

# **Institutional Syllabus – TMGT 9100-02 Capstone Course (Online) Fall 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. *No Ordinary Disruption: the Four Global Forces Breaking all the Trends* (Dobbs, Manyika, & Woetzel, 2015). ISBN-10: 1610395794 or ISBN-13: 978-1610395793. This book is available in Kindle and hardcover format from Amazon.com.

I have not asked the Ship's Store to stock copies.

A copy will be on reference in the Luce Library.

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 Blackboard Learn (just Learn hereinafter).

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. Paper: there will be a single paper prepared in an incremental fashion. The increments are Paper One (Introduction and Issues sections complete), Paper Two (Introduction, Issues, and Significance sections complete), Paper Three (Introduction, Issues, Significance, and Recommendations sections complete), and Paper Four (Abstract, Introduction, Issues, Significance, Recommendations, Conclusion, and References section complete).

Papers are produced by teams of three to five students. Students may not opt out of being assigned to teams.

2. Discussions: there will three graded discussions corresponding with paper one through three.
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 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](mailto: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](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 through Learn Messages, 718-409-7289

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

### ***Class Meetings***

This is an online course utilizing the Learn 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 143 points comprises:

1. Discussions: three at 20 points each (60 points total).

Note: The three principal sections of this course – Paper One, Paper Two, and Paper Three – run four weeks each. 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.

Note the same number of points is available in the paper associated with the module.

2. Papers One, Two, and Three are 20 points each (60 points). Paper Four is 10 points (70 points total).

See Course Detail on p 8 for additional information.

3. Team Assessment: 13 points

Assessment is based upon answering the question, "Would you like to be on a team with this person in the future?"

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

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

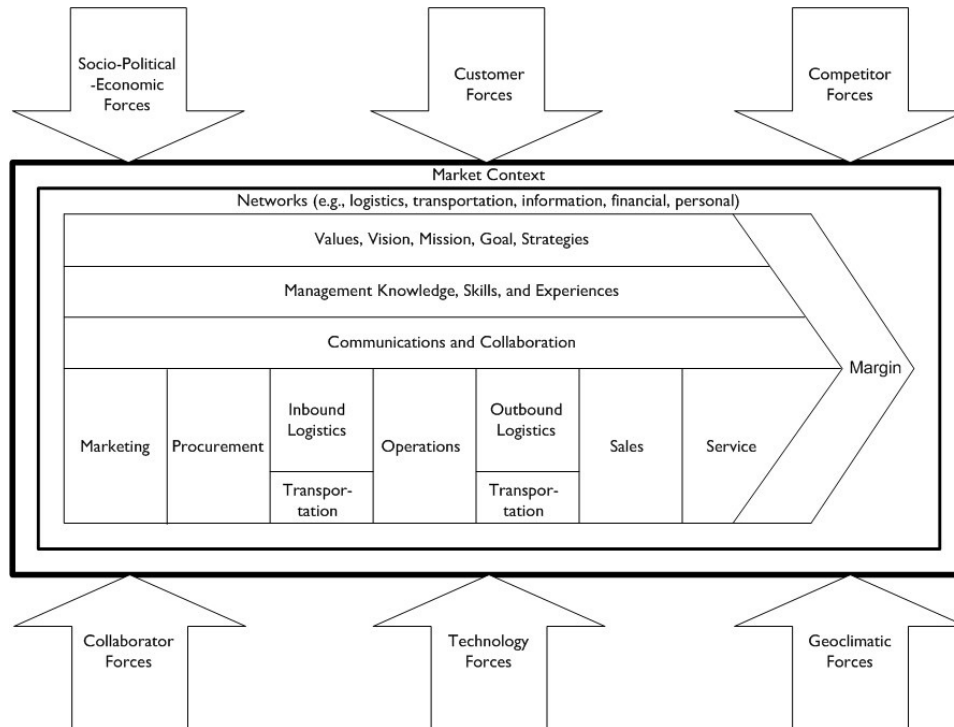
%	GPA	Grade
1.000	4	A
0.930	4	A
0.900	3.7	A-
0.871	3.3	B+
0.830	3	B
0.800	2.7	B-
0.771	2.3	C+
0.730	2	C
0.700	1.7	C-
0.000	0	F

