

COURSE INFO. DOCUMENT by: James Drogan
Subject: TMGT 6500 Welcome and Course Objectives

This course is about the analysis, planning, implementation, and control of the marketing function . Topics include: marketing research and decision support systems; the environment; consumer and business markets and buyers behavior; segmentation and positioning; product promotion, price and distribution strategies; strategic processes; marketing and society . Global considerations are evaluated . Case studies will be discussed as appropriate . The course will feature a term long team project to integrate the key learnings of the course .

You should be aiming to develop breadth of skills about marketing management 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 in transportation management firms). 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 .

Marketing, global business and transportation are fields undergoing significant, rapid change . The course will be contemporary .

COURSE INFO. DOCUMENT by: James Drogan
Subject: TMGT 6500 Contact Information

Contact Information

Instructor:	James Drogan
Course Number:	TMGT 6500
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

Email Address:	James_Drogan@sln.suny.edu
Phone:	(718) 409-7289 or (203) 829-3172
Fax:	(718) 409-7359
Logon Schedule:	I will logon several times per week.
Office Schedule:	I will aim to be in the vicinity of the classroom at least one hour prior to the start of class. Please contact me to arrange times to talk.

SLN Home	Student Commons	Course Map	Previous Document	Next Document	Campus Contacts	HelpDesk
--------------------------	---------------------------------	----------------------------	-----------------------------------	-------------------------------	---------------------------------	--------------------------

SLN Home	Student Commons	Course Map	Previous Document	Next Document	Campus Contacts	HelpDesk
--------------------------	---------------------------------	----------------------------	-----------------------------------	-------------------------------	---------------------------------	--------------------------

COURSE INFO. DOCUMENT by: James Drogan
Subject: TMGT 6500 Approach

Learning in this course is in the form of a moderated discussion conducted in the classroom and online . 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 for each class are assigned. You are expected to have completed the readings and to come prepared to discuss the topics.

SLN Home	Student Commons	Course Map	Previous Document	Next Document	Campus Contacts	HelpDesk
--------------------------	---------------------------------	----------------------------	-----------------------------------	-------------------------------	---------------------------------	--------------------------

SLN Home	Student Commons	Course Map	Previous Document	Next Document	Campus Contacts	HelpDesk
--------------------------	---------------------------------	----------------------------	-----------------------------------	-------------------------------	---------------------------------	--------------------------

COURSE INFO. DOCUMENT by: James Drogan
Subject: TMGT 6500 Textbook and Other Course Materials

The text assigned for this course is O. C. Ferrell and M. Hartline (2004), Marketing Strategy (3e), Thomson-Southwestern, 0-324-20140-0. This book is available at the Ship Store . A copy will be on reserve at the Maritime Luce Library .

All other material will be distributed through CourseSpace .

COURSE INFO. DOCUMENT by: James Drogan

Subject: TMGT 6500 Grading

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

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 class and on-line discussions.

You should strive to demonstrate an ability to single out key issues, think critically about them, and express cogent and complete fact-based arguments emphasizing analysis, conclusion and recommendation.

It is a demonstration of your ability that is important. I encourage research on the issues (e.g., using the Internet), but passing off the words and abilities of others as your own (plagiarism) is unacceptable. This is an example of unethical behavior which, at its extreme, can result in you failing the course . I'll have more to say about this in TMGT 6500 A Note on Integrity.

Please see TMGT 6500 Some Further Words Regarding Communication for additional advice on communication.

Please see the discussion grading and grade point average on the Maritime College website at Academics > Academic Regulations > Grading (<http://www.sunymaritime.edu/zpt/z04/z0401.makka?z=684>) and Academics > Academic Regulations > Grade Point Average (<http://www.sunymaritime.edu/zpt/z04/z0401.makka?z=685>).

