# Table of Contents

1. Course Syllabus .................................................................................................................. 3  
2. ODTÜ Syllabus Program ...................................................................................................... 3  
   2.1. Sign In ......................................................................................................................... 3  
   2.2. The Roles within ODTÜ Syllabus Program ................................................................. 3  
   2.3. Syllabus Program for Department Chair Use ............................................................. 4  
   2.4. Syllabus Program for Coordinator Use ...................................................................... 6  
      2.4.1. Course Information ............................................................................................ 8  
      2.4.2. Course Objectives ............................................................................................ 9  
      2.4.3. Course Learning Outcomes ............................................................................ 10  
      2.4.4. Program Outcomes Matrix ............................................................................ 11  
      2.4.5. ECTS Workload .............................................................................................. 13  
   2.5. Syllabus Program for Instructor Use ......................................................................... 15  
      2.5.1. Course Information .......................................................................................... 18  
      2.5.2. Instructor Information ..................................................................................... 19  
      2.5.3. Course Assistants ............................................................................................. 20  
      2.5.4. Instructional Methods ..................................................................................... 21  
      2.5.5. Tentative Weekly Outline ............................................................................... 22  
      2.5.6. Course Textbooks ............................................................................................ 24  
      2.5.7. Course Material(s) and Reading(s) ................................................................ 25  
      2.5.8. Supplementary Readings/Resources/E-Resources ............................................ 26  
      2.5.9. Assessment of Student Learning ..................................................................... 27  
      2.5.10. Course Grading ............................................................................................... 29  
      2.5.11. Course Policies ............................................................................................... 30  
      2.5.12. Information for Students with Disabilities ....................................................... 32  
      2.5.13. Academic Honesty ......................................................................................... 32  
      2.5.14. Saving and Exporting Syllabus ..................................................................... 33
1. Course Syllabus

A course syllabus is regarded as “an informal contract between instructor and student, providing everyone with the objectives and expectations that shape the learning environment” (Millis, 2009, p. 5). A course syllabus tells much about a course and it affects students’ views of a course. Moreover, a well-developed course syllabus has a function of improving student learning and increasing student motivation towards a course.

If you need further information on how to prepare a well-developed syllabus, you can refer to the following handbooks:

- *Course Syllabus* (Eret Orhan, Yerin Güneri, & Çapa Aydın, 2013)
- *Course Objectives and Course Learning Outcomes* (Aksu, Kondakçı, Çakiroğlu, & Gülmez, 2014)
- *Instructional Methods* (Aksu, Kondakçı, Çakiroğlu, Akin, Ceylandağ, & Tor, 2013)
- *Classroom Assessment* (Çapa Aydın & Eret Orhan, 2013)

To reach the handbooks, please click https://egitimplan.metu.edu.tr/kilavuzlar

2. ODTÜSyllabus Program

You can reach ODTÜSyllabus program via http://odtu­syllabus.metu.edu.tr . The aim of the program is to inform the students about the main issues in relation to a course such as information about instructor, time and place of the course, topics to be covered, course objectives and learning outcomes, instructional methods, and grading. For further information about the ODTÜSyllabus components, please refer to; https://egitimplan.metu.edu.tr/system/files/metu_course_syllabus_components_guide.pdf. If you need consultation regarding syllabus components, you can contact Dr. Esra Eret-Orhan (­syllabus@metu.edu.tr, 2107175) from the Learning and Student Development Office (ÖGEB).

2.1. Sign In

As an instructor, you can access your course(s) by signing in the prepared ODTÜSyllabus program via METU user-id and password and make necessary changes in your course syllabi. In order to sign in:

- Open any web browser and type http://odtu­syllabus.metu.edu.tr into address bar.
- As shown in Figure 1, you can enter METU username and password into the upper right-hand corner of opened window and click “Sign in”.

2.2. The Roles within ODTÜSyllabus Program

After signing in the program with METU username and password, the screen as shown in Figure 2 will be encountered. In this step, you can choose your role that you want to continue with.

- If you are a department chair, by choosing the “Department Chair” role, you can see all syllabi entered in the program in your department. Here, you can check whether the components are entered in the program for the department courses.
- If you are assigned as a coordinator by your department chair for any of the courses having more than one section and more than one instructor, you need to choose the “Coordinator” role
2.3. Syllabus Program for Department Chair Use

After signing in the program and Department Chair role is chosen; it is possible to see and control all of the syllabi entered/edited by the instructors of that department under the title of Department Courses (Figure 3).

