



Graduation Project Manual

Tishk International University

2023-2024



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Chapter One: Graduation Project Topic Selection and Proposal

1.1 Student Responsibilities while formulating research topic/title.

Your chosen topic/title must be:

- **Your topic must be achievable in terms of research methods:** Your topic needs to be feasible in respect of both availability of data and the availability of tools for analysis. Some research projects and research methods are beyond the capabilities of students because of technical, cost or time requirements and ethical approach. It is important that the method chosen is appropriate for the research's aims.
- **Your topic must be achievable in a reasonable time between September to May** (the starting and finishing time may vary): The project (thesis) should be capable of being completed in one semester (in some departments two semesters). The thesis progress and passing is the equivalent of one/two courses or one/two semesters' work. Try to discipline yourself by spending as much time on it as if you were having three-hour lectures per week. Define three hours for it in your timetable and stick to it. Some weeks will be emptier than others but try to stick to it anyway; sometimes it is when we feel idle that the best ideas come in and there are always articles available to enrich your knowledge. Every researcher faces a time when he feels overloaded with information, the key is to classify your information into categories and do not lose your objective. The thesis should have a minimum of words for acceptance. It is not the quantity that matters but the quality of your research, demonstration, and conclusion.
- Make sure your project is well-designed so that the **data will be interpretable**, no matter the result. Always keep in mind that you must interpret your data so be careful when you are designing surveys of questionnaires not to end with "neutral" questionnaires making it almost impossible to interpret your results.
- **Your topic must be matched with your capabilities and interests:** The research topic and the methods employed should match both your interests and capabilities and the supervisor's interest on the topic. This will sustain you in times of frustration.

- **Your topic must be an area for professional development:** Your thesis/. may often be only the beginning of research on a topic. You may be able to make your thesis a stepping- stone in your career by selecting a topic that provides development in areas in which you hope to work.

- **Your topic must contribute to knowledge:** A bachelor's thesis does not have to be entirely original: it is possible to replicate an earlier study and solve a local problem that has been performed internationally. However, it should be based on a significant problem, research question or hypothesis. Your work should relate to, explain, solve or add proof to the question, problem, or hypothesis. The results of your research should increase the knowledge of that field of inquiry by improved evidence, methodology, analysis, concepts and theories.

In addition, there is not so much available data on the Kurdistan Region which is yet an interesting case study due to its specific geographical, economic, and political features. If you publish your bachelor thesis you will contribute a great deal to the research of other people around the world looking for primary data and analysis of the region. This means that you are part of a much bigger picture, promoting and informing researchers on the reality of Kurdistan Region and Iraq.

1.2 Department Responsibilities for Topic/Title Formulation:

- A list of available supervisors must be provided with information about their research interests or sub-specialty with their academic profile both on Google Scholar and ResearchGate at the beginning of the academic year and to be communicated to the students for choosing the supervisors.
- The list of GP topics (either proposed by the supervisors or students) shall be approved by the Departmental Scientific Committee.
- If the number of groups choosing the same supervisor is above the permissible limit, then the grades of the students in courses within the same area of the graduation project shall be taken into consideration in assigning groups to the supervisor and can be tailored based on each department requirement.

Chapter Two: Graduation Project Process

1. The Head of the Department directs each lecturer to propose at least 3 projects. If students are expected to propose their own projects, each potential supervisor must submit a list of their research interests to the department to ensure a more accurate match between students and supervisors.
2. The lecturer proposes each project by filling out the form entitled “Graduation Project Proposal Form”
3. The proposals are submitted to the department's Scientific Committee for their approval.
4. The Head of Department announces the proposed projects on the department’s webpage and the Lecture Notes.
5. The students choose the title that meets their interests and approach the supervisor who proposed the project. If not applicable, then the following scenarios can be applied:

Student-Supervisor Matching Scenarios:

- I. **Student Selection Based on GPA:** Students may express their preference for a supervisor, and the final decision or match is determined based on the students' GPA. Higher-ranking students may receive priority in selecting their desired supervisors.
- II. **Supervisor Selection Based on Research Alignment:** Supervisors may review the list of students and select those who best align with their research interests. This method ensures that students are matched with supervisors who can provide specialized guidance on their chosen topics.
- III. **Department-Assigned Matching:** The department may assign supervisors to students based on an analysis of both the students' research proposals and the supervisors' expertise. This method seeks to optimize the overall balance of workloads and expertise within the department.
- IV. **Randomized Matching with Subsequent Adjustments:** In some cases, an initial randomized match might be conducted, followed by a period where students and supervisors can request changes if they find a better alignment. This method allows flexibility while starting with a fair distribution of students among supervisors.

6. The supervisor and the students sign the “Graduation Project Supervision Agreement”
7. The Head of the Department assigns one of the lecturers to be the Graduation Projects Coordinator, who will serve as the head of the Graduation Research Project Committee. This committee, consisting of the supervisors as members, will oversee the graduation project process. The duties of the Projects Coordinator are outlined below (*).
8. The Department fills in the “4/5th Year Supervision List” and announces it to students on TIU official platforms: Lecture Notes and/or departmental webpage.
9. The Graduation Projects Coordinator arranges a seminar for the 4TH/5TH Grade Students about how to conduct and write the graduation project. Alternatively, a series of seminars may be organized by the department's academics to address the most crucial topics related to the research project. The PowerPoint presentations from these seminars will then be shared on the Learning Management System under the Graduation Project section.
10. The student meets regularly with the project supervisor (minimum twice a month) for updates and feedback. The supervisor provides guidance, addresses challenges, and monitors the overall progress of the project. The supervisor documents the meetings using “Supervision Log and Progress Sheet.”
11. By the end of the academic year, the department prepares a list of GP Defense Committees for all the projects. Each committee must include members with a minimum title of Assistant Lecturer, while the secretary of the committee can be a Research Assistant. The secretary does not have the right to evaluate the project but is responsible for administrative tasks during the defense.
12. As the project progresses, the student begins preparing the thesis document. The thesis includes sections such as introduction, literature review, methodology, results, discussion, and conclusion.
13. The student submits the draft thesis to the GP Defense Committee for review. The committee evaluates the quality of research, methodology, and adherence to academic standards.
14. The student incorporates feedback from the GP Defense Committee and revises the thesis accordingly. The final version of the thesis is prepared for submission.

15. The student defends the thesis in front of GP Defense Committee. The defense includes a presentation of key findings, methodology, and responses to questions from the committee.
16. The GP Defense Committee evaluates the thesis and defense performance. The student is graded based on the quality of the research, adherence to academic standards, and the effectiveness of the defense.

Alternative to steps (1 to 5):

- a. The student, in consultation with academic advisors, selects a relevant and feasible topic for the graduation project
- b. The topic should align with the student's academic interests and the guidelines provided by the department.
- c. The student is assigned a project supervisor by the Departmental Scientific Committee.
- d. The supervisor assists in refining the project scope, defining objectives, and setting milestones.

Chapter Three: Structure and Content of the Thesis

(Mr. Mohamad is assigned the responsibility of composing this section)

As you embark on the journey of writing your thesis, it is crucial to understand the structure and organization of your document. Your thesis should be composed of the following sections, each serving a distinct purpose in presenting your research comprehensively. Here is what each section should encompass:

3.1 Abstract:

Creating an effective Abstract for a BSc thesis is crucial, as it provides a concise summary of your research. Here is a guideline to help you craft a compelling Abstract:

I. Purpose of an Abstract

- The Abstract is a brief yet comprehensive summary of your BSc thesis.
- It should capture the essence of your research, including the purpose, methodology, results, and conclusions.

II. Placement

- The Abstract is placed at the beginning of your thesis, right after the title page and acknowledgments, but before the table of contents.

III. Length and Format

- Limit your Abstract to one page.
- Use a clear and concise writing style.
- Font and spacing should match the rest of your thesis.