Basis for Grading

Grading is done on the basis of:

Attendance in class: 15 classes at one point per class = 15 maximum points

Discussions: 158 maximum points (15 classes at four points per class for classroom discussions; 14 weeks at seven points per week for on-line discussions)

Final Written Report on Class Project:: 64 maximum points from the written report. All team members will receive the same grade on the project.

Team Participation: 24 maximum points based upon your participation in the project team .

Maximum points that one can attain in the course is 261. The actual points attained will be divided by 261 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.

Attendance in Class

You are expected to attend every class. I am sensitive to other demands on your time. The polite thing to do if you know you are going to be absent is to let me know.

Fifteen meetings (excepting the final) at one point per meeting = 15 maximum points.

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.

This class meets 15 times. The maximum points available are 60.

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.

The class meets for 14 weeks. The maximum points available are 98.

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

The third portion of your grade is based on the project. The project constitutes the final examination for this course.

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>

The aim of the project is to develop an approach to marketing management for this service.

Further details about the project, what's do when, the makeup of the project teams, and supporting material will be found in Module 13. 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.
16	Project report demonstrates an adequate understanding of the topics and issues; reasoning and clarity of communication is fair .
48	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.
64	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 64.

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

Team Participation

Your participation as a member of a team will be assessed your peers and by me . The basis for this will be the answer to the following question .

"Would you like to be on a team in the future with this person?"

Acceptable answers and associated points are :

Definitely (4)

Probably (3)

Probably Not (1)

Definitely Not (0)

At the end of the project I will give you a list of the members of the team in the following form :

	Definitely	Probably	Probably Not	Definitely Not
Name 1				
Name 2				
Name 3				
Name 4				

Your task is to place a "X" in the box indicating your assessment of your peers. It would be appropriate to

not assess yourself.

I will prorate the points so that the maximum available points (in the sample above it would be 12) equates to 24.

SLN Home	Student Commons	Course Map	Previous Document	Next Document	Campus Contacts	HelpDesk
--------------------------	---------------------------------	----------------------------	-----------------------------------	-------------------------------	---------------------------------	--------------------------

SLN Home	Student Commons	Course Map	Previous Document	Next Document	Campus Contacts	HelpDesk
--------------------------	---------------------------------	----------------------------	-----------------------------------	-------------------------------	---------------------------------	--------------------------

COURSE INFO. DOCUMENT by: James Drogan

Subject: TMGT 6500 Class Schedule

[Print this document](#)

TMGT 6500 Marketing Management Schedule

Preparation and assignments are due on the date with which they are associated .

Topics/Activities	Start	Preparation and Assignments Due
Class 1: Introduction to the Course and to Marketing Management	8/30/2004 Pace Manhattan W601	None
	9/6/2004	Everyone Should be Active on CourseSpace
Class 2: Marketing and the New Economy In-Class Discussion : The fact that customers have more power is one of the major shifts taking place in the new economy. In what ways have you personally experienced this shift in power? Is this shift uniform across all industries and markets? How so? On-Line Discussion : Most of us are interested in maritime transportation, other modes of transportation, intermodal transportation, and even, perhaps, logistics and supply chain. How does and can the new economy, with its shift towards customer power, affect our operations? Starts on 9/12	9/11/2004 Fort Schuyler B-6	Read: Ferrell and Hartline Chapter 1 Marketing and the New Economy Read: Marketing Myopia by Theodore Levitt. A copy can be found here.

