

GBTT 251-3 Transportation Systems Spring 2011 Syllabus

Course Description

GBTT 251 Transportation Systems

3 class hours, 3 credits.

An overview of various modes of water-borne, ground and air transportation including their operation, design and economic characteristics; the role of transportation in industry and society; demand and supply modeling; equilibrium network flows; costing; short and long term planning; and government policy and regulation (*Maritime College Course Descriptions, 2009*).

Course Objectives

This is an introductory course to the structure and method of operations of freight transportation systems with a focus on maritime, railway, and truck modes as well as the interfaces between the modes (ports, terminals).

The following topics are covered.

M1: Foundations: Economic Geography, Derived Demand, Value

M2: Motor Carriers

M3: Railroads

M4: Maritime

M5: Networks

M6: Intermodal

M7: Design Issues

M8: Management and Control

M9: Logistics and Supply Chains

M10: The Context of Interest

M11: Global Intermodal Freight Transportation

M12: The Effects of Culture and Ethics

M13: The Future; Intelligent Transportation Systems

The objective is for you to have basic understanding of the importance of the transportation system in the affairs of the world, the components of the system, the manner in which it is designed and operated, and some insight into what the future for transportation systems could be. This information should enable you to develop a high level understanding of any transportation system you may encounter.

Textbooks and Other Materials

The text for this course is Coyle, J. J., Novack, R. A., Gibson, B., & Bardi, E. J. (2010). *Transportation: A Supply Chain Perspective* (7e.). South-Western Cengage Learning. ISBN 0-324-78919-X.

You may find this text in the Ship's Store at Maritime or online.

A copy of this text will be on reserve in the Maritime Luce Library.

Other material will be distributed in class and through the ANGEL Learning Management System.

Course Schedule

The course meets on Tuesdays and Thursdays from 11:30 AM - 12:45 PM in classroom A06 in Fort Schuyler.

| # | Class Dates | DOW | Topic |
|-----------|------------------|------------------|--|
| 1 | 1/12/2011 | Wednesday | Introduction to Transportation Systems and the Course |
| | 1/17/2011 | Monday | Martin Luther King Day - No Classes |
| 2 | 1/18/2011 | Tuesday | M1: Foundations: Economic Geography, Derived Demand, Value |
| 3 | 1/19/2011 | Wednesday | M2: Motor Carriers |
| 4 | 1/24/2011 | Monday | |
| 5 | 1/26/2011 | Wednesday | M3: Railroads |
| 6 | 1/31/2011 | Monday | |
| 7 | 2/2/2011 | Wednesday | M4: Maritime |
| 8 | 2/7/2011 | Monday | |
| 9 | 2/9/2011 | Wednesday | M5: Networks |
| 10 | 2/14/2011 | Monday | |
| 11 | 2/16/2011 | Wednesday | M6a: Intermodal |
| | 2/21/2011 | Monday | President's Day - No Classes |
| 12 | 2/23/2011 | Wednesday | M6b: Networks |
| 13 | 2/28/2011 | Monday | Midterm Examination |
| 14 | 3/2/2011 | Wednesday | M7: Design Issues |
| 15 | 3/7/2011 | Monday | |
| 16 | 3/9/2011 | Wednesday | M8: Management and Control |
| 17 | 3/14/2011 | Monday | |
| 18 | 3/16/2011 | Wednesday | M9: Logistics and Supply Chains |
| 19 | 3/21/2011 | Monday | |
| 20 | 3/23/2011 | Wednesday | M10: The Context of Interest |
| 21 | 3/28/2011 | Monday | |
| 22 | 3/30/2011 | Wednesday | M11: Global Intermodal Freight Transportation |
| 23 | 4/4/2011 | Monday | |
| 24 | 4/6/2011 | Wednesday | M12: The Effects of Culture and Ethics |
| 25 | 4/11/2011 | Monday | |
| 26 | 4/13/2011 | Wednesday | M13: The Future; Intelligent Transportation Systems |
| 27 | 4/18/2011 | Monday | |
| 28 | 4/20/2011 | Wednesday | Review for Final Examination |
| 29 | 4/25/2011 | Monday | Final Examination this Week |

Topics are covered in two class periods in the following manner:

Class 1: Lecture and Introduction to the Writing Assignment

Class 2: Discussion of the Writing Assignment

Grading

| Area | Points | Percent |
|---------------------|--------|---------|
| Attendance | 28 | 7% |
| Written Assignments | 180 | 46% |
| Midterm Examination | 90 | 23% |
| Final Examination | 90 | 23% |
| Total Points | 388 | 100% |

Grades will be determined by dividing the points earned by the points available. Letter grades are assigned according to the following table. These letter grades may be adjusted as described below.

| % | 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- |
| 0.671 | 1.3 | D+ |
| 0.630 | 1 | D |
| 0.000 | 0 | F |

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.

