



Institute of Transport and Logistics Studies

144 Burren Street, Newtown, Sydney

Directions and map: <http://sydney.edu.au/business/itls/about/directions>

Note: ITLS is not on the main campus

Please see the ITLS website for other important details about units at ITLS:

http://sydney.edu.au/business/itls/courses/transport_and_logistics

ITLS student enquiries office:

Email: business.itlsinfo@sydney.edu.au

Office: Room 312B, Level 3, ITLS, 144 Burren Street, Newtown

Assessment collection / viewing: Monday to Friday 12pm to 1.30pm ONLY

Timetable:

Please note that the timetable provided in this outline is subject to change. You should check your timetable on MyUni for final dates and to see which group you have been assigned to, see: <http://myuni.usyd.edu.au/>

TPTM6450

Transport Policy

Semester One 2011

Unit of study outline

Unit Coordinator: Professor Peter Stopher

Phone: (02) 9351 0010

Email: peter.stopher@sydney.edu.au

Office: ITLS Building, Level 2, Room 202A

Consultation times: Tuesdays 1:00 to 2:30 p.m.

Please use email as your first method of communication.

Staff: Professor John Stanley

Phone: (02) 9351 0106

Email: john.stanley@sydney.edu.au

Office: ITLS Building, Level 2, Room 206

Consultation times: Tuesdays 1 March, 15 March, 10 May, 24 May 1-5 p.m. or by appointment.

Please use email as your first method of communication.

Classes

Class times: 8:30 am to 4:30 pm

Venue: LT2, Level 2, ITLS Building, 144 Burren Street, Newtown

Class	1	2	3	4	5	6
Day	Wed	Wed	Wed	Wed	Wed	Wed
Date	02 March 2011	16 March	30 March	13 April	11 May	25 May

See Section 7 for more information about each class and other important dates.

1. Unit of study information

1.1. School handbook description

This unit introduces students to the basic concepts of transport policy and decision making, including a look at the make-up of the transport sector, relationships between planning, design, decision-making, and policy, the sources of funding for transport, organisation of the transport sector, the nature of decision making, the development of policy, and the relationships among short-term, long-term, and strategic planning. The unit introduces and discusses a number of contemporary policy issues, such as congestion, greenhouse gas emissions, transport and obesity, investment in public transport, road user charging, other environmental impacts of transport, sustainable transport systems, etc. This unit is of particular value to students majoring in transport, logistics, marketing and urban planning.

1.2. Pre-requisite units

There are no pre-requisite units for TPTM6450. However, TPTM6241 Transport Modes and Systems is a co-requisite unit.

1.3. Assumed knowledge and/or skills

None.

1.4. Workload requirement

It is expected that you will spend approximately 150 hours on this unit (including preparing for and attending classes) and produce approximately 9,000 words or equivalent of work. This time should be made up of reading research, working on exercises and problems and participating in classes. In periods where you need to complete assignments or prepare for examinations, the required workload may be greater.

2. Learning aims and outcomes

2.1. Aims of the unit

The unit aims to provide students with the ability to understand and elaborate the difficulties and complexities involved with decision-making in the complex transport planning and policy making environment. It aims to provide students with insights into current policy issues around the world that affect transport planning and investment and to understand the relationships between government agencies, the profession, and the private sector in the provision, financing, operation, and maintenance of transport networks and how transport impacts on community welfare. It also aims to provide students with insights to manage the impacts of future trends in transport management, planning and analysis, through the transport policy process. It supports all degree programs in Transport and Logistics Management.

2.2. Learning outcomes

The learning outcomes are:

1. The opportunity to identify and define problems and recommend creative solutions within real-world constraints, while testing these constraints, through both the assignments and in-class debates.
2. Apply economic and political theories and concepts to problems in transport investment, planning and policy. Develop coherent arguments when recommending solutions and crucially evaluating problems in transport management.
3. Improve communication skills and progress far in being able to communicate confidently and coherently, orally and in writing, to a professional standard.
4. Inquire into complex transport problems, develop the capacity to work independently, and also promote original thought. Display a broad vision that aims to balance professional, intellectual, and social needs and that is sustainable.
5. Learn about many social, ethical, and far-reaching problems associated with providing mobility and affecting quality of life in developing and developed countries and cities throughout the world.

