



DERS BİLGİ FORMU

FAKÜLTE / ENSTİTÜ ADI	Fen Edebiyat Fakültesi
BÖLÜM / PROGRAM / ANABİLİM DALI ADI	Fen Edebiyat Fakültesi
DERSİN ADI	Bilimsel Araştırmaya Yönelik Yazma Becerileri
DERSİN KODU	FEF2000
YEREL KREDİSİ	3
AKTS KREDİSİ	5
HAFTALIK DERS SAATİ	3
HAFTALIK UYGULAMA SAATİ	0
HAFTALIK LABORATUVAR SAATİ	0
ÖNKOŞULLAR	Yok
YARIYIL	Güz/Bahar
DERSİN DİLİ	İngilizce, Türkçe
DERSİN SEVİYESİ	Lisans
DERSİN TÜRÜ	Mesleki Seçmeli
DERSİN KATEGORİSİ	Temel Meslek Dersleri
DERSİN VERİLİŞ ŞEKLİ	Yüz Yüze
DERSİ SUNAN AKADEMİK BİRİM	Fen Edebiyat Fakültesi
DERSİN KOORDİNATÖRÜ	Prof. Dr. Salim YÜCE
ASİSTAN(LAR)	Fen-Edebiyat Fakültesi Bölümleri Araştırma Görevlileri
DERSİN AMACI	Bu dersin amacı, öğrencilerin etik ilkeler ve bilimsel yazım kuralları doğrultusunda, bilimsel metinleri yapılandırma ve yazma becerileri geliştirmelerine yardımcı olmaktır. Ders ayrıca öğrencilerin kendi yazdıkları bilimsel metinleri düzenleme becerileri kazanmalarına da yardımcı olmayı amaçlamaktadır.
DERSİN İÇERİĞİ	Bilimsel metin yazımında uyulması gereken etik ilkeler; bilimsel metinlerin yapısal ve dilsel özellikleri; açık, özlü, tutarlı ve doğru bilimsel dil kullanma; intihalden kaçınma, farklı atıf ile kaynak gösterme stillerini uygulama; argüman geliştirme; etkili problem ifadesi, amaç ifadesi, tez ifadesi, sınırlama, araştırma sorusu, hipotez, özgün değer, yaygın etki yazma; başlık, öz, giriş, literatür taraması, materyal ve yöntem, araştırma sonuçları, tartışma, sonuç bölümlerini taslak halde yazma; öz-düzenleme; (fen bilimleri veya sosyal bilimler alanlarında) bir araştırma projesi önerisi ile başlık, öz, anahtar kelimeler, giriş ve materyal ve yöntem bölümlerini içerecek bir araştırma makalesi taslağı yazma ve bunları yazılı ve sözlü olarak sunma.
DERS KİTABI / MALZEMESİ / ÖNERİLEN KAYNAKLAR	Zorunlu Kaynaklar: - American Psychological Association. (2023). <i>Reading and understanding abstracts</i>. https://apastyle.apa.org/instructional-aids/reading-abstracts.pdf - The Asian Conference on the Social Sciences (ACSS). (t.y.). <i>Presentation guide</i>. ACSS. https://acss.iafor.org/presentation-guide/ - Gastel, B. (2016). <i>Preparing the four main parts of a scientific paper (IMRAD): Concise advice</i>. AuthorAID. https://www.authoraid.info/uploads/filer_public/3c/b4/3cb4334d-f30a-4416-9666-3f45190bec96/imrad_info.pdf - George Mason University Writing Center. (t.y.). <i>How to write a research question</i>. https://writingcenter.gmu.edu/writing-resources/research-based-writing/how-to-write-a-research-question



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**Önerilen Kaynaklar:**

1. Gastel, B., & Day, R. A. (2022). *How to write and publish a scientific paper* (8th ed.). Bloomsbury Publishing USA.
2. Heard, S. B. (2022). *The scientist's guide to writing: How to write more easily and effectively throughout your scientific career* (2nd ed.). Princeton University Press.

Ders Öğrenim Çıktıları

Bu dersi başarıyla tamamlayan öğrenciler,

1. Bilimsel metinlerin yazımında uyulması gereken etik ilkeleri açıklayabileceklerdir.
2. Bilimsel metinlerin yapısal ve dilsel özelliklerini tanımlayabileceklerdir.
3. Çeşitli atıf ve kaynak gösterme stillerini uygulayabileceklerdir.
4. Etik ilkeler ve bilimsel yazım kuralları doğrultusunda bilimsel metinler yazabileceklerdir.
5. Öz-düzenleme tekniklerini uygulayabileceklerdir.

DEĞERLENDİRME SİSTEMİ

Etkinlikler	Sayı	Katkı Payı
Devam/Katılım:		
Laboratuvar:		
Uygulama (Sözlü Sınav):		
Arazi Çalışması		
Derse Özgü Staj		
Kısa Sınavlar/Stüdyo Kritiği (Zorunlu): • İçerik: Öğrenciye verilen ön hazırlık görevinde yer alan konuları içeren soruların sorulması • Format: Çoktan seçmeli kısa sınav (Yüz yüze) (10-15 dakika) • Detaylı Değerlendirme Kriterleri: -Ön hazırlık görevinde yer alan konulara ilişkin bilgileri anlamış olma ve doğru biçimde kullanabilme	1	%10
Ödev (Zorunlu): • İçerik: Bilimsel metinlerin önceden belirlenen bölümlerinin yazılması • Format: Ödev dosyasının sunulması (Bireysel) • Detaylı Değerlendirme Kriterleri: - Bilimsel metin yazımına ilişkin etik ilkelere uygunluk - Açık, özlü, tutarlı ve doğru bilimsel dil kullanabilme - Atıf ve kaynak gösterme stillerini doğru biçimde uygulayabilme	2	%10
Sunum/Jüri (Zorunlu): • İçerik: Öğrencilerin önceden belirlenen araştırma projesi önerisi (TÜBİTAK 2209-A/B) bölümlerini PPT sunumu formatında hazırlamaları ve sunmaları • Format: Bireysel sunum (Yüz yüze) • Detaylı Değerlendirme Kriterleri: - Bilimsel metin yazımına ilişkin etik ilkelere uygunluk	1	%10



