**OSTIM TECHNICAL UNIVERSITY**

**FACULTY OF ECONOMICS AND ADMINISTRATIVE SCIENCES**

**COURSE SYLLABUS FORM**

**2022-2023 FALL**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **IUL 151 Introduction to University Life** | | | | |  |  |
| **Course Name** | **Course Code** | **Period** | **Hours** | **Application** | **Laboratory** | **Credit** | **ECTS** |
| Introduction to University Life | IUL 151 | 1 | 2 | 0 | 0 | 2 | 2 |

|  |  |
| --- | --- |
| **Language of Instruction** | English |
| **Course Status** | Compulsory |
| **Course Level** | Bachelor |
| **Learning and Teaching Techniques of the Course** | Lecture, Discussion, Reaction Papers, Seminars and Out of Class Activities |

|  |
| --- |
| **Course Objective** |
| It is a course that aims to adapt to the new environment of the university in a pleasant way, consisting of various activities that will be offered in addition to academic studies, for our students to adapt to university life. These activities will support students as an active individual with programs that can help students to achieve their goals and contribute to their personal development. The course, which is focused on socio-cultural activities, aims to create an awareness about intellectual curiosity, cultural sensitivity and taking responsibility, by giving you a weekly break, and to improve students’ vision as well as to educate them as a beneficial individual to the society and the world. In addition to these activities the course aims to make students become familiar to some basic knowledge and competence of being a graduate student. |

|  |  |
| --- | --- |
| **Learning Outcomes** | |
| The students who succeeded in this course will be able;   * To maximize their learning outcomes regarding other courses * prepare them to be more employable after graduating * aware of the content of their departments   Students will be given information and advice on how to   * communicate in a proper way with their lecturers and classmates * manage effectively their time * become aware of some social, cultural and academic facilities that may enhance their vision | |
| **Course Outline** |
| In this course; First, students will be given information about the university level education in times of a global pandemic. Ice-breaking session will enable students to understand each other and share the experiences. New entrants to the university will be informed about how to be successful during their university level education. Tips of time management, following the courses, taking notes and preparation for the exams will be discussed. Then, students will be informed about different forms of knowledge including academic and non-academic knowledge. The necessities of making academic research including some information of methodology will be provided. Students will be advised form to do, to read, to see, to visit, to listen and to write lists that will include a visionary path for them which they should fulfill before graduation. Field experts of economics and international trade and finance will be invited to the online-class seminar to share their real-life experiences and advices to the students. Students will be assigned to watch some documentaries that will be discussed afterwards during the class. Students will be encouraged to visit some online museums worldwide, listen some inspiring speeches. |

|  |  |  |
| --- | --- | --- |
|  | **Weekly Topics and Related Preparation Studies** | |
| **Weeks** | **Topics** | **Preparation Studies** |
| 1 | Ice Breaking Session  Introduction to the University Life  Do you know our building? / Departments? | Tell us about yourself (country, city, hobbies)  Outline of the course, information about responsibilities  Expectations  Definition of the reaction paper  How to use an elevator? |
| 2 | Academia  College Success | Reading Assignment: Article “College success”  Discussion about the article  Lecture and Discussion about forms of learning and studying  Class Activity (1): Writing an email  Post-Class Activity (2): Time management  (3) What is the museum card? Everyone should take one! |
| 3 | Movie Week | Example : The Emperor’s Club |
| 4 | Academic Learning & Research | Definition Identifying academic and non-academic sources  Effective reading  Skill sets and note-taking methods  Citing and listing references  Plagiarism & Citing Tips |
| 5 | Documentary Week – Theatre Week | Example:Guns, Germs and Steel |
| 6 | Seminar Week – Concert Week |  |
| 7 | Exam techniques & preparing for  Midterm week | Class Lecture and Discussion over: Techniques for different styles of exams questions  Class Discussion about the documentary of Guns,  Germs and Steel |
| **8** | **MIDTERM EXAM** | |
| 9 | Museum Week | Pre-Class Assignment: Read the Articles/Chapters assigned about branding museums  Out-door Activity- Visit to İşbank Museum of Economic Independence |
| 10 | Documentary week | Examples:   1. Is Wal-Mart Good for America? 2. The Ascent of Money Class |
| 11 | Elderly Care Week | Pre-Class Assignment: Read the Articles/Chapters assigned about elderly care  Class Activity: Discussion about articles in relation with the concepts of mercy and modesty and with the personal or community responsibilities towards the ones need of care.  Out-door Activity: Visiting (online option possible) an elderly care center |
| 12 | Animal Rights Week  Movie | Pre-Class Assignment: Read the Articles/Chapters assigned about animal rights  Hachi: A Dog's Tale (Hachiko: A Dog's Story)  Outdoor Activity Visiting (online option possible) visit an elderly care or animal care center!! |
| 13 | Presentation Skills | What makes a successful presentation?  Handling questions effectively  Preparation vs Delivery  Post-Class Assignment: Prepare a poster to be presented in a national or international conference!! |
| 14 | Seminar Week |  |
| 15 | Movie Week | Example: The Man Who Knew Infinity |
| **16** | **FINAL EXAM** | |

