



**LSCM 4360.003: GLOBAL ALLIANCES AND
INTERNATIONAL SUPPLY CHAIN MANAGEMENT**
Spring 2018



MONDAY, WEDNESDAY AND FRIDAY 11:00 – 11:50 AM

BLB 250

CATALOG DESCRIPTION

Prerequisites: LSCM 3960 (or permission of instructor). **Description:** This senior level course focuses on Global Alliances and International Supply Chain Management. Topics include: supply chain and alliance strategy in the multi-national firm, materials management, international sourcing and distribution, importing and exporting procedures, international carrier management and operations. This survey course is designed to help prepare the logistics professional for a career in international logistics.

Office: John Dickens
Hours: 937-409-0194
BLB 323A
Monday through Friday 08:00-5:00 pm by
appointment only

COURSE OBJECTIVES

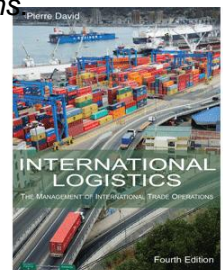
The course has the principal objective of providing an introduction to logistics operations and issues in an international supply chain environment. Key processes, relationships to logistics management and other business functions, and the strategies and techniques frequently employed to obtain a competitive advantage in a global business environment will all be addressed. Specific objectives for the course include developing an understanding of the supply chain concept, approaches employed to obtain a competitive advantage through supply chain management, and techniques employed to improve the performance and efficiency of supply chains in an international environment:

- Foreign markets; entry, exit, customs, and contracts.
- Terms of Trade, payment, currency, and documentation.
- International finance and insurance or logistics operations.
- Mode selection and intermodal issues.
- Packaging and handling for export and import.
- International logistics infrastructure.
- Issues involved in managing international supply chain processes.

COURSE MATERIALS

Text: David, A. Pierre. *International Logistics: The management of International Trade Operations*. 4th Ed., Berea, OH: Cicero Books, 2013. ISBN-13: 978-0-9894906-0-3.

Blackboard Learn: Course materials, assignments, and outside readings will be available on the class web page within Blackboard Learn. Students can access the class web page using the Internet at the website www.learn.unt.edu. The site is password protected. You will be automatically enrolled when you registered for the class. You can learn more by reviewing the on-line student manuals. To login go to <https://learn.unt.edu> and enter your EUID and AMS password.



You are expected to log in to Learn at least once in every 24 hours. Important announcements are delivered to you via Learn e-mail.

Internet Software: You will need Internet access and a web browser such as Firefox or Internet Explorer. Course materials and assignments will be distributed via the class web page. You will be responsible for accessing the page to obtain all course materials. Adobe Acrobat Reader will be required to read some of these materials. Acrobat Reader is available free from the Adobe web site www.adobe.com or through any of the UNT computer labs. Many of the printed materials required for this course will be in stored in PDF. This format is common for materials published throughout the web and for full-text articles obtained on-line from the UNT library. Materials written in **PDF** can be viewed and printed only using the Adobe Acrobat Reader. Once the Reader is installed on your system, when you click on one of the items in PDF format, your web browser should automatically load the Adobe software within the browser, and show you what the document looks like.

Class PowerPoint Presentations and Chapter Notes: Copies of the PowerPoint slides used during the in-class lectures can be downloaded from the class web page. I would encourage you to download and print copies of the slides in advance of their coverage in class. You may find this useful to follow along while in class, and/or to review the slides on-line from home or work. The slides are intended to emphasize talking points. You should plan on taking notes on lectures to supplement the slides with details provided only in class.