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

*The Context of Interest* (Drogan, 2009b)

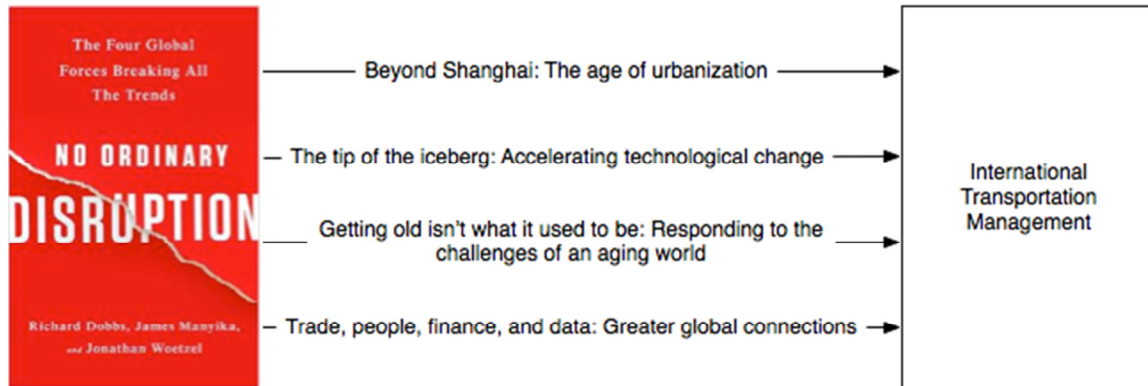


**Figure 1 The Context of Interest**

identifies external forces (the six arrows) that shape the context. These externalities are largely uncontrollable forces that enable and constrain our actions, and with which we must contend. Lacking an understanding of these forces and thinking about the manner in which they may develop and affect us leaves us at the mercy of those who do.

This capstone is about examining four specific examples of these externalities, their potential effects on international transportation management, and how we might manage the issues arising from their impact.

In brief:



1. What issues arise when these forces impact ITM?
2. How significant are these issues?
3. What are the recommendations for resolving these issues?

**Figure 2 No Ordinary Disruption**

This graphic was constructed from an abstract (Hill, 2008) of the assigned text (Dobbs et al., 2015). Please be cautioned that reading the abstract is likely not to prove sufficient for getting an acceptable grade in the course. The text should be your focus. Questions based on the text are likely to be asked of you.

### ***Some Comments on Thinking***

Think about what you need to know in order to answer the three questions posed in Figure 2. For example, what is inside the box called International Transportation Management? How will significance be decided?

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

Keep Figure 2 and Figure 3 close at hand during this course. Refer to them often to assure delivery to your commitments.

