

LSCM 4560

Transportation Management

Course Syllabus

Spring 2017



Photo courtesy of BNSF Railway



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*

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DEPARTMENT OF MARKETING & LOGISTICS COURSE SYLLABUS

LSCM 4560.001, Business Transportation Management

TERM: Spring 2017

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 290M (Dean's suite)
Office: (940) 565-4660 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. Please indicate the purpose when scheduling the meeting. Many times, I often can resolve through an email response.

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 individual class sessions or assignments. Access Blackboard Learn to obtain detailed learning objectives for each class session.

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

**-Benjamin Franklin
The Way to Wealth, 1758**

IMPORTANT DATES:

Attachment 1 contains important dates for the Spring semester. You should 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 26.

COURSE ETTIQUETTE AND CONDUCT:

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

http://deanofstudents.unt.edu/sites/default/files/code_of_student_conduct.pdf

NETIQUETTE:

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

- Only write what you would say in a face-to-face communication with an individual or group of people.
- Write as if you are speaking in a public place—your communication may be resent to other individuals that you never intended to receive your writing.
- Use the subject line in emails or Blackboard discussion postings to clearly identify the content of your communication. This approach allows others to quickly understand the focus or purpose of your communication. Keep the topics related to course materials or content.
- Avoid forwarding emails or other communications without the original author’s permission.
- Review previous discussion postings to ensure your communication is current and relevant.
- Avoid “reply all” or using a group reply when responding to an individual.
- Recognize your electronic communications do not have the visual cues occurring in face-to-face communications, and humor or sarcasm can be easily misunderstood.
- Do not respond when angry or upset—respond when you have a clear mind and be unemotional when responding.

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

**BLACKBOARD
USE:**

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

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

**REQUIRED
TEXTBOOKS:**

Coyle, John J., Robert A. Novack, Brian J. Gibson, and Edward J. Bardi (2016), *Transportation*, 8th 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*, 3rd 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**

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. 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.

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).

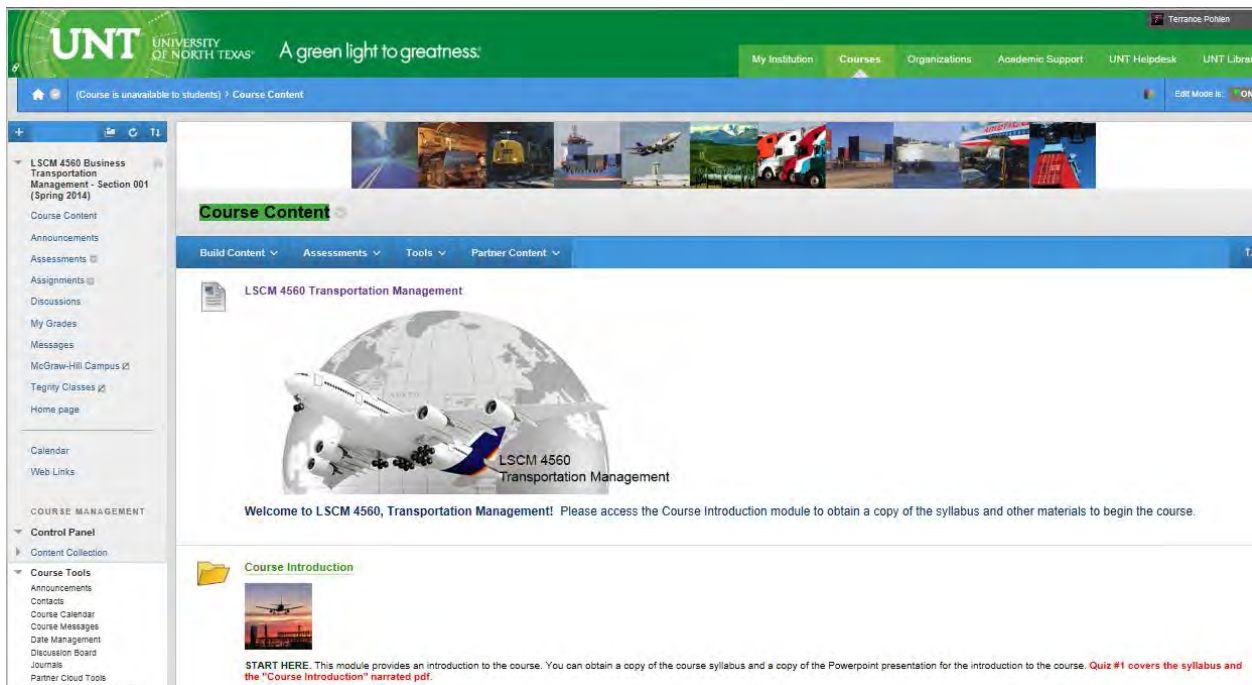


Figure 1: Course Content in Blackboard Learn

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.