GRADING

	Value	Frequency	Total	Percent
Resume	35	2	70	7%
Case Studies	50	2	100	10%
Class Attendance & Participation	100	1	100	10%
Quizzes	10	13	130	13%
Short Exercises	10	5	50	5%
Group Project	150+50	1	200	20%
Exams	100	2	200	20%
Final Exam	150	1	150	15%
Total			1000	100%

Total Points	Letter Grade	Percentage	Grade Point
900– 1000	A	90.00-100.00%	4
800 – 899	B	80.00-89.99%	3
700 – 799	C	70.00-79.99%	2
600 – 699	D	60.00-69.99%	1
000 - 599	F	00.00-59.99%	0

Note: Students will not be allowed to resubmit or retake assignments, exams or any other graded material.

PROPOSED CLASS SCHEDULE

Note: We will attempt to stay as close to this schedule as possible, however, it may be revised to accommodate class progress, campus closure, to provide more in-depth focus or discussion where warranted.

DATE	TOPIC		DELIVERABLES
17-Jan	Course Introduction & Syllabus		
19-Jan	Chapter 1	International Trade	Quiz Ch1
22-Jan	Chapter 2	International Supply Chain Management	Quiz Ch2 & Resume (23 Jan)
24-Jan	Chapter 3	International Infrastructure	Group Project (Topic) Resume Late Submission (25 Jan)
26-Jan		Case Study 1	
29-Jan	Chapter 3	International Infrastructure	Quiz Ch3
31-Jan	Chapter 4	International Methods of Entry	
2-Feb		Case Study 1	
5-Feb	Chapter 4	International Methods of Entry	Quiz Ch4
7-Feb	Group Projects- Presentation of Introduction		SE-1
9-Feb		Exam 1 Review	
12-Feb	Exam 1: Chapters 1-4		
14-Feb	Chapter 5	International Contracts	Quiz Ch5
16-Feb		Case Study 1	Resume
19-Feb	Chapter 6	Terms of Trade or Incoterms Rules	
21-Feb	Chapter 6	Terms of Trade or Incoterms Rules	Quiz Ch6
23-Feb		Case Study 1	
26-Feb	Chapter 7	Terms of Payment	SE-2
28-Feb	Chapter 7	Terms of Payment	Quiz Ch7
2-Mar		Case Study 1 Presentation	Case Study 1 Submission
5-Mar	Chapter 8	Managing Transaction Risks	SE-3
7-Mar	Chapter 8	Managing Transaction Risks	Quiz Ch8
9-Mar		Case Study 2	
12-Mar	Spring Break (no classes)		
14-Mar	Spring Break (no classes)		
16-Mar		Case Study 2	
19-Mar	Pietra Rivoli	The Travels of a T-Shirt in the Global Economy	
21-Mar	Group Projects- Presentation of Content		SE-4
23-Mar		Exam 2 Review	
26-Mar	Exam 2: Chapters 5-8		
28-Mar	Chapter 9	International Commercial Documents	
30-Mar		Case Study 2	
2-Apr	Chapter 9	International Commercial Documents	Quiz Ch9 / SE-5
4-Apr	Chapter 10	International Insurance	

6-Apr		Case Study 2	
9-Apr	Chapter 10	International Insurance	Quiz Ch10
11-Apr	Chapter 11	International Ocean Transportation	Quiz Ch11/SE-6
13-Apr		Case Study 2 Presentation	Case Study 2 Submission
16-Apr	Chapter 12	International Air Transportation	Quiz Ch12
			Quiz Ch13-
18-Apr	Chapter 13	International Land and Multi-Modal	Group Project Submission (19 Apr)
20-Apr		Case Study 2	
23-Apr		Project Presentations	
25-Apr		Project Presentations	
27-Apr		Project Presentations	
30-Apr		Final Exam Review	
5-11 May		Final Exam	TBA

Important Spring 2018 Dates: 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/spring-registration-guide>

Date	Event
16-Jan-18	First Class Day
12-16 Mar 18	Spring Break (no classes)
2-3 May 18	Pre-finals Days
3-May-18	Last Class Day
4-May-18	Reading Day (no classes)
5-11 May 18	Finals

RESUME (70 POINTS=7% FINAL GRADE)

Time to start thinking about graduation! Got your resume ready? You should!

