

# LSCM 4560

## Transportation Management

### Course Syllabus

### Fall 2015





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## DEPARTMENT OF MARKETING & LOGISTICS COURSE SYLLABUS

### LSCM 4560.001, Business Transportation Management

**TERM:** Fall 2015

**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  
BLB Rm 150F (Center for Logistics Education & Research)  
Office: (940) 565-2367 E-mail: pohlen@unt.edu

**OFFICE HOURS:** Mon/Wed: 10:00 – 11:30 and 1:30 – 3:00.  
Other times by appointment. Appointments are preferred.

**COMMUNICATION CONTACT INFO:** All communication relating to the course should occur through Blackboard Learn 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 Blackboard messages. Communication unrelated to the course (advising, internships, etc.) may be submitted to pohlen@unt.edu. All assignments will be turned-in using Blackboard Learn. Please see the assignments module in Blackboard for instructions on posting assignments.

**Please note: this syllabus does not include the learning objectives for classes or assignments. Access Blackboard Learn to obtain detailed learning objectives.**

*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 review these dates and be aware of key dates that may affect you.

Important dates for this course are included in the Course Schedule, page 16.

**COURSE  
ETTIQUETTE  
AND CONDUCT:**

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

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

**BLACKBOARD  
USE:**

Students are expected to check Blackboard Learn, [learn.unt.edu](http://learn.unt.edu), on a daily basis. Announcements, updates, and revised materials will periodically be posted. Students are responsible for any updates posted in Blackboard—on the course header, Blackboard messages/emails, or announcements.

Technical problems or system outages may affect Blackboard use. Students are expected to plan ahead and download required materials in advance of assignment due dates. System outages or problems encountered with Blackboard will not be accepted as an excuse for failing to complete an assignment.

**REQUIRED  
TEXTBOOKS:**

Coyle, John J., Robert A. Novack, Brian J. Gibson, and Edward J. Bardi (2012), *Transportation*, 8<sup>th</sup> edition, South-Western Cengage Publishing, Mason, OH, ISBN 978-1-133-59296-9

Rodrigue, Jean-Paul, Claude Comtois, and Brian Black (2013), *The Geography of Transport Systems*, 3<sup>rd</sup> edition, Routledge: New York, NY, ISBN 978-0-415-82254-1 **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 <http://people.hofstra.edu/geotrans>

**“The line between disorder and order lies in logistics...”**  
**-- Sun Tzu**



## RECOMMENDED TEXTBOOK:

I highly recommend you purchase the following text for the course and for your future professional reference. Previous editions will work, but the Incoterms may be outdated.

Hinkelman, Edward G.(2012), *Dictionary of International Trade*, 10<sup>th</sup> ed., Alegen, MI: Boskage Commerce Publications Ltd.

The text can be purchased online at:

[http://store.worldtradeexpress.com/Dictionary\\_of\\_International\\_Trade.php](http://store.worldtradeexpress.com/Dictionary_of_International_Trade.php)

## COURSE MATERIALS:

**Blackboard Learn.** Course materials, assignments, and outside readings will be available within Blackboard Learn. Students can access Blackboard Learn using the Internet at the website [learn.unt.edu](http://learn.unt.edu). The site is password protected. You can learn more about Blackboard Learn 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](http://www.adobe.com).

You can view the learning modules (organized by chapter) for the course by selecting Course Content from the menu on the left hand side of the Blackboard Learn page (see below).

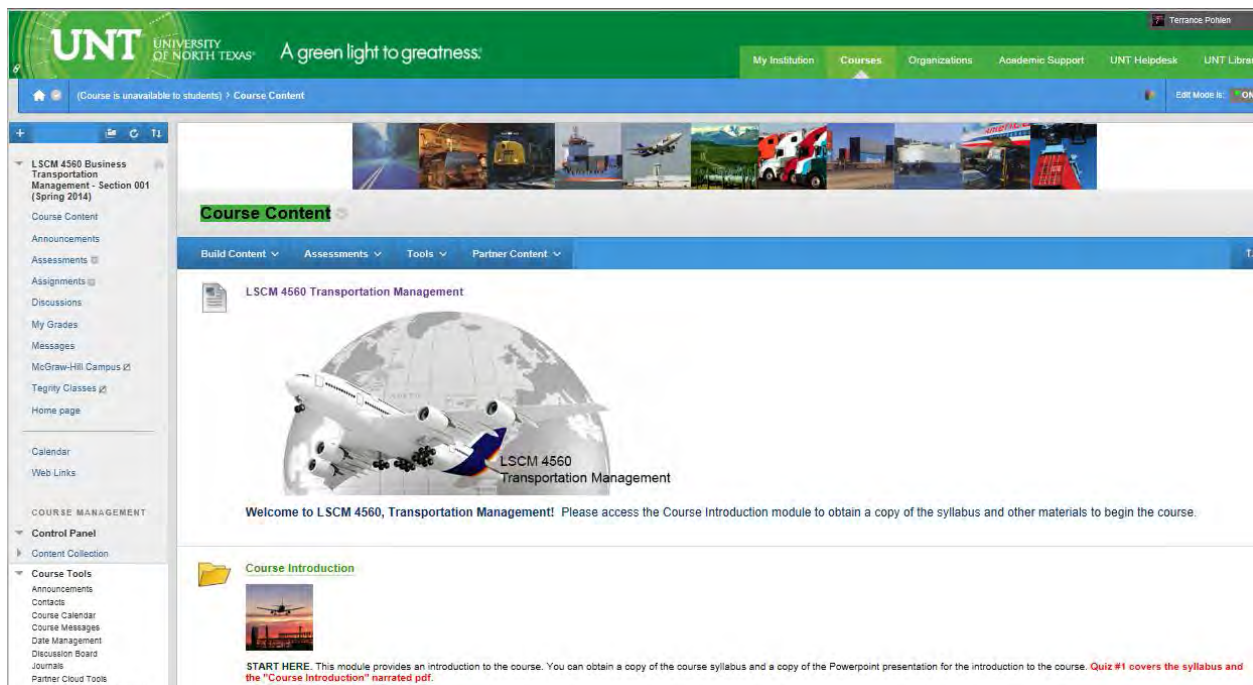


Figure 1: Course Content in Blackboard Learn

*Outside readings:* Outside readings will be required for several class sessions. Outside readings will be posted by chapter in Blackboard Learn or can be downloaded from the UNT library.

