

# LSCM 4560

## Transportation Management

### Course Syllabus

### Fall 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:** Fall 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:** Tues/Thurs: 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 Fall semester. You should be aware of key dates that may affect you. Important dates for this course are included in the Course Schedule, pages 28-29.

**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](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 class sessions/communications. Online communications can be frequently misunderstood or misinterpreted. As a result, the following guidelines are recommended to help you communicate and work effectively in an on-line environment:

- Only write what you would say in a face-to-face communication with an individual or group of people.
- Write as if you are speaking in a public place—your communication may be resent to other individuals that you never intended to receive your writing.
- Use the subject line in emails or 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 write as if you are texting, even terms such as best friends forever (BFF) could easily be misinterpreted.
- Limit your electronic communications to a single topic at a time.
- Avoid placing entire word or phrases in capital letters.
- Spell acronyms and then place in parentheses afterward when using terms that may be unfamiliar to the individual(s) receiving your communication; for example, you would spell less-than-truckload (LTL) freight.
- Always be sensitive in your class related communications to the cultural, political, and religious differences which exist among the individuals that may read your writing.
- Use good taste in your communications—profanity and swearing have no place in on-line class or business communications.
- Allow individuals an appropriate amount of time to respond to your communications.

**BLACKBOARD  
USE:**

Students are expected to check Blackboard Learn, [learn.unt.edu](http://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*, 8<sup>th</sup> edition, South-Western Cengage Publishing, Mason, OH, ISBN 978-1-133-59296-9

Rodrigue, Jean-Paul, Claude Comtois, and Brian Black (2017), *The Geography of Transport Systems*, 4th edition, Routledge: New York, NY, ISBN 978-1138669574. **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>

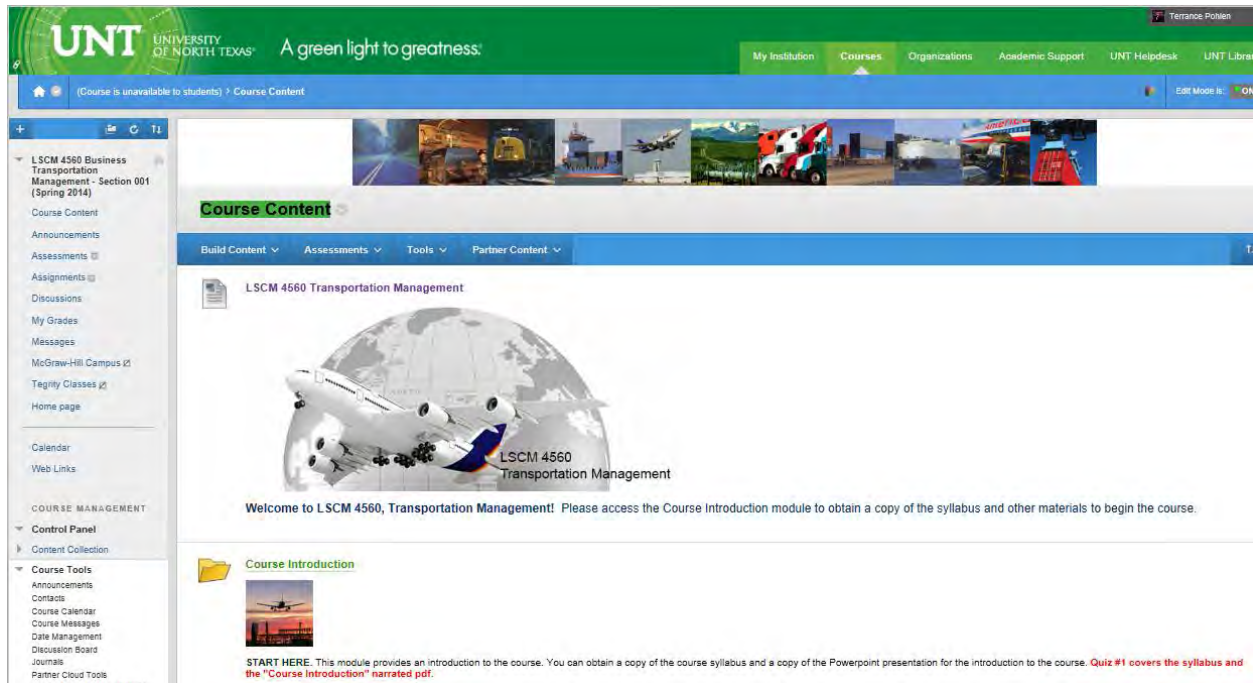
“The line between disorder and order lies in logistics...”

