



LSCM 4560

Transportation

Spring 2025



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: Spring 2025

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.

INSTRUCTOR: Terrance L. Pohlen, PhD, CTL
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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 through 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 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 Spring 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 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.

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: https://policy.unt.edu/sites/policy.unt.edu/files/07.012_CodeOfStudConduct.Final8_.19.format_0_0.pdf

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/>

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).

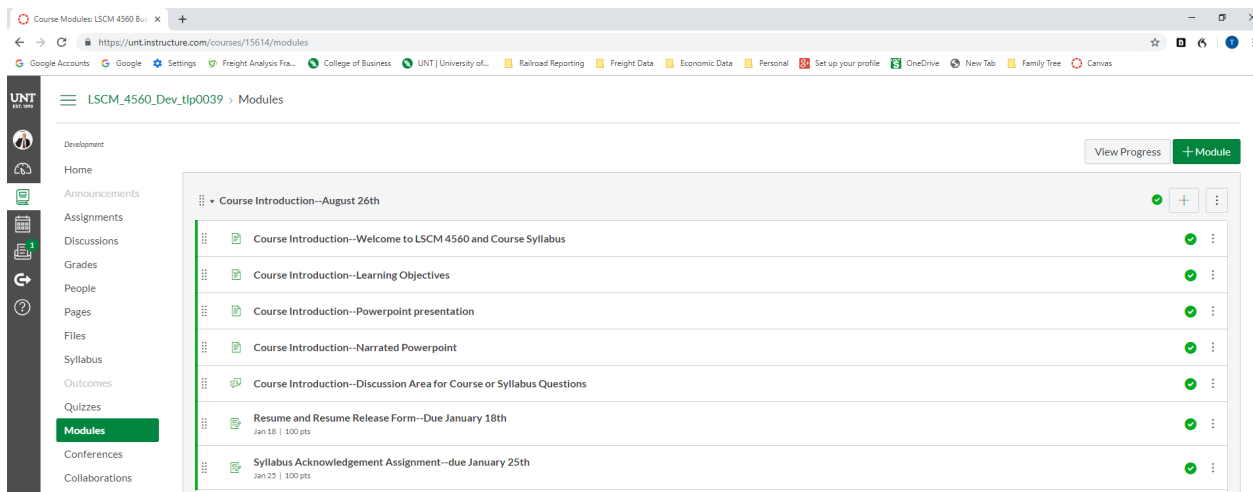


Figure 1: Course Module in Canvas

Outside readings: Outside readings will 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.

Student teams will have access to several features within Canvas to facilitate on-line discussion, analysis and preparation of the case assignment. You may also make use of Zoom, MS Teams, or other on-line resources to meet to conduct your research.

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 academictechnologies.unt.edu/services/software-and-operating-systems. 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: www.adobe.com. 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 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, created using Adobe Captivate, can be viewed online using Canvas. This version provides narration and closed captioning. Many students find this version useful for reviewing material or covering material they may have missed in class.

For the modules not contained in the course text, a Powerpoint file in note pages format or a draft book chapter will be provided. 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%

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

– M. Cox

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.* Narrated Powerpoint presentations (posted in Canvas—see Figure 2) contain the material that typically would have been covered in a traditional classroom environment for any class sessions employing distance education. Narrated presentations have been prepared for all class sessions. These lectures **supplement** the course text. As a result, you must view the lectures **and** read the assigned material in the course texts. The lecture material will be saved in multiple formats. The narrated version can be viewed using a web browser in Canvas. The narrated version includes the Powerpoint slide, voice narration, and closed captioning (click on CC at the bottom of the screen to view the text while listening—see below). I have also saved the Powerpoint slides in a two slide per page format. You can print this version and use for note taking while viewing and listening to the Powerpoint slides.



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.

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 will be turned-in 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. I will not accept homework that has been turned into my office. **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, three 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	18%
Exam 2	18%
Exam 3	20%
Daily quizzes on learning objectives	8%
Facility location assignment	4%
Vehicle routing assignment	4%
Rate making assignment	4%
Transportation case analysis	20%
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 7 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 three 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.

