

**COURSE INFO. DOCUMENT by:** James Drogan  
**Subject:** GBTT 351 Welcome and Course Objectives

Welcome to GBTT 351 International Logistics.

This courses applies a total system approach to the management of all activities involved in the physical movement of raw materials, in-process inventory, and finished goods inventory from point of origin to point of use or consumption. Topics include supply chain management, inbound and outbound logistics system, customer service inventory and warehousing, transportation management, information systems, global logistics, and logistics strategy.

The purpose of this course is for you to develop skills in and knowledge of international logistics in the following topics:

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 international logistics management processes.
4. Product, information, and financial flows.
5. Infrastructure and equipment.

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 logistics firms). The aim here is to sufficiently impress these people such that they will invite you to continue the discussion.***

International logistics constantly changes. This course aims to be contemporary.

It is my hope that you will enjoy and benefit from your participation in this experience.

Please feel free to post a message in your Private Folder (in the GBTT 351 Private Student Folders) at any time if you have a suggestion which will improve the value of the course for you. I welcome your input.

Please continue reading all the documents in this Course Information section.

Jim Drogan

**COURSE INFO. DOCUMENT by:** James Drogan  
**Subject:** GBTT 351 Contact Information

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<b>Instructor:</b>	James Drogan
<b>Course Number:</b>	GBTT 351
<b>Semester:</b>	Spring 2006
<b>Mailing Address:</b>	Department of Global Business and Transportation Maritime College State University of New York 6 Pennyfield Avenue, Fort Schuyler Bronx, NY 10465-4198
<b>Private Correspondence with your InstrOn-linee</b>	Please use Your Private Folder in the GBTT 351 Private Student Folders section of the Course Map for private interaction with me. Please check this section regularly for any messages.
<b>Phone:</b>	(718) 409-7289 or (203) 829-3172
<b>Fax:</b>	(718) 409-7359
<b>Logon Schedule:</b>	I will log on three to five times each week.
<b>Office Locations and Times:</b>	South Bastion, Deck B, first office on left. It's always best to call first.

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<a href="#">SLN Home</a>	<a href="#">Student Commons</a>	<a href="#">Course Map</a>	<a href="#">Previous Document</a>	<a href="#">Next Document</a>	<a href="#">Campus Contacts</a>	<a href="#">HelpDesk</a>
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<a href="#">SLN Home</a>	<a href="#">Student Commons</a>	<a href="#">Course Map</a>	<a href="#">Previous Document</a>	<a href="#">Next Document</a>	<a href="#">Campus Contacts</a>	<a href="#">HelpDesk</a>
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**COURSE INFO. DOCUMENT by:** James Drogan

**Subject:** GBTT 351 Approach

The course comprises a number of modules. Each module covers two class meetings.

In the first meeting of the module I will lecture on the module topic.

I will assign reading in the text at the end of the first meeting to be completed by the start of the second meeting

The second meeting of the module will begin with a test on the module topic. This test will consist of one of the questions at the end of the assigned chapter in the textbook. The balance of the second meeting will be a moderated discussion of the topic.

There will be a final examination.

The approach will also include an internet-based component available through SUNY CourseSpace.

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<a href="#">SLN Home</a>	<a href="#">Student Commons</a>	<a href="#">Course Map</a>	<a href="#">Previous Document</a>	<a href="#">Next Document</a>	<a href="#">Campus Contacts</a>	<a href="#">HelpDesk</a>
--------------------------	---------------------------------	----------------------------	-----------------------------------	-------------------------------	---------------------------------	--------------------------

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<a href="#">SLN Home</a>	<a href="#">Student Commons</a>	<a href="#">Course Map</a>	<a href="#">Previous Document</a>	<a href="#">Next Document</a>	<a href="#">Campus Contacts</a>	<a href="#">HelpDesk</a>
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**COURSE INFO. DOCUMENT by:** James Drogan

**Subject:** GBTT 351 Textbook and Other Course Materials

The text assigned for this course is Stock, J. R. and D. M. Lambert (2001). Strategic Logistics Management (4th Edition), McGraw-Hill ISBN 0-256-13687-4. Contact the Ship Store for a copy.

Any other material required for this course will be distributed through SUNY CourseSpace.