IV. Content

1) Introduction and Objectives:

- Begin with a few sentences that introduce the topic of your research.
- Clearly state the main objective or thesis statement.

2) Methods:

- Briefly describe the methodology or approach used in your research.
- Include research design, data collection methods, and analysis techniques.

3) Results:

- Summarize the key findings of your study.

- Use specific data and figures sparingly – only include the most critical results.
- 4) Conclusions:
- Present the major conclusions drawn from your research.
 - Highlight the significance of your findings in relation to the objectives.
- 5) Implications:
- Briefly discuss the implications of your findings.
 - This can include potential applications, theoretical contributions, or future research directions.
- V. Language and Style
- Write in the past tense as the research has already been conducted.
 - Use active voice for clarity.
 - Avoid jargon and complex language; make it accessible to non-specialists.
 - Do not include references, detailed data, or extensive theoretical discussion.
- VI. **Final Tips**
- After writing your Abstract, review it to ensure it accurately reflects the content of your thesis.
 - It should stand alone, meaning a reader should understand the essence of your thesis by reading the Abstract alone.
 - Seek feedback from supervisor to refine your Abstract.

3.2 Chapter one: Introduction

Chapter One of your BSc thesis, the Introduction, is fundamental in setting the stage for your entire research project. It is here that you establish the context of your study, articulate the problem you are addressing, and outline the aims and objectives. This chapter is crucial as it not only introduces your topic but also engages your readers' interest and provides a clear direction for your research. Below is a guide for the essential sections that should be included in Chapter One:

1. Introduction and Background Studies

- Purpose: To provide a broad overview of your research topic, including pertinent historical and current contexts.
- What to Include: Discuss the general field of study, highlighting key research and developments. Explain how these have led to the current state of knowledge in your field.

- Guidance: Aim to create a narrative that logically leads to the specific focus of your study.

2. Problem Statement

- Purpose: To clearly and concisely state the problem your research addresses.
- What to Include: Identify the specific issue or gap in knowledge that your study aims to address. Explain why this problem is important and worthy of investigation.
- Guidance: Be precise and focused. The problem statement should clearly relate to the background information provided.
- NOTE: Some disciplines may prefer to put the research question at the end of the problem statement section. Check with your department.

3. Research Question (if any)

- Purpose: The research question is the central question that your thesis seeks to answer. It guides your research, methodology, and analysis, serving as a focal point for your entire project.
- What to Include: A clear, specific, and researchable question that directly relates to the problem statement and aims of your study.
- Guidance: Your research question should be concise yet comprehensive enough to encompass the core of your investigation. It should be specific enough to be answerable within the scope of your study and broad enough to allow for a detailed exploration of the topic.
- Example: If your thesis is in environmental science, an example research question might be, *"How does urbanization impact the biodiversity in coastal ecosystems in region X over the last decade?"*

4. Aim of the Project

- Purpose: To outline the overarching goal of your research.
- What to Include: A clear, concise statement of the primary aim or purpose of your study.
- Guidance: The aim should be broad enough to encompass the scope of your research but specific enough to be achievable within the context of your study.

5. Objectives of the Study

- Purpose: To break down the aim into specific, measurable objectives.
- What to Include: A list of clear, concise statements outlining the specific outcomes you intend to achieve through your research.
- Guidance: Ensure each objective is focused and actionable. They should contribute to achieving the project's overall aim.

6. Scope

- Purpose: To define the boundaries or limits of your research.

- **What to Include:** Explain the parameters within which your study will operate. This could include geographical limits, temporal scope, the extent of the study area, or specific aspects of the topic you will focus on.
- **Guidance:** Be clear about what is included and what is outside the scope of your study to set realistic expectations for the reader.

Remember, Chapter One is your opportunity to make a strong first impression and lay a solid foundation for the rest of your thesis. Take the time to craft this chapter carefully, as it sets the tone for your entire research project.

3.3 Chapter Two: Literature Review

Chapter Two of your BSc thesis, the Literature Review, is a critical component of your research project. This chapter requires you to engage with existing literature in your field, providing a comprehensive overview of relevant research conducted by others. The purpose is not only to familiarize yourself with the current state of knowledge but also to establish a foundation upon which you can build your own research. In this chapter, you will critically examine and summarize existing research related to your topic. This review should highlight gaps in current knowledge and how your research aims to address these gaps. Here is a guideline to help you craft a compelling the Literature Review:

- I. **Purpose of the Literature Review**
 - **Contextualizing Your Research:** Situates your study within the broader academic conversation in your field.
 - **Identifying Gaps:** Helps identify gaps or inconsistencies in existing research, which your study may address.
 - **Demonstrating Understanding:** Shows your understanding of the key concepts, theories, and methodologies in your area of study.
- II. **Content and Structure**
 - **Broad to Specific:** Start with a general overview of the topic, then progressively focus on more specific studies relevant to your research.
 - **Thematic Organization:** Organize the review thematically or methodologically rather than chronologically, grouping studies by key themes or approaches.
 - **Critical Analysis:** Do not just summarize the literature; critically analyze and evaluate it. Discuss the strengths and weaknesses of different approaches and findings.
- III. **Source Selection**
 - Focus on academic references such as research articles, previous theses, case studies, and other scholarly works.
 - Ensure sources are credible and relevant to your topic.
 - Include a diverse range of perspectives and methodologies.

IV. **General writing advice for different disciplines**

- **Start Early:** Begin your literature review early in the research process to guide your methodology and theoretical framework.
- **Comprehensive Search:** Conduct a thorough search across multiple databases to ensure you cover all relevant literature.
- **Synthesize, Do not Summarize:** Aim to synthesize literature, drawing connections between studies and noting trends and patterns.
- **Maintain Objectivity:** Stay neutral and objective; present a balanced view of the literature.
- **Cite Properly:** Use consistent citation styles as per your department's guidelines. This is crucial for academic integrity.
- **Keep It Relevant:** Every piece of literature included should have a clear link to your research question and objectives.
- **Revise and Update:** Continually revise your literature review as you uncover more research. Keep it dynamic and updated.
- **Mind the Scope:** Be mindful of the scope of your study. Do not stray too far from your research question and objectives.
- **Integration with Your Research:** Your literature review should set the stage for your research question, methodology, and analysis.
- **Feedback:** Regularly seek feedback from your advisor or peers to ensure your review is comprehensive and coherent.
- **Documentation:** Keep meticulous records of your sources for easy retrieval and verification.

Remember, a well-conducted literature review not only demonstrates your knowledge of the field but also solidifies the basis for your research contribution. It is a crucial chapter that requires diligence, critical thinking, and an in-depth engagement with existing literature.

3.5 Chapter Four: Methods

Material & Methodology/ Subject & Methods/ Patient & Methods (According to the discipline of the department).

Chapter Three of your BSc thesis, commonly called the "Methods" or "Methodology" chapter, details the procedures and techniques used in your research. This chapter is critical as it provides the framework for how you conducted your study, enabling others in the field to replicate or build upon your work. Depending on your discipline, this chapter can be titled "Material & Methodology," "Subject & Methods," "Patient & Methods," or similar. It should detail your

research design, methodologies, data collection, and analysis procedures. Clarity in this chapter is key, as it validates the reliability and validity of your results. Here is a guideline to help you craft a compelling the Methods chapter:

I. Purpose of the Methods Chapter

- **Transparency:** Clearly describe your research process to allow for transparency and replicability.
- **Justification:** Provide justification for the choices you made regarding methods and procedures.
- **Reliability and Validity:** Ensure that your methods maintain the reliability and validity of your research.

II. Content and Structure

- **Research Design:** Describe the overall design of your study, specifying whether it is qualitative, quantitative, or mixed methods.
- **Participants/Subjects/Materials:** Detail the participants (or subjects, materials, etc.), including how they were selected and any relevant characteristics.
- **Procedures:** Explain the procedures you followed in conducting your research. This includes data collection methods, tools used, and steps taken.
- **Data Analysis:** Describe how you analyzed the collected data. Include the statistical or analytical methods applied.

