

Institutional Syllabus – TMGT 9100-01 Capstone Course

Fall 2012

I. COURSE DESCRIPTION

The official title of this course is *Contemporary Topics in Ocean and Intermodal Transportation*, popularly known as the Capstone.

This course is the culmination of the program of studies towards a Master of Science Degree in International Transportation Management and is designed to draw upon the knowledge in all of the other courses, especially the core courses (7XXX series), that have preceded it. It is the final opportunity to demonstrate the ability to apply the learning from the program. A significant part of a successful outcome for the student will depend on his/her ability to research, evaluate, and present in the team environment (Adapted from Howard, 2011).

3.000 Credit hours

3.000 Lecture hours

Prerequisite(s): TMGT 7XXX Core Courses; 3.0 cumulative GPA; 24 earned credits

Corequisite(s): None

Follow-On Courses: None

Role in Curriculum: Elective and certificate course

II. TEXT(S)

A. Required Text(s)

1. *The Quest: Energy, Security, and the Remaking of the Modern World*, Daniel Yergin (Yergin, 2011)

This text is available in hardcover, softcover, and Kindle editions from Amazon.com. Please note that a Windows application exists to allow the Kindle edition to be read on a PC or MAC.

2. See Reading List at the end of this document for all required and recommended readings.

B. Additional Material

1. Distributed through ANGEL

III. STUDENT LEARNING OBJECTIVES

A. Course Objectives

1. Integrate key learning objectives from the program core courses into the resolution of contemporary international transportation management issues.
2. Combine essential critical thinking and communications skills in a complete and professional manner.
3. Appreciate the complexity and relationship amongst the forces that shape international transportation management.

IV. COURSE ASSESSMENTS

A. Assessments in the Class

1. Class discussions
2. Research, analysis, and communications
3. Three papers (described below)

B. External Assessments

None

V. ACCOMMODATIONS FOR STUDENTS WITH LEARNING DISABILITIES

If you believe that you need accommodations for a disability (also referred to as IEPs and 504 plans), please notify me within the first week of class and contact the Office of Accessibility Services at (718) 409-7348 or email Dean Tardis Johnson at tjohnson@sunymaritime.edu for an appointment to discuss your needs and the process for requesting accommodations. Since accommodations may require early planning and generally are not provided retroactively, please contact Accessibility Services as soon as possible!

VI. ACADEMIC INTEGRITY POLICY

Absolute integrity is expected of every Maritime student in all academic undertakings.

A Maritime student's submission of work for academic credit indicates that the work is the student's own. All outside assistance should be acknowledged, and the student's academic position truthfully reported at all times. In addition, Maritime students have a right to expect academic integrity from each of their peers.

Students are expected to do their own work in class, on assignments, laboratory experiments, and examinations or tests in accordance with the directions given by the instructor. It is the responsibility of all students to read and understand this statement of College policy on academic integrity. Maritime College considers the violation of academic integrity a serious matter, and one that will be treated as such.

A student who violates academic integrity may, depending on the nature of the offense, be subject to one or more of the following measures: failure of the assignment or examination, failure of the course, dismissal from the Regiment of Cadets, or dismissal from the College. Violations of academic integrity, also known as academic dishonesty, are subject to review by the Judicial Board. For details, go to:

http://www.thezonelive.com/zone/02_SchoolStructure/NY_SUNYMaritimeCollege/handbook.pdf

ALL ACADEMIC INTEGRITY VIOLATIONS WILL BE REPORTED TO THE DEAN OF STUDENTS

Course Detail

INSTRUCTOR INFORMATION

Prof. James Drogan, jdrogan@sunymaritime.edu, 718-409-7289

Office hours: see Faculty and Staff > Faculty/Staff Contact on the Maritime website. Scroll down to Prof. James Drogan and click on the name. Scroll down to see Office Hours.

CLASS MEETINGS

10AM – 1230PM Saturdays. The course will not meet every Saturday. Please see the schedule below.

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CLASS POLICIES

Attendance is mandatory. Please notify the instructor by any available means if you expect to be absent.

Laptops may be used during class if the use is for purposes of the class. This privilege will be rescinded if there is a substantial amount of unauthorized use.

GRADING

Three papers:

- a. Prospectus (25%)
- b. Learning Objectives (25%)
- c. Capstone Report (50%)

No makeup work will be assigned and no extra credit is available.

Final Grade Assignments

The initial final grade is assigned according to the following table.

| % | GPA | Grade |
|--------|-----|-------|
| 100.0% | 4 | A |
| 93.0% | 4 | A |
| 90.0% | 3.7 | A- |
| 87.1% | 3.3 | B+ |
| 83.0% | 3 | B |
| 80.0% | 2.7 | B- |
| 77.1% | 2.3 | C+ |
| 73.0% | 2 | C |
| 70.0% | 1.7 | C- |
| 67.1% | 1.3 | D+ |
| 63.0% | 1 | D |
| 0.0% | 0 | F |

The initial final grade represents the points attained divided by the total points available. This mathematical 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.

