



## **COURSE SYLLABUS**

Course: **SPCM 4633 Carrier Management**

Prerequisite: SPCM 3443

### **Course Description:**

This course will examine the management of transportation companies which provide services to producers, manufacturers, and/or distributors of inventory (raw materials, work-in-process, and finished goods inventory). Emphasis is placed on the role of transportation within the total logistics environment. Particular attention is given to the underlying economics of producing and marketing carrier services and of competitive decision making in the face of various environmental constraints.

### **Reading Assignments:**

No text is required for this course; however, a collection of required readings will be available BlackBoard.

### **Guest Speakers:**

Several guests will visit the class during the semester to speak on topics related to their position, firm and/or industry to provide a more contemporaneous view of carrier problems and strategies. Guest speakers are executives whose time extremely valuable. Some will have traveled at considerable expense to visit the class and share their knowledge with us. Consequently, attendance will be closely monitored to ensure that guests are not offended by a perceived lack of interest, and penalties will be assessed for missing classes when guests are present. This will be a large part of the class participation grade, but not all of it. You must dress business casual when we have guest speakers and men must wear a sport coat. No tie is needed. You don't get class participation points but you can lose points from your total points if you don't participate or if you don't dress appropriately when we have a guest. I can take off up to 10% of the points for lack of participation.

### **Research Paper/Presentation:**

Students are required to submit a research paper on a topic pertaining to transportation. Research topics may be selected from (but are not limited to) those topics covered in the class. The paper could focus on comparing 3 companies in the same mode.

In addition to the paper, results of the research will be presented in class. Presentations will take place toward the end of the term, but selection of the research topic should be made early in the term and preparation of the assignment should be completed well in advance of the actual presentation. Students may be assigned randomly to groups.

- No more than 4 people per group.
- The results of group efforts should make research projects better, not necessarily easier.

- Each member of the group will be required to participate in the presentation (Introductions of group members is required, but does not constitute participation in the presentation).

### **Exams:**

There will be two mid-term exams during the term. The final is cumulative. Materials for exams will come from lectures, discussions, assigned readings, outside speaker's remarks, cases and videos. Make-up exams WILL NOT be given automatically.

### **Quizzes:**

At the beginning of each class is a possible quiz on the previous lecture, presentation, or guest lecture. It will be given in the first 10 minutes. If you are late, you cannot take it. There will be quite a few during the semester but you can drop the two lowest scores. There are no makeup quizzes, even if you have an excuse for missing a class. That is why I drop the two lowest scores.

### **Grading Summary:**

Exams (2 at 20% each)	40 %
Research Paper	10 %
Presentation	10 %
Quizzes	15 %
Final	25%

### **Plagiarism:**

Research papers will be checked by the plagiarism checking service, TurnItIn, for originality.

### **TOPIC**

Supplemental research papers must reflect a substantial effort to investigate a significant problem or issue in a field of study related to the course. Papers should present clearly the problem or issue, establishing its importance and a justification for studying it. Alternatively, your presentation can focus on comparing three carriers in the same mode.

### **EVALUATION**

If a problem is addressed, the paper should provide a discussion and evaluation of relevant alternatives. If an issue is addressed, the paper should provide a discussion and evaluation of relevant arguments (pro and con). In either case, the alternatives or arguments should be analyzed as objectively as is possible. If possible, conclusions should be supported by analysis of actual data.

### **CONCLUSIONS**

Following an evaluation of alternatives/arguments, the paper should provide a recommendation or position, i.e., the writer must take a stand, reach a conclusion, or make a clear statement regarding his/her position on the problem/issue. The writer presumably will have read a great deal on the topic and should be able to synthesize available information to present conclusions based on his/her own ideas. This assignment is an opportunity for you to learn about one specific topic in great detail. It is an opportunity to truly become an expert on the topic. You

should have read enough about this topic that you can discuss it with anyone, no matter who they are. The outcome should be a paper that convinces the reader that you are indeed an expert.

## **SOURCES**

Naturally, there will be more information available for some topics than for others; however, it is anticipated that 15-20 quality sources will be consulted. Quality references include textbooks, news papers and magazines, trade journals and academic journals as well as government documents and other sources that provide relevant data and/or analyses of data. The writer should attempt to incorporate information from a mixture of research and news-oriented sources. If the writer has problems identifying quality sources, he or she should consult the instructor. You must cite within the text the sources you use in preparing the paper. You must also include a list of those sources at the end of the paper. Consult an accepted style guide for methods of citing sources.

## **FORM**

Papers must be typed, double-spaced with references cited via footnotes/endnotes or other accepted form of referencing; e.g., (author date). An alphabetical listing of references must be included also. It is recognized that some topics can be covered adequately in relatively few pages while others may require a more lengthy discussion, but it is anticipated that papers will be in the range of 12 to 15 pages.

## **PLAGIARISM**

Research papers will be checked by the on-line plagiarism checking service, TurnItIn, for originality.

### **Academic Dishonesty:**

“As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.”

“Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at <http://provost.uark.edu/>. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.”

### **Inclement Weather:**

The University administration determines if classes are canceled due to inclement weather; I do not cancel class due to inclement weather. Therefore, you should rely on any announcement by the University administration with respect to class cancellation. The most current information regarding University closings is available from the University of Arkansas Weather Hotline (575-7000), which is updated by 6 a.m. on the day in question, and the University of Arkansas Home Page ([www.uark.edu](http://www.uark.edu)). Also, KUAF 91.3 FM, the University’s public radio station, is good source for receiving information about whether the University is closed and classes are cancelled. If the University remains open, no announcement will be made through radio and television stations off campus. Should we have bad weather during this semester, I expect you to use your best judgment regarding attending class.

**Special Needs:**

Any student with special needs should bring this to the attention of the instructor as soon as possible, but no later than the second week of class. Special testing accommodations must be requested in writing from the instructor no later than two weeks prior to the test date.