There is no extra credit or makeup work in this class.

GBAT Assessment Objectives

GBAT recognizes six learning outcomes (leftmost column in the following table). Not all GBAT courses focus to the same degree on each of these outcomes. For example, there is little focus on applying leadership skills in this course. This table describes the weight assigned each of the learning outcomes and the GPA associated with the four assessment levels.

| Learning Outcome | Applicable/Weight | Exceeds (3.0 – 4.0) | Meets (2.5 – 2.9) | Approachs (2.8-2) | Fails to Approach (1.9 – 0) |
|--|-------------------|--|--|--|---|
| 1. Identify issues clearly, formulate hypotheses, collect data, and evaluate | Yes .2 | Three or more critical issues are clearly identified, hypotheses are well formed and clearly link to the issues, the data collection plan is appropriate as are the techniques and tools for evaluation. | One or two critical issues have been missed, the linkage between the issues and hypotheses are unclear, the data collection plan and evaluation techniques are not complete. | One critical issue has been identified, the hypotheses are poorly stated and exhibit loose linkage to the issues, the data collection plan and evaluation techniques are inadequate. | Little to no understanding of the critical thinking process is evident. |
| 2. Apply Leadership Skills | No | | | | |
| 3. Express ideas clearly concisely and persuasively | Yes .2 | Oral and written communication demonstrates an excellent understanding of the topics and issues; reasoning is clear and compelling. | Oral and written communication demonstrates a good understanding of the topics and issues; reasoning and clarity is acceptable. | Oral and written communication demonstrates an adequate understanding of the topics and issues; reasoning and clarity is fair. | Oral and written communication is unacceptable. |
| | | <p>Note on Oral and Witten Communication: Oral and written communication demonstrates an excellent understanding of the topics and issues, and reasoning is clear and compelling if:</p> <ul style="list-style-type: none"> • One uses the appropriate grammar and syntax in an accepted fashion. • There is a structure – beginning, middle, and end – to the communication that tells a story. • Appropriate data and illustrations are used to support the points and all material from elsewhere is properly cited. <p>Poor spelling and grammatical errors, bad structure of sentences, a story structure that presents a disjointed argument, all make it difficult for the reader. The more difficult it is for the reader, they less s/he are likely to become involved and, as a consequence, the hoped for outcome will not be attained.</p> | | | |

| Learning Outcome | Applicable/Weight | Exceeds (3.0 – 4.0) | Meets (2.5 – 2.9) | Approaches (2.8-2) | Fails to Approach (1.9 – 0) |
|---|-------------------|--|--|--|--|
| 4. Integrate ethical viewpoints into one's life if only by demonstrating compliance with principles of academic integrity | Yes .2 | No ethical issues of any kind; sets an excellent example of ethical behavior; identifies and raises ethical issues that are real, but not readily apparent; clearly understand the meaning of ethics within the broader cultural context | No ethical issues of any kind; sets an excellent example of ethical behavior. | A small number of ethical lapses occur that, when brought to the attention of the student, are acknowledged and do not recur. | Ethical lapses are a common occurrence and require substantial effort to correct. |
| 5. Understand the dynamic issues of transportation systems | Yes .2 | Aware of current significant issues in transportation systems; brings these issues into the classroom environment; discusses these issues in an informed, compelling manner. | Aware of current significant issues in transportation systems; discusses these issues in the classroom. | Occasionally aware of current significant issues in transportation systems; discusses these issues when prompted. | Little to no awareness of current significant issues in transportation systems; unable or unwilling to discuss these in class. |
| 6. Know the basic principles, skills, and tools of transportation systems | Yes .2 | Fully aware of the basic principles, skills, and tools of transportation systems; frequently calls upon this awareness in oral and written communications to explain situations in transportation systems; fully aware of the shortcomings in the basic principles, skills, and tools. | Fully aware of the basic principles, skills, and tools of transportation systems; occasionally calls upon this awareness in oral and written communications to explain situations in transportation systems. | Partially aware of the basic principles, skills, and tools of transportation systems; infrequently calls upon this awareness in oral and written communications to explain situations in transportation systems. | Little to no awareness of the basic principles, skills, and tools of transportation systems. |

I take five of these six leaning outcomes into consideration when assessing a quiz or the final. More weight is given to *Identify issues clearly, formulate hypotheses, collect data, and evaluate* than to the other outcomes.

