

<b>COURSE INFORMATION FORM</b>	
<b>Faculty / Institute</b>	Faculty of Science and Literature
<b>Department</b>	Psychology
<b>Course Code</b>	PSİ 461
<b>Course title</b>	Graduation Project I
<b>Instructional Language</b>	Turkish
<b>Programs that can take the course</b>	Psychology
<b>Course Type</b>	Elective
<b>Course Level</b>	Undergraduate
<b>ECTS Credit</b>	6
<b>Prerequisites</b>	PSİ 203 – Statistics for Psychology I
<b>Course Content</b>	In this course, students will prepare a graduation project on a topic of their own interest by transforming the theoretical knowledge they have acquired during undergraduate education and training into practice under the supervision of an instructor. Students will work on developing research questions and hypotheses on their chosen topics, creating a research design, and writing their research proposal as a project proposal in line with the APA writing guidelines.
<b>The Aim of the Course</b>	The aim of this course is to enable undergraduate students to gain experience in designing and conducting independent research with an academic advisor. Within the scope of this course, it is aimed to develop the skills of students to search the literature, create a research question, determine the hypothesis(s) related to the research question and create an appropriate research design to test these hypotheses.
<b>Course Outcomes</b>	At the end of this course, students; (1) can develop a research question, (2) can identify hypotheses related to the research question (3) can construct the appropriate research design to test their hypotheses, (4) can write their research proposals in line with the APA writing rules, (5) have information about the ethics committee application process.
<b>Textbook and / or References</b>	Christensen, L. B., Johnson, R. B., & Turner, L. A. (2015). <i>Research methods, design, and analysis</i> (12th ed.). Pearson. Willig, C., & Rogers, W. S. (Eds.). (2017). <i>The SAGE handbook of qualitative research in psychology</i> . Sage Publications.

	Creswell, J. W., & Creswell, J. D. (2017). <i>Research design: Qualitative, quantitative, and mixed methods approaches</i> (4th ed.). Sage Publications. Beins, B. C., & Beins, A. M. (2012). <i>Effective writing in Psychology; Papers, posters, and presentations</i> . Wiley-Blackwell.
<b>Evaluation Criteria</b>	<b>Percentage</b>
<b>Attendance</b>	60% (Weekly discussions)
<b>Lab</b>	-
<b>Application</b>	-
<b>Field Study</b>	-
<b>Homework</b>	-
<b>Presentations</b>	-
<b>Projects</b>	40% (Research proposal)
<b>Seminar</b>	-
<b>Midterm Exams</b>	-
<b>Quiz</b>	-
<b>Final</b>	-
<b>Total</b>	100%

<b>Course Plan</b>	<b>Subjects to Be Discussed</b>
<b>1. Week</b>	Identifying keywords for systematic literature review
<b>2. Week</b>	Systematic literature review
<b>3. Week</b>	Systematic literature review
<b>4. Week</b>	Systematic literature review
<b>5. Week</b>	Critical evaluation of studies identified through literature review
<b>6. Week</b>	Determining the research question
<b>7. Week</b>	Identifying hypotheses about the research question
<b>8. Week</b>	Constructing the appropriate research design
<b>9. Week</b>	Termination of the research design
<b>10. Week</b>	Writing the research proposal
<b>11. Week</b>	Writing the research proposal
<b>12. Week</b>	Preparation of the ethics committee application file and application to the ethics committee