

Institutional Syllabus – TMGT 9100-02 Capstone Course (Online) Spring 2015

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: Required course

II. TEXT(S)

A. Required Text(s)

1. There is no assigned text for this course. The student is expected to identify and read material appropriate for completing the assignments.

A bibliography of potentially relevant material is appended to this syllabus. It should not be considered exhaustive and all-inclusive.

B. Additional Material

1. Distributed through ANGEL

III. STUDENT LEARNING OBJECTIVES

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

IV. COURSE ASSESSMENTS

- A. Assessments in the Class
 - 1. Four papers – The Forces that Shape the Maritime Industry and Its Behavior, Three Likely Futures, Recommended Actions, 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
 - 1. 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 or in ANGEL Course Mail, 718-409-7289

Office hours: 9AM – 3PM Monday through Thursday, MAC 221, appointments are requested.

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 maximum grade in the course of 145 points comprises:

1. Discussions: three (15, 25, 20) = 60 points

Note: The three principal sections of this course – aka Forces, Futures, and Actions – run for three, five, and four weeks respectively. You are expected to post a minimum of three times each week (See *The Grading of Online Discussions in Prof. Drogan's Online Capstone Course* (Drogan, 2014) for further information). The maximum grade one can earn in the week for the discussion is five points.

For example, the Forces module runs three weeks. Three weeks times five maximum points per week is 15 points available for the Forces discussion. Note the same number of points is available in the paper associated with the module.

2. The Forces that Shape the Maritime Industry and Its Behavior: 15
3. Three Likely Futures: 25
4. Recommended Actions: 20
5. Final Paper: 10
6. Team Assessment: 15

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

Stop the maritime industry, stop the world!

Perhaps it's not quite this dramatic, but the maritime industry constitutes the nervous and vascular systems; and the muscle, sinew, and bone enabling the operation of the system of the world (i.e., globalization). One needs to look no further than the growth of world trade relative to the growth of GDP to recognize the significance of the maritime industry.

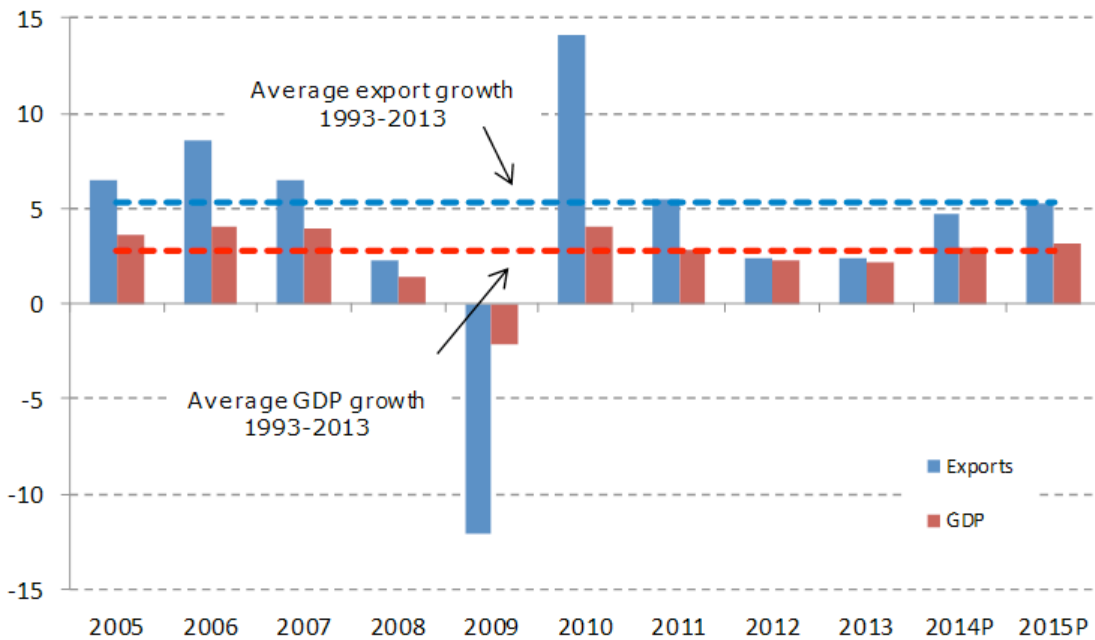


Figure 1 Growth in the volume of world merchandise trade and GDP, 2005-15 ("Modest Trade Growth Anticipated for 2014 and 2015 Following Two-Year Slump," 2014)

And while we all know of “Designed by Apple in California Assembled in China,” we may not appreciate the degree to which the carbon-based life forms and the carbon-based economy are dependent upon the flow of the ultimately fungible commodities of oil, gas, and coal.

