

SYLLABUS
Faculty of Economics and Administrative Sciences

Course Code	Course Title	Credits	ECTS Value	
ITL-463	Projects in International Trade and Logistics	3 (3-0-3)	6	
Prerequisite Courses:	None			
Course Language:	English	Course Delivery Mode:	Face to face	
Course Type and Level:	Elective / 4th Year / Fall Semester			
Instructor's Title, Name, and Surname		Course Hours	Office Hours	
Prof. Dr. H. Mahir FİSUNOĞLU		Cuma 10.15-12.45	Pazartesi-Cuma 14.00-16.00	
Contact	mahirfisunoglu@cag.edu.tr			
Course Coordinator:	Arş. Gör. Kübra TOPCUOĞLU ONAT (kubraonat@cag.edu.tr)			
Course Objectives				
Course Learning Outcomes	Upon successful completion of this course, the student will be able to;		Relations	
			Program Outcomes	Net Contribution
	1	Prepare an academic project and effectively support its main objectives and targets.	1	5
	2	Establish a coherent relationship among the introduction, body, and conclusion of a research paper.	1	5
	3	Use appropriate academic writing language in accordance with research project standards.	1	5
	4	Cite properly within an academic research project.	4	5
	5	Identify a research problem, organize, evaluate, and interpret information.	5	5
	6	Present information logically and make oral presentations consistent with communication principles.	1	5
7	Analyze complex international business/trade/finance/banking issues through theoretical and applied perspectives, and synthesize interdisciplinary principles and concepts in developing recommendations or conclusions.	5, 7, 8, 9	5, 5, 5, 5	
Course Content:	This course covers the fundamental stages of the scientific research process and aims to equip students with the ability to develop an academic project through practical applications. Topics include identifying research problems, building a conceptual framework, developing hypotheses, determining population and sample, selecting and applying data collection techniques, and analyzing findings. Students will gain experience in conducting literature reviews, developing measurement tools, analyzing collected data, and reporting results in line with academic writing standards. The course follows a project-based learning approach to foster an interdisciplinary perspective and adapt scientific research methods to the field of International Trade and Logistics.			

Course Schedule (Weekly Plan)

Week	Topic	Preparation	Teaching Methods and Techniques
1	Course Introduction – Overview of Scientific Research and Syllabus	Sharing student expectations and areas of interest	Ice-breaking activity, course introduction
2	Scientific Research Process and Defining the Research Problem	Determining a research topic aligned with student interests	Problem identification exercise, group discussion
3	Developing the Conceptual Framework	Identifying key concepts and explaining their relationships	Concept-mapping, literature connection
4	Research Design: Classification of Designs and Methods	Reviewing one quantitative and one qualitative research example	Comparative analysis, sample study
5	Research Population and Sampling (Literature Review)	Reviewing three relevant academic sources	Literature review practice, database usage
6	Developing Project Content	Drafting project structure based on selected sources	Hypothesis formulation, project skeleton creation
7	Introduction to Data Collection Techniques	Reviewing examples of different data collection tools	Analysis of survey and interview examples
8	Writing Project Proposal, Aim, and Method	Preparing a project proposal draft	Introduction to APA format, writing practice
9	Project Proposal Presentation	Preparing presentation materials for project proposal	Presentation skills workshop
10	Data Collection Techniques II – Quantitative and Qualitative Data	Examining data types and analysis methods	Sample application
11	Organizing the Literature Review Section	Formatting according to APA rules	Reference formatting, APA application
12	Writing the Research Methodology Section	Drafting the methodology section	Guided writing session, feedback
13	Revising the Methodology Section	Peer feedback on draft	Writing improvement session
14	Writing the Findings and Conclusion Section	Presenting findings with tables and charts	Data analysis practice, interpretation workshop
15	Revising Findings and Conclusion	Reviewing consistency between results and conclusions	Discussion and writing workshop
16	Final Project Report Editing	Combining and editing all sections	Report-editing workshop, formatting control
17	Project Submission	Final revisions before submission	Self-assessment, instructor feedback
18	Student Project Presentations	Preparing and delivering project presentations	Presentation and Q&A session

Course Resources
Textbook:

Gürbüz, S., & Şahin, F. (2022). *Sosyal Bilimlerde Araştırma Yöntemleri: Felsefe-Yöntem-Analiz* (3rd ed.). Seçkin Yayıncılık.