III. General writing advice for different Disciplines

- **Clarity and Detail:** Provide enough detail for someone to replicate your study. Be clear and precise in your descriptions.
- **Justify Your Choices:** Explain why you chose specific methods and how they are suitable for your research question.
- **Ethical Considerations:** If applicable, discuss how you addressed ethical issues, including consent and confidentiality.
- **Consistency:** Ensure your methods align with your objectives and research questions.
- **Visual Aids:** Use figures, tables, or flowcharts if they help clarify complex methodologies.
- **Limitations:** Acknowledge any limitations in your methods and explain how you mitigated them or their potential impact on your results.
- **Referencing:** Cite relevant literature where appropriate to support your methodological choices.
- **Variation Across Disciplines:** Be aware that methodological details vary significantly across disciplines. Consult your department's guidelines and previous theses for specific expectations.

- **Review and Feedback:** Regularly review your methods for clarity and completeness. Seek feedback from your supervisor.
- **Alignment with Literature Review:** Ensure that your chosen methods address the gaps or questions raised in your literature review.
- **Documentation:** Keep detailed records of all your research activities for accuracy and ease of reference.

Remember, the Methods chapter is not just a procedural description but a critical part of your research narrative. It should demonstrate your understanding of methodological principles and effectively communicate how your research was conducted. This chapter lays the groundwork for the credibility and validity of your findings.

3.6 Chapter Five: Results/ Discussions.

Chapter Four in your BSc thesis, commonly titled "Results/Discussion," is where you present and interpret the findings of your study. This chapter is pivotal as it translates your research data into meaningful insights. Depending on your discipline, the structure and emphasis of this chapter can vary. Some disciplines prefer to separate the results and discussion into two distinct chapters, while others combine them (check with your department). This chapter should go beyond mere data presentation to include an analysis and interpretation of your results. Discuss how your findings relate to your research questions and existing literature. Here is a guideline to help you craft a compelling the Results/ discussion chapter:

I. Purpose of the Results/Discussion Chapter

- **Results:** Present the data you gathered in an organized and logical manner, without interpretation.
- **Discussion:** Interpret the results, explaining how they answer your research questions, relate to your hypotheses, and fit within the broader field.

II. Content and Structure

- **Presentation of Results:** Start by presenting your findings. Use tables, graphs, and charts for clarity. Be systematic and logical in your presentation.
- **Interpreting Results:** Move to a discussion of what these results mean. Connect them back to your literature review and theoretical framework.
- **Comparative Analysis:** Compare your findings with those in the literature, noting agreements or discrepancies.
- **Implications:** Discuss the implications of your findings for the field. How do they advance understanding? What new questions do they raise?

III. General writing advice

- **Clarity and Objectivity:** Present your results clearly, objectively, and without bias.
- **Logical Flow:** Ensure there is a logical flow from presenting the results to discussing their implications.
- **Evidence-Based Discussion:** Base your discussion on the evidence presented in the results. Avoid unfounded speculation.
- **Use Visual Aids Wisely:** Employ tables, figures, and charts effectively to complement, not replace, text.
- **Stay Focused:** Keep the discussion relevant to your research questions and objectives.
- **Critical Perspective:** Critically analyze your results, considering different interpretations.
- **Link to Literature:** Relate your findings to the existing literature, highlighting contributions, contradictions, or new insights.
- **Consistency in Style:** Maintain a consistent narrative and analytical style throughout the chapter.
- **Separating or Integrating:** Decide whether to separate results and discussion based on your discipline's norm and the nature of your research.
- **Feedback Loop:** Continuously refer to your research question and objectives to ensure alignment.
- **Iteration:** The process of writing this chapter is often iterative. Expect to revise as you clarify your thoughts and arguments.
- **Consultation:** Regularly consult with your advisor for feedback, especially on the interpretation of your results.

The Results/Discussion chapter is where you make sense of your research in the context of broader academic conversation. It is an opportunity to display your analytical skills and contribute to your field's body of knowledge.

3.7 Chapter Five: Conclusions and Future Work

or Recommendations/ Limitations and Future Work (According to the discipline of the department).

Chapter Five of your BSc thesis, typically titled "Conclusions and Future Work" or "Recommendations and Limitations," serves as the culmination of your research project. This chapter synthesizes your findings, highlights their significance, and outlines potential future directions based on your work. The structure and emphasis of this chapter may vary by discipline,

but its core purpose remains consistent: to draw meaningful conclusions from your study and suggest pathways for further research. This final chapter should summarize your findings and discuss their implications. Include any recommendations for future research and acknowledge the limitations of your study. Here is a guideline to help you craft a compelling the Conclusions chapter:

I. Purpose of the Conclusions and Future Work Chapter

- **Summarizing Key Findings:** Concisely summarize the main findings of your research.
- **Highlighting Significance:** Emphasize the significance and implications of your results in the context of the field.
- **Addressing Research Objectives:** Reflect on how your research has met (or not met) the objectives and research questions stated in the introduction.
- **Recommending Future Work:** Propose areas for future research that stem from your study's findings and limitations.
- **Discussing Limitations:** Acknowledge any limitations of your study and their potential impact on your findings.

II. General writing advice

- **Conciseness and Clarity:** Be concise and clear in summarizing your findings and their implications.
- **Directly Address Objectives and Questions:** Relate your conclusions back to the research objectives and questions posed in your introduction.
- **Implications:** Discuss the broader implications of your findings for the field. How do they contribute to existing knowledge?
- **Recommendations for Future Research:** Be specific about potential future research directions, explaining how they build on your work.
- **Acknowledging Limitations:** Be honest about the limitations of your study and discuss how these might affect the interpretation of your findings.
- **Practical Applications:** If applicable, suggest practical applications of your research.
- **Reflection:** Reflect on what you have learned through the research process and how it contributes to your field.
- **Limitations:** Acknowledge any limitations in your study that might affect the interpretation of the results.
- **Future Research:** Suggest areas for future research that arise from your findings.
- **Integration with Previous Chapters:** Ensure that your conclusions are consistent with your findings and discussions from previous chapters.
- **Avoid New Information:** Do not introduce new data or arguments in this chapter. It is meant for synthesis and reflection.
- **Substantiation:** Base your conclusions and recommendations on the evidence presented in your thesis.

- **Feedback and Revision:** Seek feedback from your advisor and revise your chapter to ensure it effectively encapsulates your research.

Chapter Five is your opportunity to bring closure to your thesis by effectively summarizing your research and pointing towards future avenues for exploration. It is a crucial part of your thesis, as it leaves the reader with a clear understanding of what was achieved and what remains to be explored.

3.8 References:

The References section of your BSc thesis is a critical component that lends credibility and authority to your work. It includes a detailed list of all the sources you cited throughout your thesis. Proper referencing is essential for academic integrity, acknowledging the contributions of other scholars, and providing readers with resources to further explore the topic. The Appendix is a valuable part of your thesis that can enhance the reader's understanding of your work. It provides a space for detailed evidence and background that supports the arguments and findings in your thesis without cluttering the main narrative. Here is a guideline to help you craft a compelling the references section:

I. **Placement of References**

- The References section should be placed after Chapter Five and before any appendices.
- This positioning allows readers to easily locate the sources cited in your thesis.

II. **Importance of Using a Reference Manager**

- **Recommendation:** Utilize reference management software like EndNote, Zotero, or Mendeley. These tools help you organize your sources, automatically format citations and bibliographies, and save considerable time.
- **Consistency:** Reference managers ensure consistency in citation style throughout your thesis.
- **Ease of Use:** They allow for easy updating and modification of your reference list as your research progresses.
- The citation style (e.g., IEEE, APA (American Psychological Association), MLA, Chicago) should be chosen based on your department's guidelines.

