

Institutional Syllabus – TMGT 9100-02 Capstone Course

Spring 2013

I. COURSE DESCRIPTION

The official title of this course is *Contemporary Topics in Ocean and Intermodal Transportation*, popularly known as the Capstone.

This course is the culmination of the program of studies towards a Master of Science Degree in International Transportation Management and is designed to draw upon the knowledge in all of the other courses, especially the core courses (7XXX series), that have preceded it. It is the final opportunity to demonstrate the ability to apply the learning from the program. A significant part of a successful outcome for the student will depend on his/her ability to research, evaluate, and present in the team environment (Adapted from Howard, 2011).

3.000 Credit hours

3.000 Lecture hours

Prerequisite(s): TMGT 7XXX Core Courses; 3.0 cumulative GPA; 24 earned credits

Corequisite(s): None

Follow-On Courses: None

Role in Curriculum: Elective and certificate course

II. TEXT(S)

A. Required Text(s)

1. *The Quest: Energy, Security, and the Remaking of the Modern World*, Daniel Yergin (Yergin, 2011)

This text is available in hardcover, softcover, and Kindle editions from Amazon.com. Please note that a Windows application exists to allow the Kindle edition to be read on a PC or MAC.

2. See Reading List at the end of this document for all required and recommended readings.

B. Additional Material

1. Distributed through ANGEL

III. STUDENT LEARNING OBJECTIVES

A. Course Objectives

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

IV. COURSE ASSESSMENTS

A. Assessments in the Class

1. Five discussions
2. Research, analysis, and communications (these three items are assessed by the contribution they make to the discussions and papers)
3. Five papers (described below)

B. External Assessments

None

V. ACCOMMODATIONS FOR STUDENTS WITH LEARNING DISABILITIES

If you believe that you need accommodations for a disability (also referred to as IEPs and 504 plans), please notify me within the first week of class and contact the Office of Accessibility Services at (718) 409-7348 or email Associate Dean William Imbriale at wimbriale@sunymaritime.edu for an appointment to discuss your needs and the process for requesting accommodations. Since accommodations may require early planning and generally are not provided retroactively, please contact Accessibility Services as soon as possible!

VI. ACADEMIC INTEGRITY POLICY

Absolute integrity is expected of every Maritime student in all academic undertakings.

A Maritime student's submission of work for academic credit indicates that the work is the student's own. All outside assistance should be acknowledged, and the student's academic position truthfully reported at all times. In addition, Maritime students have a right to expect academic integrity from each of their peers.

Students are expected to do their own work in class, on assignments, laboratory experiments, and examinations or tests in accordance with the directions given by the instructor. It is the responsibility of all students to read and understand this statement of College policy on academic integrity. Maritime College considers the violation of academic integrity a serious matter, and one that will be treated as such.

A student who violates academic integrity may, depending on the nature of the offense, be subject to one or more of the following measures: failure of the assignment or examination, failure of the course, dismissal from the Regiment of Cadets, or dismissal from the College. Violations of academic integrity, also known as academic dishonesty, are subject to review by the Judicial Board. For details, go to:

http://www.thezonelive.com/zone/02_SchoolStructure/NY_SUNYMaritimeCollege/handbook.pdf

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

Course Detail

INSTRUCTOR INFORMATION

Prof. James Drogan, jdrogan@sunymaritime.edu, 718-409-7289

Office hours: see Faculty and Staff > Faculty/Staff Contact on the Maritime website. Scroll down to Prof. James Drogan and click on the name. Scroll down to see Office Hours.

CLASS MEETINGS

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

CLASS POLICIES

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

GRADING

Five papers:

- a. Issues 10 points
- b. Table of Contents 5
- c. Significance 15
- d. Initial Draft 5
- e. Final Paper 15

Online Discussions:

Five discussions worth 10 points each

Total points are 100 (or 110 if you elect to work on a team; see Collaboration on p 7).

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

Final Grade Assignments

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

%	GPA	Grade
1.000	4	A
0.930	4	A
0.900	3.7	A-
0.871	3.3	B+
0.830	3	B
0.800	2.7	B-
0.771	2.3	C+
0.730	2	C
0.700	1.7	C-
0.000	0	F

The initial final grade represents the points attained divided by the total points available. This mathematical guides me in the assignment of the final grade. What this means is that the final grade I assign may be different from the mathematical grade. In assigning the final grade I take into account your consideration, respect, and encouragement of others; your desire for learning and discipline in completing the assignments; your ability to bring relevant issues to the attention of the

class.