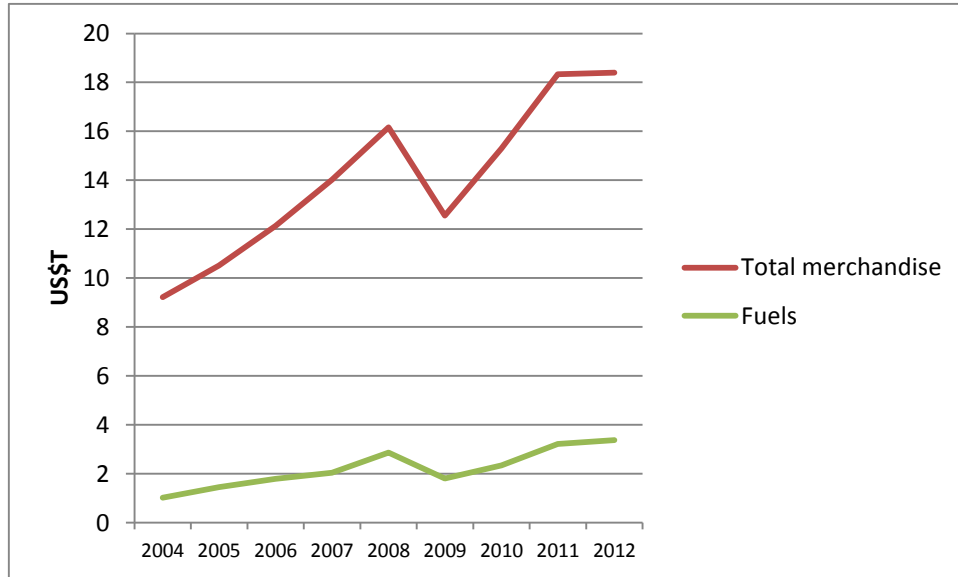


Figure 2 Fuels and Total Merchandise Trade (“Time Series on International Trade,” n.d.)

While fuels seem a small percentage of the total trade, increasing from 11 to 18 percent over the nine years shown here, this trade is what makes possible the far larger merchandise trade.

Not all, but by and large the most, and arguably the most important, commodities in international trade move at one time or another by ship.

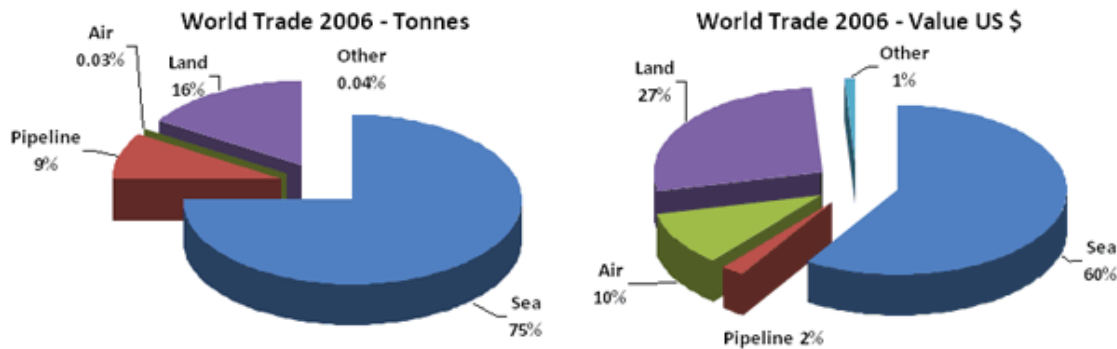


Figure 3 World Trade by Transportation Mode 2006 (Mandryk, n.d.)