3.9 Appendixes (if any):

The Appendix section in your BSc thesis serves as a supplementary area where you can include detailed information that supports your research but is not integral to the main text. This section is optional, and its content will vary depending on the discipline and the nature of your research. Here is a guideline to help you craft a compelling the appendix section:

I. **Placement of the Appendix**

- The Appendix (or Appendices if there are multiple) should be placed after the References section.
- This placement ensures that the main body of your thesis remains concise and focused, while still providing access to supplementary material.

II. **Purpose of the Appendix**

- To provide additional, supporting details that are relevant to your research but not essential to include in the main chapters.
- To offer a repository for raw data, extended tables, questionnaires, detailed methodologies, or other relevant materials that substantiate your research.

III. **Content Considerations**

- **Discipline-Specific Material:** The content of your Appendix will depend on your field of study. For instance, engineering theses might include technical drawings or extended mathematical proofs, while a thesis in social sciences may have detailed survey instruments or additional data sets.
- **Relevance:** Ensure that all material included in the Appendix is directly relevant to your research question and objectives.
- **Clarity and Conciseness:** Even though the Appendix is for supplementary material, keep it as clear and concise as possible.
- **Permission and Ethics:** If your Appendix includes sensitive or proprietary information, ensure you have the necessary permissions and that it adheres to ethical guidelines.
- **Referencing in Text:** When you mention any material that is included in the Appendix, make sure to refer to it in the main text (e.g., “See Appendix A for the survey questionnaire”).
- **Departmental Guidelines:** Consult your department's guidelines for any specific requirements related to the Appendix.

IV. **Structuring the Appendix**

- **Separate Sections:** If you have multiple items, organize them into separate sections, each labeled clearly (e.g., Appendix A, Appendix B, etc.).
- **Consistent Formatting:** Maintain consistent formatting with the rest of your thesis. This includes font, headings, and pagination.

- Clear Titles and Descriptions: Provide clear titles and, if necessary, brief descriptions for each item to help readers understand what each Appendix contains.
- Ease of Access: Arrange the materials in a logical order and in a way that is easy to navigate.

Chapter Four: Format Guidelines

4.1 Graduation Research Project Requirements

The final Graduation Research Paper needs to meet the following requirements:

1. It must be in English (except Law Department).
2. It must be the result of genuine work **conducted by the student himself/herself**.
3. The entire manuscript needs to be **plagiarism and AI free** (no tolerance can be shown to plagiarized texts).
4. Although others can proofread the manuscript, the text needs to be written/produced by the student, leaving no room for suspicions of plagiarism.
5. Students can submit a stand-alone literature review paper or an empirical paper .
6. The manuscript has been '**spell checked**' and '**grammar checked**'.
7. All used sources must be properly referenced (including the Internet).
8. All citations and referencing must be according to the American Psychological Association's (APA) format.
9. Every reference cited in the text must also be present in the reference list.
10. All references mentioned in the Reference List are cited in the text.
11. The manuscript length should be determined by the departments and announced to the students before the GRP (Graduation Research Project) course starts.
12. The manuscript needs to be submitted as both an MS Word/PDF soft copy and 3 copies of the final research project must be submitted to the supervisor or the Head of the GRP Committee: 1 for supervisor, 1 for the department/archive, and 1 for library (the departments can cancel the hard copy submission and keep only the soft copy).
13. The hard copy (the final version) must be printed with softcover book (it refers to a book that has its pages bound within a pliable paper cover (like a paperback novel, corporate annual report, or magazine). See appendix for the picture of a sample or visit the department to see the sample.
14. **Headings** should be bold and size 14.
15. **Subheadings** should be bold, italic and size 12.
16. **The rest of the text** should be regular and size 12. The font needs to be Times New Roman.

17. **Page number** needs to start from the first page after the title page and placed at the bottom right of the pages.
18. All the **paragraphs** are to be aligned justified except the chapter titles that should be centered.
19. **Margins:** 1.25 inches (3.175 cm) margins are left from the left side of the page, where the rest margins should be 1 inch (2.54 cm), and the document should be bonded from left.
20. **Indentation:** The first line of each paragraph is indented by 0.5 inches (1.27 cm) from the left margin. This creates a clear visual separation between paragraphs.
21. **Spacing:** There should be double spacing (2.0) between all lines of text in the document. This includes the title page, abstract, main body, and references.
22. **Tables** are numbered consecutively with Arabic numerals indicating the chapter number and the table's order in the tables in the same chapter. Example: Table 2.10 is the tenth table in Chapter 2. Each table should have a brief, but descriptive title placed above it. Tables should be placed as close as possible to the relevant text.

Example:

Table 5.1 Format Checklist

Category	Requirement	Complete/Incomplete
Font	Times New Roman	
Headings	bold and size 14	
Subheadings	bold, italic and size 12.	
The rest of the text	Regular, size 12.	
Page number	needs to start from the first page after the title page and placed at the bottom right of the pages	
paragraphs	aligned justified except the chapter titles that should be centered.	

Tables	Numbered, Italic, above the text	
Figures	Numbered, Italic, below the text	

23. **Figures (including charts, graphs, and images):** Figures are also **numbered** consecutively with Arabic numerals (e.g., Figure 1.3, Figure 2.5). Like tables, each figure should have a brief, but descriptive caption placed below it. Figures should be placed as close as possible to the relevant text, and the figure number and caption should be positioned **below** the figure.

Example:

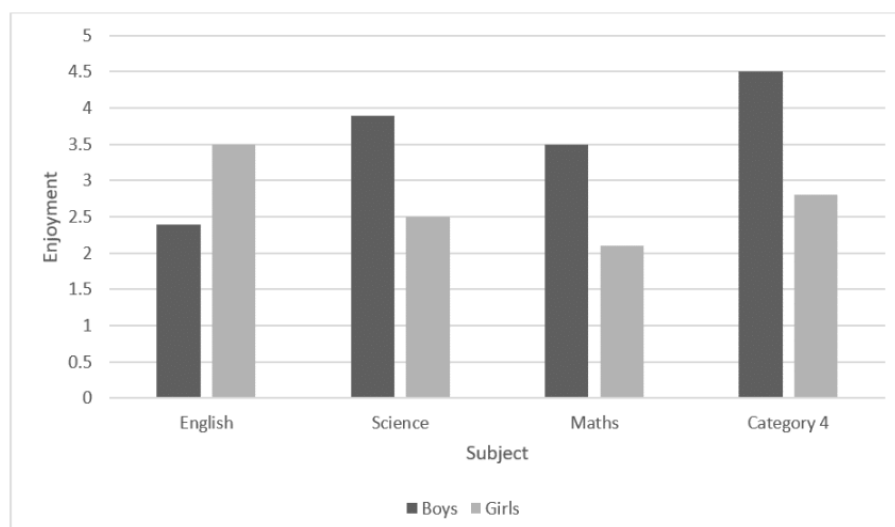


Figure 5.1. Boys' and girls' self-related enjoyment of core subjects

24. If the table, figure, graph, chart, image is not created by the author, proper credit and source information should be provided in the caption.

4.2 Examples of APA referencing (if needed):

Books:

Author, A. A. (Year of publication). *Title of work: Capital letter also for subtitle*. Location: Publisher.

Example:

Calfee, R. C., & Valencia, R. R. (1991). *APA guide to preparing manuscripts for journal*

publication. Washington, DC: American Psychological Association.

Journal Articles:

Author, A. A., Author, B. B., & Author, C. C. (Year). Title of article. *Title of Periodical*, volume number (issue number), pages.

Example:

Littlewood, W. (2007). Communicative and task-based language teaching in East Asian classrooms. *Language teaching*, 40(03), 243-249.

Chapter in Edited Books:

Author, A. A., & Author, B. B. (Year of publication). Title of chapter. In A. A. Editor & B. B. Editor (Eds.), *Title of book* (pages of chapter). Location: Publisher.

