



## LSCM 4360.001: GLOBAL ALLIANCES AND INTERNATIONAL SUPPLY CHAIN MANAGEMENT

SPRING 2015

Tues and Thurs 12:30pm – 1:50pm  
BLB 225



### CATALOG DESCRIPTION

**Prerequisites:** LSCM 3960 (or permission of instructor). **Description:** This senior level course focuses on Global Alliances and International Supply Chain Management. Topics include: supply chain and alliance strategy in the multi-national firm, materials management, international sourcing and distribution, importing and exporting procedures, international carrier management and operations. This survey course is designed to help prepare the logistics professional for a career in international logistics.

**Instructor:** Dr. Andre' Bryant

**Room:** BLB 225

**Email:** [Andre.Bryant@unt.edu](mailto:Andre.Bryant@unt.edu) (No email messages through Blackboard Learn)

**Office Hours:** After class and other times by appointment.

### COURSE OBJECTIVES

The course has the principal objective of providing an introduction to logistics operations and issues in an international supply chain environment. Key processes, relationships to logistics management and other business functions, and the strategies and techniques frequently employed to obtain a competitive advantage in a global business environment will all be addressed. Specific objectives for the course include developing an understanding of the supply chain concept, approaches employed to obtain a competitive advantage through supply chain management, and techniques employed to improve the performance and efficiency of supply chains in an international environment:

- Foreign markets; entry, exit, customs, and contracts.
- Terms of Trade, payment, currency, and documentation.
- International finance and insurance or logistics operations.
- Mode selection and intermodal issues.
- Packaging and handling for export and import.
- International logistics infrastructure.
- Issues involved in managing international supply chain processes.

### COURSE MATERIALS

**Text:** David, A. Pierre. *International Logistics: The management of International Trade Operations*. 4<sup>th</sup> Ed., Berea, OH: Cicero Books, 2013. ISBN-13: 978-0-9894906-0-3.

**Blackboard Learn:** Course materials, assignments, and outside readings will be available on the class web page within Blackboard Learn. Students can access the class web page using the Internet at the website [www.learn.unt.edu](http://www.learn.unt.edu). The site is password protected. You were automatically enrolled when you registered for the class. You can Learn more by reviewing the on-line student manuals. To login go to <https://learn.unt.edu/> and enter your EUID and AMS password.



**You are expected to log in to Learn at least once in every 24 hours. Important announcements are delivered to you via Learn e-mail.**

**Internet Software:** You will need Internet access and a web browser such as Firefox or Internet Explorer. Course materials and assignments will be distributed via the class web page. You will be responsible for accessing the page to obtain all course materials. Adobe Acrobat Reader will be required to read some of these materials. Acrobat Reader is available free from the Adobe web site [www.adobe.com](http://www.adobe.com) or through any of the UNT computer labs. Many of the printed materials required for this course will be in stored in PDF. This format is common for materials published throughout the web and for full-text articles obtained on-line from the UNT library. Materials written in **PDF** can be viewed and printed only using the Adobe Acrobat Reader. Once the Reader is installed on your system, when you click on one of the items in PDF format, your web browser should automatically load the Adobe software within the browser, and show you what the document looks like.

**Class PowerPoint Presentations and Chapter Notes:** Copies of the PowerPoint slides used during the in-class lectures can be downloaded from the class web page. I would encourage you to download and print copies of the slides in advance of their coverage in class. You may find this useful to follow along while in class, and/or to review the slides on-line from home or work. The slides are intended to emphasize talking points. You should plan on taking notes on lectures to supplement the slides with details provided only in class.

## GRADING

	Value	Frequency	Total	Percent
<b>Resume</b>	60	1	60	6%
<b>Quizzes</b>	10	20	200	20%
<b>Exams</b>	100	3	300	30%
<b>Class Participation</b>	60	1	60	6%
<b>Group Project</b>	200	1	200	20%
<b>Group Presentation</b>	120	1	120	12%
<b>Professional Development</b>	30	2	60	6%
Total			<b>1000</b>	100%

Total Points	Letter Grade	Percentage	Grade Point
900– 1000	A	90-100%	4.0
800 – 899	B	80-89%	3.0
700 – 799	C	70-79%	2.0
600 – 699	D	60-69%	1.0
000 - 599	F	0-59%	0.0

**Important Spring 2017 Dates:** These dates are provided for information purposes only. Students should refer to the UNT registrar for the most current and official dates:

<http://registrar.unt.edu/registration/fall-registration-guide>

January 16, 2017	MLK Day (no classes; university closed)
January 17, 2017	First Class Day
March 13-19, 2017	Spring Break (no classes)
May 3-4, 2017	Pre-finals Days
May 4, 2017	Last Class Day
May 5, 2017	Reading Day (no classes)
May 6-11, 2017	Finals



## CLASS SCHEDULE

**Note: We will attempt to stay as close to this schedule as possible, however, it may be revised to accommodate class progress, campus closure, to provide more in-depth focus or discussion where warranted.**

Date	Topic		Deliverable
<b>17-Jan</b>	<b>Course Introduction &amp; Syllabus</b>		<b>Quiz</b>
<b>19-Jan</b>	Chapter 1	International Trade	<b>Quiz</b>
<b>24-Jan</b>	Chapter 2	International Supply Chain Management	<b>Quiz</b>
<b>26-Jan</b>	Chapter 3	International Infrastructure	<b>Quiz</b>
<b>31-Jan</b>	Chapter 3	International Infrastructure	<b>Quiz</b>
<b>2-Feb</b>	Chapter 4	International Methods of Entry	<b>Quiz</b>
<b>7-Feb</b>	Chapter 5	International Contracts	<b>Quiz</b>
<b>9-Feb</b>			<b>Exam Chapters (1 - 5)</b>
<b>14-Feb</b>	Chapter 6	Terms of Trade or Incoterms Rules	<b>Quiz</b>
<b>16-Feb</b>	Chapter 6	Terms of Trade or Incoterms Rules	<b>Quiz</b>
<b>21-Feb</b>	Chapter 7	Terms of Payment	<b>Quiz</b>
<b>23-Feb</b>	Chapter 7	Terms of Payment	<b>Quiz</b>
<b>28-Feb</b>	Chapter 8	Managing Transaction Risks	<b>Quiz</b>
<b>2-Mar</b>	Chapter 9	International Commercial Documents	<b>Quiz</b>
<b>7-Mar</b>	Chapter 9	International Commercial Documents	<b>Quiz</b>
<b>9-Mar</b>			<b>Exam Chapters (6 - 9)</b>
<b>March 14 - 16</b>	<b>Spring Break</b>		
<b>21-Mar</b>	<b>Target FDC Tour</b>		
<b>23-Mar</b>	Chapter 10	International Insurance	<b>Quiz</b>
<b>28-Mar</b>	Chapter 10	International Insurance	<b>Quiz</b>
<b>30-Mar</b>	Chapter 11	International Ocean Transportation	<b>Quiz</b>
<b>4-Apr</b>	Chapter 12	International Air Transportation	<b>Quiz</b>
<b>6-Apr</b>	Chapter 13	International Land and Multi-Modal	<b>Quiz</b>
<b>11-Apr</b>	Chapter 14	Packaging for Export	<b>Quiz</b>
<b>13-Apr</b>	Chapter 15	International Logistics Security	<b>Quiz</b>
<b>18-Apr</b>	Chapter 16	Customs Clearance	<b>Quiz</b>
<b>20-Apr</b>	Chapter 17	Developing A Strategic Advantage	<b>Quiz</b>
<b>25-Apr</b>	<b>Projects</b>		
<b>27-Apr</b>	<b>Projects</b>		
<b>May 2 - 4</b>	<b>Final Exam week Chapters (10-17)</b>		

## RESUME (60 POINTS=5% FINAL GRADE) DUE ON Jan. 23rd

Time to start thinking about graduation! Got your resume ready? You will also have an opportunity to make it available to prospective employers.