2.3. Links between learning outcomes and learning and teaching methods

Students will attend class, read recommended readings, and prepare for the debates, the written assignments and the viva. Through the assignments, viva, and debates, students will learn how to review papers and draw and apply parallels from those papers to different problems. Students will learn how to respond in debate to the other team's viewpoint on the spot, will learn to prepare essays, viva, and debates, participate in class discussions, and present in both the viva and the debates. Students will also choose topics for essays and work individually to develop ideas and concepts for the essays and the vivas and will follow news articles on policy issues to develop understanding and values and beliefs that are professionally appropriate. Students will also compile a News Diary through the semester that will assist them with understanding current policy issues and will also be the basis of one of their written assignments.

2.4. Links between learning outcomes and assessment

Through the written assignments, worth 60% of the mark, students will be able to understand and apply the ideas of others, and their own ideas, to a specific transport policy area, synthesise a range of research materials from different sources into a coherent argument, present clear, concise, and coherent written articulation of ideas and concepts, and conform to the rules of report writing, the requirements of the assignments and word limit constraints, and make appropriate choices of topics for the essays and plan their research to meet the assignment requirements. Through the viva examination, worth 25% of the mark, students will conduct quality research and focus on a selected topic, evaluate materials from various sources and develop a clear position and defend it, present clear, concise, and coherent verbal articulation of ideas and concepts and defend their position in a one-on-one environment, present their position in a clear and concise way without visual assists, under a specific time limit constraint, take an original approach to the assignment and develop their own way of presenting this, and understand the ethical and social issues that are relevant to their assigned problem area. The in-class debates, worth 15% of the mark, will provide students the opportunity to conduct quality research and focus on a selected topic, synthesise a range of research materials from different sources into a coherent argument, present clear, concise, and coherent verbal articulation of ideas and concepts and defend a position in which they may not personally believe, present their position in a clear and concise way, using visual assists, under a specific time limit constraint, learn to work in a group context and share responsibilities appropriately, and draw out the ethical and social implications of a selected policy area.

3. Assessment

Assessment items	Relevant unit learning outcome/s	Word length	Weight	Due Date*
1. Homework Assignment 1	All.	1500	25%	23 rd March 2011
2. Homework Assignment 2	All.	1750	35%	21 st April 2011
3. Viva Exam	All.	1000	25%	10 th & 12 th May 2011
4. In-class Debates	All.	1000	15%	24 th May 2011
Academic honesty module **		N/A	0%	21 March 2011

* The due date is also the closing date. This means that assessment items will not be accepted after the due date except by prior agreement.

** Students must complete the academic honesty module in Blackboard with a mark above 80%, or an Absent Fail (AF) grade will be given for the entire unit. Students can complete the module multiple times until this grade is achieved. Students who completed the module with a score of 80% or above last semester do not need to do it again.

All assignments must be submitted electronically via Blackboard. Assignments submitted electronically do not require cover sheets. Ensure that your student ID number (SID) is in the top right hand corner of each page for individual assignments and the Group name or number plus SID of all members is in the top right hand corner for group assignments. Full information about how to prepare assignments for electronic submission can be found at

http://blackboard.econ.usyd.edu.au/modules/1454_1/Turnitin%20Student%20Guide%20%285.2%29%20280610.pdf).

Should submission problems occur, students should contact Faculty eLearning Support first on 903 66433 or business.elearning@sydney.edu.au or the Unit Coordinator as soon as possible.

For the Viva Examination, students must bring two copies of the marking criteria sheet with them to the viva examination. For the in-class debates, students must provide three copies of the marking criteria sheet for their team at the time of the debate.

3.1. Detailed assessment information

- News Diary:** Transport Policy frequently finds its way into the news. For this semester, select one newspaper of your choosing and note down articles that are published that relate to Transport Policy. Note the date on which the article appears and retain a copy of the article, or the URL for it, with complete and proper referencing. Classify the articles according to the topics in the lectures. You should also write a brief commentary on each item, of 50-100 words, clearly summarising what the article says in one short paragraph and then providing your comments on the article in a second short paragraph. You will use some of these news items in Assignment 2. You may choose a newspaper anywhere in the world although the original language must be English, or a translation into English must be readily available. Your News Diary will not be marked but is a requirement for Assignment 2.
- Assignment 1:** "Transport policy is no place for government". In an essay of a maximum of 1500 words, discuss this proposition, choosing a major transport issue to demonstrate your argument. You are to draw parallels between your issue and "The Problem of Social Cost" by Ronald H. Coase and "Tragedy of the Commons" by Garrett Hardin. You should choose an issue from among the following:
 - Air quality/pollution
 - Greenhouse gases and global warming
 - Noise
 - Traffic congestion
 - Urban sprawl
 - Traffic safety
 - Parking