However, we also know that the last mile of the journey often depends upon the other transportation modes. There is a mutual dependency between modes.

The objective of this course is for you to postulate potential futures for the maritime industry, assess the impact on the industry of these futures, and conclude with

recommendations for action in order to make maximum advantage of future developments.

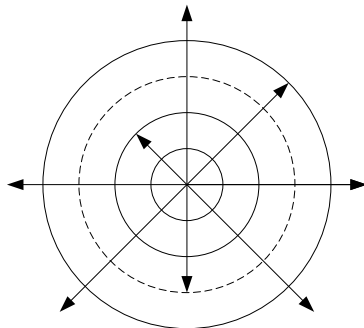
This is not unlike a task assigned you in business. By that, I mean that the boss will rarely hand you a well-written statement of the problem and a text book. The statement of the issue that follows is pretty good, but there is no text.

The following papers will be produced during the capstone:

1. The Forces that Shape the Maritime Industry and Its Behavior

This paper deals with the following:

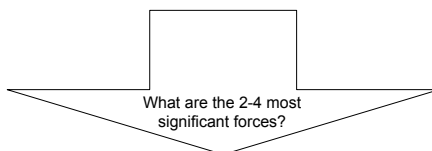
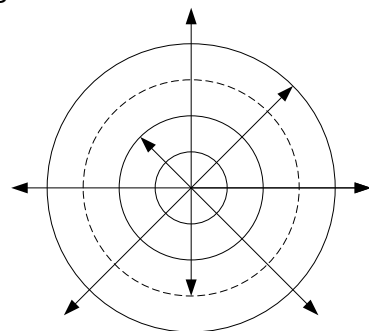
- a. Your definition of the maritime industry.



If, for example, a ship on the ocean is at the center of the diagram above, how inclusive should the definition of the maritime industry be? Why?

- b. What are the forces that shape the behavior of this industry? How? What's the nature of this impact?

You should identify two to four forces you consider to be the most significant.



The multiple forces require you to compare and contrast, to evaluate the

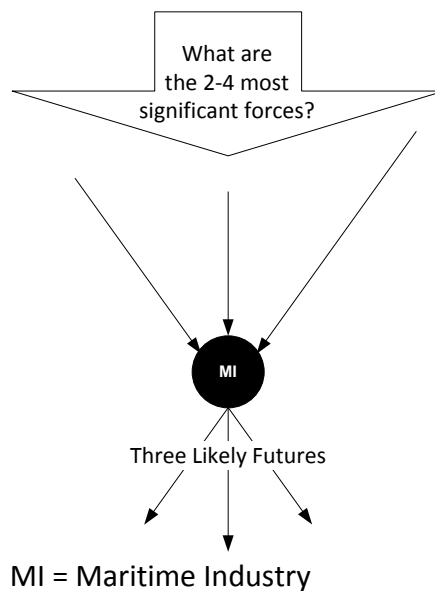
relative impact of the forces, and to make decisions as to which forces to address. These forces may represent opportunities or threats and in a world of limited resources, not all forces can be addressed.

c. Four to eight pages.

2. Three Likely Futures

This paper deals with the following questions:

- a. What are the three most likely futures emerging from consideration of the impact of the two to four significant forces on the maritime industry? How did you arrive at this conclusion?



The above graphic represents the process of producing this paper.

- b. How do these forces compare in their impact on the maritime industry? For example:

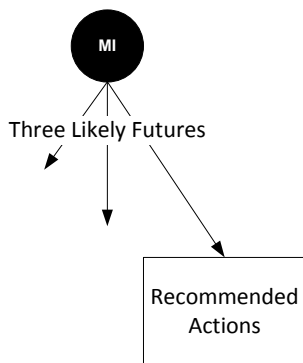
		Impact		
		High	Medium	Low
Probability	High			
	Medium			
	Low			

- i. How would you distribute the forces on this diagram? By the way, which of these combinations of impact and probability are you most comfortable with?
- ii. What is the impact of timing (e.g., near, medium, and long term)?

c. Six to 12 pages.

