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| ***ÇAĞ UNIVERSITY***  ***FACULTY OF ECONOMICS AND ADMINISTRATIVE SCIENCES*** | | | | | | | | | |
| **Code** | **Course Title** | | | | **Credit** | | | **ECTS** | |
| IFN 464 | [**Project in International Finance**](http://www.cag.edu.tr/en/api/v1/lessons/1324/content/popup) | | | | 3 (3-0-0) | | | **6** | |
| **Prerequisites** | | | **None** | | | | | | |
| **Language of Instruction** | | | English | **Mode of Delivery** | | | Online | | |
| **Type and Level of Course** | | | Elective/4.Year/Spring Semester | | | | | | |
| **Lecturers** | | **Name(s)** | | Lecture Hours | | Office Hours | | | **Contacts** |
| **Course Coordinator** | | Asst. Prof. Dr. Gökhan SÖKMEN  Instr. Ayşegül KURTULGAN  Res.Asst. Toprak Ferdi KARAKUŞ | | Fri 13.45-16.20 | |  | | gokhansokmen@cag.edu.tr  aysegulkurtulgan@cag.edu.tr  toprakkarakus@cag.edu.tr | |
| |  | | --- | | 1. Purpose: The extent to which the student identifies the central purpose, arguments, or goals of the project | | 1. Content: The degree to which the student presents information that suppors the central purpose, arguments, or goals of the project | | 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 | | 1. Use of References: The extent to which the student uses and cites appropriate resources in the research project | | 1. Formatting: The degree to which the student employs APA formatting in the written project | | 1. Written Communication Skills: The extent to which the student uses appropriate language/word choice, mechanics, and writing conventions in the written project | | 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 | | 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 | | 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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| Final Project Evaluation Rubric | | | | | | | | | | | | |
| Student Name: |  | | | | | | | | | |  | |
| Student ID: |  | | | | | | | | | |  | |
| Criterion | **Performance Evaluating** | | | | | | | | | |  | |
|  | **Insufficient** | | | | **Sufficient** | | **Successful** | | | | **Total** | |
| 1. Oral & Written Communication |  | | | | | | | | | | **100** | |
| **0 to 3 points** | | | | **4 to 6 points** | | **7 to 9 points** | | | |
| Oral presentation 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. | | | | 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 | | 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. | | | |  | |
|  | **Comments:**  **Measure ISLO: 1**  Students will be able to produce reports and presentations to accomplish effective and professional communication in different business settings. | | | | | | | | | | | |
| 2. Use of Decision Support Tools & Problem Solving | **0 to 2 points** | | | | **3 to 4 points** | | **5 to 6 points** | | | | |  |
| Does not clearly identify the business problem, lack of detail in information search. Shows no effort is using decision support tools, no strategic decisions are proposed in the report. | | | | Identifies major parts of the business problem; adequately searches & gathers information for problem solving. Displays effort in using decision support tools, strategic choices proposed are acceptable in the report. | | Identifies business problems completely and in detail; obtain and processes various information to solve problems, uses decision support tools to find ideal solutions to problems, proposes ideal strategies for business problems in the report. | | | | |  |
|  | **Comment:**  **Measure ISLO: 2**  Students will be able to demonstrate ability to arrive at optimal solutions to business problems using decision support tools. | | | | | | | | | | | |
| 3. Definition of Major Business Concepts | **0 to 3 points** | | | | **4 to 7 points** | **8 to 10 points** | | | | | |  |
| Major business concepts are not defined clearly and sufficiently in the project report. | | | | Major business concepts are mostly defined clearly and sufficiently in the project report. | Major business concepts are fully defined clearly and sufficiently in the project report, and the definitions are explained in detail. | | | | | |  |
|  | **Comments:**  **Measure ISLO: 3**  Students will be able to define major business concepts within the traditional areas of international business/finance and banking/trade and logistics. | | | | | | | | | | | |
| 4. Social Responsibility & Ethics | **0 to 3 points** | | | | **4 to 7 points** | | | | | **8 to 10 points** | |  |
| Does not clearly describe the central purpose, problems, and strategies to solve these issues. Displays lack of focus or detail and less or no use of sensitivity to ethical and environmental issues. | | | | Clearly describes the central the central purpose, problems, and some strategies to solve these issues using adequate explanations and with some emphasis on sensitivity to ethical and environmental issues. | | | | | Effectively describes the central purpose, problems, and all the strategies to solve these issues using focused, detailed explanation and well used sensitivity to ethical and environmental issues. | |  |
|  | **Comments:**  **Measure ISLOs: 4**  Students will be able to carry out the ethical and legal principles when making decisions in global business environments. | | | | | | | | | | | |
| 5. Integration of Theoretical & Practical Knowledge | **0 to 7 points** | | | | **8 to 13 points** | | | **14 to 20 points** | | | |  |
| Shows little ability to employ theory and practice across the functional areas of business in the assessment 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 principles and/or theories across the functional 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 and describes 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 and/or theories 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:**  **Measure ISLO: 5**  Students will be able to combine the acquired theoretical and practical knowledge in the system that she/he lives. | | | | | | | | | | | |
| 6. Leadership& Teamwork | **0 to 3 points** | | | **4 to 7 points** | | | | | **8 to 10 points** | | |  |
| A student is not able to be a team member, cannot communicate with others, and not fulfill his/her responsibilities during his/her teamwork assignment. | | | The student can work as part of a team and communicate with others, but he or she is unable to fulfill his or her responsibilities adequately during his/her teamwork assignment. | | | | | The student can be a team member and can communicate very well with others, using his/her leadership, teamwork, and interpersonal relationship abilities efficiently during his/her teamwork assignment. | | |  |
|  | **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. Use of Business Functions (Finance, Marketing, Production Management, Human Resource, etc.) | Most of the business functions are not used and not clearly explained in the project report. | | Business functions are used, and each of them is explained properly in the project report, and they are interrelated at the minimum level. | | | | | Business functions are used and each of them is explained in detail in the project report, making it very easy to discuss the functions and relationships among the functions. | | | |  |
|  | **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. | | | | | | | | | | | |
| 8.Coordination of Management Functions | **0 to 3 points** | | **4 to 7 points** | | | | | **8 to 10 points** | | | |  |
| Management functions are not used in a logical way; the strategy is selected randomly and is not related to the components in the report. | | Management functions are used properly, strategy is selected logically and is related to the components in the report. | | | | | Each of the management functions is examined in detail. A strategy is selected and explained logically. The student can easily coordinate the components in the report. | | | |  |
|  | **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 5 points** | **6 to 10 points** | | | | | | **11 to 15 points** | | | |  |
| **9. 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; 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 methods with 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 addressing the research problem; accurately and appropriately analyzes and interprets relevant research information; precisely and effectively applies appropriate research methods in developing and justifying multiple solutions and conclusions. | | | |  |
|  | C**omments:**  **Measure ISLO: 9**  Students will be able to use analytical tools, critical thinking and research skills to solve contemporary business problems. | | | | | | | | | | | |