ends on 9/25.		
<p>Class 3: Strategic Marketing Planning</p> <p>In-Class Discussion : What role, if any, should customers play in the strategic planning process? Should they have a voice in developing the organizational mission, marketing goals, or the marketing strategy?</p> <p>On-Line Discussion : What transportation firms seem to be successful at simultaneously satisfying customers and investors? What role do you think strategic market planning plays in this success? Starts on 9/14 and ends on 9/27.</p>	<p>9/13/2004</p> <p>PACE Manhattan W601</p>	<p>Read: Ferrell and Hartline Chapter 2 Strategic Marketing Planning</p>
<p>Class 4: Situation Analysis</p> <p>In-Class Discussion : Do you think the Internet has made it easier or more difficult to collect data and information? How might the major data collection issues of today compare to the issues in the pre-Internet era?</p> <p>On-Line Discussion : Review the sociocultural trends in Exhibit 3.7 of Ferrell and Hartline. What other trends could be added to the list? How do these trends vary across the world? Starts on 9/21 and ends on 10/4.</p>	<p>9/20/2004</p> <p>PACE Manhattan W601</p>	<p>Read: Ferrell and Hartline Chapter 3 Situation Analysis</p>
<p>Class 5: SWOT Analysis</p> <p>In-Class Discussion : Support or contradict this statement: "Given the realities of the new economy and the rapid changes occurring in business technology, all competitive advantages are short lived. There is no such thing as a sustainable competitive advantage that last over the long term." Defend your position.</p> <p>On-Line Discussion : We have earlier discussed how the new economy, with its shift towards customer power, could affect operations. This new economy is likely to lead to a new set of opportunities and threats. What might these be? Organizations may will need</p>	<p>9/27/2004</p> <p>PACE Manhattan W601</p>	<p>Read: Ferrell and Hartline Chapter 4 SWOT Analysis</p>

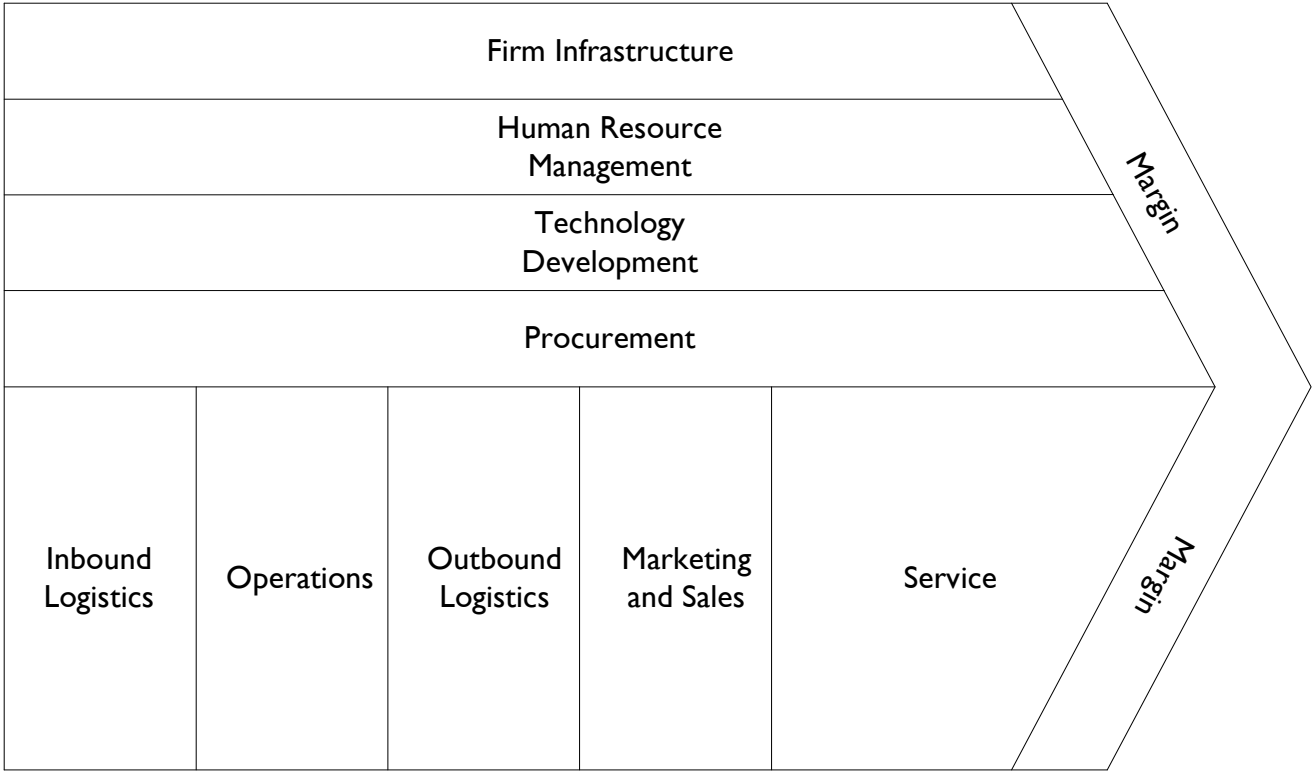
<p>to develop new strengths in order to succeed in this emerging environment. What might these be like? Starts on 9/28 and ends on 10/12</p>		
<p>Class 6: Managing Customer Relationships</p> <p>In-Class Discussion : One of the common uses of CRM in consumer markets is to rank customers on profitability or lifetime value measures . Highly profitable customers get special attention, while unprofitable customers get poor service or are often "fired." What are the ethical and social issues involved in these practices? Could CRM be misused? How and why?</p> <p>On-Line Discussion : How is the management of customer relationships affected by different world cultures? Starts on 10/3 and ends on 10/17.</p>	<p>10/2/2004 Fort Schuyler B-6</p>	<p>Read: Ferrell and Hartline Chapter 5 Managing Customer Relationships</p>
<p>Class 7: Market Segmentation</p> <p>In-Class Discussion : How would you segment the market for marine-based freight transportation? Consider all the approaches identified by Ferrell and Hartline. What are their relative strengths and weakness in the marine-based freight transportation market?</p> <p>On-Line Discussion : How does the post-9/11 focus on security impact market segmentation? Starts on 10/5 and ends on 10/19.</p>	<p>10/4/2004 PACE Manhattan W601</p>	<p>Read: Ferrell and Hartline Chapter 6 Market Segmentation</p>
<p>Class 8: Product Strategy</p> <p>In-Class Discussion : Identify a transportation firm that you consider a leader in the field. What is the importance of branding to the firm in maintaining its leadership position? Why do you take this view? Consider the notions of brand loyalty, equity, and alliances in your answer?</p> <p>On-Line Discussion : How does the post-9/11 focus on security impact product strategy in the transportation</p>	<p>10/18/2004 PACE Manhattan W601</p>	<p>Read: Ferrell and Hartline Chapter 7 Product Strategy</p>