Cases: The class requires two case analyses of *DR Corporation* and *Ice Cold Express*. The due dates for the cases are posted in the class schedule. *DR Corporation* can be purchased on-line at <http://www.iveycases.com> or <http://hbr.org>. *Ice Cold Express* will be available through Blackboard.

Teams: You will be required to form a three student team to complete the case study analysis and the intermodal research paper. The learning objectives and grading rubric accompanying these assignments provide detailed information on how to analyze the cases, prepare the case analyses, 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.



“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.

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. 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.

For the modules not contained in the course text, a Powerpoint file in notepages format will be provided. You are strongly encouraged to read the notes to prepare for class and the corresponding quiz.

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	26%
Intermodal transportation	6%
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	4%
Shipper and carrier strategies	4%
Future transportation challenges	4%
Exams	6%
Total	100%

Table 1: Course Coverage by Transportation Topic

**COURSE
OBJECTIVES:**

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

- Develop transportation strategies for the international movement of freight based on customer service constraints and cost trade-offs with other logistics components.
- Calculate freight charges and classify freight using the National Motor Freight classification, TL and LTL quote systems, and dimensional weights
- Route vehicles using heuristics and optimization models
- Apply facility location models (heuristics and optimization) to determine how transportation affects total logistics costs and site selection.

- Determine how transportation contributes to total logistics costs and how to make effective cost trade-offs with other logistics functions
- Connect changes in transportation policy, regulation and funding to the performance, condition, and safety of the US transportation system
- Select the most appropriate transportation mode for a shipment based on product attributes, total landed cost, and customer service objectives
- Identify the leading transportation providers and explain how their capabilities have enabled these firms to achieve a competitive advantage in the marketplace
- Apply key financial and performance indicators to determine the financial health and operational capabilities of a transportation provider
- Compare and contrast the key differences between the operating and service characteristics of the transportation modes
- Project future changes in the transportation system and their effect on logistics management and performance
- Identify the key differences in the transportation modes, processes, intermediaries, regulations and documentation used in international and domestic transportation
- Compare how insourcing versus outsourcing strategies for transportation affect service, performance capabilities for a firm
- Determine appropriate strategies for managing the shipper-carrier relationship

COURSE FORMAT:

The course will be conducted in a blended format, a combination of in-class and distance sessions. *Several class sessions and exams may be conducted 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.

