

COURSE INFO. DOCUMENT by: James Drogan
Subject: GBAT 351 Welcome and Course Objectives

Welcome to GBAT 351 International Logistics.

This courses applies a total system approach to the management of all activities involved in the physical movement of raw materials, in-process inventory, and finished goods inventory from point of origin to point of use or consumption. Topics include supply chain management, inbound and outbound logistics system, customer service inventory and warehousing, transportation management, information systems, global logistics, and logistics strategy.

The purpose of this course is for you to develop skills in and knowledge of international physical distribution in the following areas:

1. Issues. Issues are essential points associated with the subject that need to be discussed, understood and analyzed, and resolved.
2. Players (i.e., companies, firms, associations, regulatory authorities) and their roles.
3. Essential international logistics management processes.
4. Product, information, and financial flows.
5. Infrastructure and equipment.

At the conclusion of this course you should:

Have skills and knowledge to discuss these topics at a high level with other interested parties (e.g., executives in logistics firms). The aim here is to sufficiently impress these people such that they will invite you to continue the discussion.

International logistics constantly changes. This course aims to be contemporary.

It is my hope that you will enjoy and benefit from your participation in this experience.

Please feel free to post a message in your Private Folder (in the On-Line Office Hours Module) at any time if you have a suggestion which will improve the value of the course for you. I welcome your input.

Please continue reading all the documents in this Course Information section.

Jim Drogan

COURSE INFO. DOCUMENT by: James Drogan
Subject: GBAT 351 Contact Information

Instructor:	James Drogan
Course Number:	GBAT 351
Semester:	Fall 2004
Mailing Address:	Department of Global Business and Transportation Maritime College State University of New York 6 Pennyfield Avenue, Fort Schuyler Bronx, NY 10465-4198
Private Correspondence with your Instructor:	Please use Your Private Folder in the Online Office Hours section of the Course Map for private interaction with me. Please check this section regularly for any messages.
Phone:	(718) 409-7289 or (203) 829-3172
Fax:	(718) 409-7359
Logon Schedule:	I will log on three to five times each week.
Office Locations and Times:	South Bastion, Deck A, first office on left. 7AM-430PM Monday through Thursday. This schedule is subject to change without notice. It's always best to call first.

COURSE INFO. DOCUMENT by: James Drogan

Subject: GBAT 351 Approach

The course comprises a number of modules. Each module covers two class meetings.

In the first meeting of the module I will lecture on the module topic.

I will assign reading in the text at the end of the first meeting to be completed by the start of the second meeting

The second meeting of the module will begin with a test on the module topic. This test will consist of one of the questions at the end of the assigned chapter in the textbook. The balance of the second meeting will be a moderated discussion of the topic.

The approach will also include an optional internet-based component available through SUNY CourseSpace. See GBAT 351 On-Line for Additional Learning and Extra Credit.

There will be a final examination.

COURSE INFO. DOCUMENT by: James Drogan

Subject: GBAT 351 Textbook and Other Course Materials

The text assigned for this course is Stock, J. R. and D. M. Lambert (2001). [Strategic Logistics Management \(4th Edition\)](#), McGraw-Hill ISBN 0-256-13687-4. Contact the Ship Store for a copy.

Any other material required for this course will be distributed through SUNY CourseSpace. See GBAT 351 On-Line for Additional Learning and Extra Credit.

COURSE INFO. DOCUMENT by: James Drogan

Subject: GBAT 351 Grading

The basis for grading is your knowledge of and ability to discuss the course material.

This is demonstrated by you and judged by me on the basis of the quality of your work on the weekly and final examinations, and the quality (and to a lesser extent, quantity) of your participation in class.

You will be graded on the basis of your ability to single out key issues, think critically about them, and express cogent and complete fact-based arguments emphasizing analysis, conclusion and recommendation.

Please see GBAT 351 Some Further Words Regarding Communication for additional advice on communication.

Please see grading and grade point average on the Maritime College website.