When you click any of the courses offered in your department, you will see a general view of a course syllabus as shown in Figure 4.
Figure 4

Course Information

<table>
<thead>
<tr>
<th>Course Code</th>
<th>4540681</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Section</td>
<td>1</td>
</tr>
<tr>
<td>Course Title</td>
<td>ADVANCED INDIVIDUAL COUNSELING</td>
</tr>
<tr>
<td>Course Credit</td>
<td>8.0</td>
</tr>
<tr>
<td>Course Catalog Description</td>
<td>Opportunity for advanced students to obtain practical experience in individual counseling. Each student is required to carry out seven individual counseling sessions under supervision.</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>No prerequisite found</td>
</tr>
<tr>
<td>Schedule</td>
<td>Not applicable</td>
</tr>
</tbody>
</table>

Instructor Information

<table>
<thead>
<tr>
<th>Name/Title</th>
<th>Prof Dr. OVA GUNERI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Address</td>
<td><a href="mailto:guneri@ou.edu.tr">guneri@ou.edu.tr</a></td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:guneri@ou.edu.tr">guneri@ou.edu.tr</a></td>
</tr>
<tr>
<td>OFFICE PHONE</td>
<td>210 46 82</td>
</tr>
</tbody>
</table>

Course Assistants

Course Objectives

Course Learning Outcomes

Program Outcomes Matrix

ECTS Workload

Instructional Methods

Tentative Weekly Outline

Course Textbook(s)

Course Materials(s) and Readings(s)
It is possible for department chair to see which parts are completed and which parts are still missing in the syllabus (Figure 4). On the right side of the screen, “Syllabus Components Navigation” menu is seen. In this menu, completed parts of syllabus are seen in “black”, while incomplete parts are seen in “red”.

2.4. Syllabus Program for Coordinator Use

After signing in the program if you choose the Coordinator role, the courses that you are assigned as a coordinator will be listed under the title of “Coordinator Courses” (Figure 5). It should be reminded that coordinators can only be assigned for a course having more than one section and more than one instructor to edit/enter specific required components of a course syllabus (course objectives, course learning outcomes, program outcomes matrix, and ECTS workload). These components will not be changed/edited by other instructors of the same course.

**Figure 5**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>4540220</td>
<td>EDUCATIONAL PSYCHOLOGY</td>
<td>Educational Sciences</td>
</tr>
<tr>
<td>4540424</td>
<td>GUIDANCE</td>
<td>Educational Sciences</td>
</tr>
<tr>
<td>4540611</td>
<td>ADVANCED INDIVIDUAL COUNSELING</td>
<td>Educational Sciences</td>
</tr>
</tbody>
</table>

**Important Note:** If you are a “Section Coordinator” for the multi-section courses having a “shared” syllabus, then you are able to use “Copy to All” option to copy any information you add in relation to all other components to the other sections. Please refer to the User Guide for Section Coordinators to Use “Copy to All” Feature.
After clicking the course to be edited, on the screen (Figure 6), you can see syllabus components, “Syllabus Components Navigation” menu and “View History” link (where you can observe previous edits on the syllabus).

As can be seen in Figure 6, it is possible to enter the information related to that title after clicking “Edit” button next to the titles to be completed in the program. Each title is seen in “black” after the information entry, incompleted components are seen in “red”. The information expected to be entered by Coordinators related to each component is given below:
2.4.1. Course Information

Figure 7

The information in Figure 7 comes automatically from METU Catalog. If necessary, you can make a text entry in Consent of Dept./Inst. and Corequisities parts as shown in Figure 8. After the entry, the information is saved by clicking Save button at the lower-right corner. After this process is completed, there comes Course Information saved sign at the top side of the screen. It is possible to check the final outlook of information entry when clicked Preview button at the upper right corner. In addition to this, by clicking the course name (4250424) GUIDANCE on the upper right side in Figure 7, it is possible to turn back to page (Figure 6) where all of the syllabus components are listed.
2.4.2. Course Objectives

*Course Objectives*

In this part, instructor defined knowledge, skills, and competencies to be gained through the course. Stating objectives clarifies why the course is needed and what it would provide to students. Moreover, objectives help students get to know about evaluation criteria. Objectives can be written in a "stating format" after a general heading. Objective statements can be classified based on the Taxonomy of Educational Objectives (see Course Objectives and Course Learning Outcomes Handbook).

Entries marked with "*" are required.

It is required to make text entry into the “Course Objectives” part as shown in Figure 9. It is possible to organize the text by using the tools. You can save the information by clicking “Save” button at the lower-right corner after the text entry. After this process is completed, there comes “Course Objectives saved” sign at the top side of the screen. It is possible to check the final outlook of information entry when clicked “Preview” button at the upper right corner. Besides, by clicking “Example” button on the upper right side, it is possible to see a sample of course objectives. In addition, by clicking the course name “(4250424) GUIDANCE” on the upper right side (Figure 9), it is possible to turn back to page (Figure 6) where all of the syllabus components are listed.
2.4.3. Course Learning Outcomes

*Figure 10*

Course Learning Outcomes

Course learning outcomes specify instructional objectives further and they are written in the form of observable, measurable knowledge, skills, and competencies to achieve certain course objectives (see Course Objectives and Course Learning Outcomes Handbook).

Fields marked with * are required.

It is required to make text entry into the “Outcomes” part as shown in Figure 10. It is possible to organize the text by using the tools. You can save the information by clicking “Save” button at the lower-right corner after the text entry. After this process is completed, there comes “Course Learning Outcomes saved” sign at the top side of the screen. Besides, by clicking “Example” button on the upper right side, it is possible to see a sample of course objectives. In addition, by clicking the course name “**(4250424) GUIDANCE**” on the upper right side (*Figure 10*), it is possible to turn back to page (*Figure 6*) where all of the syllabus components are listed.
## 2.4.4. Program Outcomes Matrix

**Figure 11**

The Program Outcomes Matrix displays the relationship between the course objectives and program outcomes using a matrix/table. Program outcomes are the statements related to knowledge, skills, and behaviors to be attained by graduates within a few years of graduation (see Program Outcomes Handbook).