**-- 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](http://learn.unt.edu). The site is password protected. You can learn more about Blackboard Learn by reviewing the on-line student manuals. Some materials will be available in Adobe Acrobat Reader (\*.pdf) format. You can obtain Adobe Acrobat Reader via the Internet at [www.adobe.com](http://www.adobe.com).

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



**Figure 1:** Course Content in Blackboard Learn

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

**Homework:** Three graded assignments. These will be 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.



*Transportation Research Project:* Two-person teams will conduct a transportation research project addressing a current business problem in the transportation industry. Information regarding the research project is available in Attachment 6 and in Blackboard Learn. The learning objectives provide detailed information on how to conduct the research, format the research paper, and fulfill the assignment requirements.

Student teams will have access to several features within Blackboard Learn to facilitate on-line discussion, analysis and preparation of the research paper. You may make use of Skype or other on-line resources to meet to conduct your research.



*“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](http://www.adobe.com). Many of the printed materials required for this course will be saved in PDF.

*Class Powerpoint Presentations:* Copies of the PowerPoint slides used for each module can be downloaded from Blackboard Learn. The Powerpoint files will be saved in multiple 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 (swf) or html versions.
- 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 or a draft book chapter will be provided. You are strongly encouraged to read the notes/book chapter to prepare for class and the corresponding quiz.

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, research paper, and homework assignments. 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:* In addition to the recommended homework, 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%
<b>Total</b>	<b>100%</b>

**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 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:

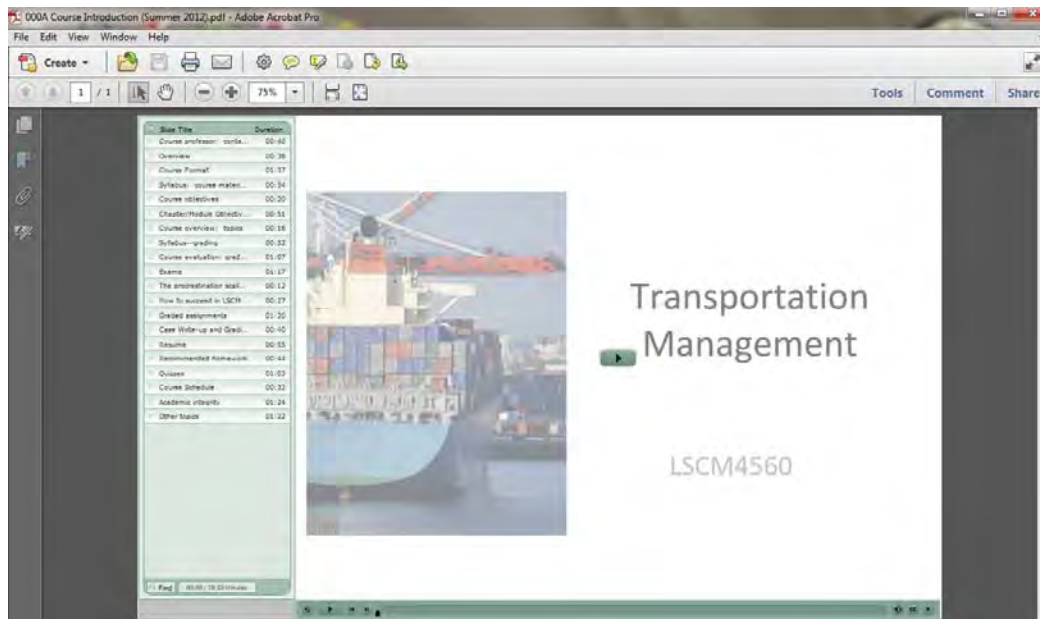
- Develop transportation strategies for the international movement of freight based on customer service constraints and cost trade-offs with other logistics components.
- Calculate freight charges and classify freight using the National Motor Freight classification, TL and LTL quote systems, and dimensional 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, and competitive capabilities for a firm
- Determine appropriate strategies for managing the shipper-carrier relationship