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<a href="#">SLN Home</a>	<a href="#">Student Commons</a>	<a href="#">Course Map</a>	<a href="#">Previous Document</a>	<a href="#">Next Document</a>	<a href="#">Campus Contacts</a>	<a href="#">HelpDesk</a>
--------------------------	---------------------------------	----------------------------	-----------------------------------	-------------------------------	---------------------------------	--------------------------

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<a href="#">SLN Home</a>	<a href="#">Student Commons</a>	<a href="#">Course Map</a>	<a href="#">Previous Document</a>	<a href="#">Next Document</a>	<a href="#">Campus Contacts</a>	<a href="#">HelpDesk</a>
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**COURSE INFO. DOCUMENT by:** James Drogan

**Subject:** GBTT 351 Grading

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

This is demonstrated by you and judged by me on the basis of the quality of your work on the weekly and final examinations, and the quality (and to a lesser extent, quantity) of your participation in class.

You will be graded on the basis of your ability to single out key issues, think critically about them, and express cogent and complete fact-based arguments emphasizing analysis, conclusion and recommendation.

Please see GBTT 351 Some Further Words Regarding Communication for additional advice on communication.

Please see grading and grade point average on the Maritime College website.

### **Basis for Grading**

Grading is done on the basis of:

1. Attendance in Class: 28 meetings (no class on 2/20, President's Day; no class on 4/12 and 4/17, Easter Recess) at one point per meeting = 28 maximum points
2. Weekly Examinations: 14 tests at five points per test = 70 maximum points

3. Weekly Discussions: 14 discussion periods at four points per period = 56 maximum points
4. On-line Participation: Five discussions at six points per discussion = 30 points
5. Final Examination: Five questions at five points per question = 25 maximum points

Maximum points that one can attain in the course is 209. The maximum points may be adjusted by events (e.g., a cancelled class, a guest speaker.) The actual points attained will be divided by 209 and the resulting percentage translated into a letter grade according to the following table.

%	GPA	Grade
0.000		U
0.630	1	D
0.671	1.7	D+
0.700	1.7	C-
0.730	2.0	C
0.771	2.3	C+
0.800	2.7	B-
0.830	3.0	B
0.871	3.3	B+
0.900	3.7	A-
0.930	4.0	A
1.000	4.0	A

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 (e.g. sitting for license examinations). The polite thing to do is to let me know if you know you are going to be absent.

Twenty-eight meetings (excepting the final) at one point per meeting = 28 maximum points.

### **Weekly Examinations**

The first 20 minutes of the second class in a module will be devoted to a written examination on the material in the assigned reading. One question from those at the end of the assigned chapter will be featured.

For example, if Chapter 1 of Stock and Lambert is assigned at the end of class 1, then the weekly examination in class 2 will be on one of the following contribution from Chapter 1:

1. How do improvements in logistics productivity affect the economy as a whole, as well as the position of individual consumers?
2. How is logistics related to the marketing effort? Be sure to discuss customer service, customer satisfaction, integration of efforts, and cost and performance outputs.
3. What are the different types of utility, and how does logistics directly or indirectly affect each one?
4. Why has logistics been receiving more attention as a strategic function of the organization?
5. What is the profit leverage effect of logistics, and what are the greatest cost savings opportunities

for logistics?

6. Based on the examples shown in Table 1-3 and described on pp. 17-18, what is the increase in sales necessary to have the same impact on before-tax profits as a savings in logistics of \$350,000 if the net profit on sales is 7 percent?
7. Discuss the key challenges facing logistics today. Identify what you see as the greatest area of opportunity for logistics, and explain why you chose this area.
8. How have the role and performance of logistics been enhanced by the growth of technology, particularly information technology? What do you see as key trends in the future?
9. Of the 13 logistics activities listed in Figure 1-1 and described on pp. 19-25, which do you believe will experience the most change in the next five years or so? Why?

The question to be given will not be announced ahead of time. Open books or other notes will not be permitted during these examinations.

The examination will be given 0, 3, 4 or 5 points on the following basis.

0	No examination turned in
3	Incomplete understanding of the material; writing is difficult to comprehend.
4	Good understanding of the material; writing is acceptable.
5	Excellent understanding of the material; clear, concise, compelling writing.

Fourteen tests at five points per test = 70 maximum points.

### **Weekly Discussions**

Your participation in class discussions is expected. Class discussions can occur at any time (e.g., during a lecture), but it is the second class of module, where a discussion period is set aside, that I will make assessment of your contribution to the discussion.

Quality of the discussion is preferred over quantity.

Quality discussions of the issues raised by all of us in the context of this course represents, to me, 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, bring it up in class.

The contributions you ask and the responses you give in the discussions should be thoughtfully developed and carefully worded.