- Açık, özlü, tutarlı ve doğru bilimsel dil kullanabilme - Atıf ve kaynak gösterme stillerini doğru biçimde uygulayabilme - Sunum tekniklerini doğru kullanabilme		
Proje:		
Seminer/Workshop		
Ara Sınavlar (Zorunlu): • İçerik: Sınav haftasına kadar işlenen konular çerçevesinde, sınıf içerisinde gerçekleştirilen uygulamalara benzer uygulamaların yapılmasını içeren yazılı sınav • Format: Sınav (Yüz yüze) (90 dakika) • Detaylı Değerlendirme Kriterleri: - Derste üzerinde durulan bilimsel metin üretimine ilişkin tüm kural, ilke ve tekniklerin anlaşıldığını gösterme - İlgili kural, ilke ve teknikler doğrultusunda bilimsel metin bölümleri yazabilme	1	%30
Final (Zorunlu) • İçerik: Araştırma projesi önerisi ve kısmi araştırma makalesi taslağının son halinin teslimi • Format: Ödev dosyasının sunulması (Bireysel) • Detaylı Değerlendirme Kriterleri: - Derste üzerinde durulan bilimsel metin üretimine ilişkin tüm kural, ilke ve teknikler doğrultusunda bütünlüklü bilimsel metinler yazabilme	1	%40
Dönem İçi Çalışmaların Başarı Notuna Katkısı		%60
Final Sınavının Başarı Notuna Katkısı		%40
TOPLAM		%100

HAFTALIK KONULAR VE İLGİLİ ÖN HAZIRLIK ÇALIŞMALARI

HAFTALAR	KONULAR	Ön Hazırlık
1	Konu Anlatımı: Bilimsel metin yazımında uyulması gereken etik ilkeler; bilimsel metinlerin genel özellikleri Sınıf-İçi Tartışma (45 dk.): Akademik dürüstlüğün tanımı ve önemi (Science Europe, 2015) ve bilimsel metinlerin türleri ve genel özellikleri (Hesselbach, 2012) üzerine tartışmanın yapılması	1. Okuma: Science Europe. (2015). <i>Seven reasons to care about integrity in research</i>. https://www.scienceeurope.org/media/42sphgqt/20150617_seven-reasons_web2_final.pdf 2. Okuma: Hesselbach, R. A., Petering, D. H., Berg, C. A., Tomasiewicz, H., & Weber, D. (2012). A guide to writing a scientific paper: A focus on high school through graduate level student research. <i>Zephyrus</i>, 9(4), 246-249. https://doi.org/10.1089/zeb.2012.0743
2	Konu Anlatımı: Başlık, öz ve anahtar kelimelerin yazımında temel ilkeler Sınıf-İçi Tartışma (45 dk.): Ön hazırlık görevinde verilen kaynaklar doğrultusunda, başlık, öz ve anahtar kelimelerin yazımındaki temel ilkelerin ve verilen ön hazırlık görevinde yer alan örnek metinlerin (alana özgü WoS indeksli örnek araştırma makalelerinin ve diğer bilimsel metin türlerindeki örneklerin başlık, öz, anahtar kelime bölümleri) yapısal ve dilsel özelliklerine ilişkin öğrencilerin yaptığı analiz çalışmalarının sonuçlarının tartışılması Sınıf-İçi Uygulama (45 dk.): Öğrenciler seçtikleri varsayımsal araştırma konusu ile ilgili olacak şekilde bir araştırma makalesinin	1. Okuma: University of Wisconsin–Madison Writing Center. (t.y.). <i>Writing an abstract for your research paper</i>. University of Wisconsin–Madison. https://writing.wisc.edu/handbook/assignments/writing-an-abstract-for-your-research-paper/ 2. Okuma: Washington University in St. Louis, Office of Undergraduate Research. (t.y.). <i>Writing an abstract</i>. Washington University in St. Louis. https://undergradresearch.wustl.edu/writing-abstract 3. Okuma: American Psychological



	başlığını, özünü ve anahtar kelimelerini taslak olarak yazarlar ve dönüt alırlar.	Association. (2023). <i>Reading and Understanding abstracts</i> . https://apastyle.apa.org/instructional-aids/reading-abstracts.pdf
3	Konu Anlatımı: IMRaD yaklaşımı; giriş ve literatür taraması bölümlerinin yazımında temel ilkeler Sınıf-içi Tartışma (45 dk.): IMRaD yaklaşımının (Gastel 2016); ön hazırlık görevinde verilen kaynaklar doğrultusunda, giriş ve literatür taraması bölümlerinin yazımındaki temel ilkelerin ve verilen ön hazırlık görevinde yer alan örnek metinlerin (alana özgü WoS indeksli örnek araştırma makalelerinin ve diğer bilimsel metin türlerindeki örneklerin giriş ve literatür taraması bölümleri) yapısal ve dilsel özelliklerine ilişkin öğrencilerin yaptığı analiz çalışmalarının sonuçlarının tartışılması Sınıf-içi Uygulama (45 dk.): Öğrenciler seçtikleri varsayımsal araştırma konusu ile ilgili olacak şekilde bir araştırma makalesinin giriş ve literatür taraması bölümlerini taslak olarak yazarlar ve dönüt alırlar.	4. Analiz: Alana özgü WoS indeksli örnek araştırma makalelerinin ve diğer bilimsel metin türlerindeki örneklerin başlık, öz, anahtar kelime bölümlerinin analiz edilmesi 5. Hazırlık: Varsayımsal bir araştırma konusunun belirlenmesi 1. Okuma: Gastel, B. (2016). <i>Preparing the four main parts of a scientific paper (IMRaD): Concise advice</i>. AuthorAID. https://www.authoraid.info/uploads/filer_public/3c/b4/3cb4334d-f30a-4416-9666-3f45190bec96/imrad_info.pdf 2. Okuma: University of North Carolina at Chapel Hill Writing Center. (t.y.). <i>Introductions</i>. https://writingcenter.unc.edu/tips-and-tools/introductions/ 3. Okuma: University of Manchester. (t.y.). <i>Academic phrasebank: Introducing work</i>. https://www.phrasebank.manchester.ac.uk/introducing-work/ 4. Okuma: University of North Carolina at Chapel Hill Writing Center. (t.y.). <i>Literature reviews</i>. https://writingcenter.unc.edu/tips-and-tools/literature-reviews/ 5. Okuma: Purdue University Online Writing Lab. (t.y.). <i>Writing a literature review</i>. https://owl.purdue.edu/owl/research_and_citation/conducting_research/writing_a_literature_review.html 6. Okuma: University of Edinburgh. (t.y.). <i>How to write an effective literature review</i> [PDF]. Institute for Academic Development. https://www.docs.hss.ed.ac.uk/iad/Postgraduate/PhD_researchers/Study_Guide/How_to_Write_an_Effective_Literature_Review_v2.0_.pdf 7. Analiz: Alana özgü WoS indeksli örnek araştırma makalelerinin ve diğer bilimsel metin türlerindeki örneklerin giriş ve literatür taraması bölümlerinin analiz edilmesi
4	Kısa Sınav (15 dk.): Ters yüz edilmiş öğrenme (flipped learning) yöntemi çerçevesinde, ders başında, materyal ve yöntem, tartışma ve sonuç bölümlerinin özelliklerini içeren bir kısa sınavın yapılması Konu Anlatımı: IMRaD yaklaşımı; materyal ve yöntem, tartışma ve sonuç bölümlerinin yazımında temel ilkeler Sınıf-içi Tartışma (45 dk.): IMRaD yaklaşımının (Gastel 2016); ön hazırlık görevinde verilen kaynaklar doğrultusunda, materyal ve yöntem, tartışma ve sonuç bölümlerinin yazımındaki temel ilkeler ve verilen ön hazırlık görevinde yer alan örnek metinlerin (alana özgü WoS indeksli örnek araştırma makalelerinin ve diğer bilimsel metin türlerindeki örneklerin materyal ve yöntem, tartışma ve sonuç bölümleri) yapısal ve dilsel özelliklerine ilişkin öğrencilerin yaptığı analiz çalışmalarının sonuçlarının tartışılması Sınıf-içi Uygulama (45 dk.): Öğrenciler seçtikleri varsayımsal araştırma konusu ile ilgili olacak şekilde bir araştırma makalesinin materyal ve yöntem, tartışma ve sonuç bölümlerini taslak olarak yazarlar ve dönüt alırlar.	1. Okuma: Gastel, B. (2016). <i>Preparing the four main parts of a scientific paper (IMRaD): Concise advice</i>. AuthorAID. https://www.authoraid.info/uploads/filer_public/3c/b4/3cb4334d-f30a-4416-9666-3f45190bec96/imrad_info.pdf 2. Okuma: University of North Carolina at Chapel Hill Writing Center. (t.y.). <i>Scientific reports</i>. https://writingcenter.unc.edu/tips-and-tools/scientific-reports/ 3. Okuma: University of North Carolina at Chapel Hill Writing Center. (t.y.). <i>Conclusions</i>. https://writingcenter.unc.edu/tips-and-tools/conclusions/ 4. Analiz: Alana özgü WoS indeksli örnek araştırma makalelerinin ve diğer bilimsel metin türlerindeki örneklerin materyal ve yöntem, tartışma ve sonuç bölümlerinin analiz edilmesi 5. Kısa Sınav 1 için ön hazırlık: Materyal ve yöntem, tartışma ve sonuç bölümlerinin özellikleri. Kaynak: Gastel, B. (2016).