#### **COURSE FORMAT:**

The course will be conducted in a blended format, a combination of in-class and distance sessions. *Several class sessions and exams may be conducted 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 multiple 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 assignments and are due on 5:00PM on Friday of the week shown in the course schedule.**



*Learning Objectives for Class Sessions and Assignments:* Before you begin any chapter or assignment, you should first refer to the learning objectives posted in 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 transportation research paper 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, a team research paper, 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	16%
Exam 2	16%
Exam 3	16%
Daily quizzes on learning objectives	10%
Facility location assignment	5%
Vehicle routing assignment	5%
Rate making assignment	5%
Team transportation research paper	23%
Professional Development (1)	2%
Professional Development (2)	2%
Total	100%
<b>Note:</b> Failure to actively participate in class may result in up to a one letter grade (10 percent of total points for the course) deduction from the final course grade.	

## 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 research papers typically require two to three 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 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 attending class or taking the quizzes and examinations. The book chapters cover much of the material addressed in this course; however, I will cover material in addition to the text in the in-class lectures or narrated Powerpoint slides. I strongly recommend that you take thorough notes. A module in 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 the learning objectives for each chapter or topic.*** No make-up exams will occur except in extraordinary situations that require approval before the scheduled exam. **The exams are not cumulative; however, you must be familiar with basic concepts covered earlier in the class.**

Attachment 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



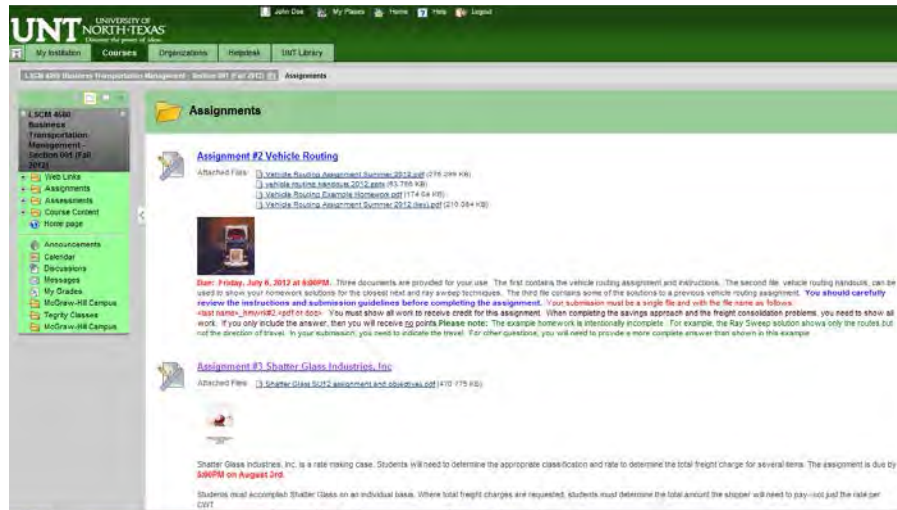
material assigned for the class period. Failure to prepare for the quizzes may seriously affect your grade. The quizzes are representative of the multiple choice questions, and you can expect to see similar questions on the examinations.

