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| SYLLABUS  Faculty of Economics and Administrative Sciences | | | | | | | | | | | | |
| Course Code | | | **Course Title** | | | | | **Credits** | ECTS Value | | | |
| ITL-409 | | | Logistics Information Systems | | | | | (3-0-3) | 06 | | | |
| Prerequisite Courses: | | | None | | | | | | | | | |
| Course Language: | | | English | | **Course Delivery Mode:** | | | | | Face-to-Face | | |
| Course Type and Level: | | | Compulsory/4.Year/Fall Semester | | | | | | | | | |
| Instructor's Title, Name, and Surname | | | | | **Course Hours** | | | **Office Hours** | Contact | | | |
| Assoc. Prof. Emre Kadir ÖZEKENCİ | | | | | Thursday  10.15-12.45 | | | Monday-Friday  14.00-16.00 | [ekadirozekenci@cag.edu.tr](mailto:ekadirozekenci@cag.edu.tr) | | | |
| Course Coordinator: | | | Res. Assist. Kübra T. ONAT ([kubraonat@cag.edu.tr](mailto:kubraonat@cag.edu.tr)) | | | | | | | | | |
| Course Objectives: This course aims to provide students with a comprehensive understanding of how information systems are used to support logistics and supply chain operations in a global context. Students will explore the role of digital technologies in enhancing efficiency, visibility, and decision-making in logistics activities such as transportation, warehousing, inventory management, and order processing. Through real-world case studies, and hands-on software applications (Microsoft Access), students will develop analytical and problem-solving skills required to evaluate and implement logistics information systems. | | | | | | | | | | | | |
| Course Learning Outcomes | Upon successful completion of this course, the student will be able to; | | | | | | | | | Relations | | |
| Program Outcomes | | Net Contribution |
| 1 | | explain the characteristics of logistic and supply chain management. | | | | | | | 3,5 | | 4,4 |
| 2 | | define logistics information systems and the role of technological development in logistic systems with basic terms. | | | | | | | 2,5 | | 5,5 |
| 3 | | understand the relationship between logistics and globalization. | | | | | | | 5,9 | | 4,4 |
| 4 | | demonstrate the basic rules and applications of Microsoft Office Programs. | | | | | | | 2 | | 5 |
| 5 | | explain the importance of creating databases and to collect data. | | | | | | | 2 | | 5 |
| 6 | | create, control and evaluate database program in logistics and apply on projects. | | | | | | | 1,2,5 | | 5,5,5 |
| Course Description: | | | This course introduces students to the role and application of information systems in logistics and supply chain management. It covers key systems and explores how digital tools support logistics functions including transportation, inventory, warehousing, and order tracking. Students will learn how to evaluate, select, and implement logistics technologies that improve efficiency and decision-making. Emphasis is placed on real-world applications, case studies, and hands-on system use. | | | | | | | | | |
| Course Schedule (Weekly Plan) | | | | | | | | | | | | |
| Week | | **Topic** | | | | | **Preparation** | | | | Teaching Methods and Techniques | |
| 1 | | Introduction to Logistics Information Systems | | | | | Introduction to Logistics Information Systems | | | | Instructor-led introduction, class discussion | |
| 2 | | The Role of Information Systems in Logistics | | | | | The Role of Information Systems in Logistics | | | | Interactive lecture, case discussion | |