COURSE OUTLINE

Overview

The sources and uses of energy, as well as the impacts of its production and use, have risen to be dominant issues in the modern world. We take up these issues, specifically as they affect international transportation management.

The word "issues" takes on a very specific meaning when used in the critical thinking process we will be using. The word does not imply the negative connotation as is so often the case in common language (i.e., I have an issue with you. He has a lot of issues.), but rather is used to connote something of major significance (i.e., a new and large market opportunity, the aftermath of a tsunami) that needs to be resolved.

Our task, then, is to explore the intersection between energy (its sources, uses, and impacts of its production and use) and international transportation management assessing the severity of energy's impact and deriving from that assessment a set of recommendations for dealing with the issues.

The independent variable in this project is international transportation management. That is, you are looking at the energy issues through the lens of international transportation management. If, for example, the view was from a health care perspective, you would approach the matter differently.

There are three deliverables from this course.

1. The first is a short (five pages maximum) prospectus regarding how you expect to approach the course. This is much like a prospectus you would write for a thesis ("Developing a Prospectus for a Master's Thesis," 1999). The prospectus will account for one quarter of your grade. You will also find Ethics, Critical Thinking, and Communications ((Drogan, 2009) of help.
2. The second is a longer (10 pages maximum) paper that examines the relevance of the learning objectives of the six core courses of the MS ITM program to the issues under consideration. A draft containing the learning objectives will be provided you (Garcia, 2012). Whether a learning objective is relevant or not is a determination you will make. What is important is the quality of your thinking. If a learning objective is not relevant, say so and support your conclusion by your thinking. This paper will account for one quarter of your grade.
3. The third, last, and most important deliverable is the capstone report. Included is your definition and analysis of the intersection (described above), the three most significant issues needing resolution including your rationale for their significance, and recommendations for the solution of the issues. The capstone report accounts for the remaining half of your grade.

Capstone is not a team project. The student is solely responsible for the work going in to the three papers. In the "real world" I would expect you to perform both primary and secondary research ("The Purdue OWL: Research and Citation," 2012) as well as discuss your ideas with others. That is encouraged here. However, let me caution you that I have no tolerance for plagiarism and cited material should form no more than one third of any of your papers. All papers must conform to acceptable academic styles. APA is the preferred style ("The Purdue OWL: APA Style," 2012). More details regarding the style and submission of the papers will be forthcoming.

Course Design

The class will meet five times during the term (see the schedule below). Students will conduct research and analysis, and prepare the deliverables. Deliverables are due on the dates shown in the schedule.

The assigned text, *The Quest: Energy, Security, and the Remaking of the Modern World*, at 816 pages and 2.5 pounds shipping weight may seem long and heavy. The author, Daniel Yergin, makes this shorter and lighter with a clear and compelling writing style. Set an objective of a chapter (there are 35) every other day. Take notes and weave some of what Yergin has to say into your work. This is great secondary material and I urge you not to neglect it for doubtless this omission will be reflected in the quality of your work and the grade for the course.

The Modules

After the introductory class meeting, there are three modules in this course focusing on the three deliverables.

1. Prospectus; concludes with the Prospectus Review on 9/22.
2. Learning Objectives; concludes with Learning Objectives Review on 10/13
3. Capstone Report; concludes with Course Review on 12/15.

Schedule

| Class Date | Class Focus | Deliverable Due |
|------------|----------------------------|--------------------------------------|
| 9/1/2012 | Introduction | |
| 9/8/2012 | | |
| 9/15/2012 | | Propectus |
| 9/22/2012 | Prospectus Review | |
| 9/29/2012 | | |
| 10/6/2012 | | Learning Objectives |
| 10/13/2012 | Learning Objectives Review | |
| 10/20/2012 | Midterm Review | |
| 10/27/2012 | | |
| 11/3/2012 | | |
| 11/10/2012 | | |
| 11/17/2012 | | |
| 11/24/2012 | | |
| 12/1/2012 | | |
| 12/8/2012 | | Capstone Report |
| 12/15/2012 | Course Review | |
| | | |
| | | No class meeting; no deliverable due |

ASSESSMENT

In III.A on page 2 the Learning Objectives for this course were identified as:

1. Integrate key learning objectives from the program core courses into the resolution of contemporary international transportation management issues.
2. Combine essential critical thinking and communications skills in a complete and professional manner.
3. Appreciate the complexity and relationship amongst the forces that shape international transportation management.

These are shown in the first row of the following table. MS ITM program learning objectives label the subsequent rows. The numbers in the cells are defined below the table.