<table>
<thead>
<tr>
<th>Program Outcomes</th>
<th>Level of Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Solid background in basic theories and approaches in psychology.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>2. Skills to obtain and interpret new information in the light of acquired theoretical knowledge.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>3. Skills to follow national and international publications and developments in the discipline.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>4. Basic applied skills and knowledge at the various disciplines of psychology that do not require specialization.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>5. Awareness of the value of continuing educational practices such as in-service training, seminars, and conferences to keep career-relevant knowledge and skills up-to-date.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>6. Skills to conduct research based on hidden knowledge related to testing and measurement, research methods, and statistics. That is, skills related to formulating research hypotheses, designing the research, collecting data, applying basic statistical analysis, and reporting.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>7. Knowledge and skills about conducting research and practice by adhering to ethical guidelines.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>8. Skills in oral and written communication both in Turkish and English.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>9. Skills to work in teams that involve disciplinary and interdisciplinary projects.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>10. Critical thinking skills in following the psychological literature together with the psychology-related information appearing in popular media.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>11. Skills to generate practical and culturally-sensitive solutions to problems.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>12. Awareness of cultural, environmental, and economic factors in professional practice and research.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>13. Skills to lead and pioneer in the profession of psychology, either in academia or professional practice.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>14. Skills in independent and team work.</td>
<td>0 1 2 3</td>
</tr>
</tbody>
</table>

0: No Contribution 1: Little Contribution 2: Partial Contribution 3: Full Contribution
In the component “Program Outcomes Matrix” shown in Figure 11, the coordinators are expected to rate the contribution level ranging from “0” to “3” (0: No Contribution, 1: Little Contribution, 2: Partial Contribution, 3: Full Contribution) for each program outcome. After the rating, the information is saved by clicking “Save” button at the lower-right corner. After this process is completed, there comes “Program outcomes saved” sign at the top side of the screen. It is possible to check the final outlook of information entered by clicking “Preview” button at the upper right corner (Figure 12). By clicking the course name “(2330374) BIOLOGICAL PSYCHOLOGY” on the upper right side (Figure 11), it is possible to turn back to page (Figure 6) where all of the syllabus components are listed.

Figure 12

<table>
<thead>
<tr>
<th>Program Outcomes</th>
<th>Level of Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Solid background in basic theories and approaches in psychology.</td>
<td>X</td>
</tr>
<tr>
<td>2 Skills to obtain and interpret new information in the light of acquired theoretical knowledge.</td>
<td>X</td>
</tr>
<tr>
<td>3 Skills to follow both national and international publications and developments in the discipline.</td>
<td>X</td>
</tr>
<tr>
<td>4 Basic applied skills and knowledge of the various disciplines of psychology that do not require specialization.</td>
<td>X</td>
</tr>
<tr>
<td>5 Awareness of the value of continuing educational practices such as in-service training, seminars, and conferences to keep current-relevant knowledge and skills up-to-date.</td>
<td>X</td>
</tr>
<tr>
<td>6 Skills to conduct research based on basic knowledge related to testing and measurement, research methods, and statistics. That is, skills related to forming research hypotheses, designing the research, collecting data, applying basic statistical analysis, and interpreting</td>
<td>X</td>
</tr>
<tr>
<td>7 Knowledge and skills about conducting research and practice by adhering to ethical guidelines.</td>
<td>X</td>
</tr>
<tr>
<td>8 Skills in oral and written communication both in Turkish and English.</td>
<td>X</td>
</tr>
<tr>
<td>9 Skills to work in teams that involve disciplinary and interdisciplinary projects.</td>
<td>X</td>
</tr>
<tr>
<td>10 Critical thinking skills in following the psychological literature together with the psychology-related information appearing in popular media.</td>
<td>X</td>
</tr>
<tr>
<td>11 Skills to generate practical and culturally-sensitive solutions to problems.</td>
<td>X</td>
</tr>
<tr>
<td>12 Awareness of societal, environmental, and economic factors in professional practice and research.</td>
<td>X</td>
</tr>
<tr>
<td>13 Skills to lead and pioneer in the profession of psychology, either in academia or professional practice.</td>
<td>X</td>
</tr>
<tr>
<td>14 Skills in independent and team work.</td>
<td>X</td>
</tr>
</tbody>
</table>

0: No Contribution 1: Little Contribution 2: Partial Contribution 3: Full Contribution
2.4.5. ECTS Workload
(This component is currently inactive in the program. It will be activated later.)

Figure 13

In the component “ECTS Workload” shown in Figure 13, the coordinators are expected to fill out the ECTS workload table of the course. “Example” link (Figure 15) can be clicked for a sample of ECTS Workload Table and to see how the ECTS credit of a course is calculated. Also, it is possible to access an editable ECTS Workload Table by clicking “Auto Fill Example” button. The ECTS workload related to the course can be calculated by filling out this table. You can check the activity entries and their times related to the course and organize by clicking “Edit”, remove completely by “Remove” button or add a new activity by clicking “Add Activity” button (Figure 14). In addition, by clicking the course name “(4250424) GUIDANCE” on the upper right side (Figure 13), it is possible to turn back to page (Figure 6) where all of the syllabus components are listed.