Example:

O'Neil, J. M., & Egan, J. (1992). Men's and women's gender role journeys: A metaphor for healing, transition, and transformation. In B. R. Wainrib (Ed.), *Gender issues across the life cycle* (pp. 107-123). New York, NY: Springer.

Multivolume work:

Author, A. A. (Year of publication). *Title of work: Capital letter also for subtitle* (Vol. #). Publisher. DOI (Digital Object Identifier) (if available)

Example:

David, A., & Simpson, J. (Eds.). (2006). *The Norton anthology of English literature: The Middle Ages* (8th ed., Vol. A). W. W. Norton and Company.

YouTube Video:

Person or group who uploaded video. (Date of publication). *Title of video* [Video]. Website host. URL

Example:

Tasty. (2018, March 7). *7 recipes you can make in 5 minutes* [Video].
YouTube. https://www.youtube.com/watch?v=9_5wHw6l11o

Podcast:

Executive Producer, E. P. (Executive Producer). (Range of publication). *Title of podcast* [Audio podcast]. Production company. URL

Example:

Bae, P. (Executive Producer). (2017-present). *The big loop* [Audio podcast].
QRX. <https://www.thebiglooppodcast.com/>

Webpage or Piece of Online Content:

If the page names an individual author, cite their name first:

Last name, F. M. (Year, Month Date). *Title of page*. Site name. URL

Example:

Price, D. (2018, March 23). *Laziness does not exist*.

Medium. <https://humanparts.medium.com/laziness-does-not-exist-3af27e312d01>

If the resource was written by a group or organization, use the name of the group/organization as the author. Additionally, if the author and site name are the same, omit the site name from the citation.

Group name. (Year, Month Date). *Title of page*. Site name. URL

Example:

American Society for the Prevention of Cruelty to Animals. (2019, November 21). *Justice served: Case closed for over 40 dogfighting victims*. <https://www.asPCA.org/news/justice-served-case-closed-over-40-dogfighting-victims>

If the page's author is not listed, start with the title instead. Additionally, include a retrieval date when the page's content is likely to change over time (like, for instance, if you are citing a wiki that is publicly edited).

Title of page. (Year, Month Date). Site name. Retrieved Month Date, Year, from URL

Example:

Tuscan white bean pasta. (2018, February 25). Budgetbytes. Retrieved March 18, 2020, from <https://www.budgetbytes.com/tuscan-white-bean-pasta/>

If the date of publication is not listed, use the abbreviation (n.d.).

Author or Group name. (n.d.). *Title of page*. Site name (if applicable). URL

Example:

National Alliance on Mental Illness. (n.d.). *Mental health conditions*. <https://www.nami.org/Learn-More/Mental-Health-Conditions>

Thesis/Dissertation from a database:

Lastname, F. M. (Year). *Title of dissertation or thesis* (Publication No.) [Doctoral dissertation or

master's thesis, Name of Institution Awarding Degree]. Database Name.

Example:

Duis, J. M. (2008). *Acid/base chemistry and related organic chemistry conceptions of undergraduate organic chemistry students* (Publication No. 3348786) [Doctoral dissertation, University of Northern Colorado]. ProQuest Dissertations and Theses Global.

Entry in an Online Dictionary, Thesaurus, or Encyclopedia with a Group of Authors:

Note: An online dictionary, thesaurus, or encyclopedia may be continuously updated and therefore not include a publication date (like in the example below). If that is the case, use “n.d.” for the date and include the retrieval date in the citation.

Institution or organization name. (Year). Title of entry. In *Title of reference work*. URL

Example:

Merriam-Webster. (n.d.). Braggadocio. In *Merriam-Webster.com dictionary*. Retrieved January 13, 2020, from <https://www.merriam-webster.com/dictionary/braggadocio>

Entry in An Online Dictionary, Thesaurus, Or Encyclopedia with An Individual Author:

Lastname, F. M. (Year). Title of entry. In F. M. Lastname (ed.), *Title of reference work* (edition). Publisher. URL or DOI

Example:

Martin, M. (2018). Animals. In L. A. Schintler & C. L. McNeely (Eds), *Encyclopedia of big data*. SpringerLink. https://doi.org/10.1007/978-3-319-32001-4_7-1

Note: If the dictionary, thesaurus, or encyclopedia does not include an edition, simply skip that step.

Online Lecture Notes and Presentation Slides:

Email:

E-mails are not included in the list of references, though you should parenthetically cite them in your main text:

(E. Robbins, personal communication, January 4, 2001).

TED Talk:

Author, A. A. (Year, Month Date). *Title of talk* [Video]. TED. URL

Example:

Al-Mutawa, N. (2010, July). *Superheroes inspired by Islam* [Video].

TED. https://www.ted.com/talks/naif_al_mutawa_superheroes_inspired_by_islam#t-4909

Or (if on YouTube)

Username. (Year, Month Date). Title of talk [Video]. YouTube. URL

Example:

TEDx Talks. (2011, Nov. 15). *TEDx Hampshire College - Jay Smooth - How I learned to stop worrying and love discussing race* [Video]. YouTube. <https://www.youtube.com/watch?v=MbdxeFcQtaU>

For other sources not included here, please visit this web:
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_books.html

Chapter Five: Evaluation and Assessment/Grading Criteria

(Dr. Venera Ulker is assigned the responsibility of composing this section)

5.1 How Students' Projects Will Be Evaluated

This section outlines how students' Bachelor Graduation Research Projects at Tishk International University will undergo assessment. The evaluation process comprises three main components: the Quality of the Thesis, the Presentation (Viva), and the Progress made throughout the project.

Rule 1: Three-Part Evaluation

This rule emphasizes the three primary aspects of evaluating your Graduation Project:

1. Quality of the Thesis
2. Presentation (Viva)
3. Progress.

The details of how each part is assessed can be found in the Evaluation Rubric for each criterion. (Rubric is a document that outlines specific criteria and expectations for each component. The Rubric serves as a comprehensive guide, providing clarity on the assessment process and what aspects are considered when evaluating your project.) Refer to the Evaluation Rubric to gain a deeper understanding of the criteria and standards that will be applied to your work (Appendix XXX).

Students' project evaluation is divided into three significant parts, each with its own percentage weight:

<i>Part</i>	<i>Weightage (%)</i>
<i>Quality of the Thesis</i>	40
<i>Viva Examination</i>	35
<i>Progress</i>	25

The **Thesis** (or Graduation Research Project as the final product) is allocated **40 percent**, a percentage that aligns with the final exam in accordance with TIU (Tishk International University) regulations for all courses. While this percentage remains **fixed and cannot be changed**,

departments can incorporate evaluations of the **Proposal and Pre-defense** in addition to Viva and Progress. For optimal distribution, it is recommended as follows: Viva – 30%, Progress – 15%, Proposal – 5%, Pre-defense – 10%.

Important Note: Passing the "Presentation and Defense Session" is a **prerequisite** for passing the Graduation Project Course. Failure to pass this session results in an overall course failure. (see the section *Reasons for Refusal*, 7)

It is crucial to note that the evaluation of the **GRP or thesis, Viva, Proposal, and Pre-defense** is conducted by a **panel of jury members**, with a minimum of **three members**, preferably excluding the GRP supervisor. The appointment of jury members is made by the Head of the GRP committee or the department. Additionally, 'Progress' is evaluated by the GRP supervisor based on the student's weekly/monthly performance.

Rule 2: Criteria for Graduation Project Evaluation

The following criteria are used to evaluate the Graduation Project. [Departments are allowed to add additional criteria as needed]:

1. Academic Level of the Thesis:

1. Abstract
2. Introduction: (Background information, Problem statement, Project/Research aims, Research Questions, Hypothesis, Methods, Novelty, Theoretical and Practical Value, etc.)
3. Academic level of the literature review.
4. Research methodology.
5. Data collection.
6. Result analysis.
7. Conclusions and recommendations.
8. Academic level of the references.