*Homework:* Three graded assignments. These are available in the Assignments module for download in Blackboard Learn (see menu on left-hand side of the Blackboard Learn page). You should review the homework instructions and learning objectives before submitting any assignment.

*Teams:* You will be required to form a three student team to complete the case study and research paper. The learning objectives and grading rubric accompanying these assignments provide detailed information on how to analyze the case, prepare the case analysis, and how the assignment will be graded. The learning objectives are available in the Assignments module within Blackboard Learn.

Student teams will have access to several features within Blackboard Learn to facilitate on-line discussion, analysis and preparation of the team assignments. Students are strongly encouraged to make initial contact with their team members. You may make use of Skype or other on-line resources to meet to discuss the case.

*Megabox case:* The class requires one case analysis, *Megabox*. The due date is posted in the class schedule. The case will be available in Blackboard Learn.



***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.



*Transportation Research Project:* Student teams will conduct a transportation research project addressing a current business problem in the transportation industry. The project may require a group presentation made to industry professionals. Information regarding the research project is available in Attachment 10 and in Blackboard Learn.

*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 Blackboard Learn. You will be responsible for accessing Blackboard Learn 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 and to view the narrated Powerpoint presentations. Acrobat Reader is available free from the Adobe web site: [www.adobe.com](http://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 Blackboard Learn. The Powerpoint files will be saved in three formats.

- One version contains a narrated Powerpoint presentation with closed captioning (.pdf).
- If you encounter problems with the pdf version, then you may try the Flash version (.swf).
- The third 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.

If using an Apple Macintosh, you will need to use Adobe Acrobat to view the narrated presentation. **Do not** use the default pdf viewer. The default viewer will most likely not work!

Some lectures may be available as video, .mov files. These on-line videos *supplement* and do not replace in-class presentations or attendance.

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

**Class Objectives:** I have developed objectives for each class session, case, and homework assignment. I recommend you carefully review these objectives prior to reading any material and especially before coming to class. The daily quizzes and examinations will largely draw from the topics and questions included in the objectives. I have ensured that all of my quiz and examination questions directly support the learning objectives for each chapter. The objectives are posted by chapter in Blackboard Learn.

**Recommended Homework Assignments:** I have assigned several “recommended” homework problems (Attachment 4 to this syllabus). Answers to the problems will be available in your text or Blackboard Learn. I strongly encourage you to perform the recommended homework assignments. The recommended homework assignments will not be turned in or graded. **The answers to the recommended homework assignments reflect the depth and detail expected for your answers to the graded homework assignments.**

**Graded Homework Assignments:** The course includes three assignments that will be graded. 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 Blackboard Learn. Graded assignments will be turned-in electronically in the Assignments section of Blackboard Learn. See the “Grading” section of the syllabus for additional instructions.



*Port of Houston*

***“The amateurs discuss tactics, the professionals discuss logistics.” – Napoleon Bonaparte***

**COURSE  
OVERVIEW:**

The following is an *approximate* breakdown of the coverage of the topics covered in this course:

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	32%
Vehicle routing	2%
Principles of transportation & logistics	4%
Transportation costing and pricing	4%
Transportation risk management and security	4%
International transportation	8%
Third-party transportation providers	4%
Private transportation	8%
Future transportation challenges	4%
Exams	6%
<b>Total</b>	<b>100%</b>

**Table 1:** Course Coverage by Transportation Topic

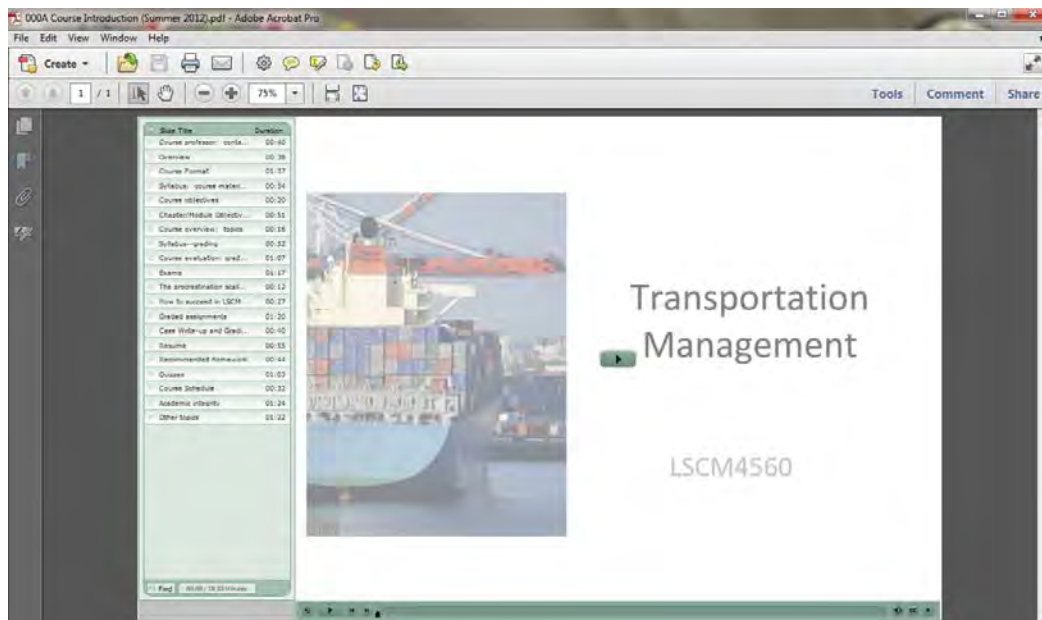
**COURSE  
OBJECTIVE:**

To provide an understanding of the key transportation concepts and the issues affecting the movement of goods and people. Particular emphasis will be placed on freight movements, intermodal transportation, modal characteristics, transportation policy, pricing and costing, and the changes occurring in the industry such as the emergence of third-party transportation providers, security, globalization, use of technology, and supply chain management.