Basis for Grading

Grading is done on the basis of:

1. Attendance in Class: 27 meetings (excepting the final) at one point per meeting = 27 maximum points
2. Weekly Examinations: 13 tests at five points per test = 65 maximum points
3. Weekly Discussions: 13 discussion periods at four points per period = 42 maximum points
4. Final Examination: Five questions at five points per question = 25 maximum points

Maximum points that one can attain in the course is 159. The actual points attained will be divided by 159 and the resulting percentage translated into a letter grade according to the following table.

%	GPA	Grade
0.000		U
0.630	1	D
0.671	1.7	D+
0.700	1.7	C-
0.730	2.0	C
0.771	2.3	C+
0.800	2.7	B-
0.830	3.0	B
0.871	3.3	B+
0.900	3.7	A-
0.930	4.0	A
1.000	4.0	A

For example:

1. 93 percent gives a letter grade of A.
2. 78 percent gives a letter grade of C+

The mathematics guides me in the assignment of the final grade. What this means is that the final grade I assign may be different from the mathematical grade. In assigning the final grade I take into account your consideration, respect, and encouragement of others; your desire for learning and discipline in completing the assignments; your ability to bring relevant issues to the attention of the class.

Attendance in Class

You are expected to attend every class. I am sensitive to other demands on your time (e.g. sitting for license examinations). The polite thing to do if you know you are going to be absent is to let me know.

Twenty-seven meetings (excepting the final) at one point per meeting = 27 maximum points.

Weekly Examinations

The first 15 minutes of the second class in a module will be devoted to a written examination on the material in the assigned reading. One question from those at the end of the assigned chapter will be featured.

For example, if Chapter 1 of Stock and Lambert is assigned at the end of class 1, then the weekly examination in class 2 will be on one of the following contribution from Chapter 1:

1. How do improvements in logistics productivity affect the economy as a whole, as well as the position of individual consumers?
2. How is logistics related to the marketing effort? Be sure to discuss customer service, customer satisfaction, integration of efforts, and cost and performance outputs.
3. What are the different types of utility, and how does logistics directly or indirectly affect each one?
4. Why has logistics been receiving more attention as a strategic function of the organization?
5. What is the profit leverage effect of logistics, and what are the greatest cost savings opportunities for logistics?
6. Based on the examples shown in Table 1-3 and described on pp. 17-18, what is the increase in sales necessary to have the same impact on before-tax profits as a savings in logistics of \$350,000 if the net profit on sales is 7 percent?
7. Discuss the key challenges facing logistics today. Identify what you see as the greatest area of opportunity for logistics, and explain why you chose this area.
8. How have the role and performance of logistics been enhanced by the growth of technology, particularly information technology? What do you see as key trends in the future?
9. Of the 13 logistics activities listed in Figure 1-1 and described on pp. 19-25, which do you believe will experience the most change in the next five years or so? Why?

The question to be given will not be announced ahead of time.

The examination will be given 0, 3, 4 or 5 points on the following basis.

0	No examination turned in
3	Incomplete understanding of the material; writing is difficult to comprehend.
4	Good understanding of the material; writing is acceptable.
5	Excellent understanding of the material; clear, concise, compelling writing.

Thirteen tests at five points per test = 65 maximum points.

Weekly tests that are missed may be made up. A different question will be asked on the make-up examination.

Weekly Discussions

Your participation in class discussions is expected. Class discussions can occur at any time (e.g., during a lecture), but it is the second class of module, where a discussion period is set aside, that I will make assessment of your contribution to the discussion.

Quality of the discussion is preferred over quantity.

Quality discussions of the issues raised by all of us in the context of this course represents, to me, the critical success factor for learning. You should not wait for me to start a discussion. If you have something you think is important that needs to be discussed, bring it up in class.

The contributions you ask and the responses you give in the discussions should be thoughtfully developed and carefully worded.

