Syllabus: MKTG 3771/LOM 3398, Spring 2016
Traffic and Transportation Management

Instructor:
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240 J.C. Penney North

Office Hours:
Tues, 10:00 am-12:00 pm and by appointment

Welcome

Welcome to Marketing 3771/LOM 3398 "Traffic and Transportation Management." This course is one of two required classes for the Minor in Transportation Studies and is an upper-division Business elective.

Instructor Biographical Information

In 2003, I earned my Ph.D. from the University of Idaho and came to UMSL. I am the assistant director for undergraduate program development at the Center for Transportation Studies-UMSL. I am also an assistant teaching professor in Logistics and Operations Management, overseeing the undergraduate Transportation Studies program. Each year I teach the following courses: "Introduction to Transportation," "Traffic and Transportation Management," "Aviation in American Life" and "Transportation Security, Safety and Disaster Preparedness." While my research interests span all modes of transportation, I specialize in the history of commercial aviation in the United States. The University of Oklahoma Press published my book, Flying Across America: the Airline Passenger Experience, in 2009. I am also the author of AEP River Operations: Legacy of Excellence, a history of what was one of the largest inland barge lines in America. I am also co-editor of Readings in Modern Railroad Management. My past research includes an investigation of the costs and benefits of video event data recorders (EDR) in private fleet vehicles, and a U.S. Department of Transportation-funded inventory and survey of transportation, distribution, and logistics providers within Missouri. My current research interests include Lambert-St. Louis International Airport, women in transportation operational roles, intermodal transportation in St. Louis, and the transportation revolution of the 1950s.

I enjoy photographing all modes of transportation, and try to attend several air shows each year. I also collect model aircraft and historic transportation ephemera (railroad and airline timetables, etc.).

Contacting the Instructor

The best way to contact me is via email or a posted message. I ask that you include an appropriate subject line to indicate what your message is about. I typically respond to messages within 24 hours, but at least within 48 hours. My
Teaching Philosophy

I believe the fundamental goal of teaching is not only facilitating the transfer of knowledge, but inspiring students to continue learning beyond the classroom. My purpose and goal is to facilitate learning through the transfer of knowledge combined with cultivating critical thinking and ultimately inspiring curiosity—a lifelong desire to seek a greater understanding of the world and the student’s place in it. As an instructor, I strive to create an atmosphere conducive to learning for everyone in the class. I encourage learning by creating a relaxed atmosphere for students and stimulating conversation about concepts being presented and organizing materials in a way that facilitates student comprehension. I value the diverse backgrounds and experiences of students.

In the classroom I combine lecture with image-rich PPT slides, video clips, music, ephemera, advertisements, and physical objects including items such as a wide variety of model aircraft, a piece of aluminum skin from an airplane built in 1941, the original keys to my great grandparents’ Ford Model T, and the 1958 issue of the safety rules of the Illinois Central Railroad (all passed around during class so students can touch them). In my online courses I emphasize use of mini-lectures, discussion forums, article reviews, online resources, case studies, and peer reviews, in addition to textbooks as avenues for learning.

Required texts:

Paul R. Murphy, Jr. and A. Michael Knemeyer, Contemporary Logistics 11th edition (ISBN 9780132953467)

Other required course materials available online:

Pocket Guide to Transportation, 2015

What is Supply Chain Management?
https://www.youtube.com/watch?v=Mi1Q8xVjZAw

Time Requirements:

If this course were offered on campus, you’d be in class 2.5 hours/week, along with the travel time involved. The online version is no different in terms of expectations for your involvement. This is an active online course that requires 3 hours of your time each week IN ADDITION TO the time it takes you to read the required materials and watch the videos, as well as the additional work required to complete the assigned papers. That means that you need to plan to spend a minimum of 6 hours every week, up to 9-10 hours a week, on activities related to this course. If you do not have that amount of time to devote to this course, you should perhaps reconsider taking this course at this time.

Technology Requirements:

As a student in an online course, you are expected to have reliable internet access almost every day. If you have computing problems, it is your responsibility to address these or to use campus computing labs. Problems with your computer or other technology issues are not an excuse for delays in meeting expectations and missed deadlines for the
If you have a problem, get help in solving it immediately. At a minimum, you will need the following software/hardware to participate in this course:

1. Computer with an updated operating system (e.g. Windows, Mac, Linux)
2. Updated Internet browsers (Apple Safari, Internet Explorer, Google Chrome, Mozilla Firefox)
3. Ability to navigate MyGateway (Blackboard Learning Management System)
4. Minimum Processor Speed of 1 GHz or higher recommended.
5. DSL or Cable Internet connection or a connection speed no less than 6 Mbps.
6. Media player such as VLC Media Player.
8. Adobe Reader or alternative PDF reader (free): http://get.adobe.com/reader/?promoid=HRZAC

