage students to think about the class materials after class. | 24 | 25% |
| T&L5. | Self study. | 42 | 25% |
| Total | | 120 | 100% |
| Assessment Methods | Brief Description (Optional) | Weight | Aligned Course Learning Outcomes |
| A1. Written Assignment | Homework to explain the basic concepts and to apply the principle of supply chain management. The students accomplish tasks using technologies covered in class. Through | 30% | CLO1, 2, & 3 |

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| | the assignments they can acquire hands-on experience using these technologies. | | |
| A2. In-Class Participation and Case Discussion | Participation and case study of analysis and syntheses of current issues of supply chain management. | 10% | CLO1, 2, & 3 |
| A3. Midterm Examination | Closed-book examination. | 30% | CLO1, 2, & 5 |
| A4. Group Project Presentation | Integration of knowledge of course subjects and practice for a business application. | 15% | CLO1, 2, 3, 4 & 5 |
| A5. Group Project Report | Integration of knowledge of course subjects and practice for a business application. | 15% | CLO1, 2, 3, 4 & 5 |
| | Total | 100% | |

STANDARDS FOR ASSESSMENT

Course Grade Descriptors

| Course Final Grade | Cumulative Score of all Assessment Tasks | Grade Descriptors |
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| A+, A, A- | 100 - 80% | Student has consistently demonstrated an excellent grasp of supply chain management concept, competition, alliances, and strategies as evidenced by original or exceptionally astute analysis and synthesis of student work. |
| B+, B, B- | 79 - 70% | Student has demonstrated a substantial grasp of supply chain management concept, competition, alliances, and strategies as evidenced by above average performance in analysis and synthesis of student work. |
| C+, C, C- | 69 - 60% | Student has demonstrated a fair grasp of supply chain management concept, competition, alliances, and strategies as evidenced by average performance in analysis and synthesis of student work. |
| D+, D | 59 - 50% | Student has demonstrated limited grasp of supply chain management concept, competition, alliances, and strategies as evidenced by barely satisfactory performance in analysis and synthesis of student work. |
| F | <50% | Student has demonstrated very limited grasp of supply chain management concept, competition, alliances, and strategies as evidenced by poor performance in analysis and synthesis of student work. |

Assessment Rubrics for Each Assessment

A1. Written Assignment (30%)

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| Performance Level (with Score Range) | Assessment Rubrics for Written Assignment (100%) |
| Outstanding 100-80 | – Achieve a standard of excellent performance in the assignment with very accurate computation and very good analytical and problem solving skills |

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| Proficient 79-70 | – Achieve a standard of good performance in the assignment with accurate computation and good analytical and problem solving skills. |
| Competent 69-60 | – Master a standard of acceptable performance in the assignment with reasonable accuracy in computation and acceptable analytical and problem solving skills. |
| Adequate 59-50 | – Demonstrate a standard of marginally acceptable performance in the assignment with some errors in computation. |
| Fail <50 | – Fail to meet a minimum standard of passing the assignment with major errors in computation, inadequate analytical and problem solving skills. |

A2: In-Class participation / Group Case Discussion (10%)

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| Performance Level (with Score Range) | Assessment Rubrics for In-Class participation / Group Case Discussion (100%) (Frequency and quality of response in case study discussion) |
| Outstanding 100-80 | – Consistently and actively contribute to the class discussions and activities by providing relevant and helpful examples and analysis, identifying important issues, proposing creative and insightful solutions, raising thoughtful questions, synthesizing information obtained from readings and discussions and appropriately challenging assumptions and perspectives. |
| Proficient 79-70 | – Actively contribute to the case discussions and activities by providing relevant and helpful examples and analysis, identifying important issues, proposing creative and insightful solutions, raising some thoughtful questions, occasionally synthesizing information obtained from readings and discussions and appropriately challenging assumptions and perspectives. |
| Competent 69-60 | – Contribute to the case discussions and activities by providing relevant and helpful examples and analysis, identifying important issues, proposing creative and insightful solutions, raising thoughtful questions, synthesizing information obtained from readings and discussions, appropriately challenging assumptions and perspectives. |
| Adequate 59-50 | – Contribute to the case discussions and activities by providing limited relevant and helpful examples and analyses, identifying some issues, proposing creative and insightful solutions and raising thoughtful questions. |
| Fail <50 | – Do not contribute or make very few contributions to the class discussions and activities. Tend to provide only irrelevant examples and analysis, and to propose inappropriate solutions. Ideas shared are often unrelated to the topic being discussed. |