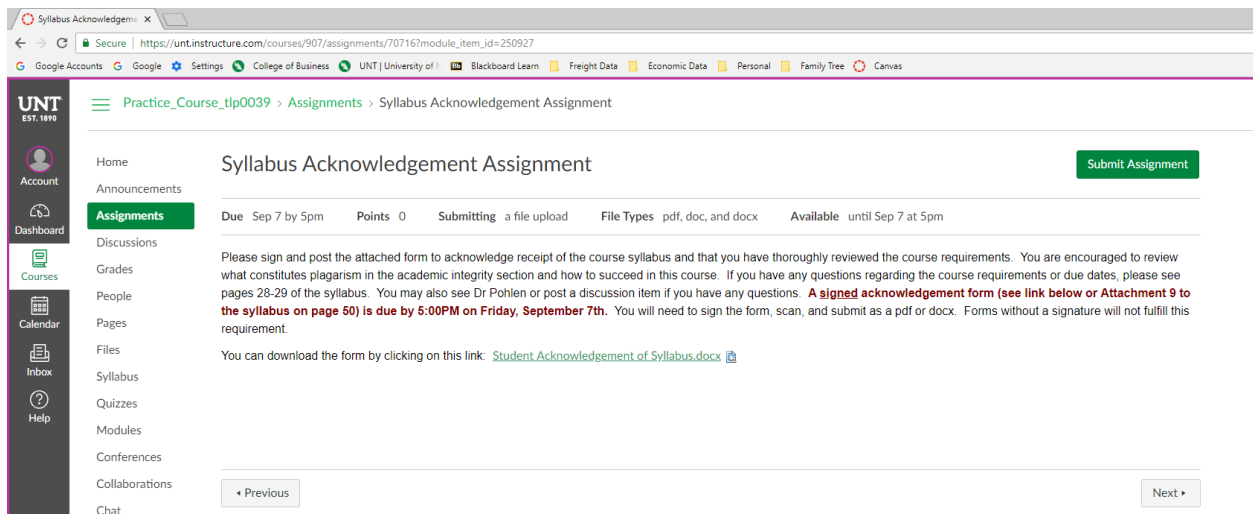


Figure 3: Assignment in Canvas

Resumes. Resumes will be submitted by 5:00 PM, Friday, January 24th. 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 5 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 so you can make effective decisions in selecting team mates for the case analysis. The professional introduction will contribute to your overall class participation grade for the course.

Professional development. You are required to participate in two professional speaker events. 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, LOGSA or 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 LSCM or LGAV course. A student may not attend one event and count it for two LSCM/LGAV classes**—attendance will be checked across courses

This semester the logistics executive lecture series and logistics on-boarding sessions are scheduled on several Fridays. These sessions allow students to meet and actively interact with a logistics executive. As these sessions are scheduled by the Department of Supply Chain Management, I will post Canvas messages to the class.

If you cannot attend two of these events due to work or class schedule conflicts, you may offer suggestions to fulfill this requirement. All substitutions require advance approval.

Syllabus acknowledgement. All students must acknowledge receipt and an understanding of the requirements contained in the course syllabus. Attachment 8 can be signed and submitted to complete this requirement. Students may also print Attachment 8 by printing the on-line copy of the syllabus from Canvas. The signed acknowledgement form will be posted to the appropriate assignment in Canvas.

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.



Port of Houston

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

– Napoleon Bonaparte

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, 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.

Case projects typically require two to three hours per submission to evaluate. Due to the class size, the turn-around time may take two or more weeks. The grading rubric is available to facilitate a self-assessment and grade projection. We will also discuss the content in class, and you can use this information to conduct a self-assessment.

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 team member.
10. Contribute to the team case assignment—your grade is dependent on your team members' peer evaluations.
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 four 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?”

