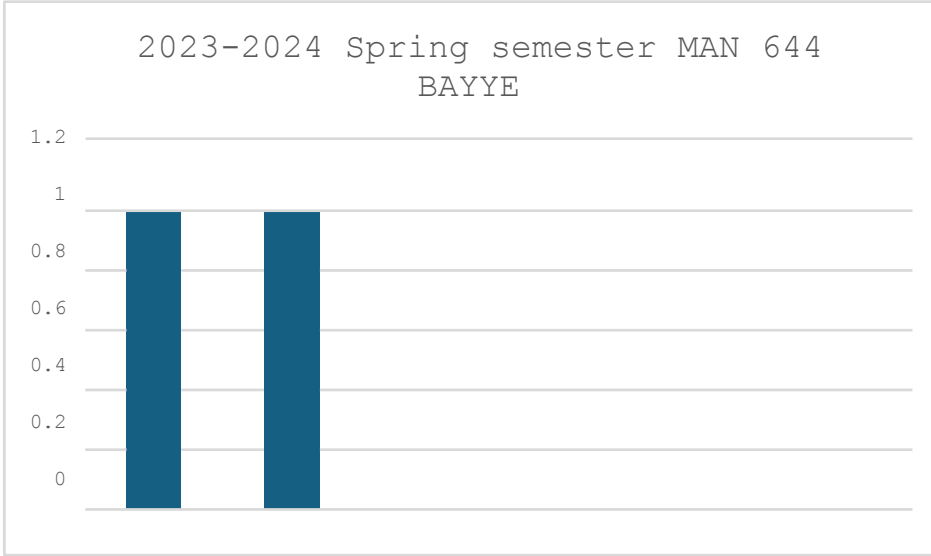
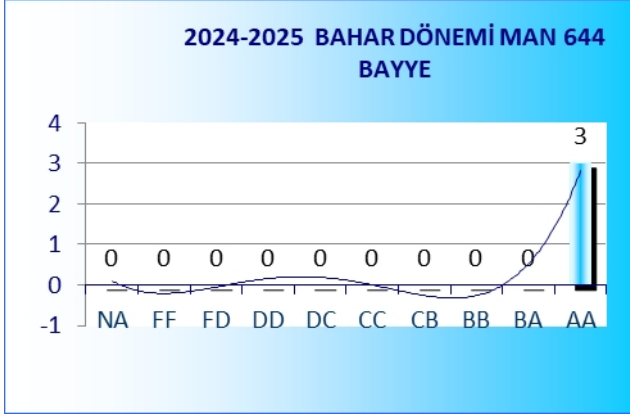


CAG UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
Doctoral Program in Business Administration