To assist you in preparing for your (eventual) job search, the logistics faculty would like to ensure that your resume is ready. Your assignment is to create and submit a resume. You will also have an opportunity to make it available to prospective employers. Important things to note are as follows:

- The logistics faculty will use this resume to send to companies that contact us throughout the semester. No resume updates will be accepted during the semester after the initial submission; no exceptions. Make sure it is your very best, no excuses. Do it right the first time!
- You have the right to request your resume NOT be distributed to potential employees. If you request "no distribution" we will not release your resume to prospective employers upon their request.
- Submit your resume and other associated details **via the Assignment Tab on Learn**.
- The deadline is 5 PM on 23 January 2018 for the first submission and 5 PM on 16 Feb 2018 for the second submission.**

- v. To receive full points, **name your resume file** using your last name and your anticipated graduation semester and year. For example, "Dickens_Spring_2018". **Failure to properly name your file will result in a 50% penalty!**
- vi. **Acceptable formats** are pdf, doc, and docx. **Any other format will earn you 0 points.**
- vii. **Late submissions** (for any reason including malfunctioning of Learn, file not attached, or joining the class late) will be accepted **until 5 PM on 25 January 2018 and will result in a 50% penalty or 18 Feb at 5 PM for the second submission.**
- viii. **No resumes will be accepted after 5 PM on 25 January 2018 and 18 Feb 2018 respectively.**
- ix. **Submit separate resumes** for each logistics course you are enrolled in.
- x. Complete the attached resume posting authorization form on the last page and return it with your first submission.

Case Studies (100=10% FINAL GRADE)

Case Study 1 Guidance:

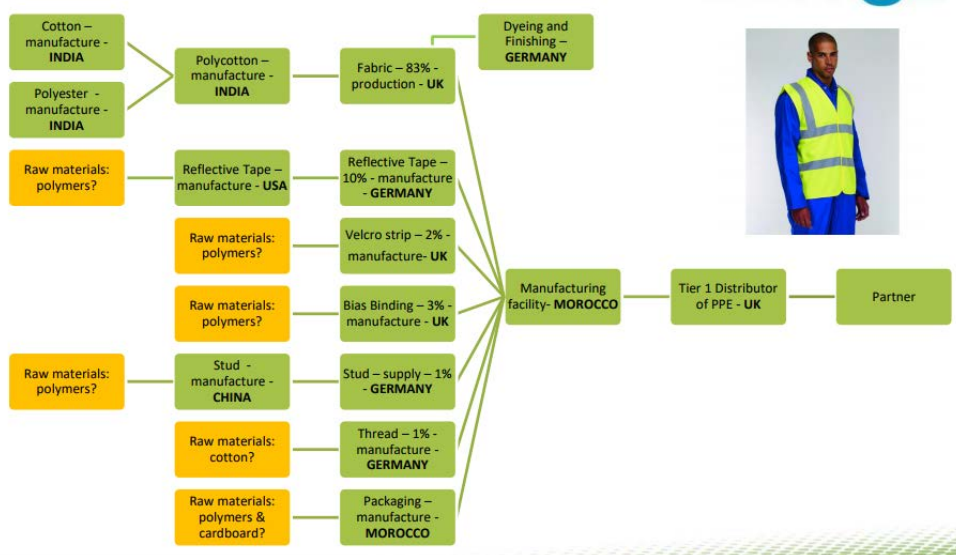
As a team, pick a company/government entity and a mission critical part or end item. For instance, the US Army uses 5.56mm ammunition for its service rifles. Identify that firm's tier 1, 2, and 3 suppliers (as many as you can). Identify supply chain risks based upon bottlenecks, long lead-times, country risks, etc. How can these risks be mitigated? Please make some suggestions. Please also include international suppliers. The firm of choice may also be the same for your group project.

