

LSCM 4560
Transportation Management
Course Syllabus



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DEPARTMENT OF LOGISTICS & OPERATIONS MANAGEMENT COURSE SYLLABUS

LSCM 4560.501, Business Transportation Management

TERM: Spring 2023

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: Yavuz Idug
Frisco Hall Park A room 135/6 (Based on availability)
E-mail: Yavuz.Idug@unt.edu

CLASS HOURS: 6:00 – 8:50 PM on Tuesdays @ FRLD 410.

OFFICE HOURS: Tuesdays and Thursdays: 4:00 – 6:00 PM.
Office hours conducted by phone or Zoom always by appointment.
Please indicate the purpose when scheduling the meeting. Many times, I often can resolve inquiries through an email response.

COMMUNICATION CONTACT INFO: All communication relating to the course should occur through Canvas messages. Discussion topics have been created for posting questions related to specific chapters or assignments. Grade challenges and other communications related to the course should be accomplished through Canvas messages. Communication unrelated to the course (advising, internships, etc.) may be submitted to yavuz.idug@unt.edu. All assignments will be turned-in using Canvas. Please see the assignments module in Canvas for instructions on posting assignments.

Please note: this syllabus does not include the learning objectives for individual class sessions or assignments. Access Canvas to obtain detailed learning objectives for each class session.

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

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

IMPORTANT DATES:

Attachment 1 contains important dates for the Spring semester. You should be aware of key dates that may affect you. Important dates for this course are included in the Course Schedule (see page 28).

COURSE ETIQUETTE AND CONDUCT:

You have enrolled in a business course. My expectation is that you will conduct yourself professionally in all interactions regarding this course. Communications should occur in complete sentences with correct grammar, spelling, and punctuation. You should not use abbreviations or “texting” when communicating in this class.

All in-class discussions require professional courtesy and language. Individuals must demonstrate respect for other students in the course—rude behavior and interruptions will not be tolerated. All students are expected to fully comply with the UNT student code of conduct. You can review the code of conduct at:

<https://policy.unt.edu/policy/07-012>

NETIQUETTE:

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

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

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

CANVAS USE:

Students are expected to check Canvas, unt.instructure.com, for any course updates on a daily basis. Announcements, updates, and revised materials will periodically be posted. Students are responsible for any updates posted in Canvas—Canvas messages or announcements.

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

REQUIRED TEXTBOOKS:

Novack, Robert A., Brian J. Gibson, Yoshinori Suzuki, and John J. Coyle (2019), *Transportation*, 9th edition, South-Western Cengage Publishing, Mason, OH, ISBN 978-1-137-40664-2

Rodrigue, Jean-Paul, (2020), *The Geography of Transport Systems*, 5th edition, Routledge: New York, NY, ISBN 978-0-367-36463-2. **Please note: You can access this text for free on-line.** Portions of this text will be used. You may obtain any required material from the on-line version of this text at <https://transportgeography.org/>

COURSE MATERIALS:

Course materials, assignments, and outside readings will be available within Canvas. Students can access Canvas using the Internet at the website unt.instructure.com. The site is password protected. You can learn more about Canvas by reviewing the on-line student manuals. Some materials will be available in Adobe Acrobat Reader (*.pdf) format. You can obtain Adobe Acrobat Reader via the Internet at www.adobe.com.

You can view the learning modules (organized by chapter) for the course by selecting the appropriate course in Dashboard and then the module from the menu on the left-hand side of the Canvas page (see Figure 1 below).

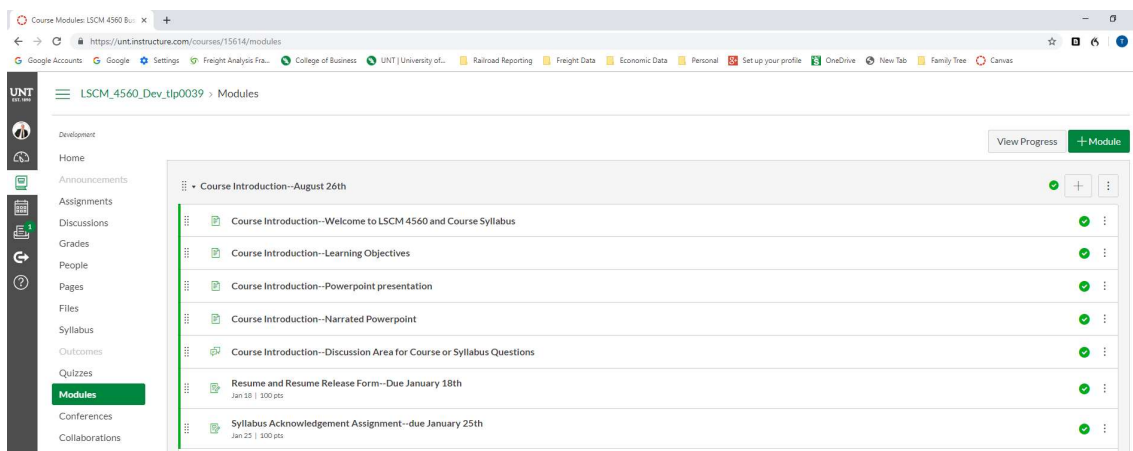


Figure 1: Course Module in Canvas

Outside readings: Outside readings will be required for several class sessions. These readings will be posted by module in Canvas or can be downloaded from the UNT library.

Homework: The course includes two graded homework assignments. These assignments may be quantitative in nature, and you can expect similar problems to appear in one of the three examinations. The graded assignments will be made available for download in the Assignments module, within Canvas. Graded assignments will be turned-in electronically in the Assignments section of Canvas. See the “Grading” section of the syllabus for additional instructions.

Transportation Research Project: The class requires a team research project involving key issues confronting transportation professionals. The due date is posted in the class schedule. The learning objectives will be available in Canvas.

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

Internet Software: You will need Internet access and a web browser such as Firefox, Google Chrome, or Microsoft Internet Explorer. Course materials and assignments will be distributed via Canvas. You will be responsible for accessing Canvas to obtain all course materials and to post completed assignments.

Adobe Acrobat Reader: Adobe Acrobat Reader will be required to read the majority of these materials. Acrobat Reader is available free from the Adobe web site: www.adobe.com. Many of the printed materials required for this course will be saved in PDF.