<p>industry? Starts on 10/19 and ends on 11/2.</p>		
<p>Class 9: Pricing Strategy</p> <p>In-Class Discussion : A through bill of lading is a single bill of lading covering receipt of the cargo at point of origin for delivery to the ultimate consignee, using two or more modes of transportation (E. G. Hinkelman (2000), <u>Dictionary of International Trade</u>, World Trade Press, 1-885073-84-4).</p> <p>How does participation in a through bill of lading affect one's ability to manage the pricing component of the marketing mix?</p> <p>On-Line Discussion : To what and why extent is pricing elastic in the various transportation modes? Starts on 11/9 and ends on 11/23.</p>	<p>11/8/2004 PACE Manhattan W601</p>	<p>Read: Ferrell and Hartline Chapter 8 Pricing Strategy</p>
<p>Class 10: Distribution and Supply Chain Management</p> <p>In-Class Discussion : Michael Porter, in his book <u>Competitive Advantage : Creating and Sustaining Superior Performance</u> put forth the concept of the value chain (see the graphic at the end of this schedule).</p> <p>The output of a successful marketing strategy can be considered as putting the right product in the right place at the right time and price so that the buyer prefers it over a competing product.</p> <p>With Porter's model and the output of a successful marketing strategy in mind, consider the following questions:</p> <ol style="list-style-type: none"> 1. When, in the development of the marketing strategy, should the various components of Porter's model become involved? Why? 2. How does this involvement vary by industry? Why? <p>On-Line Discussion : TBD. Starts on 11/14 and ends on 12/2</p>	<p>11/13/2004 Fort Schuyler B-6</p>	<p>Read: Ferrell and Hartline Chapter 9 Distribution and Supply Chain Management</p>
<p>Class 11: Integrated Marketing Communication</p>	<p>11/15/2004 PACE</p>	<p>Read: Ferrell and Hartline Chapter 10 Integrated</p>