These contributions should address issues and/or concepts you find particularly important. I will use the following five criteria to evaluate your contributions:

1. Relevance - your contribution must be relevant to the material in the unit of study.
2. Importance - your contribution must address a significant issue in the module.
3. Thought-provoking - your contribution must require high-level thought, not a simple "off-the-cuff" question or answer.
4. Originality - do not make a contribution that is essentially the same as a contribution posed by another student.
5. Timely - You should try to participate in every discussion. I appreciate that, for several reasons, this is sometimes difficult to do. I take this difficulty into consideration when making assessments.

Your contributions will be evaluated, and points awarded, based in part on the following six criteria:

1. Is your contribution relevant?
2. Is your contribution thorough?
3. Is your contribution focused - to the point?
4. Is your contribution well-organized?
5. Is your answer well-spoken?
6. Is your contribution original?

What is a low quality contribution? A low quality contribution does not teach us anything, or contribute anything positive or substantial to the discussion. Examples of low quality contributions: any contribution which is biased, prejudicial, off topic, or is unsubstantiated; any contribution which is carelessly spoken, poorly thought-out, grammatically incorrect or confusing; any contribution which is disrespectful of another student or any other person, etc.

What is a high quality contribution? A high quality contribution teaches us something, or adds something positive and/or substantial to the discussion. It contains information from the textbook or another valid source, or applies a concept from the text or a legitimate website in a meaningful way, or facilitates understanding of the course material. The best contributions not only introduce new ideas or knowledge, but help us relate it to what we are studying in the module.

In each of the module discussions, I will evaluate the quality and quantity of your contributions using a 0 - 4 scale (see the table below).

0	Little to no contribution to the discussion.
1	Contribution indicates a minimum acceptable understanding of the material and/or willingness to become involved in the discussion.
3	Contribution shows a reasonable understanding of the material. The student is participating meaningfully in the discussion.
4	The contribution delivers significant insight into the topic, or opens a potentially significant new line of thinking regarding the topic.

Discussions are major learning activities in this course. I will evaluate your participation carefully. You must demonstrate knowledge of the material - not just your opinions. Each contribution you make to any of the discussion threads should add something of value to the discussion.

Thirteen discussion periods at four points per period = 42 maximum points.

This material on discussions is based on that developed by Prof. William Pelz of SUNY Herkimer Community College.

Final Examination

The final examination will comprise five essay questions on material covered during the course.

Each questions will be graded on the basis of:

0	Question not answered.
3	Incomplete understanding of the material; writing is difficult to comprehend.
4	Good understanding of the material; writing is acceptable.
5	Excellent understanding of the material; clear, concise, compelling writing.

Five questions at five points per question = 25 maximum points.

COURSE INFO. DOCUMENT by: James Drogan

Subject: GBAT 351 Class Schedule

COURSE AND ASSIGNMENT SCHEDULE

GBAT 351 International Logistics

The phrase "Stock and Lambert" refers to the text assigned (Stock, J. R. and D. M. Lambert (2001). Strategic Logistics Management (4th Edition), McGraw-Hill) for this course.

Class Preparations and Assignments Due are always due at the beginning of the class with which these items are associated.

Topics/Activities	Class Meeting Date and Location	Class Preparations and Assignments Due
Class 1 Lectures: Introduction to the Course and to Logistics, and Logistics' Role in the Economy and the Organization	8/30/2004	None
Class 2 Test and Discussion: Logistics' Role in the Economy and the Organization	9/2/2004	Read: Stock and Lambert Chapter 1 Logistics' Role in the Economy and the Organization
Class 3 Lecture: Supply Chain Management	9/9/2004	None
Class 4 Test and Discussion: Supply Chain Management	9/13/2004	Read: Stock and Lambert Chapter 2 Supply Chain Management
Class 5 Lecture: Customer Service	9/16/2004	None
Class 6 Test and Discussion: Customer Service	9/20/2004	Read: Stock and Lambert Chapter 3 Customer Service