Class Powerpoint Presentations: Copies of the PowerPoint slides used for each module can be downloaded from Canvas. The Powerpoint files will be saved in two formats.

- One version contains the Powerpoint slides in two slides per page for note taking. I would encourage you to download and print copies of the slides in advance reading the book chapter or viewing the narrated version.
- The second version, created using Adobe Captivate, can be viewed online using Canvas. This version provides narration and closed captioning. Many students find this version useful for reviewing material or covering material they may have missed in class.

For the modules not contained in the course text, a Powerpoint file in note pages format or a draft book chapter will be provided. You are strongly encouraged to read the notes/book chapter to prepare for class and the corresponding quiz.

**COURSE
OVERVIEW:**

Table 1 provides an *approximate* breakdown of the coverage of the topics covered in this course:

Table 1: Course Coverage by Transportation Topic

Topic	Portion of the course
Course introduction	3%
Significance of transportation and effect on economic development and global trade	6%
Transportation economics	4%
Transportation regulation and deregulation	4%
Transportation public policy and promotion	4%
Transportation and logistics	3%
Modal characteristics and operations	26%
Intermodal transportation	4%
Vehicle routing	4%
Principles of transportation & logistics	4%
Transportation costing and pricing	4%
Transportation risk management and security	4%
Ecommerce, last mile, and transportation	4%
Third-party transportation providers	4%
Private transportation	4%
Shipper and carrier strategies	8%
Transportation security	4%
Exams	6%
Total	100%



Port of Houston

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

– Napoleon Bonaparte

COURSE OBJECTIVES:

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

- Develop transportation strategies for movement of freight across the supply chain based on customer service constraints and 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 person in class and using Zoom. Links to the Zoom sessions are available in Canvas. Some classes may be conducted in an asynchronous distance format (pre-recorded using the Adobe Captivate narrated Powerpoints.

You should prepare in advance to ensure access to a computer with dependable internet access, camera, and microphone.

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



Figure 2: Example of narrated Powerpoint Presentation

Lecture format: This course will primarily rely on in person lecture and discussion format. A key objective of this course is for you to

develop an in-depth knowledge of the key concepts and professional knowledge in transportation management to enable effective decision-making. You must possess this knowledge to enter the profession and to understand the problems you will face in subsequent courses and in the required logistics internship. During the lectures, questions will be posed to promote in-class discussion of key topics or current issues. Students are also encouraged to pose questions and engage in an active dialogue regarding key issues or policies affecting the transportation industry.

Schedule: The class will adhere as closely as possible to the schedule posted in the syllabus. **All assignments 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 Canvas. I have essentially created a “mini-syllabus” for each chapter and assignment. You will find information on how I expect you to prepare, the reading and viewing of assignments, any required or recommended outside readings or videos, key learning objectives, and discussion questions.

I recommend you use the learning objectives as a study guide—ensure that you have identified and carefully read the sections in the book or Powerpoint slides that relate to these objectives. If you take thorough notes on these objectives, then you should be well-prepared for the quizzes and examinations. *All examination and quiz questions will be linked to the learning objectives.*

In several instances, the material in the primary course text may already be outdated. **If the material in the Powerpoint slides contradicts or contains different information from the course text, you need to use the information contained in the Powerpoint slides. Grade challenges based on conflicting material in the course text will not be accepted.**

Canvas Discussion Areas: Any questions regarding the course should be posted in the discussion area. This approach will ensure all students benefit from your question and my response.

Assignments and Posting Homework: All homework and the case analysis will be turned-in at 5:00PM Friday in the week shown in the syllabus course schedule. An electronic copy will be submitted as a .pdf, .xlsx or .docx (should be a single file—do not use jpg or graphics formats) attachment and posted to the appropriate assignment in Canvas. Within the assignment modules, you will also find instructions or guidelines for completing each assignment.

Do not submit homework as an email or Canvas message attachment unless previously approved.

GRADING:

You should view the graded assessments, as an integral part of learning about logistics and supply chain management. Each graded element provides an opportunity for you to interact with the different problems frequently encountered by logistics professionals and to receive immediate feedback on how you have performed.

The graded elements within the course include three examinations, a research project, two graded homework assignments, daily quizzes, and professional development. The weights assigned to each element are shown below in Table 2.

Table 2: Graded elements for LSCM 4560

Graded Element	Percentage
Exam 1	15%
Exam 2	15%
Exam 3	15%
Daily quizzes on learning objectives	8%
Facility location assignment	5%
Rate making assignment	5%
Transportation research project	15%
Transportation research project presentation	5%
Professional Development	2%
Research Participation (SONA)	5%
Class participation	10%
Total	100%
Note: Failure to actively participate in class may result in up to a one letter grade (10 percent of total points for the course).	

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, presentations, and homework assignments. **You are responsible for the material even if it is not emphasized or directly covered during the lectures.**

Past experience strongly suggests you will learn much more (and thus perform better) in the class if you have completed the reading assignment before attending class or taking the quizzes and examinations. The book chapters cover much of the material addressed in this course; however, I will cover material in addition to the text in the in-class lectures or narrated Powerpoint slides. I strongly recommend that you take thorough notes.

Exams will focus on the chapters and modules contained in the class schedule; however, due to the nature of the course and subject matter, all exams contain some comprehensive elements. **The exams will emphasize material identified in the learning objectives for each chapter or topic.** No make-up exams will occur except in extraordinary situations that require approval before the scheduled exam. **The exams are not cumulative; however, you must be familiar with basic concepts covered earlier in the class.**

Attachment 7 provides a rubric used to assess student performance on short answer and essay questions on the exams.

Quizzes. An online quiz in Canvas will be administered after every class except following exams, or when previously announced. Quizzes will consist of five to twenty 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 you can expect to see similar questions on the examinations.

The in-class quizzes will be given during the first five minutes of class. If you arrive late or miss class, the quizzes cannot be made up. On-line quizzes open immediately after the corresponding class session and will be available until the start of the next class.

