



COURSE INFO. DOCUMENT by: James Drogan
Subject: Syllabus

7300 Transportation Management

Syllabus

Summer 2004

James Drogan

Lecturer in Global Business and Transportation

Welcome and Course Objectives

This course focuses on the strategic principles necessary for the successful management of ocean and intermodal transportation firms.

The purpose of this course is for you to develop skills in and knowledge of transportation management 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 transportation management processes.
4. Shipment and information flows
5. Infrastructure and equipment.

You should be aiming to develop breadth of skills – about transportation modes, about the global marketplace and its myriad of cultures, about the strategic issues to which transportation must respond .

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 valuable contributions to the management of the transportation firms of today and the future .

Transportation and its management is a field undergoing significant, rapid change. The course will be contemporary.

Contact Information

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Course Number:	7300
Semester:	Summer 2004
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Office Hours:	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.

Approach

Learning in this course is in the form of a moderated discussion conducted in the classroom and on-line. All students are expected to participate. The schedule for discussion topics can be found in Course Schedule on page 5 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.

Textbook and Other Course Materials

The text assigned for this course is J. J. Coyle, et al. (1999), Transportation (5th Edition), South-Western College Publishing, 0-538-88180-1. This book is available at the PACE and Maritime bookstores. A copy will be on reserve at the Maritime Luce Library.

All other material will be distributed through CourseSpace (described in greater detail in CourseSpace on page 10).

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 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 A Note on Integrity on page 8.

Please see Some Further Words Regarding Communication on page 7 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: 14 maximum points

Discussions: 91 maximum points (56 from classroom discussions; 35 from on-line discussions)

Final Written Report on Class Project: 64 maximum points

Maximum points that one can attain in the course is 169. The actual points attained will be divided by 169 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.

Discussions

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

Strive for high-quality discussions. More about what constitutes a high-quality discussion will be found later in this document.

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 your point of view discussion quality is critical because it represents a substantial portion of your overall

grade.

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 14 times. The maximum points available are 56.

On-line discussions are rated on the basis of the quality as described above. The quantity of online 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 five weeks. The maximum points available are 35.

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.

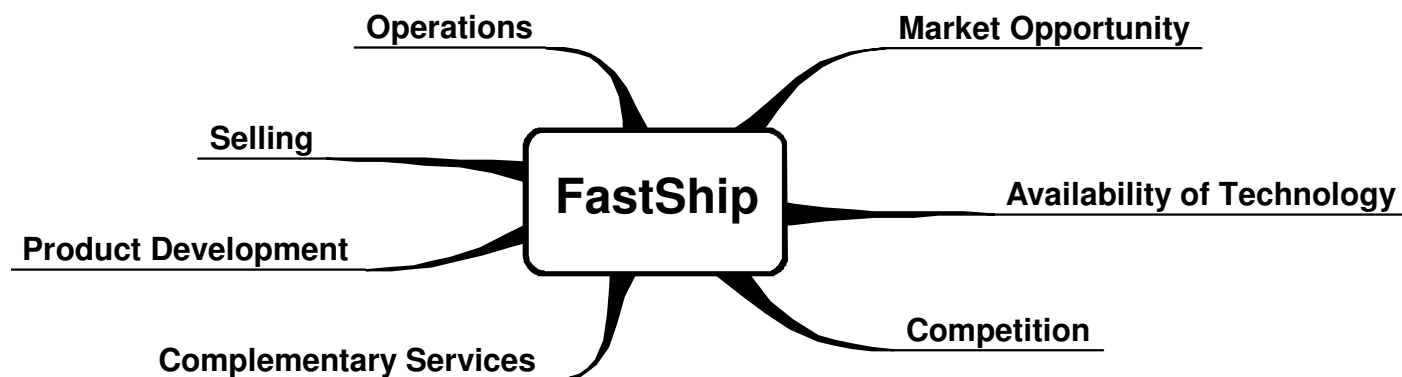
Project

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

On Sunday, June 13, 1999 an article was posted to the web titled “Company takes major step toward fast cargo ships by 2003.”