A3. Midterm Examination (30%)

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| Performance Level (with Score Range) | Assessment Rubrics for Midterm Examination (100%) |
| Outstanding 100-80 | – Achieve a standard of excellent performance in the examination with very accurate computation and very good analytical and problem solving skills, |

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| | extended ideas such as element of own voice and opinion, originality, recommendation, and reflection. |
| Proficient 79-70 | – Achieve a standard of good performance in the examination with accurate computation and good analytical and problem solving skills, good relational understanding such as a wide range and diversity of material beyond those provided in the course. |
| Competent 69-60 | – Master a standard of acceptable performance in the examination with reasonable accuracy in computation and acceptable analytical and problem solving skills, with application of materials and without major errors of understanding. |
| Adequate 59-50 | – Demonstrate a standard of marginally acceptable performance in the examination with some errors in computation, barely adequate analytical and problem solving skills and with some error of understanding. |
| Fail <50 | – Fail to meet a minimum standard of passing the examination with major errors in computation, inadequate analytical and problem solving skills and with major error of understanding or omission of explanation. |

A4. Group project presentation (15%)

| Performance Level (with Score Range) | Assessment Rubrics for Group Project Presentation (100%) |
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| Outstanding 100-80 | <ul style="list-style-type: none"> – The presentation is excellent and well organized, clear and fluent, with smooth progression of ideas, effective use of presentation aids, and appropriate length, pace and tone. – The presentation group skillfully engages the audience and demonstrates a consistently high level of creativity, confidence, enthusiasm and capability in handling Q&A. |
| Proficient 79-70 | <ul style="list-style-type: none"> – The presentation is well organized and coherent, making generally effective use of presentation aids. It is of an appropriate length, pace and tone. – The presentation group is generally able to engage the audience and demonstrates a consistently high level of creativity, confidence, enthusiasm and capability in handling Q&A. |
| Competent 69-60 | <ul style="list-style-type: none"> – The presentation is organized, moderately clear and fluent, with appropriate use of presentation aids. It is more or less of an appropriate length, pace and tone. – The presentation group attempts to engage the audience and show a moderate level of creativity, confidence, enthusiasm and capability in handling Q&A. |
| Adequate 59-50 | – The presentation shows adequate effort to engage the audience, and demonstrates creativity, confidence, enthusiasm and capability in handling Q&A. |
| Fail <50 | <ul style="list-style-type: none"> – The presentation is poor and not well-organized, unclear and not fluent with smooth progression of ideas, ineffective use of presentation aids, and inappropriate length, pace and tone. – The presentation group makes little effort to engage the audience and demonstrate very low level of creativity, confidence, enthusiasm and capability in handling Q&A. |

A5. Group project report (15%)

| Performance Level (with Score Range) | Assessment Rubrics for Group Project (100%) |
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| <p>Outstanding 100-80</p> | <ul style="list-style-type: none"> - Presentation of content is organized, thorough, precise, articulated with clarity and fluency, and consistent with the analysis and recommendations followed. - The analysis is insightful, critical, thorough, systematic, consistent, sufficiently supported by relevant and helpful fact/data, and effective application of appropriate concepts / techniques /examples, which are nicely integrated to the analysis. - The overall assessment demonstrates a profound understanding of the company’s current situation and generates insightful overall findings by professionally synthesizing across both internal and external assessment. - Identify key issues for the application of supply chain management - All or almost all relevant issues of the application of supply chain management are clearly and accurately identified from various perspectives. Highly relevant evidence/fact is provided to support the argument. - The gap between the expected outcome and current situation can be identified and justified with sufficient evidence. The overall analysis is insightful, critical, thorough, systematic and consistent. - The recommendations are creative, practical, systematic, logical and aligned with the assessment and proposed changes. - The implementation plan is creative, practical, logical, well organized and justified with sufficient evidence. The plan can align with the company’s needs and circumstances. - The report effectively arouses and maintains the reader’s interest. It is well organized, with clear coherence and smooth progression of ideas, articulated with clarity and fluency. It is of an appropriate length and tone, including proper and consistent referencing and citations without errors. |
| <p>Proficient 79-70</p> | <ul style="list-style-type: none"> - Presentation of content is organized, thorough, precise, articulated with clarity and fluency, and consistent with the analysis and recommendations followed. - The analysis is insightful, critical, thorough, systematic and consistent. It is sufficiently supported by relevant and helpful fact/data, and effectively applies appropriate concepts / techniques /examples, which are nicely integrated to the analysis. - The overall assessment demonstrates a profound understanding of the company’s current situation and generates insightful overall findings. - All or almost all key issues of the application of supply chain management are clearly and accurately identified from various perspectives. Highly relevant evidence/fact is provided to support the argument. - The gap between the expected outcome and current situation is identified and justified with sufficient evidence. The overall analysis is insightful, critical, thorough, systematic and consistent. - The recommendations are creative, practical, systematic, logical and aligned with the assessment and proposed changes. - The implementation plan is creative, practical, logical, well organized and justified with sufficient evidence. The plan is aligned with the company’s needs and circumstances. - The report effectively arouses and maintains the interest of the reader. It is well organized with clear coherence and smooth progression of ideas, articulated |