5	Konu Anlatımı: Açık, özlü, tutarlı ve doğru bilimsel dil kullanma; argüman geliştirme; etkili problem ifadesi, amaç ifadesi, tez ifadesi, sınırlama, araştırma sorusu, hipotez, özgün değer, yaygın etki yazma-I Sınıf-İçi Tartışma (45 dk.): Ön hazırlık görevinde verilen kaynaklar doğrultusunda, bilimsel dil kullanımının ve verilen ön hazırlık görevinde yer alan problem ifadesi, araştırma sorusu ve hipotez örneklerinin dilsel özelliklerine ilişkin öğrencilerin yaptığı analiz çalışmalarının sonuçlarının tartışılması Sınıf-İçi Uygulama (45 dk.): Öğrenciler taslak olarak farklı varsayımsal araştırma konularına ilişkin problem ifadesi, amaç ifadesi, tez ifadesi, sınırlama, araştırma sorusu, hipotez, özgün değer, yaygın etki yazarlar ve dönüt alırlar.	1. Okuma: University of North Carolina at Chapel Hill Writing Center. (t.y.). <i>Argument</i>. https://writingcenter.unc.edu/tips-and-tools/argument/ 2. Okuma: University of North Carolina at Chapel Hill Writing Center. (t.y.). <i>Paragraphs</i>. https://writingcenter.unc.edu/tips-and-tools/paragraphs/ 3. Okuma: University of North Carolina at Chapel Hill Writing Center. (t.y.). <i>Thesis statements</i>. https://writingcenter.unc.edu/tips-and-tools/thesis-statements/ 4. Okuma: Indiana University Libraries. (t.y.). <i>Narrowing a topic and developing a research question</i>. https://libraries.indiana.edu/sites/default/files/Develop_a_Research_Question.pdf 5. Okuma: George Mason University Writing Center. (t.y.). <i>How to write a research question</i>. https://writingcenter.gmu.edu/writing-resources/research-based-writing/how-to-write-a-research-question 6. Okuma: Pajares, F. (2007). <i>Araştırma önerisinin unsurları</i> [Elements of a proposal]. TÜBİTAK. https://tubitak.gov.tr/sites/default/files/arastirma_onerisi_unsurlari.pdf 7. Analiz: Verilen problem ifadesi, amaç ifadesi, tez ifadesi, sınırlama, araştırma sorusu, hipotez, özgün değer, yaygın etki örneklerinin dilsel özelliklerinin analiz edilmesi
6	Konu Anlatımı: Açık, özlü, tutarlı ve doğru bilimsel dil kullanma; argüman geliştirme; etkili problem ifadesi, amaç ifadesi, tez ifadesi, sınırlama, araştırma sorusu, hipotez, özgün değer, yaygın etki yazma-II Sınıf-İçi Tartışma (45 dk.): Ön hazırlık görevinde verilen kaynaklar doğrultusunda, bilimsel dil kullanımının ve verilen ön hazırlık görevinde yer alan etkili problem ifadesi, amaç ifadesi, tez ifadesi, sınırlama, araştırma sorusu, hipotez, özgün değer, yaygın etki örneklerinin dilsel özelliklerine ilişkin öğrencilerin yaptığı analiz çalışmalarının sonuçlarının tartışılması Sınıf-İçi Uygulama (45 dk.): Öğrenciler taslak olarak farklı varsayımsal araştırma konularına ilişkin problem ifadesi, amaç ifadesi, tez ifadesi, sınırlama, araştırma sorusu, hipotez, özgün değer, yaygın etki yazarlar ve dönüt alırlar.	1. Okuma: University of North Carolina at Chapel Hill Writing Center. (t.y.). <i>Argument</i>. https://writingcenter.unc.edu/tips-and-tools/argument/ 2. Okuma: University of North Carolina at Chapel Hill Writing Center. (t.y.). <i>Paragraphs</i>. https://writingcenter.unc.edu/tips-and-tools/paragraphs/ 3. Okuma: University of North Carolina at Chapel Hill Writing Center. (t.y.). <i>Thesis statements</i>. https://writingcenter.unc.edu/tips-and-tools/thesis-statements/ 4. Okuma: Indiana University Libraries. (t.y.). <i>Narrowing a topic and developing a research question</i>. https://libraries.indiana.edu/sites/default/files/Develop_a_Research_Question.pdf 5. Okuma: George Mason University Writing Center. (t.y.). <i>How to write a research question</i>. https://writingcenter.gmu.edu/writing-resources/research-based-writing/how-to-write-a-research-question 6. Okuma: Pajares, F. (2007). <i>Araştırma önerisinin unsurları</i> [Elements of a proposal]. TÜBİTAK. https://tubitak.gov.tr/sites/default/files/arastirma_onerisi_unsurlari.pdf 7. Analiz: Verilen problem ifadesi, amaç ifadesi, tez ifadesi, sınırlama, araştırma sorusu, hipotez, özgün değer, yaygın etki örneklerinin dilsel özelliklerinin analiz edilmesi
7	Konu Anlatımı: Bilimsel kaynakları kullanma; intihalden kaçınma; farklı atıf ve kaynak (referans) gösterme stillerini uygulama	Okuma ve İnceleme: 1. Harvard University. (t.y.). <i>Harvard guide to using sources - Avoiding</i>