This article heralded “...service between Philadelphia and Cherbourg, France, in 2003, with ships that cross the ocean at up to 38 knots, or almost 44 mph, more than twice as fast as conventional freighters.”

This project is an examination of the following fundamental issues associated with FastShip .



You need to gather data on these topics to prepare a project report. This report comprises the major facts, conclusions, and recommendations from your research.

A useful way to look at this project report is that a high-ranking executive in your company has asked that you give your views as critical input into her process of making a decision whether to invest a significant amount of company resource in involvement with FastShip.

Your grade will be based on how well the project report demonstrates your understanding of the fundamental issues, your ability to reason in a clear manner about these issues, your ability to support your discussion with facts, the clarity of your conclusions, and the balance between risk and reward in your recommendations .

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; student is a candidate to be assigned by the executive to a team to further develop the investment opportunity .
64	Project report demonstrates an excellent understanding of the topics and issues; reasoning and communications is clear and compelling; student is a candidate to be assigned by the executive to lead a team to further develop the investment opportunity .

Maximum points available on the project are 64.

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

Course Schedule

Tuesday and Thursday classes meet from 810PM until 10PM in room 602 at PACE University (1 Pace Plaza, New York, NY 10038, Opposite City Hall Park in Lower Manhattan). Saturday classes meet from 12PM until 3PM in room B6 in the Fort at the Maritime College (6 Pennyfield Avenue, Bronx, NY 10465).

I expect you to have read the assignment prior to the due date and come to class prepared to participate in a discussion on the points raised in the reading.

Class Number and Topic	Class Preparation	Date
Class 1: Introduction to the Course	None	Tue 5/11/04
Class 2: Transportation, the Supply Chain, and the Economy"	Read: Coyle 1. Transportation and the Economy Class Discussion: Soup to Nuts, Inc., Case 1.1, Coyle pp 54-55	Thu 5/13/04
Class 3: Transportation Regulation and Public Policy	Read: Coyle 2. Transportation Regulation and Public Policy Class Discussion: Case 2.2 The US Ocean Carrier Industry's Financial Plight, Coyle p 80	Tue 5/18/04
Class 4: Motor Carriers	Read: Coyle 3. Motor Carriers Class Discussion: Case 3.1 JEl Carrier Corporation, Coyle p 120	Thu 5/20/04
Class 5: Railroads	Read: Coyle 4. Railroads Class Discussion: Case 4.1 CBN Railway Company, Coyle p 147	Tue 5/25/04
Class 6: Domestic Water Carriers	Read: Coyle 5. Domestic Water Carriers Class Discussion: How would [domestic] water carriers work with other modes to provide a complete service? Coyle p 168 question 2	Thu 5/27/04
Class 7: Intermodal and Special Carriers	Read: Coyle 8. Intermodal and Special Carriers Class Discussion: Case 8.2 Fragle Van Lines, Coyle pp 231-232	Tue 6/1/04
Class 8: International	Read: Coyle 9. International Transportation Class Discussion: What new transportation issues are introduced	Thu 6/3/04

