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| ***ÇAĞ UNIVERSITY******FACULTY OF ECONOMICS AND ADMINISTRATIVE SCIENCES*** |
| **Code** | **Course Title** | **Credit** | **ECTS** |
| ITL 461 | [**Project in International Trade**](http://www.cag.edu.tr/en/api/v1/lessons/1324/content/popup) **and Logistic** | 3 (3-0-3) | **6** |
| **Prerequisites** | **None** |
| **Language of Instruction** | English  | **Mode of Delivery**  | Face to face |
| **Type and Level of Course** | Selective/4.Year/Fall Semester |
| **Lecturers** | **Name(s)**  | Lecture Hours | Office Hours | **Contacts** |
| **Course Coordinator** | Asst. Prof. Dr. Saadet Sağtaş |  Tuesday 10.30-12.50 |  Monday09.40-11.55 | **saadetsagtas@cag.edu.tr** |
| Others  |  |  |   |  |
| **Course Objective**  | The aim of the course is to provide students with the opportunity to develop their own research and analytical skills. |
| **Learning Outcomes of the Course** |  | Students who have completed the course successfully should be able to | **Relationship** |
| Prog. Output | **Net Effect** |
| 1 | Discover the real-life applications of the theoretical knowledge | 3,6,9 | 5,5,5 |
| 2 | Gain work experience | 3,6 | 5,5  |
| 3 | Apply the qualitative and quantitative methods to professional issues | 3,6,7, 8 | 5,5,5,5 |
| 4 | Conduct assignments and tasks both individually and in a group setting |  7,9 | 5,5 |
| 5 | Discover the working conditions | 3,5, 6 | 5,5,5 |
| 6 | Demonstrate the ability to learn and perform in an organizational setting | 1, 2,9 | 5,5,5 |
| **Course Description:**   | This course deals with issues such as collecting data, asking research questions, and organizing dissertations necessary for writing a thesis in a specific subject. Each student will research a topic related to international politics and present their research at the end of the semester |
| **REFERENCES**Textbook Rowena Murray. 2006. (2.ed.). How tp Write a Thesis. Open University PressRelated links www.yok.gov.trhttp://www.ldeo.columbia.edu/~martins/sen\_sem/thesis\_org.htmlCourse Notes Books and articles appropriate for students' researchRecommended Reading You can download the copy of the presentations from the system.Material Sharing |
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| **ASSESSMENT METHODS** |
| **Activities** | **Number** | **Effect** | **Notes** |
| **Presentation** | **1** | **20%** |  |
| **Project** | **1** | **50%** |  |
| ***Effect of The Activities*** |  | **30%** |  |
| **ECTS TABLE** |
| **Contents** | **Number** | **Hours** | **Total** |
| **Hours in Classroom**  | 14 | 3 | 42 |
| **Hours out Classroom** | 14 | 8 | 112 |
| **Presentation** | 1 | 10 | 10 |
| **Project** | 1 | 30 | 30 |
| **Total****Total / 30****ECTS Credit** | **194** |
| **=194/30=6,4** |
| **6** |

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| 1. Purpose: The extent to which the student identifies the central purpose, arguments, or goals of the project
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| 1. Content: The degree to which the student presents information that suppors the central purpose, arguments, or goals of the project
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| 1. Organization: The extent to which information/ content has a logical structure, flows from one selection/paragraph to another, and can be followed and understood
 |
| 1. Style and Tone: The degree to which the student’s writing is engaging and appropriate for an academic research project
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| 1. Use of References: The extent to which the student uses and cites appropriate resources in the research project
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| 1. Formatting: The degree to which the student employs APA formatting in the written project
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| 1. Written Communication Skills: The extent to which the student uses appropriate language/word choice, mechanics, and writing conventions in the written project
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| 1. Oral Communication Skills: The degree to which the student presents the project information in a logical sequence, employs supporting graphics, and uses appropriate communication conventions in the oral presentation of the research
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| 1. Analytical/ Critical- Thinking Skills: The extent to which the student identifies the research problem and specifies its constituent elements; investigtes, selects, and organizes research information; appraises and interprets research information; correctly applies methods appropriate to the research problem ; and presents solutions or drws conclusions based on the research analysis
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| 1. Integration Skills: The degree to which the student connects and applies principles, theories, and across the functional areas of business to the analysis of complex business issues; recognize cross-functional organizational issues relating to the research problem ; and synthesizes cross-disciplinary principles and concepts in developing and supporting solutions, recommendations, or conclusions
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| Criterion | Performance Evaluating | Point |
| **Insufficient** | **Sufficient** | **Successful** | **100** |
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| 1. Purpose  | **1--3** | **4--5** | **6--8** | 8 |
| Does not clearly state the central purpose, arguments, or goals of the project; displays lack of focus or detail | Clearly identifies the central purpose, arguments, or goals of the Project, but soetimes may digress | Effectively describes and explains the central purpose, arguments, or goals of the project; explanation is focused, detailed, and compelling. |
|   | **Comments:** |
| 2. Content  | **1--3** | **4--5** | **6--8** | 8 |
| 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:** |  |  |  |
| 3. Organization | **1--2** | **3--4** | **5--6** | 6 |