- h. Peak Oil
- i. Oil Dependence
- j. Alternative Fuels
- k. Health and transport
- l. Transport and social exclusion

3. **Assignment 2:** Choose one of the topics that you have recorded in your Transport Policy News Diary, but not the same one you chose for Assignment 1, nor the same ones as you are assigned for your Viva or the Debate. For that topic, prepare a maximum of a 1,750 word essay in which you summarise the news items that have appeared on the topic during the semester, providing background as to the national, regional, or city context within which the issues fit, and explaining the issues as though you were briefing a politician who is unfamiliar with the local situation. Write a critique of the news items, as though you are evaluating the policy directions proposed or implied in the articles and advising this politician on whether or not these policies should be followed and if so, what the outcome might be expected to be. If you advise against following the policies or consider them to be incomplete, then indicate what you would recommend should be done instead or in addition, and why, and also describe the outcomes you would expect from them. Reference relevant academic/professional literature to support your position.
4. **Debate:** Students will be assigned to teams and to topics and asked to take either the supporting or opposing view. Each team will prepare a short (5-minute) presentation supporting their position. Following the presentations of the positions for and against, each team will be asked to present a rebuttal to the other team's position. The rebuttal will be limited to 3 minutes for each team. Following the rebuttal, the debate will be opened to the class, at which time each team must answer questions posed by members of the class. Each team will then be allotted 3 minutes for a closing argument. Each debate will last no more than 30 minutes and there will be a vote at the end of each debate to determine which argument carried the day. The number of students assigned to the supporting and opposing views will depend on total enrolment in the class. Debates will be scored using a marking sheet that is distributed with this outline and is also available on Blackboard.
5. **Viva:** For the viva, each student will be assigned a specific task to complete and will then meet with the lecturer for the unit and present his or her response to this task. The presentation must last no more than 10 minutes and this will then be subject to up to 5 minutes of questions about the response to the task. Marking will be based on a marking sheet that is available on Blackboard. Students must bring two copies of the marking criteria sheet to the viva.

3.2. Referencing style and style guide

For this unit the referencing style is the Harvard Referencing Style. Students should download and adhere to the 'How to write a paper at the Institute of Transport and Logistics Studies' report available at http://sydney.edu.au/business/itls/courses/transport_and_logistics/student_resources.

3.3 Feedback on assessment

Feedback on assessments should be taken seriously to help you learn. In this unit you will receive the following types of feedback.

- Marks will be posted into the Blackboard gradebook when all results for an assessment have been compiled. Marks will not be given over the phone. Marks for the homework assignments will normally be posted approximately 3 weeks after the assignments are handed in. Marks for the debates and the vivas will be posted shortly after the last ones have taken place. You will receive completed marking criteria sheets for the essays and the viva.

- Comments and indications of errors of fact or failure to include required elements of the assignment will be provided on the homework assignments. Electronic comments may also be added on the marking criteria sheet to explain the reasons for failing marks, as appropriate.
- If you would like further feedback on the assessment task, you are encouraged to ask during consultation hours. This can be done in pairs or groups if you have similar issues to raise.

3.4. Academic honesty, plagiarism, legitimate cooperation and groupwork

Commencing students should complete the academic honesty module available via Blackboard before their first assessment submission. Students should refer to Faculty and University policies on academic dishonesty and plagiarism

(sydney.edu.au/business/currentstudents/student_information/student_administration_manual), copyright (sydney.edu.au/senate/policies/Intellectual_Property_Rule.pdf) and the 'All your own work website' (sydney.edu.au/student_affairs/plagiarism_index.shtml) for information about legitimate cooperation, group work, how to reference correctly and how to avoid plagiarism.

