



LSCM 4560

Transportation Management

Fall 2026



The Logistician

Logisticians are a sad and embittered race who are very much in demand in war, and who sink resentfully into obscurity in peace. They deal only in facts, but must work for those who merchant in theories. They emerge during war because war is very much a fact. They disappear in peace because peace is mostly theory. The people who merchant in theories, and who employ logisticians in war and ignore them in peace, are generals.

Generals are a happily blessed race who radiate confidence and power. They feed only on ambrosia and drink only nectar. In peace, they stride confidently and can invade a world simply by sweeping their hands grandly over a map, pointing their fingers decisively up terrain corridors, and blocking defiles and obstacles with the sides of their hands. In war, they must stride more slowly because each general has a logistician riding on their back and knows that, at any moment, the logistician may lean forward and

whisper: "No, you can't do that." Generals fear logisticians in war and in peace, generals try to forget logisticians.

Romping along beside generals are strategists and tacticians. Logisticians despise strategists and tacticians. Strategists and tacticians do not know about logisticians until they grow to become generals--which they usually do.

Sometimes a logistician becomes a general. If a logistician does, then they must associate with generals whom they hate; logisticians have a retinue of strategists and tacticians whom they despise; and, on their back, is a logistician whom they fear. This is why logisticians who become generals always have ulcers and cannot eat their ambrosia. *Paraphrased from an author Unknown*

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DEPARTMENT OF MARKETING & LOGISTICS COURSE SYLLABUS

LSCM 4560.001, Business Transportation Management

TERM: Fall 2026

CATALOG DESCRIPTION: Principles of transportation covering the role of transportation systems; environmental and economic impacts; modal components; managerial and economic aspects of the various modes, with applications to both domestic and international operations.

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BLB 290M (Dean's suite)
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OFFICE HOURS: Monday/Wednesday: 10:00 – 11:30 and 1:30 – 3:00.
Tues/Thurs/Fri: 10:00 – 11:30. Other times by appointment.
Appointments are preferred. Please indicate the purpose when scheduling the meeting.

COMMUNICATION CONTACT INFO: All communication relating to the course should occur by Canvas messages. Discussion topics have been created for posting questions related to specific chapters or assignments. Grade challenges and other communications related to the course should also be accomplished through Canvas messages. Communication unrelated to the course (advising, internships, etc.) may be submitted to pohlen@unt.edu. All assignments will be turned-in using Canvas. Please see the assignments module in Canvas for instructions on posting assignments.

Please note: this syllabus does not include the learning objectives for individual class sessions or assignments. Access Canvas to obtain detailed learning objectives for each class session.

*For want of a nail the shoe was lost,
for want of a shoe the horse was lost;
and for want of a horse the rider was lost;
being overtaken and slain by the enemy,
all for want of care about a horse-shoe nail.*

-Benjamin Franklin
The Way to Wealth, 1758

IMPORTANT DATES:

Attachment 1 contains important dates for the Fall semester. You should be aware of key dates that may affect you. Important dates for this course are included in the Course Schedule.

COURSE ETIQUETTE AND STUDENT CONDUCT:

You have enrolled in a business course. My expectation is that you will conduct yourself professionally in all interactions regarding this course. Communications should occur in complete sentences with correct grammar, spelling, and punctuation. You should not use abbreviations or “texting” when communicating in this class.

Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student’s conduct violated the Code of Student Conduct. The University’s expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at deanofstudents.unt.edu/conduct.

NETIQUETTE:

This course will rely on a blend of face-to-face and on-line class sessions/communications. Online communications can be frequently misunderstood or misinterpreted. As a result, the following guidelines are recommended to help you communicate and work effectively in an on-line environment:

- Only write what you would say in a face-to-face communication with an individual or group of people.
- Write as if you are speaking in a public place—your communication may be resent to other individuals that you never intended to receive your writing.
- Use the subject line in emails or Canvas discussion postings to clearly identify the content of your communication. This approach allows others to quickly understand the focus or purpose of your communication. Keep the topics related to course materials or content.
- Avoid forwarding emails or other communications without the original author’s permission.
- Review previous discussion postings to ensure your communication is current and relevant.

- Avoid “reply all” or using a group reply when responding to an individual.
- Recognize your electronic communications do not have the visual cues occurring in face-to-face communications, and humor or sarcasm can be easily misunderstood.
- Do not respond when angry or upset—respond when you have a clear mind and be unemotional when responding.
- Write in clear proper English and remember to spell check. You should not write as if you are texting, even terms such as best friends forever (BFF) could easily be misinterpreted.
- Limit your electronic communications to a single topic at a time.
- Avoid placing entire word or phrases in capital letters.
- Spell acronyms and then place in parentheses afterward when using terms that may be unfamiliar to the individual(s) receiving your communication; for example, you would spell less-than-truckload (LTL) freight.
- Always be sensitive in your class related communications to the cultural, political, and religious differences which exist among the individuals that may read your writing.
- Use good taste in your communications—profanity and swearing have no place in on-line class or business communications.
- Allow individuals an appropriate amount of time to respond to your communications.

CANVAS USE:

Students are expected to check Canvas, unt.instructure.com, for any course updates on a daily basis. Announcements, updates, and revised materials will periodically be posted. Students are responsible for any updates posted in Canvas—on the course header, Canvas messages, or announcements.

Technical problems or system outages may affect Canvas. Students are expected to plan ahead and download required materials in advance of due dates. System outages or problems encountered with Canvas will not be accepted as an excuse for failing to complete an assignment. Canvas typically goes down for maintenance at 11:30PM on Saturday evenings.

REQUIRED TEXTBOOKS:

Novack, Robert A., Brian J. Gibson, and Yoshinori Suzuki (2024), *Transportation A Global Supply Chain Perspective*, 10th edition, Cengage Learning, Boston, MA, ISBN 978-0-357-90854-9.

Rodrigue, Jean-Paul (2024), *The Geography of Transport Systems*, 6th edition, Routledge: New York, NY, ISBN 9781032380407. **Please note: You can access this text for free on-line.** Portions of this text will be used. You may obtain any required material from the on-line version of this text at <https://transportgeography.org/>

Rodrigue, Jean-Paul (2024), *The Geography of Transport Systems*
Rodrigue, Jean-Paul (2024), *The Geography of Transport Systems*

Material will also be used from the Intermodal Association of North America (IANA) course on *Intermodal Transport and Logistics, Version 3*. Material can be viewed online by accessing the website, intermodal.org, using the faculty/student login. Use the email address student@intermodal.org and the password IANACourse2025.

COURSE MATERIALS:

Course materials, assignments, and outside readings will be available within Canvas. Students can access Canvas using the Internet at the website unt.instructure.com. The site is password protected. You can learn more about Canvas by reviewing the on-line student manuals. Some materials will be available in Adobe Acrobat Reader (*.pdf) format. You can obtain Adobe Acrobat Reader via the Internet at www.adobe.com.

You can view the learning modules (organized by chapter) for the course by selecting the appropriate course in Dashboard and then the module from the menu on the left-hand side of the Canvas page (see Figure 1 below).