Figure 14
**Figure 15**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Quantity</th>
<th>Hour/S</th>
<th>Total Student Workload Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Theoretical Lessons</td>
<td>54</td>
<td>4</td>
<td>216</td>
</tr>
<tr>
<td>Preparation for class</td>
<td>14</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>Practice hour</td>
<td>14</td>
<td>3</td>
<td>42</td>
</tr>
<tr>
<td>Homework Assignments</td>
<td>54</td>
<td>2</td>
<td>108</td>
</tr>
<tr>
<td>Project (including preparation, report writing, and/or presentation)</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Preparation for quiz</td>
<td>4</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Quiz</td>
<td>4</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Preparation for midterm examination</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Midterm examination</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Preparation for practical work (such as laboratory work, studio hours, or field practice)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Practical work (such as laboratory work, studio hours, or field practice)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Field work, technical trips or field trips</td>
<td>4</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Preparation for final examination</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Final examination</td>
<td>1</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Workload</strong></td>
<td></td>
<td></td>
<td><strong>120</strong></td>
</tr>
<tr>
<td><strong>Total Workload / 30</strong></td>
<td></td>
<td></td>
<td><strong>4.00</strong></td>
</tr>
<tr>
<td><strong>ECTS Credit</strong></td>
<td></td>
<td></td>
<td>7</td>
</tr>
</tbody>
</table>
2.5. Syllabus Program for Instructor Use

Upon signing in the program and choosing “Instructor” role, the courses taught by the instructor are listed under the title of “Instructor Courses” (Figure 16). If you have courses with only one section or if you are the only one instructor for a course having more than one sections, then you can edit/enter all of the components of the syllabus. However, if you have a multi-section course on the list with more than one instructor, then the course objectives, course learning outcomes, program outcomes matrix, and ECTS workload can only be edited/entered by the course coordinator assigned for that specific course. You are not allowed to edit/change these components.

![Figure 16](image-url)

When clicked a course listed in Figure 16, the syllabus components are listed for the course. In Figure 17, when clicked “Edit” button near each component, the required information for that component is opened. Each component is seen in “black” after necessary information is entered, incompleted parts are seen in “red”.

In Figure 17, there are red and blue titles in the “Syllabus Components Navigation” box on the upper right corner on the visual. Incompleted titles are seen in “red”, while completed parts are seen in “blue”.

---

**Figure 16**

Instructor Courses

Please select an assigned course to manage its syllabus.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Section</th>
<th>Course Title</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>4540210</td>
<td>1</td>
<td>EDUCATIONAL PSYCHOLOGY</td>
<td>Educational Sciences</td>
</tr>
<tr>
<td>4540244</td>
<td>6</td>
<td>GUIDANCE</td>
<td>Educational Sciences</td>
</tr>
<tr>
<td>4540611</td>
<td>1</td>
<td>ADVANCED INDIVIDUAL COUNSELING</td>
<td>Educational Sciences</td>
</tr>
</tbody>
</table>

1 – 3 | 7
Figure 17

### Course Information

- **Course Code**: 4540424
- **Course Section**: 6
- **Course Title**: GUIDANCE
- **Course Credit**: 3
- **Course ECTS**: 5.0

**Course Catalog Description**: Purposes of student personality development and their place in education; introduction to guidance counselor; ethical principles of guidance, diagnosing and guiding students; collection and use of data on student counseling; adjustment; following advising; research and evaluation; relations with parents and beyond the school community; vocational guidance; purposes of special education; identifying students with special learning needs.

**Prerequisites**: No prerequisites found

**Consent of Dept./Inst.**: 

**Corequisites**: 

**Schedule**: Thursday, 8:40-11:30, E1-34

**Course Website**: 

**Learning Management System**: 

### Instructor Information

- **Name/Title**: Prof Dr. OSMA GÜNEŞ
- **Office Address**: 
- **Email**: gunes@metu.edu.tr
- **Office Phone**: 280 4652
- **Office Hours**: 

### Course Assistants

- **Name/Title**: 
- **Office Address**: 
- **Email**: 

---

**Important Note**: On the upper right side of the course page when entered as an instructor, a new feature ("Save the Syllabus") has been added to save and export the components of any of your syllabi. You can find the details on how to use this feature at the end of this guide on 2.5.14.
It is possible to see the information related to date and time of the last updates (Figure 18) by clicking “View History” button at the upper right corner (Figure 17). By clicking “Download PDF” (Figure 17) button near “View History”, you can download the pdf format of the syllabus. You can select the components you wish to export to the pdf file.