Deliverable: For your team's submission please turn in a map, you could follow either example 1 or 2 below and a one-page write-up discussing your thought process, associate risks, and potential mitigation plan for those risks. Please turn these case studies in accordance with the syllabus schedule. Also prepare a 5 to 10 minute brief and be prepared to present in accordance with the syllabus schedule.

3. Build a map The most effective way to gain visibility is to build a map and to do so in a standardized approach to the management of supplier information. Mapping the supply chain allows the buyer to assess which supplier manufacturing sites are potentially exposed to risk and helps in addressing potential bottlenecks, reliance on single suppliers and companies with long lead-times.

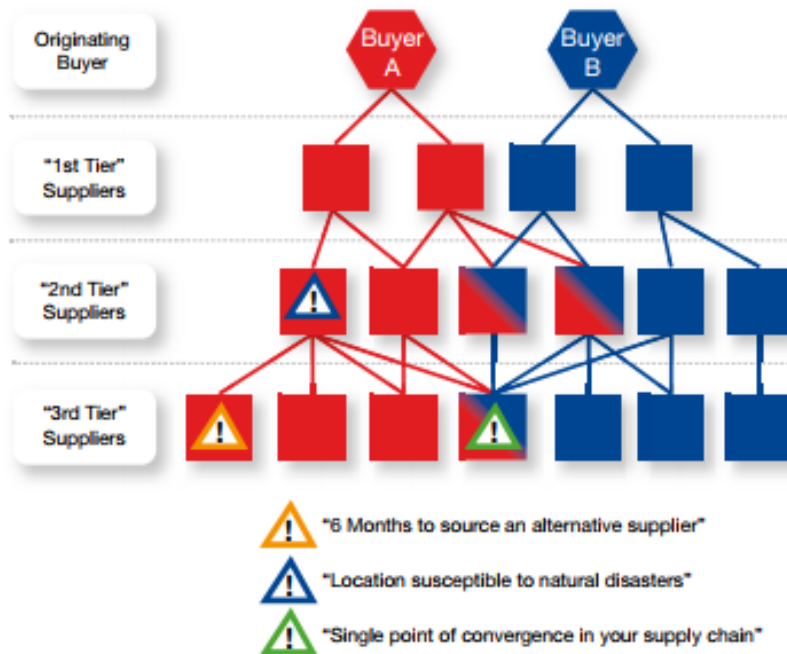
Map example 1:

Hi-vis Vest SC Map #1



Map example 2:

Identifying and managing your Supply Chain risks



Case Study 2 Guidance:

We will pick a hot issue in Logistics and SCM and each group will prepare a 1-2 page write up discussing the issue and potential solutions and outcomes. Each group will also prepare a 5-10 minute brief and be prepared to present in accordance with the syllabus schedule.

Quizzes (130=13% FINAL GRADE)

The course includes in-class 13 quizzes. **The quizzes will be closed books and notes.** The topics covered on the quizzes will be related to the reading and discussion for that lecture. Quizzes may include a combination of true/false and multiple-choice type questions. Quizzes cannot be made up if you are absent from a class without prior notice. Quizzes will be given in the class.

Short Exercises (50=5% FINAL GRADE)

The course includes 6 short exercises but you only need to submit 5.

Five times during the semester at the beginning of class you will be expected to list important logistics cities for a geographical region and you need to show them on a blank map. Short exercises assignments will be submitted via Blackboard no later than **5:00 pm** on due dates in page 3.

You will also watch the video about 'The Travels of a T-Shirt in the Global Economy' by Dr. Pietra Rivoli, Professor of Economics at Georgetown University. Link for this video <https://www.youtube.com/watch?v=4aVDChluUKo>.

EXAMS (200=20% FINAL GRADE)

The course includes **two in-class exams**. Exams may include a combination of true/false and multiple choice. All exams will be closed books/notes and they cover course material such as lectures, book chapters, quizzes, and class discussions. Each exam is worth 100 points.