- Complete the attached (Attachment 1) resume posting authorization form on the last page and return tonight.
- Submit your final resume on Blackboard no later than 5:00 pm on the 2nd day of class (January, 23 2017).
- To receive full points, name your resume file using your last name, and your anticipated graduation semester and year. For example, if I were to be graduating May 2016, I would name my file “Bryant\_Fall\_2017.doc”. Failure to properly name your file will result in 50% penalty.
- **No updates after the deadline** will be accepted. There is ZERO points for late submissions.
- You have the right to request your resume NOT be distributed to potential employees. If you request “no distribution,” we will not release your resume to prospective employers upon their request.
- You may authorize the release of your resume through the Release Authorization form attached to this syllabus as well as available on the course Blackboard Learn site on the class website under Assignment folder-Resume Assessment.
- If you have not turned the signed copy of resume release authorization form in first class, complete the form and turn-in a signed copy as a scanned pdf or Word document (cut and paste out of the syllabus) and post with your resume in Blackboard Learn by **January 23rd**. There is 50% penalty for late submissions.

## QUIZZES (200=20% FINAL GRADE)

The course includes in-class 10 chapter quizzes which will be counted towards your final grade. **The quizzes will be closed books and notes. Each quiz will have 10 questions, cover the material in the assignment for the day and must be completed within 15 minutes.** The topics covered on the quizzes will be related to the reading and discussion for that lecture. Quizzes may include a combination of true/false and multiple choice type questions. Quizzes cannot be made up if you are absent from a class without prior notice. You **MUST** contact me **PRIOR** to class via email if you wish to reschedule a quiz. Quizzes will be given at the beginning of the class.

## EXAMS (300=30% FINAL GRADE)

The course includes two **in-class exams**. Exams may include a combination of true/false, multiple choice, and short answer type questions. All examinations and quizzes are “closed” book. Each student must place *all* items and materials, except those designed by the course professor, completely out of sight. Any device that can transmit, receive, store or play back information are prohibited. For example, you may not use the calculator on an iPhone or iPad during the exams or quizzes. Any student found using these types of devices will (1) not be allowed to continue taking the examination; (2) will not receive credit for any portion of the examination; and (3) will be reported to the Dean of Students for academic misconduct.

Students are required to sit in every other seat whenever possible and are not permitted to share calculators or any other equipment, wear headphones, or disassemble the examination.

Any student that may need to leave the room must ask the course professor or individual proctoring the examination for permission to leave and then return to complete the examination.

Tests must be taken at the assigned time and date. The course professor retains complete discretion regarding whether to

permit a make-up examination. No absence will be permitted from any scheduled examination without prior notification to the professor. Make-up examinations will only be permitted if extraordinary circumstances have occurred and are deemed excusable by the course professor. In other words, students are **not entitled** to “make-up” a missed examination. Any unexcused absence from an examination will result in a grade of “zero.”

## **PROFESSIONAL DEVELOPMENT (60=6% FINAL GRADE)**

The UNT Professional Program in Logistics is very proud of its close relationship with industry and our emphasis on professionalism. **You are required to participate in 2 professionalism events. Each event is worth 30 points of your final grade.** To register for a Logistics Executive Lecture session go to [www.cob.unt.edu/rsvp](http://www.cob.unt.edu/rsvp).

If you cannot attend 2 of these events due to work or class schedule conflicts, you may offer an alternative. Attendance at CSCMP or other supply chain industry events can be substituted, including LogSA or College of Business distinguished speakers, approved in advance. Please seek **approval from the instructor before attending any alternative event or meeting.** You will not be awarded any points if you request credit after attending the event. A List of potential alternative professional development opportunities in the DFW area are listed in attachment 2.

**RSVP is mandatory;** otherwise you **will NOT** receive any credit. If you do not RSVP, you will NOT get points for attending the event. The links for RSVP is provided below. If you RSVP and cannot attend the event contact Julie Willems-Espinoza at [Julie.Willems-Espinoza@unt.edu](mailto:Julie.Willems-Espinoza@unt.edu). If you RSVP and do not attend the event without informing Ms. Willems-Espinoza, you will lose 10 points for the course. You are encouraged to **sign-up as early as possible.**

Executive Lecture Series : <http://www.cob.unt.edu/logisticscenter/students/lectureseries/speakers.php>

Onboarding Program : <http://www.cob.unt.edu/logisticscenter/students/onboarding/onboarding.php>

Note that in the past, an event was canceled because of a change in the schedule of one of our speakers. **If an event is canceled, no points are awarded.** If an event is canceled and you are on our RSVP list, you will receive a notification in e-mail. Before attending events, check for updates at:  
<http://www.cob.unt.edu/logisticscenter/executivelectureseries.php>.

### **How to get credit for an event:**

You need to submit a one-page write-up at the class following the event. The write-up should summarize the discussion and highlight three observations or pieces of knowledge you gained. The one page write-up needs to be written in a professional manner with clear, concise thoughts and business appropriate grammar. The two write-ups need to be submitted by **the class period following the event. Write ups turned in late will receive an automatic 5 point deduction. No write ups will be accepted later than November 28th by 11:59 pm or you will receive 0 points for the assignment.**

## **Executive Lecture Series**

You can obtain information about the speakers and their scheduled dates by accessing the logistics center website at <http://www.cob.unt.edu/logisticscenter/students/lectureseries/speakers.php>

<b>Friday, February 24</b>	12-1:00pm in BLB 080	<b>Adrian Barbera</b> , Regional Vice President, Schneider
<b>Friday, March 3</b>	12-1:00pm in BLB 080	<b>Matthew Rooney</b> , Director, Economic Growth, George W. Bush Institute
<b>Friday, March 24</b>	12-1:00pm in BLB 080	<b>Brad Hiltunen</b> , Emmert International, *UNT Logistics alum
<b>Friday, March 31</b>	12-1:00pm in BLB 080	<b>TBD</b>
<b>Date TBC</b>	12-1:00pm in BLB 080	<b>TBD</b>
<b>Friday, April 7</b>	12-1:00pm in BLB 080	<b>Beau Lamothe</b> , Chief Commercial Officer, Perimeter Global Logistics (PGL)
<b>Friday, April 21</b>	12-1:00pm in BLB 080	<b>TBD</b>
<b>Friday, April 28</b>	12-1:00pm in BLB 080	<b>TBD</b>

## **Onboarding Program Sessions**

<b>Friday, January 27</b>	12-1:00pm in BLB 080	<b><i>How to successfully navigate the recruiting process. Social Media and LinkedIn, presented by Tim Feemster, logistics board member and LinkedIn expert</i></b>
<b>Friday, February 3</b>	12:00-2:00pm in BLB 080	<b><i>Mock Interviews, presented by Target</i></b> <i>*Excellent session for students to learn how to prepare for behavioral interviews.</i>
<b>Friday, February 10</b>	12-1:00pm in BLB 090	<b><i>StrengthsQuest Assessment - Part 1, presented by Christina Aguilar, CoB staff member and certified Gallup instructor</i></b> <i>*Helps students understand their strengths, match to job descriptions, and communicate them effectively in interviews.</i>
<b>Friday, February 17</b>	12-1:00pm in BLB 090	<b><i>StrengthsQuest Assessment - Part 2, presented by Christina Aguilar</i></b>

**Additional speakers waiting for date confirmations:**

Serge Poborka, Director of Materials, Peterbilt

Jim Wicker, CEO, JW Logistics

Angela Guillory, Vice President Customer & Market Operations, Oncor

Simon Jeacock to present Onboarding Program session - Negotiating Salary & Multiple Job Offers

## **Class Participation (60=6% FINAL GRADE)**

Participation will be based on preparation for class, frequency of participation, quality of participation, organization, and conciseness. Participation consists of the resume submission, syllabus acknowledgement, individual in-class discussion of daily course content, outside readings, and in- class quizzes. Make sure that you are making your presence known through positive class contributions. Behavior detrimental to class discussion and progress (e.g., talking, making noise, sleeping, newspaper reading, etc.) will be heavily considered in this component of your grade. It is of particular importance that you show respect for visitors (guest lecturers) to the class.