| 3 | | Database Fundamentals for Logistics | | | | | Read: Basic database concepts | | | | Interactive lecture, class Q&A, small quiz | |
| 4 | | Introduction to Microsoft Access | | | | | Watch Microsoft Access tutorial | | | | Interactive lecture and watch Microsoft Access Youtube Tutorial Series | |
| 5 | | Introduction to Microsoft Access | | | | | Watch Microsoft Access tutorial | | | | Interactive lecture and watch Microsoft Access Youtube Tutorial Series | |
| 6 | | Designing Tables and Fields for Logistics Data | | | | | Prepare tables-related data list | | | | Workshop: Create product and customer tables in Access | |
| 7 | | Review | | | | | Review: Key topics | | | | Discussion | |
| 8 | | Midterm Exam | | | | | Review: Weeks 1-7 | | | | Term project (Written document – Short report) | |
| 9 | | Midterm Exam | | | | | Review: Weeks 1-7 | | | | Term project (Written document – Short report) | |
| 10 | | Data Entry and Validation in Access | | | | | Bring sample inventory or order data | | | | Group activity: Enter and validate data in Access | |
| 11 | | Data Entry and Validation in Access | | | | | Bring sample inventory or order data | | | | Group activity: Enter and validate data in Access | |
| 12 | | Setting Primary Keys and Relationships | | | | | Database relationships | | | | In-class application: Establish table relationships, normalization exercise | |
| 13 | | Creating Queries | | | | | Review query examples | | | | Hands-on practice: Select, update, and parameter queries | |
| 14 | | Forms and User Interface in Access | | | | | Watch tutorial on form design | | | | Create order entry and tracking forms | |
| 15 | | Reports for Inventory, Orders, and Shipments | | | | | Watch tutorial on report design | | | | Generate printable reports | |
| 16 | | Review | | | | | Review: Key topics | | | | Discussion | |
| 17 | | Final Exam | | | | | Review: all topics | | | | Term project (Application on Microsoft Access) + Final report | |
| 18 | | Final Exam | | | | | Review: all topics | | | | Term project (Application on Microsoft Access) + Final report | |
| Course Resources | | | | | | | | | | | | |
| Textbook: | | | | Logistics Information Systems: Digital Transformation and Supply Chain Applications in the 4.0 Era  <https://books.google.com.tr/books/about/Logistics_Information_Systems.html?id=TDobEQAAQBAJ&redir_esc=y>  Access Learning Zone videos on YouTube: <https://www.youtube.com/watch?v=pHiOXZEbK-4> | | | | | | | | |
| Recommended References: | | | | Following weekly logistics news and applications on information systems | | | | | | | | |
| Course Assessment and Evaluation | | | | | | | | | | | | |
| Activities | | | | **Number** | | **Percentile** | | Notes | | | | |
| Midterm Exam (Term Project) | | | | 1 | | %30 | | Submission of the preliminary report as a group | | | | |
| Final (Term Project) | | | | 1 | | %70 | | Group practice exam | | | | |
| ECTS Table | | | | | | | | | | | | |
| Content | | | | | | **Number** | | **Hours** | Total | | | |
| Course Duration | | | | | | **14** | | **3** | 42 | | | |
| Out-of-Class Study | | | | | | **14** | | **6** | 84 | | | |
| Midterm Exam (Midterm Exam Duration + Midterm Exam Preparation) | | | | | | **1** | | **15** | 15 | | | |
| Final Exam (Final Exam Duration + Final Exam Preparation) | | | | | | **1** | | **30** | 30 | | | |
| Total: | | | | | | | | | 171 | | | |
| Total / 30: | | | | | | | | | 171/30=5.7 | | | |
| ECTS Credit: | | | | | | | | | 6 | | | |