**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 by distance-only. You should prepare in advance to ensure access to a computer with dependable internet access.* Narrated Powerpoint presentations (saved in pdf and posted in Blackboard Learn) 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 at least two formats. The narrated version can be viewed with Adobe Reader version 9 or higher. 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 in pdf

**Lecture format:** This course will primarily rely on the in-class lecture 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 make you familiar with the concepts and professional knowledge in transportation management. 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, students are encouraged to pose questions and engage in an active dialogue regarding key issues or policies affecting the transportation industry.

**Schedule:** The class will adhere to the schedule posted in the syllabus. **All cases and homework are due on the date shown in the course schedule.**

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

You should pay particular attention to the key learning objectives. *All examination and quiz questions will be linked to the learning objectives.* 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.

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.**

*Blackboard Learn Discussion Areas:* Any questions regarding the course should be posted in the discussion area. I will create a discussion area for each chapter and assignment. Post your questions in this area, and I will respond. This approach will ensure all students benefit from your question and my response. Any questions posed by email will be returned with a request to post in the discussion area.

*Assignments and Posting Homework:* All homework, the case analysis, and the research paper will be turned-in at the start of class on the date shown in the course schedule. An electronic copy will also be submitted as an attachment and posted to the appropriate assignment in Blackboard Learn. 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 attachment unless previously approved.**

## **GRADING:**

You should not view the graded elements, or assessments, as separate from learning course content. These assessments are 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 purpose of these assessments is to further your understanding of logistics.

The graded elements within the course include three examinations, a team case assignment, a team research paper, three graded homework assignments, and quizzes. You must complete and submit a resume during the first week of the semester. The weights assigned to each element are shown in Table 2.

Graded Element	Percentage
Exam 1	15%
Exam 2	15%
Exam 3	15%
Daily quizzes on learning objectives	7%
Facility location assignment	3%
Vehicle routing assignment	3%
Rate making assignment	3%
Megabox team group case analysis	15%
Intermodal team research paper	20%
Professional Development (1)	2%
Professional Development (2)	2%
Total	100%
<b>Note:</b> 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—see pages 15-16 for details.	

**Table 2:** Graded elements for LSCM 4560

The graded elements include three examinations, three graded homework assignments, Megabox case, an intermodal research paper, and quizzes. In addition, you are required to attend two presentations in the executive lecturer series. The weights assigned to each element are shown in Table 2.

## 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 out-of-class 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 viewing the assignment and 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 Blackboard Learn 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 my objectives for each chapter or topic.*** There will be no make-up exams 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 8 provides a rubric used to assess student performance on short answer and essay questions on the exams.

***Quizzes.*** A quiz will be administered during every class ***and*** 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 will only be available until the start of the next class. Quizzes cannot be made up.***

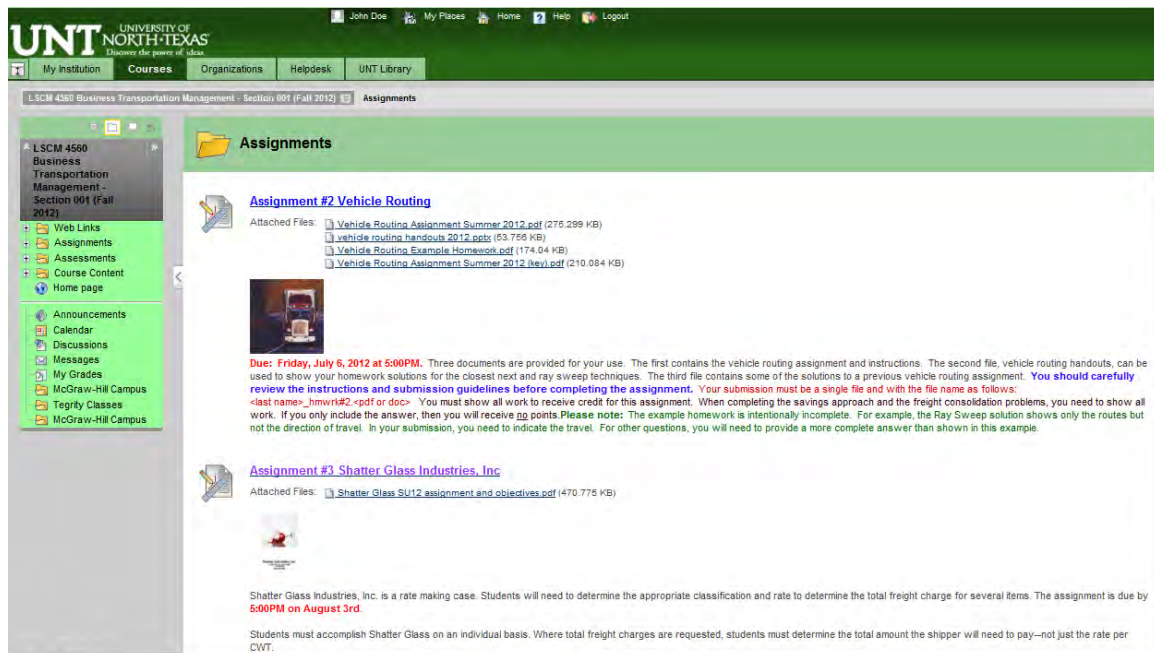
***Graded Homework Assignments.*** Each student will individually complete three homework assignments. The assignments consist of short problems, and you can expect similar problems to appear on one of the three exams. Answers to the assignments must follow the instructions contained in the

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 the start of class on the date shown in the course schedule and also be submitted as an attachment in the Blackboard Learn 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 indicates how the Assignments module within Blackboard will appear.



**Figure 3: Assignment in Blackboard**

*Resumes.* Resumes will be submitted by 5:00 PM, Friday, August 28<sup>th</sup>. 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 Blackboard Learn (see Attachment 2 of this syllabus for instructions). You must include the resume release form 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, the Megabox case analysis. A written analysis and peer evaluations will be submitted. Students will not present their analysis of the case, 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 Blackboard Learn. See Attachment 6 for submission guidelines and case grading.

*Transportation Research Project.* The three person case teams will also conduct a transportation research project (see Attachment 10). The project will focus on key issues and problems confronting the intermodal segment of the transportation industry. The deliverable for the research project will be a paper that completely researches the topic, performs an analysis of a key problem, and develops a recommendation or policy based on the research performed. Student teams will provide periodic updates on the team's progress. Please see the learning objectives for the intermodal research project in Blackboard Learn.