3. Recommended Actions

Emerging from the Three Likely Futures will be one that will have a combination of impact, probability, and timing that suggests it requires attention more than the than others.



It's highly unlikely (and unacceptable for the purposes of this course) that the industry can deal with this future using the generally accepted practices of today. Something different will likely need to be done. A complex set of

pressures and developments are rearranging the world and, in the words of Albert Einstein, 'We can't solve problems by using the same kind of thinking we used when we created them" (cited in Drogan, 2010).

This paper deals with the following questions.

- a. What are the three to five actions that you would recommend the industry take in order to maximize its performance in this future?
 - b. What specific steps would you undertake in order to implement each of the actions you recommend? These steps may include changes in policy, process, practice, in addition to other items.
 - c. What will be the impacts of these actions and steps if they are successfully implemented?
 - d. Nine to 15 pages.
4. Final Paper: Combines the three papers into a coherent final report taking into consideration the feedback provided by the instructor. Adds an abstract, introduction, conclusion, and bibliography.

This paper is 19-35 pages in length excluding the abstract, introduction, conclusion, and bibliography. These last items may add another five to eight pages.

So, all in, 27-43 pages.

Note: The structure, including titles, of the paper is laid out above. You may adopt a different structure of course, but do not change the titles. Read all your papers and make sure they cover the points made above.

Some Comments on Writing

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.

Papers that are not submitted in accordance with the above will not be accepted.

Schedule

Week Starting M	Week Ending S	Module
1/12/15	1/18/15	Introduction to the Course
1/19/15	1/25/15	The Forces that Shape the Maritime Industry and Its Behavior
1/26/15	2/1/15	
2/2/15	2/8/15	
2/9/15	2/15/15	Three Likely Futures
2/16/15	2/22/15	
2/23/15	3/1/15	
3/2/15	3/8/15	
3/9/15	3/15/15	
3/16/15	3/22/15	Recommended Actions
3/23/15	3/29/15	
3/30/15	4/5/15	
4/6/15	4/12/15	
4/13/15	4/19/15	Final Paper
4/20/15	4/26/15	
4/27/15	5/3/15	Conclusion to the Course

Papers are due by 2400 New York time on the final day of the module.

Collaboration

You will be placed on a team with three or four other members depending upon the number of students registered for the course. The composition of the teams will be one that aims at mixing cultures and capabilities as much as possible. I will decide the composition of the teams. These will be posted in ANGEL no later than the end of the second week.

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 his or her teammates. This assessment may cause the final grade in the course to be changed.

I believe it important, indeed critical, to develop the spirit and capabilities required for working on teams. You will, more likely than not, find yourself working on teams in the future. Prepare yourself to be able to deliver value in these situations.

Some Encouragement

It's relatively risk-free to discuss the issues – for example, LNG, slow-steaming, Jones Act, and hull coatings – of the day. Perhaps in these discussions you can add value, but for the most part, much has been done and perhaps there is little value left to add.

For example, this morning I was corresponding with a friend regarding the Jones Act.

It seems to me that a dispassionate, factual analysis of the Jones Act, indeed cabotage in general, would be useful. On the other hand, entering “analysis of cabotage” without the quotes into google yields about 117,000 hits. This suggests that this is likely well-plowed ...

Maybe little value could be added to the cabotage discussion and maybe there is little value to be added to discussing LNG, slow-steaming, Jones Act, and hull coatings. I'll let you decide that and conduct yourself accordingly.

However, there is room in this course for creative thinking about the future of the maritime industry; thinking that stretches the mind, but in the end leaves us thinking, “it might just be possible.” I'll let you decide that and conduct yourself accordingly.

Bibliography for the Course

This bibliography will be posted in ANGEL and updated as appropriate. As you come across new material, make it available to others.

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Appendix

Assessment

The assessment process described below is used by the instructor to determine how well the course met its learning objectives. This assessment forms the basis for identifying actions that have the potential for improving the quality of the learning experience.

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	4	4	4

management.			
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 awareness .

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.

References

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