FINAL EXAM (150=15% FINAL GRADE)

The final exam will be comprehensive, including questions from the previous exams and quizzes, and additional new questions. The final exam will cover all class materials with heavy focus on the last five chapters (Chs9-13), in that 60% of the final exam grade will be accounted from these last five chapters. The other 40% will be multiple case studies that are related to first eight chapters (Chs1-8), group project, short exercises and other topics covered throughout the semester. Exams will be closed book and closed notes.

GROUP PROJECT PRESENTATIONS AND PAPER (200=20% FINAL GRADE)

The purpose of this project is to be creative and connect course materials with your experience and/or your interesting thoughts/ideas. Also, learning how to properly work within a team should better prepare you for real-life work.

Student teams will conduct an International Supply Chain Logistics research project addressing a current business problem in the industry. The project will result in a research paper and power point presentation delivered by your assigned team in class. Information regarding the research project is available in Attachment 2 and in Blackboard Learn.

CLASS PARTICIPATION (100=10% FINAL GRADE)

Class participation is measured based on the following criteria: attendance to class; arriving to class on time; paying attention during lectures; respectful listening when I or your peers are speaking; your ability to be fully engaged in your learning without texting, checking your phone or email, or participating in other digital distractions; your ability to stay awake, etc. If you are unable to meet the above criteria, your participation points will be taken away throughout the semester. Keep in mind that you start the semester with ALL your points, so don't lose them! If you are distracting others with your lack of participation, you will hear from me via email or in a short face-to-face conference before or after class.

Information for grading regarding the class participation is available in Attachment 3.

STUDENT CONDUCT

General Course Etiquette: You have enrolled in a business course. My expectation of business students is

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

Classroom Etiquette: It is my intention to help prepare you for the real business world. As such, treat the classroom as a business meeting.

Important note: Texting, checking your email, web surfing, sunglasses, hats, cameras, falling asleep, etc. during class is not only extremely rude but very unprofessional. Do not engage in these activities during class. It not only distracts you, but it creates a distraction for your colleagues in class as well. Classroom etiquette is expected of you. You are to treat the classroom as a business meeting.

- Computers may be used. If you are caught using it for anything other than taking class notes on the current classroom discussion you will be invited to leave the classroom and return without the device.
- Please do not come to class late or depart early unless you have an emergency. It is discourteous and an interruption to the class.
- No cell phones or cameras during the class instruction time unless it is permitted.

MISSING AN EXAM OR QUIZ

Missing an Exam, Quiz, or Other Graded Assignment: Exams, quizzes, or other graded assignments cannot be made up.

If you must miss an exam due to work or other unavoidable circumstances, you must contact me in advance. If the circumstances merit, I may schedule a make-up exam. These situations will occur on an exception basis and must be justified on extraordinary circumstances.

Failure to hand in assignments on the due date will result in 0 points received for that assignment.

To be considered for the make-up of an in-class exam, **you must notify me before the day of the in-class exam by e-mail or in person.** Failure to provide **prior notification** will result in a failing grade for the exam. Exceptions will only be made in extreme cases. **Documentation may be required** to schedule a make-up exam.

EXTRA CREDIT: No extra credit will be available unless it is offered to the entire class. Any extra credit opportunities will be announced by Learn email and in-class at least 24 hours in advance.

Written Communication Requirements: Written documents are to be prepared in Word or PowerPoint. The standard is business level presentation.

Oral Communication Requirements: Students are required to participate in-class. Discussion will address outside readings), text material, cases and lectures. Students are expected to provide well-reasoned and concise discussions arguments.

Grade Appeals, Withdrawals & Incompletes: Please refer to the UNT Undergraduate Catalog for policies governing these actions. If you have any questions, please contact me for clarification. Please note: I only use an incomplete for extraordinary circumstances. An incomplete grade will not be used simply to provide more time to complete the course requirements.