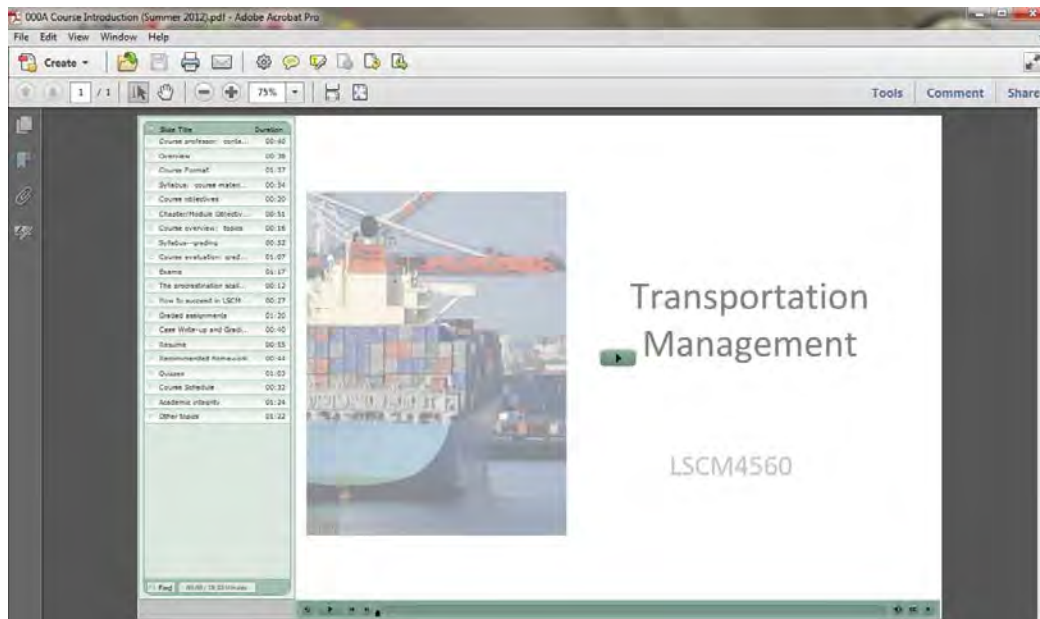


Figure 2: Example of narrated Powerpoint Presentation in pdf

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

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

Learning Objectives for Class Sessions and Assignments: Before you begin any chapter or assignment, you should first refer to the learning objectives posted in Blackboard Learn. I have essentially created a “mini-syllabus” for each chapter and assignment. 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 and the case analyses will be turned-in at 5:00 Friday in the week shown in the syllabus course schedule. An electronic copy will be submitted as a .pdf or .docx 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, two team case assignments, three graded homework assignments, quizzes, and professional development. The weights assigned to each element are shown in Table 2.

Table 2: Graded elements for LSCM 4560

Graded Element	Percentage
Exam 1	15%
Exam 2	15%
Exam 3	15%
Daily quizzes on learning objectives	10%
Facility location assignment	5%
Vehicle routing assignment	5%
Rate making assignment	5%
<i>DR Corporation</i> case analysis	11%
<i>Ice Cold Express</i> case analysis	15%
Professional Development (1)	2%
Professional Development (2)	2%
Total	100%
Note: Failure to actively participate in class may result in up to a one letter grade (10 percent of total points for the course) deduction from the final course grade—see pages 15-16 for details.	

RESPONSE AND GRADING TIME GOALS:

I will do my best to address discussion postings and Blackboard messages within one business day (weekends not included).

For examinations, the multiple choice portions will be completed and returned by the next class period. The portion of the exam containing problems or essay questions may take up to five business days due to the number of students enrolled in the course. However, the answers and grading rubric will be made available before the next class period so you can perform a self-assessment.

The assigned homework has a goal of a five business day turnaround time, but class performance and the amount of required feedback may delay the return. The answers, accompanying detail, and the grading rubric will be made available prior to the

next class period to enable a self-assessment and grade projection.

Team cases typically require one to two hours per submission to evaluate. As a result, the turn-around time may take upwards of two weeks. The grading rubric is available to facilitate a self-assessment and grade projection. We will also discuss the case analysis and research paper content in class, and you can use this information to conduct a self-assessment.

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.

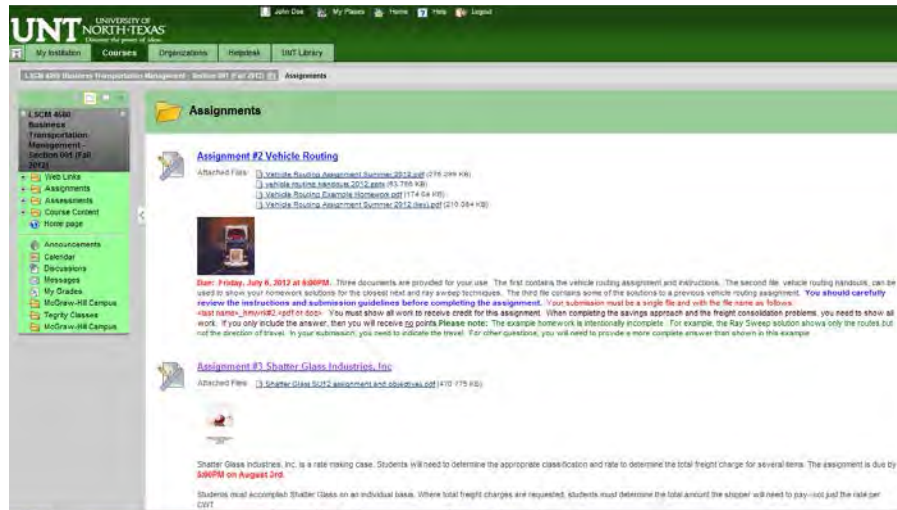


Figure 3: Assignment in Blackboard

Resumes. Resumes will be submitted by 5:00 PM, Friday, January 20th. 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. Teams of three students will perform two case study analyses. 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 learning objectives are available in Blackboard Learn. See Attachment 6 for submission guidelines and case grading.

