

Institutional Syllabus – TMGT 9100-02 Capstone Course (Online) Fall 2016

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 (in lieu of TMGT 9201 and 9202)

II. TEXT(S)

A. Required Text(s)

1. No required text. All reading material will be distributed through Blackboard

B. Additional Material

1. Distributed through Blackboard.

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 ethical, 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. Deliverables
 - a. Working papers (six)
 - b. Report (draft and final)
- 2. Graded Discussions
 - a. Identifying Significant Trends (module 2)
 - b. Critical Thinking (module 3)
- 3. Teamwork: You will be assessed by your teammates and me regarding your contribution to your team.
- 4. Research, analysis, and communications. These three items are assessed by the contribution they make to the deliverables.

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

Note that ethics is an area for assessment in this course.

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

Course Detail

Instructor Information

Prof. James Droган, jdrogan@sunymaritime.edu, Blackboard Messages, 718-409-7289.

Office hours: 9AM – 3PM Monday through Thursday, MAC 228, appointments are requested.

Class Meetings

This is an online course utilizing the Blackboard learning management system accessible at <http://www.sunymaritime.edu/Academics/Online%20Programs/index>.

Class Policies

This course cannot be passed without consistent, high quality participation. Please notify the instructor by any available means if you expect to be absent.

Grading

Discussions, working papers, draft and final report, and team assessment comprise the assessment for the course.

I. Discussions (two discussions, five weeks long each, five points per week, 50 points)

A. Identifying Significant Trends

B. Critical Thinking

II. Working Papers (six working papers, five points each; total 30 points)

A. Working Paper: Work Plan

B. Working Paper: Significant Trends

C. Working Paper: Secondary Resources

D. Working Paper: Commitments and Objectives

E. Working Paper: Hypotheses and Questions

F. Working Paper: Interview Guide

III. Final Report (draft 10 points, final 30 points; total 40 points)

IV. Team Assessment (12 points)

Total points 132

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.

Table 1 Grading Table

Course Outline

Overview

The objective of the capstone is for the students to identify and interpret the significant trends in the maritime and maritime-centric supply chain industries leading to conclusions regarding the capabilities (i.e., knowledge, experience, skill, attitude, and behavior) required of the human component of the system in order to assure success of the business and the person.

The Maritime Industry: The maritime industry comprises the ship engaged in the transportation of goods and commodities and the supporting facilities at the origin and destination points up to and including the terminal in-out gates and their functional equivalent in commodity shipment. This definition is meant to include anything that directly affects the performance of the ship.

The Maritime-centric Supply Chain Industry: A maritime centric supply chain comprises a group of organizations involved in the movement of goods wherein the maritime portion is indispensable to the success of the supply chain. That is, removing the maritime portion causes the supply chain to fail. By failure we mean that there is no reasonable substitute for the maritime portion. Examples of such supply chains include bulk commodities such as oil and grain, containerized traffic such as furniture and electrical machinery.¹

Success: Success means satisfaction of goals and objectives.

Teams of students will conduct primary and secondary research, perform analysis to identify the required capabilities and level of competency required in each, identify alternative means for gaining these capabilities, and synthesize their findings and conclusion into a set of reports and presentations. The reports and presentations will be used primarily for determining the grade of the student in the capstone. However, it is likely that this work will be of benefit to the industry and may be of benefit to Maritime.

¹ The instructor's personal point of view is that this is a much more interesting industry to investigate. However, I will show no preference when it comes to assessment.