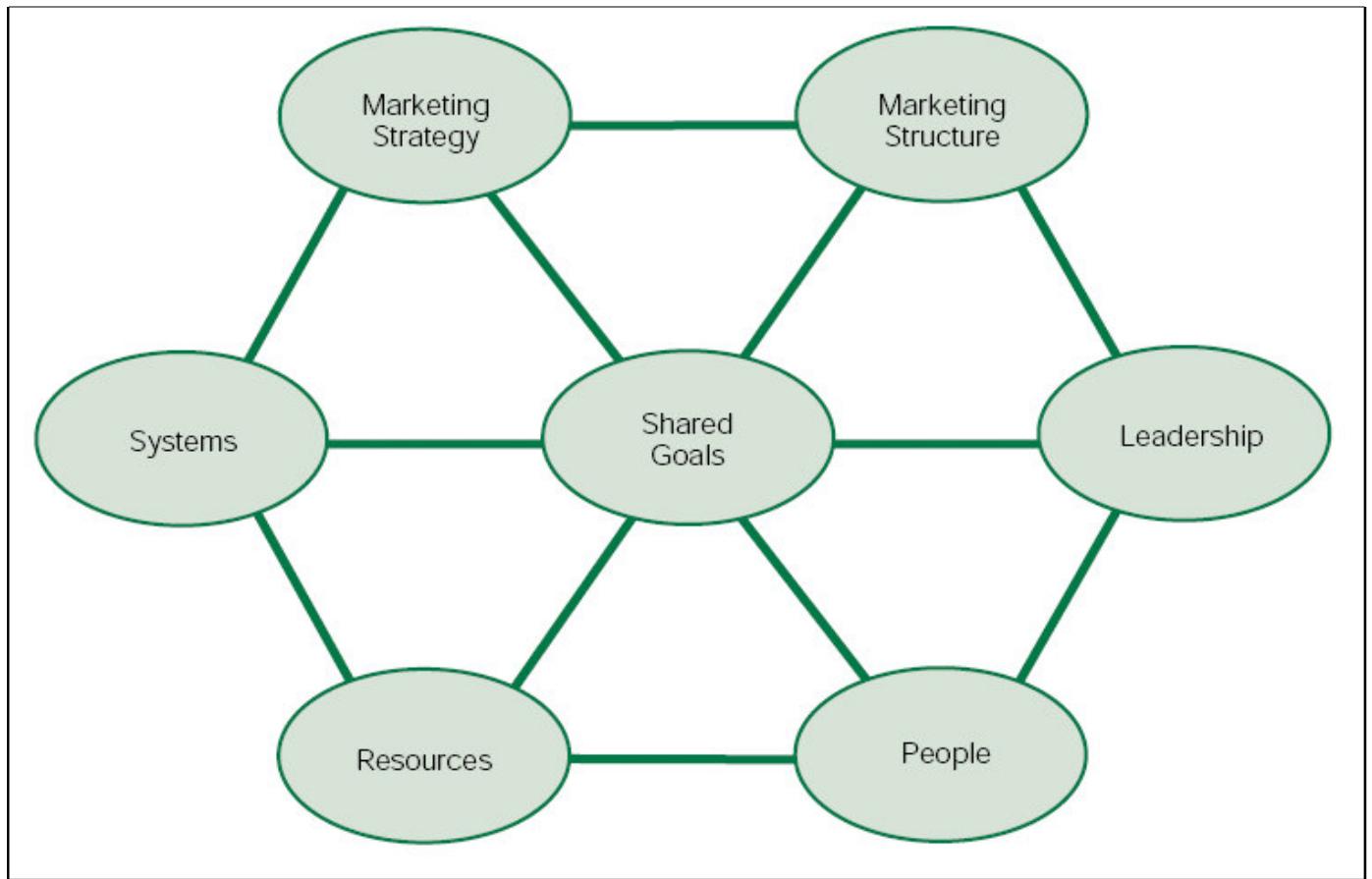
<p>In-Class Discussion : Ferrell and Hartline identify four elements of integrated marketing communication -- advertising, public relations, personal selling, and sales promotion .</p> <p>How relatively important are each of these in the freight transportation business? How does this importance vary by mode? By country?</p> <p>On-Line Discussion : Maritime College promotes itself as the source of a Masters in International Transportation Management degree that has value in the marketplace.</p> <p>How does Maritime use the AIDA steps to attract qualified students? What changes would you recommend Maritime make to more effectively use the AIDA model to attract more and better qualified students?</p> <p>Starts on 11/16 and ends on 11/30.</p>	<p>Manhattan W601</p>	<p>Marketing Communication</p>
<p>Class 12: Marketing Implementation and Control</p> <p>In-Class Discussion : On p 264, under the bullet <i>Employee Evaluation and Compensation Policies</i>, Ferrell and Hartline distinguish between outcome-based and behavior-based evaluation and compensation systems .</p> <p>Which of these approaches do you think is most appropriate in a transportation-based business? What is the reasoning behind your answer?</p> <p>On-Line Discussion : Exhibit 11.3 on p 262 summarizes the elements of marketing implementation (see the graphic at the end of this schedule).</p> <p>How do differences in global cultures affect the relationships between and relative importance of these elements?</p> <p>Starts on 11/23 and ends on 12/7.</p>	<p>11/22/2004 PACE Manhattan W601</p>	<p>Read: Ferrell and Hartline Chapter 11 Marketing Implementation and Control</p>
<p>Class 13: Marketing Ethics and Sales Responsibility</p> <p>In-Class Discussion : The world in which we live and work comprises distinctly different cultures .</p>	<p>11/29/2004 PACE Manhattan W601</p>	<p>Read: Ferrell and Hartline Chapter 12 Marketing Ethics and Sales Responsibility</p>