If you disagree with how any assignment or examination was graded, you must submit a written appeal by email

or letter before the start of the next class period. The email or letter must clearly state the rationale for the appeal and provide evidence to support your position. Appeals that do not provide supporting rationale and specific reference(s) to course materials will be returned without consideration.

FINAL GRADES: In keeping with university policy and privacy acts, grades will not be given out over the telephone. Grades are not allowed to be given out by the department staff. Do not call or stop by the department office to ask for your grade. You may check your grade on-line using Learn, or schedule an appointment to receive your final grade and a review of your performance.

Academic Integrity: Cheating, plagiarism, or other inappropriate assistance on examinations or individual cases will be treated with zero tolerance and will result in a grade of “F” for the course.

Copying or using material from 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.

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.

Academic integrity policy is available at: <http://vpaa.unt.edu/academic-integrity.htm>. You are strongly encouraged to review the policy.

International Coverage: International aspects of supply chain management will be addressed throughout the class. Each chapter of the text provides an international focus for the discussion of supply chain management and the problems faced when attempting to coordinate supply chain activities on a global basis.

Environmental & Ethical Issues: The course indirectly addresses the environmental problems posed by supply chain management. Ethical issues are indirectly addressed. Ethical issues are expected to appear in discussions of standards of behavior and business practices in other countries; no value judgment of sovereign national law or practice is implied.

Americans with Disabilities Act: The College of Business Administration 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, 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.

STUDENT EVALUATION OF TEACHING EFFECTIVENESS: The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

The survey is available through a link on my.unt.edu as well as www.sete.unt.edu.

UNT COLLEGE OF BUSINESS STUDENT ETHICS STATEMENT

As a student of the UNT College of Business, I will abide by all applicable policies of the University of North Texas, including the Student Standards of Academic Integrity, the Code of Student Conduct and Discipline and the Computer Use Policy. I understand that I am responsible reviewing the policies as provided by link below before participating in this course. I understand that I may be sanctioned for violations of any of these policies in accordance with procedures as defined in each policy.

I will not engage in any acts of academic dishonesty as defined in the Student Standards of Academic Integrity, including but not limited to using another's thoughts or words without proper attribution (plagiarism) or using works in violation of copyright laws. I agree that all assignments I submit to the instructor and all tests I take shall be performed solely by me, except where my instructor requires participation in a group project in which case I will abide by the specific directives of the instructor regarding group participation.

While engaged in on-line coursework, I will respect the privacy of other students taking online courses and the integrity of the computer systems and other users' data. I will comply with the copyright protection of licensed computer software. I will not intentionally obstruct, disrupt, or interfere with the teaching and learning that occurs on the website dedicated to this course through computer "hacking" or in any other manner.

I will not use the university information technology system in any manner that violates the UNT nondiscrimination and anti-sexual harassment policies. Further, I will not use the university information technology system to engage in verbal abuse, make threats, intimidate, harass, coerce, stalk or in any other manner which threatens or endangers the health, safety or welfare of any person. Speech protected by the First Amendment of the U.S. Constitution is not a violation of this provision, though fighting words and statements that reasonably threaten or endanger the health and safety of any person are not protected speech.

Student Standards of Academic Integrity

http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf

Code of Student Conduct and Discipline

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

Computer Use Policy <http://policy.unt.edu/policy/3-10>



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.

IMPORTANT NOTE: THIS SYLLABUS IS SUBJECT TO ANY CHANGE BASED ON THE NEEDS OF THE CLASS.

Attachment 1



Logistics and Supply Chain Management Resume Posting Authorization

Name your resume file as follows:

LastName_GraduationSemester_GraduationYear.doc

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

Please check the appropriate responses:

A Logistics intern position for:

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

A part time position in Logistics:

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

Post-graduation permanent professional employment:

- ☐ Spring 2018
- ☐ Summer 2018
- ☐ Fall 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 2
International Supply Chain Management Research Project:
Project Timing, Guidelines, and Grading Rubric

This assignment requires teams of up to four students to research a topic related to international supply chain management 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 research project is to increase your understanding of a specific international supply chain management topic and the challenges and opportunities associated with the subject of your research.

