INSTITUTIONAL SYLLABUS – TMGT 6001
ORIENTATION FOR GRADUATE STUDIES

SPRING 2012

A) COURSE DESCRIPTION
TMGT 6001 Orientation for Graduate Studies: The course introduces all new graduate students to the full range of academic, administrative, and social expectations on SUNY Maritime College graduate students, and the environment in which they must meet those expectations. 1.000 Credit hours; 1.000 Lecture hours

Prerequisites: None
Co-requisites: All core courses (TMGT 7000-level courses)
Follow-On Courses: TMGT 7000-level courses
Role in Curriculum: Foundation course

Course Outline: The main goal of the course is to give students an understanding of the specific administrative policies, requirements, and deadlines that apply to them as graduate students matriculating at SUNY Maritime College, whether online or in traditional class mode. The course will describe the full range of resources available to the students in support of their program. It will also cover basic academic requirements, such as how to reference sources, and how to generally conduct both primary and secondary research. The course will introduce the students to the policy on Academic Integrity, and explore the environment in which the program takes place, e.g. the fact that we have a large percentage of foreign students and that civility and respect for other cultures is an ethical concept highly valued at SUNY Maritime.

B) TEXTS
a) Required Texts
   Authors: Kathleen T. McWhorter and Jane E. Aaron
   Published by Pearson Education, 2012
   ISBN 10: 0-205-02806-3
   Approximate retail prices: New: $72.25; Used: $54.25

2. The English Language: A User’s Guide
   Author: Jack Lynch
   Published by Focus Publishing/R. Pullins Company, 2008
   ISBN 10: 1-58510-185-0
b) Supplemental Material

1. In Class: Will be distributed during class or sent via email
   Online: Will be posted within the ANGEL online courseroom

C) STUDENT LEARNING OBJECTIVES

a) Course Objectives

Upon successful completion of TMGT 6001, the student will be able to:

1. Advance discussions, expressing ideas with clarity and persuasion
2. Employ research techniques: Collect and evaluate data
3. Formulate hypotheses
4. Identify key issues
5. Organize a research paper
6. Properly cite references

Throughout the course, the student will become familiar with graduate level standards and requirements in a number of disciplines. Instructed and reviewed in stages, encouraging increasing levels of proficiency, these key areas include (a) communication skills, (b) research techniques, (c) identifying issues clearly, (d) expressing ideas concisely and persuasively, (e) hypotheses formulation, (f) grammar, (g) data collection and evaluation, (h) research paper organization and (i) resource formatting. Strengthening of these and other critical skills will enhance the students’ capabilities as applied to their graduate studies as well as employment and career opportunities.

The students’ successful completion of each project and requirement in this course will afford each with the aforementioned skill development, growth, and refinement in six key anticipated course outcome areas. Each assignment and module touches on many, if not all, of these areas; however, some of the modules and projects lend themselves to some of the anticipated course assessment outcomes more than others do (see Appendix A for a detailed recap and Appendix B for the course’s outcomes and assessment measurement rubric).

D) COURSE ASSESSMENTS

a) Assessments in the Class

1. Multi-phased research paper
2. PowerPoint presentation with introduction/narrative
3. Written assignments
4. In Class: Discussion; Online: Discussion postings
5. Final Exam

b) External Assessments

1. Performance in follow-on courses
E) 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 Dean Tardis Johnson at tjohnson@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!

F) 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:

ALL ACADEMIC INTEGRITY VIOLATIONS WILL BE REPORTED TO THE DEAN OF STUDENTS
Welcome to TMGT 6001 Orientation for Graduate Studies!

Addition to the information provided in the Institutional Syllabus in the Course Description section: This course was developed to provide an ongoing, structured yet flexible forum during graduate students’ first semester in which they will have consistent opportunities to meet with their peers, discuss expectations, challenges, and any issues of concern as well as ask questions of and seek guidance from the instructor and key Maritime staff.

The goal of this course is to create a support network for the new graduate student and facilitate their orientation into the SUNY Maritime College Graduate Program by introducing the student to resources and informational support. This process includes providing students with an understanding of specific administrative policies, as well as requirements and deadlines that apply to them as graduate students. In addition, this course is designed to provide students with multiple opportunities to develop and improve their research, writing, and source citation proficiencies as well as their communication and presentation skills.