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

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

All assignments will be turned in at 5:00PM Friday of the week shown in the course schedule and also be submitted as an attachment in the Canvas Assignment area. The file name must follow the file name convention shown in the learning objectives for the assignment. **A five-point deduction will be assigned to any assignment that does not have an appropriate file name.**

Transportation Research Project. Teams of four students will conduct research or a case analysis involving key issues or problems confronting transportation and logistics professionals and produce a thoroughly documented research paper or case analysis. Students may present their papers to executives from the participating companies. The research paper/case analysis and learning objectives are available in Canvas. See Attachment 5 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 teammate in the peer evaluations. The initial grade appearing in Canvas will be for your team. Once the peer evaluations have been received, your individual grade may be adjusted based on team feedback. As a result, you should actively participate in the research project and support your team members.

Transportation Research Project Presentation. Each research project team will present their projects. You are going to submit your presentation as a ppt on Canvas and present it to the class.

Peer evaluations. Peer evaluations are required and will only be submitted once on the date shown in the syllabus. Attachment 6 contains the peer evaluation forms and instructions. A single peer evaluation will be used for assessing your team members' performance for the research paper (see page 43).

Research Participation (SONA). As part of your learning experience in this course, you will be required to participate in research studies to gain experience with the research process and learn about methods and scaling techniques. Your participation in these research studies will make up 5% of your final class grade.

To fulfil the requirement, you must create an account on the College of Business REP webpage (unt-cob.sona-systems.com) which allows you to browse and sign up for available studies. DO NOT sign up for the SONA in the Psychology Department! Use the CoB SONA link provided above.

The amount of credit assigned is based on the length of time the study takes to complete and whether you participate online or in-person in the COB behavioral Lab (BLB 279):

Online Studies In-Person Lab Studies (Behavioral Lab - BLB 279)

<15 minute studies = 1 credit <15 minute studies = 3 credit

15-30 minute studies = 2 credits 15-30 minute studies = 4 credits

>30 minute studies = 3 credits >30 minute studies = 5 credits

To fulfill the 5% course requirement, you must earn a total of 10 REP credits throughout the semester (i.e., 1 credit = 0.5 percent of your final grade). All credits earned will be added to your final course grade at the end of the semester. Additional extra credit points may be available at my discretion.

To sign up, please visit unt-cob.sona-systems.com. If you have questions, DO NOT contact me. Instead, contact the SONA managers via email at RCoBRep@unt.edu. Your questions will be addressed promptly, usually within 24 hours.

Please Note:

- 1) Don't wait! Create your account ASAP! Get first access to available studies.
- 2) Assign your credits to the proper course. This course is: LSCM 4560.
- 3) If you have another course that also requires SONA credits, you must complete those credits separately. On the main SONA account page, you can assign your completed credits to specific courses (of your choice). You have up to May 5th to adjust these credits!
- 4) If you do not want to participate in the posted studies, you can complete a 2-page research article critique for 2 points of REP credit each. To do so, please email RCoBRep@unt.edu and they will assign you an article to critique. Critiques are due on or before April 28th.

Important Deadlines!

April 28th, 5:00 PM – Last day to participate in SONA for Spring semester. You will have one week from this date to adjust your final credits assigned to particular classes in SONA. On May 5th, final scores will be distributed to instructors and cannot be changed after that point.

Class participation. Class participation incorporates several elements including: attendance, individual in-class discussion of daily course content, outside readings, an individual introduction, 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.

Make sure that you are making your presence known through positive class contributions. Behavior detrimental to class discussion and progress will be heavily considered in this component of your grade. It is especially important to show respect for guest lecturers in the class.

Failure to submit 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).

I will grade participation on a daily basis using a 0 – 5-point scale. You are not required to participate during every class period; however, if you fail to make a meaningful contribution at

least once every two weeks, you should anticipate a deduction in your final grade (see Attachment 4 for grading template).

Professional introduction. Each individual in the course will be required to provide a professional introduction in the Canvas Discussion module. Please see the Professional Introduction discussion posting for the required minimum content. You may include additional information relevant to how you may contribute to the case analysis.

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

Professional development. You are required to participate in a professional speaker event. It is worth 2.0 points toward your final grade (see Attachment 3 for additional information). Students must register in advance for the executive lecture series or on-boarding sessions on-line. If you cannot attend you must cancel your RSVP. The cancellation must occur by 5:00PM on the Thursday before the event. If you are a no-show, then you automatically forfeit the 2% of your final grade for that session. You will not be allowed to make-up the event for credit.

Approval of alternative activities (professional meetings, LOGSA or ISM events, or COB distinguished speakers) requires advance approval.

No double counting of professional development across courses is permitted, even if permitted by your other instructor! You cannot count a professional development session for this course and for another LSCM or LGAV course. A student may not attend one event and count it for two LSCM/LGAV classes—attendance will be checked across courses

This semester the logistics executive lecture series and logistics on-boarding sessions are scheduled on several Fridays. These sessions allow students to meet and actively interact with a logistics executive. To register for a logistics executive lecturer session, go to:

<https://cob.unt.edu/logistics-center/executive-lecture/speakers> or
<https://cob.unt.edu/logistics-center/onboarding-program>

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

By the following Friday at 5:00PM, you must provide a one-page summary of the presentation. The format for the summary is included in Attachment 3 to this syllabus. The summary will be posted in the Assignments area within Canvas.

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

ASSIGNMENTS AND DUE DATES:

You are expected to approach each assignment with the professionalism required in the “real” world by fulfilling completed staff work. Each assignment is due at 5:00PM on Friday of the week shown in the syllabus. An electronic copy must be submitted in Canvas. A 50% penalty will be assessed for submissions within 24 hours after the assignment is due (one day late). A 100% penalty will be assessed for submissions more than 24 hours after the assignment is due. Correct spelling, grammar, and punctuation are expected and will be considered in the grading of all assignments. The overall appearance and professionalism of the submission will also be considered in the grade.

Please refer to the course schedule on pages 27 and 28 and the learning objectives for each assignment to obtain more detailed information.

**RESPONSE
AND GRADING
TIME GOALS:**

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

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

The return of assigned homework has a goal of a five-business day turn-around time, but class performance and the amount of required feedback may delay the return. The answers, accompanying detail, and the grading rubric will be made available prior to the next class period to enable a self-assessment and grade projection.

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

**GRADING
SCALE:**

The following grading scale is guaranteed. You will receive no less than the grade listed within the appropriate interval (Table 3). I reserve the right to adjust the grading scale in favor of the class if warranted.