*Peer evaluations.* Peer evaluations are required and will only be submitted once on the date shown in the syllabus. Attachment 7 contains the peer evaluation forms and instructions. A single peer evaluation will be used for assessing your team members' performance for the case analysis and research paper.

*Class participation.* Participation will be based on preparation for class, frequency of participation, quality of participation, organization, and conciseness. Participation consists of the resume submission, syllabus acknowledgement, individual in-class discussion of daily course content, outside readings, and in-class quizzes. Make sure that you are making your presence known through positive class contributions. Behavior detrimental to class discussion and progress (e.g., talking,

making noise, sleeping, newspaper reading, etc.) will be heavily considered in this component of your grade. It is of particular importance that you show respect for visitors (guest lecturers) to the class. **Failure to be prepared, regularly attend class, and actively participate in class discussion will result in up to a one-letter grade deduction (10% of total points in the course) from your final grade in the course.**

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

*Professional development.* Students must register (RSVP) in advance for the executive lecture series on-line. If you cannot attend you may 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 the credit.

Approval of alternative activities (professional meetings, LOGSA or ISM events, or COB distinguished speakers) requires approval in advance. **No “double dipping” is permitted! 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.**

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).

This semester the Logistics Executive Lecture Series is scheduled on several Fridays from 12:00 to 1:15 PM. These sessions allow students to meet and actively interact with a logistics executive. To register for a Logistics Executive Lecturer session go to [www.cob.unt.edu/rsvp](http://www.cob.unt.edu/rsvp).

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.

**You must attend at least one session before October 16<sup>th</sup> to avoid a two-point deduction from your final grade.**

*Student acknowledgement.* All students must acknowledge receipt and an understanding of the requirements contained in the course syllabus. Attachment 9 can be signed and submitted to complete this requirement. Students may also print Attachment 9 by printing the on-line copy of the syllabus from Blackboard Learn. The signed acknowledgement form will be posted to the appropriate assignment in Blackboard Learn.

## **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 the start of class on the date shown in the course schedule. An electronic copy must also be submitted in Blackboard Learn. 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. **All case and paper submissions will be typed (25% penalty if not).**

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 interval. I reserve the right to adjust the grading scale in favor of the class if warranted.

Numeric grades 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.”

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

**Table 3:** Grading Scale for LSCM 4560

## HOW TO SUCCEED 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 Blackboard 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. The pdf 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.
7. Take careful notes and review your notes shortly after class. You should compare the notes with material covered in the narrated pdf. *Please see the note-taking section within Blackboard Learn for information to assist you in taking effective notes.*
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 case team members.
10. Contribute to the case assignments—your grade is dependent on the peer evaluations submitted by the other team members.
11. Ask questions when you do not understand or require clarification—your class participation is graded. Failure to participate can result in a letter grade deduction.
12. Come to class prepared.
13. Submit all homework and other assignments—many students lose five percent of their grade by not completing the required assignments. The five percent often makes the difference between letter grades.
14. Check Blackboard daily for updates.
15. Take advantage of non-graded points—executive lecturer series counts for five percent of the final grade.
16. Review on-line tutorials for Excel such as those available in YouTube to learn how to
17. 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 objectives posted in Blackboard Learn 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 Powerpoints 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?”

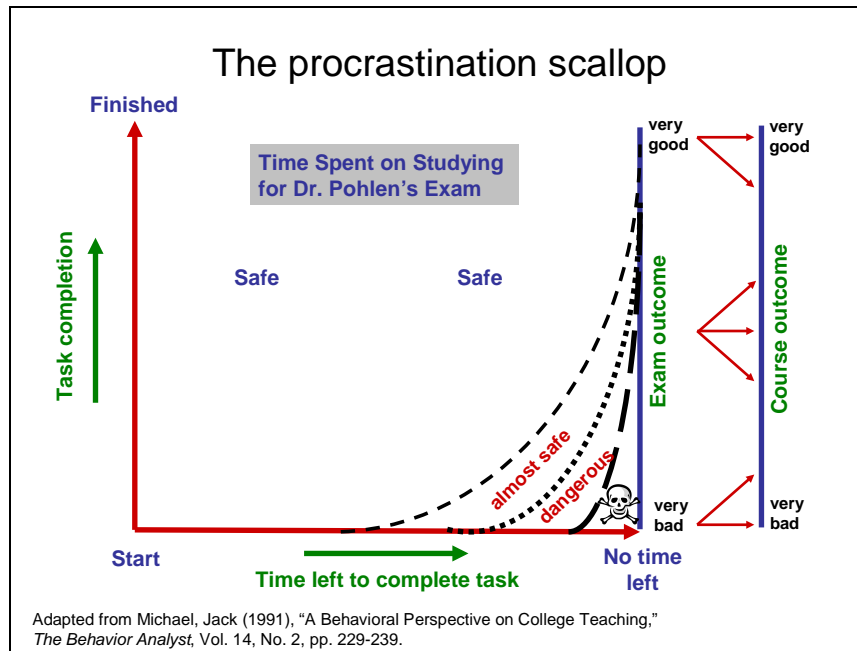
In this logistics course, you are expected to take the initiative, plan and read ahead, and *study* the assigned materials in order to fully understand the topics and be prepared for in-class discussion and assessments. A considerable amount of self-discipline is expected from you. If you wait until 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. 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.



*“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



**Figure 4:** Procrastination Scallop

## EXAM POLICY AND PROCEDURES:

All examinations and quizzes are “closed” book except for a one page, hand-written formula sheet and 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 device that can transmit, receive, store or play back information are prohibited. For example, you may not use the calculator on an iPhone or iPad during the exams or quizzes. Any student found using these types of devices will (1) not be allowed to continue taking the examination; (2) will not receive credit for any portion of the examination; and (3) will be reported to the Dean of Students for academic misconduct.

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

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

Tests must be taken at the assigned time and date. The course professor retains complete discretion regarding whether to permit a make-up examination. No absence will be permitted

from any scheduled examination without prior notification to the professor. Make-up examinations will only be permitted if extraordinary circumstances have occurred and are deemed excusable by the course professor. In other words, students are not entitled to “make-up” a missed examination. Any unexcused absence from an examination will result in a grade of “zero.”