Course Description:

This course focuses on the purchase of transportation and warehouse services and/or the operation of transportation services as a firm activity. This course is also designed to provide the student with an exposure to the managerial aspects of transportation management as a function of the firm's logistical strategy. In addition, it includes an introduction to the management of firms with the various transportation modes of rail, motor, air, water, and pipelines. This course is designed to provide the student with a basic understanding of the issues and work performed by traffic managers and the management of modern transportation firms. In this course students are urged to think and write critically about transportation in the US, and how the transportation system reflects the interplay between technological, societal, and economic factors. Methodologies employed in this course consist of quizzes, article reviews, case studies, examinations and discussion forums.

Goals of the Course:

This course complements the competencies acquired in other transportation courses, especially Marketing 3770 “Introduction to Transportation.” The primary goals of this course include equipping students with a solid understanding of transportation management and practical logistics, as well as preparing students to enter the transportation-related workforce with the skills necessary to succeed. Upon successfully completing this course and the other required and elective courses for the Minor in Transportation Studies, students will be ready for internships or full-time employment in the transportation industry, confident that they understand key concepts and issues.

Learning Objectives:

By the conclusion of this course, students will be able to:

- Discuss organizational and managerial issues in transportation management and logistics
- Distinguish between the key elements of logistics systems
- Express an understanding of commonly-used logistics and transportation management terms and concepts
- Convey a basic understanding of international logistics
Instructional Strategies:

Teaching techniques used in this course include mini-lectures, case studies, article reviews, discussion forums, and peer review.

Instructional Technology:

The following tools will support the instructional strategies for this course:
- Web searches
- Article databases available through the UMSL library website
- Other web and computer-aided instruction

Grade Composition:

You may earn up to a grand total of 500 points in the course. Other than the final letter grade for this course, all assignments will receive a letter grade, without “-” or “+.”

### ASSIGNMENTS

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article Reviews</td>
<td>80</td>
</tr>
<tr>
<td>Quizzes</td>
<td>40</td>
</tr>
<tr>
<td>Discussions</td>
<td>160</td>
</tr>
<tr>
<td>Final Exam</td>
<td>60</td>
</tr>
<tr>
<td>Definitions Analysis Paper</td>
<td>60</td>
</tr>
<tr>
<td>Definitions Paper Peer Review</td>
<td>15</td>
</tr>
<tr>
<td>Rate Making Case Study</td>
<td>60</td>
</tr>
<tr>
<td>Rate Making Case Study Peer Review</td>
<td>15</td>
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<tr>
<td>Participation</td>
<td>10</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>500</strong></td>
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</table>
The scale for the final semester grade is found below:

**SCALE FOR FINAL SEMESTER GRADE**

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>500-461</td>
<td>A</td>
</tr>
<tr>
<td>460-451</td>
<td>A-</td>
</tr>
<tr>
<td>450-441</td>
<td>B+</td>
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<tr>
<td>440-411</td>
<td>B</td>
</tr>
<tr>
<td>410-401</td>
<td>B-</td>
</tr>
<tr>
<td>400-391</td>
<td>C+</td>
</tr>
<tr>
<td>390-361</td>
<td>C</td>
</tr>
<tr>
<td>360-351</td>
<td>C-</td>
</tr>
<tr>
<td>350-341</td>
<td>D+</td>
</tr>
<tr>
<td>340-301</td>
<td>D</td>
</tr>
<tr>
<td>300-0</td>
<td>D-</td>
</tr>
<tr>
<td>0</td>
<td>F</td>
</tr>
</tbody>
</table>

EX = Excused
DL = Delayed
FN = Failure/Non Participation

**Grading Scale:** The UMSL Grading System is based on a four-point scale. The grade value for each letter grade is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
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<tbody>
<tr>
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<td>4.0</td>
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<tr>
<td>A-</td>
<td>3.7</td>
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<tr>
<td>B+</td>
<td>3.3</td>
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<tr>
<td>B</td>
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<tr>
<td>C+</td>
<td>2.3</td>
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<td>C</td>
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<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
</tr>
</tbody>
</table>

EX = Excused
DL = Delayed
FN = Failure/Non Participation

**Grading Student Work and Providing Instructor Feedback:** All grades will be posted in “My Grades,” found on the sidebar of the course’s MyGateway site. A completed grading rubric with comments from the instructor will accompany all graded article reviews, discussion forums, and case studies. The instructor anticipates posting grades for all submitted article reviews, quizzes and discussion forums within three-four days of the assigned due dates. Case study final drafts will be graded and feedback communicated via the rubric within approximately five days of the assigned due dates.