| Information/ content is not logically organized or presented; topics/ paragraphs are frequently disjointed and fail to make sense together | Information/ content is presented in a clearand reasonable sequence; topic/paragraph transition | Information/ content is presented in a logicaly, interesting, and effective sequence; topics flow smoothly and coherently from one to another and care are clearly linked |
|   | **Comments:** |
| 4. Style and tone  | **1--2** | **3--4** | **5--6** | 6 |
| Writing is unengaging and reader finds it difficult to maintain interest; tone is not consistently professional or suitable for an academic research project | Writing is usually engaging and keeps the reader's attention; tone is generally proffesional and appropriate for an academic research project | Writing is compelling and sustains interest throughout; tone is consistently professional and appropriate for an academic research project |
|   | **Comments:** |
| 5. Use of references  | **1--2** | **3--4** | **5--6** | 6 |
| Most of the references are from sources that are not peer- reviewed or professional, and have uncertain reliability  | Professionally legitimate references are generally used; clear and fair citations are presented in most cases; most of the information/content/ evidence comes from sources that are reliable | Presents compelling evidence from professionally legitimate sources; attribution is clear and accurate; references are primarily peer- reviewed professional journals or other approved sources |
|   | **Comments:** |
| 6. Formatting  | **1--2** | **3--4** | **5--6** | 6 |
| Research project exhibits frequent and significant errors in APA formatting | APA formatting is employed appropriately in the research project with a few minor errors | APA format is used accurately and consistently throughout the research project |
|   | **Comments:** |
| 7. Analytical /critical Thinking Skills | **1--3** | **4--7** | **8--10** | 10 |
| Research problem, concept, or idea is not clearly articulated, or its component elements are notidentified or described; research information is poorly organized, categorized, and/or superficially examined; research information is often inaccurate or incomplete; presents little if any analysis or interpretation; inaccurately and/or inappropriately applies research methods, techniques,models, frameworks, and/or theories to the analysis | Adequately identifies and describes the research problem, concept, or idea and its components; gathers and examines information relating to the research problem, concept, or idea; satisfactorily presents and appraises research information with only minor inconsistencies, irrelevancies, or omissions; generally applies appropriate research methodswith a few minor inaccuracies  | Effectively formulates a clear description of the research problem, and specifies major elements to be examined; selects and prioritizes information appropriate to adressing the research problem; accurately and appropriately analyzes and interprets relevant research information; precisely and effectively applies appropriate research methods in developing and justifiying multiple solutions and conclusions  |
|   | **Comments:** |
| 8. Written Communication Skills | **1--3** | **4--7** | **8--10** | 10 |
| The written project exhibits multiple errors in grammar, sentence structureand/or spelling; inadequate writing skills | Written research project displays good word choice, language conventions, and mechanics with a few minor errors in spelling, grammar, sentence structure | Readability of the project is enhanced by facility in language use/word choice, excellent mechanics, and syntactic variety; uses language conventions effectively  |
|   | **Comments:** |
|   | **1--7** | **8--13** | **14--20** | 20 |
| 9. Presentation (Oral Communication Skills)  | Oral presentations cannot be understood because there is no logical sequencing of research information; presenter uses superfluous graphics or no graphics do not support or relate to the information presented; presenter reads most or all of the project notes with little or no eye contact, presenter is unprofessional, lacks confidence, is uncomfortable, and cannot answer basic questions | Research information is presented in a sequence that the audience can follow ; graphics support and are related to the content of the project;presenter maintains eye contact with the audience with a few minor exceptions;presenter reads from notes on a few occasions; presenter is comfortable for the most part and adequately answers questions | Research information is presented in a logical, interesting, and effective sequence, which the audience can easily follow; oral presentation uses effective graphics to explain and reinforce the information presented ; presenter maintains eye contact with audience, seldom returning to notes; presenter is professional, confident, comfortable, and answers questions effectively |
|   | **Comments:** |
| 10. Integration Skills  | **1--7** | **8--13** | **14--20** | 20 |
| Shows little ability to employ theory and practice across the functional areas of business in the assesment of issues relating to the research problem; does not recognize or correctly identify cross-functional organizational issues relevant to the research problem; does not adequately evaluate the research problem in light of relevant principles | Exhibits satisfactory application of principlesacross the fuctional areas of business to the analysis of the research problem; with a few minor exceptions and describes some cross- functional organizational issues that are relevant to the research problem; adequately identifies abd desribes solutions, recommendations for action or conclusions that are for the most part, based on appropriate principles | Demonstrates well-developed ability to integrate and apply principles across the functional areas of business to the analysis of the research problem; effectively identifies,examines, and critically evaluates important cross- functional organizational issues associated with the research problem, clearly and effectively justifies solutions, recommendations for conclusions based on strong analytics  |
|   | **Comments:** |
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