Figure 18

<table>
<thead>
<tr>
<th>Date</th>
<th>Component</th>
<th>Activity</th>
<th>User</th>
<th>IP</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-10-27</td>
<td>Required Textbooks</td>
<td>New Entry</td>
<td>ganvel</td>
<td>34.125.302.100</td>
</tr>
<tr>
<td>2014-10-27</td>
<td>Laboratory Hours &amp; Location</td>
<td>New Entry</td>
<td>ganvel</td>
<td>34.122.221.110</td>
</tr>
<tr>
<td>2014-10-27</td>
<td>Course Website</td>
<td>New Entry</td>
<td>ganvel</td>
<td>34.122.221.110</td>
</tr>
<tr>
<td>2014-10-27</td>
<td>Learning Management System</td>
<td>New Entry</td>
<td>ganvel</td>
<td>34.122.221.110</td>
</tr>
<tr>
<td>2014-10-27</td>
<td>Instructional Methods</td>
<td>New Entry</td>
<td>ganvel</td>
<td>34.122.221.110</td>
</tr>
<tr>
<td>2014-10-27</td>
<td>Tentative Weekly Outline</td>
<td>New Entry</td>
<td>ganvel</td>
<td>34.122.221.110</td>
</tr>
<tr>
<td>2014-10-27</td>
<td>Required Textbooks</td>
<td>Update Entry</td>
<td>ganvel</td>
<td>34.122.221.110</td>
</tr>
<tr>
<td>2014-10-27</td>
<td>Supplementary Readings</td>
<td>New Entry</td>
<td>ganvel</td>
<td>34.122.221.110</td>
</tr>
<tr>
<td>2014-10-27</td>
<td>Supplementary E-Resources</td>
<td>New Entry</td>
<td>ganvel</td>
<td>34.122.221.110</td>
</tr>
<tr>
<td>2014-10-27</td>
<td>Supplementary Other</td>
<td>New Entry</td>
<td>ganvel</td>
<td>34.122.221.110</td>
</tr>
</tbody>
</table>
2.5.1. Course Information

**Figure 19**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Section</th>
<th>Course Title</th>
<th>Course Credit</th>
<th>Course ECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>450424</td>
<td>6</td>
<td>GUIDANCE</td>
<td>3</td>
<td>5.0</td>
</tr>
</tbody>
</table>

**Course Information**

Syllabus should give, first of all, necessary information about a course: course code/number, title, section, credit, ECTS, course catalog description, prerequisites (if any), co-requisites (if any), scheduled time (including days and hours), and location if the course has a laboratory, section or study hours; then the information about days, hours, and location of substitute sessions need to be included. Website, learning management system and open courseware information of the course, if any, can be added to this part.

*Note: marked with * are required.*

- **Course Catalog Description**
  - Functions of school counselors and their role in education, introduction to guidance services in schools, principles of guidance, diagnosing and guiding students, counselling and use of data on student counselling, placement, follow-up advising, research and evaluation, relations with parents and beyond the school community, vocational guidance, purposes of school education, identifying students with special learning needs.

- **Pre-requisites**
  - No pre-requisites found.

- **Syllabus Credit**
  - 3

- **Syllabus ECTS**
  - 5.0

- **Schedule**
  - Thursday: 10:40 - 15:30, EF-104

**Figure 20**

- **Lab Hours & Location (if any)**
  - You can give more than one link for the following fields by separating them with comma.
  - Course Website
  - Learning Management System

- **Save**
The information shown in Figure 19 comes automatically from METU Catalog. Among the titles shown in Figure 20, you can enter the information into the “Lab Hours & Locations, Course Website, and Learning Management System” if necessary. After the entry, the information is saved by clicking “Save” button at the lower-right corner. After this process is completed, there comes “Course Information saved” sign at the top side of the screen. It is possible to check the final outlook of information entry when clicked “Preview” button at the upper right corner. In addition to this, by clicking the course name “(4250424) GUIDANCE” on the upper right side (Figure 19), it is possible to turn back to page (Figure 17) where all of the syllabus components are listed.

2.5.2. Instructor Information

*Figure 21*

**Instructor Information**

Students taking a course need necessary information about course instructor including instructor’s title, name, office address, e-mail address, personal website (if any), social media address (if any), office phone, and office hours. You can define more than one email, website and social media address by separating them with commas.

Fields marked with * are required.

<table>
<thead>
<tr>
<th>Course List</th>
<th>Instructor Info</th>
<th>Ody Gunesi (Instructor)</th>
</tr>
</thead>
</table>

- **Name/Title:** Prof. Ody Gunesi
- **Office Address:**
- **Email:** gunesi@metu.edu.tr
- **Personal Website:** e.g., http://site1.com, http://site2.com.
- **Social Media:**
- **Office Phone:** 281-4082
- **Office Hours:**

It is required to enter the information related to instructor’s office address and office hours under the title of “Instructor information” as shown in Figure 21. Office phone numbers are retrieved from the ODTÜ Phonebook automatically. After all of the titles are completed, the information is saved by clicking “Save” button at the lower-right corner. After this process is completed, there comes “Information saved” sign at the top side of the screen. It is possible to check the final outlook of information entry when clicked “Preview” button at the upper right corner.
2.5.3. Course Assistants

If there is an assistant for the course, the assistant must be chosen from the assistant list opened by clicking “Add Assistant” button as shown in Figure 22 under the title of “Course Assistants” and the assistant must be added by “Add” button as shown in Figure 23.

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In Figure 24, you can see the sample view of the program after the course assistant is added to the course. It is possible to check the final outlook of information entry when clicked “Preview” button at the upper right corner. In addition to this, by clicking the course name “(4250424) GUIDANCE” on the upper right side (Figure 24), it is possible to turn back to page (Figure 17) where all of the syllabus components are listed.