**ARTICLE REVIEWS**

On the days specified on the schedule, each student will post a newspaper or scholarly article of the student’s choice (not already an assigned reading) related to the unit’s topic along with a one-page review of the article. The article review should include a one-paragraph summary of the main point(s) of the article, and a brief analysis including what the student found most significant about the article and why the student believes it is important to the course. Students are urged to find articles not more than five (5) years old related to the topic of the unit in which the article review is due. The article review should have 1” margins and be double spaced with 12-point font.

Articles may be found by using databases available through the UMSL library website, [http://www.umsl.edu/services/library/index.html](http://www.umsl.edu/services/library/index.html). Click on the “Databases” link on the library homepage to search for databases sorted alphabetically or to locate particular journal titles. Recommended periodicals include *Journal of*
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Commerce (full-text in Business Source Premier database), Transportation Journal (full-text in Business & Company Resource Center database), Railway Age and Trains (full-text in Business Source Premier database), and Business Week (full-text in Business Source Premier database). Suggested newspapers include The Wall Street Journal (full-text in ABI/INFORM Complete database), USA Today (full-text in Newspaper Source), and the St. Louis Post-Dispatch (full-text in LexisNexis Academic database).

Articles may also be found by going to www.inboundlogistics.com and clicking on the “articles” tab in the upper right corner of the homepage.

Each article review will be worth up to ten (10) points. **NO LATE REVIEWS WILL BE ACCEPTED.**

**QUIZZES**

In each unit, a 5-point quiz will accompany the assigned readings, mini-lectures and online videos.

**FINAL EXAM**

A final exam is to be taken at the Online Testing Center in the JC Penney Building on the UMSL campus sometime during the week of May 8-14. By May 1st, please schedule a day and time to take the final exam. How to schedule a day and time to take the final exam: Make an appointment for the Online Test Center by going to the Student tab (at the top of your MyGateway page after you log in). Then, within the box My Academic Toolbox (next screen), click on the link to My Online Test Center appointment. After that, please select this course (MKTG 3771), and click on Check Available Dates (to the left). Select a date from the calendar displaying the dates when the test is available, then select a time from the various slots available, and (scroll down if necessary) be sure to click Make Appointment (your appointment will not register if this is not clicked!) which will generate a confirmation letter. Show up at the testing center at the day and time you arranged to take the exam.

A study guide will be posted the week before the exam may be taken. If you do not live in the St. Louis area, please contact the instructor about arranging for you to take the exam at a testing location closer to your home.

**PAPER AND CASE STUDY**

Logistics and Supply Chain Management (SCM) Definitions Analysis Paper

Every field of study and industry has its own jargon and buzz words. While seemingly understood by those within the field and industry, sometimes a term’s academic definition and what is meant by that term in industry can be two different things. Such can be the case with the terms “logistics” and “supply chain management.” Academic and industry leaders use these terms routinely and sometimes interchangeably. What a textbook author or professional organization means by these terms might be distinctly different from what a company’s marketing department or writer of job descriptions within the industry might mean when using these terms.

For this paper assignment, each student is to 1) start with the academic definition of both “Logistics” and “Supply Chain Management,” and then 2) discover how two companies use the terms “Logistics” and/or “Supply Chain” in their firms’ names or in marketing campaigns, and lastly, 3) go online and find at least two job postings that contain these terms. Each student will then write a 5-page paper comparing and analyzing the differences and similarities between how these two terms are used by academics, in company branding and marketing, and in job descriptions. After completing this
assignment, each student will have gained a better understanding of these two key terms and how they might be used differently by various groups or individuals.

Steps to completing the Logistics and Supply Chain Management (SCM) Definitions Analysis Paper:

1) As the glossary of your textbook states, the Council of Supply Chain Management Professionals has defined “Logistics” as “that part of supply chain management that plans, implements, and controls the efficient, effective forward and reverse flow of goods, services, and related information between point of origin and the point of consumption to meet customers’ requirements.” Another textbook (Coyle, et. al, Transportation, 5th edition) depicts logistics as the integration of all of the following functions: demand forecasting, purchasing, requirements planning, production planning, manufacturing inventory, warehousing, materials handling, industrial packaging, finished goods inventory, distribution planning, order processing, transportation, and customer service. This text declares that supply chain management is defined to include all of the functions within logistics plus strategic planning, information technology, marketing/sales, and finance. The Council of Supply Chain Management Professionals has stated (as quoted in the glossary of your textbook for this class) that Supply Chain Management “encompasses the planning and management of all activities involved in sourcing and procurement, conversion, and all logistics management activities. Importantly, it also includes coordination and collaboration with channel partners, which can be suppliers, intermediaries, third-party service providers, and customers. In essence, supply chain management integrates supply and demand management within and across companies.” After a brief introductory paragraph containing a clear thesis sentence stating your findings, provide a paragraph of text using one or more of these definitions as the starting point(s) for your analysis.