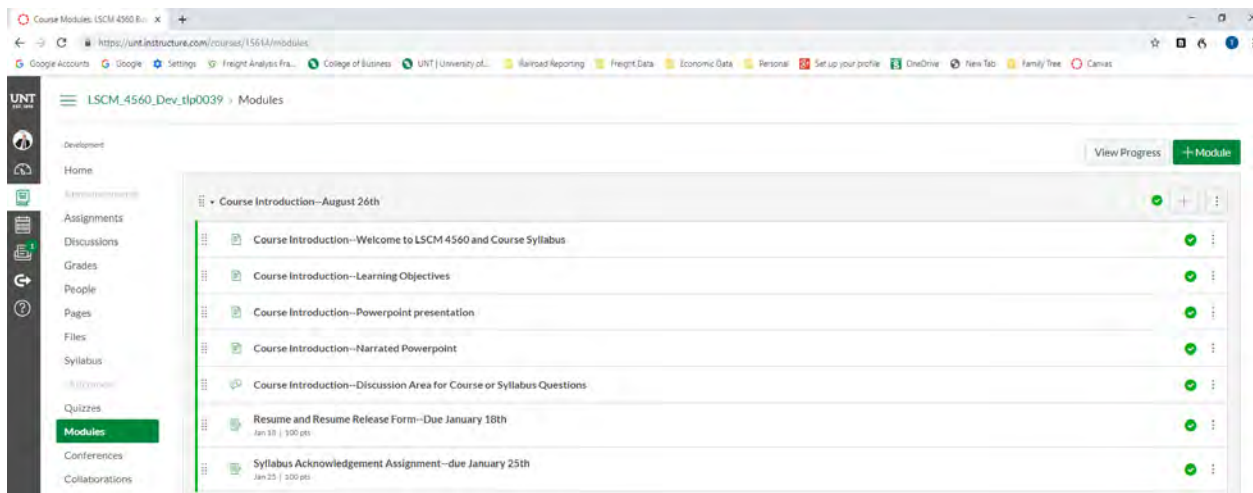


Figure 1: Course Module in Canvas

Outside readings: Outside readings may be required for several class sessions. These readings will be posted by module in Canvas or can be downloaded from the UNT library.

Homework: The course includes three graded homework assignments. These assignments may be quantitative in nature, and you can expect similar problems to appear in one of the three examinations. The graded assignments will be made available for download in the Assignments module, within Canvas. Graded assignments will be turned-in electronically in the Assignments section of Canvas. See the “Grading” section of the syllabus for additional instructions.

Transportation Case Analysis: The class requires one team case analysis. The due date is posted in the class schedule. The case will be available in Canvas.

Wall Street Journal: An online, complimentary, subscription to the Wall Street Journal is available to all students, faculty, and staff at the University of North Texas. Subscriptions can be activated by visiting WSJ.com/UNT. The transportation case project will require recent information regarding the topic for the analysis, and the articles and commentaries in the *Wall Street Journal* will assist in fulfilling this requirement.

The online subscription also provides a daily logistics report which addresses key topics in logistics, transportation, and supply chain management. These daily reports frequently address many of the topics covered in this course or for the case analysis.

Software and Adobe licenses for students: Software available to students can be found at <https://aits.unt.edu/software/downloads.html>. At this website, you can also obtain information on obtaining an Adobe Create Cloud license for a significantly discounted rate.

Internet Software: You will need Internet access and a web browser such as Firefox, Google Chrome, or Microsoft Internet Explorer. Course materials and assignments will be distributed via Canvas. You will be responsible for accessing Canvas to obtain all course materials and to post completed assignments.

Adobe Acrobat Reader: Adobe Acrobat Reader will be required to read the majority of these materials. Acrobat Reader is

available free from the Adobe web site:

<https://www.adobe.com/acrobat/pdf-reader.html>. Many of the printed materials required for this course will be saved in PDF.

Class Powerpoint Presentations: Copies of the PowerPoint slides used for each module can be downloaded from Canvas. The Powerpoint files will be saved in one of two formats:

- One version contains the Powerpoint slides in two slides per page for note taking. I would encourage you to download and print copies of the slides in advance reading the book chapter or viewing the narrated version.
- The second version provides the Powerpoint slides with note pages for modules not contained in the course text. You are strongly encouraged to read the notes/book chapter to prepare for class and the corresponding quiz.

**COURSE
OVERVIEW:**

Table 1 provides an *approximate* breakdown of the coverage of the topics covered in this course:

Table 1: Course Coverage by Transportation Topic

Topic	Portion of the course
Course introduction	3%
Significance of transportation and effect on economic development and global trade	6%
Transportation economics	4%
Transportation regulation and deregulation	4%
Transportation public policy and promotion	4%
Transportation and logistics	3%
Modal characteristics and operations	26%
Intermodal transportation	4%
Vehicle routing	4%
Principles of transportation & logistics	4%
Transportation costing and pricing	4%
Transportation risk management and security	4%
Ecommerce, last mile, and transportation	4%
Third-party transportation providers	4%
Private transportation	4%
Shipper and carrier strategies	8%
Future transportation challenges	4%
Exams	6%
Total	100%

COURSE OBJECTIVES:

The overall course objective is to develop effective problem solving skills for transportation management by obtaining an understanding of the key transportation concepts and issues affecting the movement of goods and people. The major objectives for the course include developing the capability for students to:

- Develop transportation strategies for movement of freight across the supply chain based on customer service constraints and logistics cost trade-offs.
- Calculate freight charges and classify freight using the National Motor Freight Classification, TL and LTL quote systems, and dimensional weights
- Route vehicles using heuristics and optimization models
- Apply facility location models (heuristics and optimization) to determine how transportation affects total logistics costs and site selection.
- Determine how transportation contributes to total logistics costs and how to make effective cost trade-offs with other logistics functions
- Connect changes in transportation policy, regulation and funding to the performance, condition, and safety of the US transportation system
- Select the most appropriate transportation mode for a shipment based on product attributes, total landed cost, and customer service objectives
- Identify the leading transportation providers and explain how their capabilities have enabled these firms to achieve a competitive advantage in the marketplace
- Apply key financial and performance indicators to determine the financial health and operational capabilities of a transportation provider
- Compare and contrast key differences of the transportation modes' operating and service characteristics
- Project future changes in the transportation system and their effect on logistics management and performance
- Identify the key differences in the transportation modes, processes, intermediaries, regulations and documentation used in international and domestic transportation
- Compare how insourcing versus outsourcing strategies for transportation affect service, performance, and competitive capabilities for a firm
- Determine appropriate strategies for managing the shipper-carrier relationship

COURSE FORMAT:

The course will be conducted in a blended format, a combination of in-class and distance sessions. *Several class sessions and exams may be conducted in a distance format. You should prepare in advance to ensure access to a computer with dependable internet access.*



Figure 2: Example of narrated Powerpoint Presentation

Lecture format: This course will primarily rely on the in-class lecture and discussion format. Students sometimes criticize the lecture format as not teaching creativity or how to obtain new knowledge. A frequent criticism is that it only tasks the student to *parrot back* existing or previous knowledge. However, a key objective of this course is to for you to develop an in-depth knowledge of the key concepts and professional knowledge in transportation management to enable effective decision-making. You must possess this knowledge to enter the profession and to understand the problems you will face in subsequent courses and in the required logistics internship. During the lectures, questions will be posed to promote in-class discussion of key topics or current issues. Students are also encouraged to pose questions and engage in an active dialogue regarding key issues or policies affecting the transportation industry.