**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 analyses and research paper. Students will need to access the UNT library’s electronic resources to obtain full-text access, *www.library.unt.edu*.

**WRITTEN COMMUNICATION SKILLS:** This course requires a research paper, one case analysis, and three 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 assignments and for obtaining additional information regarding the subjects covered in the class. Course materials will be accessed via the Internet using Blackboard Learn. 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.

**INTERNATIONAL COVERAGE:** Two chapters in the text are devoted to international transportation. Chapters Ten and Eleven cover the effect of global competition and international commerce will be discussed throughout the course. International freight documentation will be covered during one class period. In addition, the *Megabox* case includes several international components.

**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 role of ethical business conduct will be discussed as appropriate when covering other topics in the course.

## ACADEMIC INTEGRITY

Cheating, plagiarism, or other inappropriate assistance on examinations, homework research paper, or case will be treated with **zero tolerance** and will result in a grade of “F” for the course. Any work on the research paper, assignments or case 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 and research paper included), you must not discuss your work with anyone (other faculty or other students) unless specifically approved by the instructor.

You must footnote any outside sources used when preparing your assignments, transportation research project or case. Copying or using material from any source, including assignments or cases 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 research paper and case analysis.** Students may only discuss the case assignment and research paper with other members within their case team. 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 analysis or transportation research project, 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 University policy, if you become aware of any misconduct related to academic integrity, you should inform me or another proper authority such as the department chair or associate dean.

#### **AMERICANS WITH DISABILITIES ACT**

The College of Business complies with the Americans With Disabilities Act in making reasonable accommodations for qualified students with a disability. If you have an established disability as defined in the Act and would like to request accommodation, you will need to meet with the Office of Disability Accommodation (ODA). The ODA office will provide a document to the student regarding the disability status. If you have an established disability as determined by the UNT ODA office, then please see me as soon as possible. I can be contacted at the location and phone number shown in this syllabus. Please note: University policy requires that students notify their instructor within the first week of class that an accommodation will be needed. Please do not hesitate to contact me now or in the future if you have any questions or if I can be of assistance.

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

The student's written request may be accomplished by email. The request must clearly identify the timeline for accomplishing any remaining course requirements. The timeline and due dates must be acceptable to the course professor. The incomplete may only cover the portion of the course that was missed by the student. Incomplete grades will not be assigned in order for a

student to have more time or to re-take or re-do portions of the course that have already been completed.

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

### EXAM AND ASSIGNMENT GRADE APPEALS

If you disagree with how any assignment, quiz or examination was graded, **you must submit a written appeal by Blackboard 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.**

### RECOMMENDED HOMEWORK ASSIGNMENTS

I have assigned recommended homework problems (Attachment 4 to the syllabus). Answers to the problems will be available in your text or Blackboard Learn. I strongly encourage you to perform the homework assignments as they will help prepare you for the examinations. These assignments will not be graded or turned-in.

### USE OF ELECTRONIC DEVICES

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

Students may use laptops or iPads 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.**

Any recording of the lecture, class discussion, presentation slides, or other in-class content (to include pictures and videos) requires advance approval. Since any recording involves other students, all students must grant their permission for each class period.



## **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, assignments, or cases.

## **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 Blackboard Learn.



### *The Logistician*

Logisticians are a sad and embittered race of men 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 men 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 his back and he 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 he does, he must associate with generals whom he hates; he has a retinue of strategists and tacticians whom he despises; and, on his back, is a logistician whom he fears. This is why logisticians who become generals always have ulcers and cannot eat their ambrosia. *Author Unknown*

## CLASS SCHEDULE & READINGS ASSIGNMENTS LSCM 4560, TRANSPORTATION MANAGEMENT

3:30-4:50PM, Monday and Wednesday, (Section 001): BLB 005

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

Date	Topic Covered
<b>Week 1</b> Aug 24	Course introduction <b>Resumes due by 5:00 in Blackboard, August 28<sup>th</sup> (see Attachment 2 for instructions)</b>
Aug 26	<b>Syllabus acknowledge forms (Atch 9) due at the start of class</b> Chapter 1 Transportation: Critical Link in the Supply Chain Module 1A: Logistics and Supply Chain Management (narrated pdf) <b>Teams must be formed and names submitted in Blackboard by 5:00 on September 4<sup>th</sup></b>
<b>Week 2</b> Aug 31	Facility location (supplementary materials in Blackboard)
Sep 2	Module 1B: Transportation Demand and Economics (narrated pdf) <b>This class session will be conducted by distance.</b>
<b>Week 3</b> Sep 7	<b>Labor Day Holiday</b>
Sep 9	Chapter 2: Transportation: Critical Link in the Economy Module 2A: Transportation in the United States (narrated pdf) <b>Homework #1: Facility location assignment due</b>
<b>Week 4</b> Sep 14	Chapter 3: Transportation Regulation and Public Policy Module 3A: Transportation Regulation and Deregulation
Sep 16	Chapter 3 (continued) Module 3B: Transportation and Public Policy
<b>Week 5</b> Sep 21	<b>Exam 1 (Chapters 1, 2, 3, and facility location)</b>
Sep 23	Chapter 5 Motor Carriers Module 5A: Motor Carriers
<b>Week 6</b> Sep 28	Chapter 5 (continued)
Sep 30	Module 5B: Vehicle Routing
<b>Week 7</b> Oct 5	Chapter 6, Railroads Module 6A: Rail Carriers
Oct 7	Chapter 6 (continued) <b>Research paper due</b>
<b>Week 8</b> Oct 12	Module 6B: Intermodal Transportation
Oct 14	Chapter 7: Air Carriers Module 7: Air Carriers <b>Homework #2: Vehicle routing assignment due</b>