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| | <p>with clarity and fluency. It is of an appropriate length and tone, including proper and consistent referencing and citations without errors.</p> |
| <p>Competent 69-60</p> | <ul style="list-style-type: none"> - Presentation of content is reasonably organized, thorough, precise, articulated with clarity and fluency, and consistent with the analysis and recommendations followed. - The analysis is systematic, consistent, with some supports of fact/data, and moderate effective application of appropriate concepts / techniques / examples which are moderately integrated to the analysis. - The overall assessment demonstrates some understanding of the company's current situation and generates sufficient overall findings. - Some key issues of the application of supply chain management are clearly and accurately identified from various perspectives. Highly relevant evidence/fact is provided to support the argument. - The gap between the expected outcome and current situation is identified and justified with limited evidence. The overall analysis is systematic and consistent. - The recommendations are systematic and moderately aligned with the assessment and proposed changes. - The implementation plan is moderately consistent and useful. The plan is moderately well aligned with the company's needs and circumstances. - The report is reasonably successful in arousing and maintaining the reader's interest. It is of an appropriate length and tone, including proper and consistent referencing and citations without errors. |
| <p>Adequate 59-50</p> | <ul style="list-style-type: none"> - Presentation of content is adequately organized, thorough, precise, articulated with clarity and fluency, and consistent with the analysis and recommendations followed. - The analysis is systematic, consistent, with some supports of fact/data, and adequate effective application of appropriate concepts / techniques / examples which are adequately integrated with the analysis. The overall assessment demonstrates limited understanding of the company's current situation and generates some findings. - Few key issues of the application of supply chain management are clearly and accurately identified from various perspectives. Limited evidence/fact is provided to support the argument. - The gap between the expected outcome and current situation is not fully identified and it is justified with limited evidence. The overall analysis is consistent. - The recommendations are of limited value to align with the assessment and proposed changes. - The implementation plan is moderately consistent and useful with some evidence. - The report is moderately skillful at arousing and maintaining the interest of the reader, It is of an appropriate length and tone, including proper and consistent referencing and citations without errors. |
| <p>Fail <50</p> | <ul style="list-style-type: none"> - Presentation of content is not well organized, unclear and not fluent. It is inconsistent with the analysis and recommendations followed. - The analysis is unsystematic, inconsistent, and insufficiently supported by facts/data. There is ineffective application of appropriate concepts / techniques / examples. The overall assessment demonstrates poor understanding of the company's current situation and generates poor findings. - Very few of the key issues of the application of supply chain management are clearly and accurately identified from various perspectives. Limited evidence/fact is provided to support the argument. |

- The gap between the expected outcome and current situation is poorly identified and justified with evidence. The overall analysis is poor and inconsistent.
- The recommendations are poor and inconsistent, and they are not aligned with the company's needs and circumstances.
- The implementation plan is inconsistent and not useful, supported by limited evidence. The plan cannot help to align with the organizational business strategy and acquire competitive advantage.
- The report is not skillful at arousing and maintaining the reader's interest. It is of an inappropriate length and tone, showing improper and inconsistent referencing and citations with errors.