*“Behind every great leader
there was an even greater logistician.”*

– M. Cox

Schedule: The class will adhere as closely as possible to the schedule posted in the syllabus. **All assignments and are due at 5:00PM on Friday of the week shown in the course schedule.**

Learning Objectives for Class Sessions and Assignments: Before you begin any chapter or assignment, you should first refer to the learning objectives posted in Canvas. I have essentially created a “mini-syllabus” for each chapter and assignment. You will find information on how I expect you to prepare, the reading and viewing assignments, any required or recommended outside readings or videos, key learning objectives, and discussion questions.

I recommend you use the learning objectives as a study guide—ensure that you have identified and carefully read the sections in the book or Powerpoint slides that relate to these objectives. If you take thorough notes on these objectives, then you should be well-prepared for the quizzes and examinations. *All examination and quiz questions will be linked to the learning objectives.*

In several instances, the material in the primary course text may already be outdated. **If the material in the Powerpoint slides contradicts or contains different information from the course text, you need to use the information contained in the Powerpoint slides. Grade challenges based on conflicting material will not be accepted.**

Canvas Discussion Areas: Any questions regarding the course should be posted in the discussion area. This approach will ensure all students benefit from your question and my response.

Assignments and Posting Homework: All homework and the transportation case analysis are due at 5:00PM Friday in the week shown in the syllabus course schedule. An electronic copy will be submitted as a .pdf, .xlsx or .docx (should be a single file—do not use jpg or graphics formats) attachment and posted to the appropriate assignment in Canvas. Within the assignments module, you will also find instructions or guidelines for completing each assignment. **Do not submit homework as an email or Canvas message attachment unless previously approved.**

GRADING:

You should view the graded assessments, as an integral part of learning about logistics and supply chain management. Each graded element provides an opportunity for you to interact with the different problems frequently encountered by logistics professionals and to receive immediate feedback on how you have performed.

The graded elements within the course include three examinations, a case analysis, four graded homework assignments, daily quizzes, and professional development. The weights assigned to each element are shown below in Table 2.

Table 2: Graded elements for LSCM 4560

Graded Element	Percentage
Exam 1	20%
Exam 2	20%
Exam 3	20%
Daily quizzes on learning objectives	9%
Facility location assignment	4%
Vehicle routing assignment	4%
Rate making assignment	4%
Transportation case analysis	15%
Professional Development (1)	2%
Professional Development (2)	2%
Total	100%
Note: Failure to actively participate in class may result in up to a one letter grade (10 percent of total points for the course) deduction from the final course grade.	

EVALUATION OF STUDENT PERFORMANCE:

Your course grade will be determined based on the following evaluation instruments:

Exams. Three exams will be given. The exams will consist of questions drawn from the readings, lectures, speakers, presentations, and homework assignments. **You are responsible for the material even if it is not emphasized or directly covered during the lectures.**

Past experience strongly suggests you will learn much more (and thus perform better) in the class if you have completed the reading assignment before attending class or taking the quizzes and examinations. The book chapters cover much of the material addressed in this course; however, I will cover material in addition to the text in the in-class lectures or narrated Powerpoint slides. I strongly recommend that you take thorough notes. A module in Canvas covers note-taking. You should refer to this module to increase the effectiveness of your note-taking skills.

Exams will focus on the chapters and modules contained in the class schedule; however, due to the nature of the course and subject matter, all exams contain some comprehensive elements.

The exams will emphasize material identified in the learning objectives for each chapter or topic. No make-up exams will occur except in extraordinary situations that require approval before the scheduled exam. **The exams are not cumulative; however, you must be familiar with basic concepts covered earlier in the class.**

Attachment 5 provides a rubric used to assess student performance on short answer and essay questions on the exams.

Quizzes. A quiz will be administered at the start of every class **and** another online following the class (two per class period) except on the first day of class, exams, or when previously announced. Quizzes will consist of five to fifteen questions covering the material assigned for the class period. Failure to prepare for the quizzes may seriously affect your grade. The quizzes are representative of the multiple-choice questions, and you can expect to see similar questions on the examinations.

The in-class quizzes will be given during the first five minutes of class. If you arrive late or miss class, the quizzes cannot be made up. On-line quizzes open immediately after the corresponding class session and will be available until the start of the next class.

Graded Homework Assignments. Each student will *individually* complete four homework assignments. The assignments consist of short problems, and you can expect similar problems to appear on the following exams. Assignment submissions must follow the instructions contained in the learning objectives for the assignment, and Excel spreadsheets should be used when appropriate. The answers typically should be no more than two to three pages in length. The assignments will be graded based on accuracy, professional appearance, ability to completely answer the question, as well as ability to follow instructions.

The graded homework assignments are an individual effort. Students must not discuss or exchange information for completing the assignments with other students. Failure to comply with this requirement will result in a failing grade for the assignment.

All assignments will be turned in at 5:00PM Friday of the week shown in the course schedule and also be submitted as an attachment in the Canvas Assignment area. *The file name must follow the file name convention shown in the learning objectives*

for the assignment. **A five-point deduction will be assigned to any assignment that does not have an appropriate file name.** Figure 3 provides an example of how an Assignment will appear in Canvas.