	Sınıf-içi Tartışma (45 dk.): Verilen ön hazırlık görevinde yer alan kaynaklarda yer alan bilgilerin tartışılması Sınıf-içi Uygulama (45 dk.): Ön hazırlık görevinde yer alan kaynaklar doğrultusunda, öğrenciler taslak olarak farklı atıf ve kaynak (referans) gösterme stillerini uyguladıkları paragrafları yazarlar ve dönüt alırlar.	plagiarism. https://usingsources.fas.harvard.edu/sites/g/files/omnuum4606/files/source/s/files/avoiding_plagiarism.pdf - Harvard University. (t.y.). <i>Using sources</i>. https://usingsources.fas.harvard.edu/sites/g/files/omnuum4606/files/sources/files/using_sources.pdf - Harvard University. (t.y.). <i>Harvard Guide to Using Sources – Citing Sources</i>. https://usingsources.fas.harvard.edu/sites/g/files/omnuum4606/files/2025-01/Citing%20Sources_0.pdf - Harvard University. (t.y.). <i>Harvard Guide to Using Sources - APA</i>. https://usingsources.fas.harvard.edu/sites/g/files/omnuum4606/files/2025-01/APA.pdf - Harvard University. (t.y.). <i>Harvard Guide to Using Sources - Chicago</i>. https://usingsources.fas.harvard.edu/sites/g/files/omnuum4606/files/2025-01/Chicago.pdf - Harvard University. (t.y.). <i>Harvard Guide to Using Sources - MLA</i>. https://usingsources.fas.harvard.edu/sites/g/files/omnuum4606/files/2025-01/MLA.pdf
8	Ara Sınav	Sınav Hazırlığı: Sınav haftasına kadar işlenen tüm konuların ve gerçekleştirilen uygulamaların sonuçlarının tekrar edilmesi
9	Konu Anlatımı: Bilimsel metin yazımında öz-düzenleme (self-editing); proje önerisi yazımı Sınıf-içi Tartışma (45 dk.): Ön hazırlık görevinde verilen kaynaklar doğrultusunda, bilimsel metin yazımında öz-düzenleme (self-editing) tekniklerinin kullanımına ilişkin tartışmanın yapılması Akran Değerlendirmesi ve Dönüt: Öğrenciler yazdıkları araştırma projesi önerilerinin (TÜBİTAK 2209-A/B) “özgün değer” ve “amaç ve hedefler” bölümleri ve araştırma makalesi taslağının “giriş” bölümüne ilişkin dönüt alırlar ve birbirlerinin metinlerini değerlendirirler.	Okuma: University of Portland. (t.y.). <i>A guide to self-editing</i>. University of Portland. https://www.up.edu/learningcommons/tutoring-services/writing-center/self-editing-guide.html Okuma: Purdue University Online Writing Lab. (t.y.). <i>Self-editing workshop</i>. Purdue University. https://owl.purdue.edu/owl/multilingual/multilingual_students/tips_for_writing_in_north_american_colleges/self_editing_workshop.html Hazırlık: Final haftasında teslim edilecek araştırma projesi önerisinin (TÜBİTAK 2209-A/B) “özgün değer” ve “amaç ve hedefler” bölümlerinin ve araştırma makalesi taslağının “giriş” bölümünün yazılması
10	Akran Değerlendirmesi ve Dönüt: yazdıkları araştırma projesi önerilerinin (TÜBİTAK 2209-A/B) “başlık”, “öz”, “anahtar kelimeler”, “yöntem” ve “yaygın etki” bölümlerine ilişkin (Ödev 1) dönüt alırlar ve birbirlerinin metinlerini değerlendirirler.	Ödev 1: Final haftasında teslim edilecek araştırma projesi önerisinin (TÜBİTAK 2209-A/B) yazımına devam edilmesi ve “başlık”, “öz”, “anahtar kelimeler”, “yöntem” ve “yaygın etki” bölümlerinin de yazılarak önerinin ders öncesinde, duyurulan ilgili tarihte teslim edilmesi
11	Akran Değerlendirmesi ve Dönüt: Öğrenciler yazdıkları araştırma makalesi taslağının “başlık”, “öz”, “anahtar kelimeler”, “materyal ve yöntem” bölümlerine ilişkin (Ödev 2) dönüt alırlar ve birbirlerinin metinlerini değerlendirirler.	Ödev 2: Final haftasında teslim edilecek araştırma makalesi taslağının “başlık”, “öz”, “anahtar kelimeler”, “materyal ve yöntem” bölümlerinin yazılarak kısmi taslağın ders öncesinde, duyurulan ilgili tarihte teslim edilmesi
12	Konu Anlatımı: Bilimsel araştırmaların sözlü sunum olarak hazırlanmasında dikkat edilecek noktalar ve sunum hazırlama teknikleri Sınıf-içi Tartışma (30 dk.): Verilen ön hazırlık görevinde yer alan kaynaklardaki bilgilerin tartışılması	Okuma: University of Technology Sydney. (t.y.). <i>Create a conference presentation</i>. University of Technology Sydney. https://www.uts.edu.au/for-students/current-students/support/helps/self-help-