2. Progress:

1. Commitment to meetings.
2. Teamwork (if any).

3. Responsiveness.
4. Academic Ethics.

3. Presentation & Defense:

1. Quality of the presentation.
2. Ability to deliver ideas.
3. Ability to answer questions.

More detailed information is provided in the evaluation rubrics for each criterion.

Rule 3: Plagiarism Test

A plagiarism test is mandatory before the defense day. The maximum acceptable similarity percentage is up to 30%: 20 plagiarism and 10AI (each department determines the percentage and sends the form to the ISO). The supervisor reviews the plagiarism report, adjusting the similarity percentage based on identified areas. It is advisable to conduct the plagiarism test **two weeks** before the final submission deadline to allow students the opportunity to address and reduce similarity if it exceeds the allowed limit. [The department can give points for originality of the work: e.g., 0% plagiarism and 0% AI (Artificial Intelligence) = 5 points, 10%=2points, 20% = 0 points, etc.]

Rule 4: Evaluation Levels

For each criterion, a minimum of five evaluation levels is required. The first level corresponds to ‘needs improvement’ and the fifth level corresponds to ‘excellent.’

Rule 5: Clear Communication

Students should always be informed of their evaluation level:

- Regular updates on evaluation levels will be provided to students.
- Information about evaluation levels will be communicated openly and transparently.
- Early notification of evaluation levels to allow students to assess and adjust.
- Facilitates a proactive and supportive environment.

- Open dialogue encouraged for students to discuss concerns and seek guidance.
- A tool for self-assessment and improvement throughout the project duration.

5.2 Reasons for Refusal

There are stages where the supervisors can report the student's progress to the department. If the student does not get the required grade and/or does not show the required performance, it is considered as 'failed' in that stage. In the cases below, the student fails in the research project and must retake it in summer school:

1. If a student does not meet the supervisor (show) for three weeks, the student will fail in attendance.
2. If the student gets less than % 70 in the first stage, they fail in that stage. The supervisor is responsible for explaining the tasks and giving deadlines.
3. In the first stage, if the student attends the meetings with the supervisor, but there is no progress, the student will fail. 'Progress' means the student should start reading and working on one of the chapters and follow the supervisor's instructions and perform the given tasks.
4. If the supervisor finds out that the student's work is all copy-pasted/plagiarized or not written by the student him/herself, then the supervisor must report the case to the department and the scientific committee will decide whether the student should continue the project or fail in the research project.
5. At the end of all stages, if the supervisor finds out that there is adequate progress, they can report the case to the department and the scientific committee will decide whether the student should continue the project or fail in the research project.
6. At the end of stage 3, the student's draft should not be less than % 90, otherwise the student will not have any right to do the viva.
7. In the event that a student is **not able to defend his work during the Viva**, such as delivering a memorized speech, lacking comprehension of the terms/methods/theory/etc. associated with the submitted Graduation Research Project (GRP), or struggling to adequately respond to jury members' inquiries, the evaluation committee is obliged to document and report the situation to the department with detailed information. Note that if

the jury members determine that **the work presented is not performed by the student, they must report the case.** The department then convenes a meeting to deliberate on the case, and the decision is meticulously recorded in the minutes. If fraudulent activity is confirmed, the student's final thesis is not evaluated, resulting in a course failure. The department communicates this outcome to the student(s) in written form.

To be successful in each stage, these are highly recommended:

- You can divide the research project into three parts. In each stage, try to complete one part. For example, you can divide it into: Introductory chapter, Literature review, and data collection and analysis. Based on your capabilities, try to complete a part in each stage.
- Organize your time and use it wisely.
- Read the relevant sources only.

Chapter Six: Presentation and Defense

6.1 Presentation and Defense (Viva):

General Guidelines

1. The jury should have at least 3 members (preferably excluding the supervisor).
2. Jury members must maintain confidentiality regarding the GR project until it is officially presented/announced in PIS.
3. Each jury member must evaluate the GR project independently and provide constructive feedback.

Responsibilities

1. Jury members should thoroughly review the GR project documentation and familiarize themselves with its contents before the defense (the projects are available in OneDrive).
2. Jury members are expected to attend the VIVA Day on the scheduled date and time.
3. Each student will have a total of **10 minutes** to present their GR project, followed by a **5-minute question and answer (Q&A) session**.
4. Jury members should actively participate in the Q&A session by asking **relevant** questions to the student.
5. Jury members should evaluate the GR project based on predetermined assessment criteria, which may include a written report, presentation, or the whole project.
6. After the VIVA Day, each jury member should provide a written evaluation of the GR project, highlighting its strengths and weaknesses, within the specified timeframe.

Assessment Process

1. During the presentation, students should provide a concise overview of their GR project, including the project, the components of the project, and its importance in the field.
2. The Q&A session should allow the jury members to further explore the GR project, **clarify any doubts, and assess the student's understanding of the topic**.
3. Jury members should use the predetermined assessment criteria to evaluate the research project.
4. After the defense, jury members should submit their evaluation report to the department.

5. **The results of the VIVA**, including pass, fail, or grade, **cannot be announced during the VIVA session**. The results will be communicated to the student by the department via PIS later.

6.2 What is Research Ethics?

Table 3.1: Research Ethics Principles (Resnik, 2020)

	Ethics	Explanation
1	Research ethics	provides guidelines for the responsible conduct of research. In addition, it educates and monitors scientists conducting research to ensure a high ethical standard. The following is a general summary of some ethical principles:
2	Honesty:	Honestly report data, results, methods and procedures, and publication status. Do not fabricate, falsify, or misrepresent data.
3	Objectivity:	Strive to avoid bias in experimental design, data analysis, data interpretation, peer review, personnel decisions, grant writing, expert testimony, and other aspects of research.
4	Integrity:	Keep your promises and agreements; act with sincerity; strive for consistency of thought and action.
5	Carefulness:	Avoid careless errors and negligence; carefully and critically examine your own work and the work of your peers. Keep good records of research activities.
6	Openness:	Share data, results, ideas, tools, resources. Be open to criticism and new ideas.
7	Respect for Intellectual Property:	Honor patents, copyrights, and other forms of intellectual property. Do not use unpublished data, methods, or results without permission. Give credit where credit is due. Never plagiarize.
8	Confidentiality:	Protect confidential communications, such as papers or grants submitted for publication, personnel records, trade or military secrets, and patient records.
9	Responsible Publication:	Publish to advance research and scholarship, not to advance just your own career. Avoid wasteful and duplicative publication.

10	Responsible Mentoring:	Help to educate, mentor, and advise students. Promote their welfare and allow them to make their own decisions.
11	Respect for Colleagues:	Respect your colleagues and treat them fairly.
12	Social Responsibility:	Strive to promote social good and prevent or mitigate social harms through research, public education, and advocacy.
14	Non-Discrimination:	Avoid discrimination against colleagues or students because of sex, race, ethnicity, or other factors that are not related to their scientific competence and integrity.
15	Competence:	Maintain and improve your professional competence and expertise through lifelong education and learning; take steps to promote competence in science.
16	Legality:	Know and obey relevant laws and institutional and governmental policies.
17	Animal Care:	Show proper respect and care for animals when using them in research. Do not conduct unnecessary or poorly designed animal experiments.
18	Human Subjects Protection:	When conducting research on human subjects, minimize harms and risks and maximize benefits, respect human dignity, privacy, and autonomy.

Chapter Seven: Thesis Template

(Dr. Tola is assigned the responsibility of composing this section)

The structure of the thesis in this template is intended to be a guide for writing up a graduation project. The chapters and sections used in this template are typically included in a research thesis.

