

**OSTİM TECHNICAL UNIVERSITY  
FACULTY OF ECONOMICS AND ADMINISTRATIVE SCIENCES**

**COURSE SYLLABUS FORM  
2020-2021 FALL**

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

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|---|--|
| <b>Language of Instruction</b>                        | English  |
| <b>Course Status</b>                                  | Compulsory   |
| <b>Course Level</b>                                   | Bachelor   |
| <b>Learning and Teaching Techniques of the Course</b> | 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
  - understand what kind of working environment is waiting for them
- Students will be given information and advice on how to
- develop effective techniques for writing essays/other assignments
  - communicate in a proper way with their lecturers and classmates
  - manage effectively their time
  - reach academic and non-academic information and how to use it in a proper way
  - handle an academic research
  - contribute effectively to group work
  - develop presentation skills and
  - 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. There will be 6 reaction papers that will form the fulfillment of the mid-term exam. Students will be expected to write a research paper and present it to the class that will be counted as their final exam. Reaction paper and final research paper formats will be discussed in the class. Final research papers might be about either history, evolvment and predicted future of some organizations (such as IMF, WB or WHO) or systems (such as Bitcoin or Blockchain). Some papers might be about organizing an elder-care organization/system, artificial intelligence company or a non-profit organization defending animal rights.

### Weekly Topics and Related Preparation Studies

| Weeks | Topics   | Preparation Studies   |
|-------|--|---|
| 1     | Ice Breaking Session<br>Introduction to the University Life<br>(5.10.2020) | Tell us about yourself (country, city, hobbies)<br>How are you doing during pandemic?<br>Outline of the course, information about responsibilities<br>Definition of the reaction paper<br>To.. lists (1 <sup>st</sup> reaction paper)<br>Expectations   |
| 2     | Academia<br>College Success<br>(12.10.2020)                                | Reading Assignment: Article "College success"<br>Discussion about the article<br>Lecture and Discussion about forms of learning and studying<br>Class Activity (1): Writing an email<br>Post-Class Activity (2): Time management  |
| 3     | Field Expert Seminar (1)<br>(19.10.2020)                                   | Prof. Dr. Ahmet Faruk Aysan (from Hamad Bin Khalifa University, Qatar)<br>Former Board Member and Monetary Policy Committee Member of Central Bank of Turkey<br>Pre-Consultant of World Bank, Oxford Analytica and Central Bank of Turkey<br><br>Pre-Class Activity: Prepare questions regarding the field of economics<br>Post-Class Assignment: Prepare 2 <sup>nd</sup> reaction paper regarding your ideas about the seminar |

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|----------|--|--|
| 4        | Academic Learning & Research<br>(26.10.2020)                             | Identifying academic and non-academic sources<br>Effective reading<br>Skill sets and note-taking methods<br>Citing and listing references<br>Plagiarism & Citing Tips<br>Class-Activity: Decision and discussion about research paper topics   |
| 5        | Field Expert Seminar (2)<br>(2.11.2020)                                  | Sinan Özcan<br>Senior Executive Officer & Board Director,<br>Maersk Trade Finance (DIFC) Ltd.<br>Regional Head, West & Central Asia<br><br>Pre-Class Activity: Prepare questions regarding the field of international trade and finance<br>Post-Class Assignment: Prepare 3th reaction paper regarding your ideas about the seminar  |
| 6        | Effective Teamwork & Academic Writing<br>Documentary Week<br>(9.11.2020) | Class Activity: Determination of your own individual profile to determine your team-member profile<br>Class Lecture: Critical Analysis, Planning, writing drafts, from draft to final version of a paper<br>Post-Class Activity: Prepare a draft for your final research paper<br>Post-Class Assignment: Watch the documentary of Guns, Germs and Steel                            |
| 7        | Exam techniques & preparing for<br>Midterm week<br>(16.11.2020)          | Class Lecture and Discussion over: Techniques for different styles of exams questions<br>Class Discussion about the documentary of Guns, Germs and Steel<br>Post-Class Assignment: Write your 4 <sup>th</sup> reaction paper regarding the documentary of Guns, Germs and Steel  |
| <b>8</b> | <b>Midterm (23.11.2020)</b>  |  |
| 9        | Museum Week<br>(30.11.2020)  | Pre-Class Activity: Visit a virtual museum (because of the pandemic conditions, physical visit is not recommended, keep safe)<br>Pre-Class Assignment: Read the Articles/Chapters assigned about branding museums<br>Class Activity: Discussion about virtual visits and articles<br>Post-Class Assignment: Write your 5 <sup>th</sup> reaction paper regarding museum reflections |
| 10       | Presentation Skills<br>(7.12.2020)                                       | What makes a successful presentation?<br>Handling questions effectively<br>Preparation vs Delivery<br>Post-Class Assignment: Prepare a poster to be presented in a national or international conference  |
| 11       | Documentary week<br>(14.12.2020)   | Pre-Class Activity: Watch the documentaries of:<br>(1) Is Wal-Mart Good for America? (2) The Ascent of Money<br>Class Discussion over these documentaries<br>Post-Class Assignment: Write your 6 <sup>th</sup> reaction paper regarding these documentaries  |