COURSE CONTENT AND TENTATIVE TEACHING SCHEDULE

| Lecture | | Subject | Supplement/Reference | Remark |
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| 1 | (06/09) | Introduction to SCM <ul style="list-style-type: none"> ▪ What is SCM? ▪ Why SCM? ▪ The Challenges of SCM | <ul style="list-style-type: none"> ▪ Ref – [SK] Ch.1 ▪ Case – Publishing Industry | |
| 2 | (13/09) | Designing Supply Chain Network <ul style="list-style-type: none"> ▪ Designing Distribution Networks ▪ Data Collection & Modeling ▪ Network Design in a Supply Chain | <ul style="list-style-type: none"> ▪ Ref – [SK] Ch.3 ▪ Case – BuyPC.com | Project Grouping |
| 3 | (20/09) | Planning and Managing Inventories <ul style="list-style-type: none"> ▪ Inventory Management ▪ Managing Uncertainty ▪ Supply Contract | <ul style="list-style-type: none"> ▪ Ref – [SK] Ch.2 & 4 ▪ Case – Swimsuit Production | HW #1 (Due: 29/09) |
| 4 | (27/09) | Coordination and Distribution <ul style="list-style-type: none"> ▪ The Bullwhip Effect ▪ Coping with Bullwhip Effect ▪ Distributed Strategies | <ul style="list-style-type: none"> ▪ Ref – [SK] Ch.5 & 7 ▪ Case– GOME - The Group Shopping Challenge | |
| 5 | (04/10) | Supply Chain Integration <ul style="list-style-type: none"> ▪ Centralized vs. Decentralized Control ▪ Push vs. Pull Systems ▪ Impact of the Internet on SC Strategy | <ul style="list-style-type: none"> ▪ Ref – [SK] Ch.6 ▪ Case – Modern Book Distribution ▪ Case – UNIQLO: A Supply Chain Going Global ▪ Case – Zappos | Project Proposal |
| 6 | (11/10) | Strategic Alliances <ul style="list-style-type: none"> ▪ 3rd/4th Party Logistics (3PL/4PL) ▪ Retailer-Supplier Partnerships ▪ Distributor Integration | <ul style="list-style-type: none"> ▪ Ref – [SK] Ch.8 ▪ Case – PGL: The Entrepreneur in China's Logistics Industry ▪ Case – Audio Duplication Service ▪ Case – Case – Cold Chain | HW #2 (Due: 20/10) |
| 7 | (18/10) | (No Lecture) Reading Week | | |
| 8 | (25/10) | Midterm | | |
| 9 | (01/11) | Procurement /Outsourcing Strategies <ul style="list-style-type: none"> ▪ Buy/Make Decision ▪ E-Procurement ▪ Framework of Procurement Strategy | <ul style="list-style-type: none"> ▪ Ref – [SK] Ch.9 ▪ Case – Aviation Spare Parts Supply Chain Management Optimisation at Cathay Pacific Airways Limited ▪ Case – Dell | |

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| 10 | (08/11) | Product and Supply Chain Design <ul style="list-style-type: none"> ▪ Design for Logistics ▪ Mass Customization ▪ Customer Value | <ul style="list-style-type: none"> ▪ Ref – [SK] Ch.11, 12, & 13 ▪ Case – TAL Apparel Limited: Stepping Up the Value Chain ▪ Case – HP Printer | Project Review |
| 11 | (15/11) | Information Technology for SCM <ul style="list-style-type: none"> ▪ Standardization ▪ Integration ▪ Enterprise Resource Planning (ERP) | <ul style="list-style-type: none"> ▪ Ref – [SK] Ch.14 & 15 ▪ Case – 3D Printing: Impacts on SCM and Chinese Manufacturing Industry ▪ Case – Polo Ralph Lauren & Luen Thai: Using Collaborative Supply Chain Integration in the Apparel Value Chain ▪ Case – Amazon ▪ Case – RFID / Bar Code for SCM | HW #3 (Due: 24/11) |
| 12 | (22/11) | New Development and Challenges <ul style="list-style-type: none"> ▪ Reverse Logistics & Sustainability ▪ SCM Strategy Evolution ▪ Supply Chain Risk Management ▪ Challenges & Future Development | <ul style="list-style-type: none"> ▪ Case – Building Sustainable Distribution at Walmart Canada ▪ Case – Nokia Supply Chain Management ▪ Case – The Internet of Things (IoT): Shaping The Future of E-Commerce | |
| 13 | (29/11) | Project Presentation /Course Wrap-up | | Project Report (Due: 12/12) |

REQUIRED/RECOMMENDED READINGS & ONLINE MATERIALS

Textbook:

- *Designing and Managing the Supply Chain: Concepts, Strategies, and Cases*
David Simchi-Levi, Philip Kaminsky, Edith Simchi-Levi, McGraw Hill College Div, 3rd ed. (2007)

Cases & Articles:

Course material will be provided and distributed in the class.

