

SYLLABUS

		Faculty of Economics an	d Administrative	Sciences	i.		
Cour	se Code	Course Title		Cre	edits	ECTS Value	
ΙΤ	L-463	Projects in International Trade a	nd Logistics	3 (3-0-3))	6	
Prere	equisite ses:	None					
Cour Lang	se juage:	English	Course Delivery	Mode:	Face to face	Э	
	se Type Level:	Elective / 4th Year / Fall Semester					
Instructor's Title, Name, and Surname Course Hours Office Ho				ours	Contact		
	Drof Dr H Mahir Elstini (Citi				esi-Cuma)-16.00	9	
Cour Coor	se dinator:	Arş. Gör. Kübra TOPCUOĞLU ONAT	(kubraonat@cag	.edu.tr)			
Cour	se Object	ives					
		accessful completion of this course, the student will be able to;			Relations		
	Upon sud				Program Outcomes	Net Contribution	
mes	1	Prepare an academic project and effectively support its main objectives and targets.			1	5	
utco	2	Establish a coherent relationship among the introduction, body, and conclusion of a research paper.					
ing C	3	Use appropriate academic writing language in accordance with research project standards.				5	
arn	4	Cite properly within an academic rese	4	5			
Course Learning Outcomes	5	Identify a research problem, organizinformation.	ze, evaluate, and	interpret	5	5	
Coul	6	Present information logically and consistent with communication princip	•	entations	1	5	

consistent with communication principles. Analyze complex international business/trade/finance/banking issues through theoretical and applied perspectives, and synthesize interdisciplinary principles and concepts in developing recommendations or conclusions.

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.

5, 7, 8, 9

5, 5, 5, 5

Course Content:

7



Course Schedule (Weekly Plan)						
Week	Topic	;	Preparation	Teaching Methods and Techniques		
1	Course Introduction – Ov Research and Syllabus	verview of Scientific	Sharing student expectations and areas of interest	Ice-breaking activity, course introduction		
2	Scientific Research Pro the Research Problem	cess and Defining	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: Class and Methods	ification of Designs	Reviewing one quantitative and one qualitative research example	Comparative analysis, sample study		
5	Research Population (Literature Review)	and Sampling	Reviewing three relevant academic sources	Literature review practice, database usage		
6	Developing Project Conte	ent	Drafting project structure based on selected sources	Hypothesis formulation, project skeleton creation		
7	Introduction to Data Colle	ection 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 Present	ation	Preparing presentation materials for project proposal	Presentation skills workshop		
10	Data Collection Technique and Qualitative Data	ies II – Quantitative	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 Me	thodology Section	Drafting the methodology section	Guided writing session, feedback		
13	Revising the Methodolog	y 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 Co	onclusion	Reviewing consistency between results and conclusions	Discussion and writing workshop		
16	Final Project Report Editi	ng	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						
			in, F. (2022). <i>Sosyal Biliml</i> <i>ıaliz</i> (3rd ed.). Seçkin Yayınd			
Altunışık, R., Boz		H., Gegez, É., Koç, E., Sığrı nlerde Araştırma Yöntemleri	, Ü., Yıldız, E., & Yüksel, A.			



Course Assessment and Evaluation						
Activities	Number	Percentile	Notes			
Project Part I	1	%30	In this phase, students pre proposal based on the ide problem. The proposal includ scope, methodology, a contributions of the study foundation of the research pro	ntified research es the purpose, and expected or, forming the		
Project Part II	1	%70	In this final phase, students submit their full research conduct literature reviews, and analysis, presenting accordance with academic wistandards.	project. They data collection, findings in		
		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 – Pr	oject Evaluation Rubric		
Student Number				
Student Name/Surname				
Criterias				Point
	Insufficient	Satisfactory	Excellent	100
	1-3	4-5	6-8	
1. Pupose	The main purpose and objectives of the project are not clearly stated, and there are conceptual gaps.	The main purpose and objectives are largely defined, but there are some ambiguities or conceptual inconsistencies.	The purpose and objectives are clearly and comprehensively defined with strong theoretical and practical relevance.	
	Comments:			
	1-3	4-5	6-8	
2. Content	Content is unclear, incomplete, or contains incorrect information. The data and arguments presented do not adequately support the project's	Content is largely clear and meaningful, supporting the project's purpose, but some areas are superficial or incomplete.	Content is complete, academically accurate, and convincing, providing strong support for the project's objectives.	



	purpose.		
	' '		
	Comments:		
	1-2	3-4	5-6
3. Organization	Poorly structured content with inconsistent flow, making it difficult for the reader to follow.	Generally well- organized, with logical connections between paragraphs, but some transitions lack fluidity.	Content is systematically structured, with smooth transitions and strong logical flow, making it easy to follow.
	Comments:		
	1-2	3-4	5-6
4. Formatting and Cohesion	Weak academic appropriateness, poor fluency, and difficult to engage the reader.	Moderate academic appropriateness with generally good fluency but some inconsistencies.	High academic appropriateness, strong fluency, and a professional, engaging presentation.
	Comments:		
	1-2	3-4	5-6
5. Use of References	References are incomplete or inconsistent with sources. Citations do not follow academic standards.	References are mostly correct and appropriate, with clear and consistent citations.	References are accurate, properly formatted, and professionally cited according to academic standards.
	Comments:		
	1-2	3-4	5-6
6. Writing Format	Significant errors in APA format and weak adherence to academic writing rules.	APA format is mostly correct but has some inconsistencies.	APA format is correctly and fully applied, meeting academic standards.
	Comments:		
	4.6	4-7	8-10
	1-3	7-1	
7. Analytical/Critical Thinking Skills	The research question is unclear, and key ideas are vague. Data is insufficient or incorrect, with no appropriate analysis method applied.	The research question is mostly well-defined, with minor errors or omissions. Appropriate techniques and methods are generally applied.	The research question is clearly articulated, with fully appropriate and well-executed analytical methods.
-	The research question is unclear, and key ideas are vague. Data is insufficient or incorrect, with no appropriate analysis	The research question is mostly well-defined, with minor errors or omissions. Appropriate techniques and methods	is clearly articulated, with fully appropriate and well-executed



	1-3	4-7	8-10
8. Written/Communication Skills	Basic grammar, sentence structure, and spelling errors present; unclear expression.	Generally good grammar and structure, with minor errors; mostly clear expression.	Strong grammar and structure, fully aligned with academic standards; clear and fluent expression.
	Comments:		
	1-7	8-13	14-20
9. Presentation	Presentation is unclear and disorganized, with insufficient supporting materials (graphs, visuals, etc.).	Presentation is mostly clear and organized, but visuals or supporting materials are insufficient.	Presentation is clear, engaging, and well- organized with effective use of supporting visuals.
	Comments:		
	1-7	8-13	14-20
10. Integration of Theory and Practice	Weak theoretical background and insufficient multidisciplinary knowledge, leading to poorly supported content and conclusions.	Sufficient theoretical knowledge, but with some errors or gaps; conclusions are generally well-supported.	Strong theoretical foundation with interdisciplinary connections, demonstrating deep knowledge and critical analysis.
	Comments:		