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|----|---|---|
| 12 | Elderly Care / Animal Rights Week<br>(21.12.2020) | Pre-Class Assignment: Read the Articles/Chapters assigned about elderly care and animal rights<br>Pre-Class Activity: Watch the film "Okja"<br>Class Activity: Discussion about the film and articles in relation with the concepts of mercy and modesty and with the personal or community responsibilities towards the ones need of care. |
| 13 | Research Paper presentations<br>(28.12.2020)      | Paper presentations and class discussions   |
| 14 | Research Paper presentations<br>(4.1.2020)        | Paper presentations and class discussions   |
| 15 | Research Paper presentations<br>(11.11.2020)      | Paper presentations and class discussions<br>Concluding Remarks   |
| 16 | <b>Final Exam<br/>(18.1.2020)</b>                 | Deadline of research paper submission is 20 <sup>th</sup> of January 2020   |

### 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
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- Bain, K. (2012). *What the best college students do*. Harvard University Press.
- McLean, F. (2012). *Marketing the museum*. Routledge.
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- Price, G.A., (2001). *Report of the Survey of Academic Study Skills at Southampton University*, Southampton, University of Southampton.
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- 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-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/>

| <b>Assessment</b>                                     |               |                                |
|---|---------------|--------------------------------|
| <b>Studies</b>  | <b>Number</b> | <b>Contribution margin (%)</b> |
| Continuity  |               |                                |
| Lab   |               |                                |
| Application   |               |                                |
| Field Study   |               |                                |
| Course-Specific Internship (if any)                   |               |                                |
| Quizzes / Studio / Critical                           | 6             | 60                             |
| Homework  |               |                                |
| Presentation  | 1             | 10                             |
| Projects  |               |                                |
| Report  |               |                                |
| Seminar   |               |                                |
| Midterm Exams / Midterm Jury                          |               |                                |
| General Exam / Final Jury                             | 1             | 30                             |
|   | <b>Total</b>  | <b>100</b>                     |
| <b>Success Grade Contribution of Semester Studies</b> |               | 70                             |
| <b>Success Grade Contribution of End of Term</b>      |               | 30                             |
|   | <b>Total</b>  | <b>100</b>                     |

| <b>Relationship Between Course Learning Outcomes and Program Competencies</b> |  |                           |          |          |          |          |
|---|--|---------------------------|----------|----------|----------|----------|
| <b>Nu</b>   | <b>Learning Outcomes</b>   | <b>Contribution Level</b> |          |          |          |          |
|   |  | <b>1</b>                  | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| <b>1</b>  | Maximize students' learning outcomes regarding other courses                           |                           |          |          |          | x        |
| <b>2</b>  | Prepare students to be more employable after graduating                                |                           |          |          |          | x        |
| <b>3</b>  | Students become aware of the content of their departments                              |                           |          |          |          | x        |
| <b>4</b>  | Students understand what kind of working environment is waiting for them               |                           |          |          |          | x        |
| <b>5</b>  | Students develop effective techniques for writing essays/other assignments             |                           |          |          |          | x        |
| <b>6</b>  | Students communicate in a proper way with their lecturers and classmates               |                           |          |          |          | x        |
| <b>7</b>  | Students reach academic and non-academic information and how to use it in a proper way |                           |          |          |          | x        |
| <b>8</b>  | Students manage effectively their time   |                           |          |          | x        |          |
| <b>9</b>  | Students handle an academic research   |                           |          |          | x        |          |

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|-----------|--|--|--|--|---|
|           |  |  |  |  |   |
| <b>10</b> | Students contribute effectively to group work  |  |  |  | x |
| <b>11</b> | Students develop presentation skills and   |  |  |  | x |
| <b>12</b> | Students become aware of some social, cultural and academic facilities that may enhance their vision |  |  |  | x |

| <b>ECTS / Workload Table</b>                                    |                       |                         |                       |
|---|-----------------------|-------------------------|-----------------------|
| <b>Activities</b>   | <b>Number</b>         | <b>Duration (Hours)</b> | <b>Total Workload</b> |
| Course hours (Including the exam week: 16 x total course hours) | 16                    | 3                       | 48                    |
| Laboratory  |                       |                         |                       |
| Application   |                       |                         |                       |
| Course-Specific Internship                                      |                       |                         |                       |
| Field Study   |                       |                         |                       |
| Study Time Out of Class   | 16                    | 1                       | 16                    |
| Presentation / Seminar Preparation                              | 1                     | 1                       | 1                     |
| Projects  |                       |                         |                       |
| Reports   |                       |                         |                       |
| Homework  |                       |                         |                       |
| Quizzes / Studio Review   | 6                     | 1                       | 6                     |
| Preparation Time for Midterm Exams / Midterm Jury               |                       |                         |                       |
| Preparation Period for the Final Exam / General Jury            | 1                     | 6                       | 6                     |
| <b>Total Workload</b>   | <b>(79/25 = 3,08)</b> |                         | <b>77</b>             |