COURSE OUTLINE

Overview

The sources and uses of energy, as well as the impacts of its production and use, have risen to be dominant issues in the modern world. We take up these issues, specifically as they affect international transportation management.

The word "issues" takes on a very specific meaning when used in the critical thinking process. The word does not imply the negative connotation as is so often the case in common language (e.g., I have an issue with you. He has a lot of issues.), but rather is used to connote something of major significance (e.g., a new and large market opportunity, the aftermath of a tsunami) that needs to be resolved.

Our task, then, is to explore the intersection between energy (its sources, uses, and impacts of its production and use) and international transportation management assessing the severity of energy's impact and deriving from that assessment a set of recommendations for dealing with the issues.

The independent variable in this project is international transportation management. That is, you are looking at the energy issues through the lens of international transportation management. If, for example, the view was from a health care perspective, you would approach the matter differently.

There are five deliverables from this course.

I. Issues

This is a short paper, no more than two pages in length, that identifies

the major issues that you have identified in the intersection space defined by energy (its sources, uses, and impacts of its production and use) and international transportation management.

2. Table of Contents

This is a short paper, no more than two pages in length, that outlines the final paper you expect to produce. This does not cast your final product in concrete, but rather represents your plan. Developments between this time and when you produce the final report may well dictate a change in the table of contents.

The format should be the title of the section of the paper followed by a brief paragraph describing the section in more detail.

3. Significance

Please read and understand *Introduction to the Project* (Drogan, 2012), especially the discussion of significance. Deciding significance is quite likely the most difficult part of this project. Yet, decisions of this nature are at the heart of management and competitive advantage.

Take as many pages as you wish to describe your approach to deciding significance.

This is the keystone, the nexus, representative of perhaps the most important responsibility you will have in your career.

4. Initial Draft

The final paper should include your definition and analysis of the intersection (described above), the three most significant issues needing resolution including your rationale for their significance, and recommendations for the solution of the issues. This suggests three sections. To these please add an introduction and conclusion.

The final paper should be 20-25 pages in length excluding cover page, abstract, and bibliography.

The purpose of the initial draft is to elicit comment from the instructor for the purpose of improving the final product. This is not a license to be sloppy in your critical thinking and communications. Always look to do the very best work you can do.

5. Final Paper

The final paper incorporates, as you deem appropriate, feedback from

the instructor as well as your own ideas for improving the final product.

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.

Papers are submitted in a Word format (.doc, .docx, .rtf). The file naming convention is last_name, first_name paper_name (e.g., Significance). "Drogan, James Initial Draft" would represent my submission of the draft of the final paper.

Course Design

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

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

The assigned text, *The Quest: Energy, Security, and the Remaking of the Modern World*, at 816 pages and 2.5 pounds shipping weight may seem long and heavy. The author, Daniel Yergin, makes this shorter and lighter with a clear and compelling writing style. Set an objective of a chapter (there are 35) every other day. Take notes and weave some of what Yergin has to say into your work. This is great secondary material and I urge you not to neglect it for doubtless this omission will be reflected in the quality of your work and the grade for the course.

The Modules

Modules are associated with the required deliverables and culminate in the delivery of the deliverable. The module sequence is reading, discussion and writing, submission of the deliverable, ending with feedback from the instructor.

Discussion begins the first day of the module and ends the day before the next module begins.

1. Issues
2. Table of Contents
3. Significance
4. Preparation of Initial Draft
5. Incorporating Feedback
6. Course Review

Schedule

Week Starting	Module Focus	Deliverable Due
1/14/2013	Issues	
1/21/2013		
1/28/2013		Issues
2/4/2013	Table of Contents	Table of Contents: Due 2-10-13
2/11/2013	Significance	
2/18/2013		
2/25/2013		Significance
3/4/2013	Preparation of Initial Draft	
3/11/2013		
3/18/2013		
3/25/2013		
4/1/2013		
4/8/2013		Initial Draft
4/15/2013	Incorporating Feedback	
4/22/2013		
4/29/2013		Final Paper
5/6/2013	Course Review	

Collaboration

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

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

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

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

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

ASSESSMENT

In III.A on page 2 the Learning Objectives for this course were identified as:

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

These are shown in the first row of the following table. MS ITM program learning objectives label the subsequent rows. The numbers in the cells are defined below the table.

Assessment is the process whereby student accomplishment in these three course Learning Objectives and six Program Objectives is determined.