Numeric grades for the final are not rounded up to the next higher letter grade. I frequently curve the grades for many of the assessments in the course. Rounding of the final numeric grade would result in an additional curve for a limited number of students near grade “breaks.” For example, a final numeric grade of 89.9 will not be rounded upward and result in a final letter grade of B.

Table 3: Grading Scale for LSCM 4560

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

HOW TO SUCCEED IN THIS COURSE:

The following actions are provided to assist in you in succeeding in this course:

1. Review study methods you may have encountered in other classes or preparatory college courses.
2. Purchase the course text.
3. Carefully review the learning objectives for each chapter/module. I have posted these objectives in Canvas for each chapter. The exam and quiz questions directly correspond to the learning objectives.
4. Read the course text and other required assignments.
5. Review the narrated pdf and recommended homework for each chapter/module. The narrated 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 Canvas for information to assist you in taking effective notes.*
8. Form an online study group. The study group can exchange notes, discuss key topics, and prepare for the exams.
9. Be selective and wisely choose your team members.
10. Contribute to the research project assignment—your grade is dependent on the peer evaluations submitted by the other team members.
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. Even one percent often makes the difference between letter grades.
14. Check Canvas daily for updates.
15. Take advantage of non-graded requirements—executive lecturer series counts for four percent of the final grade.
16. Review on-line tutorials for Excel such as those available in YouTube or Lynda.com to learn how to perform different types of calculations or to use Solver.
17. Take advantage of the resources available in the UNT Learning Center, <https://learningcenter.unt.edu/>, which

include sessions on how to study, notetaking, speed reading and other useful tools.

18. Identify two students in this class that you can call to obtain information if a class is missed.

Name 1 and email: _____

Name 2 and email: _____

EXAM STUDYING & PREPARATION

I strongly recommend that you use the chapter/module learning objectives posted in Canvas when reading the chapters, viewing the narrated Powerpoint files, and studying for the exam. When reading the chapter, you should search for the content regarding 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 each exam, you should carefully review your notes. Ensure that you understand each objective and the notes you developed. Key questions you should ask yourself include: “why is this important to understanding logistics and transportation, how does this material relate to the other topics covered in class, and how does this material affect logistics and transportation 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.

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 excel on the examinations (see Figure 4). I developed the chapter objectives to ensure that you can make the most effective use of your study and preparation time and can concentrate on the material that will be emphasized on the quizzes and examinations.

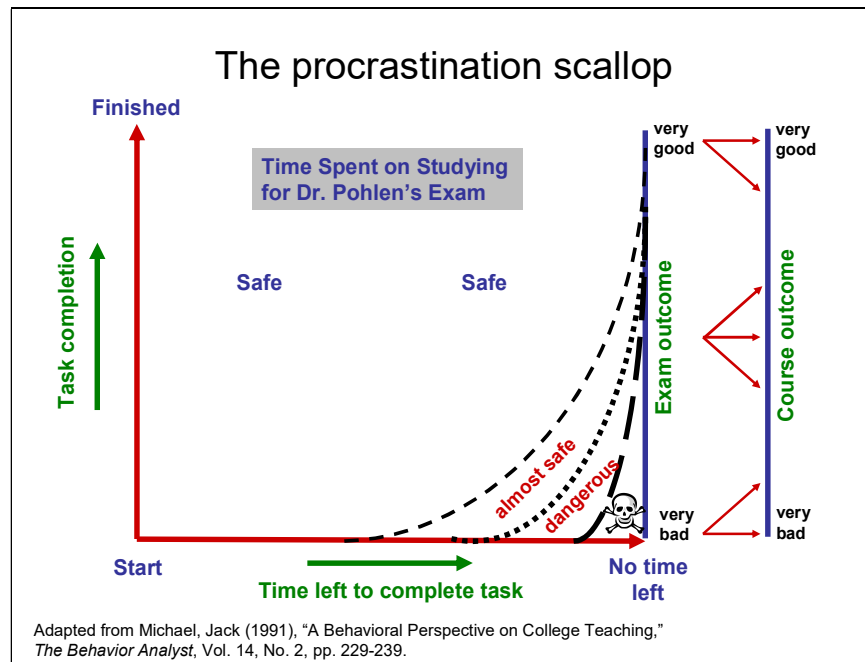


Figure 4: Procrastination Scallop

**EXAM POLICY
AND
PROCEDURES:**

All examinations and quizzes will be performed through Canvas. Exams are to be taken without the aid of any other person or materials.

Tests must be taken at the assigned time and date (see pages 27 and 28). 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 case analysis. Students can access the UNT library's electronic resources to obtain full-text access, www.library.unt.edu.

**WRITTEN
COMMUNICATION
SKILLS:**

This course requires a team case analysis and three individual assignments. Approximately 20 to 40 percent of exam questions may be open-ended or essay.

COMPUTER APPLICATIONS:

The Internet provides considerable resources for accomplishing the case assignment and for obtaining additional information regarding the subjects covered in the class. Course materials will be accessed via the Internet using Canvas. Students are encouraged to use the Internet.

This course will require students to develop an intermediate level understanding and application of Excel to transportation problems. Students will also require extensive use of an internet search engine, Adobe Acrobat, a graphics program, and Microsoft Word and Powerpoint.

Due to the portion of this course to be accessed via Canvas, students are required to have access to the internet, Canvas, a computer with camera and microphone, and the ability to scan and save files in a pdf, docx, and xlsx formats as appropriate for the assignment.

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.



“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.

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 topics. Ethical behavior in intercompany relationships is part of the discussion of these topics.

ACADEMIC INTEGRITY

The G. Brint Ryan College of Business takes academic honesty seriously. Ethics and integrity are important business values, essential to building trust and adhering to both professional and legal standards. Academic dishonesty destroys trust, damages the reputation and the value of the degree and is unacceptable.

According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions from admonition (a warning) to expulsion from the University.

Some of the most common examples of academic integrity violations include plagiarism or cheating, such as unauthorized assistance on examinations, homework, research papers or case analyses. Your work must be entirely your own. When working on assignments, you should not discuss your work with others unless approved by the course instructor. Group assignments should only be discussed with members assigned to your group, and all group members may be held accountable in some way for known academic integrity violations in a group assignment.