The topics must be finalized no later than **24 January**. On 24 January, every group will provide a one-page submission stating **the group member names and the selected topic**. Failure to do so will result in a **15-point deduction** on the group project point. If the group topic along with member names is not received **by 29 January, ZERO** points will be assigned.

Topics/final research papers may not be duplicated/similar with Topics/final research papers from any other class. To avoid any conflict with duplication/similarity, you and your groupmates should select the topic as early as you can. The objectives for this assignment include:

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

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

- the concept under investigation
- the key opportunities and challenges confronting the topic
- the key issues affecting the future development of the topic
- how the topic affects or contributes to the overall supply chain system
- the key supply chain intermediaries and the roles they facilitate in the topical area
- key trends in this facet of supply chain
- how the topic affects supply chain resources
- how this facet of transportation affects or supports a company's overall supply chain strategy
- how the topic fits within the national and international transportation networks

Potential 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 a current challenge facing international logistics supply chain managers and methods to mitigate those challenges.

Potential topics for the paper include:

- supply chain and alliance strategy in the multi-national firms
- materials management
- international sourcing and distribution

- importing and exporting procedures
- international carrier management and operations
- The ocean carrier industry—current challenges and future directions
- Saint Lawrence Seaway
- Third Party Logistics providers—challenges and future directions
- Effect of the Panama Canal expansion
- Foreign Trade Zones
- Transportation security requirements for air cargo
- Foreign markets; entry, exit, customs, and contracts.
- Terms of Trade, payment, currency, and documentation.
- International finance and insurance or logistics operations.
- Mode selection and intermodal issues.
- Packaging and handling for export and import.
- International logistics infrastructure.
- Issues involved in managing international supply chain processes.

You may select from any of the above topics or identify a different topic. The topics must be posted in Blackboard Learn before the due date. Topics may not be duplicated. As a result, you should select your topic early to obtain the one you want to research.

The research paper will contain the following sections:

- **Introduction**—explains the topic, purpose of the paper, and how the purpose will be accomplished. Each group will make a 5-minute presentation that covers the introduction section on **7 February**.
- **Content**—should include a minimum of three major sections which address different aspects, key issues, variations, etc. of the topic. Each group will make a 5-minute presentation that covers the content section on **21 March**.
- **Discussion and conclusion**—identify and explain the major conclusions that can be drawn from the research effort. Final presentations will be held on **23 April, 25 April, 30 April and 2 May**.

The research paper will be a document that adheres to APA guidelines that includes at least 15 pages of typed double-spaced text in addition to the cover page, executive summary, and bibliography.

Submission timing: Team paper assignments will be submitted via Blackboard no later than 5:00 pm on 19 April. A 50% penalty will be assessed for submissions made after the assignment is due.

The file name should be saved as Word doc: teamname_LSCM4360.docx

Submission format:

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

- APA formatted document; double space, and a minimum of 15 pages
- A cover sheet containing the title of the paper, the team name, and the names of each team member
- Table of contents identifying major sections of the paper and the corresponding page number
- Executive summary
- The research paper
- References

Format for bibliography entries examples:

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, accessed December 30, 2013

Figures and Tables

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.

Spacing

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*, 9th ed. (1984), New York: Harcourt brace Jovanovich.

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

Style:

Strunk, W. Jr., and E.B. White. *The Elements of Style*, 3rd 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*, 5th ed. (2001), Washington, D.C.