| Course Code | Course Name | Credit | ECTS | |
|---|---|--|--|-----------------------------|
| MAN 644 | Scientific Research Methods and Publication Ethics | 3 (3-0-0) | 8 | |
| Prerequisite | None | | | |
| Language of Instruction | Turkish | Learning Method | Face-to-face | |
| Course Type and Level | Required / Spring Semester | | | |
| Instructors | Names | Course Hours | Office Hours | Contact |
| Course Coordinator | Prof. Dr. Eda Yaşa ÖZELTÜRKAY | Wednesday 5:00 PM - 8:00 PM | Wednesday 2:00 PM - 5:00 PM | edayasa@cag.edu.tr |
| Course Objective | Problem identification is important for conducting research on a specific topic. Other topics to be covered include literature creation, data collection, data evaluation, and report writing techniques. Accordingly, the objective of this course is to learn quantitative data analysis and interpretation techniques using statistical software (SPSS) through practical application. | | | |
| Course Learning Outcomes | Students who successfully complete this course are expected to have the following skills: | | Relationships | |
| | | | Program Outcome | Net Impact |
| | 1 | To gain knowledge about the scientific research process and methods to ensure | 1 | 5 |
| | 2 | Developing their ability to analyze and evaluate scientific research | 3&4 | 4&4 |
| | 3 | Teaching basic statistical concepts | 5 | 5 |
| | 4 | Ensuring that students learn techniques for collecting, analyzing, and evaluating quantitative data using statistical software | 3 | 4&4 |
| 5 | Reinforce knowledge of research proposal and report preparation | 5 | 5 | |
| Course Description: The course will cover all stages of a marketing research project, including data collection and analysis. Various qualitative and quantitative methods will be applied, including data collection and interpretation for a specific problem. Ethical issues that may arise during the research process will also be addressed. In addition, this course aims to develop students' critical thinking and problem-solving skills. | | | | |
| Course Content: (Weekly Lesson Plan) | | | | |
| Week | Topic | | Preparation | Teaching Method |
| 1 | Scientific Method and Philosophy of Science | | Textbook Chapter 1 | Lecture and Discussion |
| 2 | The Scientific Research Process and Research Problem Discussion Determination | | Textbook Chapter 2 | Presentation and |
| 3 | Conceptual Framework of Research; Theory, Model, Hypothesis, Variable, and Operationalization | | Textbook Chapter 3 | Presentation and Discussion |
| 4 | Research Design: Research Pattern and Explanation and Discussion Methods | | Textbook Chapter 4 | Classification of |
| 5 | Research Universe and Sampling | | Textbook Chapter 5 | Presentation and Discussion |
| 6 | Operational Definition and Measurement | | Textbook Chapter 6 | Presentation and Discussion |
| 7 | Data Collection Techniques | | Textbook Chapter 7 | Presentation and Discussion |
| 8 | Preparing for Data Processing, Basic Statistical Measures, and Types of Analysis | | Textbook Chapter 8 | Presentation and Discussion |
| 9 | Preparing Data for Analysis, Basic Statistical Measures, and Types of Analysis | | Textbook Chapter 8 | Presentation and Discussion |
| 10 | Quantitative Data Analysis: I. Hypothesis Tests and Correlation | | Textbook chapters 9-10 | Lecture and |
| 11 | Exploratory Factor Analysis and Reliability Analysis | | Textbook Chapter 11 | Presentation and Discussion |
| 12 | Structural Equation Modeling | | Textbook Chapter 12 | Presentation and Discussion |
| 13 | Other Quantitative Research Designs: Experimental Research and Meta-Analysis | | Textbook Chapter 13 | Presentation and Discussion |
| 14 | Qualitative Research Designs and Qualitative Data Analysis | | Textbook Chapter 14 | Presentation and Discussion |
| 15 | Preparing the Research Report and Ethics | | Textbook Chapter 15 | Presentation and Discussion |
| 16 | Final Exam | | | |
| SOURCES | | | | |
| Textbook | Research Methods in Social Sciences, Philosophy-Method-Analysis Assoc. Prof. Dr. Sait GÜRBÜZ and Assoc. Prof. Dr. Faruk Şahin 3rd Edition | | | |
| Other Sources | Mahir Nakip, Research Techniques in Marketing, Kemal Kurtuluş, Marketing Research, etc. Scientific Research Method Books | | | |
| Material Sharing | Faculty member's lecture slides | | | |
| ASSESSMENT METHODS | | | | |
| Activities | Number | Impact | Description | |
| | | | | |
| Project (Term Paper) | 1 | 100 | | |
| | | | | |
| Impact of the Final Project Exam | 1 | 1 | The rubric and explanation are provided below. | |
| ECTS TABLE | | | | |
| Content | Number | Hours | Total | |
| Course Duration | 16 | 3 | 48 | |

| | | | |
|-------------------------|----|-----|----------------------|
| Out-of-Class Study Time | 16 | 4 | 64 |
| Project (Term Paper) | 1 | 132 | 132 |
| | | | Total |
| | | | 244 |
| | | | Total / 30 |
| | | | 244/30 = 8.13 |
| | | | ECTS Credit |
| | | | 8 |

Performance Evaluation



Project Content and Scope

A research study will be conducted in accordance with the thesis writing guidelines of the Institute of Social Sciences at Çağ University. Students have autonomy in selecting the topic and determining the methodology and materials to be used. The project may be prepared either individually or as a group. The printed version of the document, prepared in MSWord format, must be submitted to the course instructor both in person and via email. Final submission deadline: June 18, 2025

Project Document Content:

- Summary (100-150 words)
- Abstract (100-150 words)
- Introduction
- Conceptual Framework - Literature (at least 30 sources such as books/theses/articles, etc.)
- Method (Survey: 60)
- Analysis and Findings
- Conclusions and Recommendations
- References
- Appendices (Survey form, consent forms, interview form, etc., if available)