|  |  |
| --- | --- |
|  | **Textbook(s)/References/Materials:** |
| ▪ | Putnam, A. L., Sungkhasettee, V. W., & Roediger III, H. L. (2016). Optimizing learning in college:  tips from cognitive psychology. Perspectives on Psychological Science, 11(5), 652-660. |
| ▪ | Creative Commons Attribution., (2015), College Success, University Of Minnesota Libraries  Publishing Edition |
| ▪ | Eco, U., (2015), How to write a Thesis?. The MIT Press. |
| ▪ | Yülek, M. A. (2018). How Nations Succeed. Palgrave Macmillan US. |
| ▪ | Bain, K. (2012). What the best college students do. Harvard University Press. |
| ▪ | McLean, F. (2012). Marketing the museum. Routledge. |
| ▪ | Rentschler, R. (2004). Museum marketing: understanding different types of audiences. Arts marketing, 139-158. |
| ▪ | Weyers, J., & McMillan, K. (2011). How to write essays & assignments. Pearson Education. |
| ▪ | Price, G.A., (2001). Report of the Survey of Academic Study Skills at Southampton University, Southampton, University of Southampton. |
| ▪ | Ramsay, P., Maier, P., Price, G., (2010). Study skills for business and management students. Longman, New York. |
| ▪ | McMillan, K., Weyers, J., (2011). Study Skills for International Students. Prentice Hall |
| ▪ | Cottrell, S. (2017). Critical thinking skills: Effective analysis, argument and reflection. Macmillan International Higher Education. |
| ▪ | Aysan, M. F., & Aysan, U. (2016). Who Cares?: Elderly Care in Turkey. Economia & lavoro, 50(3), 33-46. |
| ▪ | Chappell, N. L., & Funk, L. M. (2011). Social support, caregiving, and aging. Canadian Journal on Aging/La Revue canadienne du vieillissement, 30(3), 355-370. |
| ▪ | Kremer, M. (2005). How welfare states care: Culture, gender and citizenship in Europe (Doctoral dissertation, Utrecht University). |
| ▪ | GÜRLER, A. M., Melikoğlu, B., & Osmanağaoğlu, Ş. (2011). A Historical evaluation of animal protection efforts of non-governmental organizations in Turkey. Kafkas Üniversitesi Veterinerlik Fakültesi Dergisi, 17, 901-908. |
| ▪ | Greenebaum, J. (2009). " I'm Not an Activist!": Animal Rights vs. Animal Welfare in the Purebred Dog Rescue Movement. Society & Animals, 17(4), 289-304. |
| ▪ | <https://sanalmuze.gov.tr/> |
| ▪ | [https://www.theguardian.com/travel/2020/mar/23/10-of-the-worlds-best-virtual-museum-and-](https://www.theguardian.com/travel/2020/mar/23/10-of-the-worlds-best-virtual-museum-and-art-gallery-tours)  [art-gallery-tours](https://www.theguardian.com/travel/2020/mar/23/10-of-the-worlds-best-virtual-museum-and-art-gallery-tours) |
| ▪ | <https://library.bilkent.edu.tr/virtual-museums-exhibitions/> |
| ▪ | <https://www.louvre.fr/en/visites-en-ligne> |
| ▪ | <https://naturalhistory.si.edu/visit/virtual-tour> |
| ▪ | <https://www.belbin.com/about/belbin-team-roles/> |
| ▪ | <https://www.youtube.com/watch?v=lbl1gsls0Pg>(for Guns, Germs and Steel) |
| ▪ | <http://www.pbs.org/wnet/ascentofmoney/> |
| ▪ | <http://www.pbs.org/wgbh/pages/frontline/shows/walmart/> |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **Assessment** | |  | | |  | | | | | | |
| **Studies** | |  | | **Number** | | | **Contribution margin (%)** | | | | | | |
| Continuity | |  | |  | | |  | | | | | | |
| Lab | |  | |  | | |  | | | | | | |
| Application | |  | |  | | |  | | | | | | |
| Field Study | |  | |  | | |  | | | | | | |
| Course-Specific Internship (if any) | |  | |  | | |  | | | | | | |
| Quizzes / Studio / Critical | |  | |  | | |  | | | | | | |
| Homework | | | |  | | |  | | | |  | | |
| Presentation | | | |  | | |  | | | |  | | |
| Projects | | | |  | | |  | | | |  | | |
| Report | | | |  | | |  | | | |  | | |
| Seminar | | | |  | | |  | | | |  | | |
| Midterm Exams / Midterm Jury / Report | | | | 1 | | | 40 | | | |  | | |
| General Exam / Final Jury | | | | 1 | | | 60 | | | |  | | |
|  | | | | **Total** | | |  | | | | **100** | | |
| **Success Grade Contribution of Semester Studies** | | | |  | | | 40 | | | |  | | |
| **Success Grade Contribution of End of Term** | | | |  | | | 60 | | | |  | | |
|  | | | | **Total** | | |  | | | | **100** | | |
| **ECTS / Workload Table** | | | | |  | | | |  | | | | | |
| **Activities** | | | **Number** | | **Duration (Hours)** | | | | **Total**  **Workload** | | | | | |
| Course hours (Including the exam week: 16 x total course hours) | | | 16 | | 2 | | | | 32 | | | | | |
| Laboratory | | |  | |  | | | |  | | | | | |
| Application | | |  | |  | | | |  | | | | | |
| Course-Specific Internship | | |  | |  | | | |  | | | | | |