A) INSTRUCTOR INFORMATION

a) Contact Information

Instructor: Virginia Ferritto (Vicki)

How to contact me: You may contact me through Maritime College’s email system. My email address is vferritto@sunymaritime.edu. The Maritime email login screen can be accessed from the Maritime website: Current Students > Email.

I encourage you to check your maritime email often since the college regularly sends emails to the student population. Many of these emails are important and may affect you. Your Maritime e-mail address should have become active shortly after you received your student ID and PIN. You are responsible for assuring that your Maritime e-mail address has been established. Email and password rules and other relevant information, including how to report a problem with your student email account, can be found on the Maritime website: Dolt: Information Technology > Students > Accounts & E-Mail. Here is the direct link: Accounts & E-Mail.

b) Office Hours: Mondays and Wednesdays: 11:30 am to 1:00 pm in Room A12 in the Fort or by appointment
B) CLASS MEETINGS

a) Days and Hours: TMGT 6001-01: Wednesdays - Time: 5:00 PM to 6:15PM

This is a one-credit, graded course that meets for twelve (12) sessions throughout the semester. Course work for this class is divided into 12 modules. These sessions do not meet every Wednesday so be sure to check the class schedule, which is detailed later in the syllabus.

b) Building and Room: TMGT 6001-01: Fort, Room B03

C) CLASS POLICIES

a) All mobile phones must be kept off and away

b) Attendance Policy and Absences:
   1. Notification: Each session (one absence lowers final grade by one increment), including the first class, which is the January 9th Orientation Event, requires your attendance and class participation. In case of emergency, please notify me via email.

   2. Penalties: I am stressing the importance of regular attendance and participation because one absence lowers your final grade by one increment, e.g., C becomes F (graduate courses have grades of A, B, C or F; there are no grades of C- or D in the graduate program. More than one absence will result in course failure. If you fail TMGT 6001, you have to take it over, and without passing TMGT 6001 successfully, you cannot register for other graduate courses.

   3. Attendance and participation are course components that represent 20% of your grade for this class. If you are absent, you are still responsible for any material missed as well as any work assigned or due on that day.

c) Tardiness: Tardiness is disruptive to the learning environment and results in important information being missed by the student who is late. Students who arrive late to class will have two (2) points deducted from their final course grade for each occurrence. The order of names read during the taking of attendance is random. If your name is called and you are not in class, you are considered late and must sign in. Persistent tardiness may result in dismissal from class.

d) Extra Credit: Students who have not missed a class AND have not arrived late for any class will earn five (5) extra credit points added to their FINAL grade.

**Perfect Attendance + Perfect On Time Arrival = 5 Extra Credit Points added to your final grade**
e) **Incomplete**: An incomplete will not be given for this class unless circumstances merit an exception to this policy. Your request for this exception must be submitted to me by email BEFORE THE END OF THE COURSE along with relevant documentation in order to be considered.

f) **Assignment Late Submissions**: All assignments and projects are due at the beginning of class on the due date (no extensions). Permission to turn in late assignments must be obtained from me prior to the due date to avoid late penalties. For consideration eligibility, requests for this permission must be submitted to me by Maritime email. Any and all late submissions are subject to a late penalty and will not receive the full credit applied to submissions submitted by deadlines. You cannot earn an A or A- for any assignment not turned in on time. Therefore, if an assignment is not submitted at the beginning of class on its due date, its grade will be reduced by eleven points. A loss of six additional points will result for each subsequent class that the assignment is not turned in. This policy does not apply to homework assignments, which, if turned in late, receive a grade of 80.