**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 and will only be available until the start of the next class.**

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

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

All assignments will be turned in at 5:00PM Friday of the week shown in the course schedule and also be submitted as an attachment in the 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, September 1<sup>st</sup>. Failure to submit a resume will result in a 3-point deduction from the final course grade. Resumes should be submitted as an attachment in the Assignments module of Blackboard Learn (see Attachment 2 of this syllabus for instructions). You must include the resume release form as a separate file with your resume. The file name for the resume must follow the directions shown in Attachment 2, otherwise points will be deducted.

**Transportation Research Paper.** Teams of two students will conduct research and author an original research paper. Students will not present their papers, but we will discuss the topics throughout the semester. The research paper and learning objectives are available in Blackboard Learn. See Attachment 6 for submission guidelines and paper 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 grade appearing in Blackboard will be for your team. Once the peer evaluations have been received, your individual grade may be adjusted based on team feedback. As a result, you should actively participate in the research paper and support your team member.

**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 member's performance for the 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 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 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. These sessions allow students to meet and actively interact with a logistics executive. To register for a Logistics Executive Lecturer session go to [www.cob.unt.edu/rsvp](http://www.cob.unt.edu/rsvp).

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

*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 5:00PM on Friday of the week shown in the syllabus. An electronic copy must 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.

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 team member.
10. Contribute to the research paper assignment—your grade is dependent on the peer evaluations submitted by the other team member.
11. Ask questions when you require clarification or do not understand—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 four 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**

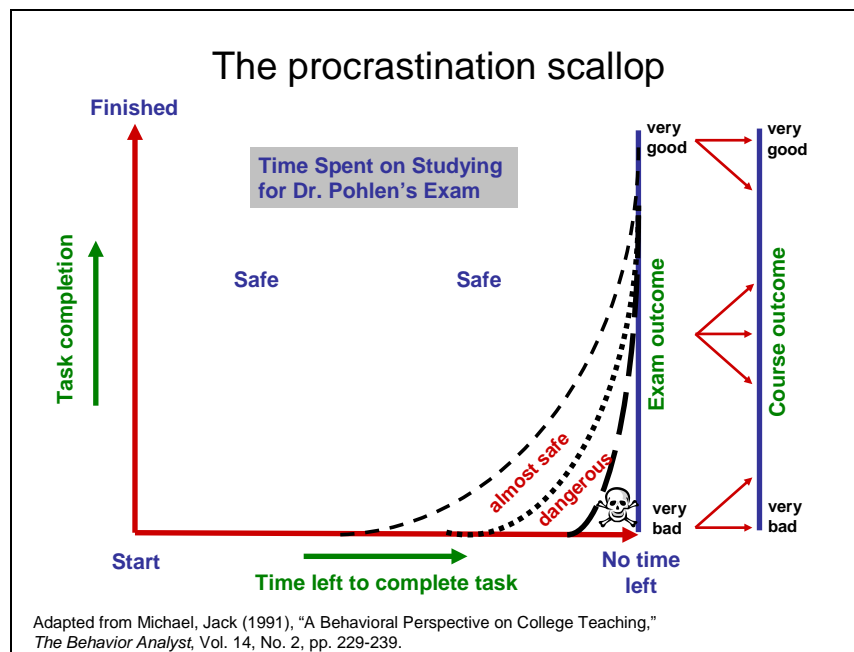
I strongly recommend that you use the chapter learning objectives posted in Blackboard Learn when reading the chapters, viewing the narrated Powerpoint files, and studying for the exam. When reading the chapter, you should search for the answer for each objective. When taking notes from class lectures, 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. No absence will be permitted from any scheduled examination without prior notification to the professor. Make-up examinations will only be permitted if extraordinary circumstances have occurred and are deemed excusable by the course professor or the Dean of Students. In other words, students are not entitled to “make-up” a missed examination. Any unexcused absence from an examination will result in a grade of “zero.”