Project Evaluation Rubric

| MAN 560/MAN 588/MAN644 Scientific Research Methods and Publication Ethics Course Term Project Evaluation Rubric | | |
|---|--|-------|
| Student Number | | |
| Student Name/Surname | | |
| Criteria | | Score |

| | Insufficient | Satisfactory | Pass | 100 |
|------------------------|--|--|--|-----|
| 1. Objective | 1-3 | 4-5 | 6-8 | |
| | The project's main purpose and objectives are not clearly and comprehensively stated, and there are conceptual gaps. | While the project's main purpose and objectives are largely defined, they contain some ambiguities or conceptual inconsistencies. | The project's fundamental purpose and objectives are clearly and concisely defined within an academic framework; they are consistently articulated in the context of the literature and practice. | |
| 2. Content | 1-3 | 4-5 | 6-8 | |
| | The content is unclear, incomplete, or contains errors. The data and arguments presented are insufficient to support the project's main objective. | The content largely contains clear and meaningful information. While it supports the project's fundamental objective, some topics are addressed superficially or incompletely. | The content is complete and convincing in terms of academic accuracy and reliability. It has a clear, systematic, and analytical structure that strongly supports the project's fundamental objective. | |
| 3. Organization | 1-2 | 3-4 | 5-6 | |
| | The content has a weak organization; the flow of content is irregular, and there are inconsistencies between paragraphs. The logical flow is lacking, making it difficult for the reader to follow the text. | The content is generally presented in a clear and meaningful order. The connections between paragraphs are largely consistent, but there are some gaps in fluency in some transitions. Structural integrity is adequate. | The content is presented with systematic and effective organization. Strong and natural transitions are provided between paragraphs. The logical flow and structural integrity are high, making the text easy to understand and academically consistent. | |
| 4. Form and Conformity | 1-2 | 3-4 | 5-6 | |
| | Academic suitability is low, language and fluency are weak, and it is difficult to maintain the reader's interest. | Academic suitability is moderate, language and fluency are generally adequate, but inconsistencies are present. | Academic suitability is high, language and fluency are strong, and the structure is professional and engaging. | |
| 5. Use of References | 1-2 | 3-4 | 5-6 | |
| | References are missing or inconsistent with sources. Quotations do not meet academic standards. | References are largely correct and appropriate. Citations are clear and consistent. | Reference usage is clear, accurate, and conforms to academic formats. Citations are complete and professional. | |
| 6. Writing Format | 1-2 | 3-4 | 5-6 | |
| | There are noticeable errors in APA format, and compliance with academic writing rules is weak. | The APA format has been largely applied correctly, but some deficiencies and inconsistencies exist. | The APA format has been applied completely and correctly, and is fully compliant with academic standards. | |
| 7. Analytical/Critical | 1-3 | 4-7 | 8-10 | |

| | | | |
|--|---|--|--|
| Thinking Skills | | | |
| | The research question is unclear, and the main idea is ambiguous. The information is insufficient or incorrect, and the appropriate analysis method has not been used. | The research question and the main idea of the study are presented at a sufficient level. The research information is sufficient, with a few exceptions/errors. In general, appropriate techniques and methods have been applied to the study. | The research question is effectively presented. The research information is highly consistent with the research question and purpose. The analysis and other methods applied to the study are fully consistent. |
| 8. Written Communication Skills | 1-3 | 4-7 | 8-10 |
| | The work contains basic errors in grammar, sentence structure, and spelling. The expression is unclear. | The work generally has a good grammatical structure, but some errors are present. The expression is largely understandable. | The work is strong in terms of grammar and fully complies with spelling rules. The expression is clear, fluent, and meets academic standards. |
| 9. Presentation | 1-7 | 8-13 | 14-20 |
| | The presentation is not clear and understandable. The information is not sufficiently organized, and graphics and other supporting tools have not been used. | The presentation is largely clear and understandable. The information is generally well organized, but graphics and supporting tools are missing or insufficient. | The presentation is clear, understandable, and impressive. The information is well organized and enriched with graphics and supporting tools. |
| 10. Theoretical and Practical Integration Skills | 1-7 | 8-13 | 14-20 |
| | The theoretical foundation is lacking, and knowledge of multidisciplinary topics is insufficient. As a result, the content and conclusion sections are not sufficiently supported by theory and principles. | Theoretical knowledge is satisfactory, but there are errors or omissions in some areas. The recommendation and conclusion sections are generally linked to theory and principles. | Theoretical knowledge is strong, and interdisciplinary connections have been established. The author has in-depth knowledge of different functional areas of business and has made effective assessments on organizational issues. |
| | Comment: | | |