| Field Study | | |  | |  | | | |  | | | | | |
| Study Time Out of Class | | | 16 | | 1 | | | | 16 | | | | | |
| Presentation / Seminar Preparation | | |  | |  | | | |  | | | | | |
| Projects | | |  | |  | | | |  | | | | | |
| Reports | | |  | |  | | | |  | | | | | |
| Homework | | |  | |  | | | |  | | | | | |
| Quizzes / Studio Review | | |  | |  | | | |  | | | | | |
| Preparation Time for Midterm Exams / Midterm Jury | | | 1 | | 6 | | | | 6 | | | | | |
| Preparation Period for the Final Exam / General Jury | | | 1 | | 6 | | | | 6 | | | | | |
| **Total Workload/25 hours** | | | **(60/25 = 1.5)** | |  | | | | **60** | | | | | |
| **ECTS** | | | **2** | |  | | | |  | | | | | |
| **Relationship Between Course Learning Outcomes and Program Competencies** | | | | | | | | | | | | |
| **No** | **Learning Outcomes** | | | | | **Contribution Level** | | | | | | |
| **1** | **2** | **3** | | **4** | | **5** |
| **LO1** | Maximize students’ learning outcomes regarding other courses | | | | |  |  |  | |  | | x |
| **LO2** | Prepare students to be more employable after graduating | | | | |  |  |  | |  | | x |
| **LO3** | Students become aware of the content of their departments | | | | |  |  |  | |  | | x |
| **LO4** | Students communicate in a proper way with their lecturers and classmates | | | | |  |  |  | |  | | x |
| **LO5** | Students manage effectively their time | | | | |  |  |  | |  | | x |
| **LO6** | Students become aware of some social, cultural and academic facilities that may enhance their vision | | | | |  |  |  | |  | | x |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Relationship Between Course Learning Outcomes and Program Competencies** | | | | | | | | |
| **No** | **Program Competencies** | **Learning Outcomes** | | | | | | **Total Effect (1-5)** |
| **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **LO6** |
| **1** | Have advanced theoretical and up-to-date knowledge in discipline-specific areas such as international trade, finance, logistics, and general business and international business such as economics, marketing, management, accounting. | X | X | X | X |  | X | 5 |
| **2** | Evaluate, follow, absorb and transfer new information in the field of international trade. |  | X |  | X | X | X | 4 |
| **3** | Conduct market research, carry out projects and develop strategies for a business to open up to international markets. |  | X | X |  | X |  | 3 |
| **4** | Use knowledge of national and international trade law and legislation in the management of international commercial operation processes. | X | X | X |  |  | X | 4 |
| **5** | Work independently and within an organization, using the knowledge and skills acquired in the field and adopting continuous learning. | X | X | X | X | X |  | 5 |
| **6** | Have the ability to apply her theoretical knowledge in real life, with the experience she will gain through practice in departments such as marketing, accounting, foreign trade, finance, logistics. | X | X | X |  | X | X | 5 |
| **7** | Have the theoretical knowledge to carry out export, import, customs clearance, logistics, taxation and other international trade activities within the scope of global and regional commercial and economic organizations. | X | X | X |  |  | X | 4 |
| **8** | Can develop a business idea, commercialize the business idea, and design and manage their own venture using their entrepreneurial knowledge. | X | X | X |  | X | X | 5 |
| **9** | Using strategic, critical, innovative and analytical thinking skills, actively take part in the decision-making processes of the enterprise in the field of foreign trade and finance. |  | X | X |  | X | X | 4 |
| **10** | Act in accordance with ethical values, respectful to the environment, social and universal values in all activities it will carry out in its field. |  | X |  | X | X | X | 4 |
| **11** | Have the skills to follow up-to-date information at national and international level, to gather information about field, and to communicate with international institutions / organizations using her/him knowledge of English. | X | X |  | X | X | X | 5 |
| **12** | Gain professional competencies to take charge in national and international businesses, public and private sector organizations |  | X | X |  |  | X | 3 |
| **13** | Can evaluate the problems and conflicts encountered in all areas related to international trade from different perspectives with aholistic approach and produce value-based solutions. | X | X | X |  | X | X | 5 |
| **Total Effect** | | | | | | |  | 56 |