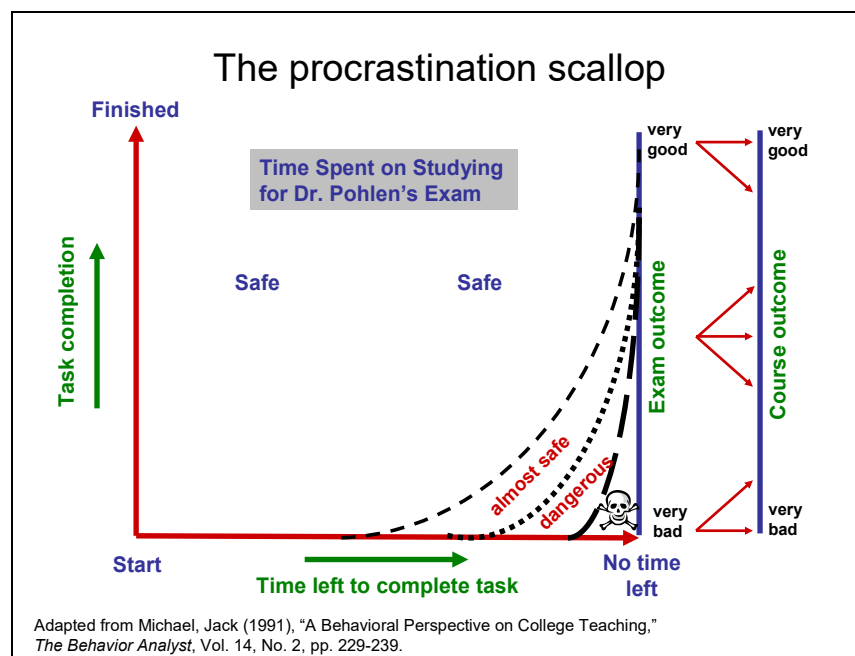


Figure 4: Procrastination Scallop

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.

**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.

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

-- Sun Tzu

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 a team paper/case analysis and three individual assignments. Approximately 20 to 40 percent of exam questions may be open-ended or essay.
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.
ACADEMIC INTEGRITY	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 <u>all</u> outside sources used when preparing your assignments and the case analysis. Copying or using material from any source, including assignments, cases, 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.**

All team members will be held accountable for any material presented in the case project. Students may only discuss the case with their team mate(s). Students may research materials from outside sources; however, the use of any case analyses, papers, or any related material that have been previously submitted in another course (even if at another university or learning institution), obtained from a student outside of their team, purchased on-line, downloaded from an on-line source, or obtained in any other manner constitutes plagiarism for this course. **If any team member has plagiarized any content submitted for the case assignment, then the entire team will receive a failing grade for the entire 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

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA

notices of reasonable 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 reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the ODA website at <https://studentaffairs.unt.edu/office-disability-access/index.html>

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.



“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.

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.

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>

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 Canvas 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.

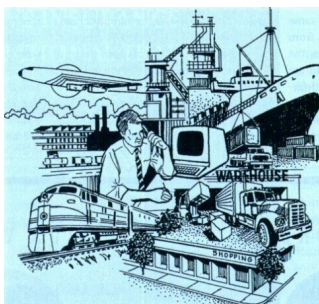
Students may use laptops or mobile devices to take notes; however, **anyone found using electronic devices for purposes other than to take notes or support the class discussion (such as surfing the internet or viewing pictures, videos, Facebook, emails, etc.) will be asked to leave the classroom.** This 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.



“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 Management Professionals (CSCMP), 2003