	Integrate key learning objectives from the program core courses into the resolution of contemporary international transportation management issues.	Combine essential critical thinking and communications skills in a complete and professional manner	Appreciate the complexity and relationship amongst the forces that shape international transportation management.
Identify issues clearly, formulate hypotheses, collect data, and evaluate.	4	4	4
Apply leadership skills.	2	2	2
Express ideas clearly, concisely and persuasively.	4	4	4
Integrate ethical viewpoints into all aspects of one's life.	4	4	4
Understand the dynamic issues of international transportation management.	4	4	4
Know the basic principles, skills, and tools of international transportation management.	4	4	4

These learning objectives are further distinguished by the emphasis placed on them in this course. This emphasis is defined as follows:

Major (4): Students can integrate concepts and apply them to novel situations. Topics have been fully developed and reinforced throughout the course; a "mastery knowledge."

Moderate (2): Students are given opportunities to 'practice or apply concepts.' Topics are further developed and reinforced in the course; "working knowledge or application of knowledge"

Minor (1): Students are introduced to the outcome. Topics are introduced in course lectures, labs, homework, assignments, etc; a 'talking knowledge' or awareness¹

The desired outcome is where student performance matches the emphasis. In general, mastery knowledge earns an A grade, working knowledge a B, and talking knowledge a C.

¹ Key as defined Faculty Day (Dec, 2008); redistributed March 18, 2012 email

READING LIST

Required

- Yergin, D. (2011). *The Quest: Energy, Security, and the Remaking of the Modern World* (Kindle.). Penguin Press.
- Drogan, J. (2012, August 24). Introduction to the Project. GBAT Department, SUNY Maritime College. Retrieved from <http://jmsdrgn.squarespace.com/storage/TMGT%209100%20Fall12%20Introduction%20to%20the%20Project.pdf>
- Drogan, J. (2012, June 16). Institutional Syllabus – TMGT 9100-01 Capstone Course Fall 2012. GBAT Department, SUNY Maritime College.

Recommended

- Charan, R., & Useem, J. (2002, May 27). Why Companies Fail. *Fortune*.
- Dobbs, R., Oppenheim, J., & Thompson, F. (2012, January). Mobilizing for a Resource Revolution. *McKinsey Quarterly*. Retrieved August 19, 2012, from https://www.mckinseyquarterly.com/Energy_Resources_Materials/Strategy_Analysis/Mobilizing_for_a_resource_revolution_2908
- Exploring Global Energy Demands. (2009, June). *McKinsey Quarterly*. Retrieved August 19, 2012, from https://www.mckinseyquarterly.com/Economic_Studies/Productivity_Performance/Exploring_global_energy_demand_2369
- Farrell, D., & Remes, J. (2008, July). How the World Should Invest in Energy Efficiency. *McKinsey Quarterly*. Retrieved August 19, 2012, from https://www.mckinseyquarterly.com/Economic_Studies/Productivity_Performance/How_the_world_should_invest_in_energy_efficiency_2165
- Nyquist, S. S., & Rosenfeld, J. (2009, May). Why Energy Demand will Rebound. *McKinsey Quarterly*. Retrieved August 19, 2012, from https://www.mckinseyquarterly.com/Energy_Resources_Materials/Oil_Gas/Why_energy_demand_will_rebound_2361
- Wladawsky-Berger, I. (2012, July 16). Strategy and Execution in an Increasingly Complex World. *Irving Wladawsky-Berger*. Retrieved July 21, 2012, from <http://blog.irvingwb.com/blog/2012/07/the-interplay-between-strategy-and-execution-in-an-increasingly-complex-world.html>

References

- Drogan, J. (2012, August 24). Introduction to the Project. GBAT Department, SUNY Maritime College. Retrieved from <http://jmsdrgn.squarespace.com/storage/TMGT%209100%20Fall%20Introduction%20to%20the%20Project.pdf>
- Howard, L. (2011, August). TMGT 9100-01: Graduate Capstone Syllabus. GBAT Department, SUNY Maritime College.
- The Purdue OWL: APA Style. (2012). *OWL Purdue Online Writing Lab*. Retrieved June 17, 2012, from <http://owl.english.purdue.edu/owl/section/2/10/>
- The Purdue OWL: Research and Citation. (2012). *OWL Purdue Online Writing Lab*. Retrieved June 17, 2012, from <http://owl.english.purdue.edu/owl/section/2/>
- Yergin, D. (2011). *The Quest: Energy, Security, and the Remaking of the Modern World* (Kindle.). Penguin Press.