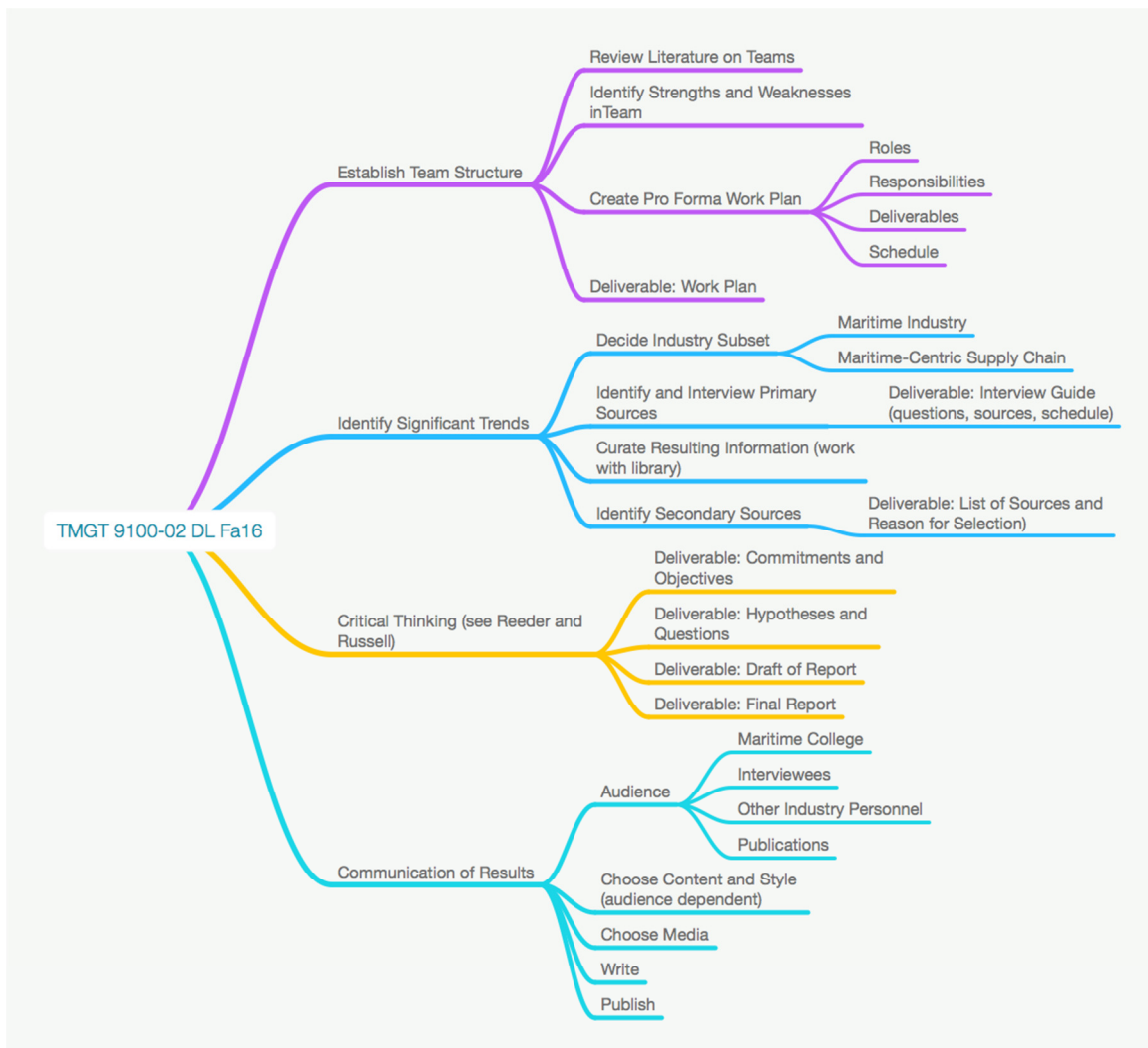


Figure 1 Overview

An overview of what needs to be done and the general sequence is shown above.

“No battle plan survives contact with the enemy.” Helmuth von Moltke the Elder.

Similarly, no project plan survives contact with reality. One needs to be cognizant of the context, the manner in which the context changes, and be prepared to change the plan.

"When the facts change, I change my mind. What do you do, sir?" John Maynard Keynes.

The above overview stems from a considerable amount of project experience on the part of the instructor, however it should not be considered mandated.

“Trust the Force, Luke.” Obi-Wan Kenobi.

Trust your capabilities and modify your plan as you think appropriate while not losing sight of your objectives and commitment.

The Modules

I. Establish Team Structure

- A. Purpose: Begin to create a high performance team.
- B. Tasks
 - 1. Determine the strengths, weakness, and interests of the team members.
 - 2. Identify the tasks required to complete the course project.
 - 3. Commit individual team members to be responsible for completion of the tasks.
 - 4. Develop the Work Plan
- C. Reading
 - 1. *Bring Out the Best in Your Team* (Bonner & Bolinger, 2014).
 - 2. *Why Teams Don't Work* (Hackman, 2009).
 - 3. *How to Write a Work Plan* ("How to Write a Work Plan," n.d.)²
- D. Discussion
 - 1. The Work Plan; two weeks, five points
 - a. Who are the audiences for a work plan?
 - b. What do they need to know?
 - c. How can this information be best portrayed?
- E. Deliverables
 - 1. Working Paper: Work Plan

II. Identify Significant Trends

- A. Purpose: Identify the significant trends in the target industries (see p 5) that require resolution.
- B. Tasks
 - 1. Secondary research resulting a preliminary list of issues.
 - a. Be discriminatory here. What secondary resources can best give you an appreciation of the target industries? The quality of your research is a function of the quality of your sources.

² Don't let the seemingly cartoonish nature of this reference put you off. There is some every good direction here.

- b. This list includes argument supporting the selection of these issues.
- 2. A method for ranking significance. There are not enough resources (i.e., those resources such as time, money, human capability) to resolve all the issues one encounters. One must differentiate between what must be done, what should be done, and what could be done.

Note: Deciding significance is one of the most important decisions contributing to a successful business. As an example, what are the criteria to be used in making such a decision? This is likely to be one of your major challenges in this project and in your career.

- 3. Apply the method (step 2) the preliminary list to rank the issues by significance.

C. Reading

- 1. *Technology 2025* (Richardson, 2016).
- 2. *Building the Supply Chain of the Future* (Malik, Niemeyer, & Ruwadi, 2011).
- 3. *Issues and Significance* (Drogan, 2013).

D. Three Discussions

- 1. Resources; two weeks, five points
 - a. What are the secondary resources you propose to use for this project?
 - b. Why have you selected these resources?
- 2. Commitments and Objectives; one week, five points
 - a. What are your commitments and objectives for this project?
 - b. How would you test these for validity?
- 3. Significant Trends; three weeks, five points
 - a. What are the characteristics of an appropriate test of significance of a trend?
 - b. How would you apply this test to your trends to decide significance?

E. Deliverables

- 1. Working Paper: Secondary Resources
 - a. Identifies the secondary resources used to produce the deliverables. A bibliography format is sufficient, but should be augmented by a few words of why this resource was selected.
- 2. Working Paper: Commitments and Objectives

- a. By this point in the process your original commitments to and objectives for the project may have changed.
 - b. This working paper identifies and defines the commitments and objectives that will guide the remainder of your efforts.
 - c. Remember that commitments and objectives must be measureable.
3. Working Paper: Significant Trends
- a. Three sections
 - (a) Preliminary list of issues
 - (b) Method for Deciding Significance
 - (c) List of issues ranked in order by significance

III. Critical Thinking

- A. Purpose: Verify your conclusions as to the significance of your top two to four issues and make recommendations for resolution
- B. Tasks

- 1. Develop a list of hypotheses and questions to prove the validity of your selection.
- 2. Interview individuals in the industry to gain their views on quality of your thinking.