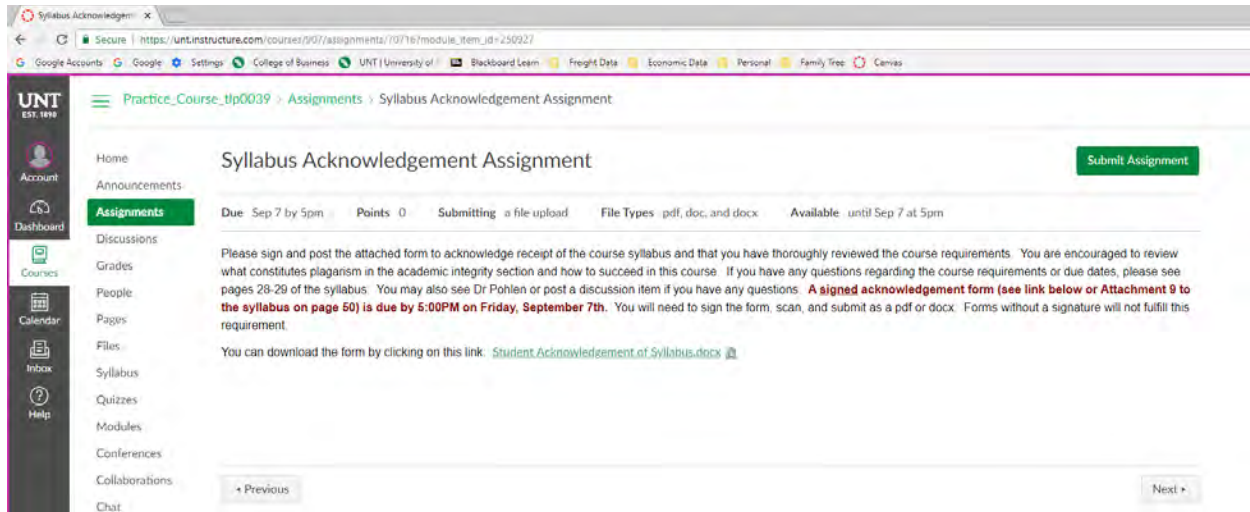


Figure 3: Assignment in Canvas

Resumes. Resumes will be submitted by 5:00 PM, Friday, August 28th. Failure to submit a resume will result in a 3-point deduction from the final course grade. Resumes should be submitted as an attachment in the Assignments module of Canvas (see Attachment 2 of this syllabus for instructions). You must include the resume release form as a separate file with your resume. The file name for the resume must follow the directions shown in Attachment 2, otherwise points will be deducted.

Case analysis. Students will perform, on a three-person team basis, a total landed cost case analysis. A written analysis and peer evaluations will be submitted. Students will not present their case analysis, but we will discuss the case in-class. Class discussion will affect the participation points for the course. The case assignment and instructions are available in Canvas. See Attachment 6 for submission guidelines and case grading.

Separate grades will be assigned to the team and to individual team members. The team grade will be adjusted by individual based on the feedback received from your teammate in the peer evaluations. The initial grade appearing in Canvas will be for your team. Once the peer evaluations have been received, your individual grade may be adjusted based on team feedback. As a result, you should actively participate in the case project and support your team members.

Peer evaluations. Peer evaluations are required and will only be submitted once on the date shown in the syllabus. Attachment 6 contains the peer evaluation forms and instructions. A single peer evaluation will be used for assessing your team members' performance for the case paper.

Class participation. Class participation incorporates several elements including: in-class participation, an individual introduction, resume submission, syllabus acknowledgement submission, and team name submission. In-class participation will be based on preparation for class, frequency of participation, quality of participation, organization, and conciseness. The class participation grade also includes the resume submission, syllabus acknowledgement, the professional introduction, individual in-class discussion of daily course content, outside readings, and in-class quizzes.

Ensure 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 submit your resume, a personal introduction, team roster, syllabus acknowledgement and to be prepared, regularly attend class, and actively participate in class discussion may result in up to a one-letter grade deduction (10% of total points in the course) from your final grade in the course.

I will grade participation on a daily basis using a 0 to 5-point scale. You are not required to participate during every class period; however, if you fail to make a meaningful contribution at least once every two weeks, you should anticipate a deduction in your final grade (see Attachment 4 for grading template).

Professional introduction. Each individual in the course will be required to provide a professional introduction in the Canvas Discussion module. Please see the Professional Introduction discussion posting for the required minimum content. You may include additional information relevant to how you may contribute to the team assignments.

The purpose of this discussion posting is to assist you in better knowing the other participants in the class.

Professional development. You are required to participate in two professional development activities. Each event is worth 2.0 points toward your final grade (see Attachment 3 for additional information). Students must register (RSVP) in advance for the executive lecture series or on-boarding sessions on-line. If you cannot attend you must cancel your RSVP. The cancellation must occur by 5:00PM on the Thursday before the event. If you are a no-show, then you automatically forfeit the 2% of your final grade for that session. You will not be allowed to make-up the event for credit.

Approval of alternative activities (professional meetings, ISM events, or COB distinguished speakers) requires advance approval. **No “double dipping” is permitted, even if permitted by your other instructor! You cannot count an outside speaker for this course and for another course. A student may not attend one event and count it for two classes**—attendance will be checked across courses

Syllabus acknowledgement. All students must acknowledge receipt and an understanding of the requirements contained in the course syllabus. Attachment 7 can be signed and submitted to complete this requirement. Students may also print Attachment 6 by printing the on-line copy of the syllabus from Canvas. The signed acknowledgement form will be posted to the appropriate assignment in Canvas.



Port of Houston

“The amateurs discuss tactics, the professionals discuss logistics.”

– Napoleon Bonaparte

**ASSIGNMENTS
AND DUE DATES:**

You are expected to approach each assignment with the professionalism required in the “real” world by fulfilling completed staff work. Each assignment is due at 5:00PM on Friday of the week shown in the syllabus. An electronic copy must be submitted in Canvas. A 50% penalty will be assessed for submissions within 24 hours after the assignment is due (one day late). A 100% penalty will be assessed for submissions more than 24 hours after the assignment is due. Correct spelling, grammar, and punctuation are expected and will be considered in the grading of all assignments. The overall appearance and professionalism of the submission will also be considered in the grade.

Please refer to the course schedule and the learning objectives for each assignment to obtain more detailed information.

**GRADING
SCALE:**

The following grading scale is guaranteed. You will receive no less than the grade listed within the appropriate range (Table 3). I reserve the right to adjust the grading scale in favor of the class if warranted.

Numeric grades for the final are not rounded up to the next higher letter grade. I frequently curve the grades for many of the assessments in the course. Rounding would result in an additional curve for a limited number of students near grade “breaks.” For example, a final numeric grade of 89.9 will result in a final letter grade of B.

Table 3: Grading Scale for LSCM 4560

Grade	Numeric Range	Grade Points
A	90 to 100	4.0
B	80 to 90	3.0
C	70 to 80	2.0
D	60 to 70	1.0
F	Below 60	0.0

HOW TO SUCCEED IN THIS COURSE:

The following actions are provided to assist in you in succeeding in this course:

1. Review study methods you may have encountered in other classes or preparatory college courses.
2. Purchase the course text.
3. Carefully review the learning objectives for each chapter/module. I have posted these objectives in Canvas for each chapter. The exam and quiz questions directly correspond to the learning objectives.
4. Read the course text and other required assignments.
5. Review the narrated pdf and recommended homework for each chapter/module--contains my notes for each slide.
6. Attend all class sessions. The lectures contain material not contained in the texts or narrated pdf files. Class attendance is required as daily quizzes will take place.
7. Take careful notes and review your notes shortly after class. You should compare the notes with material covered in the narrated pdf.
8. Form a study group. The study group can exchange notes, discuss key topics, and prepare for the exams.
9. Be selective and wisely choose your study group members.
10. Contribute to your study group with notes and summaries.
11. Ask questions when you require clarification.
12. Come to class prepared.
13. Submit all homework and other assignments—many students lose four percent of their grade by not completing a required assignment. Even one percent often makes the difference between letter grades.
14. Check Canvas daily for updates.
15. Take advantage of non-graded requirements—executive lecturer series counts for six percent of the final grade.
16. Review on-line tutorials for Excel to perform different types of calculations or to use Solver.
17. Take advantage of the resources available in the UNT Learning Center, <https://learningcenter.unt.edu/>, which include sessions on how to study, notetaking, speed reading and other useful tools.
18. Identify two students in this class that you can call to obtain information if a class is missed.