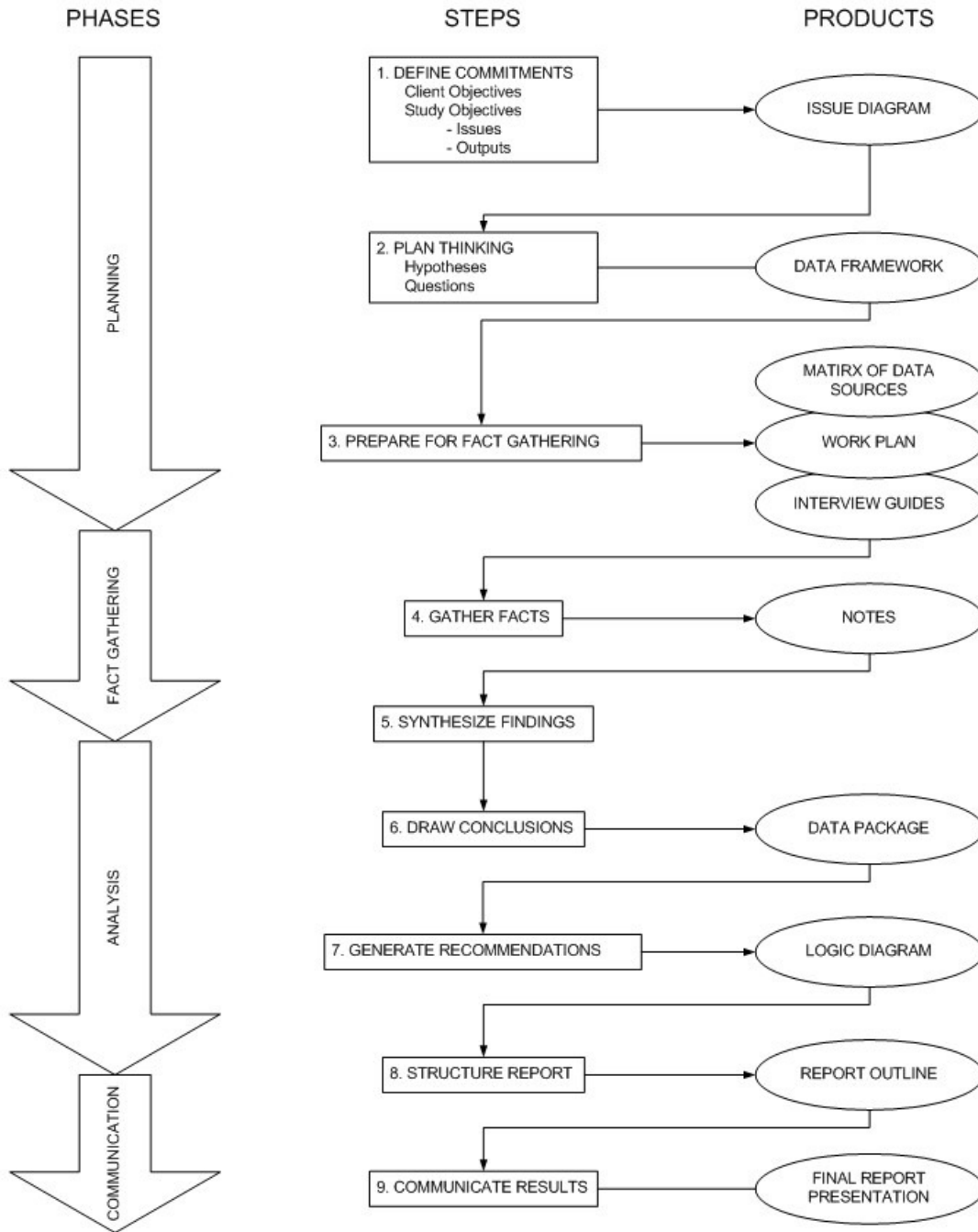


Figure 3 The Consulting Process (Reeder & Russell, 1990)

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 the initial table of contents looks like this:

- I. Abstract (written last)
- II. Introduction (put the table of contents as the last entry in this section)
- III. Issues
  - A. International Transportation Management
  - B. Issue a
  - C. Issue b
  - D. Issue ...
- IV. Significance
  - A. Deciding Significance
  - B. Results
- V. Recommendations
  - A. Recommendation a
  - B. Recommendation b
  - C. Recommendation ...
- VI. Conclusion (written last)
- VII. References

### ***Deliverables***

All deliverables will contain section and subsection heads for your complete table of contents. Not all of these sections and subsections will have content. The idea here is to continually keep in front of you and me where you're going and how you're are going to get there.

### **First Paper**

The paper should include the following.

Abstract	
Introduction	Complete
Issues	Complete
Significance	



Recommendations	
Conclusion	
References	Keep this section current at all times.

### Second Paper

The paper should include the following.

