

COURSE INFO. DOCUMENT by: James Drogan
Subject: GRO 8360 Welcome and Course Objectives

This course examines the evolving role of intermodal freight transportation as a natural extension of containerization. It includes a thorough examination of historical and evolving technology, in both regulated and deregulated environments.

You should be aiming to develop breadth of skills regarding intermodal freight transportation in the context of the current and future global business and transportation environment.

At the conclusion of this course you should have skills and knowledge sufficient to discuss these topics at a high level with other interested parties (e.g., executives responsible for intermodal freight transportation). The intent of the discussion is for the other party to see you as someone who can make value contributions to the management of the transportation firms of today and the future.

Intermodal freight transportation is a field undergoing significant, rapid change. The course will be contemporary.

COURSE INFO. DOCUMENT by: James Drogan
Subject: GRO 8360 Is Distance Learning Right for You?

Distance learning is dramatically different from other learning experiences such as the classroom or self-study texts.

You really ought to be sure that distance learning is right for you.

To that end I would ask you to go to SUNY Learning Network - Are you ready?, read and think about the three different perspectives presented there, then draw your own conclusions as to what is right for you.

Please contact the instructor (see GRO 8360 Contact Information) if you have any questions.

COURSE INFO. DOCUMENT by: James Drogan
Subject: GRO 8360 Registration vs. Access

The fact that you are "here" does not necessarily mean that you are officially registered for this course

through the Maritime Registrar. Through SLN you secure a password that gives you access to enter this on-line classroom. You can do this without registering for the course. However, if you have not registered and paid tuition through Maritime, you will be blocked from the course, and more importantly, you will not get credit for the course.

If you are not sure that you are registered for this course, check now! How do you do that? YOU MUST CONTACT THE MARITIME REGISTRAR DIRECTLY. Find the registration contact information for MARitime by clicking on the "Campus Contacts" tab above or below in the navigation bar for this page. You will need to have your Social Security Number, along with the course code and title when you speak to your campus contact to confirm your registration.

If you know you have completed the official Maritime registration and payment process you can proceed with reading the rest of the Course Information documents.

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COURSE INFO. DOCUMENT by: James Drogan
Subject: GRO 8360 Contact Information

Contact Information

Instructor:	James Drogan
Course Number:	GRO 8360
Semester:	Spring 2005
Mailing Address:	Department of Global Business and Transportation Maritime College State University of New York 6 Pennyfield Avenue, Fort Schuyler Bronx, NY 10465-4198
Email Address:	James_Drogan@sln.suny.edu
Phone:	Office: (718) 409-7289 or Cell: (203) 829-3172
Fax:	(718) 409-7359
Logon Schedule:	I will logon several times per week.

Office Schedule:

Please contact me to arrange times to talk. You may either post a message in your Private Folder, send me an e-mail, or call at the above numbers.

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COURSE INFO. DOCUMENT by: James Drogan
Subject: GRO 8360 Approach

Learning in this course is in the form of a moderated online discussion . All students are expected to participate. The schedule for discussion topics can be found in the Course Schedule and may be adjusted by your interest and knowledge as well as by current developments in the field . Readings are assigned. You are expected to have completed the readings and to be prepared to discuss the topics .

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COURSE INFO. DOCUMENT by: James Drogan
Subject: GRO 8360 Textbook and Other Course Materials

The text assigned for this course is G. Muller (1999), Intermodal Freight Transportation (4e), Eno Transportation Foundation and Intermodal Association of North America , Library of Congress Catalog Number 96-645122. This book is available at the Maritime Ship Store . You may also obtain a copy from the Intermodal Association of North America website (www.intermodal.org > Publications). A copy will be on reserve at the Maritime Luce Library .

All other material will be distributed through CourseSpace .

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COURSE INFO. DOCUMENT by: James Drogan
Subject: GRO 8360 Grading

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

This is demonstrated and judged on the basis of the quality of your work on the course project and the quality (and to a lesser extent, quantity) of your participation in on-line discussions.