D) **GRADING**

a) Attendance and class participation (20% of final grade), Approximately three homework written assignments (15% of final grade), Research Paper-First Phase (10% of final grade), Research Paper-Final Version (25% of final grade), PowerPoint Presentation (15% of final grade), Final Exam (15% of final grade)

b) **Homework Grading**: Homework represents 15% of your final grade. A good quality homework assignment, turned in on time, is worth 100 points. Any homework handed in late will receive a grade of 80. No work is accepted after the course ends.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td><strong>Graduate level work.</strong> Excellent quality that thoroughly addresses the topic. Demonstrates extraordinary effort and above average thoroughness.</td>
</tr>
<tr>
<td>87</td>
<td><strong>Developing graduate level work.</strong> Good quality that addresses the topic. Demonstrates good effort and average thoroughness.</td>
</tr>
<tr>
<td>80</td>
<td><strong>Approaches standards of graduate level work.</strong> Poor quality. Minimal effort is demonstrated. Late submission.</td>
</tr>
<tr>
<td>0</td>
<td>Not submitted</td>
</tr>
</tbody>
</table>

c) **Homework Extra Credit Opportunities**: This class may include opportunities for homework extra credit designed to bring further depth to your knowledge of the subject matter – not to make up for homework missed! Assigned at my discretion, the point value of these opportunities will vary. If the opportunity is completed satisfactorily, the applied point value will be included in the calculation of your homework grade.
d) **General Extra Credit Opportunities:** Throughout the semester, extra credit opportunities may be offered that are intended to widen the scope of your knowledge. Assigned at my discretion, the point value of these potential opportunities will vary.

e) **Make-up Policy:** Make up tests will not be given for this class unless circumstances merit an exception to this policy. Your request for this exception must be submitted to me prior to the test date by email along with relevant documentation in order to be considered.

f) **No Work is Accepted After the Course Ends:** It is not my policy to give or accept assignments or extra credit opportunities beyond the semester. Grades for this class are a reflection of the course requirements fulfilled throughout the semester, including any extra credit opportunities offered and completed during the semester. No opportunities will be offered or accepted beyond that time frame.

g) **Final Exam:** The final exam is scheduled for April 18, 2012.

h) **Final Grade Assignments:** In determining your final grade, all course requirements are evaluated. These requirements include the timeliness and quality of your assignments and online discussions, participation, written assignments, papers, presentations, homework, quizzes and exams. Except in cases of actual mathematical error, final grades are final and are not negotiable. I do not grade on a curve. My grading scale is:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.93 to 1.00</td>
<td>A</td>
</tr>
<tr>
<td>0.90 to 0.92</td>
<td>A-</td>
</tr>
<tr>
<td>0.87 to 0.89</td>
<td>B+</td>
</tr>
<tr>
<td>0.84 to 0.86</td>
<td>B</td>
</tr>
<tr>
<td>0.80 to 0.83</td>
<td>B-</td>
</tr>
<tr>
<td>0.77 to 0.79</td>
<td>C+</td>
</tr>
<tr>
<td>0.74 to 0.76</td>
<td>C</td>
</tr>
<tr>
<td>Equal to or less than 0.73</td>
<td>F</td>
</tr>
</tbody>
</table>

Note: The graduate program does not provide for issuance of C- or F. Therefore, you must earn a C or higher in order to pass this class. Please plan accordingly!
E) COURSE OUTLINE

a) Readings:

1. Please read the following sections in The Successful Writer’s Handbook:
   - Pages 20-21 (Building academic integrity)
   - Pages 77-132 (The Writing Process)
   - Pages 135 (Academic Writing: Choosing structure and content)
   - Pages 411-464 (Research Writing)
   - Pages 511-524 to the beginning of section 59c (Using APA Documentation). Because we are only using APA in this course for in-text citations and the reference page, there is no need to read section 59c, which starts in the middle of page 524.

2. Other required reading is detailed in appropriate module

b) Homework: Three written homework assignments

c) Course Module Schedule: This course meets for 12 sessions (modules). We do not meet every Wednesday; therefore, please refer to the class schedule. In the event the schedule changes, I will email the class so check your Maritime email!