CLASS SCHEDULE & READINGS ASSIGNMENTS LSCM 4560, TRANSPORTATION MANAGEMENT

3:30 – 4:50 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 Jan 13	Course introduction
Jan 15	Transportation in the United States (Canvas)
Week 2 Jan 20	Martin Luther King Day—no class
Jan 22	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 January 24th (see Attachment 2 for instructions) Individual introductions (discussion posting) due on Friday at 5:00PM
Week 3 Jan 27	Chapter 1: Global Supply Chains (pp. 16-22) Transportation, Logistics, and Supply Chain Management (Canvas)
Jan 29	Facility Location (Canvas) Teams formed and names submitted in Canvas by 5:00PM on Friday
Week 4 Feb 3	Chapter 2: Transportation and the Economy (Chapter 2) Transportation Demand and Economic (Canvas)
Feb 5	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 Feb 10	Chapter 12: Governmental Roles in Transportation (pp. 376-385) Transportation Promotion and Public Policy (Canvas)
Feb 12	Chapter 12 continued Exam review and homework feedback
Week 6 Feb 17	Exam 1 (Chapters 1, 2, 12, Transportation in the US, and Facility Location)
Feb 19	Chapter 5: Motor Carriers
Week 7 Feb 24	Vehicle Routing (class materials available in Canvas)
Feb 26	Chapter 6: Rail Carriers
Week 8 Mar 3	Chapter 6: Rail Carriers/Intermodal transportation
Mar 5	Intermodal transportation (class materials in Canvas) Vehicle Routing Homework #2 Due

Date	Date
Week 9 Mar 10-16	Spring Break—no class
Week 10 Mar 17	Chapter 7: Air Carriers
Mar 19	Chapter 8: Water Carriers (pp. 232-245)
Week 11 Mar 24	Chapter 8: Pipeline Carriers (pp. 246-254)
Mar 26	Chapters 5-8 and vehicle routing review
Week 12 Mar 31	Exam 2 (Chapters 5 – 8, Intermodal, and Vehicle Routing)
Apr 2	Chapter 4: Costing and Pricing of Transportation
Week 13 Apr 7	Chapter 4: (continued)
Apr 9	Carrier Strategies (Canvas) Peer evaluations due in Canvas Team case analyses due
Week 14 Apr 14	Shipper Strategies (Canvas)
Apr 16	Chapter 10: Transportation Risk Management Homework #3: Rate-making assignment due on Friday at 5:00PM
Week 15 Apr 21	Chapter 9: Third Party Logistics
Apr 23	Private Transportation (Canvas)
Week 16 Apr 28	Principles of Transportation (Canvas)
Apr 30	Chapter 13: Issues and Challenges for Global Supply Chains
Week 17 May 7	Final Exam is Wednesday May 7th, 1:30 PM – 3:30 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—Spring 2025 Semester

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

<https://registrar.unt.edu/sites/default/files/spring-academic-calendar-12-20.pdf>

KEY SEMESTER DATES	Full Semester* Jan. 13-May 9	3 week I Winter Session Dec. 16-Jan. 10	8 week I Session Jan 13-Mar. 7	8 week II Session Mar. 17-May 9
Schedule of Classes Available on myUNT	Sept. 23	Sept. 23	Sept. 23	Sept. 23
Registration Opens For specifics by student group/class: https://registrar.unt.edu/when-can-i-register	Oct. 7	Oct. 7	Oct. 7	Oct. 7
Regular Registration Ends	Jan. 9	Dec. 12	Jan. 9	Mar. 13
Late Registration—For Students not Registered for the Term	Jan. 10-17	Dec. 13-16	Jan. 10-17	Mar. 14-21
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.	Jan. 12	Dec. 15	Jan. 12	Mar. 16
Classes Begin	Jan. 13	Dec. 16	Jan. 13	Mar. 17
Last Day to Add a Class or Swap Sections A swap is switching sections of the same course in the same session.	Jan. 17	Dec. 16	Jan. 17	Mar. 21
Last Day to Drop a Class Section Without a W Courses dropped before this date will not appear on official transcript. (Dropping courses may impact financial aid and degree completion. See advisors.)	Jan. 25	Dec. 17	Jan. 18	Mar. 22
Drop with a Grade of W Begins Course appears on the transcript with a grade of W and tuition and fees remain. (Dropping courses may impact financial aid and degree completion. See advisors.)	Jan. 26	Dec. 18	Jan. 19	Mar. 23
Last day to change to pass/no pass grade option (undergrads)	Feb. 21	Dec. 20	Jan. 31	April 4
Midpoint of the Semester	Mar. 7	Jan. 2	Feb. 7	April 11
Last day for a student to drop a course or all courses with a grade of W.	April 11	Jan. 7	Feb. 21	April 25
First day to request a grade of Incomplete	April 12	Jan. 8	Feb. 22	April 26
Pre-Finals Days	April 30-May 1	N/A	N/A	N/A
Last Regular Class Meeting	May 1	Jan. 9	Mar. 6	May 8
Reading Day—No Classes	May 2	N/A	N/A	N/A
Final Exams	May 3-May 9	Jan. 10	Mar. 7	May 9
Last Day of Session	May 9	Jan. 10	Mar. 7	May 9
University Grade Submission Deadline 4 pm	May 12	Jan. 13	Mar. 10	May 12
Grades/Academic Standing posted on the Official Transcript 6pm	May 14	May 14	May 14	May 14
Winter Break (no classes; university closed)	Dec. 23, 2024-Jan. 1, 2025			
Martin Luther King Jr. Holiday	Jan. 20, 2025			
Spring Break	March 10-16, 2025			
University Commencement				