Another example of academic dishonesty relates to improper attribution. When preparing your assignments, you must cite all outside sources in the manner requested by your instructor. Copying or using material from any source prepared by or previously submitted by others, at UNT or other institutions, or downloaded from the Internet, is plagiarism. Unless directed otherwise in an assignment, **large scale “cutting and pasting” from other sources, even if properly footnoted, is not appropriate. You should synthesize this material in your own words and provide a footnote.**

Using materials other than those permitted, talking with other individuals during the exam, individuals exchanging information about an exam when one has taken the exam and the other has not, or copying or using material from another individual's exam is academic dishonesty and will result in a meeting to discuss academic integrity violations and potentially issue sanctions mentioned above, and may result in ineligibility for academic scholarships. The use of online assistance, such as sites commonly used for finding homework solutions, group chat, cell phones, smart watches, and similar tools during exams is not allowed for any reason unless specifically permitted. No portion of an exam may be copied or photographed without permission.

**AMERICANS
WITH
DISABILITIES
ACT**

Students are expected to conduct themselves in a manner consistent with the University's status as an institution of higher education. A student is responsible for responding to a request to discuss suspected academic dishonesty when issued by an instructor or other University official. If a student fails to respond after a proper attempt at notification has been made, the University may take appropriate academic actions in the absence of the student's participation.

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

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss

such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the Office of Disability Accommodation website at <http://www.unt.edu/oda>.

**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 Canvas message before the end of the following week (Friday, 5:00PM). The message must clearly state the rationale for the appeal and provide evidence to support your position. For example, you may cite text references, Powerpoint slides, or outside readings to support your position—these must be clearly referenced by title and page number. The rationale should be objective in nature and should not include subjective opinions. Appeals that do not provide supporting rationale and specific reference(s) to course materials will be returned without consideration.

**EMERGENCY
NOTIFICATION
& PROCEDURES**

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials. Students who travel to Collin

College for classes are encouraged to enroll for Cougar alerts, the Collin College equivalent to Eagle alert.

Emergency Evacuation Procedures for Hall Park A Building:

- **Severe Weather** In the event of severe weather, all building occupants should immediately seek shelter in the designated shelter-in-place area in the building. If unable to safely move to the designated shelter-in-place area, seek shelter in a windowless interior room or hallway on the lowest floor of the building. All building occupants should take shelter in rooms 055, 077, 090, and the restrooms on the basement level. In rooms 170, 155, and the restrooms on the first floor.

- **Bomb Threat/Fire** In the event of a bomb threat or fire in the building, all building occupants should immediately evacuate the building using the nearest exit. Once outside, proceed to the designated assembly area. If unable to safely move to the designated assembly area, contact one or more members of your department or unit to let them know you are safe and inform them of your whereabouts. Persons with mobility impairments who are unable to safely exit the building should move to a designated area of refuge and await assistance from emergency responders. All building occupants should immediately evacuate the building and proceed to the south side of Crumley Hall in the grassy area, west of parking lot 24.

**USE OF
ELECTRONIC
DEVICES**

All mobile phones and must be turned “off” or to vibrate during class and examinations. Students may use laptops or mobile devices to take notes; however, anyone found using electronic devices for purposes other than to take notes or support the class discussion (such as surfing the internet or viewing pictures, videos, Facebook, emails, etc.) will be asked to leave the classroom. This practice is distracting to other students as well as the course professor. Failure to comply with this request will result in a letter grade deduction if repeated.

**CLASS
ATTENDANCE:**

Attendance is required for all class sessions in this course. You are expected to attend all classes. Failure to attend classes will affect your quiz or exam grades. In addition, you will fail to obtain required content and knowledge necessary to perform satisfactorily in course evaluations and assignments.

**COURSE
DISCLAIMER:**

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

CLASS SCHEDULE & READINGS ASSIGNMENTS LSCM 4560, TRANSPORTATION MANAGEMENT

6:00 – 8:50 PM, Tuesday (Section 501) FRLD 410.

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

Date	Topic Covered
Week 1 Jan 17	Course introduction Transportation in the United States (Canvas)
Week 2 Jan 24	Transportation in the United States (continued) Chapter 1: Global Supply Chains Transportation, Logistics, and Supply Chain Management (Canvas)
Week 3 Jan 31	Facility Location (Canvas) Research Project Teams formed and submitted by 5:00PM on Friday
Week 4 Feb 7	Chapter 2: Transportation and the Economy Transportation Demand and Economic (Canvas) Chapter 12: Government Roles in Transportation (pp. 401-429) Homework #1: Facility location assignment due by 5:00PM on Friday
Week 5 Feb 14	Transportation Promotion and Public Policy (Canvas) Homework feedback / Exam review
Week 6 Feb 21	Exam 1 (Chapters 1, 2, 12, Transportation in the US, and Facility Location) Exam will be administered in class during normal class time.
Week 7 Feb 28	Chapter 5 Motor Carriers Chapter 6 Rail Carriers
Week 8 Mar 7	Intermodal (see reading in Canvas) Chapter 7 Air Carriers
Week 9 Mar 21	Chapter 8 Water Carriers Chapter 8 Pipeline Carriers
Spring Break	
Week 10 Mar 28	Chapter 4: Costing and Pricing of Transportation and exam review session
Week 11 Apr 4	Exam 2 (Chapters 5 – 8, Intermodal) Exam will occur in Class during normal class time
Week 12 Apr 11	Carrier Strategies (Canvas) Shipper Strategies (Canvas)
Week 13 Apr 18	Electronic Commerce, Last Mile Delivery and Transportation (Canvas) Chapter 9: Third Party Logistics Homework #2 due on Friday at 5:00PM
Week 14 Apr 25	Private Transportation (Canvas) Principles of Transportation (Canvas) Transportation Security (Canvas) Peer evaluations due in Canvas—use page 48 in syllabus Team research paper submissions due on Friday at 5:00PM
Week 15 May 2	Research Project Presentations
Week 16	Exam 3 is date TBD -- Chapters 4, 9, 13, Transportation Security, Principles, Carrier Strategies, Shipper Strategies, Ecommerce, and Private Transportation -- Exam will occur in Class during time scheduled for the exam

Attachment 1 Important Dates— Spring 2023 Semester

These dates are provided for information purposes only. Students should refer to the UNT registrar for the most current and official dates: <https://registrar.unt.edu/registration/spring-registration-guide>