2) Many companies currently use “logistics” or “supply chain” in their names or in marketing campaigns. Find two companies that use the terms “Logistics” or “Supply Chain” in their names or in marketing campaigns and then in 2-to-3 pages of text compare against the academic definitions how these companies use the terms. What exactly do these companies mean by these words? When a company labels itself as a logistics or supply chain service provider, does it in fact mean that it offers services in each of the functions included in the academic definition of “logistics” or “supply chain management”? Does the company use the term in its broad, academic sense, or in a more narrow sense? For instance, perhaps a company might use “logistics” or “supply chain” in its name but offer little more than a narrow range of warehousing (or other category of) services. Why might this be so? Does the company use “logistics” and “supply chain” interchangeably? If so, why might that be the case?

3) Find two online job listings containing either “Logistics” or “Supply Chain” in the title or job description. There are many useful sites available, but you might want to consider using monster.com, careerbuilder.com, linkedin.com, or simplyhired.com. Write 1-to-2 pages of analysis explaining what functions the jobs actually entail, and how this compares with the academic definitions cited earlier in the paper. Do you think “logistics” or “supply chain” were the best words to use in describing what the person in this advertised position will actually do on a routine basis?

Excluding a bibliography/works cited page, this paper should be about 5 pages long, with 1” margins and 12 point font double spaced.

Please post your Logistics and SCM Definitions Analysis Paper draft by 10PM on February 27th as a new thread in the discussion board entitled “Submit Draft Logistics and SCM Definitions Analysis Paper and Peer Reviews Here.”
complete your assigned peer review, find and download the draft Logistics and SCM Definitions Paper posted by the student to whom you have been assigned, complete your peer review of his/her draft using the peer review template (found posted in the discussion board “Submit Draft Logistics and SCM Definitions Analysis Paper and Peer Reviews Here” and in the course syllabus), and then attach your completed peer review as a reply to the thread containing the Logistics and SCM Definitions Analysis Paper you reviewed no later than 10 PM on March 5th.

A final draft of your Logistics and SCM Definitions Analysis Paper, incorporating the suggestions contained in the peer review of your paper, is due March 12th. Upload the final draft of your paper to MyGateway by clicking on “Submit Logistics and SCM Definitions Analysis Paper Here.” This paper is worth 60 points.

In the course’s MyGateway website, you can access all of the above information about the Logistics and Supply Chain Management (SCM) Definitions Analysis Paper as well as links for turning in the components of this assignment by using clicking on the “Logistics and SCM Definitions Paper” tab on the left side of the site.

Peer Review Template for Logistics and Supply Chain Management (SCM) Definitions Analysis Paper

Each student will be assigned to review a fellow student’s Logistics and SCM Definitions Analysis Paper to be completed by March 5th (worth 15 points), using the peer review form found below:

PEER REVIEW TEMPLATE

Paper Requirements

Does the paper meet requirements?

______ Number of sources (list #)

______ Sources cited (yes or no)

______ Page length (list #)

Introduction

______ Does the paper include an introduction? (yes or no)

______ What aspects of the introduction need improvement?

______ Is the paper’s thesis clearly stated? (yes or no)

______ What aspects of the thesis need improvement?
Rate Making Case Study

A basic knowledge of rate making is essential for any traffic or transportation manager. This case study is designed to provide the student with an opportunity to 1) learn how to use online tools to estimate rail, truckload, and LTL rates, 2) apply knowledge about the differences between rail, truckload, and LTL, and to explain why the rates are different for each.

The instructor will randomly assign one of the following shipments to each student in the class for the purpose of this assignment. NOTE: The weight is for an LTL shipment with the dimensions of 48” long, 40” wide, and 50” high.