**EXTRA CREDIT:**

This course does not have any extra credit assignments or opportunities.

**LIBRARY  
ASSIGNMENTS:**

Students are expected to use the library to research material for their research paper. Students will need to access the UNT library’s electronic resources to obtain full-text access, [www.library.unt.edu](http://www.library.unt.edu).

**WRITTEN  
COMMUNICATION  
SKILLS:**

This course requires a team transportation research paper 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 research paper assignment 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.

**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, or research paper will be treated with **zero tolerance** and will result in a grade of "F" for the course. Any work on the research paper or assignments is to be treated identically to an examination: the work must be entirely yours with ABSOLUTELY NO outside help or assistance. When working on the assignments (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 and transportation research paper. Copying or using material from any source, including assignments, cases or papers previously submitted by other students (at UNT or other learning

institutions) or downloaded from the Internet is plagiarism. If you quote material, you must cite your sources. **Large scale “cutting and pasting” from other sources, even if properly footnoted does not meet the criterion of submitting your own work and will result in a failing grade for the course.**

**All team members will be held accountable for any material presented in the research paper.** Students may only discuss the research paper with their team mate. 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 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 rests solely with the Dean of Students and the course professor. As a general rule, incomplete grades will be assigned due to unusual or extraordinary circumstances and only to students who have attended and completed most of the course up to the last day to withdraw from classes but who, as a result of circumstances beyond their control, such as a major illness or family emergency, are unable to complete the course.

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

**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 and assignments.

## COURSE DISCLAIMER:

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

*11:00 AM– 12:20 PM, Monday and Wednesday, (Section 001): BLB 155*

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

Date	Topic Covered
<b>Week 1</b> Aug 28	Course introduction <b>Resumes due by 5:00 in Blackboard, Friday September 1<sup>st</sup> (see Attachment 2 for instructions)</b>
Aug 30	Chapter 1 Transportation: Critical Link in the Supply Chain Module 1A: Logistics and Supply Chain Management (narrated pdf)
<b>Week 2</b> Sep 4	<b>Labor Day Holiday—no class</b>
Sep 6	Facility location (supplementary materials in Blackboard) <b>Syllabus acknowledge forms (Atch 9) due on Friday at 5:00 PM</b>
<b>Week 3</b> Sep 11	Chapter 2: Transportation: Critical Link in the Economy Module 2A: Transportation in the United States (narrated pdf) <b>Teams formed and names submitted in Blackboard by 5:00PM on Friday</b> <b>Research paper topics selected and posted in Blackboard discussion area</b>
Sep 13	Module 1B: Transportation Demand and Economics (narrated pdf) <i>This class will occur by distance—see narrated pdf in Blackboard Learn.</i>
<b>Week 4</b> Sep 18	Chapter 3: Transportation Regulation and Public Policy Module 3A: Transportation Regulation and Deregulation <b>Homework #1: Facility location assignment due by 5:00PM on Friday</b>
Sep 20	Chapter 3 (continued) Module 3B: Transportation and Public Policy
<b>Week 5</b> Sep 25	<b>Exam 1 (Chapters 1, 2, 3, and facility location)</b>
Sep 27	Chapter 5 Motor Carriers Module 5A: Motor Carriers
<b>Week 6</b> Oct 2	Chapter 5 (continued)
Oct 4	Module 5B: Vehicle Routing
<b>Week 7</b> Oct 9	Chapter 6, Railroads Module 6A: Rail Carriers
Oct 11	Chapter 6 (continued) <b>Research paper outline due by 5:00PM on Friday</b>
<b>Week 8</b> Oct 16	Module 6B: Intermodal Transportation
Oct 18	Chapter 7: Air Carriers Module 7: Air Carriers <b>Homework #2: Vehicle routing assignment due on Friday at 5:00PM</b>
<b>Week 9</b> Oct 23	Chapter 8: Water Carriers Module 8A: Water Carriers
Oct 25	Chapter 8: Pipelines Module 8B: Pipelines