### 2.5.4. Instructional Methods

*Figure 25*

Instructional Methods

In this part, more detailed information is provided on how the classes will be held throughout the semester. Instructional methods to be used, teaching-learning activities, and flow of the lessons can be detailed here. Laboratory sessions/studio/group meetings or other activities can be mentioned here as well (see Instructional Methods Handbook).

*Tasks marked with * are required.

It is required to make text entry into the “Methods” part under the title of “Instructional Methods” as shown in Figure 25. After the entry, the information is saved by clicking “Save” button at the lower-right corner. After this process is completed, there comes “Instructional methods saved” sign at the top side of the screen. In addition to this, by clicking the course name “(4250424) GUIDANCE” on the upper right side (Figure 25), it is possible to turn back to page (Figure 17) where all of the syllabus components are listed.

*Figure 26*

Instructional Methods

The following instructional methods will be used to achieve the course objectives: lecture, questioning, discussion, group work, simulation.

When clicked “Example” button on the right in Figure 25, it is possible to access the sample visual of instructional methods (Figure 26).
2.5.5. Tentative Weekly Outline

*Figure 27*

<table>
<thead>
<tr>
<th>Course List</th>
<th>Instructor Info</th>
<th>Oya Güneri [Instructor]</th>
</tr>
</thead>
</table>

Tentative Weekly Outline

Topics of the course are outlined here using a weekly schedule. Instructor can present main topics to be covered for each week (no number of the weeks for the lesson is also presented). The dates of each week can be written; however, students should be informed that the schedule is tentative and can change during the semester so that instructor can have flexibility in the schedule. Due dates for exams, quizzes, assignments, presentations, or project submissions can be specified to make students plan their time accordingly. In addition, dates for official holidays, special events, and breaks (if any) can also be added in this schedule. Lastly, instructor can show on the chart the required reading or book chapters for the specific week.

You can sort topics by drag and drop.

No weekly outline defined.

*Figure 28*

The format related to required information under the title of “Tentative Weekly Outline” is seen in Figure 27. When clicked “Add Topic” in Figure 27, the visual shown in Figure 28 is seen.
In this process, the required information is written as text and it is collected under three heading as “Topic”, “Relevant Reading” and “Assignments”. You, as an instructor, must save the information by clicking “Save” button at the lower-right corner after the text entry. After this process is completed, it is possible to turn back to screen shown in Figure 28 by clicking “X” sign at the upper right corner. When clicking “Example” button on the lower-right corner in Figure 27, the example in Figure 29 is seen. In addition, by clicking the course name “(4250424) GUIDANCE” on the upper right side (Figure 27), it is possible to turn back to page (Figure 17) where all of the syllabus components are listed.

**Figure 29**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Relevant Reading</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>Introduction to Statistics, Frequency distributions</td>
<td>Chapter 1 &amp; 2</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>Central Tendency, Variability</td>
<td>Chap 3 &amp; 4</td>
<td>Homework 1</td>
</tr>
<tr>
<td>4</td>
<td>Z-scores, Probability and samples</td>
<td>Chap 5 &amp; 6 &amp; 7</td>
<td>Homework 2</td>
</tr>
<tr>
<td>5</td>
<td>Introduction to hypothesis testing, Single sample statistics</td>
<td>Chap 8 &amp; 9</td>
<td>Homework 3</td>
</tr>
<tr>
<td>6</td>
<td>Independent measures, Repeated measures</td>
<td>Chap 10 &amp; 11</td>
<td>Homework 4</td>
</tr>
<tr>
<td>7</td>
<td>Independent measures, Repeated measures</td>
<td>Chap 10 &amp; 11</td>
<td>Homework 5</td>
</tr>
<tr>
<td>8</td>
<td>In-class midterm exam</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>9</td>
<td>Introduction to analysis of variance</td>
<td>Chap 12</td>
<td>-</td>
</tr>
<tr>
<td>10</td>
<td>Two-factor analysis of variance</td>
<td>Chap 14</td>
<td>Homework 6</td>
</tr>
<tr>
<td>11</td>
<td>Two-factor analysis of variance</td>
<td>Chap 14</td>
<td>Homework 7</td>
</tr>
<tr>
<td>12</td>
<td>Repeated measures analysis of variance</td>
<td>Chap 13</td>
<td>Homework 8</td>
</tr>
<tr>
<td>13</td>
<td>Correlation</td>
<td>Chap 15</td>
<td>Homework 9</td>
</tr>
<tr>
<td>14</td>
<td>Chi-square statistics</td>
<td>Chap 17</td>
<td>Article Critique</td>
</tr>
</tbody>
</table>
2.5.6. Course Textbooks

*Figure 30*

Course Textbooks

For the required textbook(s), all necessary information should be provided to students about their author(s), date of publication, edition, publisher, etc. Besides the information on how to reach these resources (bookstore, photocopier, online), it is required to include CALL Numbers as well. For e-resources, students can be given the URL addresses.

Fields marked with * are required.

It is required to make text entry into the “Textbook” part under the title of “Course Textbooks” as shown in Figure 30. After the entry, the information is saved by clicking “Save” button at the lower-right corner. After this process is completed, there comes “Course textbooks saved” sign at the top side of the screen. It is possible to check the final outlook of information entry when clicked “Preview” button at the upper right corner as shown in Figure 30. Besides, by clicking “Example” button on the upper right side, it is possible to see the sample shown in Figure 31. In addition, by clicking the course name “(4250424) GUIDANCE” on the upper right side (Figure 30), it is possible to turn back to page (Figure 17) where all of the syllabus components are listed.