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

Peer evaluations. Peer evaluations are required and will only be submitted once on the date shown in the syllabus. Attachment 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. Class participation incorporates several elements including: in-class participation, preparation of an individual introduction, resume submission, syllabus acknowledgement submission, and team name submission. In-class participation will be based on preparation for class, frequency of participation, quality of participation, organization, and conciseness. 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 submit your resume, a personal introduction, team roster, syllabus acknowledgement and to be prepared, regularly attend class, and actively participate in class discussion may result in up to a one-letter grade deduction (10% of total points in the course) from your final grade in the course.

I will grade participation on a daily basis using a 0 – 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 introduction. Each individual participating in the course will be required to provide a professional introduction in the Blackboard Discussion module. Please see the Professional Introduction discussion posting for the required minimum content. You may include additional information relevant to how you may contribute to the team assignments.

The purpose of this discussion posting is to assist you in better knowing the other participants in the class so you can make effective decisions in selecting team mates for the case analysis and research paper.

The professional introduction will contribute to your overall class participation grade for the course.

Professional development. Students must register (RSVP) in advance for the executive lecture series or on-boarding sessions 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 and logistics on-boarding sessions are 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.

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.

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.”

Table 3: Grading Scale for LSCM 4560

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

HOW TO SUCCEED IN THIS COURSE:

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.

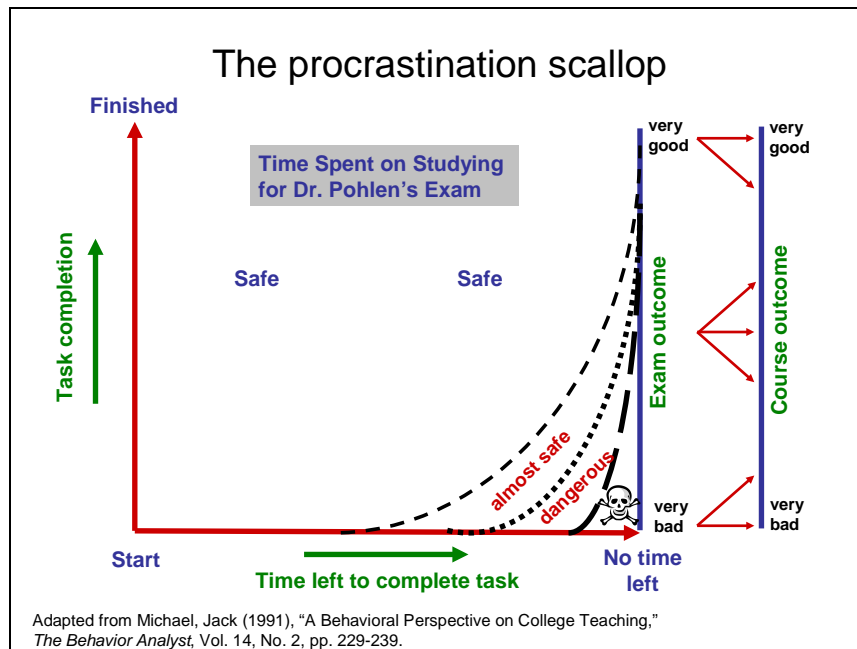


Figure 4: Procrastination Scallop

**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 two team case study analyses and three individual assignments. Approximately 20 to 40 percent of exam questions may be open-ended or essay.

**COMPUTER
APPLICATIONS:**

The Internet provides considerable resources for accomplishing the case 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 intermodal research paper will require an examination of several international aspects of transportation.

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

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.