Date	Date
<b>Week 9</b> Oct 19	Chapter 8: Water Carriers Module 8A: Water Carriers
Oct 21	Chapter 8: Pipelines Module 8B: Pipelines
<b>Week 10</b> Oct 26	Modal wrap-up and review
Oct 28	<b>Exam 2 (Chapters 5 – 8, Intermodal, and Vehicle Routing)</b>
<b>Week 11</b> Nov 2	Chapter 4: Costing and Pricing of Transportation Module 4: Costing and Pricing of Transportation
Nov 4	Chapter 4 (continued)
<b>Week 12</b> Nov 9	Chapter 9: Transportation Security Module 9: Transportation Security
Nov 11	Chapter 10: Global Transportation Planning Module 10: Global Transportation <b>Megabox Case due</b> <b>Peer evaluations due in Blackboard</b>
<b>Week 13</b> Nov 16	Chapter 11: Global Transportation Execution Module 11: Global Transportation Execution
Nov 18	Chapter 12: Third Party Logistics Module 12: Third Party Logistics <b>Homework #3: Shatter Glass Assignment Due</b>
<b>Week 14</b> Nov 23	Chapter 13: Private Transportation Module 13: Private Transportation
Nov 25	Chapter 14: Future Challenges for Transportation Module 14: Future Challenges for Transportation
<b>Week 15</b> Nov 30	Principles of Transportation Module: Principles
Dec 2	Shipper Strategies Module: Shipper Strategies
<b>Week 16</b> Dec 9	<b>Final Exam is Wednesday December 9<sup>th</sup>, 1:30 PM– 3:30 PM</b> <b>Chapters 4, 9, 10, 11, 12, 13, 14, Principles, and Shipper Strategies</b>



“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 2015 Semester

These dates are provided for information purposes only. Students should refer to the UNT registrar for the most current and official dates: <http://catalog.unt.edu/content.php?catoid=13&navoid=974>

### Fall 2015

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August 24, 2015	First class day (Monday)
August 21-28, 2015	Student-requested schedule changes may be made during add/drop.
August 28, 2015	Last day for change of schedule other than a drop. (Last day to add a class.)
September 7, 2015	Labor Day (university closed)
September 8 – November 2, 2015	Student may drop a course with written consent of instructor.
October 2, 2015	Last day for change in pass/no pass status.
October 2, 2015	Last day to drop a course or withdraw from the university with a grade of W for courses a student is not passing. After this date a grade of WF may be recorded.
October 5 – November 20, 2015	Instructors may drop students with a grade of WF for nonattendance.
November 9, 2015	Beginning this date a student who qualifies may request a grade of I, incomplete. (See "Grading system" in the Academics section of this catalog.)
November 20, 2015	Last day to withdraw from the semester. Process must be completed by 5 p.m. in the Dean of Students Office.
November 26-29, 2015	Thanksgiving break (university closed)
November 28 – December 4, 2015	Pre-finals week
December 3, 2015	Last class day
December 4, 2015	Reading day (no classes)
December 5-10, 2015	Final examinations
December 11-12, 2015	Graduation
December 24, 2015 – January 1, 2016	Winter break (university closed)

## 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. Complete the attached resume cover sheet and post in the Assignments module within Blackboard Learn no later than 5:00 PM on August 28<sup>th</sup>. To avoid a reduction in participation points name your resume file using your last name and the term and year of your graduation. For example:

**Lastname\_GraduationTerm\_GraduationYear.doc**  
**Example: Doe\_Fall\_2030.doc<sup>1</sup>**

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 logistics faculty will use this resume to send to companies that contact us throughout the semester so make sure it is your very best, no excuses. You have the right to request your resume not be distributed to potential employees.

**YOU MUST COMPLETE THE FORM ON THE FOLLOWING PAGE AND TURN-IN A SIGNED COPY as a scanned pdf or Word document (cut and paste out of the syllabus) and post with your resume in Blackboard Learn by August 28<sup>th</sup>.**

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<sup>1</sup> This student obviously does not plan to pass LSCM4560 on the first attempt!



## Logistics and Supply Chain Management Resume Posting Authorization

Name your resume file as follows:

LastName\_GraduationSemester\_GraduationYear.doc  
Example: Doe\_Fall\_2030.doc

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

Please check the appropriate responses:

A Logistics intern position for:

- ☐ Fall 2015
- ☐ Spring 2016
- ☐ Summer 2016
- ☐ I am not interested in a Logistics related internship

A part time position in Logistics:

- ☐ Fall 2015
- ☐ Spring 2016
- ☐ Summer 2016
- ☐ I am not interested in part time employment in Logistics

Post graduation permanent professional employment:

- ☐ Fall 2015
- ☐ Spring 2016
- ☐ Summer 2016
- ☐ I will not be seeking employment in the logistics field

Release my resume:

- ☐ The University of North Texas has permission to distribute my resume to prospective employers.
- ☐ Please do not release my resume. It is submitted for a class requirement only.

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



### Attachment 3

#### Professional Development in Logistics

Professionalism (2.0 points per event): The UNT Professional Program in Logistics is very proud of its close relationship with industry and our emphasis on professionalism. This semester the Logistics Executive Lecture Series has planned at least six Friday Noon to 1 PM sessions allowing students to meet and actively interchange with logistics executives and at least four On-boarding sessions. **You must complete your first professionalism activity before October 16th.**

Attendance at the same event to fulfill a requirement for another course or program will not be counted. You will not receive credit if you have not RSVP'd. If you RSVP and fail to attend 2 points will be deducted from your final grade. You may not make up these points by attending another presentation.

If you cannot attend these events due to work or class schedule conflicts, you may find an alternative such as an evening professional meeting. My goal is that you are able to interact with a corporate executive. Attendance of a career fair or attendance of a student interest group (such as AMA, LOGSA, or SAA) will not count as a substitute unless a c-level executive is speaking and the presentation has been approved in advance. Any alternative must be approved by Dr. Pohlen at least 24 hours prior to attending the event and you will be asked to provide the c-level executive's business card as proof that you interacted with the executive. The Learn grade book will reflect your participation as soon as the signature sheets are received.