Date	Date
<b>Week 10</b> Oct 30	<b>Exam 2 (Chapters 5 – 8, Intermodal, and Vehicle Routing)</b>
Nov 1	Chapter 4: Costing and Pricing of Transportation Module 4: Costing and Pricing of Transportation
<b>Week 11</b> Nov 6	Chapter 4 (continued)
Nov 8	Chapter 9: Transportation Security Module 9: Transportation Security <b>Homework #3: Shatter Glass Assignment Due on Friday at 5:00PM</b>
<b>Week 12</b> Nov 13	Chapter 10: Global Transportation Planning Module 10: Global Transportation
Nov 15	Chapter 11: Global Transportation Execution Module 11: Global Transportation Execution <b>Transportation research paper due</b> <b>Peer evaluations due in Blackboard</b>
<b>Week 13</b> Nov 20	Chapter 12: Third Party Logistics Module 12: Third Party Logistics
Nov 22	Chapter 13: Private Transportation Module 13: Private Transportation
<b>Week 14</b> Nov 27	Principles of Transportation Module: Principles
Nov 29	Shipper Strategies Module: Shipper Strategies
<b>Week 15</b> Dec 4	Carrier Strategies Module: Carrier Strategies
Dec 6	Chapter 14: Future Challenges for Transportation Module 14: Future Challenges for Transportation
<b>Week 16</b> Dec 11	<b>Final Exam is Monday December 11<sup>th</sup>, 10:30 AM – 12:30 PM</b> <b>Chapters 4, 9, 10, 11, 12, 13, 14, Principles, Carrier Strategies, and Shipper Strategies</b>



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

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

## Attachment 1 Important Dates-- Fall 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://registrar.unt.edu/regISTRATION/fall-registration-guide>

Deadline	Regular Academic Session
Classes Begin.	Aug 28
Labor Day (no classes; university closed).	Sept 4
Census.	Sept 11
Beginning this date a student who wishes to drop a course must first receive written consent of the instructor.	Sept 12
Last day for student to receive automatic grade of W for nonattendance.  Last day for change in pass/no pass status.  Last day to drop a course or withdraw from the semester with a grade of W for courses that the student is not passing. After this date, a grade of WF may be recorded.	Oct 6
Beginning this date instructors may drop students with a grade of WF for nonattendance.	Oct 7
Last day to drop with either W or WF.  Last day for a student to drop a course with consent of the instructor.	Nov 6
Beginning this date, a student who qualifies may request an Incomplete, with a grade of I.	Nov 13
Last day for an instructor to drop a student with a grade of WF for nonattendance.  Last day to withdraw (drop all classes).	Nov 22
Thanksgiving Break (no classes, university closed).	Nov 23-26
Last Regular Class Meeting.	Dec 7
Reading Day (no classes).	Dec 8
<u>Final Exams.</u>	Dec 9-15
End of term.	Dec 15

## 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 September 1<sup>st</sup>. To avoid a reduction in participation points name your resume file using your last name and the term and year of your graduation. For example:

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

Failure to properly name your file will result in a penalty toward participation points. Late submissions will receive a three point reduction in their final grade. The logistics faculty will use this resume to send to companies that contact us throughout the semester so make sure it is your very best, no excuses. You have the right to request your resume not be distributed to potential employees.

**YOU MUST COMPLETE THE FORM ON THE FOLLOWING PAGE AND TURN-IN A SIGNED COPY as a scanned pdf or Word document (cut and paste out of the syllabus) and post with your resume in Blackboard Learn by 5:00PM on Friday, September 1<sup>st</sup>.**

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



## Logistics and Supply Chain Management Resume Posting Authorization

Name your resume file as follows:

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

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

Please check the appropriate responses:

A Logistics intern position for:

- ☐ Fall 2017
- ☐ Spring 2018
- ☐ Summer 2018
- ☐ I am not interested in a Logistics related internship