Class 7 Lecture: Order Processing and Information Systems	9/23/2004	None
Class 8 Test and Discussion: Order Processing and Information Systems	9/27/2004	Read: Stock and Lambert Chapter 4 Order Processing and Information Systems
Class 9 Lecture: Financial Impact of Inventory	9/30/2004	None
Class 10 Test and Discussion: Financial Impact of Inventory	10/4/2004	Read: Stock and Lambert Chapter 5 Financial Impact of Inventory
Class 11 Lecture: Inventory Management	10/7/2004	None
Class 12 Test and Discussion: Inventory Management	10/14/2004	Read: Stock and Lambert Chapter 6 Inventory Management
Class 13 Lecture: Transportation	10/18/2004	None
Class 14 Test and Discussion: Transportation	10/21/2004	Read: Stock and Lambert Chapter 8 Transportation
Class 15 Lecture: Decision Strategies in Transportation	10/25/2004	None
Class 16 Test and Discussion: Decision Strategies in Transportation	10/28/2004	Read: Stock and Lambert Chapter 9 Decision Strategies in Transportation
Class 17 Lecture: Warehousing	11/1/2004	None

Class 18 Test and Discussion: Warehousing	11/4/2004	Read: Stock and Lambert Chapter 10 Warehousing
Class19 Lecture: Global Logistics	11/8/2004	None
Class 20 Test and Discussion: Global Logistics	11/11/2004	Read: Stock and Lambert Chapter 13 Global Logistics
Class 21 Lecture: Global Logistics Strategies	11/15/2004	None
Class 22 Test and Discussion: Global Logistics Strategies	11/18/2004	Read: Stock and Lambert Chapter 14 Global Logistics Strategies
Class 23 Lecture: Measuring and Selling the Value of Logistics	11/22/2004	None
Class 24 Test and Discussion: Measuring and Selling the Value of Logistics	11/29/2004	Read: Stock and Lambert Chapter 17 Measuring and Selling the Value of Logistics
Class 25 Lecture: The Strategic Logistics Plan	12/2/2004	None
Class 26 Test and Discussion: The Strategic Logistics Plan	12/6/2004	Read: Stock and Lambert Chapter 18 The Strategic Logistics Plan
Class 27 Lecture: The Impact of Security and Culture on International Logistics	12/9/2004	Read: Building Global Supply Chains: A New Mosaic Comes of Age
Final Examination Period	12/14-18/20 04	None



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COURSE INFO. DOCUMENT by: James Drogan

Subject: GBAT 351 Some Further Words Regarding Communication

Keep in mind the following:

1. Your written work should be a complete – statement of the issue (the beginning), facts and discussion (the middle), and conclusions and recommendations (the end).
2. Avoid restating information from the course material. Analyze the information. Identify a coherent framework that puts the issue in perspective.
3. Do not spend effort on writing about that which is irrelevant to the issue.
4. Avoid generic terms. Be as specific as possible.
5. Be logical, develop consistent arguments.
6. Be creative. Creativity is the essence of effective strategic analysis.
7. Use your own words, not those of others.

Points 3-7 are based on Peter McAliney's Business Policy 5100 Case Analysis Guidelines at Baruch College.

It is important to be able quickly identify the core issue, reason about it in a logical and complete manner, and clearly state conclusions and recommendations. Content and clarity are important.

Think before you write. Write. Review and enhance. Submit.

“One communicates to gather information, participate in the discussion underlying thinking and decision, compel change during implementation, and contribute to the post-change activities of learning and insight.

This communication is based upon knowledge of:

1. The decisions that need to be made and why.
2. The manner of making these decisions and why.
3. The source of the data to support the decisions.

Communication must be useful and usable:

1. The grammar and syntax of the communication is easily understood.
2. The information communicated is relevant.
3. The medium of communication is acceptable.

Communication is active (speaking, writing, personal appearance, appearance of documents) and passive (listening, observing) and both are critical.

Communication arises from how one perceives and considers an opportunity. That is, it is affected by how one solves problems. The concepts of fact-based hypothesis-driven thinking come into play here.”