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| Past Term Achievements | |
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**International Trade & Logistics**

**ITL-409 Logistics Information Systems**

**Term Project (Midterm)**

**Evaluation Rubric**

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| Students: |  |
| Evaluator: | Assoc. Prof. Emre Kadir ÖZEKENCİ |
| Date: |  |

For each of the evaluation dimensions identified below, use the evaluation rubric to assess the student’s work by specifying a score based on the performance ratings and descriptors delineated in the rubric form and supplying relevant comments in the space provided.

1. **Focus on Topic:** The degree to which the student will acquire fundamental and technical knowledge in the area of selected sector and use this knowledge to approach business problems
2. **Integration of Theoretical and Practical Knowledge**: The extent to which students use elementary and relevant knowledge related with logistics information systems.
3. **Analytical/Critical-Thinking Skills**: The degree to which the students will identifies the research problem, concept, or idea, and specifies its constituent elements; investigates, selects, and organizes research information.
4. **Writing Skills**: The degree to which the student employs APA formatting in the written project, the extent to which the student uses appropriate language/word choice, mechanics, and writing conventions and the extent to which the student uses and cites appropriate resources in the research project.

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| **ITL-409 Term Project Evaluation Rubric** | | | | |
| **Criterion** | **Performance Rating** | | | **Score** |
| **Needs Improvement** | **Competent** | **Exemplary** |
|  | **5-10** | **15-20** | **25-30** |  |
| **1) Focus on Topic**  **(Content)** | Content is unclear, inaccurate, and/or incomplete; support for the central purpose, arguments, or goals of the project is weak or poorly discussed. | Presents clear and appropriate information that adequately supports the central purpose, arguments, or goals of the project. | Presents balanced, significant, and valid information that clearly and convincingly supports the central purpose, arguments, or goals of the project |  |
| **Comments**:  **Measures: ISLO 1;** students will be able to recognize elementary and relevant theoretical knowledge such as economics, international trade, logistics, statistics, accounting and finance. | | | |
|  | **5-10** | **15-20** | **25-30** |  |
| **2) Integration of Theoretical and Practical Knowledge** | Definition of international trade & logistics application is not clearly stated. Supporting details and information are unclear regarding international trade & logistics. | Definition of international trade & logistics application is missing several elements. Supporting details and information are relevant but several topics are not discussed. | Definition of international trade & logistics application is clearly stated. Quality details give the reader important information about topics. |  |
| **Comments**:  **Measures: ISLO 2;** students will be able to use elementary and relevant knowledge related with logistics information systems, international trade and logistics. | | | |
|  | **0-6** | **7-13** | **14-20** |  |
| **3) Analytical/**  **Critical-Thinking Skills** | Research problem, concept, or idea is not clearly articulated, or its component elements are not identified or described; research information is poorly organized, categorized, and/or superficially examined. Personal assessment is not related to topic and no point of view regarding company. | Adequately identifies and describes (or sketches out) the research problem, concept, or idea and its components; gathers and examines information relating to the research problem, concept, or idea. Personal assessment is relevant but there is a need for more supporting knowledge. | Effectively formulates a clear description of the research problem, concept, or idea, and specifies major elements to be examined; selects and prioritizes information appropriate to addressing the research problem, concept, or idea. Main idea is stands out and is supported by detailed information. Personal assessment is clearly stated. |  |
| **Comments**:  **Measures: ISLO 3;** students will be able to demonstrate ability to arrive at optimal solutions to business problems by using critical thinking abilities. | | | |
|  | **0-6** | **7-13** | **14-20** |  |
| **4) Writing Skills**  **a) APA**  **b) References**  **c) Grammar** | **1)** Research project exhibits frequent and significant errors in APA formatting.  **2)** Most of the references are from sources that are not peer-reviewed or professional, and have uncertain reliability.  **3)** The written project exhibits multiple errors in grammar, sentence structure, and/or spelling; inadequate writing skills. | **1)** Professionally legitimate references are generally used; clear and fair citations are presented in most cases.  **2)** APA formatting is employed appropriately in the research project with a few minor errors.  **3)** Written research project displays good word choice, language conventions, and mechanics with a few minor errors in spelling, grammar | **1)** Presents compelling evidence from professionally legitimate sources; attribution is clear and  accurate.  **2)** APA format is used accurately  and consistently throughout the research project.  **3)** Readability of the project is enhanced by facility in language use/word choice; uses language conventions effectively |  |
| **Comments**:  **Measures: ISLO 4;** students will be able to learn how to gather date related with logistics and other business functions and use research skills to analyze the available data. | | | |

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| **Summary Performance Ratings on Programmatic ISLOs** | |
| **ISLOs/Program-Level Assessment Criteria** | **Score** |
| Focus on Topic (Content) |  |
| Integration of Theoretical and Practical Knowledge |  |
| Analytical/Critical-Thinking Skills |  |
| Writing Skills |  |
| **Total** |  |

**International Trade & Logistics**

**ITL-409 Logistics Information Systems**

**Term Project (Final-Microsoft Access Practice)**

**Evaluation Rubric**

| **Criteria** | **Description** | **Points** |
| --- | --- | --- |
| Database Structure & Table Design | Accurate creation of normalized tables with appropriate field types, primary keys, and correct relationships between entities (e.g., Customers, Orders, Products). | 20 pts |
| Query Development | Design and execution of logical and functional queries (e.g., select, parameterized, calculated queries) based on specific logistics scenarios. | 20 pts |
| Form Design | Development of user-friendly and functional forms for data entry or transaction processes, demonstrating clarity and control usage. | 20 pts |
| Report Generation | Creation of well-structured and formatted reports with accurate grouping, summarization, and visual organization of logistics data. | 20 pts |
| Theoretical Application & System Integrity | Demonstration of conceptual understanding of logistics information systems, data consistency, naming conventions, and system usability. | 20 pts |

**CC (70/100) and higher grades will be considered as successful for this lecture.**