<table>
<thead>
<tr>
<th>CLASS</th>
<th>DATES</th>
<th>DAY</th>
<th>Class Modules and Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>January 9</td>
<td>Monday</td>
<td>Graduate Student Orientation Event 1:00 to 5:00 pm</td>
</tr>
<tr>
<td>2</td>
<td>January 11</td>
<td>Wednesday</td>
<td>Getting Acquainted Writing a Research Paper, Thesis Statement, Citations</td>
</tr>
<tr>
<td>3</td>
<td>January 18</td>
<td>Wednesday</td>
<td>Library Information Session Location: Stephen B. Luce Library Jan 22 by 24:00 hours: Deadline for emailing me your port choices</td>
</tr>
<tr>
<td>4</td>
<td>January 25</td>
<td>Wednesday</td>
<td>Align Project with Career Goals Continue discussion on Writing a Research Paper, Thesis Statement, Citations</td>
</tr>
<tr>
<td>5</td>
<td>February 1</td>
<td>Wednesday</td>
<td>Networking</td>
</tr>
<tr>
<td>6</td>
<td>February 8</td>
<td>Wednesday</td>
<td>Ethics / Cultural Diversity and Communicating Effectively Across Cultures February 8: Due date for first phase of research paper Note: No class next Wednesday, Feb 15 and no class the following Wednesday, Feb 22 (Monday classes are being held on Wednesday)</td>
</tr>
<tr>
<td>7</td>
<td>February 29</td>
<td>Wednesday</td>
<td>Library Field Trip: Allocated class time for research Location: Stephen B. Luce Library</td>
</tr>
<tr>
<td>8</td>
<td>March 7</td>
<td>Wednesday</td>
<td>Resumes, Cover Letters, and Interview Tips (Ms. Berish, Career Counselor) Before/After Ms. Berish: Presentations &amp; Public Speaking</td>
</tr>
</tbody>
</table>
F) ACADEMIC INTEGRITY: As stated in the TMGT 6001 Institutional Syllabus (see page 3 of this document), this class operates under the academic integrity guidelines of SUNY Maritime College. In addition, Maritime’s academic integrity policy includes instructions to faculty members to “state clearly in all syllabi that violations of academic integrity will not be tolerated at Maritime College…” In fulfillment of this directive, be advised that violations of academic integrity will not be tolerated. In further fulfillment of this directive, this is a recap of what I expect from you in that regard:

Presentations, Papers, Homework, Exams, and/or any Assignment: Any work you submit must be your own. To avoid plagiarism, do not copy from the web or from any source, including textbooks, unless properly quoted and cited. Give credit where credit is due! Citations for any resource material should include the author and source. In addition, provide links to any material obtained online. Avoid summarizing or paraphrasing without proper citation. This use of another’s work is also plagiarism and is not considered your own work.

Remember… This course operates under the Global Business and Transportation Department’s policies, namely THE FIRST ACADEMIC INTEGRITY OFFENSE RESULTS IN COURSE FAILURE, AND A STUDENT FOUND TO HAVE PLAGIARIZED IN TMGT 6001 WILL RECEIVE AN “F” FOR THE CLASS.