Name 1 and email: _____

Name 2 and email: _____

EXAM STUDYING & PREPARATION

I strongly recommend that you use the chapter/module learning objectives posted in Canvas when reading the chapters, viewing the narrated Powerpoint files, and studying for the exam. When reading the chapter, you should search for the answer for each objective. When taking notes from class lectures, I recommend you incorporate the key points made in the narrated Powerpoint and “flesh out” the answers or notes for each objective.

As you prepare for the exam, you should carefully review your notes. Ensure that you understand each objective and the answer you developed. Key questions you should ask yourself include: “why is this important to understanding logistics and supply chain management, how does this material relate to the other topics covered in class, and how does this material affect logistics and supply chain performance?”

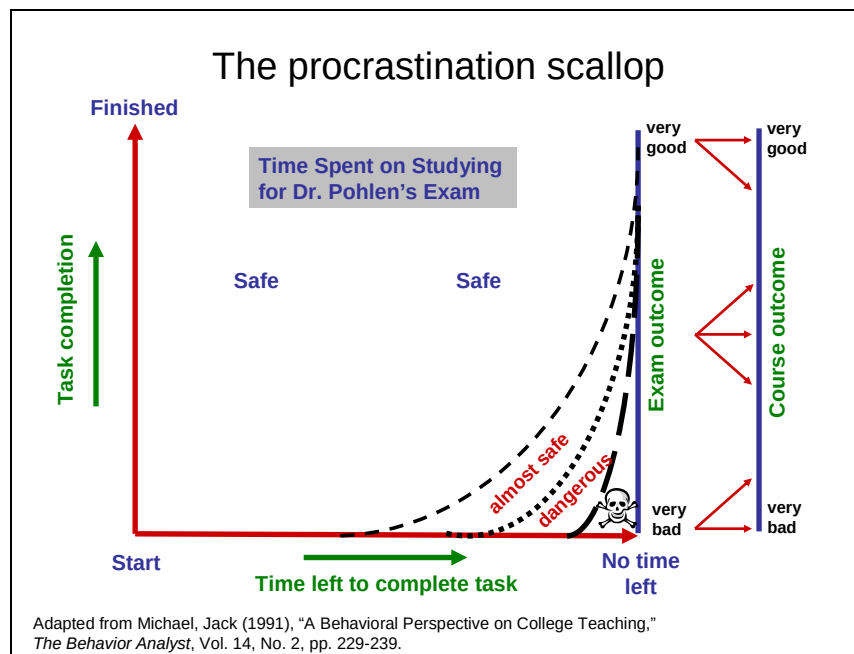


Figure 4: Procrastination Scallop

In this logistics course, you are expected to take the initiative, plan and read ahead, and *study* the assigned materials in order to fully understand the topics and be prepared for in-class discussion and assessments. A considerable amount of self-discipline is expected from you. If you wait until the weekend or night before an assignment is due or an assessment will be taken, then you have made a tremendous mistake and will likely incur a high penalty in terms of your grade. In addition, you will not benefit from the time and resources you have already put into your educational experience.

I believe individuals that spend two to four hours for each chapter will most likely receive an A for the course. Sometimes this may not be the case, but a strong correlation exists between students that prepare and that excel on the examinations (see Figure 4). I developed the chapter objectives to ensure that you can make the most effective use of your study and preparation time and can concentrate on the material that will be emphasized on the quizzes and examinations.

**RESPONSE AND
GRADING TIME
GOALS:**

I will do my best to address discussion postings and Canvas messages within one business day (weekends not included). For examinations, the multiple-choice portions will be completed and returned by the next class period. The portion of the exam containing problems or essay questions may take up to five business days due to the number of students enrolled in the course. However, the answers and grading rubric will be made available before the next class period so you can perform a self-assessment.

The assigned homework has a goal of a five-business day turn-around time for grading and feedback, but class performance and the amount of required feedback may delay the return. The answers, accompanying detail, and the grading rubric will be made available prior to the next class period to enable a self-assessment and grade projection.

**EXAM POLICY
AND
PROCEDURES:**

All examinations and quizzes are “closed” book except for a one-page, hand-written formula sheet, and a calculator. Exams are to be taken without the aid of any other person or materials.

Each student must place *all* items and materials, except those designed by the course professor, completely out of sight. Any devices that can transmit, receive, store or play back information are prohibited.

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. 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 or the Dean of Students. 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.”

- EXTRA CREDIT:** This course does **not** have any extra credit assignments or opportunities.
- LIBRARY ASSIGNMENTS:** Students are expected to use the library to research material for their case assignment. Students can access the UNT library’s electronic resources to obtain full-text access, www.library.unt.edu.
- WRITTEN COMMUNICATION SKILLS:** This course requires four individual written assignments. Approximately 20 to 40 percent of exam questions may require open-ended or essay responses.
- COMPUTER APPLICATIONS:** The Internet provides considerable resources for accomplishing the case assignment and for obtaining additional information regarding the subjects covered in the class. Course materials will be accessed via the Internet using Canvas. Students are encouraged to use the Internet. This course will require students to develop an intermediate level understanding and application of Excel to transportation problems. Students will also require extensive use of an internet search engine, Adobe Acrobat, a graphics program, and Microsoft Word and Powerpoint.
- ENVIRONMENTAL ISSUES COVERED:** Class discussion will address transportation’s effect on the environment when discussing transportation and the economy, transportation regulation, sustainability and corporate responsibility, different transportation modes, and future directions for transportation.
- ETHICAL ISSUES COVERED:** The course will include discussion concerning ethical issues primarily during the discussions on transportation regulation and pricing. The role of ethical business conduct will be discussed as appropriate when covering other course materials. Ethical behavior in intercompany relationships is part of the discussion of these topics.

“The line between disorder and order lies in logistics...”

-- Sun Tzu

ACADEMIC INTEGRITY

According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

Cheating, plagiarism, or other inappropriate assistance on examinations, homework, or case analysis will be treated with **zero tolerance** and will result in a grade of “F” for the course. Any work on the case or assignments is to be treated identically to an examination: the work must be entirely yours with ABSOLUTELY NO outside help or assistance. When working on the assignments (case included), you must not discuss your work with anyone (other faculty or other students) unless specifically approved by the course professor.

You must footnote all outside sources used when preparing your assignments. Copying or using material from any source, including assignments, or 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.

The examination instructions are very clear regarding what materials may be used on the exam. **If you use any materials other than those permitted on the exam, talk with other individuals during the exam, exchange information about an exam with an individual that has not taken the exam, or copy or use material from another individual’s exam, you will receive a failing grade for the course.** Any student discovered using an examination, even if for study purposes, from a previous semester of this course will receive a failing grade.

According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

**AMERICANS
WITH
DISABILITIES
ACT**

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu.

**FINAL GRADE
APPEALS,
WITHDRAWALS,
AND
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 rests solely with the Dean of Students and the course professor. As a general rule, incomplete grades will be assigned due to 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.