**Failure to be prepared, regularly attend class, and actively participate in class discussion will result in up to a one-letter grade deduction (10% of total points in the course) from your final grade in the course**

## **GROUP PROJECT AND PRESENTATIONS (320=32% OF FINAL GRADE)**

***Transportation Research Project:*** Student teams will conduct an International Supply Chain Logistics research project addressing a current business problem in the industry. The project will result in a research paper and power point presentation delivered by your assigned team in class. Information regarding the research project is available in Attachment 2 and in Blackboard Learn



# STUDENT CONDUCT

**Classroom Etiquette:** You have enrolled in a business course. My expectation of students will conduct themselves professionally in all interactions regarding this course. Communications will occur in complete sentences with correct grammar, spelling, and punctuation. You should not use abbreviations or “texting” when communicating in this class. All in-class discussions require professional courtesy and language. Individuals must demonstrate respect for other students in the course—rude behavior and interruptions will not be tolerated. All students are expected to fully comply with the UNT student code of conduct. You can review the code of conduct at:

[http://deanofstudents.unt.edu/sites/default/files/code\\_of\\_student\\_conduct.pdf](http://deanofstudents.unt.edu/sites/default/files/code_of_student_conduct.pdf)

**Important note:** Texting, checking your email, web surfing, sunglasses, hats, cameras, falling asleep, etc. during class is not only extremely rude but very unprofessional. Do not engage in these activities during class. It not only distracts you, but it creates a distraction for your colleagues in class as well. Classroom etiquette is expected of you. You are to treat the classroom as a business meeting.

- Computers may be used. If you are caught using it for anything other than taking class notes on the current classroom discussion you will be invited to leave the classroom and return without the device.
- Please do not come to class late or depart early unless you have an emergency. It is discourteous and an interruption to the class.
- No cell phones or cameras during the class instruction time unless it is permitted.

## MISSING AN EXAM OR QUIZ

**Missing an Exam, Quiz, or Other Graded Assignment:** Exams, quizzes, or other graded assignments cannot be made up. *If you must miss an exam due to work or other unavoidable circumstances, you must contact me in advance.* If the circumstances merit, I may schedule a make-up exam. These situations will occur on an exception basis and must be justified on extraordinary circumstances.

Failure to hand in assignments on the due date will result in 0 points received for that assignment.

In order to be considered for the make-up of an in-class exam, you **must notify me before the day of the in-class exam by e-mail or in person.** Failure to provide **prior notification** will result in a failing grade for the exam. Exceptions will only be made in extreme cases. **Documentation may be required** to schedule a make-up exam.

**EXTRA CREDIT:** No extra credit will be available unless it is offered to the entire class. Any extra credit opportunities will be announced by Learn email and in-class at least 24 hours in advance.

**Class Participation & Attendance:** You are all adults and class participation is your choice. Your final grade consists of the top 10 quiz grades. You must be present to earn these points, making up 20% of your grade.

**Written Communication Requirements:** Written documents are to be prepared in Word or PowerPoint. The standard is business level presentation.

**Oral Communication Requirements:** Students are required to participate in-class. Discussion will address outside readings), text material, cases and lectures. Students are expected to provide well-reasoned and concise discussions arguments.

**Grade Appeals, Withdrawals & Incompletes:** Please refer to the UNT Undergraduate Catalog for policies governing these actions. If you have any questions, please contact me for clarification. Any request for an incomplete must be submitted in writing to the course professor. The decision to assign an incomplete, I, rests solely with the course professor. As a general

rule, incomplete grades will not be assigned except in unusual or extraordinary circumstances and only to students who have attended and completed most of the course up to the last day to withdraw from classes but who, as a result of circumstances beyond their control, such as a major illness or family emergency, are unable to complete the course.

The student's written request may be accomplished by email. The request must clearly identify the timeline for accomplishing any remaining course requirements. The timeline and due dates must be acceptable to the course professor. The incomplete may only cover the portion of the course that was missed by the student. Incomplete grades will not be assigned in order for a student to have more time or to re-take or re-do portions of the course that have already been completed.

**Please note: I only use an incomplete for extraordinary circumstances. An incomplete grade will not be used simply to provide more time to complete the course requirements.**

**Exam and Assignment Grade Appeals:** If you disagree with how any assignment, quiz or examination was graded, **you must submit a written appeal via email to the professor before the end of the following week (Friday, 5:00PM).** The message must clearly state the rationale for the appeal and provide evidence to support your position. For example, you may cite text references, Powerpoint slides, or outside readings to support your position—**these must be clearly referenced by title and page number.** The rationale should be objective in nature and should not include subjective opinions. **Appeals that do not provide supporting rationale and specific reference(s) to course materials will be returned without consideration.**

**FINAL GRADES:** In keeping with university policy and privacy acts, grades will not be given out over the telephone. Grades are not allowed to be given out by the department staff. Do not call or stop by the department office to ask for your grade. You may check your grade on-line using Learn, or schedule an appointment to receive your final grade and a review of your performance.

**Academic Integrity:** Cheating, plagiarism, or other inappropriate assistance on examinations or individual cases will be treated with zero tolerance and will result in a grade of "F" for the course.

Copying or using material from papers previously submitted by other students (at UNT or other learning institutions) or downloaded from the Internet is plagiarism. If you quote material, you must cite your sources. Large scale "cutting and pasting" from other sources, even if properly footnoted does not meet the criterion of submitting your own work and will result in a failing grade for the course.

According to University policy, if you become aware of any misconduct related to academic integrity, you should inform me or another proper authority such as the department chair or associate dean.

Academic integrity policy is available at <http://vpaa.unt.edu/academic-integrity.htm>. You are strongly encouraged to review the policy.

**International Coverage:** International aspects of supply chain management will be addressed throughout the class. Each chapter of the text provides an international focus for the discussion of supply chain management and the problems faced when attempting to coordinate supply chain activities on a global basis.

**Environmental & Ethical Issues:** The course indirectly addresses the environmental problems posed by supply chain management. Ethical issues are indirectly addressed. Ethical issues are expected to appear in discussions of standards of behavior and business practices in other countries; no value judgment of sovereign national law or practice is implied.

**Americans with Disabilities Act:** The College of Business Administration complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with a disability. If you have an established disability as defined in the Act and would like to request accommodation, please see me as soon as possible. I can be contacted at the location and phone number shown in this syllabus. Please note: University policy requires that students notify their instructor within the first week of class that an accommodation will be needed. Please do not hesitate to contact me now or in the future if you have any questions or if I can be of assistance.

**STUDENT EVALUATION OF TEACHING EFFECTIVENESS:** The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

The survey is available through a link on my.unt.edu as well as [www.sete.unt.edu](http://www.sete.unt.edu).