G) ACADEMIC CALENDAR (Brief Version): This and other versions of the Academic Calendar, some of which are more detailed, are available online from the Maritime website: Current Students > Academic Calendar. There are a number of dates on the Academic Calendar that are critical; for example, the Last Day to Add or Drop a Course. The student is responsible for reading and understanding the contents of the Academic Calendar as they may affect him or her. The student’s failure to be aware and adhere to key dates does not generate any responsibilities on the faculty or staff of Maritime College to correct for the student's oversight. Remember, the academic calendar presented here is not all inclusive. Note: The direct link to all versions of the academic calendar is: http://www.sunymaritime.edu/calendar.aspx
<table>
<thead>
<tr>
<th>EVENT</th>
<th>DAY</th>
<th>MONTH</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPRING SEMESTER - 2012</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Student Orientation (1:00 - 5:00 PM)</td>
<td>Mon</td>
<td>January</td>
<td>9</td>
</tr>
<tr>
<td>Advisement for Returning Students’ Registration (Late Fee if No Courses on Schedule)</td>
<td>Mon</td>
<td>January</td>
<td>9</td>
</tr>
<tr>
<td>Martin Luther King, Jr. Day -- HOLIDAY - NO CLASSES</td>
<td>Mon</td>
<td>January</td>
<td>16</td>
</tr>
<tr>
<td>Hold Monday Classes on Tuesday</td>
<td>Tues</td>
<td>January</td>
<td>17</td>
</tr>
<tr>
<td>Last Day to Add Course / Drop Course and Not Be on Record</td>
<td>Tues</td>
<td>January</td>
<td>24</td>
</tr>
<tr>
<td>Web Shuts Down for Online Registration 11:59 PM</td>
<td>Tues</td>
<td>January</td>
<td>24</td>
</tr>
<tr>
<td>Withdrawal from Course -- &quot;W&quot; on Record</td>
<td>Wed</td>
<td>January</td>
<td>25</td>
</tr>
<tr>
<td>Permission and Late Fee Needed to Add a Course</td>
<td>Wed</td>
<td>January</td>
<td>25</td>
</tr>
<tr>
<td>President's Day -- HOLIDAY - NO CLASSES</td>
<td>Mon</td>
<td>February</td>
<td>20</td>
</tr>
<tr>
<td>Hold Monday Classes on Wednesday</td>
<td>Wed</td>
<td>February</td>
<td>22</td>
</tr>
<tr>
<td>Student PINs change for Advisement and Registration</td>
<td>Wed</td>
<td>March</td>
<td>14</td>
</tr>
<tr>
<td>Advisement Week Begins for Summer and Fall 2012 Registration</td>
<td>Mon</td>
<td>March</td>
<td>19</td>
</tr>
<tr>
<td>Last Day to Withdraw from Course with &quot;W&quot;</td>
<td>Thurs</td>
<td>March</td>
<td>22</td>
</tr>
<tr>
<td>Withdrawal from Course -- &quot;WF&quot; and Late Fee</td>
<td>Fri</td>
<td>March</td>
<td>23</td>
</tr>
<tr>
<td>Registration for Summer and Fall 2012 begins (6:00 PM start each day)</td>
<td>Sun</td>
<td>March</td>
<td>25</td>
</tr>
<tr>
<td>Registration Seniors, 01 Class, Grad and License grad students</td>
<td>Sun</td>
<td>March</td>
<td>25</td>
</tr>
<tr>
<td>Registration Juniors, 02 Class</td>
<td>Mon</td>
<td>March</td>
<td>26</td>
</tr>
<tr>
<td>Registration Sophomores, 03 Class</td>
<td>Tues</td>
<td>March</td>
<td>27</td>
</tr>
<tr>
<td>Registration Freshmen, 04 Class</td>
<td>Wed</td>
<td>March</td>
<td>28</td>
</tr>
<tr>
<td>Hold Monday Classes on Thursday</td>
<td>Thurs</td>
<td>April</td>
<td>5</td>
</tr>
<tr>
<td>Spring Break Begins After Last Class</td>
<td>Thurs</td>
<td>April</td>
<td>5</td>
</tr>
<tr>
<td>Spring Break Ends -- 7:00 AM</td>
<td>Tues</td>
<td>April</td>
<td>10</td>
</tr>
<tr>
<td>Classes End</td>
<td>Fri</td>
<td>April</td>
<td>20</td>
</tr>
<tr>
<td>Final Exams Begin</td>
<td>Mon</td>
<td>April</td>
<td>23</td>
</tr>
<tr>
<td>Final Exams End</td>
<td>Sat</td>
<td>April</td>
<td>28</td>
</tr>
<tr>
<td>Last Day to Register for Fall 2012 without Late Fee</td>
<td>Mon</td>
<td>May</td>
<td>21</td>
</tr>
</tbody>
</table>

**H) Research Paper Project:** This multi-phased research and writing assignment is designed to develop your writing skills and expand your knowledge of the myriad of resources available to you through Stephen B. Luce Library. In addition, this assignment and its multi-phased feedback schedule allows for developing and fine-tuning your abilities to (a) collect and evaluate data, (b) identify issues clearly, (c) express ideas concisely and persuasively, (d) formulate hypotheses, (e) use correct grammar and sentence structure, (f) organize a research paper, and (g) properly cite your sources.

Choose a major port in an area of the world that you deem integral to international trade. After receiving approval (see sign up procedure information) for the port, research and evaluate, analyze, and discuss three elements: (a) select two elements from List A and (b) select one element from List B. Please choose what interests you! Please note that information from the report you develop will be the source for a PowerPoint Presentation.
List A: Select two (2) from this list (four choices)

1. Two major shipping lines regularly utilizing the port facilities (e.g., do they operate terminals in the port, how often do they call on the port, is the port a first call, what are the trading lanes of the shipping lines).
2. What kind of cargo does the port primarily handle (inbound and outbound)?
3. What are the port’s intermodal capabilities (e.g., equipment and facilities)?
4. Positive activities enhancing the port; for example, channel dredging, equipment upgrades or facilities expansions,