<table>
<thead>
<tr>
<th>Auto Parts, Luggage Racks (knocked down); 900 lbs</th>
<th>Cell Phones (value under $10/lb); 300 lbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auto Parts, Interior Carpet; 200 lbs</td>
<td>DVDs; 700 lbs</td>
</tr>
<tr>
<td>Apparel, Woven Bags; 900 lbs</td>
<td>T-Shirts (&gt;12 lbs/cubic foot); 520 lbs</td>
</tr>
<tr>
<td>Books, Paper Backs; 900 lbs</td>
<td>Tile Flooring (Wood); 1,300 lbs</td>
</tr>
<tr>
<td>Newspapers; 920 lbs</td>
<td>Toy (Miniature) Figurines; 200 lbs</td>
</tr>
<tr>
<td>Printed Magazines, New; 2000 lbs</td>
<td>Tools (Manual, Hand Held, not Power); 900 lbs</td>
</tr>
<tr>
<td>Cases of Wine; 520 lbs</td>
<td>Vacuum Parts (Used); 900 lbs</td>
</tr>
</tbody>
</table>
Clothing, Pants; 520 lbs  |  Auto Parts, Car Covers in Boxes; 520 lbs  
Computer Equipment (value up to $10/lbs); 370 lbs  |  Clothing, Disposable Aprons; 520 lbs  
Dry Pet Food; 1,700 lbs  |  Jet Drive for Boat Pump Unit; 700 lbs  
Electric Motors Boxed; 1,300 lbs  |  Lab Equipment, Glassware; 520 lbs  
Computer Monitors (value up to $5/lbs); 600 lbs  |  Lawn Ornaments, Wooden; 700 lbs  
Hand Tools, Power; 700 lbs  |  Metal Shelves; 600 lbs  
Coffeemakers; 400 lbs  |  Edible Nuts in Boxes; 900 lbs  
Toasters, Electric; 520 lbs  |  DVD Players; 400 lbs  
Laptop Computers; 200 lbs  |  Stereo Equipment; 400 lbs  
Tool Boxes, Metal; 600 lbs  |  Vacuum Parts (New); 520 lbs  
Mixers, Food Processor; 700 lbs  |  Computer Monitors (value up to $25/lbs); 200 lbs  
Cast Iron Urns; 700 lbs  |  Compressors; 700 lbs  
Display Cases (Wall Mount); 400 lbs  |  Electric Wheelchairs (Without Battery); 400 lbs  

Steps to completing the Rate Making Case Study:

1) Using an online rate estimate calculator (http://worldfreightrates.com/freight), each student will determine the current market range for transporting a 20-ft full carload via rail and a 20-ft full truckload of his/her assigned freight type between the Los Angeles and St. Louis. Students should select the commodity description that most nearly matches their assigned freight type.  
(Note: Enter any value amount into the calculator as this has no bearing on the estimates produced by this rate calculator.) IMPORTANT: DO NOT click “POST IN EXCHANGE” or “RESERVE NOW”!!! (Your assignment is hypothetical and for educational purposes only.) Use screen capture (Ctrl+Print Scrn) to copy and past the images of the descriptions of the hypothetical loads and the estimated market ranges for rail and for truckload shipments into your Word document.

2) The student will use an online tool (http://www.freight101.com/template.php?target=help/classcalc.tpl) to calculate the density (pounds per cubic foot) and freight class of a single unit of her/her assigned freight type with the dimensions of 48” long, 40” wide, and 50” high. The actual weight will vary based upon the assigned freight type. Enter the dimensions given above and the weight of your assigned freight and enter the number of skids or cartons as “1.” Click “Compute Class” to discover the density and class of your freight. Use screen capture (Ctrl+Print Scrn) to copy and past the image of the calculation of freight density into your Word document.
3) Using the online Old Dominion LTL rate estimate tool (https://www.odfl.com/LTLRate/LTLRate.faces), the student will enter information about the single unit (48” long, 40” wide, and 50” high) to calculate the standard LTL rate for transporting the unit from Los Angeles (ZIP Code 90731) to St. Louis (ZIP Code 63139). Be sure to indicate “Outbound” movement, and list the weight and class of your particular, assigned, hypothetical shipment. Skip the “Optional Services” section. In the “Additional optional info” section, enter the dimensions of your hypothetical shipment, indicate “1” unit, and then click “Submit” at the bottom of the page. A screen with “Rate Estimate Results” should appear. Locate the “LTL Standard Service” line and click on “Details” to reveal a breakdown of the estimated freight charges and fuel surcharge, etc. Use screen capture (Ctrl+Print Scrn) to copy and paste the image of this quote into your Word document. IMPORTANT: DO NOT click “Reserve this estimate.” (Your assignment is hypothetical and for educational purposes only.)

4) In table format, each student is to list the estimated rate ranges for the three types of transportation. For the LTL shipment, include the estimated freight charges and fuel surcharges but NOT any discount to arrive at the total cost for the shipment.

5) The rate estimates obtained included only the basic transportation charges. Please list and briefly define three additional types of charges that would likely be added to each of the rail, truckload and LTL shipments (detention, demurrage, etc.).

6) Finally, in approximately 2 pages of text (1” margins and 12 point font double spaced), each student is to address the following questions in essay form: What is the difference between the rail and truckload rate estimates? Based on what you are learning in this course, how would you explain the difference? What is the difference between the truckload and the LTL rate estimates? (Be sure to disregard any discount Old Dominion might quote in the details of the LTL Standard Service for your shipment.) Based upon what you are learning in this course, how would you explain the difference—particularly in light of the fact that the truckload shipment involves so much more freight?