Key Semester Dates	Full Term Jan 17-May 12	3 Week 1 Session Dec 19-Jan 13	8 Week 1 Session Jan 17- Mar 10	8 Week 2 Session Mar 20-May 12
Schedule of Classes Available on myUNT	Sept 19	Sept 19	Sept 19	Sept 19
Registration Opens For specifics by student group/class: https://registrar.unt.edu/when-can-i-register	Oct 3	Oct 3	Oct 3	Oct 3
Regular Registration Ends See Student Accounting for payment deadlines.	Jan 12	Dec 15	Jan 12	Mar 16
Late Registration - For Students not Registered for the Term See Student Accounting for payment deadlines.	Jan 13-20	Dec 16-19	Jan 13-20	Mar 17-24
Last Day to Withdraw from Entire Term on myUNT Courses do not appear on the transcript. After this date see Dean of Students to withdraw from the entire term.	Jan 16	Dec 18	Jan 16	Mar 19
Classes Begin	Jan 17	Dec 19	Jan 17	Mar 20
Last Day to Add a Class Section	Jan 20	Dec 19	Jan 20	Mar 24
Census - Official Enrollment Determined Last day to drop a course section to no longer appear on the official transcript. (Dropping courses may impact financial aid and degree completion. See advisors.)	Jan 30	Dec 20	Jan 23	Mar 25
Drop with a Grade of W Begins Beginning this date students can drop a course with a grade of W. The course appears on the transcript with a grade of W and tuitions fees remain. (Dropping courses may impact financial aid and degree completion. See advisors.)	Jan 31	Dec 21	Jan 24	Mar 26
Last day to change to pass/no pass grade option (undergrads)	Feb 24	Dec 23	Feb 3	Apr 7
Midpoint of the semester	Mar 10	Jan 4	Feb 10	April 14
Last day for a student to drop a course or all courses with a grade of W	April 7	Jan 10	Feb 24	Apr 28
First day to request a grade of Incomplete	Apr 8	Jan 11	Feb 25	Apr 29
Pre-Finals Days	May 3-4	NA	NA	NA
Last Regular Class Meeting	May 4	Jan 12	Mar 9	May 11
Reading Day - No Classes	May 5	NA	NA	NA
Final Exams	May 8-12	Jan 13	Mar 10	May 12
Last Day Session	May 12	Jan 13	Mar 10	May 12
University Grade Submission Deadline 4pm	May 15	Jan 16	Mar 13	May 15
Grades/Academic Standing posted on the Official Transcript 6pm	May 17	May 17	May 17	May 17

Attachment 2

Professional Development in Logistics

Professionalism (2.0 points): The Center for Logistics & Supply Chain Management provides multiple opportunities for students to connect with business experts and acquire useful insights beyond the classroom.

1. The Logistics Executive Lecture Series speaker events will be held on some Fridays from 1:00 p.m. to 2:00 p.m. and will be presented in both in-person and virtual formats.
2. The Student Onboarding Program speaker events will be held on other Fridays from 12:00 noon to 1:00 p.m. and will also be presented in both in-person and virtual formats. There are only four of these speaker events each semester. After completing all four of these speaker events students will receive a Logistics Soft Skills Certificate which is a great addition to their resume!
3. Hosted by IANA, The Business of Intermodal Continues Program speaker events will be offered virtually only and at various days/times.
4. Group Tours are offered at local logistics companies. Dates, times, and locations will vary and attendees will be responsible for securing their own ride to and from the tour locations. Transportation will not be provided.

For all events, registration is required. Registration closes at 12:00 noon on the day before the event takes place. Virtual meetings will be recorded and post-event attendance reports will be sent to the professors. For speaker events, reports include a list of registered participants, and the arrival and departure times of each attendee. For Group Tours, reports include a list of registered participants, and confirmation of participation.

Register online before 12:00 noon on the day before the event. After registering, students will immediately receive an email confirmation to the email address provided on the registration form. For UNT speaker events, the in-person classroom location and the link to the virtual event will be sent to the same email address one day before the event. For Group Tours, it is important to retain a copy of the registration confirmation and present it to the tour guide upon arrival at the facility. Without registration, participants will not be permitted on the tour.

The class number entered on the registration form will be the class for which the student receives the attendance credit. Students have the ability to change the class number for a registered event by logging in and clicking 'edit' in the event they have registered for. Students also have the ability to cancel registration for a registered event by logging in and clicking 'cancel' in the event they have registered for. If a student has registered for an event and is not be able to attend, they should cancel their registration no later than 24 hours before the start time of the event. The registration system will allow students to register for an event until capacity restrictions have been met. Students should register early in the semester as events fill up very quickly!

Students need to abide by all the following policies to receive attendance credit for speaker events and group tours. Participation in any event will count toward only one class, selected by the student during registration. Students receive attendance credit for registering, arriving on time, and staying for the duration of the event. Failure to register, validated from the attendance report generated after the event, will prevent students from receiving attendance credit. Failure to participate for at least 75% of the duration of the event will prevent students from receiving attendance credit. Failure to attend an event, after prior confirmed registration, will lead to loss of points from the student's final accumulated credit, unless the student cancels the registration at least 24 hours before the start time of the event. Such loss of points may not be recovered by participating in other Professional Development events. Some classes have additional requirements to receive attendance credit per the professor. All attendance credits are given at the discretion of the professor.

To access event registration, use the following event page links:

- ❖ Logistics Executive Lecture Series: <https://cob.unt.edu/logistics-center/executive-lecture/speakers>
- ❖ Student Onboarding Program: <https://cob.unt.edu/logistics-center/onboarding-program/speakers>
- ❖ The Business of Intermodal Continues Program: <https://cob.unt.edu/logistics-center/business-of-intermodal-continues/speakers>
- ❖ Group Tours: <https://cob.unt.edu/logistics-center/group-tours>

For Logistics Executive Lecture Series, Student Onboarding Program, The Business of Intermodal Continues Program, and Group Tours questions not answered by content found on the Center for Logistics & Supply Chain Management webpage please send an email to:

Chris Peavy chris.peavy@unt.edu
(she-her-hers)

Associate Director, Center for Logistics & Supply Chain Management

To obtain credit for participation, please see the required document format that must be submitted on the next page.