	Sınıf-İçi Uygulama (60 dk.): Öğrenciler üzerinde çalışmakta oldukları araştırmaları konusunda doğaçlama bir mini sunum başlangıcı yaparlar ve dönüt alırlar.	resources/postgraduate-resources/create-conference-presentations 2. Okuma: The Asian Conference on the Social Sciences (ACSS). (t.y.). <i>Presentation guide</i> . ACSS. https://acss.iafor.org/presentation-guide/
13	Öğrenci sunumlarının dinlenmesi, akran değerlendirmesi ve dönüt-I	1. Sunum Hazırlığı: 9. ve 10. haftalarda hazırlanmış olan araştırma projesi önerisi (TÜBİTAK 2209-A/B) bölümlerinin PPT sunumu formatında hazırlanması
14	Öğrenci sunumlarının dinlenmesi, akran değerlendirmesi ve dönüt-II	1. Sunum Hazırlığı: 9. ve 10. haftalarda hazırlanmış olan araştırma projesi önerisi (TÜBİTAK 2209-A/B) bölümlerinin PPT sunumu formatında hazırlanması
15	Genel Değerlendirme: Ders kazanımları üzerine tartışma	1. Hazırlık: Ders kazanımları üzerine değerlendirme yapılması ve kısa bir rapor hazırlanması
16	Final Ödevi: Araştırma projesi önerisi ve kısmi araştırma makalesi taslağının son halinin teslimi	1. Final Ödevi Hazırlığı: Araştırma projesi önerisinin ve kısmi araştırma makalesi taslağının yazımının tamamlanması

AKTS İŞYÜKÜ TABLOSU

Etkinlikler	Sayı	Süresi (Saat)	Toplam İşyükü
Ders Saati	14	3	42
Laboratuvar			
Uygulama (Sözlü Sınav)			
Arazi Çalışması			
Sınıf Dışı Ders Çalışması	14	3	42
Derse Özgü Staj			
Ödev	2	7	14
Küçük Sınavlar/Stüdyo Kritiği	1	3	3
Projeler			
Sunum / Seminer	1	10	10
Ara Sınavlar (Sınav Süresi + Sınav Hazırlık Süresi)	1	10	10
Final (Sınav Süresi + Sınav Hazırlık Süresi)	1	20	20
Toplam İş yükü:			141
Toplam İş yükü / 30(s):			4.7
AKTS Kredisi:			5



COURSE INFORMATION FORM

FACULTY / GRADUATE SCHOOL	Faculty of Arts and Sciences
DEPARTMENT / PROGRAMME	Faculty of Arts and Sciences
TITLE OF COURSE	Writing Skills for Scientific Research
CODE	FEF2000
LOCAL CREDIT	3
ECTS	5
LECTURE HOUR / WEEK	3
PRACTICAL HOUR / WEEK	0
LABORATORY HOUR / WEEK	0
PREREQUISITE	None
SEMESTER	Fall, Spring
COURSE LANGUAGE	English, Turkish
LEVEL OF COURSE	First Cycle
COURSE TYPE	Occupational Elective
COURSE CATEGORY	Core Courses
MODE OF DELIVERY	Face-to-Face
OWNER ACADEMIC UNIT	Faculty of Arts and Sciences
COURSE COORDINATOR	Prof. Dr. Salim YÜCE
ASSISTANT(S)	Research Assistants of the Departments of the Faculty of Arts and Sciences
COURSE OBJECTIVES	The aim of this course is to help students develop the skills to structure and write scientific texts in accordance with ethical principles and scientific writing conventions. The course also aims to assist students in developing self-editing skills.
COURSE CONTENT	Ethical principles of scientific writing; structural and linguistic features of scientific texts; using clear, concise, coherent, and accurate scientific language; avoiding plagiarism; applying various citation and referencing styles; developing arguments; formulating effective problem statements, aims, thesis statements, limitations, research questions and/or hypotheses, original value, wider impact/added value; drafting the title, abstract, introduction, literature review, materials and methods, research results, discussion and conclusion sections; self-editing; writing and presenting a research project proposal, as well as a partial research article rough draft (in the sciences or social sciences), including the title, abstract, keywords, introduction, and materials and methods, both orally and in writing.
RECOMMENDED OR REQUIRED READINGS	Required Readings: 1. American Psychological Association. (2023). <i>Reading and understanding abstracts</i> . https://apastyle.apa.org/instructional-aids/reading-abstracts.pdf 2. The Asian Conference on the Social Sciences (ACSS). (n.d.). <i>Presentation guide</i> . ACSS. https://acss.iafor.org/presentation-guide/ 3. Gastel, B. (2016). <i>Preparing the four main parts of a scientific paper (IMRaD): Concise advice</i> . AuthorAID. https://www.authoraid.info/uploads/filer_public/3c/b4/3cb4334d-f30a-4416-9666-3f45190bec96/imrad_info.pdf 4. George Mason University Writing Center. (n.d.). <i>How to write a research</i>



- question. <https://writingcenter.gmu.edu/writing-resources/research-based-writing/how-to-write-a-research-question>
5. Harvard University. (n.d.). *Harvard guide to using sources - Avoiding plagiarism*. https://usingsources.fas.harvard.edu/sites/g/files/omnuum4606/files/sources/files/avoiding_plagiarism.pdf
 6. Harvard University. (n.d.). *Harvard guide to using sources - APA*. <https://usingsources.fas.harvard.edu/sites/g/files/omnuum4606/files/2025-01/APA.pdf>
 7. Harvard University. (n.d.). *Harvard guide to using sources - Chicago*. <https://usingsources.fas.harvard.edu/sites/g/files/omnuum4606/files/2025-01/Chicago.pdf>
 8. Harvard University. (n.d.). *Harvard guide to using sources - Citing sources*. https://usingsources.fas.harvard.edu/sites/g/files/omnuum4606/files/2025-01/Citing%20Sources_0.pdf
 9. Harvard University. (n.d.). *Harvard guide to using sources - MLA*. <https://usingsources.fas.harvard.edu/sites/g/files/omnuum4606/files/2025-01/MLA.pdf>
 10. Harvard University. (n.d.). *Using sources*. https://usingsources.fas.harvard.edu/sites/g/files/omnuum4606/files/sources/files/using_sources.pdf
 11. Hesselbach, R. A., Petering, D. H., Berg, C. A., Tomasiewicz, H., & Weber, D. (2012). A guide to writing a scientific paper: A focus on high school through graduate level student research. *Zebrafish*, 9(4), 246-249. <https://doi.org/10.1089/zeb.2012.0743>
 12. Indiana University Libraries. (n.d.). *Narrowing a topic and developing a research question*. https://libraries.indiana.edu/sites/default/files/Develop_a_Research_Question.pdf
 13. Pajares, F. (2007). *Araştırma önerisinin unsurları* [Elements of a proposal]. TÜBİTAK. https://tubitak.gov.tr/sites/default/files/arastirma_onerisi_unsurlari.pdf
 14. Purdue University Online Writing Lab. (n.d.). *Self-editing workshop*. Purdue University. https://owl.purdue.edu/owl/multilingual/multilingual_students/tips_for_writing_in_north_american_colleges/self_editing_workshop.html
 15. Purdue University Online Writing Lab. (n.d.). *Writing a literature review*. https://owl.purdue.edu/owl/research_and_citation/conducting_research/writing_a_literature_review.html
 16. Science Europe. (2015). *Seven reasons to care about integrity in research*. https://www.scienceeurope.org/media/42sphgqt/20150617_seven-reasons_web2_final.pdf
 17. University of Edinburgh. (n.d.). *How to write an effective literature review* [PDF]. Institute for Academic Development. https://www.docs.hss.ed.ac.uk/iad/Postgraduate/PhD_researchers/Study_Guide_How_to_Write_an_Effective_Literature_Review_v2.0_.pdf
 18. University of Manchester. (n.d.). *Academic phrasebank: Introducing work*. <https://www.phrasebank.manchester.ac.uk/introducing-work/>
 19. University of North Carolina at Chapel Hill Writing Center. (n.d.). *Argument*. <https://writingcenter.unc.edu/tips-and-tools/argument/>
 20. University of North Carolina at Chapel Hill Writing Center. (n.d.). *Conclusions*. <https://writingcenter.unc.edu/tips-and-tools/conclusions/>
 21. University of North Carolina at Chapel Hill Writing Center. (n.d.). *Introductions*. <https://writingcenter.unc.edu/tips-and-tools/introductions/>
 22. University of North Carolina at Chapel Hill Writing Center. (n.d.). *Literature reviews*. <https://writingcenter.unc.edu/tips-and-tools/literature-reviews/>
 23. University of North Carolina at Chapel Hill Writing Center. (n.d.). *Paragraphs*. <https://writingcenter.unc.edu/tips-and-tools/paragraphs/>
 24. University of North Carolina at Chapel Hill Writing Center. (n.d.). *Scientific reports*. <https://writingcenter.unc.edu/tips-and-tools/scientific-reports/>
 25. University of North Carolina at Chapel Hill Writing Center. (n.d.). *Thesis statements*. <https://writingcenter.unc.edu/tips-and-tools/thesis-statements/>
 26. University of Portland. (n.d.). *A guide to self-editing*. University of Portland. <https://www.up.edu/learningcommons/tutoring-services/writing-center/self-editing-guide.html>
 27. University of Technology Sydney. (n.d.). *Create a conference presentation*. University of Technology Sydney. <https://www.uts.edu.au/for-students/current-students/support/helps/self-help-resources/postgraduate-resources/create-conference-presentations>
 28. University of Wisconsin–Madison Writing Center. (n.d.). *Writing an abstract for your research paper*. <https://writing.wisc.edu/handbook/assignments/writing-an-abstract-for-your-research-paper/>