Last Modified: December 20, 2024

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

– Alexander the Great

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 January 24th. 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, January 24th.



“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

The Department of Supply Chain Management (SCM) provides Professional Development opportunities through the SCM Executive Lecture Series. These lecture sessions expose students to senior industry leaders, allowing them to interact directly with senior executives and gain first-hand knowledge regarding the challenges they face and the leadership strategies being deployed by their company. Events for the Spring 2025 semester will be held on Wednesdays from 5:00 to 5:50 pm in BLB 055. They are in-person only and will have limited seating. All lectures will be recorded and made available the day after the event.

Registration for Events: Registration is required before each event and will close at noon on the event day. Announcements, Event Details, and Registrations will be distributed via email and social media one week before the event and completed Qualtrics link. Post-event attendance reports will be sent to all SCM professors. Reports will include a list of registered participants with arrival and departure times. All registered attendees must arrive 10 minutes before the event's start time. Walk-ins are welcome to attend events based on availability. Availability will be determined 10 minutes before the start of the event. If a registered attendee is not checked in 10 minutes before the event, their seat will be given to a walk-in.

By selecting the course number on the registration form, students will choose which class to receive Professional Development attendance credit. Students can change the course number for a registered event by contacting Ruben.Garcia@unt.edu. Students can also cancel their registration by contacting the same email address. Immediately after registering, students will receive a registration confirmation. If a student registers for an event and cannot attend, they should cancel their registration 24 hours before the event's start time. The registration system will allow students to register for an event until capacity restrictions have been met or registration closes, whichever comes first.

Students must abide by all the following policies to receive attendance credit for speaker events and group tours. Participation in any event will only count toward one class the student selects during registration. Students receive attendance credit for registering, arriving on time, and staying for the event. Failure to register, validated from the attendance report generated after the event, will prevent students from receiving attendance credit. Failure to participate for at least 75% of the duration of the event will prevent students from receiving attendance credit. Failure to attend an event after prior confirmed registration will lead to a loss of points from the student's final accumulated credit unless the student cancels the registration at least 24 hours before the event's start time. Some professors have additional requirements before students receive attendance credit for Professional Development. All attendance credits are given at the discretion of the professor.

For all questions regarding the Professional Development opportunities not answered by content found in the class syllabus or if you would like to request accommodations for any SCM event, please send an email to Ruben.Garcia@unt.edu

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

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 principle 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.