Please post your Rate Making Case Study draft by 10PM on April 23rd as a new thread in the discussion board entitled “Submit Draft Rate Making Case Studies and Peer Reviews Here.” To complete your assigned peer review, find and download the draft Rate Making Case Study posted by the student to whom you have been assigned, complete your peer review of his/her draft using the peer review template (found posted in the discussion board “Submit Draft Rate Making Case Study and Peer Reviews Here” and in the course syllabus), and then attach your completed peer review as a reply to the thread containing the Rate Making Case Study you reviewed no later than 10 PM on April 30th.

A final draft of your Rate Making Case Study, incorporating the suggestions contained in the peer review of your paper, is due May 7th. Upload the final draft of your paper to MyGateway by clicking on “Submit Rate Making Case Study Here.” This case study is worth 60 points.

In the course’s MyGateway website, you can access all of the above information about the Rate Making Case Study as well as links for turning in the components of this assignment by using clicking on the “Rate Making Case Study” tab on the left side of the site.

Peer Review Template for Rate Making Case Study

Each student will be assigned to review a fellow student’s Rate Making Case Study to be completed by April 30th (worth 15 points), using the peer review form found below:
PEER REVIEW TEMPLATE

Calculations

______ Did the author follow directions regarding calculating the rates for rail, truckload and LTL? (yes or no)

If no, please describe what directions were not followed correctly.

______ Are screenshots included for all three estimates? (yes or no)

______ Is a screenshot of the density calculation included? (yes or no)

Analysis

______ Did the author address each of the questions posed for the analysis portion of the case study? (yes or no)

If no, which question(s) should be more fully addressed?

______ Did the author format the case study correctly—1” margins, 12-point font double spaced? (yes or no)

Suggest at least two additional, specific ways this case study could be improved.

1) 

2) 

COURSE SCHEDULE
(subject to modification)

<table>
<thead>
<tr>
<th>Unit #/Name</th>
<th>Dates</th>
<th>Lectures</th>
<th>Readings</th>
<th>Assessments/Case Studies</th>
<th>Article Reviews</th>
<th>Discussions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1 Transportation</td>
<td>January 19-30</td>
<td>Mini-lecture 1</td>
<td>Contemporary Logistics, Ch. 12, pp. 210-227</td>
<td>Quiz 1 (due January 22 by 10PM)</td>
<td>Article Rev. 1 (due January 25 by 10PM)</td>
<td>Discussion 1 (thread due January 27 by 10PM)</td>
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## Syllabus: MKTG 3771/LOM 3398, Spring 2016
### Traffic and Transportation Management

<table>
<thead>
<tr>
<th>Unit</th>
<th>Overview of Logistics and Information Technology</th>
<th>Mini-Lecture 2</th>
<th>Contemporary Logistics, Ch. 1, pp. 2-22 Ch. 2, pp. 23-38</th>
<th>Quiz 2 (due February 5 by 10PM)</th>
<th>Find companies and job descriptions for Logistics and SCM Definitions Analysis Paper</th>
<th>Article Rev. 2 (due February 8 by 10PM)</th>
<th>Discussion 2 (thread due February 10 by 10PM, replies due February 13 by 10PM)</th>
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<tr>
<td></td>
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<td><strong>January 31 - February 13</strong></td>
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<td><strong>Contemporary Logistics, Ch. 1, pp. 2-22 Ch. 2, pp. 23-38</strong></td>
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<td><strong>Article Rev. 2 (due February 8 by 10PM)</strong></td>
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<td><strong>Contemporary Logistics, Ch. 3, pp. 41-51 Ch. 4, pp. 54-70</strong></td>
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<td><strong>Contemporary Logistics, Ch. 5, pp. 76-90 Ch. 6, pp. 94-104</strong></td>
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<td>Unit 5</td>
<td>Transportation Management and Warehouse Management</td>
<td>March 13-26</td>
<td>Mini-Lecture 5</td>
<td>Contemporary Logistics, Ch. 13, pp. 231-250, Ch. 10, pp. 172-188</td>
<td>Quiz 5 (due March 18 by 10PM)</td>
<td>Receive hypothetical commodity assignment and peer review assignment for Rate Making Case Study</td>
<td>Article Rev. 5 (due March 21 by 10PM)</td>
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<td>Unit 6</td>
<td>Demand/Order Management, Customer Service and Inventory Management</td>
<td>April 3-16</td>
<td>Mini-Lecture 6</td>
<td>Contemporary Logistics, Ch. 7, pp. 110-127, Ch. 8, pp. 131-150</td>
<td>Quiz 6 (due April 8 by 10PM)</td>
<td>Article Rev. 6 (due April 11 by 10PM)</td>
<td>Discussion 6 (thread due April 13 by 10PM, replies due April 16 by 10PM)</td>
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<td>Unit 7</td>
<td>Facility Location, Packaging, and Materials Handling</td>
<td>April 17-30</td>
<td>Mini-Lecture 7</td>
<td>Contemporary Logistics, Ch. 9, pp. 152-169, Ch. 11, pp. 190-208</td>
<td>Quiz 7 (due April 22 by 10PM)</td>
<td>Draft of Rate Making Case Study posted (due April 23 by 10PM)</td>
<td>Article Rev. 7 (due April 25 by 10PM)</td>
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<td>Unit 8</td>
<td>May 1-7</td>
<td>Mini-Lecture</td>
<td>Contemporary Logistics</td>
<td>Quiz 8</td>
<td>Article Rev. 8</td>
<td>Discussion 8</td>
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### COURSE POLICIES