7.1 Full Title page

1. TIU logo



2. Title
3. Research Project
4. Submitted to the department of [Dept. Name], Faculty of [Name], Tishk International University in partial fulfillment of the requirements for the degree of BSc. in Dept. Name.
5. By: Student's name(s)
6. Supervised by: Supervisor's name
7. Month - Year

7.2 Dedications

A short expression of gratitude is a way for the author to convey their appreciation or recognition to individuals, groups, or entities that have played a meaningful role in the creation or inspiration of the work. Dedication sections are often heartfelt and personal.

7.3 Acknowledgments

Is a section in the thesis where the author expresses gratitude and thanks to individuals (supervisor, an organization for providing financial support, colleagues and friends who offered assistance, etc.), or institutions that have contributed to the completion of the work.

7.4 Abstract

Put your abstract here (do this last).

An abstract is a concise summary of the main points and findings of a research paper or thesis. It is usually placed at the beginning of the document and provides a quick overview of the purpose, methods, results, and conclusions of the study.

7.5 Keywords

Put a paragraph of keywords here in alphabetical order.

7.6 Table of Contents

7.7 List of Figures

7.8 List of Tables

7.9 List of Abbreviations

List any abbreviations used in the thesis.

7.10 Statement of Original Authorship

The work contained in this thesis has not been previously submitted to meet requirements for an award at this or any other higher education institution. To the best of my knowledge and belief, the thesis contains no material previously published or written by another person except where due reference is made.

Signature: _____

Date: DD/MM/YYYY

7.11 Chapter 1: Introduction

The introduction chapter needs to state the objectives of the program of research, include definitions of the key concepts and variables, and give a brief outline of the background and research approach. The aim of the introduction is to contextualize the proposed research.

7.12 Chapter 2: Literature Review

The literature review chapter should demonstrate a thorough knowledge of the area and provide arguments to support the study focus. The aim of the literature review chapter is to delineate various theoretical positions and, from these, develop a conceptual framework for the generation of hypotheses and setting up the research question.

7.13 Chapter 3: Research Design [Materials and Methods]

This chapter of the thesis should outline the design and methodology of your research. The basis for the choice of research method should be whether it will help you answer your research question(s).

- Materials
- Methods
- Statistical Analysis

7.14 Chapter 4: Results

Put all the results of your study here. You can read some analysis of the results here.

7.15 Chapter 5: Discussion

Interpretation and evaluation of the results with reference to the literature. This chapter can also include theory building.

7.16 Chapter 6: Conclusions and Recommendations

What is the theory? Where to from here? What are the practical implications? Discussion of where the study may be extended.

7.17 Limitations [or Challenges] and Future Work

7.18 References

The bibliography and all in-text citations must conform to ____ referencing style.

7.19 Appendices

Supplementary materials are added to the end of a document to provide additional information, clarification, or supporting details (charts, graphs, tables, raw data, detailed explanations, or any other information that is relevant but might be too detailed or extensive for inclusion in the main body of the thesis).

Chapter Eight: Appendix

[In this section, you'll discover the assessment criteria utilized by both the English Language Teaching department and the Faculty of Administrative Sciences & Economics. Feel free to customize and adjust the rubric to align with the requirements of your specific field.]

**TISHK INTERNATIONAL UNIVERSITY****Faculty of Education****English Language Teaching Department****Course: Research Project in ELT 492****Semester: Spring Semester 2022/2023****Date: .../.../2023****Duration :5 weeks****Type of Exam: Stage-1****Stage 1 Graduation Paper Stage Evaluation Rubric**

Title of Project:

.....

Week	Date	Minutes (What has been done)	Duties for next week	Signatures
1	.../.../2022			
2	.../.../2022			
3	.../.../2022			
4	.../.../2022			
5	.../.../2022			

Attributes and Performance		Rating (circle)				
1	Punctuality	1	2	3	4	5
2	Responsiveness to the comments	1	2	3	4	5
3	Quality of the content	1	2	3	4	5
4	Quality of the sources (reliability) & Citation and references (APA Style)	1	2	3	4	5
5	Follow the graduation research handbook	1	2	3	4	5
TOTAL		/out of 25				
		/out of 100				

Supervisor

Name Surname & Signature



TISHK INTERNATIONAL UNIVERSITY

Faculty of Education

English Language Teaching Department

Course: Research Project in ELT

Semester: Spring Semester 2022/2023

Date: .../.../2023

Duration : 70 minutes

Type of Exam: Stage-2/3

492

Graduation Paper Stage Evaluation Rubric

STAGE-2/3

Title of Project:

Week	Date	Minutes (What has been done)	Duties for next week	Signatures
1	.../.../2022			
2	.../.../2022			
3	.../.../2022			
4	.../.../2022			
5	.../.../2022			

Attributes and Performance		Rating (circle)				
1	Punctuality	1	2	3	4	5
2	Responsiveness to the comments	1	2	3	4	5
3	Quality of the content	1	2	3	4	5
4	Quality of the sources (reliability)	1	2	3	4	5
5	Citation and references (APA Style)	1	2	3	4	5
TOTAL		/out of 25				
		/out of 100				

Supervisor
Name Surname & Signature

	Graduation Research Project Evaluation Form		Document No	IU.FA.FR.402E
			Validity Date	09/05/2018
			Revision No	00
	Unit	DEPARTMENT	Page No	

Student's name: _____ Group: _____ Date: _____

CATEGORY	Poor (Below Standards)	Acceptable (Meets Standards)	Good (Occasionally Exceeds)	Excellent (Exceeds Standards)	SCORE
Abstract	The abstract is a poor reflection of the literature and/or is excessively wordy. (0-1)	The abstract is relatively concise but not a good reflection of the literature review and is lacking in more than one of these areas: background, purpose & conclusion. (2)	The abstract is a concise description of the literature review but is lacking in one of these areas: background, purpose, or conclusion. (3-4)	An accurate and concise description of the literature review is provided, including background, purpose, and conclusion. (5)	5 points
Introduction	Poor background info. Paper's purpose is unclear; thesis statement is weak or missing. No preview of paper structure. (0-1)	Limited introduction. General thesis statement. Lacking interest. No adequate preview of paper structure. (2-3)	Good background information that is interesting and clear about topic. General but clear and arguable thesis statement. Well previews structure. (4-5)	Solid background information, engaging and clear about topic. Specific and strong thesis statement, very clear, arguable, well-developed. Clearly previews structure. (6-7)	7 points
Integration & Critical Analysis of the Literature	No or very poor literature review. The literature review is presented with no synthesis, integration, and discussion. (0-1)	Reflects major previous research findings, but with very little integration, synthesis, and discussion, which impedes paper flow. (2-3)	Literature is good, and generally well integrated and synthesized, with reasonably good discussion. (4-6)	Comprehensive literature review, with exceptional integration, synthesis, and discussion. (7-8)	8 points

Content focus, Organization & Development	Topic is not clearly defined, unfocused. Most material has weak/ no connection to thesis. Content lacks development of ideas, with weak or no transitions between and within paragraphs. (0-1)	Topic is too broad. Most material relates to main topic. Content poorly organized. Somewhat logical development, with basic transitions between and within paragraphs. (2-3)	Topic is focused but lacks writer position. All material related to main topic. Content logically organized, clearly supporting thesis, with good transitions between and within paragraphs. (4-6)	All material clearly related to main topic. Strong organization and integration of material. Exceptionally clear, logical, mature, and thorough development of thesis, with excellent transitions between and within paragraphs. (7-8)	8 points
Conclusion and Discussion	Lack of summary of topic. Does not summarize evidence with respect to thesis statement. Does not discuss the impact of researched material on topic. (0-1)	Basic summary of topic, with some final concluding ideas. Some integration with thesis statement. Discusses impact of researched material on topic. (2-3)	Good summary of topic, with clear concluding ideas. Strong integration with thesis statement. Discusses impact of researched material on topic. (4-5)	Excellent summary of topic, with concluding ideas that impact reader. Strong integration with thesis statement. Insightful discussion of impact of the researched material on topic. (6-7)	7 points
Grammar, Language Usage & Mechanics	Stylistic informality. Writing is choppy, with many awkward or unclear passages. So many grammatical, spelling & punctuation errors that they prevent understanding. (0-1)	Word choice occasionally informal. Writing has a few unclear passages. Quite few grammatical, spelling or punctuation errors, interfering with the paper's readability. (2)	Scholarly style. Writing has minimal awkward or unclear passages. Grammatical, spelling & punctuation errors are rare and do not detract from the paper. (3-4)	Scholarly style. Writing is flowing and easy to follow. The paper is almost free of grammatical, spelling & punctuation errors. (5)	5 points
Citation Format	Not APA style. Errors in APA style detracts substantially from the paper. (0-1)	A few noticeable errors in APA style. (2)	Rare errors in APA style that do not detract from the paper. (3-4)	No errors in APA style. (5)	5 points
References/ Bibliography	Several missing entries. Numerous errors. Lack of APA format. (0-1)	Several missing entries. Frequent errors in APA format. (2)	One or two entries missing. Entries mostly correct as to APA format. (3-4)	All references and citations are present and correctly written as to APA format. (5)	5 points