#### **Executive Lecture Series**

Friday, Sept 4<sup>th</sup> – Scott Farrar, Global Account Manager, SDV

Friday, Sept 25<sup>th</sup> – John Magee, President, Crane Worldwide Logistics

Friday, October 16<sup>th</sup> – International Logistics Panel: John Birt, VP Transportation, Williamson Dickie; Rob Lewin, Director Logistics, Flowserve; and Tom McCoy, Senior Director Global Transportation Services, Sanmina SCI

Friday, October 30<sup>th</sup> – Mark Whittaker, VP Global Logistics, Pepsico

Friday, November 6<sup>th</sup> – UNT Logistics Alumni Panel: Robert Condit, CGI; Brian Heldebrandt, Director Supply Chain Operations, Verizon; Martin Nevison, Regional Sales Manager, West Region, DHL Global Mail

Friday, November 20<sup>th</sup> – Brenda Gautier, Director of Carrier Engagement, MW Logistics LLC

Webpage: <http://www.cob.unt.edu/logisticscenter/students/lectureseries/speakers.php>

#### **Onboarding Program Sessions**

Friday, September 11<sup>th</sup> – JC Penney, *Dress for Success*

Friday, September 18<sup>th</sup> – Scott Taylor, Crane Worldwide, *Corporate Communication in the Modern Workplace*

Friday, October 2<sup>nd</sup> – Douglas Birgen, Anixter, *Excel – Essential Workplace Applications*

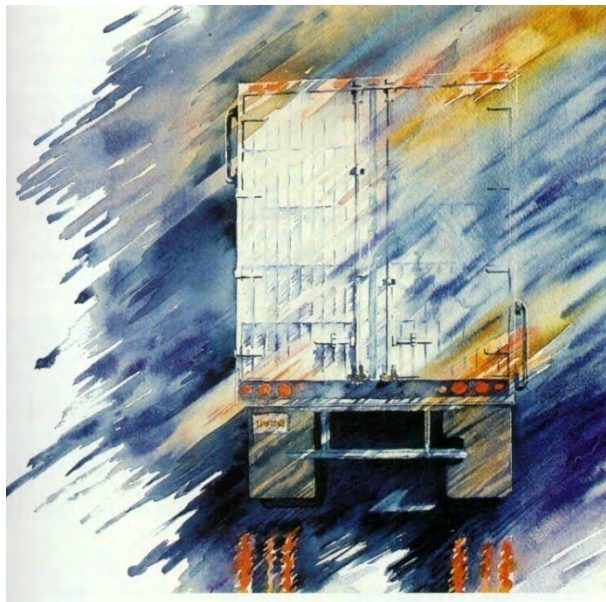
Friday, November 13<sup>th</sup> – Tim Feemster, Principal, FQL – *Social Media: How to Make it Work Effectively for You*

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

## Attachment 4 Recommended Homework

Homework is assigned but will not be graded. The answers will be posted in Blackboard Learn for your review. You are strongly encouraged to perform the homework as the assignments will help prepare you for the quizzes and examinations.

Recommend Homework Assignment Questions by Chapter
Chapter 1: 1, 2, 4, 5, 6, 7, 8
Chapter 2: 2, 3, 5, 6, 7, 8, 9
Chapter 3: 1 – 9
Chapter 4: 1 – 10
Chapter 5: 1, 2, 5 – 10
Chapter 6: 1 – 3, 5, 7 – 9
Chapter 7: 2 - 6, 8 – 11
Chapter 8: 1 – 10
Chapter 9: 1 – 11
Chapter 10: 1 – 12
Chapter 11: 1, 4 – 12
Chapter 12: 1 – 12
Chapter 13: 1 – 10
Chapter 14: 1 – 9



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

## Attachment 5 Grading Template For Class Participation

Learning Outcome	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
<b>Degree to which student integrates course readings into classroom participation</b>	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
<b>Interaction/participation in classroom discussions</b>	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
<b>Interaction/participation in classroom learning activities</b>	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
<b>Demonstration of professional attitude and demeanor</b>	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 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](http://www.hbsp.com).

Preparation for a case consists of four steps<sup>2</sup>:

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 include<sup>3</sup>:

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?

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

<sup>3</sup> 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 7). 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 7. 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 developed for the Megabox Case assignment

Learning Outcome	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations	Possible/ Awarded Points
<b>Writing: Executive Summary</b>	Problem, issues, and recommendation included; short and concise; decision can be based on executive summary alone; recommendation clearly stated with supporting cost data <b>(10 - 9 points)</b>	Problem and recommendation clearly stated; summarizes analysis; recommendation identifies cost; decision would require review of supporting material contained in writeup <b>(8 - 6 points)</b>	Problem and recommendation stated; executive summary not well organized; summarizes material presented in case rather than analysis performed; recommendation not supported with cost information <b>(5 - 3 points)</b>	Provides problem and recommendation; summary repeats material contained in case; limited support for recommendation; no cost information provided <b>(2 - 0 points)</b>	<b>10</b>
<b>Writing: Problem Statement</b>	Problem explicitly and concisely stated; factors driving the problem identified <b>(5 - 4 points)</b>	Problem clearly stated but little discussion of factors driving the problem in the case <b>(3 points)</b>	Problem not well stated or unclear; little to no discussion of factors driving the case problem <b>(2 points)</b>	Problem not well stated or missing; driving factors not identified or simply listed without explanation <b>(1 - 0 points)</b>	<b>5</b>
<b>Analysis and Critical Thinking: Identification and Explanation of Key Issues</b>	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 <b>(15 - 13 points)</b>	Key issues affecting the problem identified; issues are not clearly explained or linked to the problem statement or effect on final recommendation <b>(12 - 10 points)</b>	Key issues largely identified but linkage to problem statement and final recommendation not clearly explained; importance of issues not identified <b>(9 - 6 points)</b>	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 <b>(5 - 0 points)</b>	<b>15</b>
<b>Writing and Comprehension: Alternative Identification</b>	Alternatives clearly identified, explained, and differentiated <b>(15 - 13 points)</b>	Alternatives clearly identified and distinguished from each other; little explanation of the alternative <b>(12 - 10 points)</b>	Alternatives listed with minimal explanation; little attempt to distinguish between alternatives <b>(9 - 6 points)</b>	Failed to identify and explain alternatives; or alternatives not clearly identified or differentiated <b>(5 - 0 points)</b>	<b>15</b>
<b>Analysis and Critical Thinking: Analysis of Alternatives and Cost Calculation</b>	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 <b>(25 - 23 points)</b>	Eighty-five percent of the appropriate cost components were identified and correctly calculated; budget comparisons included; effect on customer service explained <b>(22 - 19 points)</b>	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 <b>(18 - 10 points)</b>	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 <b>(9 - 0 points)</b>	<b>25</b>
<b>Writing and Critical Thinking: Stating and Justifying Recommendation</b>	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 <b>(30 - 24 points)</b>	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 <b>(23 - 16 points)</b>	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 <b>(15 - 9 points)</b>	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 <b>(8 - 0 points)</b>	<b>30</b>

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

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

## Attachment 7 LSCM 4560 Peer Evaluations

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

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

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

$$\frac{\text{Individual average}}{\text{Team average}} \times \text{Team grade} = \text{Individual grade}$$

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

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

## PERFORMANCE RATING FORM

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

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

EVALUATOR:     PEER                      SELF                      PROFESSOR     OUTSIDE OBSERVER

### INSTRUCTIONS:

Use the Performance Factors handout to rate your team member. Follow guidelines given in the handout. Use back of form to include additional comments. If you have any questions, contact me.

