Spring 2018 Term  
Course Name  MKTG 3773 Transportation and Global Trade Management

About this course:


Time Requirements:
If this course were offered on campus, you’d be in class 2.5 hours/week plus travel time. 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, watch the videos, and complete the assignments. 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 are worried about your preparedness, consider taking the Online Readiness Survey to help decide if an online course is right for you.

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 course. 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 Canvas (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.
7. Adobe Flash player (free)
8. Adobe Reader or alternative PDF reader (free)
9. A webcam and/or microphone is highly recommended.

Course Description:
Offered through the Center of Transportation Studies, this 15-week course serves as a comprehensive introduction to the practical elements of a company’s global trade facilitation program. As an addition to the Transportation Tract within the Marketing Department, this course explores the interconnection of import and export requirements with the curriculum of the other center course offerings: Transportation, Traffic and Transportation Management, Transportation Security, and Safety.

Global Trade Management (GTM) is a critical function that ensures an organization’s international orders comply with the trade regulation of both the country of exportation and the country of importation. GTM optimizes and streamlines the entire lifecycle of global trade across order, logistics and settlement activities; significantly improving operating efficiencies and cash flows.

MKTG 3773 Transportation and Global Trade Management covers trade compliance topics across all functions in an organization, with emphasis on the importance of the requirements and processes that serve to keep trade compliance risks at a minimum.
Goals of the Course:
• As a result of participation in this course you will recognize the complexities of trade regulation and the factors that must be considered when business transactions are executed across international borders.
• You will be able to demonstrate the fundamental knowledge of how trade regulation is incorporated within the business environment and you will possess the rudimentary skills to perform basic international trade activities.
• An unstated goal for this course is to interest students in pursuing a Transportation Minor or Marketing Transportation Track Certification program. Supply Chain and Logistics majors will also benefit from related courses as a major, minor or as a certificate track program. UMSL offers all three options.

How to Succeed in This Course

Instructional Technology: The following tools will support the instructional strategies for this course: (web searches, PowerPoint, Blackboard Collaborate, and other web and computer-aided instruction, etc)

If this is your first online course, it is recommended that you complete the Online Course Overview listed in your Canvas course list. If you’ve already completed the orientation, you do not have to retake it but you can refer to it for helpful videos and tutorials about the technologies used in this course.

Assessment/Grading

Learning will take place through a combination of lecture, group discussion, case study workshops, film, reading materials, conversation with guest speakers and other interaction with those in the local trade community,

Course Evaluation will be measured by:
1) Class attendance
2) Class participation
3) Learning measures listed below

Learning will be measured by:
1) Weekly Content Reviews – these reviews will include a combination of 10 multiple choice, short answer and/or problem-solving questions to be answered independently using the material covered the previous week.
2) Discussion Posts – 5 current trade related articles posted on-line throughout the semester for interactive discussion.
3) Comprehensive Essay –
4) Final Exam – Practical application of material accumulated over the 15-week course. You will compliantly execute an end-to-end international transaction by answering 40 multiple choice, short answer, true-false, and/or problem-solving questions.

Discussion Boards:
You will be participating in assignments and extra credit opportunities on CANVAS Discussion Boards. All posts are subject to UMSL academic guidelines.
Grading:

*There will be opportunities for extra credit points throughout the course.
*Students are responsible for timely submission of all assigned work. Work submitted after the due date will have 5 points deducted for each late day. After the 5th late day the assignment will longer be accepted, unless there has been a prior approval due to unavoidable circumstances.

<table>
<thead>
<tr>
<th>Area of Measure</th>
<th>Points Each</th>
<th>Total Points Available</th>
<th>% of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>1</td>
<td>65</td>
<td>10.00%</td>
</tr>
<tr>
<td>Weekly Content Review</td>
<td>20</td>
<td>170</td>
<td>25.00%</td>
</tr>
<tr>
<td>Essay</td>
<td>130</td>
<td>130</td>
<td>20.00%</td>
</tr>
<tr>
<td>On-line Discussion</td>
<td>20</td>
<td>100</td>
<td>15.00%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>200</td>
<td>200</td>
<td>30.00%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>665</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>100.00%</td>
</tr>
</tbody>
</table>