Note: There is great benefit in interviewing people in the industry. You receive a contemporary view of developments; you meet interesting people; you may find a career.³

- a. You are responsible for identifying the interviewees, scheduling and conducting the interview.

C. Reading

- 1. *Ethics, Critical Thinking, and Communications* (Drogan, 2009a).
- 2. *A Miniature Guide to Critical Thinking Concepts and Tools* (Paul & Elder, 2006).

D. Three Discussions

- 1. Hypotheses and Questions; one week, five points
 - a. What are the specific hypotheses you have about each significant trend?

³ Please permit me a personal note. I have always looked for interesting people and interesting problems. More often than not this has resulted in interesting jobs.

- b. What questions will you ask the interviewee to verify these hypotheses?
 - 2. Interview Guide; one week, five points
 - a. What is an appropriate way to introduce yourself and the purpose of the interview?
 - b. Assuming 1.a above, what additional questions will you ask?
 - c. How will you draw the interview to a close?
 - 3. Discussion of Interviews; three weeks, five points
 - a. What worked?
 - b. Where did you get stuck?
 - c. What would you do differently next time?
- E. Deliverables
 - 1. Working Paper: Hypotheses and Questions
 - 2. Working Paper: Interview Guide
 - a. Introduction
 - b. Questions
 - c. Conclusion
- IV. Communications of the Results
 - A. Purpose: Pull together into a report (draft followed by final) the story of this course; what you set out to do, how you did it, what you produced, and what you learned along this way.
 - B. Tasks
 - 1. Submit a draft report that will be reviewed by the instructor.
 - 2. Submit a final report from the draft taking into consideration the instructors comments and questions on the draft.
 - 3. Submit an assessment of the performance of your team members.
 - C. Reading
 - 1. None
 - D. Deliverables
 - 1. Draft Report
 - 2. Final Report
 - 3. Team Assessment

Deliverables

Working Papers

Working papers (six) are somewhat informal and intended to assure that the team is in synchronization with what needs to be done, by whom, and when. They also serve to keep me informed of where teams are in the project. Working papers are graded. These will be detailed a bit later in this syllabus.

By informal I mean there is no need to follow the APA style, but you may if you like.⁴ That being said, I expect a well-organized and well-written working paper. It's sufficient to use the following layout.

Title (e.g., Team 1 Working Paper: Work Plan)
Date Submitted: mm-dd-yy
Content

Project Report

The draft and final project reports will confirm to APA standards.

Papers are submitted in a Word format (e.g., .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 *TMGT 9200.-02 Fa16 Team <n> Draft Final Report* or *TMGT 9100-02 Fa16 Team 1 Final Report*.

An excellent reference to assist in your writing is *A Manual for Writers of Term Papers, Theses, and Dissertations* (Turabian, 1996). Luce has a copy in its reference collection.

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

⁴ The advantage of always using the APA style is that you will have worked out all the issues with the style by the time you get to the final report that must be in APA style.

Schedule

Week Starting M	Week Ending S	Action	Delierable Due	Discussion Points	Deliverable Points	Team Assessment Points
8/22/16	8/28/16	Establish Team Structure				
8/29/16	9/4/16		Working Paper: Work Plan	5	5	
9/5/16	9/11/16	Identify Significant Trends (includes discussion)				
9/12/16	9/18/16		Working Paper: Resources	5	5	
9/19/16	9/25/16		Working Paper: Commitments and Objectives	5	5	
9/26/16	10/2/16					
10/3/16	10/9/16		Working Paper: Significant Trends	5	5	
10/10/16	10/16/16	Critical Thinking (includes discussion)	Working Paper: Hypotheses and Questions	5	5	
10/17/16	10/23/16		Working Paper: Interview Guide	5	5	
10/24/16	10/30/16					
10/31/16	11/6/16					
11/7/16	11/13/16			5		
11/14/16	11/20/16	Communications of Results	Draft Report		10	
11/21/16	11/27/16					
11/28/16	12/4/16		Final Report; Team Assessment		30	12
				35	70	12
				30%	60%	10%
						117
						100%

Papers are due by 2400 New York time on the Sunday. Detailed instructions for the modules will be found in Blackboard.

The most precious asset you have is time. It is a non-renewable asset. The second that passes you by will never return. Use it wisely.

I know from experience that it's very easy to get caught up in one of the phases – planning, fact-gathering, analysis, communication – and fail to leave enough time for the other phases. Be disciplined here. Decide on how you will allocate your time to the phases. When the time to end a phase comes, end it, or, if it must continue, know why it must continue and the potential impact on downstream processes. You will encounter Figure 4 The Consulting Process (Reeder & Russell, 1990) on p 18. Please keep this figure in front of you through the duration of this course. It will help in managing the time.

People pay for results and not necessarily the actions required getting those results. Remember, you may think you are working hard in this course, but I can't tell. All that I can see is the results.

Always keep the goal in sight.

Collaboration

You will be placed on a team with three to five 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 Blackboard.

I will not name a team leader. The teams will need to work this out.

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. Note that the points assigned to this assessment are sufficient that, if you fail to submit an assessment or are judged to not have played a significant role in the effort, your final grade may be reduced by as much as a letter. That is, an A goes to a B.