Reference Book / Paper (optional)

- *Supply Chain Management: A Logistics Perspective*
John J. Coyle, C. John Langley, Brian Gibson, Robert A. Novack, and Edward J. Bardi, Cengage Learning; 10th ed. (2016)
- *Operations and Supply Chain Management: Core*
F. Robert Jacobs and Richard Chase, McGraw-Hill/Irwin; 4th ed. (2016)
- *Logistics and Supply Chain Management*
Martin Christopher, Financial Times Prentice Hall, 5th ed.(2016)
- *Operations Management: Sustainability and Supply Chain Management*
Jay Heizer, Barry Render, and Chuck Munson, Prentice Hall (2016)
- *International Logistics and Supply Management: Business, Military and Humanitarian Logistics and Supply: Comparator Perspectives*
Alan W Carroll, CreateSpace Independent Publishing Platform (2016)
- *Achieving Supply Chain Integration: Connecting the Supply Chain Inside and Out for Competitive Advantage*
Chad W. Autry and Mark A. Moon, FT Press (2016)
- *Logistics, Supply Chain and Operations Management Case Study Collection*
David B. Grant (Editor), Kogan Page (2016)
- *Competing on Supply Chain Quality: A Network Economics Perspective*
Anna Nagurney and Dong Li, Springer (2016)
- *Global Supply Chain and Operations Management: A Decision-Oriented Introduction to the Creation of Value*
Dmitry Ivanov, Alexander Tsipoulanidis , and Jörn Schönberger, Springer (2016)
- *Supply Chain Management: Strategy, Planning and Operations*
Sunil Chopra, Peter Meindl, Prentice Hall College Div, 6th ed. (2015)
- *Supply Chain Management Demystified*
John M. McKeller, McGraw-Hill Professional; 1st ed. (2014)

- *Operations Rules: Delivering Customer Value through Flexible Operations*
David Simchi-Levi, The MIT Press; Reprint edition (2013)
- *The Supply Chain Management Casebook: Comprehensive Coverage and Best Practices in SCM*
Chuck Munson, FT Press; 1st ed. (2013)
- *Supply Chain Logistics Management*
Donald Bowersox, David Closs, M. Bixby Cooper, McGraw-Hill/Irwin; 4th ed. (2012)
- *Introduction to Operations and Supply Chain Management,*
Cecil C. Bozarth and Robert B. Handfield, Prentice Hall, 3rd ed. (2012)
- *Purchasing & Supply Chain Management*
Kenneth Lyons, Michael Gillingham, Financial Times Management, 8th ed. (2012)
- *Essentials of Supply Chain Management*
Michael H. Hugos, Wiley; 3rd ed. (2011)
- *Supply Chain Management: A Global Perspective*
Nada R. Sanders, Wiley; 1 edition (October 4, 2011)
- *Principles of Supply Chain Management: A Balanced Approach*
Joel D. Wisner, Keah-Choon Tan, G. Keong Leong, Cengage Learning; 3 edition (February 16, 2011)
- *Guide to Supply Chain Management: How Getting it Right Boosts Corporate Performance*
David Jacoby, Bloomberg Press; 1st ed. (2009)
- *Clockspeed : Winning Industry Control in the Age of Temporary Advantage*
Charles H. Fine, Perseus Books Group (1999)

MEANS/PROCESSES FOR STUDENT FEEDBACK ON COURSE

- conducting mid-term survey in addition to SETL around the end of the semester
- Online response via Moodle site
- Others: _____ (please specify)

COURSE POLICY

The University Regulations on academic dishonesty will be strictly enforced. Please check the University Statement on plagiarism at <http://www.hku.hk/plagiarism/>

Where a candidate for a degree or other award uses the work of another person or persons without due acknowledgement:

- (a) The relevant Board of Examiners may impose a penalty in relation to the seriousness of the offence;
- (b) The relevant Board of Examiners may report the candidate to the Senate, where there is prima facie evidence of an intention to deceive and where sanctions beyond those in (a) might be invoked.

ADDITIONAL COURSE INFORMATION

Late Penalty

All projects must be submitted on or before the specified due date and time to the assignment submission destination. The penalty policy for any late assignments will be as follows:

| No. of days later than the due date | Deduction of the total point |
|-------------------------------------|------------------------------|
| 1 day | deduct 25% |
| 2 days | deduct 50% |
| 3 days | deduct 100% |