## Logistics and Supply Chain Management Resume Posting Authorization

Name your resume file as follows:

**Lastname\_GraduationSemester\_GraduationYear.doc**  
**Example: Doe\_Spring\_2030.doc**

Student name: \_\_\_\_\_  
 ID Number: \_\_\_\_\_  
 Submit Date: \_\_\_\_\_

Please check the appropriate responses:

- |  |  |
|--|--|
| A Logistics intern position for:                   | <input type="radio"/> Fall 2016<br><input type="radio"/> Spring 2017<br><input type="radio"/> Summer 2017<br><input type="radio"/> I am not interested in a Logistics related internship                                     |
| A part time position in Logistics:                 | <input type="radio"/> Fall 2016<br><input type="radio"/> Spring 2017<br><input type="radio"/> Summer 2017<br><input type="radio"/> I am not interested in part time employment in Logistics                                  |
| Post graduation permanent professional employment: | <input type="radio"/> Fall 2016<br><input type="radio"/> Spring 2017<br><input type="radio"/> Summer 2017<br><input type="radio"/> I will not be seeking employment in the logistics field                                   |
| Release my resume:                                 | <input type="radio"/> The University of North Texas has permission to distribute my resume to prospective employers.<br><input type="radio"/> Please do not release my resume. It is submitted for a class requirement only. |

Signed: \_\_\_\_\_

# Student Acknowledgement and Acceptance

I have received and read the LSCM 4360 course syllabus and understand all of the requirements stipulated therein. I am aware of the course information and requirements regarding:

- Plagiarism and penalties
- Individual effort on homework assignments
- Requirement to contribute on team assignments
- Class attendance
- Executive lecturer and on-boarding program attendance
- Grade Appeals

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Signature

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Date

# UNT COLLEGE OF BUSINESS STUDENT ETHICS STATEMENT

As a student of the UNT College of Business, I will abide by all applicable policies of the University of North Texas, including the Student Standards of Academic Integrity, the Code of Student Conduct and Discipline and the Computer Use Policy. I understand that I am responsible reviewing the policies as provided by link below before participating in this course. I understand that I may be sanctioned for violations of any of these policies in accordance with procedures as defined in each policy.

I will not engage in any acts of academic dishonesty as defined in the Student Standards of Academic Integrity, including but not limited to using another's thoughts or words without proper attribution (plagiarism) or using works in violation of copyright laws. I agree that all assignments I submit to the instructor and all tests I take shall be performed solely by me, except where my instructor requires participation in a group project in which case I will abide by the specific directives of the instructor regarding group participation.

While engaged in on-line coursework, I will respect the privacy of other students taking online courses and the integrity of the computer systems and other users' data. I will comply with the copyright protection of licensed computer software. I will not intentionally obstruct, disrupt, or interfere with the teaching and learning that occurs on the website dedicated to this course through computer "hacking" or in any other manner.

I will not use the university information technology system in any manner that violates the UNT nondiscrimination and anti-sexual harassment policies. Further, I will not use the university information technology system to engage in verbal abuse, make threats, intimidate, harass, coerce, stalk or in any other manner which threatens or endangers the health, safety or welfare of any person. Speech protected by the First Amendment of the U.S. Constitution is not a violation of this provision, though fighting words and statements that reasonably threaten or endanger the health and safety of any person are not protected speech.

Student Standards of Academic Integrity

[http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student\\_Affairs-Academic\\_Integrity.pdf](http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf)

Code of Student Conduct and Discipline

[http://conduct.unt.edu/sites/default/files/pdf/code\\_of\\_student\\_conduct.pdf](http://conduct.unt.edu/sites/default/files/pdf/code_of_student_conduct.pdf)

Computer Use Policy <http://policy.unt.edu/policy/3-10>



## ATTACHMENT II-ALTERNATIVE PROFESSIONAL DEVELOPMENT OPPORTUNITIES IN THE DFW AREA

<b>ORGANIZATION:</b>	<b>APICS: The Association for Operations Management - North Texas</b>
<b>WEBSITE:</b>	<a href="http://www.ntxapics.org">http://www.ntxapics.org</a>
<b>MEETING DAY AND TIME:</b>	Dinner meetings: First Thursday of each month 6:45 PM
<b>LOCATION:</b>	Board Meetings: Third Thursday of each month FREE (6 PM) Crown Plaza 14315 Midway Road Dallas TX 75244
<b>COST:</b>	Members: \$25 Non-Members: \$25 Students: \$10
<b>OTHER INFORMATION:</b>	Log on to the website to register for the event. Advanced reservations required. <i>Students qualify for dual membership from American Society of Transportation and Logistics (AST&amp;L) without additional cost.</i>
<b>ORGANIZATION:</b>	<b>Council of Supply Chain Management Professionals (CSCMP) Dallas/Fort-Worth Roundtable</b>
<b>WEBSITE:</b>	<a href="http://www.dfw-cscmp.org">www.dfw-cscmp.org</a>
<b>MEETING DAY AND TIME:</b>	Confirm from website
<b>LOCATION:</b>	Varies based on lunch/dinner. Check website for details
<b>COST:</b>	Pre-registration \$35 CSCMP Member Pre-registration \$40 Non-CSCMP Member/ Late Registration/Walk-in \$50 Student membership: \$25 (annual)
<b>OTHER INFORMATION:</b>	Check website for details
<b>ORGANIZATION:</b>	<b>National Defense Transportation Association - Dallas</b>
<b>WEBSITE:</b>	<a href="http://www.dallasndta.com">www.dallasndta.com</a>
<b>MEETING DAY AND TIME:</b>	Check website for next meeting Social Time: 6:00 PM Dinner/Guest Speaker: 7:00 PM Lunch Meeting: 11am-12 noon
<b>LOCATION:</b>	AAFES HEADQUARTERS 3911 S. Walton Walker Blvd 6th floor Skyline Room, Dallas TX
<b>COST:</b>	\$400.00 Lifelong membership (no renewal necessary) \$10 for Students (annual membership)
<b>OTHER INFORMATION:</b>	Check website for details Use RSVP link on the website for event information

**ORGANIZATION:** **Transportation Club of Dallas/Fort Worth**  
**WEBSITE:** [www.tcdfw.org](http://www.tcdfw.org)  
**MEETING DAY AND TIME:** Monthly meeting held at:  
La Cima Club, The Tower at Williams Square 26th Floor,  
Irving TX 75039-3790  
Phone: 972.869.2266  
**LOCATION:** 505 Dockside Court Plano, Texas 75093  
Phone: (214) 418-8702 FAX: (972) 612-0869  
E-mail: [officegenie@worldnet.att.net](mailto:officegenie@worldnet.att.net)  
**COST:** \$65 full year  
**OTHER INFORMATION:** Meeting dates: Check Website  
For Scholarship information: <http://tcdfw.org/scholarship.htm>

**ORGANIZATION:** **Institute for Supply Management – Dallas**  
**WEBSITE:** [www.ismdallas.org](http://www.ismdallas.org)  
**MEETING DAY AND TIME:** Workshop 5:30 PM Dinner 6:30 PM  
**LOCATION:** **Crowne Plaza Dallas**  
Near the Galleria 14315 Midway Road, Addison, TX 75001  
Phone: 972-788-2758  
**COST:** Members/Non-members \$30  
Students \$15  
Walk-in/ Non-members \$35  
**For dues- free membership go to**  
[https://www.ism.ws/files/membership/Acad\\_Stud\\_App.pdf](https://www.ism.ws/files/membership/Acad_Stud_App.pdf)  
Send reservation request to: [reservations@ismdallas.org](mailto:reservations@ismdallas.org)  
Reservation required by Tuesday noon prior to meeting