You may choose to make less than a diligent effort in your teamwork. If so, I will likely learn of this and send you a reminder. Reminding you to break bad habits does not reflect well on you. See the narrative adjacent to the grade table on p 4.

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.

Processing Feedback

You will receive substantial feedback on your discussion posts from your fellow students and me, and on your papers from me.

Feedback is valuable, but its value is the product of attention by two people:

1. The person giving the feedback. It needs to be of value to the recipient. Phrases such as “Good job” or, at the other end of the spectrum, “This makes no sense at all” do not add value. I find the most valuable feedback not to be praise, but rather that which gently points out my failure to consider appropriate facts or advance a clear and reasonable argument, or, the most valuable feedback of all, suggestion for a new line of thinking about the issue at hand.
2. The person receiving the feedback. You must be open to feedback, consider it thoughtfully and use it to modify your thinking and writing. In short, use it to get better at what you do.

By the way, an occasional thank you to the person providing the feedback is a good habit to develop. Be sincere here. On the other hand, don’t say thank you so often that it becomes part of the background noise.

The intent of feedback is to improve the outcome of the situation and to improve the performance of people you work for and with, and who work for you. It is one of the most important capabilities you can develop.

The above means that you read the responses to your posts in the discussions; that you read the discussion; and that you read the feedback I provide on your papers.

Iteration

Doing work of value is an iterative process. Here’s graphic from *Ethics, Critical Thinking and Communication* (Drogan, 2009a, fig. 15) illustrating feedback loops.

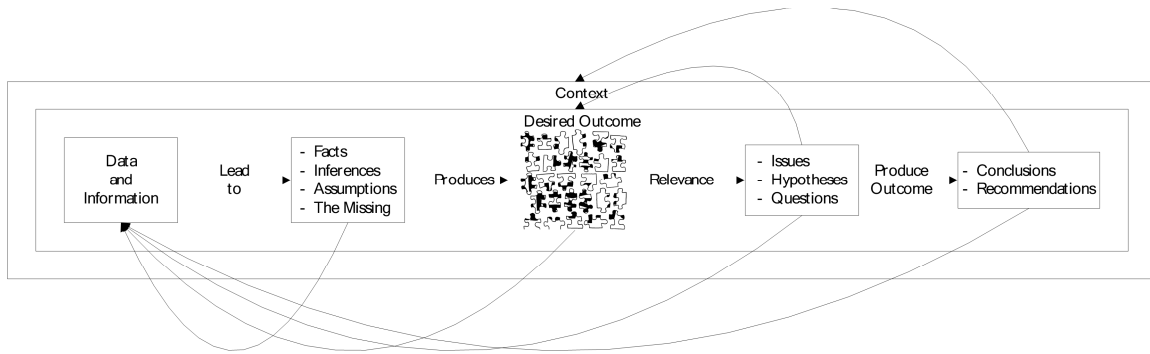


Figure 2 The Whole of Critical Thinking

It would be very sad to embark on a trip, find yourself at the right destination at the wrong time because you ignored feedback.

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, one 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 international transportation management; thinking that stretches the mind, but in the end leaves us believing, “It might just be possible.” I'll let you decide that and conduct yourself accordingly.

The Fifth Law: If you continue to think what you have always thought you will get less and less of what you always got.

The world of business values the value you bring. Learn how to “bring it.”

A Rubric for the Assessment of Ethics, Critical Thinking, and Communications

“Be sure you're right, then go ahead.” Davy Crockett

Think about what you need to know in order to complete an assignment. Your responsibility is to understand the requirements of the assignment. If in doubt, ask for

clarification. Willful ignorance is no excuse. Keep these requirements in front of you during the completion of the assignment.

This section describes how I will assess your work. Comments on discussion grading and team assessment will follow ethics, critical thinking, and communications.

An Overview

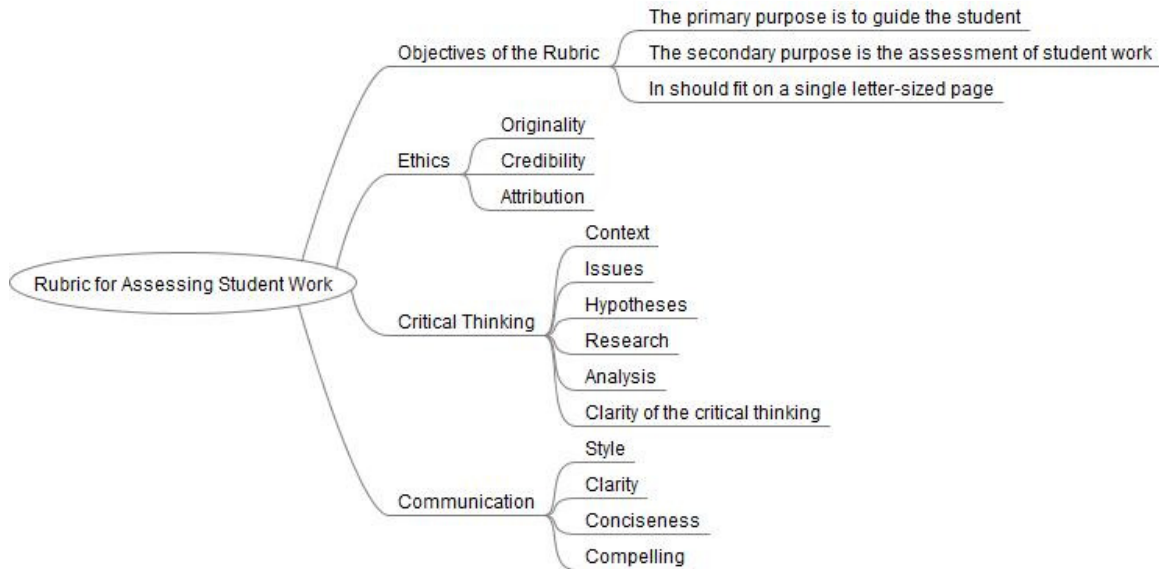


Figure 3 An Overview of the Rubrics

Keep Figure 3 close at hand during this course. Refer to it often to assure delivery to expectations. That is, ask yourself for example, “Are my communications compelling?”