Academic honesty is important to protect students' right to receive due credit for work submitted for assessment. It is clearly unfair for students to submit work for assessment that dishonestly represents the work of others as their own and gain marks and degrees, which are not based on their own efforts and abilities. Deliberate breaches of academic honesty constitute academic misconduct.

These breaches include: plagiarism, fabrication of data, recycling previously submitted material, engaging someone else to complete an assessment on one's behalf and misconduct during supervised assessments.

The penalties for academic misconduct may include: a mark of zero on the assessment; a fail grade in the unit of study, additional assessment (including an unseen exam), and reference of the matter to the University Registrar.

All assessments will be checked for plagiarism. Where plagiarism is suspected, the assessment will be fully checked and monitored using manual process, Google checks and also electronic plagiarism detectors. In order to do this, the Faculty may reproduce the assessment, provide a copy to another member of faculty, and/or communicate a copy of this assignment to a plagiarism checking service (which may then retain a copy of the assignment on its database for the purpose of future plagiarism checking).

Academic dishonesty involves more than just copying material. Cooperation and helping other students may at times trigger academic dishonesty proceedings if it appears you have worked too closely with another student.

In this unit,

- (1) The two essays are individual assignments.
- (2) The Viva is an individual assignment.
- (3) The in-class debates are a group assignment.

Individual assignments must be written and prepared alone. You may consult with other students about ideas and possible research sources but the analysis and writing of the assignment must be done alone. Group assignments should be prepared within the group. Students should contribute fully to the group and take part in all group activities, contributing ideas, analysis and writing to the final product. While students within the group should assist each other freely, students should not carry this level of cooperation outside the group. One group may cooperate and help another group about ideas and possible research sources but the analysis and writing of the assignment must be done by the group alone.

4. Texts and other resources

There is no recommended textbook for this subject.

University and Faculty policies and support

5.1. Faculty policies

Faculty policies are contained in the Administration Manual for Students:

sydney.edu.au/business/currentstudents/student_information/student_administration_manual.

It is crucial that you take the time to consult this manual early in your studies in order to familiarise yourself with policies and procedures relating to critical issues such as the Faculty's policy on special consideration (including requirements and timelines. e.g. lodging applications five working days after a missed assessment), appeals (lodge within 15 working days of the decision) and other policies such as enrolment, credit etc. Assistance is available from the Faculty's Student Information Office (sydney.edu.au/business/student_information_office).

5.2. University policies

- **University policies:** sydney.edu.au/policy
- **Assistance** is available from the University's Student Centre: sydney.edu.au/current_students/student_administration
- **The code of conduct** is an important policy which outlines the University's expectations about treating all staff employees and students with respect, dignity, impartiality, courtesy and sensitivity and refrain from acts of discrimination, harassment or bullying: sydney.edu.au/ab/policies/Student_code_conduct.pdf

5.3. Student resources and services

Links to other student services and resources are included on Blackboard and on the learning and teaching section of the Faculty website: sydney.edu.au/business/learning

5. Continual improvement of the Unit

6.1 Past Feedback

Each semester, students have provided feedback on things that work and things that do not work. Overall, students in the past year have indicated that they are happy with this unit and have made only minor suggestions for change. However, student feedback is valued in this unit. The end-of-semester Unit of Study Evaluation includes both ratings and opportunity for qualitative comments. All the ratings and comments are reviewed at the end of the semester to plan changes for the next semester in which this unit will be offered.

6.2 Improvements made

Changes have been made to the assessments, especially the debates and vivas, and additional guest lectures have been arranged. This semester, the entire unit has been rearranged with a greater emphasis on theories and policy procedures, and a reduced emphasis on specific policy issues.

6.3. How feedback will be collected

Your feedback on this unit of study will be collected via a Unit of Study Evaluation (USE) during the final lecture.



6. Topic schedule

Topic	Date	Topic	Assessments Due (See Section 3)
1	02 March 2011	Introduction and Foundations	
2	16 March 2011	Foundations Part 2	
	23 March 2011		Homework Assignment 1
3	30 March 2011	Tackling the Externalities	
4	13 April 2011	Tackling the Externalities Part 2	
	21 April 2011		Homework Assignment 2
	02 May 2011		
	10 May 2011		Vivas
5	11 May 2011	Some application Areas	
	12 May 2011		Vivas
6	25 May 2011	Applying our Thinking	Debates