Example case evaluation rubric

Learning Outcome	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations	Possible/Awarded Points
Writing: Executive Summary	Problem, issues, and recommendation included; short and concise; decision can be based on executive summary alone; recommendation clearly stated with supporting cost data (10 - 9 points)	Problem and recommendation clearly stated; summarizes analysis; recommendation identifies cost; decision would require review of supporting material contained in write up (8 - 6 points)	Problem and recommendation stated; executive summary not well organized; summarizes material presented in case rather than analysis performed; recommendation not supported with cost information (5 - 3 points)	Provides problem and recommendation; summary repeats material contained in case; limited support for recommendation; no cost information provided (2 - 0 points)	10
Writing: Problem Statement	Problem explicitly and concisely stated; factors driving the problem identified (5 - 4 points)	Problem clearly stated but little discussion of factors driving the problem in the case (3 points)	Problem not well stated or unclear; little to no discussion of factors driving the case problem (2 points)	Problem not well stated or missing; driving factors not identified or simply listed without explanation (1 - 0 points)	5
Analysis and Critical Thinking: Identification and Explanation of Key Issues	Key issues affecting the problem identified; clear explanation of the issues and their importance to resolving the final problem; effect on final decision identified and discussed (15 - 13 points)	Key issues affecting the problem identified; issues are not clearly explained or linked to the problem statement or effect on final recommendation (12 - 10 points)	Key issues largely identified but linkage to problem statement and final recommendation not clearly explained; importance of issues not identified (9 - 6 points)	Only major issues affecting the problem statement and solution identified; issues not clearly linked to problem; little to no explanation of issues or their importance to the case (5 - 0 points)	15
Writing and Comprehension: Alternative Identification	Alternatives clearly identified, explained, and differentiated (15 - 13 points)	Alternatives clearly identified and distinguished from each other; little explanation of the alternative (12 - 10 points)	Alternatives listed with minimal explanation; little attempt to distinguish between alternatives (9 - 6 points)	Failed to identify and explain alternatives; or alternatives not clearly identified or differentiated (5 - 0 points)	15
Analysis and Critical Thinking: Analysis of Alternatives and Cost Calculation	All of the appropriate cost components included and calculated correctly by mode; calculations explained; material used from case to explain analysis and effect on performance; effect on customer service identified (25 - 23 points)	Eighty-five percent of the appropriate cost components were identified and correctly calculated; budget comparisons included; effect on customer service explained (22 - 19 points)	Several cost components not included, or wrong components included; several errors in cost calculations; costs not depicted by product and by mode; customer service discussion not fully explained; budget calculations unclear or vague (18 - 10 points)	Half of cost components correctly calculated; costs not broken out by product and mode; effect on customer service not identified; budget calculations missing or incorrect (9 - 0 points)	25
Writing and Critical Thinking: Stating and Justifying Recommendation	Recommendation clearly and concisely stated; results obtained through modal analysis and cost comparisons used to support final recommendation; costs compared to budget; effect on customer service clearly discussed (30 - 24 points)	Recommendation clearly stated; analysis linked to recommendation but little to no comparison of alternatives and costs; effect on customer service identified but not explained; minimal use of budget and cost data (23 - 16 points)	Recommendation stated but not well justified or defended; analysis used only to support recommendation; no comparison of alternatives; effect on customer service receives only cursory mention; budget and cost data not used or to a minimal extent (15 - 9 points)	Recommendation not clearly stated or missing; little to no support provided for final recommendation; comparison between alternatives missing or superficial; analysis not used to support recommendation; effect on customer service missing or lacking depth (8 - 0 points)	30

“Logistics must be simple--everyone thinks they're an expert.”

-- Anonymous

Attachment 6 LSCM 4560 Peer Evaluations

In addition to the case analysis submission, each group member will provide an evaluation of their individual performance and of each group member's performance for the case assignment using the forms included in this attachment. This measure allows you to identify the level to which your team member has helped the group. This evaluation is your chance to identify and reward/penalize both excellent and poor performance of group members, as well as your own. It 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 Canvas. Please submit your evaluations in the assignments module for "Peer evaluations". **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 case paper. 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 receive 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 case submission is evaluated. You will not receive frequencies or distributions of scores.

PERFORMANCE RATING FORM

YOUR NAME _____ DATE _____

PERFORMANCE REVIEW : Transportation Case Analysis

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				
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	90	95	100

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	75	90	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 meetings.	Attended 66%-99% of the group meetings.	Attended 100% of the group meetings.
0	50	65	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	60	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

Attachment 7

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 8

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
- Executive lecturer and on-boarding program attendance
- Grading and graded elements
- Use of Canvas

Signature

Date

Printed Name

Student ID Number