Another recommendation for assuring you stay on track is the early development a Table of Contents for your final report (more about this and my expectations is to come below). For example, at this moment we can say that an initial table of contents might look like this:

- I. Abstract (written last)
- II. Introduction
- III. Significant Trends
 - A. Deciding Significance (this may be one of the most difficult and important tasks that you have in this project and in your professional life)
 - B. Trend 1
 - C. Trend 2
 - D. Trend n
- IV. Impact
- V. Recommendations
- VI. Conclusion (written last)
- VII. References

One cannot write a quality paper without first engaging in quality thinking. So, first things first.

Ethics is the underpinning of all that follows. Lack of a strong ethical framework cheapens other qualities you may have.

Originality: Your value lies in the in the insights and information you provide that are not easily obtainable elsewhere. It is reasonable to expect that the thoughts and words of others will underlie and, from time to time, appear in your work.

"If I have seen further, it is by standing on the shoulders of giants." Issac Newton

However, in general, those thoughts and words should not comprise the bulk of your insights and information unless there is a clear expectation that this will be the case. This is particularly true in this project.

The general guideline is that original content should be roughly two-thirds of your assignment.

Credibility: Trust and believability are the pillars upon which ethical behavior is built.

I believe that we're about to witness what may turn out to be the last competitive frontier business will see. It's going to be a war over the one priceless resource. Time. And when it comes, trust may turn out to be the best investment anyone's made. Jim Kelly, former CEO of UPS.

Attribution: When the thoughts and words of others are used you should attribute those to the original authors (see the example immediately above from Jim Kelly). There are two reasons for this. The first is that it is the correct thing

to do. You would certainly want your thoughts and words, if used by others, to be attributed to you. The second is oft times the thoughts and words of others that you brought into the discussion generate interest on the part of the reader. Without proper attribution that reader cannot easily find out more.

Critical thinking features:

Focus: The assignment ought to be clear. If not, you have a responsibility to ask clarifying questions. Make as few assumptions as possible. Assumptions tend to lead one astray. Insure that you meet the requirements of the assignment.

Process: Have an approach in mind for critical thinking. Hope is not likely to produce satisfaction. There are a number of proven approaches to process. Find a process if you are not skilled in this area. *Ethics, Critical Thinking, and Communications* (Drogan, 2009a) may prove helpful here.

Have a plan in place for producing the deliverables required of you. The following diagram of just such a process should prove useful.