**ORGANIZATION:** **Institute for Supply Management – Fort Worth**  
**WEBSITE:** <http://www.ismfortworth.org>  
**MEETING DAY AND TIME:** **Monthly meetings are usually held the 1st Tuesday of each month**  
Social networking starts at 5:30 PM  
Dinner Meeting starts at 6:00 PM  
**LOCATION:** Petroleum Club of Fort Worth  
777 Main Street Carter-Burgess Plaza, 39th floor  
Fort Worth, TX 76102  
**COST:** Dinner and parking are without cost to all active members and their  
prospective member guests.  
**OTHER INFORMATION:** Parking ticket is validated at the meeting.  
To register for upcoming meetings: <http://www.ismfortworth.org/events.html>  
*ISM Members qualify for several advantages: Check website for details.*



## **International Supply Chain Management Research Project:**

### **Project Timing, Guidelines, and Grading Rubric**

This assignment requires teams of up to four students to research a topic related to international supply chain management and to author a paper from their research. Completion of this assignment will require a significant effort in terms of identifying relevant material; analyzing the material to determine key topics, issues, and relevance to transportation management; and composing a well-organized and written paper.

The overall purpose of the research project is to increase your understanding of a specific international supply chain management topic and the challenges and opportunities associated with the subject of your research.

The objectives for this assignment include:

- Gaining an in-depth knowledge of International LSCM
- Developing an understanding of research and professional materials available to International LSCM professionals
- Organizing and presenting information in an informative format for senior management
- Working in a group environment—developing leadership skills

The key learning outcomes for this assignment are that you will have achieved an understanding of:

- the concept under investigation
- the key opportunities and challenges confronting the topic
- the key issues affecting the future development of the topic
- how the topic affects or contributes to the overall supply chain system
- the key supply chain intermediaries and the roles they facilitate in the topical area
- key trends in this facet of supply chain
- how the topic affects supply chain resources
- how this facet of transportation affects or supports a company's overall supply chain strategy
- how the topic fits within the national and international transportation networks

## Potential Research Topics:

Today's global supply chain is constantly impacted by regulatory changes and evolving operating environments. Ongoing issues include: environmental sustainability; adequate supply of labor; capacity, in terms of infrastructure and equipment; new technology; market share; cargo flows (in terms of trade balances); and ultimately profitability.

Your paper must address a current challenge facing international logistics supply chain managers and methods to mitigate those challenges.

Potential topics for the paper include:

- supply chain and alliance strategy in the multi-national firms
- materials management
- international sourcing and distribution
- importing and exporting procedures
- international carrier management and operations
- The ocean carrier industry—current challenges and future directions
- Saint Lawrence Seaway
- Third Party Logistics providers—challenges and future directions
- Effect of the Panama Canal expansion
- Foreign Trade Zones
- Transportation security requirements for air cargo
- Foreign markets; entry, exit, customs, and contracts.
- Terms of Trade, payment, currency, and documentation.
- International finance and insurance or logistics operations.
- Mode selection and intermodal issues.
- Packaging and handling for export and import.
- International logistics infrastructure.
- Issues involved in managing international supply chain processes.

You may select from any of the above topics or identify a different topic. The topics must be posted in Blackboard Learn before the due date. Topics may not be duplicated. As a result, you should select your topic early to obtain the one you want to research.

The research paper will contain the following sections:

- One page executive summary that concisely summarizes the content of the entire research paper
- Introduction—explains the topic, purpose of the paper, and how the purpose will be accomplished
- Content—should include a minimum of three major sections which address different aspects, key issues, variations, etc. of the topic
- Discussion and conclusion—identify and explain the major conclusions that can be drawn from the research effort

The research paper will be a document that adheres to APA guidelines that includes at least **10 pages of typed double spaced text in addition to the cover page, executive summary, and bibliography.**

**Submission timing: Team paper assignments will be submitting via Blackboard no later than 5:00 pm on April 20th. A 50% penalty will be assessed for submissions made after the assignment is due.**

The file name should be saved as Word doc: teamname\_LSCM4360.docx

### **Submission format:**

Each team will submit a research paper. The paper will consist of:

- APA formatted document; double space, and a minimum of 10 pages
- A cover sheet containing the title of the paper, the team name, and the names of each team member
- Table of contents identifying major sections of the paper and the corresponding page number
- Executive summary
- The research paper
- References

### **Format for bibliography entries examples:**

#### *Article:*

Furst, Stacie A, & Cable, Daniel M (2008). Employee resistance to organizational change: managerial influence tactics and leader-member exchange. *The Journal of Applied Psychology*, 93(2), 453-62.

#### *Book:*

Glaser, B.G. and Strauss, A. L. (1967), *The Discovery of Grounded Theory: Strategies for Qualitative Research*, AldineTransaction, Piscataway, NJ.

#### *Internet:*

Bureau of Transportation Statistics, U.S. Department of Transportation, *National Transportation Statistics*, Table 1-50, [http://www.rita.dot.gov/bts/sites/rita.dot.gov.bts/files/publications/national\\_transportation\\_statistics/2010/html/table\\_01\\_50.html](http://www.rita.dot.gov/bts/sites/rita.dot.gov.bts/files/publications/national_transportation_statistics/2010/html/table_01_50.html), accessed December 30, 2013

### **Figures and Tables**

Any figures or tables should be imbedded within the text where appropriate. Do not reference a table or figure and then place at the end of the paper as an attachment or appendix. Your references should use the end notes feature within Microsoft Word. This approach will cause the references to be sequentially listed at the end of the paper.

## Spacing

The research paper should be double-spaced. Headings and sub-heading should be used as appropriate to assist the reader in identifying major sections of the paper. Major headings must be used for the Introduction, Discussion, and Conclusion sections. You may use other heading names as appropriate for your paper.

The bibliography is single spaced. A single line should be inserted between each reference.

## Additional writing resources

If assistance is required with developing your writing skills, several texts are available that may be of assistance:

### *Grammar:*

Hodges, J.C. and M.E. Whitten. *Harbrace College Handbook*, 9th ed. (1984), New York: Harcourt brace Jovanovich.

Corbett, E.P. *The Little English Handbook: Choices and Conventions*, 4th ed. (1984), Glenview, IL: Scott, Foreman and Company

### *Style:*

Strunk, W. Jr., and E.B. White. *The Elements of Style*, 3rd ed. (1990), Chicago, IL: The University of Chicago Press

### *Usage:*

Bernstein, T.M. *The Careful Writer: A Modern Guide to English Usage*, New York: Atheneum.

American Psychological Association. *APA Manual*, 5th ed. (2001), Washington, D.C.

Szuchman, L.T. and B. Thomlison, *Writing with Style: APA Style for Social Work*, (2000), Blemont, CA: Wadsworth Publishing.

## Suggested sources:

This paper should be written for a target audience of business professionals. As a result, you need to write in a very direct, concise, and business like style. Your focus is to address current and relevant conditions affecting International LSCM. As a result, you will need to use sources with *current* information to include extensive internet searches. Please ensure you carefully well document any and all sources used in your research.

The following list of professional and academic journals, websites, and organizations contains a starting point for your research. This list is not all inclusive.