You will be graded on the basis of your demonstrated 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 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. On-line Discussions: 56 maximum points (8 weeks x 7 points per week)
2. Final Written Report on Class Project: 56 maximum points

Maximum points that one can attain in the course is 112. The actual points attained will be divided by 112 and the resulting percentage translated into a letter grade according to the following table.

%	GPA	Grade
1.000	4.0	A
0.930	4.0	A
0.900	3.7	A-
0.871	3.3	B+
0.830	3.0	B
0.800	2.7	B-
0.771	2.3	C+
0.730	2.0	C
0.700	1.7	C-
0.000	0	F

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.

On-Line Discussions

Your participation in discussions is the most significant component of your final grade .

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 each class 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 .

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

Discussion threads are a related set of discussions on a major issue associated with the discussion topic .

04FA: (CS6500MARKETINGMANAGEMENT) 6500 Marketing Management - 2. Outline View of All Documents - Lotus Notes

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▶ 0				▶ Course Information
▶ 1				▶ 1. Introduction to the Course and to Marketing Manager
▼ 2				▼ 2. Marketing in the New Economy
				▶ A Module At a Glance
				▶ B Assigned Reading
				▼ D Discussion Area
2	D	10	08/05/2004	TMGT 6500.2 Instructions for Discus
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▶ 2	▶ D		09/10/2004	SUPPLY, DEMAND, TRANS
▶ 2	▶ D		09/12/2004	Natural selection (Kemal Fer
▶ 2	▶ D		09/12/2004	Technology plays a big role.
▶ 2	▶ D		09/13/2004	Customer power influencing w
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▶ 2	▶ D		09/14/2004	Customer demand can have a
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2	D		09/19/2004	USF and customer control (H
▶ 2	▶ D		09/20/2004	Avoiding the Union Issue????
▶ 2	▶ D		09/20/2004	How customers can create ov
				▶ X Talk with Professor
				▶ Z Question Area (bottom of Module Menu)

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In the above screen shot from a prior course you can see the discussion topic is **TMGT 6500.2 Discussion of The Impact of the Customer Power Shift on Transportation**. This topic was posted by me. Underneath the discussion topic there are 18 discussion threads that were started. Ellis Younger started one, the first. Marlon Guillory started two, the fifth and the fourteenth.

A maximum of seven points (four from quality; three from quantity) are available on a weekly basis.

A large number of posts per week for the sole purpose of getting additional points is not a good tactic. It should be obvious from looking at the two tables above that seven points is the maximum one can earn in a week. On the other hand, as mentioned earlier, the math is but a guideline. I will make the final assessment of your grade. Additional high-value posts have the potential of additionally demonstrating to me your competence in the material.

The class meets for 8 weeks. The maximum points available are 56.

Discussions are the heart and soul of this course. I expect you to lead and/or participate in discussions.

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

Project

Short Sea Shipping

"Short Sea Shipping is defined as commercial waterborne transportation that does not transit an ocean. It is an alternative form of commercial transportation that utilizes inland and coastal waterways to move commercial freight from major domestic ports to its destination."

<http://www.marad.dot.gov/Programs/sssbroc.htm>

Your objective is to draw conclusions regarding the impact short sea shipping is likely to have on existing intermodal freight transportation.

Further details about the project, what's do when, the makeup of the project teams, and supporting material will be found in Module 17. Short Sea Shipping.

Project Report

The team grade for the final report will be assigned according to the following criteria

Points	Criteria
0	Project report not submitted.
40	Project report demonstrates an adequate understanding of the topics and issues; reasoning and clarity of communication is fair.
46	Project report demonstrates a good understanding of the topics and issues; reasoning and clarity of communications is acceptable; team members are candidates to be assigned to a team to further develop the approach to marketing management.
56	Project report demonstrates an excellent understanding of the topics and issues; reasoning and communications is clear and compelling; team members are candidates to be assigned lead a team to further develop the approach to marketing management.

Maximum points available on the project report are 56. I can assign a number of points other than those shown above.

The project report are to be submitted as Microsoft Word documents (.doc files) or in Rich Text Format (.rtf files) through the SUNY Learning Network.