FACTOR	RATING ( <i>Circle One</i> )	COMMENTS
1. Quality of work	I II III IV V NA	
2. Timeliness of work	I II III IV V NA	
3. Task support	I II III IV V NA	
4. Interaction	I II III IV V NA	
5. Attendance	I II III IV V NA	
6. Responsibility	I II III IV V NA	
7. Involvement	I II III IV V NA	
8. Shares resources	I II III IV V NA	
9. Emotional/ motivational support	I II III IV V NA	
10. Leadership	I II III IV V NA	
11. Overall Performance	I II III IV V NA	

## PERFORMANCE RATING FORM

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

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

### 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
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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 8

### 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 9**  
**Student Acknowledgement and Acceptance**

I have received and read the LSCM 4560 course syllabus and agree to abide by all of the requirements stipulated therein.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Student ID Number



**Attachment 10**  
**Transportation Research Project:**  
**Intermodal Research Paper and Grading Rubric**

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

The overall purpose of the intermodal transportation research project is to increase your understanding of intermodal transportation and the challenges and opportunities associated with moving freight by multiple modes.

The objectives for this assignment include:

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

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

- the intermodal concept
- the key opportunities and challenges confronting intermodal transportation
- the key issues affecting the future development of intermodal transportation and facilities
- how each mode supports or contributes to intermodal transportation
- the key transportation intermediaries and the roles they facilitate intermodal shipments
- key trends in intermodal transportation
- the resources available regarding intermodal transportation
- how intermodal transportation supports a company's overall transportation strategy
- how intermodal transportation fits within the national and international transportation networks
- the relationship between intermodal transportation, facility location, and economic development
- the relationship between containerization and intermodal transportation

The results of this assignment will also be used to select potential candidates to participate in national case competitions during the 2015-2016 academic year.

## Research Topics:

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

Your paper must address an aspect of intermodal transportation. Potential topics for the paper include:

- Drayage—current trends and issues
- Brokerage of intermodal transportation
- Motor carriers offering intermodal services—services offered, future trends, why the offerings, challenges
- Evolution of intermodal equipment
- Chassis pooling
- Shippers using intermodal transportation—why, challenges, key factors affecting their decision process
- Non-vessel owning common carriers—description, services offered, marketplace, challenges, who do they serve, relationship with ocean carriers, railroads, and other transportation providers
- Inland ports
- Truck to rail conversion—what are the necessary conditions and what challenges must be overcome
- Intermodal rail—how prepared are the Class 1 railroads to support further expansion
- Intermodal containers—uses, types, what future trends can we anticipate
- Transloading
- Intermodal transportation and sustainability
- Effect of intermodal transportation on site selection and industrial real estate
- Nearshoring and the effect on intermodal transportation

You may select from any of the above topics or identify a different topic. The topics must be posted in Blackboard Learn before 5:00PM on Friday, September 4<sup>th</sup>. Topics may not be duplicated. As a result, you should select your topic early to obtain the one you want to research.

The research paper will contain the following sections:

- One page executive summary that concisely summarizes the content of the entire research paper
- Introduction—explains the topic, purpose of the paper, and how the purpose will be accomplished

- Content—should include a minimum of three major sections which address different aspects, key issues, variations, etc. of the topic
- Discussion and conclusion—identify and explain the major conclusions that can be drawn from the research effort

The research paper does not have a minimum length; however, my expectations are that the paper will be at least 15 pages of text in addition to the cover page, executive summary, and bibliography.

### Submission format:

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

- A cover sheet containing the title of the paper, the team name, and the names of each team member
- Table of contents identifying major sections of the paper and the corresponding page number
- Executive summary
- The research paper
- References

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

The file name should be: teamname\_intermodal.docx

### Suggested sources:

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

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

#### Professional and academic publications:

- *Inbound Logistics* (on-line professional magazine), [inboundlogistics.com](http://inboundlogistics.com)
- *Journal of Commerce* (professional magazine), available through the UNT library
- *Logistics Management* (professional magazine), [logisticsmgmt.com](http://logisticsmgmt.com)

- *World Trade 100* (professional magazine), worldtradewt100.com
- *World Review of Intermodal Research*, (academic journal), available through the UNT library
- *Transport Topics*, (academic journal), available through the UNT library

#### Professional organizations:

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

#### Glossary of intermodal terms:

- <http://www.uprr.com/customers/intermodal/integlos.shtml>
- <http://www.intermodal.org/information/glossary.php>

#### Other:

- Hub Group, [www.hubgroup.com](http://www.hubgroup.com)
- Bureau of Transportation Statistics, [www.bts.gov](http://www.bts.gov)

Interviews with industry professionals are acceptable. However, please use your network to establish contact and identify key individuals. “Cold calling” companies engaged in intermodal transportation rarely produces good results.

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

#### *Article:*

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

#### *Book:*

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

*Internet:*

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

## **Figures and Tables**

All tables, figures, and graphics must be embedded within the text. You should not place as an appendix at the end of the paper unless extremely lengthy. Each insert should have a numbered caption below.

## **Spacing**

The executive summary will be single spaced with no spacing between paragraphs. You should not use headings with the executive summary.

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

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

## **Additional writing resources**

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

*Grammar:*

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

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

*Style:*

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



*Usage:*

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

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

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

## Grading rubric for the Intermodal Transportation Research Paper

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