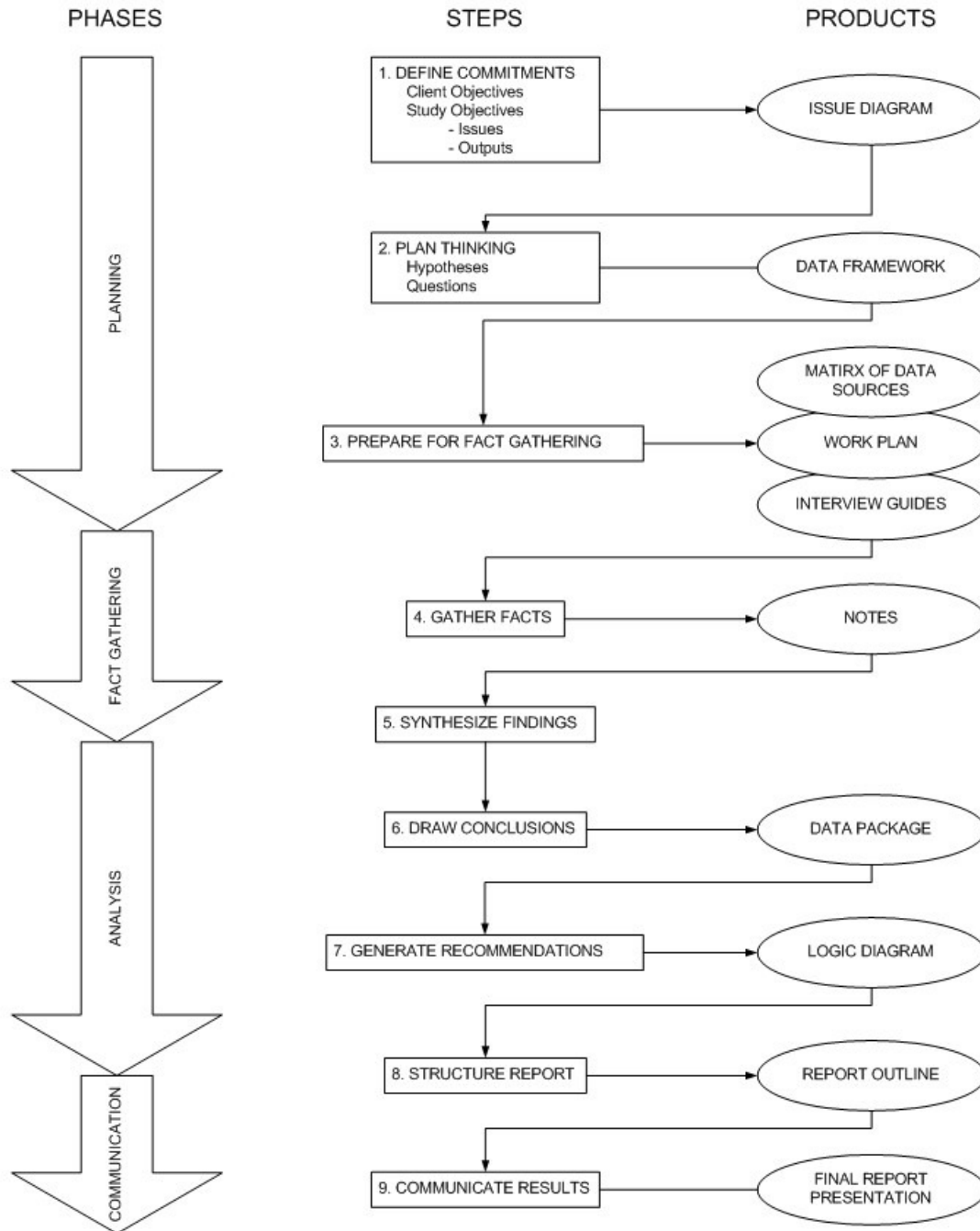


Figure 4 The Consulting Process (Reeder & Russell, 1990)

Keep Figure 4 close at hand during this course. Refer to it often to assure delivery to expectations.

Testing: Test, test, test, and test again. Your hypotheses, research, conclusions, and recommendations ought to be critically examined. If there is a flaw, especially a fatal flaw, you want to find it before someone else (e.g., your boss, the instructor). Develop the valuable skill of introspection (Drogan, 2009b).

Curiosity: The Fifth Law states “If you continue to think what you have always thought you will get less and less of what you always got” (Drogan, n.d.). Be unafraid to examine matters from other points of view or use ideas from other disciplines. This is not to suggest you ignore the assignment, but rather that you add value to your work. Bosses and instructors like new insights, but only after you have done what they have asked you to do. Our task is to develop graduates esteemed by the maritime and related industries for the value they bring. By “our” I mean you and me.

Communications must be:

Clear: Your meaning must be evident. The likelihood of clarity will be greater if you use simple, common words. Use words you know. Write like you speak. The pursuit of eruditeness for its own sake is usually a bad idea.

“It's better to keep your mouth shut and appear stupid than open it and remove all doubt.” Mark Twain.

Twain’s advice also applies to writing.

Concise: Write what you have to write in as few words as are necessary. Don’t pad for it wastes your time and mine.

Compelling: Your writing aims at producing a desirable outcome. These outcomes may include to be polite, to attract attention, to inform, and to prompt or forestall action (Drogan, 2007). Whether you are writing for your instructor, your boss, your children, your significant other, keep in mind the reaction you wish to achieve. Write to compel that reaction.

Relevant: Your reader doesn’t want to get to the end of your clear, concise, compelling discourse to find that what you have written is not relevant. Keep in front of you at all times the reasons for doing what you are doing. In the case of your studies it’s because the instructor has assigned specific issues to be addressed in a specific fashion. Your boss is likely to do the same thing. I know from experience that your children and your significant other may not be so clear in their expectations.⁵

Style: Style is important. Principals such as your boss or your instructor are looking for your writing to be in a certain style. The reason for this is that what you produce ought to fit easily within the principal’s decision making system. Trying to put a round peg in a square hole is not likely to enhance your conditions for success. The style required my courses is APA (American Psychological Association) unless otherwise specified. See the OWL (Neyhart & Karper, 2009).

⁵ Of course these parties expect that you will understand their expectations perfectly.

Quality research and analysis (i.e., critical thinking) is critical to successful communications. Clear and concise communication of the results of sloppy critical thinking (i.e. research and analysis) will expose your shortcomings very quickly (recall Twain's quote).

The Rubrics

Ethics

	Consistently Exceeds Requirements 4	Occasionally Exceeds Requirements 3	Meets Requirements 2	Fails to Meet Requirements 1
Originality ⁶ (p 16)	Greater than 90 percent of the content is original	Greater than 80 percent of the content is original	Greater than or equal to 67 percent of the content is original	Less than 67 percent of the context is original
Credibility (p 16)	Little to no evidence of concern	Occasional, minor evidence that generates concern	Occasional, major evidence that generates concern	Major question of credibility
Attribution (p 16)	No errors in the attribution of material sourced from elsewhere	Occasional, minor errors in attributing material sourced from elsewhere	Occasional, major errors in attributing material sourced from elsewhere	Little to no attribution of material sourced from elsewhere.

Table 2 Ethics Rubric

⁶ Originality is judged by the Turnitin Originality Report

Critical Thinking

	Consistently Exceeds Requirements 4	Occasionally Exceeds Requirements 3	Meets Requirements 2	Fails to Meet Requirements 1
Focus (p 17)	The focus is obvious and maintained from the beginning	The focus is occasionally lost, but then quickly reacquired	The focus is lost multiple times and only on occasion is it reacquired	Little to no focus
Process (p 17)	There is a clear process that is described and is being consistently followed	There is a process that has been described but is inconsistently followed from time to time	There is evidence of a process, but it has not been described.	No evidence of any process.
Testing (p 18)	Introspective skills are highly developed and applied	There is an occasional lapse in testing of hypotheses, research, conclusions, and recommendations	There are frequent lapses in testing of hypotheses, research, conclusions, and recommendations	No evidence of testing of hypotheses, research, conclusions, and recommendations
Curiosity (p 19)	There is an optimum balance between analysis of the facts of the matter at hand, and engaging in non-obvious questions and comments that may have value	Analysis of the facts of the matter at hand tends to dominate the thinking	Minor evidence of curiosity	No evidence of curiosity