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

Council of Supply Chain Management Professionals (CSCMP), 2003

CLASS SCHEDULE & READINGS ASSIGNMENTS LSCM 4560, TRANSPORTATION MANAGEMENT

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

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

Date	Topic Covered
Week 1 Jan 18	Course introduction Resumes due by 5:00 in Blackboard, January 20th (see Attachment 2 for instructions)
Week 2 Jan 23	Chapter 2: Transportation: Critical Link in the Economy Module 2A: Transportation in the United States (narrated pdf)
Jan 25	Facility location (supplementary materials in Blackboard) Syllabus acknowledgement due by 5:00PM on Friday (see Attachment 9) Student introductions posted in Discussion area by 5:00PM on Friday
Week 3 Jan 30	Chapter 1 Transportation: Critical Link in the Supply Chain Module 1A: Logistics and Supply Chain Management (narrated pdf)
Feb 1	Chapter 1 (continued) Module 1B: Transportation Demand and Economics (narrated pdf) Teams must be formed and names submitted by 5:00PM on Friday Homework #1: Facility location assignment due on Friday
Week 4 Feb 6	Chapter 3: Transportation Regulation and Public Policy Module 3A: Transportation Regulation and Deregulation
Feb 8	Chapter 3 (continued) Module 3B: Transportation and Public Policy
Week 5 Feb 13	Exam 1 (Chapters 1, 2, 3, and facility location)
Feb 15	Chapter 5 Motor Carriers Module 5A: Motor Carriers
Week 6 Feb 20	Module 5B: Vehicle Routing
Feb 22	Chapter 6, Railroads Module 6A: Rail Carriers
Week 7 Feb 27	Chapter 6 (continued)
Mar 1	Module 6B: Intermodal Transportation Homework #2: Vehicle routing assignment due on Friday
Week 8 Mar 6	Chapter 7: Air Carriers Module 7: Air Carriers
Mar 8	Chapter 8: Water Carriers Module 8A: Water Carriers DR Corporation case due on Friday
Week 9 Mar 13-19	No classes—Spring break

Date	Date
Week 10 Mar 20	Chapter 8: Pipelines Module 8B: Pipelines
Mar 22	DR Corporation In-class discussion
Week 11 Mar 27	Exam 2 (Chapters 5 – 8, Intermodal, Vehicle Routing and DR Corporation)
Mar 29	Chapter 4: Costing and Pricing of Transportation Module 4: Costing and Pricing of Transportation
Week 12 Apr 3	Chapter 4 (continued)
Apr 5	Chapter 9 in text Module 9 in Blackboard: Transportation Security Homework #3: Shatter Glass Assignment Due on Friday
Week 13 Apr 10	Chapter 10: Global Transportation Planning Module 10: Global Transportation
Apr 12	Chapter 11: Global Transportation Execution Module 11: Global Transportation Execution “Ice Cold Express” case analysis due on Friday
Week 14 Apr 17	In-class discussion of “Ice Cold Express” case analysis
Apr 19	Chapter 12: Third Party Logistics Module 12: Third Party Logistics Peer evaluations of case team members due on Friday
Week 15 Apr 24	Chapter 13: Private Transportation Module 13: Private Transportation
Apr 26	Chapter 14: Future Challenges for Transportation Module 14: Future Challenges for Transportation
Week 16 May 1	Principles of Transportation Module: Principles
May 3	Shipper Strategies Module: Shipper Strategies
Finals week May 9-13	Third Exam is Wednesday May 10th, 1:30 PM– 3:30 PM Chapters 4, 9, 10, 11, 12, 13, 14, Principles, Shipper Strategies, and Ice Cold Express



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

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

Attachment 1 Important Dates Spring 2017 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=15&navoid=1228>

Spring 2017

January 16, 2017	MLK Day (university closed)
January 13-20, 2017	Student-requested schedule changes may be made during add/drop.
January 17, 2017	First class day
January 20, 2017	Last day for change of schedule other than a drop. (Last day to add a class.)
January 31 – April 4, 2017	Student may drop a course with written consent of instructor.
February 24, 2017	Last day for change in pass/no pass status.
February 24, 2017	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.
February 25 – April 21, 2017	Instructors may drop students with a grade of WF for nonattendance.
March 13-19, 2017	Spring break (no classes)
April 17, 2017	Beginning this date a student who qualifies may request a grade of I, incomplete. (See "Grading system" in the Academics section of this catalog.)
April 21, 2017	Last day to withdraw from the semester. Process must be completed by 5 p.m. in the Dean of Students Office.
May 3-4, 2017	Pre-finals days
May 4, 2017	Last class day
May 5, 2017	Reading day (no classes)
May 6-12, 2017	Final examinations
May 12, 2017	End of term
May 12-13, 2017	Graduation ceremonies

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 January 20th. 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_Spring_2030.doc¹

Failure to properly name your file will result in a penalty toward participation points. Late submissions will receive a three point reduction in their final grade. The 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 January 20th.