*Figure 31*

Course Textbook(s)


2.5.7. Course Material(s) and Reading(s)

Figure 32

It is required to make text entry into the “Materials” and “Readings” headings under the title of “Course Material(s) and Reading(s)” as shown in Figure 32. After the entry, the information is saved by clicking “Save” button at the lower-right corner. When this process is completed, there comes “Required materials and readings saved” sign at the top side of the screen. Besides, by clicking “Example” button on the upper right side, it is possible to see the sample of required information shown in Figure 33. In addition, by clicking the course name “(4250424) GUIDANCE” on the upper right side (Figure 32), it is possible to turn back to page (Figure 17) where all of the syllabus components are listed.
2.5.8. Supplementary Readings/Resources/E-Resources

Figure 33

**Course Material(s) and Reading(s)**

**Materials**
- Class Notes
- Reflection Logs

**Reading(s)**

Figure 34

**Supplementary Readings/Resources/E-Resources**

Instructor can also include three supplementary resources (books, articles, materials, and course notes) and useful e-resources in relation to the course.

![Supplementary Readings/Resources/E-Resources Figure](image)
You can make text entry into the “Readings” and “Resources” headings under the title of “Supplementary Readings/Resources/E-Resources” as shown in Figure 34. After the entry, the information is saved by clicking “Save” button at the lower-right corner. When this process is completed, there comes “Supplementary readings saved” sign at the top side of the screen. Besides, by clicking “Example” button on the upper right side, it is possible to see a sample shown in Figure 35. In addition, by clicking the course name “(4250424) GUIDANCE” on the upper right side (Figure 34), it is possible to turn back to page (Figure 17) where all of the syllabus components are listed.

Figure 35
Supplementary Readings / Resources / E-Resources

Readings:

Resources:
- Teacher companions: http://www.grandweb.gov/te/4j/w.htm
- Educational Resources Information Center (ERIC): http://www.eric.ed.gov
- National Association for Beginning Teachers: http://www.beginningteacher.org
- What to expect your first year teaching: http://ed.gov/pubs/firstyearorient/label.htm
- Teacher Magazine: http://www.teachermagazine.org

2.5.9. Assessment of Student Learning

Figure 36
Assessment of Student Learning

Detailed description of exams, assignments, projects, group work, class attendance, and participation is presented in this part (see Classroom Assessment Handbook).

You can sort topics by drag and drop.

No assessments defined.

The format related to required information under the title of “Assessment of Student Learning” is seen in Figure 36. It is required to click “Add Assessment” button in order to enter information into this title. After clicking “Add Assessment”, it is required to make text entry into titles called “Assessment” and “Dates or deadlines” on the opened screen shown in Figure 37. After the entry, the information is saved by clicking “Save” button at the lower-right corner. After this process is completed, it is possible to turn back to screen where the added assessments are seen as shown in Figure 37 by clicking “X” sign at the upper right corner in Figure 37.
The assessment that you entered is seen on the table as shown in Figure 38. When you want to change assessment or organize it again, it is possible to turn back to assessment home page in Figure 36 by clicking “Edit” button. When you want to remove the assessment completely, it is enough to click “Remove”. In addition, by clicking the course name “(4250424) GUIDANCE” on the upper right side (Figure 38), it is possible to turn back to page (Figure 17) where all of the syllabus components are listed.
2.5.10. Course Grading

*Figure 39*

The format related to required information under the title of “Course Grading” is seen in Figure 39. It is required to click “Add Deliverable” button in order to enter information into this title. After clicking “Add Deliverable”, it is required to make text entry (i.e., Assignment, Midterm, Final, Project Task etc.) into “Deliverable” heading and number entry (grading tasks as they equal to 100 points in total) into “Grade Point” heading on the screen (as shown in Figure 40). After the entry, the information is saved by clicking “Save” button at the lower-right corner. After this process is completed, course grading list can be seen on the screen.

*Figure 40*

When clicked “Example” button on the upper right corner, it is possible to access the sample visual of “Course Grading” in Figure 41.

*Figure 41*
In addition, by clicking the course name “(4250424) GUIDANCE” on the upper right side (Figure 39), it is possible to turn back to page (Figure 17) where all of the syllabus components are listed.

### 2.5.11. Course Policies

You can make text entry into the headings under the title of “Course Policies” as shown in Figure 42. After the entry, the information is saved by clicking “Save” button at the lower-right corner. Besides, by clicking “Example” button on the upper right side, it is possible to see a sample as shown in Figure 43. In addition, by clicking the course name “(4250424) GUIDANCE” on the upper right side (Figure 42), it is possible to turn back to page (Figure 17) where all of the syllabus components are listed.
Course Policies

Class Attendance
You should attend all classes on a regular basis so that you can benefit from the course at maximum level. Attendance will be taken in each class. If you are not able to attend the class due to some important reasons then inform me in writing before the class via e-mail. Do not forget to communicate for notes, assignments, or tests. If you are ill, report it to me officially.