Abstract	
Introduction	Complete
Issues	Complete
Significance	Complete
Recommendations	
Conclusion	
References	Keep this section current at all times.

I will provide feedback on your first paper. I expect this feedback to be reviewed, considered, and, if you feel necessary, changes made in the second paper.

### Third Paper

The paper should include the following.

Abstract	
Introduction	Complete
Issues	Complete
Significance	Complete
Recommendations	Complete
Conclusion	
References	Keep this section current at all times.

I will provide feedback on your second paper. I expect this feedback to be reviewed, considered, and, if you feel necessary, changes made in the third paper.

### Fourth Paper

The paper should include the following.

Abstract	Complete
Introduction	Complete
Issues	Complete
Significance	Complete
Recommendations	Complete
Conclusion	Complete
References	Complete

I will provide feedback on your third paper. I expect this feedback to be reviewed, considered, and, if you feel necessary, changes made in the fourth paper.

### ***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. 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.

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.**

## ***Schedule***

Week Starting M	Week Ending S	Module
8/24/15	8/30/15	Introduction to the Course
8/31/15	9/6/15	Introduction and Issues
9/7/15	9/13/15	
9/14/15	9/20/15	
9/21/15	9/27/15	
9/28/15	10/4/15	Significance
10/5/15	10/11/15	
10/12/15	10/18/15	
10/19/15	10/25/15	
10/26/15	11/1/15	Recommendations
11/2/15	11/8/15	
11/9/15	11/15/15	
11/16/15	11/22/15	
11/23/15	11/29/15	Final Paper
11/30/15	12/6/15	
12/7/15	12/12/15	Conclusion to the Course

Papers are due by 2400 New York time on the final day of the module. Detailed instructions for the modules will be found in Learn.

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

Please go back and review Figure 3 The Consulting Process (Reeder & Russell, 1990) on p 7. 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 allocated 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.

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 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.

### ***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 that 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.

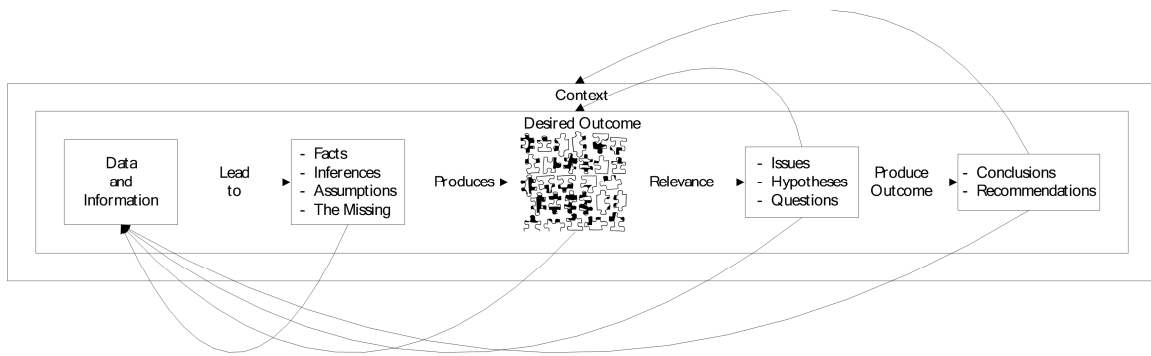
By the way, an occasional thank you to the person providing the feedback is a good habit to develop. Be sincere here.

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 4 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 thinking, “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.

## Bibliography for the Course

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



## 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

- Dobbs, R., Manyika, J., & Woetzel, J. (2015). *No Ordinary Disruption: the Four Global Forces Breaking all the Trends* (1. ed). New York, NY: Public Affairs.
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- Howard, L. (2011, August). TMGT 9100-01: Graduate Capstone Syllabus. GBAT Department, SUNY Maritime College.
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- Turabian, K. L. (1996). *A Manual for Writers of Term Papers, Theses, and Dissertations*. The University of Chicago Press.