29. Washington University in St. Louis, Office of Undergraduate Research. (n.d.). *Writing an abstract*. Washington University in St. Louis. <https://undergradresearch.wustl.edu/writing-abstract>

Recommended Readings:

1. Gastel, B., & Day, R. A. (2022). *How to write and publish a scientific paper* (8th ed.). Bloomsbury Publishing USA.
2. Heard, S. B. (2022). *The scientist's guide to writing: How to write more easily and effectively throughout your scientific career* (2nd ed.). Princeton University Press.

Course Learning Outcomes

Upon successful completion of the course, students will be able to

1. Explain the ethical principles of scientific writing.
2. Define the structural and linguistic features of scientific texts.
3. Apply various citation and referencing styles.
4. Write scientific texts in accordance with ethical principles and scientific writing conventions.
5. Apply self-editing techniques.

EVALUATION SYSTEM

Activities	Number	Percentage of Grade
Attendance/Participation:		
Laboratory		
Application (Oral Examination):		
Field Work		
Special Course Internship (Work Placement)		
Quizzes/Studio Critics (Required): • Content: Questions covering the topics included in the preparation task given to the students • Format: Multiple-choice quiz (Face-to-face) (10-15 minutes) • Detailed Assessment Criteria: -Ability to comprehend and correctly use the information related to the topics included in the preparation task	1	%10
Homework Assignments (Required): • Content: Writing the pre-determined sections of scientific texts • Format: Submission of the assignment file (Individual) • Detailed Assessment Criteria: - Adherence to ethical principles in scientific writing - Ability to use clear, concise, coherent, and accurate scientific language - Correct application of citation and referencing styles	2	%10
Presentations/Jury (Required): • Content: Preparation and oral presentation of the pre-determined sections of the research project proposal (e.g., TÜBİTAK 2209-A/B) in a PowerPoint presentation format	1	%10



Format: Individual presentation (Face-to-face) Detailed Assessment Criteria: - Adherence to ethical principles in scientific writing - Ability to use clear, concise, coherent, and accurate scientific language - Correct application of citation and referencing styles - Proper use of presentation techniques		
Project (Optional):		
Seminar/Workshop		
Midterms (Required): Content: A written exam covering topics addressed up to the exam week, including practical exercises similar to those conducted in class Format: Written exam (Face-to-face) (90 minutes) Detailed Assessment Criteria: - Demonstrating understanding of all rules, principles, and techniques emphasized in the course regarding scientific text production - Ability to write sections of scientific texts in accordance with the relevant rules, principles, and techniques analysis	1	%30
Final (Required) Content: Preparation and submission of the final version of the research project proposal and the partial research article draft Format: Submission of the assignment file (Individual) Detailed Assessment Criteria: - Ability to produce coherent scientific texts in accordance with all rules, principles, and techniques emphasized in the course regarding scientific text production	1	%40
Percentage of In-Term Studies		%60
Percentage of Final Examination		%40
TOTAL		%100

WEEKLY SUBJECTS AND RELATED PREPARATION STUDIES

WEEKS	COURSE OUTLINE	Related Preparation
1	Lecture: Ethical principles of scientific writing; general features of scientific texts In-class Discussion (45 minutes): Discussion of the definition and importance of academic integrity (Science Europe, 2015) and of the types and general features of scientific texts (Hesselbach, 2012)	1. Reading: Science Europe. (2015). <i>Seven reasons to care about integrity in research</i> . https://www.scienceeurope.org/media/42sph/gqt/20150617_seven-reasons_web2_final.pdf 2. Reading: Hesselbach, R. A., Petering, D. H., Berg, C. A., Tomasiewicz, H., & Weber, D. (2012). A guide to writing a scientific paper: A focus on high school through graduate level student research. <i>Zebrafish</i> , 9(4), 246-249. https://doi.org/10.1089/zeb.2012.0743
2	Lecture: Fundamental principles in writing titles, abstracts, and keywords In-class Discussion (45 minutes): Discussion of the fundamental principles in writing titles, abstracts, and keywords, and of the results of students' analyses of the structural and linguistic features of the given example texts (the title, abstract, and keyword sections)	3. Reading: University of Wisconsin–Madison Writing Center. (n.d). <i>Writing an abstract for your research paper</i> . https://writing.wisc.edu/handbook/assignments/writing-an-abstract-for-your-research-paper/ 4. Reading: Washington University in St. Louis, Office of Undergraduate Research. (n.d.). <i>Writing an abstract</i> . Washington University in St. Louis. https://undergradresearch.wustl.edu/writing-abstract