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

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 International LSCM. As a result, you will need to use sources with current information to include extensive internet searches. Please ensure you carefully well document 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
- Journal of Commerce (professional magazine), available through the UNT library
- Logistics Management (professional magazine), logisticsmgmt.com
- World Trade 100 (professional magazine), worldtradewt100.com
- World Review of Intermodal Research, (academic journal), available through the UNT library
- Transport Topics, (academic journal), available through the UNT library

Professional organizations:

- American Association of Port Authorities
- American Short Line & Regional Railroad Association
- American Trucking Associations
- Association 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
- International Warehouse Logistics Association
- National Customs Brokers & Forwarders Association of America
- National Defense Transportation Association
- National Industrial Transportation League
- 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
- World Shipping Council

Grading rubric for the International LSCM Research Paper (150 points)

Research paper (word file) will be worth 150 points equally assigned to every group member if you do not specify your portion of work. If group decide to specify their work in the research paper, every student will individually be graded. The research paper must contain the following sections:

Graded Elements	Exemplary	Good	Acceptable	Unacceptable
Purpose (20 points)	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	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.
Content (50 points)	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 international LSCM. 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
Organization (20 points)	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.
Word choice (10 points)	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
Tone (15 points)	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.

Paragraph and Sentence structure (15 points)	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.
Grammar, spelling, punctuation (10 points)	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.
Use of references and APA formatting (10 points)	Compelling evidence from professional legitimate sources is given to support positions stated in the paper. Attribution is clear and fairly documented. APA formatting used in the document with few errors.	Legitimate sources that support key statements are generally present and attribution is, for the most part, clearly and fairly represented. APA formatting used with some errors.	Although attribution to sources are occasionally made, many statements seem unsubstantiated. The reader cannot clearly determine the source of information or ideas. APA formatting errors throughout the document.	References seldom cited or are missing to support key statements of fact. APA formatting isn't used throughout the document
Overall Score				

Grading rubric for the International LSCM Team Presentation (50 points)

Every group members need to present their presentation. In any part of presentation, you will be graded 25 points based on your performance and 25 points based on the teamwork performance. The first two presentation will last for 5 minutes, and the final presentation will last about 15-30 minutes.

- **Introduction**—explains the topic, purpose of the paper, and how the purpose will be accomplished. Each group will make a presentation in five minutes for introduction section on **7 February**.
- **Content**—should include a minimum of three major sections which address different aspects, key issues, variations, etc. of the topic. Each group will make a presentation in five minutes for content section on **21 March**.
- **Discussion and conclusion**—identify and explain the major conclusions that can be drawn from the research effort. Final presentations will be held on **23 April, 25 April, 30 April and 2 May**.

Graded Components	Exemplary	Good	Acceptable	Unacceptable
Introduction/Purpose (25 points) (Only for presenter)	Team clearly states central purpose or argument for the project	Purpose is clearly stated; however portions of presentation conflict with central purpose or argument	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.
Content (25 points) (Only for presenter)	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 information presented provides reasonable support for the central purpose.	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.	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
Organization/Flow (25 points) (Only for presenter)	The ideas are arranged logically to support the purpose of the project. The presentation flows smoothly from one point to the next. The audience can easily follow the team's organization and logic.	The ideas are arranged logically to support the central purpose of the project. The points made within the presentation are usually linked to each other. For the most part, the audience can follow the team's logic and line of reasoning.	In general, the presentation 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 audience 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 audience cannot determine the line of reasoning or logical flow of the presentation.
Teamwork (25points) (For all group members)	Team demonstrated good flow with seamless transitions and knowledgeable regarding the purpose/argument of the presentation	Team demonstrated adequate flow with transitions and knowledgeable regarding the purpose/argument of the presentation	Team generally demonstrated adequate flow with transitions and was somewhat knowledgeable regarding the purpose/argument of the presentation	Team was not prepared to present. Presentation lacked flow and transitions appeared unrehearsed. Team lacked knowledge regarding key components of the purpose/argument of their presentation

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

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

Attachment 3

Grading Template for Class Participation

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