

Institutional Syllabus – TMGT 9100-02 Capstone Course (Online)

Fall 2013

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 End of Cheap China* (Rein, 2012).

This text is available in hardcover 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. A more complete bibliography of relevant material will be provided during the course.

B. Additional Material

- I. 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. Three papers – Significant Impact, Three Alternatives, Final Paper – accompanied by three discussions.
2. Research, analysis, and communications. This is to say that these three items are assessed by the contribution they make to the discussions and papers.

B. External Assessments

- I. 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 Associate Dean William Imbriale at wimbriale@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

This is an online course utilizing the ANGEL learning management system.

CLASS POLICIES

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

GRADING

The following table shows the weights assigned to discussions and papers.

Deliverable Due	Discussion	Deliverable	Total
Significant Issue Paper	5	20	25
Three Alternatives Paper	5	20	25
Final Paper	10	40	50
	20	80	100

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

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

%	GPA	Grade
1.000	4	A
0.930	4	A
0.900	3.7	A-
0.871	3.3	B+
0.830	3	B
0.800	2.7	B-
0.771	2.3	C+
0.730	2	C
0.700	1.7	C-
0.000	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 world is undergoing significant changes to which will likely result in a reconfiguration of global trade lanes with a subsequent impact on international transportation management.

China is changing: the glut of cheap labor that has made everyday low prices possible is drying up as increasing numbers of Chinese seek not to make iPhones but to buy them. As China begins to take on a more significant role in international affairs and as commodity prices rise, Americans face a deepening threat to their accustomed way of life and consumption. The End of Cheap China exposes how this will impact the rest of the world, and gives tips as to how businesses can turn a profit in the changing global marketplace (Rein, 2012).

Rapid urbanization is propelling growth across emerging markets and shifting the world's economic balance toward the east and south. By 2025, it will create a "consumer class" with more than four billion people, up from a billion in 1990. Nearly half will live in the emerging world's cities, which are set to inject almost \$25 trillion into the global economy. Yet business leaders mostly ignore them. To learn about 440 largely obscure urban areas that will account for close to 50 percent of expected global GDP growth between 2010 and 2025, read "Unlocking the potential of emerging-market cities" (September 2012). Then browse through an interactive map to find city-specific highlights about these new economic hot spots ("The World's Economic Center of Gravity Shifts," 2013).

In the United States, imports moving eastward from the West Coast currently dominate supply chain patterns. That could change as more manufacturing shifts to the Western Hemisphere (Cooke, 2013).

The two references cited above are mandatory reading for the course.

The capstone project for AY 13-14 asks the students to assess the impacts of global trends such as these on international transportation management and recommend actions for dealing with these impacts.

The following papers will be produced during the capstone:

1. Significant Issue: Identifies a significant issue associated with a trend and presents the argument for the significance of the issue.

Three to four pages.

2. Three Alternatives: Identifies and defines three alternatives for dealing with the issue. This paper covers required changes in policy, process, practice, and the manner in which the impact will be either mitigated or used to advantage. Valuation of the impact on the issue is also specified.

This paper is 15-18 pages in the length.

3. Final Report: Combines the first and second papers into a coherent final report taking into consideration the feedback provided by the instructor. Adds an abstract, introduction, conclusion, and bibliography.

As a consequence of items 1 and 2 this paper is 18-22 pages in length excluding the abstract, introduction, conclusion, and bibliography. These last items may add another five to eight pages.

So, all in, 23-30 pages.

Say what you have to say, then stop. Make it clear, compelling, and to the point ("Precise, concise, and clear" said the executive). Don't pad to get to a certain number of pages. It wastes your time and my time.

All papers must conform to acceptable academic styles. APA is the preferred style ("The Purdue OWL: APA Style," 2012). Papers should be designed for the US standard letter sized pages. APA provides guidance on margins and pagination. Please single space.

You will find included in the material an example of a document in the APA style (Drogan, 2011). This reference is mandatory reading.

Papers are submitted in a Word format (.doc, .docx, .rtf). This format makes it easy for me to use the mark-up tools in Word. Papers submitted in any other form will be returned unread. The file naming

convention is last_name, first_name paper_name (e.g., Significant Issue). “Drogan, James Final Paper” would represent my submission of the final paper.

Course Design

This course is designed to focus on continued development of your critical thinking and communications skills using a project of contemporary interest in the global transportation management context.

Discussions and writing are essential components of the course design and are the essential means whereby student assessment is made.

The Modules

There are five modules in this course.

1. Introduction to the Course
2. Significant Issue
3. Three Alternatives
4. Final Paper
5. Conclusion to the Course

Each module will have an associated discussion. Only the discussions for modules 2-4 will be assessed.

Schedule

#	Name	Start	Stop	Deliverable Due
1	Introduction to the Course	8/26/13	9/1/13	
2	Significant Issue	9/2/13	10/6/13	Significant Issue Paper
3	Three Alternatives	10/7/13	11/10/13	Three Alternatives Paper
4	Final Paper	11/11/13	12/8/13	Final Paper
5	Conclusion to the Course	12/9/13	12/15/13	

Collaboration

You may choose to collaborate with up to four other students in the course and produce the papers as a team.

If you choose to work as a team, all members of the team will receive the same grade for the papers.

After the final paper is submitted I will ask each team member to assess the performance of their teammates. This assessment may cause the final grade for a particular student to be changed in either direction. The consequence of this is that the denominator for deciding team grades will be 110 to account for the 10 points associated with teamwork.

You must notify me no later than the second week of the class of your decision to work on a team or to prepare the papers individually. Your decision is final and may not change during the term.

There will be no team assessment if you choose to prepare the papers individually. Consequently, the denominator for determining the final grade will be 100.

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, mastery 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

References

- Cooke, J. A. (2013, March 28). Nearshoring Will Alter Supply Chain Flows. *CSCMP's Supply Chain [Quarterly]*. Retrieved March 30, 2013, from http://www.supplychainquarterly.com/articles/20130326-nearshoring-will-alter-supply-chain-flows/?utm_medium=email&utm_campaign=Executive+Insight+-+2013+Mar+28&utm_content=Executive+Insight+-+2013+Mar+28+CID_6605d8f2bc5037665b52132b46849e56&utm_source=Email%20marketing%20software&utm_term=Commentary%20Nearshoring%20will%20alter%20supply%20chain%20flows
- Drogan, J. (2011, February 26). *Corporate Conversations with the State*. Research Paper, Norwich University.
- Howard, L. (2011, August). TMGT 9100-01: Graduate Capstone Syllabus. GBAT Department, SUNY Maritime College.
- Rein, S. (2012). *The End of Cheap China*. Wiley.
- 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 World's Economic Center of Gravity Shifts. (2013, February). *McKinsey Quarterly*. Retrieved March 3, 2013, from http://www.mckinseyquarterly.com/newsletters/chartfocus/2013_02.html