List B: Select one (1) from this list (fifteen choices)

1. Customs and tariff information
2. Two major ship agent firms servicing the port
3. Berthing rules (e.g., notice of arrival, piloting regulations, tug operations)
4. Governmental restrictions
5. Navigational challenges entering and exiting the port
6. Incidents adversely affecting port activities in the last year; for example, weather related port closures, strikes, vessel accidents, and/or equipment problems that caused delays.
7. Governance of the port - Who operates the port: the government or has there been total or partial privatization?
8. Identify and discuss an issue or issues that may drastically change the port’s future
9. Employment per sector in the port
10. Key personnel of the port
11. Loading and discharging equipment and its influence on the port’s activities
12. Port safety and security
13. Contribution of the port to the domestic economy
14. Bunkering operations of the port
15. Types and sizes of vessels that the port accommodates

Sign up procedure: Each student must have a unique port. First-come, first-served. Before January 22 at 2400 hours, send me an email using Maritime email requesting (a) your first, second and third port choices, including (b) your two choices from List A and (c) your one selection from List B. You cannot earn an A or an A- for the first phase version of the report if this deadline is not met. Therefore, a failure to meet this deadline will result in an eleven-point reduction to your grade for the first phase version of this project. You will receive your assigned port by return email. Sign up begins immediately upon the opening of this class (Monday, January 9, 2012).

Research Paper Format: The research paper must be: (a) Typed, Double-spaced (b) Times New Roman 12-point font (c) In-text citations and the reference page(s) must be formatted in APA (American Psychological Association) style (see Part 11 of your course textbook pp. 511-524) (d) Length will vary according to phase. Length for the first phase: No less than 2 pages; no more
than 3 pages (not including cover page or reference pages). Length for the final version: No less than 5 pages and no more than 6 pages (not including cover page or reference pages).

**Source Requirements:** A minimum of six sources, **one of which must be a book.** The five other sources may be any type of source you deem adds value to your project (i.e. newspapers, books, magazines, journals, court documents, personal interviews, interview manuscripts, notes from lectures, government publications, any documents or manuals containing regulations or industry recommended guidelines). Wikipedia, Citizendium, blogs, editorials or similar user-contributed information will **not** be accepted as sources in this class. The number of sources required will vary according to phase. Sources for the first phase: At least three of the six. Sources for the final phase: At least six, one of which must be a book.

**Recap of Research Paper Project Due Dates:**
- Deadline for emailing your port choices and element selections to me (two from List A and one from List B): January 22, 2012 by 2400 hours
- First Phase: February 8, 2012
- Final Version: March 21, 2012 (Submit with graded first phase)

When conducting your research and writing your paper, keep in mind that the end result should **not** be a paper that merely lists facts, information and/or opinions from your sources. Explanations of the components of a research paper can be found in the course textbook, in reference books in the library, or online at sites such as Empire State College’s Writer’s Complex 21st Century website. This comprehensive writing website defines a research paper as “an expanded essay that presents your own interpretation or evaluation or argument... backed up by others' ideas and information.”

In other words, a research paper presents your thoughts and conclusions, in your words, developed and supported with what you have learned from your research.

We will discuss many research paper elements in upcoming classes, including its development, organization, and correct methods of referencing materials. For example, an understanding of the importance of developing a thesis statement and its affect on your paper will guide you during the research and writing process. Please refer often to the Thesis and Organization section in the course text beginning on page 87, which includes information on thesis statement development. Importantly, please keep in mind that, as stated on page 87, your research paper must “… be focused on and controlled by your thesis [statement].”

This course will expand your resource knowledge and discuss effective use of primary and secondary resources as well as how to recognize and avoid plagiarism. In addition, the Head Reference Librarian, Shafeek Fazal, will provide guidance and research tool information.

**Note:** We will meet in the library, Stephen B. Luce Library, for the library information session, which is scheduled for January 18, 2012. We will also meet in the library on February 29, 2012 for allocated class time for research.