**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>Class Points</th>
<th>Letter Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>625          - 583</td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>585          - 543</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>545          - 503</td>
<td>B+</td>
<td>3.0</td>
</tr>
<tr>
<td>505          - 463</td>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>465          - 423</td>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>425          - 383</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>385          - 343</td>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>345          - 303</td>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>305          - 263</td>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>265          - 223</td>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>225 and below</td>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

EX = Excused
DL = Delayed
FN = Failure
Non Participation

**Feedback and Grading Timeline:** To be advised
### *Online Discussion Rubric*  
(Five Criteria)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Novice</th>
<th>Developing</th>
<th>Competent</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Promptness and Initiative</strong></td>
<td>1 pt. Does not respond to most postings; rarely participates freely</td>
<td>2 pt. Responds to most postings several days after initial discussion; limited initiative</td>
<td>3 pt. Responds to most postings within a 24-hr period; requires occasional prompting to post</td>
<td>4 pt. Consistently responds to postings in less than 24 hours; demonstrates good self-initiative</td>
</tr>
<tr>
<td><strong>Delivery of Post</strong></td>
<td>1 pt. Poor spelling and grammar in most posts; posts seem hasty</td>
<td>2 pt. Errors in spelling and grammar evidenced in several posts</td>
<td>3 pt. Few grammatical or spelling errors are noted in posts</td>
<td>4 pt. Consistently uses grammatically correct posts with rare misspellings</td>
</tr>
<tr>
<td><strong>Relevance of Post</strong></td>
<td>1 pt. Posts topics which do not relate to the discussion content; makes short or irrelevant remarks</td>
<td>2 pt. Occasionally posts off topic; most posts are short in length and offer no further insight into the topic</td>
<td>3 pt. Frequently posts topics that are related to the discussion content; prompts further discussion of topic</td>
<td>4 pt. Consistently posts topics related to discussion topic; cites additional references related to topic</td>
</tr>
<tr>
<td><strong>Expression Within the Post</strong></td>
<td>1 pt. Does not express opinions or ideas clearly, no connection to topic</td>
<td>2 pt. Unclear connection to topic evidenced in minimal expression of opinions or ideas</td>
<td>3 pt. Opinions and ideas are stated clearly with occasional lack of connection to topic</td>
<td>4 pt. Expresses opinions and ideas in a clear and concise manner with obvious connection to topic</td>
</tr>
<tr>
<td><strong>Contribution to Learning Community</strong></td>
<td>1 pt. Does not make effort to participate in learning community as it develops, seems indifferent</td>
<td>2 pt. Occasionally makes meaningful reflection on group's efforts; marginal effort to become involved with the group</td>
<td>3 pt. Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely</td>
<td>4 pt. Aware of needs of community; frequently attempts to motivate the group discussion; presents creative approaches to topic</td>
</tr>
</tbody>
</table>
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.
Course Policies

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. Having not been involved in this type of on-line discussion format in the past, I will need some time to understand how to monitor and respond. I will update you as the class progresses.
- 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.

Online Discussion Protocol

- Participation in the course should maintain a positive work and learning environment, as outlined in the Triton Manual.
- 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”.

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.

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)
- UMSL provides all faculty and students with access to TurnItIn, an online technology tool designed to improve writing and reinforce rules regarding proper citation and references. Your instructor may decide to use the TurnItIn system to collect student work and run originality reports. Students see a copy of the originality report when submitting work in the system, as well.
- 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 using any unauthorized sources of information and providing or receiving unauthorized assistance on any form of academic work or engaging in any behavior specifically prohibited by the faculty member (e.g., copying someone else’s answers on tests and quizzes). Unauthorized possession or distribution of academic materials is another type of academic misconduct. It includes the unauthorized use, selling or purchasing of examinations or other academic work, using or stealing another student’s work, unauthorized entry or use of material in a computer file, and using information from or possessing exams that an instructor did not authorize for release to students. Falsification is any untruth, either verbal or written, in one’s academic work. Facilitation is knowingly assisting another to commit an act of academic misconduct. **Plagiarism, cheating, and falsification are not acceptable.**
- All instances of academic dishonesty will be reported to the Office of Academic Affairs who will determine whether you will appear before the Student Conduct Committee for possible administrative sanctions such as dismissal from the university. The instructor will make an academic judgment about the student’s grade on that work in this course. The campus process regarding academic dishonesty is described in the “Policies” section of the **Academic Affairs website**

- Plagiarism is the use of another person’s words or ideas without crediting that person.
Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, and dismissal from the University, per the UMSL academic dishonesty policy.