Transportation	<p>and which national transportation issues are highlighted in the international transportation environment?</p> <p>Why have you selected these?</p> <p>What actions might you take to resolve these issues?</p>	
Class 9: Costing and Pricing in Transportation	<p>Read: Coyle 11. Costing and Pricing in Transportation (except Appendices 11-A through 11 C)</p> <p>Note: This is class is a double period (2 x 110 minutes). There will be a break between the periods.</p> <p>The first period will be a typical discussion of a case or question. In this case, what are the factors that affect the price of transportation service?</p> <p>What's the relative degree of impact these factors have on the price?</p> <p>What process would you use to balance these factors in order to arrive at the best price?</p> <p>The second period will have more of a lecture focus on two topics:</p> <ol style="list-style-type: none"> 1. Barriers and Catalysts in Global Transportation 2. Transportation Within the Larger Business Context of Logistics and Supply Chains <p>You will find copies of these two presentations under Lecture Notes.</p>	Sat 6/5/04
Class 10: Relationship Management	<p>Read: Coyle 12. Relationship Management</p> <p>Class Discussion: Take the point of view of a FastShip executive. Consider that your business plan may comprise three distinct phases; 1.) Start-up (establishing a foothold in the market), 2.) Sustainability (strengthening the position in the marketplace such that continued operation is reasonably assured), and 3.) Expansion (getting in to new markets). Consider the following questions:</p> <ol style="list-style-type: none"> 1. How should you establish relationships with the business partners needed for success? 2. How should you manage these relationships? 	Tue 6/8/04
Class 11: Information Management and Technology	<p>Read: Coyle 13. Information Management and Technology</p> <p>Class Discussion: Describe the fundamental characteristics of an information system to support a global transportation management business.</p>	Thu 6/10/04
Class 12: Shipper/Carrier Network Strategies	<p>Read: Coyle 14. Shipper/Carrier Network Strategies</p> <p>Class Discussion: Case 14.1 Shiner International Transportation Company, Coyle p 470-471</p>	Tue 6/15/04
Class 13: Security	<p>Read: Supply Chain Management Under the Threat of International Terrorism. This may be found on the network at http://web.mit.edu/scresponse/repository/sheffi_IJLM.pdf</p> <p>Class Discussion: Managing in the current and emerging world could</p>	Thu 6/17/04

	<p>involve the following actions:</p> <ol style="list-style-type: none"> 1. Detection of potential security issues 2. Prevention or avoidance of harmful outcomes 3. Recovery from disruptive situations 4. What must the transportation management system (i.e., people, process, information) be able to do in order to successfully execute the actions 1-3? 	
Class 14: Culture	<p>Read: Project GLOBE. This report may be found at http://www.ucalgary.ca/mg/GLOBE/Public/Links/lessons_project_globe.pdf</p> <p>Final Project Report Due</p> <p>Note: This is class is a double period (2 x 110 minutes). There will be a break between the periods.</p> <p>The first period will be a discussion of Project GLOBE as it relates to transportation management.</p> <p>The second period will be given over to a summary discussion of the FastShip Project.</p>	Sat 6/19/04

Some Further Words Regarding Communication

I expect written assignments to be submitted to me as Microsoft Word documents (.doc files) or in Rich Text Format (.rtf files) and posted in appropriate module of CourseSpace.

This allows me an easy way to mark-up your document and return it to you prior to class – ease and speed, hallmarks of good transportation.

Keep the following in mind:

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. Read aloud. Rewrite. 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

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. So, you should plan on spending a total of 16 hours on this course during the week. Some of you will, of course, spend less and others more.

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. 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.

Definitions of Academic Dishonesty

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.
- 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 to two classes without consulting the second instructor.
- 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:

- Copying another person's actual words without the use of quotation marks and footnotes.

- Presenting another person's ideas or theories in your own words without acknowledging them .
- Using information that is not considered common knowledge without acknowledging the source .
- Failure to acknowledge collaborators on homework and laboratory assignments .
- Obtaining an Unfair Advantage:
- 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 work .
- Engaging in activities that intentionally create an unfair advantage over another student's academic work .
- Falsification of Records and Official Documents:
- 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:
- Lending assistance or failing to report witnessed acts of academic misconduct ."

I trust that it is clear that I will not tolerate unethical behavior and academic dishonesty .

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 16 hours a week on this course .
6. That I keep on schedule with the course requirements .
7. If there is a problem or if you have any questions, talk with me as soon as possible . Do not be afraid to ask me anything . There is a Chinese proverb; "He who asks a question is a fool for a minute; he who does not remains a fool forever ."