COURSE INFO. DOCUMENT by: James Drogan

Subject: GRO 8360 Class Schedule

[Print this document](#)

GRO 8360 Intermodal Freight Transportation

The word "Muller" refers to the text assigned (G. Muller (1999), Intermodal Freight Transportation (4e), Eno Transportation Foundation and Intermodal Association of North America, Library of Congress Catalog Number 96-645122) for this course.

Class Preparation should be done early in the assigned weeks so that you can participate in the on-line discussion..

Topics/Activities	Start - Stop	Preparation
<p>Week 1: Introduction to the Course and to Intermodal Freight Transportation ; Historical Perspective and Government Regulation</p> <p>On-Line Discussion : What are the lessons from America's intermodal freight transportation history that can be learned by developing countries and how can they be applied?</p>	<p>3/21/2005 - 3/27/2005</p>	<p>Read:</p> <ol style="list-style-type: none"> 1. Introduction to the Course and to Intermodal Freight Transportation 2. Muller Chapters 1-4 (Historical and Governmental Perspective)
<p>Week 2: Intermodal Movements by Rail and Motor Carrier ; Intermodal Movements by Air , Water, and Bridge Services and Doublestack Operations</p> <p>On-Line Discussion : Who are the stakeholders in rail and motor carrier intermodal movements? What are their agendas? In all likelihood these agenda are not common. How, therefore, should trade-offs among these agendas be managed?</p>	<p>3/28/2005 - 4/3/2005</p>	<p>Read:</p> <ol style="list-style-type: none"> 1. Muller Chapter 5 Intermodal Movements by Rail and Motor Carrier 2. Read: Muller Chapter 6 Intermodal Movements by Air, Water, and Bridge Services and Doublestack Operation <p>SPECIAL NOTE : Only read the Introduction (p 111 up to the section starting Intermodal Movements by Air), Intermodal Movements by Ocean (p 130), Intermodal Movements by Inland and Coastal Waterways (p 145), Bridge Services (p 153), Ports Emphasizing Distribution Role (p 165), and Domestic</p>

		Containerization (p 169)
<p>Week 3: Intermodal Through Carriage Documents , Liability Rules , and Facilitation ; Intermodal Transportation Facilitators</p> <p>On-Line Discussion : The set of facilitators, what they do and where they do it, seems to represent a kaleidoscope of opportunity. And like the kaleidoscope, the pattern of these opportunities and the principal parties involved is constantly changing. This would seem to represent substantial management challenge in determining the what, where, why, how, when, and who associated with obtaining the potential benefits offered by the facilitators. How would you resolve this management challenge?.</p>	<p>4/4/2005 - 4/10/2005</p>	<p>Read:</p> <ol style="list-style-type: none"> 1. Muller Chapter 8 Intermodal Through Carriage Documents, Liability Rules, and Facilitation 2. Muller Chapter 9 Intermodal Transportation Facilitators
<p>Week 4: Terminals and Cargo-Handling Equipment ; Intermodal Containers</p> <p>On-Line Discussion : Malcolm McClean's simple idea of the 1950s has developed into a complex and sophisticated global system comprising a number of purpose-built pieces of equipment. Coincident has been the establishment of a number of regulatory and standards bodies seeking to manage the complexity in order to achieve the efficiencies promised by intermodal freight transportation.</p> <p>Generally speaking, the greater the complexity the greater the management challenge.</p> <p>Has this system become too unwieldy? Should this</p>	<p>4/11/2005 - 4/17/2005</p>	<p>Read:</p> <ol style="list-style-type: none"> 1. Muller Chapter 10 Terminals and Cargo-Handling Equipment <p>SPECIAL NOTE : Read pp 219-239 up to the section headed Cargo Handling at Airports.</p> <ol style="list-style-type: none"> 2. Read: Muller Chapter 11 Intermodal Containers