1. Participation (expectations)
   
   - It is vitally important that our classroom environment promote the respectful exchange of ideas. This entails being sensitive to the views and beliefs expressed during discussions whether in class or online. Please speak with me before recording any class activity. It is a violation of University of Missouri policy to distribute such recordings without my authorization and the permission of others who are recorded.
   - I will not respond to each post but will be monitoring each discussion.
   - Your success in this course will heavily depend on your ability to communicate, engage and participate in all course activities. Successful completion of this course requires that a student keep up with all assignments, coursework and discussions. Timely participation in online discussions is a very important part of this course and participation in these discussions, and other activities as assigned, is not optional. You are expected to prepare and post to discussions in a timely manner consistent with the requirements contained within the course syllabus and discussion rubric.*
   - If you are unable to participate in the scheduled class activity or discussions you must notify the instructor within the week of that class module or discussion. **An unexcused failure to engage or participate with the class will be counted as an absence; unexcused absences may result in failure.** The instructor reserves the right to make judgment to accept and/or make–up assignments missed because of failed participation in the course activities.

2. Online Discussion Protocol
   
   - Participation in the course should maintain a positive work and learning environment, as outlined in the UMSL Student Planner: [http://www.umsl.edu/~studentplanner/index.html](http://www.umsl.edu/~studentplanner/index.html)
   - Postings should be evenly distributed during the discussion week.
   - Postings should be a minimum of three sentences, or one short paragraph, and a maximum of two paragraphs.
   - Responses should be well written with proper punctuation, spelling and grammar.
   - Avoid short one-word postings, for instance, “I agree,” unless accompanied by supporting statements from the readings or prior knowledge (work and life experience).
   - Stay focused on the topic.
   - Ask questions; challenge other postings that lack supporting evidence or present incorrect information.
   - Encourage further discussion by building on current threads.
Check your postings for responses from others and respond in kind.

Use proper “netiquette” **

3. Attendance Policies

“Present” in class for online courses is determined by participation in an “academically related activity,” i.e. submission of an assignment, assessment or discussion forum posting. The last day of attendance is the last day a student is academically participating in the online course.

Documentation that a student has logged into an online class is not sufficient by itself to demonstrate academic attendance.

4. Academic Integrity/Plagiarism

You are responsible for being attentive to and observant of University policies about academic honesty as stated in the University’s Campus Policies and Procedures in the Triton Manual (p. 30)

Academic dishonesty is a serious offense that may lead to probation, suspension, or dismissal from the University. One form of academic dishonesty is plagiarism – the use of an author’s ideas, statements, or approaches without crediting the source. Academic dishonesty also includes such acts as cheating by copying information from another student. Plagiarism and cheating are not acceptable.

Academic dishonesty will be reported to the Office of Academic Affairs for possible action. The instructor will make an academic judgment about the student’s grade on that work and in that course. The campus process regarding academic dishonesty is described in the “Policies” section of the Academic Affairs website.

You will be expected to include citations in the safety case study and the disaster case study. You may use the style format (such as MLA, Chicago, etc.) with which you are familiar. I only ask that you be consistent in style format throughout the document.

5. Access, Disability and Communication

Students who have a health condition or disability, which may require accommodations in order to participate effectively in this course, should contact the Disability Access Services Office. Information about your disability is confidential.