Table 3 Critical Thinking Rubric

Communication

	Consistently Exceeds Requirements 4	Occasionally Exceeds Requirements 3	Meets Requirements 2	Fails to Meet Requirements 1
Clear (p 19)	Words and structure match the context and clearly convey the intent of the communications. Graphics are appropriate in support of the narrative.	The words and structure match the context, but occasionally interfere with clearly understanding in the intent of the communications. Graphics are occasionally inappropriate.	The words and structure do not match the context to a noticeable degree and consistently interfere with understanding the intent of the communications.	The words and structure do not match the context nor do they permit an understanding of the intent of the communications.
Concise (p 19)	The words and structure are in balance with the assignment. It is very difficult to suggest any meaningful improvement.	There are occasionally too few words and the structure is in balance with the assignment.	There are occasionally too many words and the structure is somewhat more complex than is required by the assignment.	The words and structure are substantially out of balance with the assignment.
Compelling (p 19)	Compels one to read and accept the assessments, conclusions, and recommendations included therein.	Compels one to read, but occasionally causes one to question the assessments, conclusions, and recommendations included therein.	Occasionally impedes the reading and accepting the assessments, conclusions, and recommendations included therein.	Substantial difficulty in reading and accepting the assessments, conclusions, and recommendations included therein.

	Consistently Exceeds Requirements 4	Occasionally Exceeds Requirements 3	Meets Requirements 2	Fails to Meet Requirements 1
Relevant (p 19)	All aspects are relevant to the requirements of the assignment.	There are a few, minor examples of inattention to the requirements of the assignment.	There are a few, major examples of inattention to the requirements of the assignment.	Examples of inattention to the requirements of the assignment abound.
Style (p 19)	No errors in complying with the requirements of the assigned style.	A few, minor deviations from the requirements of the assigned style.	A few, major deviations from the requirements of the assigned style.	Few examples of adherence to the requirements of the assigned style.

Table 4 Communications Rubric

Notes

1. The numbers in the columns correspond to the GPA for A, B, C, and D level work.
2. In the graduate program the third column represents meeting requirements. The fourth column represents meeting requirements in the undergraduate program.
3. The grade for ethics, critical thinking, and communications subsections of the rubric is determined by adding the points given and dividing by the maximum points available. Consider Ethics as an example.
 - a. Suppose a 3 for Originality, a 4 for Credibility, and a 3 for Attribution. The total points achieved are thus 10.
 - b. The total points possible are $3 \times 4 = 12$.
 - c. The grade assigned would be $10/12 = 83\%$. Per the following table the letter grade would be a B.

%	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

Table 5 Sample Grading Table

4. Turnitin ("Turnitin," 2016).

Discussions

Special Note

The following information applies only to discussions conducted in Prof. Drogan's online, capstone courses.

Introduction

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

This is demonstrated and judged on the basis of the quality of your work on the course project and the quality (and to a lesser extent, quantity) of your participation in the online discussions.

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

On-Line Discussions

Your participation in discussions is one of the most significant components of your final grade.

Strive for high-quality discussions.

Quality discussions of the issues raised by all of us in the context of this course represent 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, start the discussion.

From my point of view discussion quality is critical because it is, in my experience, the basis for quality decisions and actions.

Do a good job of maintaining quality in the discussions. Lead by example. Use good grammar. Be considerate of others. Encourage others to participate.

Your contributions in the discussions should be thoughtfully developed and carefully worded.

They should address issues and/or concepts you find particularly important and are related to the assigned discussion topic.

I will use the following criteria to evaluate your contribution to the discussions:

1. Relevance - your contribution is relevant to the material in the unit of study.
2. Importance - your contribution addresses a significant issue in the module.
3. Thought-provoking - your contribution requires high-level thought and is not a simple question or answer.
4. Originality - your contribution should not be essentially the same as that of another student.

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

Contributions should be clear, precise, and concise. They should mirror oral discussions. As you will recall, rarely will anyone in an oral discussion go beyond a few sentences. Such should be the case in your written discussions. Succinct paragraphs, perhaps as little as a sentence; perhaps as much as 75 or so words should be the rule. Discussions are not papers, not even short papers.

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

0	3	3.5	4
Little to no contribution to the discussion	Contribution indicates a minimum acceptable understanding of the material and/or willingness to become involved in the discussion.	Contribution shows a reasonable understanding of the material. The student is participating meaningfully in the discussion.	The contribution delivers significant insight into the topic, or opens a potentially significant new line of thinking regarding the topic.

Table 6 Assessment of Quality in Discussions

If your contribution is a discussion thread starter (i.e., it is a direct response to the assigned discussion topic -- see the illustration below), then an additional point is added. Please note that deductions from this additional point will be made according to the day of the week in which the posting is made per the following schedule.

Day Posted	Points Deducted
1-2	0.00
3-4	0.50
5-6	0.75
7	1.00

Table 7 Thread Deductions

The way to avoid these deductions is to get into the discussion early.

The maximum points you may receive for a discussion post is five; four for quality and one for a discussion thread starter. If you post three or more times in the week, the total number of points you accumulate for a discussion is divided by the number of posts to yield an average grade for the topic. If you post twice, the grade is the average less one-half point; once, the grade less a full point.