	of field-specific WoS-indexed research articles and examples from other types of scientific texts), on the basis of the resources provided in the preparation task In-class Practice (45 minutes): Students draft the title, abstract, and keywords of a research article related to a hypothetical research topic of their choice and receive feedback.	5. Reading: American Psychological Association. (2023). <i>Reading and Understanding abstracts</i>. https://apastyle.apa.org/instructional-aids/reading-abstracts.pdf 6. Analysis: Analysis of the title, abstract, and keyword sections of field-specific WoS-indexed example research articles and examples from other types of scientific texts 7. Preparation: Determination of a hypothetical research topic
3	Lecture: IMRaD approach; fundamental principles in writing the introduction and literature review sections In-class Discussion (45 minutes): Discussion of the IMRaD approach (Gastel 2016); fundamental principles in writing the introduction and literature review sections, and of the results of students' analyses of the structural and linguistic features of the given example texts (the introduction and literature review sections of field-specific WoS-indexed research articles and examples from other types of scientific texts), on the basis of the resources provided in the preparation task In-class Practice (45 minutes): Students draft the introduction and literature review sections of a research article related to a hypothetical research topic of their choice and receive feedback.	1. Reading: Gastel, B. (2016). <i>Preparing the four main parts of a scientific paper (IMRaD): Concise advice</i>. AuthorAID. https://www.authoraid.info/uploads/filer_public/3c/b4/3cb4334d-f30a-4416-9666-3f45190bec96/imrad_info.pdf 2. Reading: University of North Carolina at Chapel Hill Writing Center. (n.d.). <i>Introductions</i>. https://writingcenter.unc.edu/tips-and-tools/introductions/ 3. Reading: University of Manchester. (n.d.). <i>Academic phrasebank: Introducing work</i>. https://www.phrasebank.manchester.ac.uk/introducing-work/ 4. Reading: University of North Carolina at Chapel Hill Writing Center. (n.d.). <i>Literature reviews</i>. https://writingcenter.unc.edu/tips-and-tools/literature-reviews/ 5. Reading: Purdue University Online Writing Lab. (n.d.). <i>Writing a literature review</i>. https://owl.purdue.edu/owl/research_and_citation/conducting_research/writing_a_literature_review.html 6. Reading: University of Edinburgh. (n.d.). <i>How to write an effective literature review</i> [PDF]. Institute for Academic Development. https://www.docs.hss.ed.ac.uk/iad/Postgraduate/PhD_researchers/Study_Guide/How_to_Write_an_Effective_Literature_Review_v2.0.pdf 7. Analysis: Analysis of the introduction and literature review sections of field-specific WoS-indexed example research articles and examples from other types of scientific texts
4	Quiz 1 (15 minutes): A short quiz at the beginning of the lesson, covering the features of the materials and methods, discussion, and conclusion sections within the flipped learning framework Lecture: IMRaD approach; fundamental principles in writing the materials and methods, discussion, and conclusion sections In-class Discussion (45 minutes): Discussion of the IMRaD approach (Gastel 2016); fundamental principles in writing the materials and methods, discussion, and conclusion sections, and of the results of students' analyses of the structural and linguistic features of the given example texts (the materials and methods, discussion, and conclusion sections of field-specific WoS-indexed research articles and examples from other types of scientific texts), on the basis of the resources provided in the preparation task In-class Practice (45 minutes): Students draft the materials and methods, discussion, and conclusion section of a research article related to a hypothetical research topic of their choice and receive feedback.	1. Reading: Gastel, B. (2016). <i>Preparing the four main parts of a scientific paper (IMRaD): Concise advice</i>. AuthorAID. https://www.authoraid.info/uploads/filer_public/3c/b4/3cb4334d-f30a-4416-9666-3f45190bec96/imrad_info.pdf 2. Reading: University of North Carolina at Chapel Hill Writing Center. (n.d.). <i>Scientific reports</i>. https://writingcenter.unc.edu/tips-and-tools/scientific-reports/ 3. Reading: University of North Carolina at Chapel Hill Writing Center. (n.d.). <i>Conclusions</i>. https://writingcenter.unc.edu/tips-and-tools/conclusions/ 4. Analysis: Analysis of the material and method, discussion and conclusion sections of field-specific WoS-indexed example research articles and examples from other types of scientific texts 5. Preparation for Quiz 1: Features of the material and method, discussion and conclusion sections. Source: Gastel, B. (2016).