## Professional and academic publications:

- *Inbound Logistics* (on-line professional magazine), [inboundlogistics.com](http://inboundlogistics.com)

- *Journal of Commerce* (professional magazine), available through the UNT library
- *Logistics Management* (professional magazine), [logisticsmgmt.com](http://logisticsmgmt.com)
- *World Trade 100* (professional magazine), [worldtradewt100.com](http://worldtradewt100.com)
- *World Review of Intermodal Research*, (academic journal), available through the UNT library
- *Transport Topics*, (academic journal), available through the UNT library

**Professional organizations:**

- American Association of Port Authorities
- American Short Line & Regional Railroad Association
- American Trucking Associations
- Asociacion Mexicana del Transporte Intermodal A.C.
- Association of American Railroads
- Bureau International Des Containers
- Coalition for Americas Gateways and Trade Corridors
- Coalition for Responsible Transportation
- Eno Transportation Foundation
- European Intermodal Association
- Hong Kong Trade Development Council
- Institute of International Container Lessors
- International Warehouse Logistics Association
- National Customs Brokers & Forwarders Association of America
- National Defense Transportation Association
- National Industrial Transportation League
- NASSTRAC - National Shippers Strategic Transportation Council
- Ocean Carrier Equipment Management Association (OCEMA)
- Ontario Trucking Association
- The Institute of International Container Lessors
- Transportation Association of Canada
- Transportation Intermediaries Association
- Transportation Marketing & Sales Association
- Transportation Research Board
- World Shipping Council

## Grading rubric for the International LSCM Research Paper

Graded Elements	Exemplary	Good	Acceptable	Unacceptable
<b>Purpose (10 points)</b>	The team has effectively stated the purpose of the paper, and the purpose is consistent with the objective of the paper requirements. The content within the paper is consistent with the overall purpose.	The paper has a clear purpose or argument and is consistent with the paper requirements. The content within the paper sometimes digresses from the purpose.	The team has not clearly stated the central purpose or argument for the paper. The content is not consistently clear in how it relates to the overall purpose or objectives for the research paper.	The team's purpose or argument is not clear. The content is not clearly related to the overall purpose or objectives for the paper requirement.
<b>Content (20 points)</b>	Balance presentation of relevant and legitimate information that clearly supports the central purpose of the team's argument and meets the objectives for the research paper requirement. The content demonstrates a thoughtful, in-depth analysis of international LSCM. The reader gains important insights.	The information presented provides reasonable support for the central purpose. The content displays evidence of a basic analysis of intermodal transportation. The reader gains some insights.	The content supports the central purpose or argument made by the team, but at times, some content is not relevant or detracts from the overall purpose. Analysis is basic or very general. Reader gains few, if any, insights.	Content is not clearly related or supports the central purpose or requirements for the research paper. Analysis is vague or not evident. The team did not go beyond readily accessible sources and did not carefully analyze the material. Reader may be misinformed by the content.
<b>Organization (15 points)</b>	The ideas are arranged logically to support the purpose of the paper. The paper flows smoothly from one point to the next. The reader can easily follow the team's organization and logic.	The ideas are arranged logically to support the central purpose or argument. The points made within the paper are usually linked to each other. For the most part, the reader can follow the team's logic and line of reasoning.	In general, the writing is arranged in a logical manner. Ideas may occasionally fail to make sense based on the flow or order in which the team has presented them. The reader is fairly clear about the team's organization and flow of the paper.	The writing is not logically organized. The paper reads like a collection of information that has been "cut and pasted" together. The reader cannot determine the line of reasoning or logical flow of the paper.
<b>Word choice (10 points)</b>	Word choice is consistently precise and accurate.	Word choice is generally good. The writer often goes beyond the generic word to find one more precise and effective.	Word choice is merely adequate, and the range of words is limited. Some words are used inappropriately.	Many words are used inappropriately. The word choice is confusing and makes for ineffective communication.
<b>Tone (10 points)</b>	The tone is consistently professional and appropriate for an academic paper written for a business course.	The tone is generally professional and business-like. For the most part, the tone is appropriate.	The tone is not consistently appropriate for an academic paper written for a business course.	The tone is unprofessional and not suitable for a business course.
<b>Paragraph and Sentence structure (10 points)</b>	Sentences are well-phrased and varied in length in structure. Sentences and paragraphs flow smoothly from one source to another. Paragraphs are well organized and focus on a clear topic. Paragraphs typically begin with a clearly stated topic sentence with effective use of supporting sentences.	Sentences are well-phrased and there is some variety in length and structure. The flow from sentence to sentence is generally smooth. Paragraphs are organized and generally focus on a single topic. Supporting sentences are present that provide support for the point(s) made in the topic sentence.	Some sentences are awkwardly constructed so that the reader is occasionally distracted. Sentences tend to have long introductory clauses. Paragraphs are not well-organized and topic is not clear. Supporting sentences may address multiple topics. These supporting sentences may not be well-organized or logically flow within the paragraph.	Errors in sentence and paragraph structure. The frequency of errors is distracting and affects the reader's ability to understand the content of the paper. Paragraphs are largely loose collections of sentences that may be related to a specific topic.

<b>Grammar, spelling, punctuation (10 points)</b>	The writing is free or almost free of errors.	Occasional errors appear in the text, but these errors do not represent a major distraction or detract from the paper or the team's ability to communicate.	The writing has many errors, and the errors detract from the paper and what the team is attempting to communicate.	Many errors exist and obscure the intent of the communication. A typical reader would reach a stopping point and not finish the paper.
<b>Use of references and APA formatting (15 points)</b>	Compelling evidence from professional legitimate sources is given to support positions stated in the paper. Attribution is clear and fairly documented. APA formatting used I the document with few errors.	Legitimate sources that support key statements are generally present and attribution is, for the most part, clearly and fairly represented. APA formatting used with some errors.	Although attribution to sources are occasionally made, many statements seem unsubstantiated. The reader cannot clearly determine the source of information or ideas. APA formatting errors throughout the document.	References seldom cited or are missing to support key statements of fact. APA formatting isn't used throughout the document
<b>Overall Score</b>				

## Grading rubric for the International LSCM Team Presentation

Graded Components	Exemplary	Good	Acceptable	Unacceptable
<b>Introduction/Purpose (20 points)</b>	Team clearly states central purpose or argument for the project	Purpose is clearly stated; however portions of presentation conflict with central purpose or argument	The team has not clearly stated the central purpose or argument for the paper. The content is not consistently clear in how it relates to the overall purpose or objectives for the research paper requirement.	The team's purpose or argument is not clear. The content is not clearly related to the overall purpose or objectives for the paper requirement.
<b>Content (30 points)</b>	Balance presentation of relevant and legitimate information that clearly supports the central purpose of the team's argument and meets the objectives for the research paper requirement.	The information presented provides reasonable support for the central purpose.	The content supports the central purpose or argument made by the team, but at times, some content is not relevant or detracts from the overall purpose. Analysis is basic or very general.	Content is not clearly related or supports the central purpose or requirements for the research paper. Analysis is vague or not evident. The team did not go beyond readily accessible sources and did not carefully analyze the material. Reader may be mis- informed by the content.
<b>Organization/Flow (50 points)</b>	The ideas are arranged logically to support the purpose of the project. The presentation flows smoothly from one point to the next. The audience can easily follow the team's organization and logic.	The ideas are arranged logically to support the central purpose of the project. The points made within the presentation are usually linked to each other. For the most part, the audience can follow the team's logic and line of reasoning.	In general, the presentation is arranged in a logical manner. Ideas may occasionally fail to make sense based on the flow or order in which the team has presented them. The audience is fairly clear about the team's organization and flow of the paper.	The writing is not logically organized. The paper reads like a collection of information that has been "cut and pasted" together. The audience cannot determine the line of reasoning or logical flow of the presentation.
<b>Teamwork (20 points)</b>	Team demonstrated good flow with seamless transitions and knowledgeable regarding the purpose/argument of the presentation	Team demonstrated adequate flow with transitions and knowledgeable regarding the purpose/argument of the presentation	Team generally demonstrated adequate flow with transitions and was somewhat knowledgeable regarding the purpose/argument of the presentation	Team was not prepared to present. Presentation lacked flow and transitions appeared unrehearsed. Team lacked knowledge regarding key components of the purpose/argument of their presentation