Recommended References:

Altunışık, R., Boz, H., Gegez, E., Koç, E., Sığır, Ü., Yıldız, E., & Yüksel, A. (2022). *Sosyal Bilimlerde Araştırma Yöntemleri: Yeni Perspektifler*. Seçkin Yayıncılık.

Course Assessment and Evaluation

Activities	Number	Percentile	Notes
Project Part I	1	%30	In this phase, students prepare a project proposal based on the identified research problem. The proposal includes the purpose, scope, methodology, and expected contributions of the study, forming the foundation of the research process.
Project Part II	1	%70	In this final phase, students complete and submit their full research project. They conduct literature reviews, data collection, and analysis, presenting findings in accordance with academic writing and ethical standards.

ECTS Table

Content	Number	Hours	Total
Ders süresi	14	3	42
Sınıf Dışı Çalışma	14	3	42
Proje Part I	1	42	42
Proje Part II	1	54	54
Total:			180
Total / 30:			180/30=6
ECTS Credit:			6

ITL 463 – Project in International Trade & Logistics Evaluation Rubric				
Student Name:				
Student ID:				
Criterion	Performance Evaluating			
	Insufficient	Sufficient	Successful	Total
				100
	0 to 6 points	7 to 13 points	14 to 20 points	
1. Presentation and Writing Skills	<p>Oral presentations cannot be understood because there is no logical sequencing of information; the presenter reads most or all of the project notes with little or no eye contact. The presenter is unprofessional, lacks confidence, is uncomfortable, and cannot answer basic questions. The report exhibits frequent and significant errors in APA-7 formatting and grammar rules and inadequate writing skills.</p>	<p>Information is presented in a sequence that the audience can follow. The presenter maintains eye contact with the audience with a few minor exceptions. On a few occasions, the presenter reads from notes; is comfortable for the most part and adequately answers questions; APA-7 formatting is employed appropriately, with a few minor errors in grammar rules and adequate writing skills.</p>	<p>The information is presented in a logical, interesting, and effective sequence that the audience can easily follow; the presenter maintains eye contact with the audience and rarely refers to notes; is professional, confident, comfortable, and answers questions effectively. APA-7 format is used accurately and consistently throughout the report; excellent word choice; uses language conventions effectively.</p>	
	<p>Comments: Measure ISLO 1: Students will be able to produce reports and presentations to accomplish effective and professional communication in different business settings.</p>			
	0 to 3 points	4 to 7 points	8 to 10 points	
2. Problem Solving and Using Decision Support Tools	<p>The logistics or international trade problem is vague or poorly defined. No clear solution approach is presented, and decision-support tools or analytical techniques are absent or incorrectly applied.</p>	<p>The problem is defined, and basic analytical or decision-support methods (e.g., simple statistical analysis, spreadsheets, basic modeling) are applied. However, assumptions and interpretations remain superficial.</p>	<p>The problem is clearly defined and analytically framed. Appropriate decision-support tools are selected with sound justification and applied effectively. Alternative solutions and actionable logistics-oriented recommendations are developed.</p>	
	<p>Comment: Measure ISLO 2: Students will be able to demonstrate ability to arrive at optimal solutions to business problems using decision support tools.</p>			
	0 to 3 points	4 to 7 points	8 to 10 points	
3. Definition of Core Logistics and	<p>Key concepts (e.g., supply chain, transportation,</p>	<p>Core concepts are mostly accurate and relevant, but their interrelationships and</p>	<p>Concepts are accurately defined, properly referenced, and well integrated into a</p>	