A part time position in Logistics:

- ☐ Fall 2017
- ☐ Spring 2018
- ☐ Summer 2018
- ☐ I am not interested in part time employment in Logistics

Post graduation permanent professional employment:

- ☐ Fall 2017
- ☐ Spring 2018
- ☐ Summer 2018
- ☐ 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>

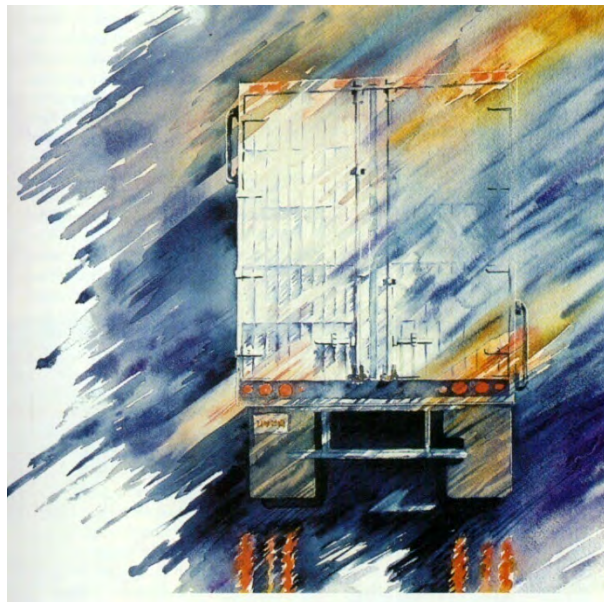
Executive Lecture Series -- <http://www.cob.unt.edu/logisticscenter/students/lectureseries/speakers.php>



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

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

-- *Alexander the Great*

## Attachment 6

### Transportation Research Paper and Grading Rubric

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

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

The objectives for this assignment include:

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

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

- transportation management
- the key opportunities and challenges confronting transportation
- the key issues affecting the future development of transportation and facilities
- how each mode supports or contributes to transportation
- the key transportation intermediaries and the roles they play in facilitating freight shipments
- key trends in transportation
- the resources available regarding transportation management
- how transportation supports a company's overall corporate, marketing, and customer service strategy
- how transportation modes and carriers fit within the national and international transportation networks
- the relationship between transportation, facility location, and economic development

## Research Topics:

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

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

- Autonomous trucks
- Electronic logging devices (ELDs) and their effect on trucking capacity
- Transportation brokerage
- Truck driver shortage
- Effect of the Panama Canal on transportation and trade patterns
- Amazon as a transportation provider/third party logistics provider
- Use of vehicle miles traveled (VMTs) as an alternative to fuel tax to fund highway infrastructure
- President Trump's infrastructure plan and potential effects for freight transportation
- Freight mobility planning—how will federal and state plans affect future freight transportation in the United States
- The future of freight rail transportation in the United States
- The role and future trends of third party logistics providers
- Texas-Mexico trade and effect on transportation
- Pipeline construction, eminent domain, and the challenges affecting the transportation of energy products
- Electronic commerce and last mile delivery
- Shippers using intermodal transportation—why, challenges, key factors affecting their decision process
- Non-vessel owning common carriers—description, services offered, marketplace, challenges, who do they serve, relationship with ocean carriers, railroads, and other transportation providers
- Inland ports
- Truck to rail conversion—what are the necessary conditions and what challenges must be overcome
- Intermodal rail—how prepared are the Class 1 railroads to support further expansion
- Nearshoring and the effect on intermodal transportation

You may select from any of the above topics or identify a different topic. The topics must be posted in Blackboard Learn before 5:00PM on Friday, September 15<sup>th</sup>. Topics

may not be duplicated. As a result, you should select your topic early to obtain the one you want to research.