**SURVIVOR
ADVOCACY**

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources

available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

EXAM AND ASSIGNMENT GRADE APPEALS

If you disagree with how any assignment, quiz or examination was graded, you must submit a written appeal by Canvas message 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. You can obtain a copy of the University's grade appeal process at:

<https://policy.unt.edu/sites/policy.unt.edu/files/06.040%20Grade%20Appeals.pdf>



“Supply chain management is the integration of key business processes from end user through original suppliers, that provides products, services, and information that add value for customers and other stakeholders.”

Lambert, D.M. and M.C. Cooper (2000), “Issues in Supply Chain Management,” Industrial Marketing Management, Vol. 29, pp. 65-83.

EMERGENCY NOTIFICATION & PROCEDURES

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to the UNT Learning Management System (LMS) for contingency plans for covering course materials.

Emergency Evacuation Procedures for Business Leadership Building:

- **Severe Weather** In the event of severe weather, all building occupants should immediately seek shelter in the designated shelter-in-place area in the building. If unable to safely move to the designated shelter-in-place area, seek shelter in a windowless interior room or hallway on the lowest floor of the building. All building occupants should take shelter in rooms 055, 077, 090, and the restrooms on the basement level. In rooms 170, 155, and the restrooms on the first floor.
- **Bomb Threat/Fire** In the event of a bomb threat or fire in the building, all building occupants should immediately evacuate the building using the nearest exit. Once outside, proceed to the designated assembly area. If unable to safely move to the designated assembly area, contact one or more members of your department or unit to let them know you are safe and inform them of your whereabouts. Persons with mobility impairments who are unable to safely exit the building should move to a designated area of refuge and await assistance from emergency responders. All building occupants should immediately evacuate the BLB and proceed to the south side of Crumley Hall in the grassy area, west of parking lot 24.

USE OF ELECTRONIC DEVICES

All mobile phones and must be turned “off” or to vibrate during class and examinations.

Students may use laptops or mobile devices to take notes; however, **anyone found using electronic devices for purposes other than to take notes or support the class discussion (such as surfing the internet or viewing pictures, videos, Facebook, emails, etc.) will be asked to leave the classroom.** This practice is distracting to other students as well as the course professor. **Failure to comply with this request will result in a letter grade deduction if repeated.**

**CLASS
ATTENDANCE:**

Attendance is required for all class sessions in this course. **You are** expected to attend all classes. Quizzes or exams will take place during each class. Failure to attend classes will affect your quiz or exam grades. In addition, you will fail to obtain required content and knowledge necessary to perform satisfactorily in course evaluations and assignments.

**COURSE
DISCLAIMER:**

The schedule, policies, and assignments, contained in this course syllabus, are subject to change in the event of extenuating circumstances, class progress, or by mutual agreement between the instructor and the students. All changes will be announced prior to taking effect with a posted change to the syllabus being placed in Canvas.

CLASS SCHEDULE & READINGS ASSIGNMENTS
LSCM 4560, TRANSPORTATION MANAGEMENT

2:20 – 3:40 PM, Monday and Wednesday, (Section 001): BLB 055

Note: all assignments due by 5:00PM on the Friday of the week indicated

Date	Topic Covered
Week 1 Aug 17	Course introduction
Aug 19	Transportation in the United States (Canvas)
Week 2 Aug 24	Transportation in the United States (continued) Chapter 1: Global Supply Chains (pp. 3-16) Transportation, Logistics, and Supply Chain Management (Canvas) Syllabus acknowledge forms (Atch 8) due on Friday at 5:00 PM Resumes due by 5:00 in Canvas, Friday August 29th (see Attachment 2 for instructions) Individual introductions (discussion posting) due on Friday at 5:00PM
Aug 26	Chapter 1: Global Supply Chains (pp. 16-22) Transportation, Logistics, and Supply Chain Management (Canvas) (Class will be held in distance format—materials available online)
Week 3 Aug 31	Facility Location (Canvas)
Sep 2	Chapter 2: Transportation and the Economy (Chapter 2) Transportation Demand and Economic (Canvas)
Week 4 Sep 7	Labor Day Holiday—No class—University Closed
Sep 9	Chapter 12: Government Roles in Transportation (pp. 357-375) Transportation Regulation and Deregulation (Canvas). Homework #1: Facility location assignment due by 5:00PM on Friday
Week 5 Sep 14	Chapter 12: Governmental Roles in Transportation (pp. 376-385) Transportation Promotion and Public Policy (Canvas)
Sep 16	Chapter 12 continued Exam review and homework feedback
Week 6 Sep 21	Exam 1 (Chapters 1, 2, 12, Transportation in the US, and Facility Location)
Sep 23	Chapter 5: Motor Carriers
Week 7 Sep 28	Vehicle Routing (class materials available in Canvas)
Sep 30	Chapter 6: Rail Carriers
Week 8 Oct 5	Chapter 6: Rail Carriers/Intermodal transportation
Oct 7	Intermodal transportation (class materials in Canvas) Vehicle Routing Homework #2 Due

Date	Date
Week 9 Oct 12	Chapter 7: Air Carriers
Oct 14	Chapter 8: Water Carriers (pp. 232-245)
Week 10 Oct 19	Chapter 8: Pipeline Carriers (pp. 246-254)
Oct 21	Chapters 5-8 and vehicle routing review
Week 11 Oct 26	Exam 2 (Chapters 5 – 8, Intermodal, and Vehicle Routing)
Oct 28	Chapter 4: Costing and Pricing of Transportation
Week 12 Nov 2	Chapter 4: (continued)
Nov 4	Carrier Strategies (Canvas) Peer evaluations due in Canvas Team case analyses due
Week 13 Nov 9	Shipper Strategies (Canvas)
Nov 11	Chapter 9: Third Party Logistics (pp. 262-291 and course materials in Canvas) Homework #3: Rate-making assignment due on Friday at 5:00PM
Week 14 Nov 16	Chapter 9: Third Party Logistics
Nov 18	Private Transportation (course materials in Canvas)
Week 15 Nov 23-27	Thanksgiving Break—No Classes
Week 16 Nov 30	Principles of Transportation (Canvas)
Dec 2	Chapters 4, 9, 10, Private Transportation, Principles of Transportation, Carrier Strategies, and Shipper Strategies review
Week 17 Dec 5	Final Exam is Saturday December 5th, 1:00 PM – 3:00 PM Chapters 4, 9, 10, 13, Transportation Security, Private Transportation, Electronic Commerce, Principles, Carrier Strategies, and Shipper Strategies



“Transportation is the foundation of our entire economy and quality of life.”