|  |
| --- |
| **Policies and Procedures** |
| **Web page:** <https://www.ostimteknik.edu.tr/uluslararasi-ticaret-ve-finansman-bolumu-209>  <https://www.ostimteknik.edu.tr/international-trade-and-finance-232> |
| **Exams:** The exams aim at assessing various dimensions of learning: knowledge of concepts and theories and the ability to apply this knowledge to real-world phenomena, through analyzing the situation, distinguishing problems, and suggesting solutions. The written exams can be of two types, i.e. open-ended questions, which can also be in the form of problems or multiple-choice questions. The case could also be carried to the Dean’s Office for additional disciplinary action. |
| **Assignments:** Quizzes and Homework (Assignments) might be applicable. Scientific Research Ethics Rules are very important while preparing assignments. The students should be careful about citing any material used from outside sources and reference them appropriately. |
| **Missed exams:** Any student missing an exam needs to bring an official medical report to be able to take a make-up exam. The medical report must be from a state hospital. |
| **Projects:** Not applicable |
| **Attendance:** Attendance requirements are announced at the beginning of the term. Students are usually expected to attend at least 70% of the classes during each term. |
| **Objections:** If the student observes a material error in his/her grade, he/she has the right to place an objection to the Faculty or the Department. The claim is examined and the student is notified about its outcome. |