- 144 Millennium Student Center
- Phone: (314) 516-6554
- Website: http://www.umsl.edu/services/disabled/

If you have difficulty communicating in English with the instructor of this course, contact the Office of International Students and Scholar Services:

- Phone: (314) 516-5229
- Email: iss@umsl.edu
- Website: http://www.umsl.edu/~intelstu/contact.html
ONLINE DISCUSSION RUBRIC

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<th>EXCELLENT</th>
<th>BETTER</th>
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<tr>
<td><strong>Number of Postings and Replies</strong></td>
<td>5 points</td>
<td>4 points</td>
<td>3 points</td>
<td>2 points</td>
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<td>3 or more postings, well distributed throughout discussion period</td>
<td>At least two postings, well distributed throughout discussion period</td>
<td>At least two postings, not distributed throughout the discussion period</td>
<td>1 posting</td>
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<td><strong>Quality of Postings and Replies</strong></td>
<td>13 points</td>
<td>11 points</td>
<td>9 points</td>
<td>7 points</td>
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<td>Use of analysis, synthesis and evaluation. Critical and/or creative contribution. Very clear that discussion question and unit material were understood and incorporated well into posting(s). Asks questions that extend the discussion and makes insightful comments. Contributes new information and identifies the source.</td>
<td>Extensive use of analysis. Critical and/or creative contribution. Clear that discussion question and unit material were understood and incorporated well into posting(s). Contributes new information.</td>
<td>Some use of analysis. Clear that discussion question and unit material were understood.</td>
<td>No use of analysis. Not clear that discussion question and unit material were understood.</td>
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<td><strong>Grammar</strong></td>
<td>2 points</td>
<td>1 point</td>
<td>0 Points</td>
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<td>Post(s) contain very few grammatical errors, post(s) are easy to read</td>
<td>Post(s) contain some grammatical errors, but post(s) are not difficult to read</td>
<td>Post(s) contain many grammatical errors, post(s) are difficult to read</td>
<td>Post(s) contain many grammatical errors, post(s) are difficult to read</td>
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ONLINE CLASS NETIQUETTE/BEHAVIOR

- **Be self-reflective** before you post an emotional response and reread what you have written to be sure it is positive. Think of your comments as printed in the newspaper. Your online comments will be seen, heard and remembered by others in the class.
Use effective communication.

- Avoid the use of all caps or multiple punctuation elements (!!!, ???? etc).
- Be polite, understate rather than overstate your point, and use positive language.
- If you are using acronyms, jargon or uncommon terms, be sure to explain them so everyone can understand and participate in the discussion.

Ask for clarification to a point if you feel emotional from a classmate’s post. It is likely that you misunderstood his/her point. This strategy will also help you step away from the intensity of the moment to allow for more reflection.

Sign your name. It is easier to build a classroom community when you know to whom you are responding.

Foster community. Share your great ideas and contribute to ongoing discussions. Consider each comment you make as one that is adding to, or detracting from, a positive learning environment for you and your classmates.

Be constructive. You can challenge ideas and the course content, but avoid becoming negative online. When you disagree politely you stimulate and encourage great discussion. You also maintain positive relationships with others with whom you may disagree on a certain point.

Keep the conversation on topic by responding to questions, adding thoughtful comments about the topics at hand. Online dialogue is like conversation. If there is a particular dialogue going on, please add to it, but if you have something new to say, please post it in another thread.

Define your terms. When using acronyms or terms that are particular to your field (or new to our course), please define them for others.

STUDENT SUPPORT AND SERVICES

Students who have a health condition or disability, which may require accommodations in order to participate effectively in this course, should contact the Disability Access Services Office. Information about your disability is confidential.

- 144 Millennium Student Center
- Phone: (314) 516-6554
- Email: linder@umsl.edu
- Web: http://www.umsl.edu/services/disability

If you have difficulty communicating in English with the instructor of this course, contact the Office of International Students and Scholar Services:

- Phone: (314) 516-5229
- Email: iss@umsl.edu
Technical Support

My Gateway (Blackboard): If you have problems logging into your online course, or an issue within the course site, please contact the **Technology Support Center**:

- Phone: (314) 516-6034
- Email: helpdesk@umsl.edu
- Web: [http://www.umsl.edu/technology/tsc/](http://www.umsl.edu/technology/tsc/)

If you are having difficulty with a technology tool in MyGateway (wiki, voicethread, Kaltura, etc.) consider visiting the **Online Course Orientation** in your **MyGateway course list**. The orientation has overviews of each tool and tutorials on how to use them.

Academic Support

**The Online Writing Center:** At our My Gateway site, students can send their papers to our tutors, who will read them and send them back with suggestions. Students can also access Turnitin, which identifies quoted material in their essays.

- Visit the online Writing Lab page on MyGateway to submit drafts online.
- We try to respond within 48 hours, but it may take longer, so allow ample time.

**NetTutor:** Online tutoring in many subjects is now available through NetTutor. In your courses on MyGateway, click on Tools and select NetTutor® to log in.

**Student Retention Services** offers assistance tailored to specific student needs.

- 225 Millennium Student Center
- Phone: (314) 516-5300
- Email: umslsrs@umsl.edu
- Web: [http://www.umsl.edu/~umslsrs/](http://www.umsl.edu/~umslsrs/)