---

A word about citation formatting: There are specific formats for APA citations and reference pages that you are expected to follow. As mentioned earlier, the course textbook has detailed information that will guide you (pages 511 to 524). In addition, the library has reference material on various formatting styles, including APA. Furthermore, APA style information can be found online. Reliable sites include:

- http://owl.english.purdue.edu/owl/resource/560/01/
- http://www2.liu.edu/cwis/cwp/library/workshop/citapa.htm

I) PowerPoint Presentation: Using your research paper as the source of information (in other words, further research is not needed), create a PowerPoint presentation with the purpose of supporting your thesis statement complemented with an introduction/narrative. Therefore, when developing your PowerPoint presentation, choose three or four salient points from your research paper that support your thesis statement.

Your presentation to the class should be approximately 5 to 8 minutes. Your PowerPoint presentation should be between five (5) and eight (8) slides. The first or second slide must be your thesis statement. Your presentation should be informative, concise, and delivered in such a way that evidences your understanding and application of the concepts discussed during the course. Do not read your report or your slides! Doing so will substantially lower your grade. You may use talking point notes, which must be turned in after your presentation.

Due Date: Presentations will begin March 21, 2012 in alphabetical order by students’ last name and will continue with each subsequent class.

I look forward to sharing a meaningful, interesting, enlightening, and successful semester with you.

Enjoy the Class!
Appendix A

TMGT 6001 Orientation for Graduate Studies
Anticipated Course Outcomes – Detailed Recap

Each assignment and module in this course touches on many, if not all, of the following anticipated course outcomes; however, some of the modules and projects lend themselves to certain course assessment outcomes more than others do, recapped as follows:

1. Identify issues clearly, formulate hypotheses, collect data, and evaluate
   a. Project: Two phase research paper evaluating a port integral to international trade
   b. Project: PowerPoint presentation (source of information is the student’s research paper)
   c. Modules 2 and 4 Writing a Research Paper, Module 3 library Information Session, and Module 7 Library Field Trip are devoted to these anticipated outcomes.
   d. Participation in class discussions evidencing preparedness and an understanding of the material, topic and issues; multiple written assignments; final exam (Modules 1-12)

2. Apply leadership skills: (1) taking initiative during class discussions and in response to course challenges; (2) demonstrating efforts beyond the delineated requirements of an assignment; (3) contributing to discussions with substantive responses that add value and further the discussion; and (4) bringing relevant supplementary, complementary or opposing points of view and information to the discussion.

3. Express ideas clearly, concisely and persuasively
   a. Project: Two phase research paper evaluating a port integral to international trade
   b. Project: PowerPoint presentation (source of information is the student’s research paper)
   c. Modules 1-12: Contributing with substantive responses that add value and further the discussion, and bringing relevant supplementary, complementary or opposing points of view and information to the discussion
   d. Multiple written assignments, final exam (Modules 1-12)

4. Examine challenging ethical situations, and integrate ethical behavior, including academic integrity, into everyday situations.
   a. Module 6 is devoted to the discussion, examination, and exploration of various challenging ethical situations.
   b. Compliance with policies set forth in the course syllabus, namely, all work submitted must be the student’s own; all work of others must be cited (Modules 1-12)

5. Understand the dynamic issues of international transportation management: Traveling overseas and interacting with co-workers and associates of other cultures are highly likely during each student’s career due to the global nature of international transportation management. Therefore, within the context of this course, the anticipated outcomes with
regard to this element are (1) understanding cultural differences, (2) communicating effectively across cultures, and (3) providing information for safe international travel.

a. Module 6 is devoted to the discussion, examination, and exploration of cultural diversity, communicating effectively across cultures.

b. Project: Two phase research paper evaluating a port integral to international trade

c. Discussions that are mindful and respectful as to the cultural diversity of the class (Modules 1-12)

6. Know the basic principles, skills, and tools of international transportation management: In the context of this course, the anticipated outcomes for each student with regard to these elements are (1) having successfully and thoroughly researched an international port, (2) having gained the knowledge to access industry specific resources, (3) developed an understanding of cultural differences and effective communication, (4) ethics, and (5) explored networking. The course components devoted to affording these outcomes are:

a. Project: Two phase research paper evaluating a port integral to international trade

b. Accessing industry specific resources:
   i. Module 2 Writing a Research Paper
   ii. Module 3 Library Information Session
   iii. Module 5 Networking
   iv. Module 7 Library Field Trip
   v. Module 8 Career Services

c. Module 6 Cultural Diversity / Communicating Effectively Across Cultures

d. Module 8 Evaluations and Critiques: Effective Communication
GBAT Assessment Objectives: This course operates under the policies of the Global Business and Transportation Department (GBAT). GBAT recognizes six learning outcomes (leftmost column in the following table). This table describes the weight assigned each of the applicable learning outcomes for this course and the GPA associated with the four assessment levels.