James Drogan, A Point of View On Teaching Content and Communication, September 21,2002

COURSE INFO. DOCUMENT by: James Drogan
Subject: GBAT 351 Time Management

The business world will be at least as demanding of your time as are your teachers. Time is an unlimited resource, but you will not be able to give unlimited time to each of things you must, should and could do. Learn to manage so that the investment of your time maximizes the return you seek.

"Time is the coin of your life. It is the only coin you have, and only you can determine how it will be spent. Be careful lest you let other people spend it for you."

Carl Sandburg

Prioritize the tasks that face you into the must-dos, should-dos, and could-dos. Allocate your time in the same sequence. You can't be all things to all people all the time. You need to learn to say no in a fashion that makes people want to come back.

Consider the following list from one of the most highly respected business books:

1. Be Proactive
2. Begin with the End in Mind
3. Put First Things First
4. Think Win/Win
5. Seek First to Understand, Then to Be Understood
6. Synergize
7. Sharpen the Saw

Covey, S. R. The 7 Habits of Highly Effective People, Simon & Schuster, Inc.

I understand that this class is one of many demands on your time. My aim is for you to not spend more than three times the in-class class time in outside-class preparation. Some of you will, of course, spend less and others more.

COURSE INFO. DOCUMENT by: James Drogan
Subject: GBAT 351 A Note on Integrity

Please read the Maritime College statement on academic integrity.

Integrity is a core value upon which acceptable business behavior is based. Integrity is about honesty, keeping one's commitments, and consideration of the rights and needs of others. In short, can your business partners rely upon you?

The lack of integrity in the academic community means you may fail a course, in business you may be passed over for a promotion; in the academic community you may be placed on probation, in business you may be placed on an improvement program; in the academic community you may be expelled, in the business community you may lose a job; and finally, in the business world, you may be sent to jail.

For an eloquent statement on integrity I would like you to read the Letter to Students re Academic Integrity by Bill Taylor at http://www.baruch.cuny.edu/facultyhandbook/taylor_letter.htm.

You are expected to learn and practice the habits associated with high integrity. Do it now, do not defer or delay, or neglect it, for you will not pass this way again.

My experience is that it is fairly easy to establish a student's writing style and it is fairly evident when the student is submitting work that is not in accordance with this style. The Internet is a wonderful resource for determining whether plagiarism is taking place. I encourage you to use the network for research, but find your own words, express your own analysis, conclusions, and recommendations. Blatant plagiarism tends to result in zero points for the assignment. My advice is to not do it. If you found it on the Internet, I can find it on the Internet.

Here is additional important information for students about the consequences of cheating and plagiarism from Baruch College (http://www.baruch.cuny.edu/academic/academic_honesty.html).

"Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the college's educational mission and the students' personal and intellectual growth. Students are expected to bear individual responsibility for their work and to uphold the ideal of academic integrity. Any student who attempts to compromise or devalue the academic process will be sanctioned.

Statement from Mark Chadwin (Chair, Department of Global Business & Transportation) and Matthew Harrington (Director of the Graduate Program)

August 16, 2004

Last spring several episodes of cheating and plagiarism occurred in undergraduate and graduate classes. They were dealt with severely. SUNY Maritime College has a zero tolerance policy toward all forms of academic dishonesty. Any student who violates that policy is subject to sanctions that range from failing the specific exercise, assignment or examination to expulsion from SUNY Maritime.

Pursuant to a statute recently passed by the legislature and signed into law by the Governor, the College will have a detailed policy and procedure in place later this year. In the meantime, all students and faculty in GBAT and graduate courses should understand what constitutes academic dishonesty. The attached examples are intended for that purpose.

Examples of Academic Dishonesty

Academic dishonesty includes cheating, plagiarism, obtaining unfair advantage, falsification of official documents, and collusion. Cheating is the attempted or unauthorized use of materials, information, notes, study aids, devices or communication during an academic exercise. Examples include:

- Copying from another student during an examination or allowing another to copy your work.