<p>constant tailoring and tinkering continue? Should the international community seek to establish a simpler, more robust, easier to manage intermodal freight transportation system? Should we be content to let natural developments run their course? What recommendations would you make to the international community for improving the performance of intermodal freight transportation?</p>		
<p>Week 5: Intermodal Information Technology ; Competition</p> <p>On-Line Discussion : What is your view of FastShip as a potential competitive force in the global intermodal freight transportation marketplace?</p>	<p>4/18/2005 - 4/24/2005</p>	<p>Read:</p> <ol style="list-style-type: none"> 1. Muller Chapter 12 Intermodal Information Technology 2. Muller Chapter 13 Competition <p>SPECIAL NOTE : Read p 305 up to Air-Surface Intermodal Carrier Competition on p 360, then from Competitive Aspects of Multimodal Carriers on p 368 through then end of the chapter.</p> <ol style="list-style-type: none"> 3. Review: FastShip Enhanced Cargo Handling at http://www.fastshipatlantic.com/enhancedcargohandling.html and FastShip Dedicated Terminals at http://www.fastshipatlantic.com/enhancedcargohandling.html. you may need to cut and paste these urls into your browser.
<p>Week 6: The "How to" of Intermodal Freight Transportation ; The Future of Intermodalism</p> <p>On-Line Discussion : Muller describes three forces shaping intermodal freight transportation:</p> <ol style="list-style-type: none"> 1. New and emerging technologies. 	<p>4/25/2005 - 5/1/2005</p>	<p>Read:</p> <ol style="list-style-type: none"> 1. Muller Chapter 14 The "How to" of Intermodal Freight Transportation 2. Muller Chapter 15 The Future of Intermodalism 3. Supply Chain Management Under the Threat of International Terrorism at http://web.mit.edu/ctl/www/ne

<p>2. Fast changes in markets and trading patterns.</p> <p>3. Regulatory changes.</p> <p>Would you modify Muller's discussion of these forces in any way? How and why?</p>		<p>ws/downloads/sheffi-article.pdf</p> <p>4. Barriers and Catalysts in Global Transportation at http://www.jmsdrgn.com/Barriers%20and%20Catalysts%20in%20Global%20Transportation.pdf</p>
<p>Week 7: The Business of Intermodal Freight Transportation - So What!; The Impact of Culture on Intermodal Freight Transportation</p> <p>On-Line Discussion : In what ways does culture impact intermodal freight transportation?</p>	5/2/2005 - 5/8/2005	<p>Read:</p> <ol style="list-style-type: none"> 1. Muller Chapter 16 The Business of Intermodal Freight Transportation - So What! 2. Cultural Acumen for the Global Manager: Lessons from Project GLOBE. See http://www.ucalgary.ca/mg/GLOBE/Public/Links/lessons_project_globe.pdf
Week 8: Final Examination	5/9/2005 - 5/15/2005	Project report due .

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COURSE INFO. DOCUMENT by: James Drogan

Subject: GRO 8360 A Guide to the Modules

The heart of the course comprises modules 1-9.

Modules 1-8 are the core learning and discussion modules. You will find the reading, writing, and discussion assignments in the Overview, Objectives, and Assignments document in each of these modules. You will be spending most of your time in these eight modules.

Module 9 is a description of the course project.

Module 10 compiles supplementary material relevant to Intermodal Freight Transportation

Module 11 requests your feedback on the course.

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COURSE INFO. DOCUMENT by: James Drogan**Subject:** GRO 8360 Some Further Words Regarding Communication

All communication, including the submission of assignments, will be through the SUNY Distance Learning network. Assignments should be submitted as file types .doc or .rtf.

I don't grade by the word. Stay on the point. Say what you have to say, then stop. I'm not interested in reading what you think I want to read. I'm interested in reading what you have to say and what you have to think.

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 4-8 are based on Peter McAliney's Business Policy 5100 Case Analysis Guidelines. 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 is important.

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, among other things, speaking, writing, personal appearance, appearance of documents, listening, and observing.

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.

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

COURSE INFO. DOCUMENT by: James Drogan

Subject: GRO 8360 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 18 hours per week on the course. Some of you will, of course, spend less and others more.

COURSE INFO. DOCUMENT by: James Drogan

Subject: GRO 8360 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.

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COURSE INFO. DOCUMENT by: James Drogan

Subject: GRO 8360 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 18 hours a week on this course.
6. That I keep on schedule with the course requirements.

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COURSE INFO. DOCUMENT by: James Droган

Subject: GRO 8360 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.

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