International Trade Concepts	inventory, service level, Incoterms) are inaccurately defined, incomplete, or disconnected from the project context.	application within the project are limited.	coherent conceptual framework that directly supports the research problem.	
Comments: Measure ISLO 3: Students will be able to define major business concepts within the traditional areas of international trade and logistics.				
	0 to 3 points	4 to 7 points	8 to 10 points	
4.Ethical and Legal Principles	Citation and referencing are inadequate, with a risk of plagiarism. Ethical considerations related to data collection, confidentiality, or consent are unclear or missing.	Ethical principles are generally respected, with minor inconsistencies in referencing or data handling. Ethical procedures are partially explained.	Full compliance with academic and data ethics is demonstrated. Sources are transparent, originality is ensured, and data collection processes (voluntary participation, confidentiality) are clearly documented.	
Comments: Measure ISLO 4: Students will be able to carry out the ethical and legal principles when making decisions in global business environments.				
	0 to 3 points	4 to 7 points	8 to 10 points	
5. Integration of Theoretical & Practical Knowledge	There is little or no connection between the literature and empirical or applied components. Conclusions lack theoretical grounding.	Theory and practice are linked at a basic level, though the discussion lacks depth and generalizability.	The theoretical framework, methodology, and findings are coherently integrated. Results are critically discussed with practical implications for logistics and suggestions for future research.	
Comments: Measure ISLO 5: Students will be able to combine the acquired theoretical and practical knowledge in the system that she/he lives.				
	0 to 3 points	4 to 7 points	8 to 10 points	
6. Leadership & Teamwork	Contribution to group work is limited; roles and responsibilities are unclear; collaboration and communication are weak.	Task distribution and coordination are generally effective, though contributions may be uneven.	Roles are clearly defined, collaboration is strong, and leadership and responsibility are evident. The final output reflects a cohesive and well-managed team effort.	
Comments: Measure ISLOs: 6 Students will be able to use leadership, team working and interpersonal relationship abilities.				
	0 to 3 points	4 to 7 points	8 to 10 points	
7. Integration of Business Functions and Relationship among the Functions	The project focuses narrowly on a single dimension and fails to address relationships among logistics, finance, marketing, or operations.	Multiple business functions are addressed, but their interactions are only partially analyzed.	Interrelationships among logistics and other business functions are clearly analyzed. Trade-offs involving cost, service level, and market/customer impact are effectively discussed.	

	Comments: Measure ISLO 7: Students will be able to discuss the functions and relationship among the functions of business administration such as accounting, finance, marketing, management and production.			
	0 to 3 points	4 to 7 points	8 to 10 points	
8. Coordination of Management Functions	Project planning, process management, and control mechanisms are unclear or absent.	Project planning and methodological steps are defined, but time management, resource allocation, or control criteria are insufficiently detailed.	The project lifecycle is systematically managed. Planning, implementation, and control processes are clearly articulated, with defined performance indicators and monitoring mechanisms.	
	Comments: Measure ISLO 8: Students will be able to coordinate functions of management such as planning, organizing, directing and controlling in different business settings.			
	0 to 3 points	4 to 7 points	8 to 10 points	
9. Analytical/ Critical Thinking Skills	Research questions or hypotheses are unclear; methods are poorly aligned with data; findings are weakly interpreted or incorrectly generalized.	Research questions are clear and methods are generally appropriate. Findings are interpreted at a basic level, with limited consideration of limitations or alternative explanations.	Research questions, methodology, and analysis are highly aligned. Findings are critically interpreted and compared with the literature, with explicit discussion of limitations, robustness, and alternative interpretations.	
	Comments: Measure ISLO 9: Students will be able to use analytical tools, critical thinking and research skills to solve contemporary business problems.			