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Applicable/Weight</th>
<th>Exceeds (3.0 – 4.0)</th>
<th>Meets (2.5 – 2.9)</th>
<th>Approaches (2.8-2.0)</th>
<th>Fails to Approach (1.9 – 0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify Issues clearly, formulate hypotheses, collect data, and evaluate</td>
<td>Yes .3</td>
<td>Three or more critical issues are clearly identified, hypotheses are well formed and clearly linked to the issues, the data collection plan is appropriate as are the techniques and tools for evaluation.</td>
<td>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.</td>
<td>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.</td>
<td>Little to no understanding of the critical thinking process is evident.</td>
</tr>
<tr>
<td>2. Apply Leadership Skills</td>
<td>Yes .1</td>
<td>Communication, interaction and contributions continually exhibit leadership qualities, including acknowledging &amp; encouraging contributions of others, active listening as well as guiding &amp; motivating peers.</td>
<td>Communication, interaction and contributions exhibit leadership qualities in many situations, including acknowledging &amp; encouraging contributions of others, active listening as well as guiding &amp; motivating peers.</td>
<td>While not consistent, student is developing and often exhibits leadership qualities through communication, interaction and contributions.</td>
<td>Little to no understanding of or attempt to exhibit leadership qualities.</td>
</tr>
<tr>
<td>3. Express ideas clearly concisely and persuasively</td>
<td>Yes .2</td>
<td>Oral and written communication demonstrates an excellent understanding of the topics and issues; reasoning is clear and compelling.</td>
<td>Oral and written communication demonstrates a good understanding of the topics and issues; reasoning and clarity is acceptable.</td>
<td>Oral and written communication demonstrates an adequate understanding of the topics and issues; reasoning and clarity is fair.</td>
<td>Oral and written communication is unacceptable.</td>
</tr>
</tbody>
</table>

**Note on Oral and Written Communication:** A student’s communication, oral or written, demonstrates an excellent understanding of the topics and issues, and reasoning is clear and compelling if:

- 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.

Poor spelling, grammatical errors, bad sentence structure, and a story structure that presents a disjointed argument all make it difficult for the reader. Consequently, the listener or reader is less likely to become involved and the hoped for outcome will not be attained.
<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Applicable/Weight</th>
<th>Exceeds (3.0 – 4.0)</th>
<th>Meets (2.5 – 2.9)</th>
<th>Approaches (2.8-2.0)</th>
<th>Fails to Approach (1.9 – 0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Integrate ethical viewpoints into one’s life if only by demonstrating compliance with principles of academic integrity</td>
<td>Yes .2</td>
<td>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</td>
<td>No ethical issues of any kind; sets an excellent example of ethical behavior.</td>
<td>A small number of ethical lapses occur that, when brought to the attention of the student, are acknowledged and do not recur.</td>
<td>Ethical lapses are a common occurrence and require substantial effort to correct.</td>
</tr>
<tr>
<td>5. Understand the dynamic issues of transportation systems</td>
<td>Yes .1</td>
<td>Aware of current significant issues in transportation systems; brings these issues into the classroom environment; discusses these issues in an informed, compelling manner.</td>
<td>Aware of current significant issues in transportation systems; discusses these issues in the classroom.</td>
<td>Occasionally aware of current significant issues in transportation systems; discusses these issues when prompted.</td>
<td>Little to no awareness of current significant issues in transportation systems; unable or unwilling to discuss these in class.</td>
</tr>
<tr>
<td>6. Know the basic principles, skills, and tools of transportation systems</td>
<td>Yes .1</td>
<td>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.</td>
<td>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.</td>
<td>Exhibits partial awareness 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.</td>
<td>Little to no awareness of the basic principles, skills, and tools of transportation systems.</td>
</tr>
</tbody>
</table>