Class Participation
Active participation in class is strongly encouraged and you should keep in mind that the definition of participation includes relevant contributions to class discussion, and participation in class activities (Source: http://www.bcohs.org/ depicting/EC295/5laboris.pdf)

Late Submission of Assignments
Late assignments cannot be accepted without penalty. 20% per day late will be deducted from late assignment submissions. Extensions without penalty will only be provided in the medical circumstances. If a medical note is provided within one week of the absence, medical notes will not be accepted after the course has concluded (Source: EUSD 2534, Policies of Instruction)

Make up for Exams and Assignments
Under no circumstances will a make-up exam be administered. If a student misses a midterm or a student misses a final exam due to an unanticipated and serious medical emergency or due to a death in the immediate family, then the missed midterm exam score will be imputed by using only the final exam score. The Department-wide method of imputation is simple. If the midterm exam was missed due to an unanticipated serious medical emergency or due to a death in the immediate family, and the final exam score turns out to be, for example, 80 out of 100, then the missed midterm grade will be recorded as 80 out of 100. This simple method of imputation does not adjust for potentially different difficulty across exams, will be used unless an instructor specifically states a different rule. If a student misses the final exam due to an unanticipated serious medical emergency or due to a death in the immediate family, then the student will be required to take a make-up final exam administered by the Department at the officially announced day and time. It is the student’s responsibility to contact the instructor (Source: http://www-osu.edu/undergraduate/policies/exams/index.pdf).

There will be no make-ups for assignments in this course. However, I have adopted the policy, according to which I will drop the two lowest scores that you receive on these assignments. This gives you some insurance against being sick, having personal or technical difficulties that prevent you from completing any given assignment on the due date, or just having a bad or busy day. If for whatever reason I simply can’t grade you for to complete one or two of the assignments on time, that’s ok. You will still be able to earn a good grade for the course as a whole, provided such events are isolated and that you otherwise complete the assignments regularly (Source: http://indsu.wv.edu/1356/syllabus.pdf)

Final Exam Entrance Conditions

The student will not be able to take final exams under the following conditions:

- Students who do not attend 40% of the lessons
- Students who do not complete the half of the given assignments
- Students who do not take part of the seminar

Students having A grade will not be able to take each exam as well. Please carefully read the undergraduate regulations of the university.

Class and Laboratory Rules (Endog-Drinking, Use of Mobile Phones and Electronic Devices, Civility, etc.)

- Be in time and do not interrupt the lesson after the first 10 minutes. Wait for the next lesson to attend the class. Random arrivals and exits are disturbing.
- Do not come to class with food or beverages, however you can drink water.
- Show respect and courtesy for others and avoid any disruptive behavior. Have rational and intellectual discussion with your friends. Students engaging in unacceptable behavior may be instructed to leave the classroom.
- Unless otherwise necessary, turn off your mobile phones or any laptop or other devices and hide them from view during the lesson hour.
- You can bring and use your laptop for note-taking. Other activities such as surfing on the net or chatting are not allowed.
- You have to accept the assistant of this course as the other instructor of this course and show respect.
- When you have any problems or questions in relation to the course, you can email me or have an appointment to visit my office.

Laboratory Safety Procedures
The part is valid for laboratory lessons.
2.5.12. Information for Students with Disabilities

**Figure 44**

Information for Students with Disabilities

To obtain disability related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor and the ODTÜ Disability Support Office as soon as possible. If you need any accommodation for this course because of your disabling condition, please contact me. For detailed information, please visit the website of Disability Support Office: [http://engelsiz.metu.edu.tr/](http://engelsiz.metu.edu.tr/)

The information shown in Figure 44 is suggested to be included in the syllabus by ODTÜ Disability Support Office and therefore it automatically appears in all syllabi.

2.5.13. Academic Honesty

**Figure 45**

Academic Honesty

The information presented under the title of “Academic Honesty” is seen in Figure 45. The METU Honour Code shown in Figure 45 appears automatically in all syllabi. If you want to give extra information about academic honesty, you can make a text entry into “Honesty” title and click “Save”. In addition, by clicking the course name “(4250424) GUIDANCE” on the upper right side (Figure 45), it is possible to turn back to page (Figure 17) where all of the syllabus components are listed.
2.5.14. Saving and Exporting Your Syllabus

You can save any of your syllabus and export it to use for the next semesters. First of all, you need to click “Save Syllabus” on the upper right side of the screen (Figure 46).

*Figure 46*

Then, the list of components that you wish to save will appear on the screen (Figure 47). Here, you can select the components you wish to save and click “Save” button (Figure 48).

*Figure 47*
You are able to view your “Saved Syllabi” with the date of last changes you made (Figure 49).
When you click/select any of your saved syllabus, you are able to export it to the course you select from the course list in the current semester. Firstly, you need to click “Export to” button on the upper right side of the screen (Figure 50).

Figure 50
Here, you should again select the components you would like to export besides the course/course section you want to export the saved syllabus components to (Figure 51 and Figure 52).

Figure 51

Now, you can click “Export” button to export the syllabus components or the whole syllabus (Figure 52). Please note that this action will overwrite existing information.

Figure 52
Then, you should have a message stating that “components exported successfully” (Figure 53).

Figure 53