Course Policies

Academic Integrity

Introduction

Please read Maritime's Academic Integrity policy beginning on page 7 of the [Maritime College Code of Conduct](#). It is the student's responsibility to understand his or her rights and responsibilities under this policy.

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.

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.

A Personal Note on Research and Plagiarism

I encourage students to engage in research on topics under discussion, to use all available tools (e.g., internet, interviews) to broaden and deepen their understanding of issues and alternative resolutions. I encourage this research to be shared with their classmates and with me. All this, I believe, contributes to a higher quality learning experience and the development of healthy habits of lifelong learning and team play.

But there are lines that separate the legitimacy of research and sharing, on the one side, and plagiarism on the other side.

I want, in this brief note, to examine this line and offer some personal views on where it lies and how to know when you are about to cross that line.

An Example

A student made the following submission in my TMGT 7200 MIS in Transportation Spring 2007 class:

Subject: Individual cultures challenge [sic] corporate culture

I agree that individual cultures basically affect corporate cultures.

A corporate culture is an intuitive concept. Everyone knows that different organizations seem to feel differently from each other. This feeling seems to be a gestalt or a product of several factors or influencing forces. Among these factors, the tasks that the organization undertakes, it's standing in the community and the personalities of

the staff and management.

Briefly, the corporate culture is highly complex, consisting of many confounding variables and of great importance with regard to the efficient pursuit of change and improvement. On the other hand, individual culture could be considered (particularly organizational leaders) as an attempt to change the culture of their organizations to fit their own personality preferences. Opportunities, motives and anecdotes describing the efforts of individuals to change their organization's culture are presented. There is sufficient evidence exist that individuals do attempt (sometimes succeed) in changing their organizations' culture.

Teachers very quickly learn the communication styles of students and can quickly realize when that style changes. In this case, there was something in the grammar and syntax of the submission that raised some question in my mind as to whether this was really the student's thoughts and words.

A bit of work with Google gave me:

An organization's culture is an intuitive concept. Everyone knows that different organizations seem to 'feel' differently from each other. This 'feeling' seems to be a Gestalt or a product of several factors or influencing forces. Among these factors are, the tasks that the organization undertakes, it's standing in the community and the personalities of the staff and management.

The truth of the matter is that an organization's culture is highly complex, consisting of many confounding variables and of great importance with regard to the efficient pursuit of change and improvement. No matter how well developed a managerial change strategy is it can be completely destroyed if the organisational culture rejects it.

In an attempt to understand the forces and influences at work within a corporate culture a model has to be formulated. The model should behave in the same way as the cultural phenomenon that it represents. Further the model should inculcate the factors and relationships that can be observed as being formative drivers of organizational culture. As culture is rather ethereal the model can only be representative, which suggests that it cannot be a facsimile of a given culture.

Source: Dudley Consulting Inc., Company Culture, <http://dudleyconsulting-inc.com/CultureHome.html> [June 11, 2007]

The underline text in the student's response and the text from Dudley Consulting is either exactly or substantially the same.

That text not underscored in the student's response is very similar to:

The relationship between individual personality and organizational culture is a topic typically considered in theoretical terms. This article addresses empirical evidence relating to one aspect of this relationship. It explores the hypothesis that individuals (particularly organizational leaders) attempt to change the culture of their organizations to fit their own personality preferences. Contemporary definitions of culture are presented, and five of the better known mechanisms for categorizing individual personality types are briefly described. Opportunities, motives and anecdotes describing the efforts of individuals to change their organization's culture are presented. The article postulates that there is sufficient evidence to conclude that individuals do attempt (and sometimes succeed) in changing their organizations' culture.

Possible Source: Gerald L. Barkdoll, Individual Personality And Organizational Culture Or "Let's Change This Place So I Feel More Comfortable", <http://www.pamij.com/barkdoll.html> [June 11, 2007]. I didn't discover this until I wrote this note.

My response to the student was:

The entire second paragraph and the first sentence of the third paragraph seems to be taken from Dudley Consulting Inc (<http://dudleyconsulting-inc.com/CultureHome.html>).

The student also received a low mark for the submission.

The assigned discussion topic was:

Subject: TMGT 7200.13 Discussion of Cultural Issues.

Project GLOBE identifies a set of Dimensions of Culture.

- Assertiveness
- Future Orientation
- Gender Differentiation
- Uncertainty Avoidance
- Power Distance
- In-Group Collectivism
- Performance Orientation
- Humane Orientation

Discuss how these dimensions might affect decisions regarding management information systems.