Submission Format

For Obtaining Credit for the Professional Development Series

You will be required to submit a one-page paper to receive credit for this assignment. The paper must include the following information:

1. Your name
2. The name of the speaker, title of the presentation, date.
3. The first paragraph will indicate what you believe was the overall purpose of the presentation, the three most important points you believe the speaker made during the presentation, and your overall impression of the presentation.
4. The second paragraph will explain the first point you thought was important.
5. The third paragraph will explain the second point you thought was important.
6. The fourth paragraph will explain the third point you thought was important.
7. A fifth paragraph is optional if you care to comment on the presentation or presenter.

The summary will have one-inch margins, 12 pitch Times New Roman or Arial font. The summary will not exceed one page.

Your name may appear in the header at the top of the page.

Spring 2023 Schedule
Executive Lecture in Logistics Series

Title	Date	Time	Presenter	Company
Internships to Full Time Jobs: Services at the Career Resource Center	Friday, January 27, 2023	12:00 p.m. - 1:00 p.m.	Brian Hirsch, Ed.D., Senior Associate Director and Beth Kent, Career Coach	RCOB Career Resource Center
Chainalytics - an NTT DATA Company	Friday, February 3, 2023	12:00 p.m. - 1:00 p.m.	Dan Zoltowski, Director, Business Consulting - Supply Chain Management, and Salman Adil, Principal, Supply Chain Consulting	Chainalytics
Ladies Leadership Coalition and How to Accelerate Your Logistics Career	Friday, February 10, 2023	12:00 p.m. - 1:00 p.m.	Sharon Siar, Founder & CEO, Saving Our Sisters, and Nicole Glen, Founder & CEO, Candor Expedite	Ladies Leadership Coalition
The Transformation of Logistics: Technology & Talent Today	Friday, February 17, 2023	12:00 p.m. - 1:00 p.m.	Mitchell Ward, CEO/Director of Program Management	MW Logistics
Two Degrees of Separation: It's Not Your Degree; It's Your Network	Friday, February 24, 2023	12:00 p.m. - 1:00 p.m.	Brian Sauser, Ph.D., Professor	UNT Department of Logistics and Operations Management
Mastering Your Elevator Speech	Friday, March 3, 2023	12:00 p.m. - 1:00 p.m.	Jason Meyer, Executive Vice President & Partner	Cooksey Communications
Resume Redesign & Interview Prep For Your First Supply Chain Job	Friday, March 10, 2023	12:00 p.m. - 1:00 p.m.	Abby Mayer, Founder & CEO	Supply Chain Boost
[no event on Mar 17]				
Staying on Track: Career Derailment and How to Avoid It	Friday, March 24, 2023	12:00 p.m. - 1:00 p.m.	Jeremy Lane, Director - Learning & Development	TTI, Inc.
Symbiosis of Departments with JAS Transport	Friday, March 31, 2023	12:00 p.m. - 1:00 p.m.	Ernest Osei, Branch Manager, and Michael Scholz, Gateway Manager	JAS Transport
[no event on Apr 7]				
North American Intermodal Services - Connecting the Continent	Friday, April 14, 2023		Ricky Stover, AVP, Domestic Intermodal	Canadian Pacific

Mystery Guest from C.H. Robinson	Friday, April 21, 2023		Mystery Guest, Presenter	C.H. Robinson
Where Industry Meets Innovation; Fastenal's Organizational Evolution	Friday, April 28, 2023		Bo Harris, Regional Sales Manager	Fastenal

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 and recommendations with prompting; occasionally volunteers point of view	Rarely a willing participant; rarely participates and discusses case study analyses and recommendations; rarely able to respond to direct questions; rarely volunteers point of view	Never a willing participant; never participates and discusses case study analyses and recommendations; never able to respond to direct questions; never volunteers point of view
Demonstration of professional attitude and demeanor	Always demonstrates commitment through thorough preparation; always arrives on time; often solicits instructors' perspective outside of class	Rarely unprepared; rarely arrives late; occasionally solicits instructor's perspective outside of class	Often unprepared; occasionally arrives late; rarely solicits instructor's perspective outside of class	Rarely prepared; often arrives late; never solicits instructor's perspective outside of class

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

-- Alexander the Great

Attachment 4

Transportation Research Paper and Grading Rubric

This assignment requires teams of four students to research/analyze a problem confronting transportation and logistics executives 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 perform any analysis; determine key topics, issues, and relevance to transportation management; propose a recommendation, and develop a plan to execute the recommendation and compose a well-organized and written paper.

The overall purpose of the transportation research project is to increase your understanding of transportation and apply your analysis, research, and problem solving skills to the challenges and opportunities associated with moving freight.

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
- Applying the analysis to a current problem
- Developing a recommendation and an execution plan capable of effectively resolving the problem
- 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
- routing and location analyses
- 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 will address one of the topics identified in the Transportation Research Project Module. The topics are contained in a separate pdf file. The topics must be posted in discussion area for the Research Projects in Canvas before 5:00PM on Friday, October 7th. Up to two teams may select the same topic. 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 or report. The paper/report 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/report, how the purpose will be accomplished, and the overall organization of the paper
- Issues and analysis—This section of the paper identifies and discusses key issues pertinent to the problem. Discussion should be real, narrow and related to the topic. The analysis of the issues should be thorough, comprehensive and use appropriate and relevant concepts from the class.
- Recommendation(s) must be identified and completely developed. These recommendations should be relevant, feasible, and of high quality. Alternatives may be provided but should not detract from the focus of the recommendation.
- A detailed, well thought out and developed, and realistic plan for the recommendation needs to be developed and explained.
- Conclusion—should summarize the entire paper, identify key conclusions drawn from the analysis and how these conclusions led to the formation of the recommendation. The conclusion should provide a convincing argument to sell the recommendation to the reader.
- 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 web pages but must have a complete citation. Please see required format for references later in this section. 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.

Personal interviews:

- Although not a professional or academic journal, you will most likely find interviews with industry professionals to be the best source for up-to-date information or the identification of key issues and strategies for handling. However, please use your network to establish contact and identify key individuals. “Cold calling” companies engaged in transportation rarely produces good results.