Students are responsible for being attentive to and observant of campus policies about academic honesty as stated in the University’s Student Conduct Code.

To avoid accusations of academic dishonesty, please submit all written work to the Turnitin System before finalizing what you submit for evaluation. Check information about The Writing Center @UMSL at https://umsl.mywconline.com/.

Title IX Policies
In adherence to the policies of Title IX and to promote a safe and secure educational environment, it is strongly recommended statements similar to those below be added to your course syllabus:

- Mandatory Reporting: Under Title IX, all UMSL faculty, staff, and administrators (with limited exception) are obligated to report any incidents of sexual harassment, sexual misconduct, sexual assault, or gender discrimination to the Student Affairs office and/or other University officials. This ensures that all parties are protected from further abuses and that victim(s) are supported by trained counselors and professionals. Note: There are several offices at UMSL (e.g., Counseling Services, Health Services, Community Psychological Service, Center for Trauma Recovery, and Student Social Services) whose staff are exempt from Title IX mandated reporting, when the information is learned in the course of a confidential communication.

Student Resources

Access, Disability and Communication
Your academic success is important. If you have a documented disability that may have an impact upon your work in this class, please contact Disability Access Services (DAS) immediately. Students must provide documentation of their disability to the office of Disability Access Services in order to receive official University services and accommodations. The staff is available to answer questions regarding accommodations or assist you in your pursuit of accommodations. Information about your disability is confidential. Once DAS reviews your medical documentation, they will provide you with the information and steps to inform me about the accommodations to which you are entitled. Your accommodations will begin as soon as we discuss your approved accommodations.

- 131 Millennium Student Center
- Phone: (314) 516-6554
- Email: cramert@umsl.edu or mannad@umsl.edu
- Website

Office of International Students and Scholar Services
If you have difficulty communicating in English with the instructor of this course, contact ISS.
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- 261 Millennium Student Center (MSC)
- Phone: (314) 516-5229
- Email: iss@umsl.edu
- Website

Student Retention Services
SRS provides comprehensive support and intervention strategies that support your road to graduation!
- 225 Millennium Student Center (MSC)
- Phone: (314) 516-5300
- Email: umslsrs@umsl.edu
- Website

Technical Support

GOAL Office
The GOAL was created to provide centralized direction and support to online and reentering adult students seeking degree completion at the University of Missouri-St. Louis (UMSL). Whether you are returning to school to complete an undergraduate degree started long ago or you desire to earn a Ph.D., we are here to guide you to completion. The GOAL staff will support and guide you, providing access to valuable resources. You may choose to continue your education in an online environment, traditional courses or blended opportunities. We are here to see you achieve academic success.

- 307 J.C. Penney Building / Conference Center
- Phone: (314) 516-4210
- Email
- Website

Canvas
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
- Website

If you are having difficulty with a technology tool in Canvas, consider visiting the Canvas Student Guides, which has overviews of each tool and tutorials on how to use them.

VoiceThread

- Online Contact Form
- Website
Academic Support

The Online Writing Center
At the OWC site, students can send their papers to our tutors, who will read them and send them back with suggestions. Students can also access Turnitin through Canvas assignments, which identifies quoted material in their essays.

- 222 Social Sciences and Business Building (SSB)
- Website
- Visit the OWC page to submit drafts online.
- The OWC usually responds within 48 hours. Please allow ample time.

Math Academic Center (Math Lab)
The Math Academic Center offers free individual assistance on a walk-in basis to students needing help with any mathematics from basic math through calculus or any course involving mathematical skills.

- 222 Social Sciences and Business Building (SSB)
- Website

GOAL Mentors
This course may be assigned a GOAL Mentor who will be able to assist with technology issues and answer non-content questions regarding online courses.