¹ 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_Spring_2030.doc

Student name: _____
ID Number: _____
Submit Date: _____

Please check the appropriate responses:

A Logistics intern position for:

- ☐ Spring 2017
- ☐ Summer 2017
- ☐ Fall 2017
- ☐ I am not interested in a Logistics related internship

A part time position in Logistics:

- ☐ Spring 2017
- ☐ Summer 2017
- ☐ Fall 2017
- ☐ I am not interested in part time employment in Logistics

Post graduation permanent professional employment:

- ☐ Spring 2017
- ☐ Summer 2017
- ☐ Fall 2017
- ☐ 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.

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 director, vice-president, or 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 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.

You can RSVP for the onboarding and executive lecturer events by accessing the following links.

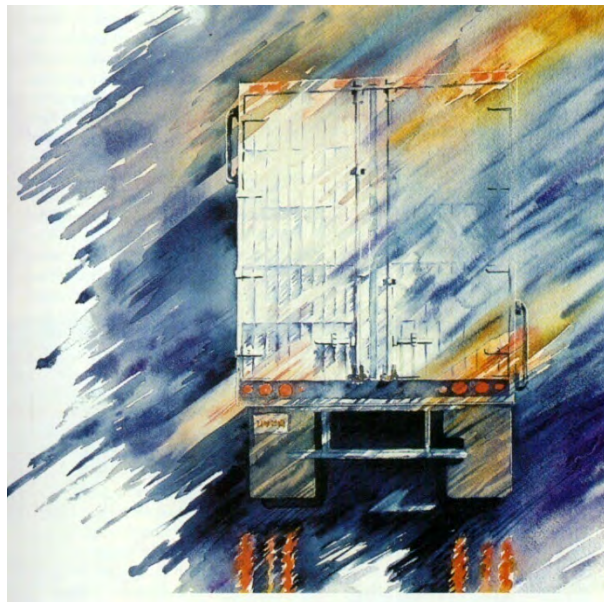
Onboarding Program -- <http://www.cob.unt.edu/logisticscenter/students/onboarding/onboarding.php>

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

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

-- *Alexander the Great*

Attachment 6

Case Submission Guidelines

Case Preparation

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

Preparation for a case consists of four steps²:

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

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

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

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

³ Ibid.

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

Case Write-up

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

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

1. A cover page including team name and names of each team member
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 Totalline Case assignment (not assigned for this class)