When you are ready to participate in the discussion, click the RESPOND link below.

The Issues

The research finding was not distinguished in any way (e.g., quotes, italics, indentation) nor was the source cited. Given that there is a minor amount of rearrangement of the words, one might reasonably conclude that there was a conscious effort by the student to pass these thoughts and words off as the student's own.

While the word "culture" was used in the response, it was not in the context of the discussion topic. This calls into question whether the student had read the assigned lecture note and discussion topic. Was the student really putting forth any effort here or simply trying to fill some space? To be fair to the student, the response was triggered by a post from another student regarding corporate culture. Still, students undergo an obligation to help keep the discussions on track.

The student provides no rationale and words explaining why this research is relevant to the discussion.

Other than the subject line and the first sentence, all text is from other sources. Something on the order of 8 percent of the submission is the student's own words.

The Lines

I draw the lines across which students venture at their peril as follows.

The work of others always needs to be distinguished from the student's own work and the original author needs to be given credit. There are acceptable ways to do this. If in doubt, see a librarian or your teacher. Good references in this area include (Turabian) and (Booth, Williams and Colomb).

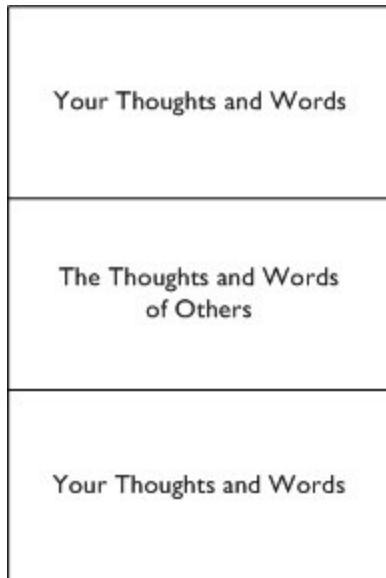
I don't expect thesis and dissertation layout and quality in citations, but I do expect to that the attribution will include the author and source.

Failure to distinguish and attribute indicates to me the student is willfully using the work of others as the student's own. I simply will not accept this.

If the work of others, even if properly distinguished and attributed, becomes more than one-third of the total submission, then I begin to become concerned. I am interested in assessing the student's comprehension of the subject matter as expressed in the student's own ideas and words, not the ideas and words of others.

The student therefore needs to surround the cited research with narrative that explains why the research is relevant and how it is woven into the fabric of the discussion (or other assignment).

Perhaps it's easier to remember the lines through the following graphic.



Summary

There have been a large number of words written regarding unethical behavior in education. Other documents have pointed to these. You are particularly referred to the Maritime position on this matter.

But I think it important to have some practical pointers particularly relevant to my style of teaching and what I expect from students.

It's all pretty simple really.

James Drogan
December 28, 2010

Bibliography

Booth, Wayne C., Joseph M. Williams, and Gregory G. Colomb. The Craft of Research. Second Edition ed. The University of Chicago Press, 2003, 0-226-06568-5

Turabian, Kate L. A Manual for Writers of Term Papers, Theses, and Dissertations. Sixth Edition ed. The University of Chicago Press, 1996, 0-226-81627-3

Cut and Paste

I encourage you to do research, to find relevant articles on the internet or elsewhere and bring them to our attention. Using the internet to augment our knowledge of the subject matter is very powerful.

However, let me caution you to not simply cut and paste what you find without 1.) proper attribution of the source, and 2.) some words of your own as to why you think the material relevant to our discussions.

The first case smacks of trying to pass off the thoughts and words of others as your own. This can be considered plagiarism. Plagiarism will not be tolerated. but you've heard this before.

If you can find it on the internet, I can find it on the internet.

In the second case I want to assess your thoughts and words, not those of others. I hope that this is what you would also want done.

When in doubt on any of what I have mentioned here or elsewhere, ask for clarification. I am not lenient when it comes to unethical behavior.

Extra Credit and Make-up Work

It is not my practice to assign extra credit or make-up work. The work to be done has been identified along with the dates which it is due. Make a commitment and organize to keep that commitment.

Appendices

Contacting Me

My office is located on the A-deck (second floor), South Bastion, in the Fort. E-mail is jdrogan@sunymaritime.edu and office phone is 718-409-7289. My office hours are posted outside my office to the right of the door and may also be found at <http://www.sunymaritime.edu/facultystaff.aspx?id=22>.

Appointments are appreciated to make sure I am available when you stop by and properly prepared for our meeting.