The Federal Transportation Advisory Group, “Vision 2050: An Integrated National Transportation System”

Attachment 1

Important Dates—Fall 2026 Semester

These dates are provided for information purposes only. Please refer to the UNT registrar for the most information: <https://registrar.unt.edu/sites/default/files/fall-2026-academic-calendar.pdf>

UNT FALL 2026 Semester Calendar

Academic Calendar is subject to change

KEY SEMESTER DATES	Full Semester AUG. 17-DEC. 11	8 week I Session AUG. 17-OCT. 9	8 week II Session OCT. 12-DEC. 11
Schedule of Classes Available on myUNT	Mar. 9	Mar. 9	Mar. 9
Registration Opens for specifics by student group/class: https://registrar.unt.edu/when-can-i-register	Mar. 16	Mar. 16	Mar. 16
Prerequisite Drop Students not meeting course prerequisites will be dropped from their courses.	July 29	July 29	Oct. 12
Regular Registration Ends	Aug. 13	Aug. 13	Oct. 8
Late Registration Period—For Students not Registered for the Term Students registering late will incur a late registration fee of \$75.	Aug. 14-21	Aug. 14-21	Oct. 9-16
Last Day to Withdrawal from Entire Term on myUNT Courses do not appear on the transcript. After this date see Dean of Students to withdrawal from the entire term.	Aug. 16	Aug. 16	Oct. 11 If only 8 week II
Classes Begin	Aug. 17	Aug. 17	Oct. 12
Last Day to Add a Class or Swap Sections A swap is switching sections of the same course in the same session.	Aug. 21	Aug. 21	Oct. 16
Last Day to Drop a Class Section Without a W (Census) Courses dropped before this date will not appear on official transcript. (Dropping courses may impact financial aid and degree completion. See advisors.)	Aug. 28	Aug. 22	Oct. 17
Drop with a Grade of W Begins Courses appear on the transcript with a grade of W and tuition and fees remain. (Dropping courses may impact financial aid and degree completion. See advisors.)	Aug. 29	Aug. 23	Oct. 18
Last day to change to pass/no pass grade option (undergrads)	Sept. 25	Sept. 4	Oct. 30
Midpoint of the Semester	Oct. 9	Sept. 11	Nov. 6
Last day for a student to drop a course or all courses with a grade of W.	Nov. 6	Sept. 25	Nov. 20
First day to request a grade of Incomplete	Nov. 7	Sept. 26	Nov. 21
Pre-Finals Days	Dec. 2-3	N/A	N/A
Last Regular Class Meeting	Dec. 3	Oct. 8	Dec. 10
Reading Day—No Classes	Dec. 4	N/A	N/A
Final Exams	Dec. 7-11	Oct. 9	Dec. 11
Last Day of Session	Dec. 11	Oct. 9	Dec. 11
University Grade Submission Deadline 4 pm	Dec. 14	Oct. 12	Dec. 14
Grades/Academic Standing posted on the Official Transcript	Dec. 16	Dec. 16	Dec. 16

Attachment 2 Resume Assignment

So, you attend a professional meeting tonight and chat with a vice president with a 3PL. “Looking for an exceptional UNT graduate highly capable to do great things for your company?” you ask. She replies, “Send me your resume by Noon tomorrow.”

Now is the time to get your resume in shape. Post a copy of your current resume in the Assignments module within Canvas no later than 5:00 PM on August 28th. To avoid a reduction in participation points, you should name your resume file using your last name and the term and year of your graduation. For example:

Lastname_GraduationTerm_GraduationYear.doc
Example: Doe_Spring_2030.doc¹

Failure to properly name your file will result in a penalty toward participation points. Late submissions will receive a three-point reduction in their final grade. The intent is to ensure you are prepared to meet with corporate recruiters and assist you with obtaining an internship or a career position.

YOU MUST COMPLETE THE RESUME SUBMISSION and turn-in as a scanned pdf or Word document by 5:00PM on Friday, August 28th.



“Leaders win through logistics. Vision, sure. Strategy, yes. But when you go to war, you need to have both toilet paper and bullets at the right place at the right time. In other words, you must win through superior logistics.”

– Tom Peters – Rule #3: Leadership Is Confusing As Hell, Fast Company, March 2001

¹ This student obviously does not plan to pass LSCM4560 on the first attempt!

Attachment 3

Professional Development

Supply Chain Management Executive Lecture Series

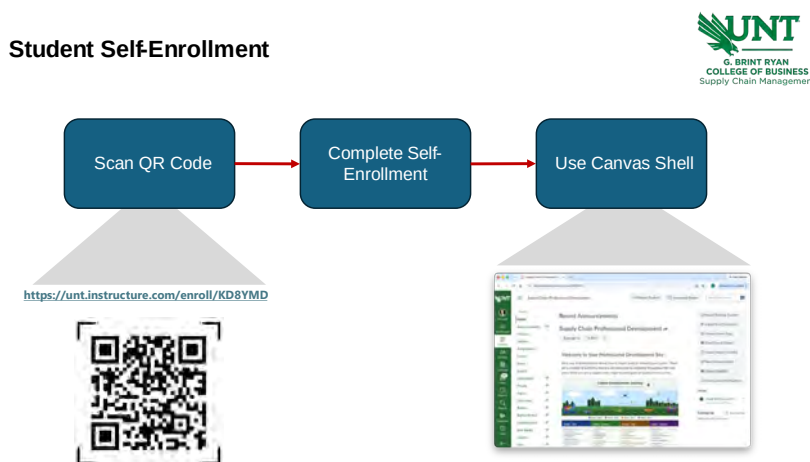
Professional Development Requirement

By enrolling in a Supply Chain Management (SCM) course at UNT, you will be participating in Professional Development (PD) events throughout your junior and senior years. These include Executive Lecture Series talks, career fairs, and career counseling sessions.

Each event counts toward one course only, and no event or assignment may be applied more than once. After each event or assignment, you will complete a short quiz that asks you to assign the credit to one of your supply chain courses.

If you have not already done so, register for the PD course shell in Canvas:

<https://unt.instructure.com/enroll/KD8YMD>



Once registered, you can view your PD activities and progress in the PD module, which also lets you track which courses you have assigned credit to. Your instructor will post your PD grade at the end of the semester. Beyond completing the quiz, there is nothing for you to submit.

Please note: for in person events, the quiz must be completed at the event location. This is how we verify attendance.

For LSCM4560, two professional development activities must be completed. Each accounts for two percent of the final course grade.

Attachment 4 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

“My logisticians are a humorless lot...they know if my campaign fails, they are the first ones I will slay.”

-- Alexander the Great

Attachment 5

Short Answer and Essay Question Rubric for Assessing Student Responses on Examinations

Category	Percentage	0	1	2	3	4	5	Score	Weighted Score
Understanding	50%	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	2.5
Task	50%	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	2.5
Analysis	60%	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	2
Support & Accuracy	40%	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	1.333
Organization	70%	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	1.167
Spelling and Punctuation	30%	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	0.5
									10

Attachment 6

Case Submission Guidelines

Case Preparation

Students are highly encouraged to obtain *Use of Cases in Management Education*, Product ID: 9-376-240, and *Learning with Cases*, Product ID 9-589-080. These documents describe the case method, how to prepare for a case, and how to maximize your learning from a case. Both documents are available from the Harvard Business School Press and can be downloaded, with a fee, from www.hbsp.com.

Preparation for a case consists of four steps²:

1. Individual reading of the case, analysis and preparation,
2. Informal small group discussion of the case and write-up
3. Classroom discussion, and
4. End-of-class generalization about the learning.