- Unauthorized collaborating on a take home assignment or examination .
- Using unauthorized notes during a closed book examination .
- Using a PDA, cell phone, pager or internet connection during an examination .
- Taking an examination for another student.
- Asking or allowing another student to take an examination for you .
- Changing a corrected exam and returning it for more credit.
- Submitting substantial portions of the same paper in two different classes without the permission of the instructors involved .
- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing others to research and write assigned papers including the use of commercial term paper services.

Plagiarism is the act of presenting another person's ideas, research or writing as your own . Examples include:

- Copying another person's actual words without the use of quotation marks and footnotes .
- Presenting another person's actual words without the use of quotation marks and footnotes .
- Using all or part of another person's computer file, program or printout in an assignment without permission of the instructor .
- Failure to acknowledge collaborators on homework and laboratory assignments .

Obtaining an unfair advantage includes :

- Stealing, reproducing, circulating or otherwise gaining prior access to examination materials .
- Depriving other students by stealing, destroying, defacing or concealing library materials .
- Retaining, using or circulating examination materials that clearly indicate that they should be returned at the end of the exam.
- Intentionally obstructing or interfering with another student's academic work.
- Engaging in activities that intentionally create an unfair advantage over another student's academic work.

Falsification of official documents includes :

- Forging signatures of authorization .
- Falsifying information on an official academic record .
- Falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other College document.

Collusion is lending assistance or failing to report witnessed acts of academic misconduct .

End of Statement

I trust that it is clear that Maritime College, the Department of Global Business and Transportation, and I will not tolerate unethical behavior and academic dishonesty.

COURSE INFO. DOCUMENT by: James Drogan

Subject: GBAT 351 My Expectations

1. That you will do your own work and find your own words except in those situations where there is a clear call for teamwork.
2. That you and I will develop a relationship of mutual trust that is the basis for a high value learning experience. We should be willing to share any thoughts, concerns, constructive criticisms, ideas, etc. in a manner that respects the dignity and value of all parties.
3. That all of us in class will discharge our individual responsibilities to teach and learn. If we don't, who will?
4. That we make time to help others. If we don't, who are we?
5. That you keep on schedule with the course requirements. I expect you to be spending about 10 hours a week on this course.
6. That I keep on schedule with the course requirements.

COURSE INFO. DOCUMENT by: James Drogan

Subject: GBAT 351 On-Line for Additional Learning and Extra Credit

GBAT 351 has two dimensions; the classroom and the internet.

You must participate in the classroom dimension of the course. You can receive a passing grade, indeed even an "A", by only participating in the classroom.

You may participate in the internet dimension of the course. Participation in the internet dimension of the course can provide you with a bonus of up to 10 percent of your classroom grade. So, for example, if you earned a "B" in the classroom and did well in the internet dimension there is the potential to raise your final grade to an "A."

Participation in the internet dimension requires that you register for CourseSpace. Please see the professor for instructions on how to do this.

Participation in the internet dimension is through involvement in GBAT 351 Discussion Area in CourseSpace.

Discussions and Extra Credit

Strive for high-quality discussions .

Quality discussions of the issues raised by all of us in the context of this course represent the critical success factor for learning . You should not wait for me to start a discussion . If you have something you think is important that needs to be discussed, start the discussion .

From my point of view discussion quality is critical because it is, in my experience, the basis for quality decisions and actions .

Do a good job of maintaining quality in the discussions . Lead by example. Use good grammar. Be considerate of others. Encourage others to participate .

Your contributions in the discussions should be thoughtfully developed and carefully worded .

They should address issues and/or concepts you find particularly important .

I will use the following criteria to evaluate your contribution to the discussions :

1. Relevance - your contribution is relevant to the material in the unit of study .
2. Importance - your contribution addresses a significant issue in the module .
3. Thought-provoking - your contribution requires high-level thought and is not a simple question or answer .
4. Originality - your contribution should not be essentially the same as that of another student .

What is a low quality contribution? A low quality contribution does not teach us anything, or contribute anything positive or substantial to the discussion . Examples of low quality contribution: any contribution which is biased, prejudicial, off topic, or is unsubstantiated; any contribution which is carelessly phrased, poorly thought-out, grammatically incorrect or confusing; any response which is disrespectful of another student or any other person, etc.

