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Back Matter

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1. Main headings are bolded and in all caps.

2. First level headings are upper/lower case and bolded.

3. Second level headings are upper/lower case.

4. The body is NOT indented, rather a full blank line is left between paragraphs.

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   Table or Figure About Here

   Table or Figure About Here

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1. Equations are placed on a separate line with a blank line both above and below, and numbered in parentheses, flush right. Examples:

   \[ y = c + ax + bx \] \hspace{1cm} (1)
   \[ y = a + 1x + 2x + 3x + ax \] \hspace{1cm} (2)

2. References within the text should include the author's last name and year of publication enclosed in parentheses, e.g. (Cunningham 1993; Rakowski and Southern 1996). For more than one cite in the same location, references should be in chronological order, as above. For more than one cite in the same year, alphabetize by author name, such as (Grimm 1991; Farris 1992; Rakowski 1992; Gibson 1994). If practical, place the citation just ahead of a punctuation mark. If the author's name is used within the text sentence, just place the year of publication in parentheses, e.g., "According to Rakowski and Southern (1996)...". For multiple authors, use up to three names in the citation. With four or more authors, use the lead author and et al., (Mundy et al. 1994).

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7. All references to journals, books, etc. are italicized, NOT underlined. Examples are as follows:


TEACHING LOGISTICS STUDENTS TO TAKE OWNERSHIP OF INFORMATION INFRASTRUCTURE DEVELOPMENT

Frank W. Davis, University of Tennessee
Kenneth J. Preissler, Logistics Insights Corporation

Logistics systems, developed gradually over the past decades, are undergoing necessary radical change in this era of increasing global competition. This article describes an approach taken by the authors to teach logistics students how to take ownership of designing their own information infrastructure and how to use it to make their organizations more flexible, providing more strategic options.

INTRODUCTION

Advances in information systems technology such as data base management systems, bar code scanning, telecommunications, and image processing have enabled logistics and information managers with vision to reengineer the way the firm conducts its business. The usage of mainframe computers, personal computers, and logistics information systems has been widely studied (Gustin 1989). These studies have universally concluded that there has been a rapid growth in the usage of computers and logistics information systems.

Computer Usage in the Classroom

The usage of computer applications in a logistics course has also been studied. Rao, Stenger and Wu stated that there are several approaches to integrating computers into the classroom in a business curriculum, each with its individual advantages and drawbacks (1992).

Systems Development In Practice

The study of the information systems development process of computer applications has been almost universally left up to the computer science, software engineering, and information systems educators and practitioners.

\[ y = a + l x + ax \]  

REFERENCES