In the first step, you need to thoroughly immerse yourself in the case. You should assume the role of the principal individual or decision-maker in the case. You should quickly scan the case to understand the general problem, setting of the company or industry, and key issues that will affect any solution to the problem. I recommend you make some initial notes as you move through the case. After you have completed an initial read of the case, then, you should thoroughly re-read the case and perform a more detailed note taking. Questions you should consider include³:

1. Who are the key individuals in the case (individual or group)?
2. Who is the decision-maker? You should write the case analyses for this individual's decision.
3. What are the objectives of the decision-maker and the firm? What strategy are they using and how does this affect the objectives?
4. What decisions, implicit or explicit, must the decision-maker make? Several decisions may be required.
5. What problems, opportunities, and risks confront the firm or key decision-maker?
6. What evidence, facts, or other information exists to assist in making the decisions? Is the evidence reliable, complete, and unbiased? Can you improve on the information? Note: you should not make a recommendation to obtain more information or additional research be conducted. You need to perform the required analysis to act on the information available in the case or through outside research.
7. What alternative courses of action are available?
8. What criteria will you use to evaluate each alternative? How will you decide which alternative is the best choice? How will you document the decision?

² Shapiro, Benson P., "An Introduction to Cases," Teaching Note 9-584-097, Harvard Business School, October 12, 1988, pp. 1-2.

³ Ibid.

9. How can you analyze each alternative?
10. What actions should the decision-maker take? How can these actions be justified—especially when making a recommendation to the decision-maker? What cost information or other data exists to support the recommendation? How does the recommendation compare to the other available alternatives?
11. How can you convince your teammates and the decision-maker that your recommendation is best? The answer to this question is important for writing the recommendation section.
12. What did you learn from the case? How does it relate to the material covered in the course? You should be prepared to answer this question on an examination.
13. How does it relate to the other cases and your experiences?

Case Write-up

Your write-up of the case should follow a logical progression from a clearly defined problem statement to a well-justified recommendation. The rubric included in this attachment describes how I will score the case. You should only consider three to four alternatives in each case. More than four generally spreads the analysis too “thin,” and you should only consider those alternatives that truly merit analysis and review by senior management.

Case Write-up. The case write-up will consist of:

1. A cover page
2. An executive summary
3. Case write-up—the **write-up should include major sub-sections for each of the areas shown in the grade sheet and grading rubric:** problem statement, issues, alternatives, analysis, and recommendation. Please note that the recommendation is worth 30 points. **YOU MUST CLEARLY STATE YOUR RECOMMENDATION AND DEMONSTRATE THAT THIS RECOMMENDATION IS SUPERIOR TO THE OTHER ALTERNATIVES ANALYZED IN THE CASE.** I expect you to use the material covered in the analysis to support and defend your recommendation. Do not assume that I have read the analysis section prior to reading the recommendation! You need to imbed material (tables or figures) from the analysis in the recommendation section.
4. Appendices (when not feasible to imbed tables or graphs in the text)
5. Reference documents—if you reference articles, reports, or any other outside materials, you must include a clean, legible copy (electronic or hard copy).

The executive summary is a one-page summary of your analysis. **THE EXECUTIVE SUMMARY SHOULD BE A STAND-ALONE DOCUMENT!** The reader or decision-maker should be able to completely understand your write-up and make a decision on this summary without referring to the write-up. In other words, the executive summary should clearly define the problem, identify the key issues, identify the alternatives

examined, summarize how the alternatives were analyzed, provide a recommendation, and justify the recommendation. The “detail” is in the case write-up.

The executive summary is single-spaced with one-inch margins, 12-pitch Times New Roman or Arial font, and written in complete sentences and paragraph format. You should begin with a clear statement of the problem and the action required by the decision-maker. The summary should end with the recommendation and justification. Headings may be used as appropriate. I recommend you use headings sparingly as they consume space.

I do not have a single format for the case write-up. You may need to adapt the write-up and content based on the cases under analysis. However, you should refer to the grading template to ensure the major evaluation areas have been addressed. You should also ensure that I am able to easily identify these areas in your write-up. Headings and sub-headings should be used to indicate the start of major sections of the case analysis.

The analysis section should be written in a very compartmentalized format. You should analyze each alternative separately—do not compare and contrast in this section. The analysis should be complete and address the issues and criteria. The analysis section should only contain results. It should not draw conclusions, summarize findings, or include any recommendations. This section is typically very “dry” reading and includes “just the facts.”

The recommendations section serves several purposes. First, you should clearly state your recommendation. Second, you should explain how this recommendation responds to the problem. Third, you should justify this recommendation. This is where you can summarize the results, compare and contrast alternatives, and draw conclusions. How does each alternative “stack up” against the decision criteria you established? What are the pros and cons? How do the recommendations address the issues confronting the protagonist? You may want to use tables to facilitate your discussion, especially when comparing and contrasting alternatives. Fourth, you should identify any timing issues—are there near-term actions that need to be accomplished versus longer-term recommendations. Lastly, what is the cost savings of your proposal? What does your recommendation cost (what resources are required)? How much does it save (what are the benefits) compared to the other alternatives? These are key questions that senior management would need to have answered. I have placed the most points in this section and expect a thorough justification or defense of your recommendation.

I have prepared a grading template for the cases that expands on the grade sheet. An example of the template appears on the next page of this syllabus. This contains information that I believe your write-up should address based on the material in the case. For example, what is the problem, why is the problem significant, what are the specific issues, what are possible alternatives, what are ways to analyze the problem? However, there is no one “best” answer to any of these cases. I evaluate the case based on the process as well as the content. This does not mean you can assume

away key issues or redefine the problem into something you can easily address. You can be creative within the scope of the problem and the setting within which the protagonist operates.

Peer Evaluation. You are required to complete a peer review for yourself and each member of your case team (see Attachment 6). Peer evaluations are submitted only once—see the course scheduled for the due date. **The peer review will be submitted as a separate assignment separate from the case analyses. The peer reviews are submitted individually and will not be shown to your teammates. FAILURE TO SUBMIT THE PEER REVIEW WILL RESULT IN AN AUTOMATIC 20% DEDUCTION FROM YOUR OVERALL CLASS AVERAGE!**

The peer reviews are important as they will affect your case grades and those of your case team members. I will use the peer evaluations to compute your case scores as shown in Attachment 6. Your review should consider how you and your teammates performed on both cases.

As a result, you will receive two scores for each case: the team grade for the cases and your individual grade for the cases. The individual grades will not be posted until all peer evaluations have been received.

Each student should turn in the peer evaluation using the form shown on page 39.



“Logistics management is that part of supply chain management that plans, implements, and controls the efficient, effective forward and reverse flow and storage of goods, services and related information between the point of origin and the point of consumption in order to meet customers’ requirements.”

Council of Supply Chain Manage

Attachment 7

Student Acknowledgement and Acceptance

I have received and read the LSCM 4560 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 and use of peer evaluations
- Class attendance
- Professional development
- Grading and graded elements
- Use of Canvas

Signature

Date

Printed Name