The idea of this scheme is to incent you to get involved in the discussion early, creating quality posts that add value.

The following table relates the points assigned for the discussion to the total number of posts and points. If the fraction of the total points is less than 0.50 the total points are rounded down to the next integer; if the fraction is equal to or greater than .50 then the total points are rounded up to the next integer.

		Number of Posts								
		0	1	2	3	4	5	6	7	8
Number of Points	1	0.00	0.00	0.33	0.25	0.20	0.17	0.14	0.13	
	2	1.00	0.50	0.67	0.50	0.40	0.33	0.29	0.25	
	3	2.00	1.00	1.00	0.75	0.60	0.50	0.43	0.38	
	4	3.00	1.50	1.33	1.00	0.80	0.67	0.57	0.50	
	5	4.00	2.00	1.67	1.25	1.00	0.83	0.71	0.63	
	6		2.50	2.00	1.50	1.20	1.00	0.86	0.75	
	7		3.00	2.33	1.75	1.40	1.17	1.00	0.88	
	8		3.50	2.67	2.00	1.60	1.33	1.14	1.00	
	9		4.00	3.00	2.25	1.80	1.50	1.29	1.13	
	10		4.50	3.33	2.50	2.00	1.67	1.43	1.25	
	11			3.67	2.75	2.20	1.83	1.57	1.38	
	12			4.00	3.00	2.40	2.00	1.71	1.50	
	13			5.00	3.25	2.60	2.17	1.86	1.63	
	14			5.00	3.50	2.80	2.33	2.00	1.75	
	15			5.00	3.75	3.00	2.50	2.14	1.88	
	16				4.00	3.20	2.67	2.29	2.00	
	17				5.00	3.40	2.83	2.43	2.13	
	18				5.00	3.60	3.00	2.57	2.25	
	19				5.00	3.80	3.17	2.71	2.38	
	20				5.00	4.00	3.33	2.86	2.50	
	21					5.00	3.50	3.00	2.63	
	22					5.00	3.67	3.14	2.75	
	23					5.00	3.83	3.29	2.88	
	24					5.00	4.00	3.43	3.00	
	25					5.00	5.00	3.57	3.13	
	26						5.00	3.71	3.25	
	27						5.00	3.86	3.38	
	28						5.00	4.00	3.50	
	29						5.00	5.00	3.63	
	30						5.00	5.00	3.75	
	31							5.00	3.88	
	32							5.00	4.00	
	33							5.00	5.00	
	34							5.00	5.00	
	35							5.00	5.00	
	36								5.00	
	37								5.00	
	38								5.00	
	39								5.00	

Table 8 Determining the Final Grade for a Discussion

So, if you posted three times and had 13 total points, your grade for the discussion

would be 5.00. If you posted four times and had 13 total points, your grade for the discussion would be 3.25

Discussion threads are a related set of discussions on a major issue associated with the discussion topic.

You will see, for example, the following sort of structure for discussions.

Discussion Topic (this is set by the instructor)

First Discussion Thread (this is a direct response by a student to the discussion topic)

Second Discussion Thread (this is a direct response by a student to the discussion topic)

Response to the Second Discussion Thread (this is a response made by me or another student to the Second Discussion Thread)

All discussions will have this indented structure.

Students with the confidence and courage to establish discussion threads ought to get more credit than those who choose not to do this.

A large number of posts per week for the sole purpose of getting additional points is not a good tactic. It should be obvious from looking at the above that five points is the maximum one can earn in a week. Additional high-value posts have the potential of additionally demonstrating to me your competence in the material.

You may contribute to a discussion before the published start date. These contributions will be assessed. Contributions made after the stop date of the discussion will not be assessed.

I may provide further feedback to you in one of two ways.

Private comments will be sent to you using course e-mail. Sometimes your post will provoke a question on my part and I will, therefore, respond to your response in a public manner.

You should be getting feedback from me on all your posts on a regular basis.

Discussions are the heart and soul of this course. I expect you to lead and/or participate in discussions.

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

Post Type	Day Posted	Thread Points	Quality Points			
			The contribution delivers significant insight into the topic, or opens a potentially significant new line of thinking regarding the topic.	Contribution shows a reasonable understanding of the material. The student is participating meaningfully in the discussion.	Contribution indicates a minimum acceptable understanding of the material and/or willingness to become involved in the discussion.	Little to no contribution to the discussion
			4	3.5	3	0
Thread Starter	1-2	1.00				
	3-4	.5				
	5-6	.25				
	7	0				
Response						

Table 9 Summary of Discussion Grading Rubric

Teamwork

I think it highly unlikely that you'll be on your own in the workplace, particularly as you start out. I had a 36-year career in international business and it was very, very rare for me to find myself trying to resolve an issue on my own. Often, when starting up with a team, I would not know the members. This was particularly true when working with clients. And, on occasion with some of my work with external organizations whilst at Maritime, it continues to be true.

Sometimes the leaders was appointed; sometimes not. Regardless of the situation we were expected to develop a cohesive team, determine responsibilities, accept and discharge our responsibilities, and do quality work.

You are assessed by your teammates by their answer to whether they would like to be on a team with you in the future. The possible answers are definitely (4), probably (3), probably not (1), and definitely not (0). These points are summed and converted into a grade between 0 and 12 that then becomes part of your final grade. If you fail to file a team assessment then your assessment is 0.

What's at stake here is a number of points that, if not earned, will bring you down a letter grade. More importantly, however, you are likely to run into Maritime graduates in your work. You don't wish them to remember that you were not a very good teammate. Your reputation matters.

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