The following codes may be used to provide feedback on the case assignment and research paper:

#	Spell numbers when less than or equal to ten or beginning a sentence, do not spell when greater than ten
↑	Capitalize word
↓	Don't capitalize
¶	Begin new paragraph here--topic has changed
1SP	One sentence paragraph--topic not well supported or explained
2SP	Two sentence paragraph--topic not well supported or explained
ACRO	Acronym not spelled first time used
ALSO	Repetitive use of also
APOS	Apostrophe not required--implies possessive form
AWK	Awkward wording
BIB	Reference not cited in abstract
BMS	Be more specific in your wording or what you are referencing
CITATION	Citation does not follow format in syllabus
COMMA	Use a comma when using and or but to join two independent clauses
CS	Long and complicated sentence--consider writing short and more direct sentences
FEEL	Feel implies "touch." Use "believe" or "contend" when referring to a person believing in something
INCS	Incomplete sentence--in most cases, the sentence does not include a subject
IT	It used as subject of sentence--unclear what "it" is referencing
LAST	Last name for only the first author should appear first
LOGIC	Material does not follow a logical progression
LP	Long and complicated paragraph--difficult to follow
LS	Long and complicated sentence--focus on writing shorter and more direct sentences
MTR	Material not related to topic sentence--out of context
NCW	Not clearly worded
OO	One word
OUT	Do not inject outside material or personal observations other than in the first paragraph
POSS	Apostrophe required--word is being used in its possessive form
PUNC	Missing punctuation
REF	Unclear what word or phrase is being referenced by "it" or "this"
RHETORICAL	You should not pose rhetorical questions--reader expects answers not questions
ROS	Run-on sentence--need to complete first thought and develop sentences for subsequent points
RUN-ON	"Run-on" sentence--need to rewrite into two or more sentences
SF	Sentence fragment
S-V	Subject verb agreement problem--verb must reflect whether subject is singular or plural
SP	Spelling error
STS	Topic sentence not supported, or material in paragraph not related to topic sentence
SVA	Subject verb agreement problem
TH	This, there or that used as subject of sentence
TRANS	No clear transition between paragraphs or major sections
TS	No topic sentence for paragraph
TW	Two words
UNC	Unclear meaning--not communicating effectively
WC	Word choice



## LSCM 4360 Peer Evaluations

Following submission of the International Logistics Supply Chain Management research paper, each group member will provide the instructor with an evaluation of their individual performance and of each group member's performance for the research paper assignments using the forms included in this attachment. This measure allows you to identify the level to which your group members have helped the group. This is your chance to identify and reward/penalize both excellent and poor performance of group members, as well as your own. This is the only grade measurement where you play a role in determining your own grade or of your peers.

Peer evaluations will be performed anonymously using the rating forms attached to this syllabus. You can obtain an electronic version of the forms by downloading the syllabus from Blackboard. Please submit your evaluations in the assignments module for "Peer evaluations". I will collect the responses and provide anonymous feedback to each student. My feedback will reflect my observations of your performance and participation in the course. You should consider my feedback as an indicator of the participation points that you will receive for the course. **I strongly recommend you review the peer evaluation sheets so you can become familiar with the requirements for team and course participation.**

I will incorporate the peer evaluations as part of your grade for the group assignment. The following formula will be used to adjust your grade:

$$\frac{\text{Individual Average}}{\text{Team Average}} \times \text{Team Grade} = \text{Individual Grade}$$

The formula allows an individual to receive a grade higher than the team grade if the team members considered the individual's performance to be higher than the other team members. **NOTE: A forced ranking is required! You must place each individual's participation in rank order. For example, the top performer should a V, the second a IV, etc. If a peer evaluation form is submitted with all team members receiving the same score, then the entire team will receive a one-letter grade deduction.**

You will only receive an average score and written feedback when the assignment/project is evaluated. You will not receive frequencies or distributions of scores.

## PERFORMANCE RATING FORM

YOUR NAME \_\_\_\_\_ DATE \_\_\_\_\_

PERFORMANCE REVIEW : \_\_\_\_\_

### INSTRUCTIONS:

Use the Performance Factors handout to **rate each of your team members and yourself. Follow guidelines given in this syllabus.** Create a second page if you want to add comments. If you have any questions, contact me. **Enter an I-V or NA (not applicable) for each dimension for each person on your team. Make sure you put your teammate's name in Column Heading, enter self scores in column one.**

**You must rank order each team member's participation  
DO NOT assign the same rank to everyone.**

TEAMMATES (ENTER NAME IN COLUMN HEADING)

FACTOR	SELF				COMMENTS
1. Quality of work					
2. Timeliness of work					
3. Task support					
4. Interaction					
5. Attendance					
6. Responsibility					
7. Involvement					
8. Shares resources					
9. Emotional/ motivational support					
10. Leadership					
11. Overall Performance					

## TEAM PERFORMANCE FACTORS

### **Guidelines:**

1. Disregard your general impressions and concentrate on one factor at a time.
2. Study carefully the definition given for each factor and the specifications for each category.
3. Call to mind instances that are typical of the student's work and behavior. Do not be influenced by unusual cases, which are not typical.
4. Determine the category that best describes the student's accomplishments in that area and circle the number on the separate performance rating form.
5. If a factor has not been observed during the rating period, circle NA for not applicable. In the comments section, explain why this factor has not been observed. This factor will not be considered in the Total Performance Rating.
6. Comments should be used to support your ratings where applicable.

**Factors:**

**1. Quality of Work: Consider the degree to which the student team member provides work that is accurate and complete.**

I	II	III	IV	V
Produces unacceptable work, fails to meet minimum group or project requirements.	Occasionally produces work that meets minimum group or project requirements.	Meets minimum group or project requirements.	Regularly produces work that meets minimum requirements and sometimes exceeds project or group requirements.	Produces work that consistently exceeds established group or project requirements.
50	75	90	95	100

**2. Timeliness of Work: Consider the student team member's timeliness of work.**

I	II	III	IV	V
Fails to meet deadlines set by group.	Occasionally misses deadlines set by group.	Regularly meets deadlines set by group.	Consistently meets deadlines set by group and occasionally completes work ahead of schedule.	Consistently completes work ahead of schedule.
50	75	9	9	10

**3. Task Support: Consider the amount of task support the student team member gives to other team members.**

I	II	III	IV	V
Gives no task support to other members.	Sometimes gives task support to other members.	Occasionally provides task support to other group members.	Consistently provides task support to other group members.	Consistently gives more task support than expected.
55	65	7	9	95

**4. Interaction: Consider how the student team member relates and communicates to other team members.**

I	II	III	IV	V
Behavior is detrimental to group.	Behavior is inconsistent and occasionally distracts from group meetings. Does not always follow code of conduct.	Regularly projects appropriate team behavior which includes following code of conduct, listening to others, and allowing his/her ideas to be criticized.	Consistently demonstrates appropriate team behavior.	Consistently demonstrates exemplary team behavior.
50	70	90	95	100

**5. Attendance: Consider the student team member's attendance at the group meetings. (This includes in class meetings.)**

I	II	III	IV	V
Failed to attend the group meetings.	Attended 1%-32% of the group meetings.	Attended 33%-65% of the group	Attended 66%-99% of the group meetings.	Attended 100% of the group meetings.
0	50	6	85	95