<p>On p 293 Ferrell and Hartline state:</p> <p>"At the next level of the pyramid, <i>marketing ethics</i> refers to principles and standards that define acceptable marketing conduct as determined by the public, government regulators, private interest groups, competitors, and the firm itself."</p> <p>Distinctly different cultures imply distinctly different marketing ethics .</p> <p>Should the marketing ethics of an international firm vary from culture to culture? If so, how do you manage the possible conflicts brought about by international trade?</p> <p>If not, then the firms must presumably pick a set of marketing ethics that it will apply worldwide. What are the issues involved in making this decision? How would you pick the most appropriate marketing ethics?</p> <p>On-Line Discussion : Read the IBM Business Conduct Guidelines at http://www.ibm.com/investor/corpgovernance/pdf/bcg.pdf. What would need to be changed about these guidelines to make them applicable to a global transportation-based firm?</p> <p>Starts on 11/30 and ends on 12/13.</p>		
<p>Class 14: TBD</p>	<p>12/6/2004 PACE Manhattan W601</p>	<p>Read: TBD</p>
<p>Class 15: Review of Marketing Management</p>	<p>12/13/2004 PACE Manhattan W601</p>	<p>Project report is due</p>

Michael Porter's Value Chain



The Elements of Marketing Implementation



COURSE INFO. DOCUMENT by: James Drogan

Subject: TMGT 6500 Some Further Words Regarding Communication

My preference is to receive all written communication via e-mail. If you are submitted an writing assignment, the preference is that you submit it as an attached Microsoft Word document. This allows me an easy way to mark-up your document and return it to you prior to class. I recognize this is not always possible and will, of course, accept handwritten documents.