Assessment is the process whereby student accomplishment in these three course Learning Objectives and six Program Objectives is determined.

| | Integrate key learning objectives from the program core courses into the resolution of contemporary international transportation management issues. | Combine essential critical thinking and communications skills in a complete and professional manner | Appreciate the complexity and relationship amongst the forces that shape international transportation management. |
|--|---|---|---|
| Identify issues clearly, formulate hypotheses, collect data, and evaluate. | 4 | 4 | 4 |
| Apply leadership skills. | 2 | 2 | 2 |
| Express ideas clearly, concisely and persuasively. | 4 | 4 | 4 |
| Integrate ethical viewpoints into all aspects of one's life. | 4 | 4 | 4 |
| Understand the dynamic issues of international transportation management. | 4 | 4 | 4 |
| Know the basic principles, skills, and tools of international transportation management. | 4 | 4 | 4 |

These learning objectives are further distinguished by the emphasis placed on them in this course. This emphasis is defined as follows:

Major (4): Students can integrate concepts and apply them to novel situations. Topics have been fully developed and reinforced throughout the course; a "mastery knowledge."

Moderate (2): Students are given opportunities to 'practice or apply concepts.' Topics are further developed and reinforced in the course; "working knowledge or application of knowledge"

Minor (1): Students are introduced to the outcome. Topics are introduced in course lectures, labs, homework, assignments, etc; a 'talking knowledge' or awareness¹

The desired outcome is where student performance matches the emphasis. In general, master knowledge earns an A grade, working knowledge a B, and talking knowledge a C.

¹ Key as defined Faculty Day (Dec, 2008); redistributed March 18, 2012 email

READING LIST

Required

Yergin, D. (2011). *The Quest: Energy, Security, and the Remaking of the Modern World* (Kindle.). Penguin Press.

Recommended

Charan, R., & Useem, J. (2002, May 27). Why Companies Fail. *Fortune*.

Dobbs, R., Oppenheim, J., & Thompson, F. (2012, January). Mobilizing for a Resource Revolution. *McKinsey Quarterly*. Retrieved August 19, 2012, from https://www.mckinseyquarterly.com/Energy_Resources_Materials/Strategy_Analysis/Mobilizing_for_a_resource_revolution_2908

Drogan, J. (2012, June 16). Institutional Syllabus – TMGT 9100-01 Capstone Course Fall 2012. GBAT Department, SUNY Maritime College.

Exploring Global Energy Demands. (2009, June). *McKinsey Quarterly*. Retrieved August 19, 2012, from https://www.mckinseyquarterly.com/Economic_Studies/Productivity_Performance/Exploring_global_energy_demand_2369

Farrell, D., & Remes, J. (2008, July). How the World Should Invest in Energy Efficiency. *McKinsey Quarterly*. Retrieved August 19, 2012, from https://www.mckinseyquarterly.com/Economic_Studies/Productivity_Performance/How_the_world_should_invest_in_energy_efficiency_2165

Garcia, E. (2012b, August 13). MS ITM Core Course Learning Objectives for Use in TMGT 9100 Fa12. GBAT Department, SUNY Maritime College.

Howard, L. (2011, August). TMGT 9100-01: Graduate Capstone Syllabus. GBAT Department, SUNY Maritime College.

Nyquist, S. S., & Rosenfeld, J. (2009, May). Why Energy Demand will Rebound. *McKinsey Quarterly*. Retrieved August 19, 2012, from https://www.mckinseyquarterly.com/Energy_Resources_Materials/Oil_Gas/Why_energy_demand_will_rebound_2361

Wladawsky-Berger, I. (2012, July 16). Strategy and Execution in an Increasingly Complex World. *Irving Wladawsky-Berger*. Retrieved July 21, 2012, from <http://blog.irvingwb.com/blog/2012/07/the-interplay-between-strategy-and-execution-in-an-increasingly-complex-world.html>

References

- Developing a Prospectus for a Master's Thesis. (1999). Department of Communications Studies, University of Alabama. Retrieved from <http://bama.ua.edu/~commst/pdf/prospectus.pdf>
- Drogan, J. (2009, February 3). Ethics, Critical Thinking, and Communications. Retrieved from <http://jmsdrgn.squarespace.com/storage/Ethics%20Critical%20Thinking%20and%200Communications.pdf>
- Garcia, E. (2012, May 14). MS ITM Core Course Learning Objectives. GBAT Department, SUNY Maritime College.
- Howard, L. (2011, August). TMGT 9100-01: Graduate Capstone Syllabus. GBAT Department, SUNY Maritime College.
- The Purdue OWL: APA Style. (2012). *OWL Purdue Online Writing Lab*. Retrieved June 17, 2012, from <http://owl.english.purdue.edu/owl/section/2/10/>
- The Purdue OWL: Research and Citation. (2012). *OWL Purdue Online Writing Lab*. Retrieved June 17, 2012, from <http://owl.english.purdue.edu/owl/section/2/>
- Yergin, D. (2011). *The Quest: Energy, Security, and the Remaking of the Modern World* (Kindle.). Penguin Press.