Professional and academic publications:

- *IbisWorld*—database available in the UNT library. Provides excellent summaries of key industries
- *Bloomberg*—the BLB trading room provides access to Bloomberg terminals. You can obtain company news and financials, analyses on key businesses and industries by accessing analyst reports.
- *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 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

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*, Aldine Transaction, 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

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 in 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*, 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), Belmont, CA: Wadsworth Publishing.

Attachment 5 LSCM 4560 Peer Evaluations

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

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

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

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

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

You will only receive an average score and written feedback when the case analysis 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 : Research Paper Project

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 your team mates' work and behavior. Do not be influenced by unusual cases, which are not typical.
4. Determine the category that best describes the student's accomplishments in that area and circle the number on the separate performance rating form.
5. If a factor has not been observed during the rating period, circle NA for not applicable. In the comments section, explain why this factor has not been observed. This factor will not be considered in the Total Performance Rating.
6. Comments should be used to support your ratings where applicable.

Factors:

- 1. Quality of Work: Consider the degree to which the student team member provides work that is accurate and complete.**

I	II	III	IV	V
Produces unacceptable work, fails to meet minimum group or project requirements.	Occasionally produces work that meets minimum group or project requirements.	Meets minimum group or project requirements.	Regularly produces work that meets minimum requirements and sometimes exceeds project or group requirements.	Produces work that consistently exceeds established group or project requirements.
50	75	90	95	100

- 2. Timeliness of Work: Consider the student team member's timeliness of work.**

I	II	III	IV	V
Fails to meet deadlines set by group.	Occasionally misses deadlines set by group.	Regularly meets deadlines set by group.	Consistently meets deadlines set by group and occasionally completes work ahead of schedule.	Consistently completes work ahead of schedule.
50	75	90	95	100

3. Task Support: Consider the amount of task support the student team member gives to other team members.

I	II	III	IV	V
Gives no task support to other members.	Sometimes gives task support to other members.	Occasionally provides task support to other group members.	Consistently provides task support to other group members.	Consistently gives more task support than expected.
55	65	75	90	95

4. Interaction: Consider how the student team member relates and communicates to other team members.

I	II	III	IV	V
Behavior is detrimental to group.	Behavior is inconsistent and occasionally distracts from group meetings. Does not always follow code of conduct.	Regularly projects appropriate team behavior which includes following code of conduct, listening to others, and allowing his/her ideas to be criticized.	Consistently demonstrates appropriate team behavior.	Consistently demonstrates exemplary team behavior.
50	70	90	95	100

5. Attendance: Consider the student team member's attendance at the group meetings. (This includes in class meetings.)

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

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

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

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

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

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

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

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

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

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

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

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

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

Attachment 6

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

Category	Percentage	0	1	2	3	4	5	Score	Weighted Score
Understanding	50%	Fails to address the question, is illegible, or is blank	Shows limited understanding of the question and subject matter; omits concrete examples; uses weak details or none at all	Attempts to address the question but uses vague and/or inaccurate information	Presents a satisfactory understanding of the question and subject matter	Demonstrates a good understanding of the question and subject matter	Shows a clear understanding of the question and subject matter	5	2.5
Task	50%	Fails to address the question, is illegible, or is blank	Does not address the question. Minimally develops response to the question	Does not address the question explicitly. Minimally develops all aspects of the response to the question or some of the question in some depth	Does not address the question explicitly, though does so tangentially. Develops all aspects of the response with little depth or most aspects in some depth	Addresses the question but unevenly. Develops all aspects of the response to the question but may do so somewhat unevenly	Addresses the question. Thoroughly develops all aspects of the response evenly and in depth	5	2.5
Analysis	60%	Clearly lacks understanding of the topic--no evidence of topic knowledge in response	Descriptive; lacks understanding	Primarily descriptive or faulty; weak or isolated analysis of material	More descriptive than analytical--student reports rather than synthesizes information	Descriptive and analytical--student going beyond reporting information	More analytical than descriptive--student interpreting and synthesizing material	5	2
Support & Accuracy	40%	No support, facts, or examples provided	Little to no support provided for the essay response--may have included inaccurate information	Few relevant facts or support provided, may have included some minor inaccuracies	Some relevant facts, may include some minor inaccuracies	Supports essay response with relevant facts, examples, and details	Richly supports essay response with relevant facts, examples, or details	5	1.333
Organization	70%	No obvious organization--moves from point to point or topic to topic with no coherent structure	Weak, lacks focus; contains digressions; lacks introduction, conclusion; unclear which aspect of the question is being addressed	General plan; lacks focus; contains digressions; lacks introduction or conclusion	Satisfactory plan of organization; introduction and conclusion may be restatements of key points used in the theme of the response to the question	Logical and clear plan of organization; includes introduction and conclusion that are beyond restatement of the theme of the response to the question	Logical and clear plan of organization; includes introduction and conclusion that are beyond a restatement of the theme	5	1.167
Spelling and Punctuation	30%	Numerous spelling and punctuation errors; incomplete sentences; no obvious paragraph structure	Spelling, punctuation, and grammar are weak. Paragraph and sentence structure very difficult to follow. No obvious structure to paragraphs. Incomplete sentences prevalent. Lack of topic sentence.	Spelling, punctuation, and grammar moderately weak. Paragraph and sentence structure present, but content does not logically progress. Topic sentences unclear and not linked to content.	Spelling, punctuation, and grammar are somewhat accurate. Paragraph and sentence structure does not detract from understanding of the response. Topic sentences missing for some paragraphs.	Spelling, punctuation, and grammar are mostly accurate. Paragraph and sentence structure logical and enables reader to move through the writing. Topic sentence used but not always linked to paragraph content.	Spelling, punctuation, and grammar are accurate. Paragraph and sentence structure easy to follow and promotes understanding of the content through logical progression and clear topic sentences.	5	0.5
									10

Attachment 7

Student Acknowledgement and Acceptance

I have received and read the LSCM 4560 course syllabus and understand all of the requirements stipulated therein. I am aware of the course information and requirements regarding:

- Plagiarism and penalties
- Individual effort on homework assignments
- Requirement to contribute on team assignments and use of peer evaluations
- Class attendance
- Executive lecturer and on-boarding program participation
- Grading and graded elements
- Assignments, exams, quizzes and due dates
- Use of Canvas and remote format for the class including requirement of have access to a computer with internet connection being required for the course

Signature

Date

Printed Name

Student ID Number