### **Submission format:**

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

- A cover sheet containing the title of the paper, the team name, and the names of each team member
- Table of contents identifying major sections of the paper and the corresponding page number
- One page executive summary that concisely summarizes the content of the entire research paper
- Introduction—explains the topic, purpose of the paper, and how the purpose will be accomplished
- Content—should include a minimum of three major sections which address different aspects, key issues, variations, etc. of the topic
- Discussion and conclusion—identify and explain the major conclusions that can be drawn from the research effort
- References

The research paper has a minimum length of 20 pages; however, my expectations are that the paper will be at least 20 pages of text in addition to the cover page, executive summary, and bibliography. The paper must cite at least 20 sources with 10 being from professional or academic journals, professional or government white papers, or newspaper articles. The remaining sources may be from internet sources but must have a complete citation.

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

The file name should be: teamname\_researchpaper.docx

### **Suggested sources:**

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



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

#### Professional and academic publications:

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

#### Professional organizations:

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

### Glossary of intermodal terms:

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

### Other:

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

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

### Format for bibliography entries:

#### Article:

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

#### Book:

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

#### Internet:

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

### Figures and Tables

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

## Spacing

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

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

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

## Additional writing resources

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

### *Grammar:*

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

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

### *Style:*

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

### *Usage:*

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

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

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

## Grading rubric for the Transportation Research Paper

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

See next page for mandatory deductions:

The following deductions will occur after the paper has been scored using the rubric on the previous page:

Graded element	Mandatory Deduction
Topic not submitted on time	5 points
Topic not approved in advance of outline	5 points
Outline not submitted or not submitted on time	5 points
List of references not submitted or submitted on time	5 points
Minimum of 10 sources cited in the paper from professional, academic, or government sources not fulfilled	2 points per source below 10
Minimum of 20 sources cited in the paper	2 points per source below 20
Minimum of 20 pages of text (not including diagrams or figures, executive summary, references)	10 points per page below 20 pages
Title page or table of contents missing	5 points for each
Executive summary (one full, single-spaced page)	Up to 10 points



The following codes may be used to provide feedback on the 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

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

Peer evaluations will be performed anonymously using the rating forms attached to this syllabus. You can obtain an electronic version of the forms by downloading the syllabus from Blackboard. Please submit your evaluations in the assignments module for "Peer evaluations". **I strongly recommend you review the peer evaluation sheets so you can become familiar with the requirements for team and course participation.**

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

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

The formula allows an individual to receive a grade higher than the team grade if the team members considered the individual's performance to be higher than the other team members. **NOTE: A forced ranking is required! You must place each individual's participation in rank order. For example, the top performer should 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 research paper 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 : Transportation Research Paper

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

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



I	II	III	IV	V
Is unwilling to carry out assigned tasks.	Sometimes carries out assigned tasks but never volunteers to do a task.	Carries out assigned tasks but never volunteers to do a task.	Consistently carries out assigned tasks and occasionally volunteers for other tasks.	Consistently carries out assigned tasks and always volunteers for other tasks.
0	60	90	95	100

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

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

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

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

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

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

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

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

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

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

## Attachment 8

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

Category	Percentage	0	1	2	3	4	5	Score	Weighted Score
Understanding	50%	Fails to address the question, is illegible, or is blank	Shows limited understanding of the question and subject matter; omits concrete examples; uses weak details or none at all	Attempts to address the question but uses vague and/or inaccurate information	Presents a satisfactory understanding of the question and subject matter	Demonstrates a good understanding of the question and subject matter	Shows a clear understanding of the question and subject matter	5	2.5
Task	50%	Fails to address the question, is illegible, or is blank	Does not address the question. Minimally develops response to the question	Does not address the question explicitly. Minimally develops all aspects of the response to the question or some of the question in some depth	Does not address the question explicitly, though does so tangentially. Develops all aspects of the response with little depth or most aspects in some depth	Adds the question but unevenly. Develops all aspects of the response to the question but may do so somewhat unevenly	Adds 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 are 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

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Signature

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Date

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Printed Name

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Student ID Number