These contributions should address issues and/or concepts you find particularly important. I will use the following five criteria to evaluate your contributions:

1. Relevance - your contribution must be relevant to the material in the unit of study.
2. Importance - your contribution must address a significant issue in the module.
3. Thought-provoking - your contribution must require high-level thought, not a simple "off-the-cuff" question or answer.
4. Originality - do not make a contribution that is essentially the same as a contribution posed by another student.
5. Timely - You should try to participate in every discussion. I appreciate that, for several reasons, this is sometimes difficult to do. I take this difficulty into consideration when making assessments.

Your contributions will be evaluated, and points awarded, based in part on the following six criteria:

1. Is your contribution relevant?

2. Is your contribution thorough?
3. Is your contribution focused - to the point?
4. Is your contribution well-organized?
5. Is your answer well-spoken?
6. Is your contribution original?

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 contributions: any contribution which is biased, prejudicial, off topic, or is unsubstantiated; any contribution which is carelessly spoken, poorly thought-out, grammatically incorrect or confusing; any contribution 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.

In each of the module discussions, I will evaluate the quality of your contributions using a 0 - 4 scale (see the table below).

0	Little to no contribution to the discussion.
1	Contribution indicates a minimum acceptable understanding of the material and/or willingness to become involved in the discussion.
3	Contribution shows a reasonable understanding of the material. The student is participating meaningfully in the discussion.
4	The contribution delivers significant insight into the topic, or opens a potentially significant new line of thinking regarding the topic.

Discussions are major learning activities in this course. I will evaluate your participation carefully. You must demonstrate knowledge of the material - not just your opinions. Each contribution you make to any of the discussion threads should add something of value to the discussion.

Fourteen discussion periods at four points per period = 56 maximum points.

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

### **On-line Participation**

Five discussion at six points per discussion = 30 points

Your contributions in the on-line discussion will be evaluated on the basis of quality in the same manner as is done for the classroom contributions.

The quantity of on-line discussions is assessed on the following basis :

0	No posts.
1	Posted once.
2	Posted two or more times

In SUNY a course like this that features both a classroom and an internet component is termed a hybrid

course. My view is that these kinds of courses provide a very rich, continual, higher value learning environment. However, this environment may not be for everyone as it requires 1.) a desire to learn, 2.) self-discipline, and 3.) comfort with technology.

More and more opportunities for learning appear on the internet on a daily basis. SUNY, for example, has some 75,000 students enrolled in on-line learning. Comfort with and an ability to effectively and efficiently use internet technology is becoming a critical capability that employers are demanding.

### Final Examination

The final examination will comprise five essay questions on material covered during the course.

Each questions will be graded on the basis of:

0	Question not answered.
3	Incomplete understanding of the material; writing is difficult to comprehend.
4	Good understanding of the material; writing is acceptable.
5	Excellent understanding of the material; clear, concise, compelling writing.

Five questions at five points per question = 25 maximum points. The use of the textbook and any other material will not be permitted.

### A Final Note

I do not give make-up examinations or extra credit work. My view is that you have made a commitment to me and you fellow students. We expect that commitment to be kept.

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<a href="#">SLN Home</a>	<a href="#">Student Commons</a>	<a href="#">Course Map</a>	<a href="#">Previous Document</a>	<a href="#">Next Document</a>	<a href="#">Campus Contacts</a>	<a href="#">HelpDesk</a>
--------------------------	---------------------------------	----------------------------	-----------------------------------	-------------------------------	---------------------------------	--------------------------

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<a href="#">SLN Home</a>	<a href="#">Student Commons</a>	<a href="#">Course Map</a>	<a href="#">Previous Document</a>	<a href="#">Next Document</a>	<a href="#">Campus Contacts</a>	<a href="#">HelpDesk</a>
--------------------------	---------------------------------	----------------------------	-----------------------------------	-------------------------------	---------------------------------	--------------------------

**COURSE INFO. DOCUMENT by:** James Drogan

**Subject:** GBTT 351 Class Schedule

## COURSE AND ASSIGNMENT SCHEDULE

### GBTT 351 International Logistics

The phrase "Stock and Lambert" refers to the text assigned (Stock, J. R. and D. M. Lambert (2001). Strategic Logistics Management (4th Edition), McGraw-Hill) for this course.

Other assigned readings will be found in in Module 2. GBTT 351 Assigned Reading. Supplementary (unassigned) readings will be found in Module 5. GBTT 351 Supplementary Material.

Class Preparations and Assignments Due are always due at the beginning of the class with which these items are associated.