5	Lecture: Using clear, concise, coherent, and accurate scientific language: argument development; writing effective problem statements, aims, thesis statements, limitations, research questions, hypotheses, original value, and wider impact-I In-class Discussion (45 minutes): Discussion of scientific language use, and of the results of students' analyses of the linguistic features of the given examples of problem statements, research questions, and hypotheses, on the basis of the resources provided in the preparation task In-class Practice (45 minutes): Students draft problem statements, aims, thesis statements, limitations, research questions, hypotheses, original value, and wider impact for different hypothetical research topics and receive feedback.	1. Reading: University of North Carolina at Chapel Hill Writing Center. (n.d.). <i>Argument</i>. https://writingcenter.unc.edu/tips-and-tools/argument/ 2. Reading: University of North Carolina at Chapel Hill Writing Center. (n.d.). <i>Paragraphs</i>. https://writingcenter.unc.edu/tips-and-tools/paragraphs/ 3. Reading: University of North Carolina at Chapel Hill Writing Center. (n.d.). <i>Thesis statements</i>. https://writingcenter.unc.edu/tips-and-tools/thesis-statements/ 4. Reading: Indiana University Libraries. (n.d.). <i>Narrowing a topic and developing a research question</i>. https://libraries.indiana.edu/sites/default/files/Develop_a_Research_Question.pdf 5. Reading: George Mason University Writing Center. (n.d.). <i>How to write a research question</i>. https://writingcenter.gmu.edu/writing-resources/research-based-writing/how-to-write-a-research-question 6. Reading: Pajares, F. (2007). <i>Araştırma önerisinin unsurları</i> [Elements of a proposal]. TÜBİTAK. https://tubitak.gov.tr/sites/default/files/arastirma_onerisi_unsurlari.pdf 7. Analysis: Analysis of the linguistic features of the examples of problem statements, aims, thesis statements, limitations, research questions, hypotheses, original value, and wider impact
6	Lecture: Using clear, concise, coherent, and accurate scientific language: argument development; writing effective problem statements, aims, thesis statements, limitations, research questions, hypotheses, original value, and wider impact-II In-class Discussion (45 minutes): Discussion of scientific language use, and of the results of students' analyses of the linguistic features of the given examples of problem statements, research questions, and hypotheses, on the basis of the resources provided in the preparation task In-class Practice (45 minutes): Students draft problem statements, aims, thesis statements, limitations, research questions, hypotheses, original value, and wider impact for different hypothetical research topics and receive feedback.	1. Reading: University of North Carolina at Chapel Hill Writing Center. (n.d.). <i>Argument</i>. https://writingcenter.unc.edu/tips-and-tools/argument/ 2. Reading: University of North Carolina at Chapel Hill Writing Center. (n.d.). <i>Paragraphs</i>. https://writingcenter.unc.edu/tips-and-tools/paragraphs/ 3. Reading: University of North Carolina at Chapel Hill Writing Center. (n.d.). <i>Thesis statements</i>. https://writingcenter.unc.edu/tips-and-tools/thesis-statements/ 4. Reading: Indiana University Libraries. (n.d.). <i>Narrowing a topic and developing a research question</i>. https://libraries.indiana.edu/sites/default/files/Develop_a_Research_Question.pdf 5. Reading: George Mason University Writing Center. (n.d.). <i>How to write a research question</i>. https://writingcenter.gmu.edu/writing-resources/research-based-writing/how-to-write-a-research-question 6. Reading: Pajares, F. (2007). <i>Araştırma önerisinin unsurları</i> [Elements of a proposal]. TÜBİTAK. https://tubitak.gov.tr/sites/default/files/arastirma_onerisi_unsurlari.pdf 7. Analysis: Analysis of the linguistic features of the examples of problem statements, aims, thesis statements, limitations, research questions, hypotheses, original value, and wider impact
7	Lecture: Using scientific sources; avoiding plagiarism; applying various citation and referencing styles In-class Discussion (45 minutes): Discussion of the information contained in the resources provided in the preparation task In-class Practice (45 minutes): Based on the resources provided in the preparatory assignment, students draft paragraphs applying different citation and referencing styles and receive feedback.	Reading and Review: 1. Harvard University. (n.d.). <i>Harvard guide to using sources - Avoiding plagiarism</i>. https://usingresources.fas.harvard.edu/sites/g/files/omnuum4606/files/sources/files/avoiding_plagiarism.pdf 2. Harvard University. (n.d.). <i>Using sources</i>. https://usingresources.fas.harvard.edu/sites/g/files/omnuum4606/files/sources/files/using_sources.pdf 3. Harvard University. (n.d.). <i>Harvard Guide to Using Sources – Citing Sources</i>. https://usingresources.fas.harvard.edu/sites/g/files/omnuum4606/files/sources/files/citing_sources.pdf



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8	Midterm	1. Exam Preparation: A full review of all topics addressed and the results of all practical activities carried out up to the exam week
9	Lecture: Self-editing in scientific writing; writing a project proposal In-class Discussion (45 minutes): Discussion of the use of self-editing techniques in scientific writing, based on the resources provided in the preparation task Peer Assessment and Feedback: Students receive feedback on the “original value” and “aims and objectives” sections of their research project proposals (TÜBİTAK 2209-A/B) and on the “introduction” section of their research article drafts and assess each other’s texts.	1. Reading: University of Portland. (n.d.). <i>A guide to self-editing</i>. University of Portland. https://www.up.edu/learningcommons/tutoring-services/writing-center/self-editing-guide.html 2. Reading: Purdue University Online Writing Lab. (n.d.). <i>Self-editing workshop</i>. Purdue University. https://owl.purdue.edu/owl/multilingual/multilingual_students/tips_for_writing_in_north_american_colleges/self_editing_workshop.html 3. Preparation: Writing the “original value” and “aims and objectives” sections of the research project proposal (TÜBİTAK 2209-A/B) and the “introduction” section of the research article draft to be submitted in the final week
10	Peer Assessment and Feedback: Students receive feedback on the “title,” “abstract,” “keywords,” “methods,” and “wider impact” sections of their research project proposals (TÜBİTAK 2209-A/B) (Assignment 1) and assess each other’s texts.	1. Assignment 1: Continuation of writing the research project proposal (TÜBİTAK 2209-A/B) to be submitted in the final week, including the completion of the “title,” “abstract,” “keywords,” “methods,” and “wider impact” sections, and submission of it before class on the announced date.
11	Peer Assessment and Feedback: Students receive feedback on the “title,” “abstract,” “keywords,” and “materials and methods” sections of their draft research articles (Assignment 2) and assess each other’s texts.	1. Assignment 2: Writing the “title,” “abstract,” “keywords,” and “materials and methods” sections of the draft research article to be submitted in the final week, and submission of it before class on the announced date.
12	Lecture: Key points and techniques for preparing oral presentations of scientific research In-class Discussion (45 minutes): Discussion of the information provided in the resources included in the preparation task In-class Practice (60 minutes): Students deliver an impromptu mini-presentation on the research they are currently working on and receive feedback.	1. Reading: University of Technology Sydney. (n.d.). <i>Create a conference presentation</i>. University of Technology Sydney. https://www.uts.edu.au/for-students/current-students/support/helps/self-help-resources/postgraduate-resources/create-conference-presentations 2. Reading: The Asian Conference on the Social Sciences (ACSS). (n.d.). <i>Presentation guide</i>. ACSS. https://acss.iafor.org/presentation-guide/
13	Student presentations, peer assessment and feedback	1. Presentation Preparation: Preparing the sections of the research project proposal (TÜBİTAK 2209-A/B) worked on in Weeks 9 and 10 in PPT presentation format
14	Student presentations, peer assessment and feedback	Presentation Preparation: Preparing the sections of the research project proposal (TÜBİTAK 2209-A/B) worked on in Weeks 9 and 10 in PPT presentation format
15	Overall Evaluation: Discussion of the course learning outcomes	1. Preparation: Evaluation of the course learning outcomes and preparation of a short report



16	Final Assignment: Submission of the final versions of the research project proposal and the draft of the partial research article	1. Final Assignment Preparation: Completion of the research project proposal and the draft of the partial research article

ECTS WORKLOAD TABLE

Activities	Number	Duration (Hour)	Total Workload
Course Hours	14	3	42
Laboratory			
Application			
Field Work			
Study Hours Out of Class	14	3	42
Special Course Internship (Work Placement)			
Homework Assignments	2	7	14
Quizzes/Studio Critics	1	3	3
Project			
Presentations / Seminar	1	10	10
Mid-Terms (Examination Duration + Examination Prep. Duration)	1	10	10
Final (Examination Duration + Examination Prep. Duration)	1	20	20
Total Workload:			141
Total Workload / 30(h):			4.7
ECTS Credit:			5