Learning Outcome	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Writing: Executive Summary	Problem, issues, and recommendation included; short and concise; decision can be based on executive summary alone; recommendation clearly stated with supporting cost data (10 - 9 points)	Problem and recommendation clearly stated; summarizes analysis; recommendation identifies cost; decision would require review of supporting material contained in writeup (8 - 6 points)	Problem and recommendation stated; executive summary not well-organized; summarizes material presented in case rather than analysis performed; recommendation not supported with cost information (5 - 3 points)	Provides problem and recommendation; summary repeats material contained in case; limited support for recommendation; no cost information provided (2 - 0 points)
Writing: Problem Statement	Problem explicitly and concisely stated; factors driving the problem identified. Case write-up clearly identifies root problem facing Totalline Transport, explains the significance of the problem, links the underlying problem to any "symptoms" visible to management, and makes compelling argument as to why this problem requires management action (5 - 4 points)	Problem clearly stated but little discussion of factors driving the problem in the case. Case write-up identifies root problem facing Totalline Transport and explains the significance of the problem. Linkage to symptoms not clearly developed. Argument for management action present but may not be a compelling "call to action" (3 points)	Problem not well stated or unclear; little to no discussion of factors driving the case problem. Case writeup tangentially addresses root problem-- symptoms rather than root problem receiving attention. Some explanation present of how problem is linked to symptoms or outward manifestations, but focus on symptoms precludes clear linkage (2 points)	Problem not well stated or missing; driving factors not identified or simply listed without explanation. Case fails to identify root problem and addresses obvious "symptoms" or manifestations of the problem. No linkage of underlying problem to other problems or symptoms confronting Totalline or its customers. No argument made for management action (1 - 0 points)
Analysis and Critical Thinking: Identification and Explanation of Key Issues	Key issues affecting the problem identified; clear explanation of the issues and their importance to resolving the final problem; effect on final decision identified and discussed (15 - 13 points)	Key issues affecting the problem identified; issues are not clearly explained or linked to the problem statement or effect on final recommendation (12 - 10 points)	Key issues largely identified but linkage to problem statement and final recommendation not clearly explained; importance of issues not identified (9 - 6 points)	Only major issues affecting the problem statement and solution identified; issues not clearly linked to problem; little to no explanation of issues or their importance to the case (5 - 0 points)
Writing and Comprehension: Alternative Identification	Alternatives clearly identified, explained, and differentiated. Case clearly and concisely describes the criteria used to evaluate the alternatives. Each criterion is explained or defined. Weighting or prioritization of criteria explained and justified when multiple criteria are used. Criteria clearly linked to problem and issues (15 - 13 points)	Alternatives clearly identified and distinguished from each other; little explanation of the alternative. Case indicates how the alternatives will be evaluated. Criteria are stated and defined. Weighting or prioritization of criteria provided. Criteria not clearly linked to problem or issue. (12 - 10 points)	Alternatives listed with minimal explanation; little attempt to distinguish between alternatives. Case indicates criteria used for evaluating the alternatives; however, criteria are not well-defined or justified. Little to no explanation of how multiple criteria will be considered in determining the "best" solution (9 - 6 points)	Failed to identify and explain alternatives; or alternatives not clearly identified or differentiated. Case fails to identify or explain criteria for evaluating the alternatives (5 - 0 points)
Analysis and Critical Thinking: Analysis of Alternatives and Cost Calculation	Analysis thoroughly evaluates each alternative and goes beyond comparison of advantages/disadvantages to calculate costs, financial impacts, effect on performance, and impact on customer service. Very limited to no errors present in any calculations. Case goes beyond information contained in the case and incorporates other course material or introduces outside research/materials when performing the analysis. Limited to no errors in use of this material to support the analysis. (25 - 23 points)	Analysis evaluates each alternative but does not go into significant depth. The evaluation relies heavily on a comparison of the advantages and disadvantages of each alternative with limited discussion or calculation of costs, financial impact, or performance and customer service. Some outside material used to support analysis. Eighty-five percent of the appropriate calculations properly performed; effect on Totalline and customer service clearly explained (22 - 19 points)	Analysis addresses each alternative, but analysis is superficial and does not move beyond obvious points. Evaluation relies heavily on pro/con or advantages/disadvantages of each alternative. No material outside case used to support analysis. Errors in calculations detract from accuracy of the analysis. Effect on Totalline and customer not clearly described. (18 - 10 points)	Analysis not clearly organized by alternative. Analysis lacks depth and addresses only obvious issues or symptoms in the case. Half of calculations correctly performed. Minimal information from the case used to support analysis. Effect on Totalline and other members in the supply chain not described or weakly attempted. (9 - 0 points)
Writing and Critical Thinking: Stating and Justifying Recommendation	Recommendation clearly and concisely stated; results obtained through analysis and comparisons used to support final recommendation; cost and other statistical information used to support recommendation and to draw compelling conclusion. Effect on Totalline, customer service, and supply chain performance clearly discussed and integrated into justification for selection of recommendation (30 - 24 points)	Recommendation clearly stated; analysis linked to recommendation but little to no comparison of alternatives-- including costs, other statistical data, or performance; effect on Totalline, customers or supply chain identified but not explained; minimal use of numeric or statistical data used in supporting recommendation. (23 - 16 points)	Recommendation stated but not well-justified or defended; analysis used only to support recommendation; no comparison of alternatives; effect on Totalline, customer service, and supply chain receives only cursory mention; use of numerical or statistical data missing, not well explained, or not successfully integrated into recommendation (15 - 9 points)	Recommendation not clearly stated or missing; little to no support provided for final recommendation; comparison between alternatives missing or superficial; analysis not used to support recommendation; effect on Totalline, customers, or supply chain missing or lacking depth (8 - 0 points)

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 two case analyses, each group member will provide the instructor with an evaluation of their individual performance and of each group member's performance for the case 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
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 understand all of the requirements stipulated therein. I am aware of the course information and requirements regarding:

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

Signature

Date

Printed Name

Student ID Number