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Topics/Activities	Class Meeting Date and Location	Class Preparations and Assignments Due
Class 1 Lectures: Introduction to the Course and to Logistics, and Logistics' Role in the Economy and the Organization	1/18/2006	None
Class 2 Test and Discussion: Logistics' Role in the Economy and the Organization	1/23/2006	Read: Stock and Lambert Chapter 1 Logistics' Role in the Economy and the Organization
Class 3 Lecture: Supply Chain Management	1/25/2006	None <b>Everyone should be on-line by this date.</b>
Class 4 Test and Discussion: Supply Chain Management	1/30/2005	Read: Stock and Lambert Chapter 2 Supply Chain Management
Class 5 Lecture: Customer Service	2/1/2006	None
Class 6 Test and Discussion: Customer Service	2/6/2006	Read: Stock and Lambert Chapter 3 Customer Service
Class 7 Lecture: Order Processing and Information Systems Begin On-Line Discussion 1:	2/8/2006	None
Class 8 Test and Discussion: Order Processing and Information Systems	2/13/2006	Read: Stock and Lambert Chapter 4 Order Processing and Information Systems
Class 9 Lecture: Financial Impact of Inventory	2/15/2006	None

Class 10 Test and Discussion: Financial Impact of Inventory	2/21/2006	Read: Stock and Lambert Chapter 5 Financial Impact of Inventory
Class 11 Lecture: Inventory Management End On-line Discussion 1: Begin On-line Discussion 2:	2/22/2006	None
Class 12 Test and Discussion: Inventory Management	2/27/2006	Read: Stock and Lambert Chapter 6 Inventory Management
Class 13 Lecture: Transportation	3/1/2006	None
Class 14 Test and Discussion: Transportation	3/6/2006	Read: Stock and Lambert Chapter 8 Transportation
Class 15 Lecture: Decision Strategies in Transportation End On-line Discussion 2: Begin On-line Discussion 3:	3/8/2006	None
Class 16 Test and Discussion: Decision Strategies in Transportation	3/13/2006	Read: Stock and Lambert Chapter 9 Decision Strategies in Transportation
Class 17 Lecture: Warehousing	3/15/2006	None
Class 18 Test and Discussion: Warehousing	3/20/2006	Read: Stock and Lambert Chapter 10 Warehousing
Class 19 Lecture: Global Logistics End On-line Discussion 3:	3/22/2006	None

Begin On-line Discussion 4:		
Class 20 Test and Discussion: Global Logistics	3/27/2006	Read: Stock and Lambert Chapter 13 Global Logistics
Class 21 Lecture: Global Logistics Strategies	3/29/2006	None
Class 22 Test and Discussion: Global Logistics Strategies	4/3/2006	Read: Stock and Lambert Chapter 14 Global Logistics Strategies
Class 23 Lecture: Measuring and Selling the Value of Logistics End On-line Discussion 4: Begin On-line Discussion 5:	4/5/2006	None
Class 24 Test and Discussion: Measuring and Selling the Value of Logistics	4/10/2006	Read: Stock and Lambert Chapter 17 Measuring and Selling the Value of Logistics
Class 25 Lecture: The Strategic Logistics Plan	4/12/2006	None
Class 26 Test and Discussion: The Strategic Logistics Plan End On-line Discussion 5:	4/19/2006	Read: Stock and Lambert Chapter 18 The Strategic Logistics Plan
Class 27 Lecture: The Impact of Security and Culture on International Logistics	4/24/2006	None
Class 28 Test and Discussion: The Impact of Security and Culture on International Logistics	4/26/2006	Read: Building Global Supply Chains: A New Mosaic Comes of Age

Final Examination Period	5/1-6/2005	None
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<a href="#">SLN Home</a>	<a href="#">Student Commons</a>	<a href="#">Course Map</a>	<a href="#">Previous Document</a>	<a href="#">Next Document</a>	<a href="#">Campus Contacts</a>	<a href="#">HelpDesk</a>
--------------------------	---------------------------------	----------------------------	-----------------------------------	-------------------------------	---------------------------------	--------------------------

<a href="#">SLN Home</a>	<a href="#">Student Commons</a>	<a href="#">Course Map</a>	<a href="#">Previous Document</a>	<a href="#">Next Document</a>	<a href="#">Campus Contacts</a>	<a href="#">HelpDesk</a>
--------------------------	---------------------------------	----------------------------	-----------------------------------	-------------------------------	---------------------------------	--------------------------

**COURSE INFO. DOCUMENT by:** James Drogan

**Subject:** GBTT 351 Some Further Words Regarding Communication

Keep in mind the following:

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*

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<a href="#">SLN Home</a>	<a href="#">Student Commons</a>	<a href="#">Course Map</a>	<a href="#">Previous Document</a>	<a href="#">Next Document</a>	<a href="#">Campus Contacts</a>	<a href="#">HelpDesk</a>
--------------------------	---------------------------------	----------------------------	-----------------------------------	-------------------------------	---------------------------------	--------------------------

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<a href="#">SLN Home</a>	<a href="#">Student Commons</a>	<a href="#">Course Map</a>	<a href="#">Previous Document</a>	<a href="#">Next Document</a>	<a href="#">Campus Contacts</a>	<a href="#">HelpDesk</a>
--------------------------	---------------------------------	----------------------------	-----------------------------------	-------------------------------	---------------------------------	--------------------------

**COURSE INFO. DOCUMENT by:** James Drogan

**Subject:** GBTT 351 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 two times the in-class class time in outside-class preparation each week. Some of you will, of course, spend less and others more.

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<a href="#">SLN Home</a>	<a href="#">Student Commons</a>	<a href="#">Course Map</a>	<a href="#">Previous Document</a>	<a href="#">Next Document</a>	<a href="#">Campus Contacts</a>	<a href="#">HelpDesk</a>
--------------------------	---------------------------------	----------------------------	-----------------------------------	-------------------------------	---------------------------------	--------------------------

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<a href="#">SLN Home</a>	<a href="#">Student Commons</a>	<a href="#">Course Map</a>	<a href="#">Previous Document</a>	<a href="#">Next Document</a>	<a href="#">Campus Contacts</a>	<a href="#">HelpDesk</a>
--------------------------	---------------------------------	----------------------------	-----------------------------------	-------------------------------	---------------------------------	--------------------------

**COURSE INFO. DOCUMENT by:** James Drogan

**Subject:** GBTT 351 A Note on Integrity

Please read the Maritime College Academic Integrity Policy at <http://www.sunymaritime.edu/academics/Regulations/AcademicIntegrityPolicy.htm>.

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](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.

***I trust that it is clear that Maritime College, the Department of Global Business and Transportation, and I will not tolerate unethical behavior and academic dishonesty.***

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<a href="#">SLN Home</a>	<a href="#">Student Commons</a>	<a href="#">Course Map</a>	<a href="#">Previous Document</a>	<a href="#">Next Document</a>	<a href="#">Campus Contacts</a>	<a href="#">HelpDesk</a>
--------------------------	---------------------------------	----------------------------	-----------------------------------	-------------------------------	---------------------------------	--------------------------

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<a href="#">SLN Home</a>	<a href="#">Student Commons</a>	<a href="#">Course Map</a>	<a href="#">Previous Document</a>	<a href="#">Next Document</a>	<a href="#">Campus Contacts</a>	<a href="#">HelpDesk</a>
--------------------------	---------------------------------	----------------------------	-----------------------------------	-------------------------------	---------------------------------	--------------------------

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**COURSE INFO. DOCUMENT by:** James Drogan

**Subject:** GBTT 351 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 seven and one-half hours per week, including class time, on this course.
6. That I keep on schedule with the course requirements.

**COURSE INFO. DOCUMENT by:** James Drogan

**Subject:** GBTT 351 Guide to Modules

Module	Contents
1	Lecture Notes Formal lecture notes will be published in this module after the lecture has been delivered.
2	Assigned Reading Readings that are assigned, but not in the course textbook
3	Discussion Area On-line discussions will take place in this area .
4	Examinations Answers to examinations will be published in this module after the examinations have been taken.
5	Supplementary Material This material is relevant to the course of study and not in the assigned text or the lecture notes. Reading of this material is no mandatory .
6	Whiteboards Whiteboards are photographed after each class if meaningful work has been done on the whiteboard. These photographs will then be posted in this module .
7	Culminating Activity This module requests feed back on the course. Participation is not mandatory and the feedback is not read until after grades have been sent to Maritime .

**COURSE INFO. DOCUMENT by:** James Drogan

**Subject:** GBTT 351 Your Next Steps

Request the Getting Started document from the professor. Follow the instructions contained therein. Once you are into CourseSpace complete the steps below.

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.*



<a href="#">SLN Home</a>	<a href="#">Student Commons</a>	<a href="#">Course Map</a>	<a href="#">Previous Document</a>	<a href="#">Next Document</a>	<a href="#">Campus Contacts</a>	<a href="#">HelpDesk</a>
--------------------------	---------------------------------	----------------------------	-----------------------------------	-------------------------------	---------------------------------	--------------------------