**6. Responsibility: Consider the ability of the student team member to carry out a chosen or assigned task, the degree to which the student can be relied upon to complete a task.**

I	II	III	IV	V
Is unwilling to carry out assigned tasks.	Sometimes carries out assigned tasks but never volunteers to do a task.	Carries out assigned tasks but never volunteers to do a task.	Consistently carries out assigned tasks and occasionally volunteers for other tasks.	Consistently carries out assigned tasks and always volunteers for other tasks.
0	6	90	95	100

**7. Involvement: Consider the extent to which the student team member participates in the exchange of information (does outside research, brings outside knowledge to group).**

I	II	III	IV	V
Fails to participate in group discussions and fails to share relevant material.	Sometimes participates in group discussions and rarely contributes relevant material for the project.	Takes part in group discussions and shares relevant information.	Regularly participates in group discussion and sometimes exceeds expectations.	Consistently exceeds group expectations for participation and consistently contributes relevant material to project.
0	65	90	95	100

**8. Share Resources/Expenses: Consider the extent to which student team member is willing to share time, resources, or money with the group in order to accomplish group's goal.**

I	II	III	IV	V
Does not share in resources/expenses.	Shares to some extent, but does not contribute a fair share.	Shares equally at all times.	Shares equally at all times, and occasionally gives more than is expected.	Consistently gives more than is expected.
50	65	90	95	100

**9. Emotional/Motivational Support: Consider the amount of emotional/motivational support the student gives to other team members.**

I	II	III	IV	V
Gives no emotional/ motivational support to other members.	Sometimes gives emotional/motivational support to other members.	Occasionally provides emotional/ motivational support to other group members.	Consistently provides emotional/motivational support to other group members.	Consistently gives more emotional/motivational support than expected.
55	70	75	90	95

**10. Leadership: Consider how the team member engages in leadership activities.**

I	II	III	IV	V
Does not display leadership skills.	Displays minimal leadership skills in team.	Occasionally assumes leadership role.	Regularly displays good leadership skills.	Consistently demonstrates exemplary leadership skills.
65	75	85	95	100



**11. Overall Performance Rating: Consider the overall performance of the student team member while in the group. Do not consider extraneous knowledge that you may possess which is not relevant to group behavior, such as if you associate with the student outside of class in a friendship or working relationship.**

I	II	III	IV	V
Performance significantly fails to meet group requirements.	Performance fails to meet some group requirements.	Performance meets all group requirements.	Performance meets all group requirements consistently and sometimes exceeds requirements.	Performance consistently exceeds all group requirements.
50	70	90	95	100

## Essay Question Rubric for Assessing Student Responses on Examinations

Category							Score
Understanding	Fails to address the question, is illegible, or is blank	Shows limited understanding of the question and subject matter; omits concrete examples; uses weak details or none at all	Attempts to address the question but uses vague and/or inaccurate information	Presents a satisfactory understanding of the question and subject matter	Demonstrates a good understanding of the question and subject matter	Shows a clear understanding of the question and subject matter	5
Task	Fails to address the question, is illegible, or is blank	Does not address the question. Minimally develops response to the question	Does not address the question explicitly. Minimally develops all aspects of the response to the question or some of the question in some depth	Does not address the question explicitly, though does so tangentially. Develops all aspects of the response with little depth or most aspects in some depth	Addresses the question but unevenly. Develops all aspects of the response to the question but may do so somewhat unevenly	Addresses the question. Thoroughly develops all aspects of the response evenly and in depth	5
Analysis	Clearly lacks understanding of the topic--no evidence of topic knowledge in response	Descriptive; lacks understanding	Primarily descriptive or faulty; weak or isolated analysis of material	More descriptive than analytical--student reports rather than synthesizes information	Descriptive and analytical--student going beyond reporting information	More analytical than descriptive--student interpreting and synthesizing material	5

Support & Accuracy	No support, facts, or examples provided	Little to no support provided for the essay response-- may have included inaccurate information	Few relevant facts or support provided, may have included some minor inaccuracies	Some relevant facts, may include some minor inaccuracies	Supports essay response with relevant facts, examples, and details	Richly supports essay response with relevant facts, examples, or details	5
Organization	No obvious organization-- moves from point to point or topic to topic with no coherent structure	Weak, lacks focus; contains digressions; lacks introduction, conclusion; unclear which aspect of the question is being addressed	General plan; lacks focus; contains digressions; lacks introduction or conclusion	Satisfactory plan of organization; introduction and conclusion may be restatements of key points used in the theme of the response to the question	Logical and clear plan of organization; includes introduction and conclusion that are beyond restatement of the theme of the response to the question	Logical and clear plan of organization; includes introduction and conclusion that are beyond a restatement of the theme	5
Spelling and Punctuation	Numerous spelling and punctuation errors; incomplete sentences; no obvious paragraph structure	Spelling, punctuation, and grammar are weak. Paragraph and sentence structure very difficult to follow. No obvious structure to paragraphs. Incomplete sentences prevalent. Lack of topic sentence.	Spelling, punctuation, and grammar moderately weak. Paragraph and sentence structure present, but content does not logically progress. Topic sentences unclear and not linked to content.	Spelling, punctuation, and grammar are somewhat accurate. Paragraph and sentence structure does not detract from understanding of the response. Topic sentences missing for some paragraphs.	Spelling, punctuation, and grammar are mostly accurate. Paragraph and sentence structure logical and enables reader to move through the writing. Topic sentence used but not always linked to paragraph content.	Spelling, punctuation, and grammar are accurate. Paragraph and sentence structure easy to follow and promotes understanding of the content through logical progression and clear topic sentences.	5

### Attachment 5 Grading Template For Class Participation

Learning Outcome	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Degree to which student integrates course readings into classroom participation	Often cites from readings, uses readings, work experience, and outside materials to support points; often articulates "fit" of readings with topic at hand	Occasionally cites from readings; sometimes uses readings, work experience or outside materials to support points; occasionally articulates "fit" of readings with topic at hand	Rarely able to cite from readings; rarely uses readings, work experience, or outside materials to support points; rarely articulates "fit" of readings with topic at hand	Unable to cite from readings; cannot use readings, work experience, or outside materials to support points; cannot articulate "fit" of readings with topic at hand
Interaction/participation in classroom discussions	Always a willing participant; responds frequently to questions; routinely volunteers point of view	Often a willing participant; responds occasionally to questions; occasionally volunteers point of view	Rarely a willing participant; rarely able to respond to questions; rarely volunteers point of view	Never a willing participant; never able to respond to questions; never volunteers point of view
Interaction/participation in classroom learning activities	Always a willing participant; actively discusses case study analyses and recommendations; responds frequently to questions; routinely volunteers point of view	Often a willing participant; discusses case study analyses and recommendations with prompting; occasionally volunteers point of view	Rarely a willing participant; rarely participates and discusses case study analyses and recommendations; rarely able to respond to direct questions; rarely volunteers point of view	Never a willing participant; never participates and discusses case study analyses and recommendations; never able to respond to direct questions; never volunteers point of view
Demonstration of professional attitude and demeanor	Always demonstrates commitment through thorough preparation; always arrives on time; often solicits instructors' perspective outside of class	Rarely unprepared; rarely arrives late; occasionally solicits instructor's perspective outside of class	Often unprepared; occasionally arrives late; rarely solicits instructor's perspective outside of class	Rarely prepared; often arrives late; never solicits instructor's perspective outside of class
12 points	12 points	12 points	12 points	12 points