Total mark (out of 50): _____

Supervisor

**Research Supervision
Committee Member**

(out of 100) (.....x 2 =.....)

**Head of Research
Supervision Committee**

**TISHK INTERNATIONAL UNIVERSITY****Faculty of Education****English Language Teaching Department****Course: Research Project in ELT 492** **Semester: Spring Semester 2022/2023****Date: .../.../2022****Duration :70 minutes****Type of Exam: FINAL****Undergraduate Research Project Viva Rubric****Name of Presenter:** _____

Standards	Unacceptable	Satisfactory	Exemplary	Weight	Score
Organization	Has no opening statement or has an irrelevant statement; gives listener no focus or outline of the presentation 0-1	Has opening statement relevant to topic and gives outline of speech; is mostly organized and provides adequate "road map" for the listener 2	Has a clear opening statement that catches audience's interest; maintains focus throughout; summarizes main points 3-4	4	
Content	Does not give adequate coverage of topic; lacks sources 0-2	Covers topic; uses appropriate sources; is objective 3-6	Demonstrates substance and depth; is comprehensive; shows mastery of material 7-8	8	
Quality of conclusion	Has missing or poor conclusion; is not tied to analysis; does not summarize points that support the conclusion 0-1	Summarizes presentation's main points; draws conclusions based upon these points 2-3	Delivers a conclusion that is well documented and persuasive 4-5	5	
Response to Questions	Demonstrates little grasp of information; has undeveloped or unclear answers to questions 0-2	Shows ease in answering questions but does not elaborate 3-6	Demonstrates full knowledge of topic; explains and elaborates on all questions 7-8	8	

Supervisor's name & Signature _____

Jury Member's name & Signature _____

Total (out of 25): _____

(out of 100) (.....x 4=.....)

Results:Accepted without amendments ☐Accepted with amendments ☐Rejected ☐

Appendix 5: Thesis/. Seminar/ Defense Evaluation Criteria

Tishk International University
Faculty of Administrative
Sciences & Economics



BACHELOR'S THESIS AND SEMINAR/ DEFENSE EVALUATION FORM

EVALUATION OF THE BACHELOR'S THESIS

Please mark "X" to every row of the table at the appropriate column indicating the grade. The grade 5 corresponds to "accepted with distinction" whereas grades 1-4 to "accepted" as the overall grade of the thesis. The grade 1 indicates severe shortcomings. Please read the evaluators' instructions!

Target of evaluation	1	2	3	4	5
Subject/topic and goals					
Methodology					
Analysis and interpretation					
Conclusions and meeting the goals					
Structure					
References					
Language and appearance					
Presentation					

Thesis Evaluation and Grading Criteria

Topic and goals. The definition and scope of topic. Research questions/hypotheses. Setting the goals. Choosing an appropriate method (in case of an experimental work).

- 1: The scope of the thesis either too narrow or wide or it is off the topic.
- 2: The goals of the thesis have been set unclearly, they are unclear, or they have been misunderstood by the author.
- 3: The goals of the thesis are clear but not appropriate.
- 4: The thesis has clear goals and an appropriate scope.
- 5: The goals have been described very clearly and the scope of the thesis is most appropriate.

Methodology. The type of research. Methods of sampling. Methods of data collection (Quantitative research). Survey or interview instruments.

- 1: The methodology is explained as one paragraph.
- 2: The methodology is put separately as a chapter in the thesis.
- 3: The methodology is explained without subheadings.
- 4: The methodology is clearly explained with subheadings.
- 5: All subheading is well explained and having citations for the methods adopted.

Analysis and interpretation. The usage of the statistical test. Usage of statistical techniques. Microsoft Excel usage, SPSS package usage.

- 1: Statistical information available in the thesis.
- 2: Any computer software used for analysis like MS Excel, MATLAB, SPSS etc.
- 3: Statistical test like mean, median, mode etc. used.
- 4: Statically explained frequency and charts presented.
- 5: Statistical test like t test, paired t test, correlation, regression and other tests used.

Conclusions and meeting the goals. Argumentation. Finding answers to research questions. Timing. Independent work.

- 1: It is difficult to follow/verify the conclusions made in the thesis and it is not possible to repeat the experiments made due to poor reporting.
- 2: The conclusions are scant, superficial, or even incorrect. The goals and results are potentially contradictory.
- 3: Answers to research questions remain (partially) open. The contribution of the instructor has been significant and the thesis was not finished within the given time.
- 4: The conclusions of the work are drawn from the references in a justifiable manner and the research questions are answered in a satisfactory way. The thesis was completed by the given deadline.
- 5: The results of the thesis are reflected with respect to references and their reliability and generality are assessed profoundly. The conclusions of the thesis are apt and critical and they

- 1: The thesis is not well-structured.
- 2: The content has not been divided into natural units (sections, paragraphs, etc) or their order does not support appropriate discussion and analysis.
- 3: There are too many cross references within the thesis. Terms and concepts are being used before they have been properly defined.
- 4: The work has been structured well and there are no major deficiencies in its structure.
- 5: The thesis has a very clear structure which supports well the discussion and analysis of subject matter. The text proceeds in a natural order and the thesis has a clear plot. Cross references are made only in well-justified cases.

References. The quality and number of references and literature and the way they are exploited. Citation practices. • 1: The references have been used only superficially, they are incorrectly referred to, or the thesis is too closely tied to its references (containing lots of direct quotes). • 2 : There are problems with citation practice and the list of references requires corrections. • 3: The literature used in the thesis has little scientific value, has been hastily selected, or is scant. • 4: Most references carry high scientific relevance, have been appropriately selected, and their number is appropriate. The author is able to incorporate references to her own text in a natural way. There are no major problems as regards citation practice and the list of references. • 5: The references have been appropriately and critically selected and they are high-level scientific (peer-reviewed)
• 1: The level of abstraction varies inappropriately in the thesis and the text meanders through irrelevant issues. • 2: There are lots of mistakes with grammar and/or spelling which decreases the readability of the thesis. • 3: Thesis is having a few mistakes with grammar and/or spelling but is understandable. • 4: The thesis reads well and it has a careful overall appearance. • 5: The thesis has been polished and finalized with care. The presentation and language are impeccable.
Seminar presentation. Opening. Structure. Command of the topic. Enthusiasm. Understand ability. Voice control. Contact with audience. Illustration. Slides. Timing. • 1: The speaker does not command the topic. The presentation does not follow a natural plot or concentrates on irrelevant issues. • 2: Exceeding the time limit or not covering important things suggest that the presentation has not been trained in advance. • 3: The main ideas and results of the thesis are conveyed well and are presented on a suitable level of abstraction. • 4: The presentation is very convincing and suggests that the speaker has in-depth knowledge of the topic. • 5: The presenter participated actively with suitable clarification for the all the questions during discussion.