What is a high quality contribution? A high quality contribution teaches us something, or adds something positive and/or substantial to the discussion . It contains information from the textbook or another valid source, or applies a concept from the text or a legitimate website in a meaningful way, or facilitates understanding of the course material . The best contributions not only introduce new ideas or knowledge, but help us relate it to what we are studying in the module .

I will evaluate the quality of your contributions to the discussions using a 0 - 4 scale (see the table below).

0	1	3	4
Little to no contribution to the discussion	Contribution indicates a minimum acceptable understanding of the material and/or willingness to become involved in the discussion.	Contribution shows a reasonable understanding of the material. The student is participating meaningfully in the discussion.	The contribution delivers significant insight into the topic, or opens a potentially significant new line of thinking regarding the topic.

On-line discussions are rated on the basis of the quality as described above . The quantity of on-line discussions is assessed on the following basis :

0 No posts
1 Posted less than three times; began no major discussion threads
2 Posted three times; began one major discussion thread
3 Posted more than three times; began more than one discussion thread

A maximum of seven points (four from quality; three from quantity) are available on a weekly basis. Since we meet for 14 weeks the maximum points available are 91.

For grading purposes the maximum points achieved by a student will be equated to 1.1. The minimum points (not zero) achieved by a student will be equated to 1.02. The bonus for a particular student will be based on where that student's points lie on the line between the minimum and maximum points achieved . For example, suppose the maximum points achieved was 50 and the minimum 10. Each point would there be worth .002 $(50-10)/(1.1-1.02)$. If you achieved 27 points then your internet bonus would be $1.02 + (17 \times .002) = 1.054$. If your classroom grade was 0.83 (B) your bonus would take you to 0.87 (B+).

This material on discussions is based on that developed by Prof . William Pelz of SUNY Herkimer Community College.


Learning

This internet dimension of the course has also be called on-line learning (e.g., University of Phoenix). In SUNY a course that features both a classroom and an internet component is termed a hybrid course.

CourseSpace provides for a much richer, more continuous, higher value learning environment in addition to the opportunity for a grade bonus. However, it may not be for everyone as it requires 1.) a desire to learn, 2.) self-discipline, and 3.) comfort with technology.

More and more opportunities for learning appear on the internet on a daily basis. SUNY, for example, has

some 75,000 students enrolled in on-line learning. Comfort with and an ability to effectively and efficiently use internet technology is becoming a critical capability in that employers are demanding.



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COURSE INFO. DOCUMENT by: James Drogan

Subject: GBAT 351 Your Next Steps

The **Bulletin Board** is a discussion area for our class outside the context of a particular course module. Just as you have the opportunity to talk or chat with each other or with the instructor when taking a conventional classroom course, you should also have the opportunity to do the same in a web course. The Bulletin Board is available only to students enrolled in this class to post and/or read messages and respond. These can include questions or comments to other students and me about course material, assignments, readings, etc. It is also a place where you can go to socialize and have open discussion on subjects of your interests.

You will find the Bulletin Board in the Class Community section of the Course Map. I will be using this area to make announcements during the semester, so be sure to check it every time you "come to class."

Meet Your Classmates is an area for you to introduce yourself to the class and where you can go to meet the others that are in this course. Your profile will help us get to know each other and begin to build a sense of class community, so please feel free to personalize your profile and add a link to your favorite web site, or attach a digital image of yourself.

You will find my profile by clicking the Meet Your Classmates link in the Class Community section of the Course Map. Check this area to meet the others in this course. Since profiles will be posted as people join the course for the first time, you may have to return to this area several times to see the latest entries.

As your next step, you should click on **Course Map** link and then, do the following:

1. Click on the **Bulletin Board** area. Post an item to start a discussion, or read other students' responses if there are any, and make a response.
2. Click on the **Meet Your Classmates** area and introduce yourself.

When you have completed those two tasks, you are ready to begin the first module of the course.