If submitted via e-mail aim to say what you want to say in a single page (8.5 x 11 inches) of size 10 font. If handwritten, aim to say what you want to say in two pages trying to leave some room for me to write comments.

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

SLN Home	Student Commons	Course Map	Previous Document	Next Document	Campus Contacts	HelpDesk
--------------------------	---------------------------------	----------------------------	-----------------------------------	-------------------------------	---------------------------------	--------------------------

SLN Home	Student Commons	Course Map	Previous Document	Next Document	Campus Contacts	HelpDesk
--------------------------	---------------------------------	----------------------------	-----------------------------------	-------------------------------	---------------------------------	--------------------------

COURSE INFO. DOCUMENT by: James Drogan

Subject: TMGT 6500 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.

SLN Home	Student Commons	Course Map	Previous Document	Next Document	Campus Contacts	HelpDesk
--------------------------	---------------------------------	----------------------------	-----------------------------------	-------------------------------	---------------------------------	--------------------------

SLN Home	Student Commons	Course Map	Previous Document	Next Document	Campus Contacts	HelpDesk
--------------------------	---------------------------------	----------------------------	-----------------------------------	-------------------------------	---------------------------------	--------------------------

COURSE INFO. DOCUMENT by: James Drogan

Subject: TMGT 6500 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.

SLN Home	Student Commons	Course Map	Previous Document	Next Document	Campus Contacts	HelpDesk
--------------------------	---------------------------------	----------------------------	-----------------------------------	-------------------------------	---------------------------------	--------------------------

SLN Home	Student Commons	Course Map	Previous Document	Next Document	Campus Contacts	HelpDesk
--------------------------	---------------------------------	----------------------------	-----------------------------------	-------------------------------	---------------------------------	--------------------------

COURSE INFO. DOCUMENT by: James Drogan

Subject: TMGT 6500 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 eight hours a week on this course.
6. That I keep on schedule with the course requirements.

SLN Home	Student Commons	Course Map	Previous Document	Next Document	Campus Contacts	HelpDesk
--------------------------	---------------------------------	----------------------------	-----------------------------------	-------------------------------	---------------------------------	--------------------------

SLN Home	Student Commons	Course Map	Previous Document	Next Document	Campus Contacts	HelpDesk
--------------------------	---------------------------------	----------------------------	-----------------------------------	-------------------------------	---------------------------------	--------------------------

COURSE INFO. DOCUMENT by: James Drogan

Subject: TMGT 6500 Guide to the Modules

Modules 1 through 14: Fundamental learning modules of the course. Overview, objectives, and assignments will be found here. These should be a principal focus of your effort.

Module 15: The project module. All your work regarding the term can be facilitated by this module. This should be a principal focus of your effort.

Module 16: Supplementary material on marketing I find of interest. It is suggested that you read this material, but it is not required.

Culminating Activity : This module requests feedback from you when the course has been completed.

SLN Home	Student Commons	Course Map	Previous Document	Next Document	Campus Contacts	HelpDesk
--------------------------	---------------------------------	----------------------------	-----------------------------------	-------------------------------	---------------------------------	--------------------------

SLN Home	Student Commons	Course Map	Previous Document	Next Document	Campus Contacts	HelpDesk
--------------------------	---------------------------------	----------------------------	-----------------------------------	-------------------------------	---------------------------------	--------------------------

COURSE INFO. DOCUMENT by: James Drogan

Subject: TMGT 6500 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.

SLN Home	Student Commons	Course Map	Previous Document	Next Document	Campus Contacts	HelpDesk
--------------------------	---------------------------------	----------------------------	-----------------------------------	-------------------------------	---------------------------------	--------------------------

[Commons](#)

[Document](#)

[Contacts](#)