BEYKOZ UNIVERSITY
ACADEMIC AND TECHNICAL WRITING GUIDE

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PURPOSE AND SCOPE

The Beykoz University Academic and Technical Writing Guide aims to establish a common framework and understanding in academic and technical writing for students and faculty members.

In this guide, the product of academic and technical writing is referred to as a "document." The guide defines the issues to be observed in terms of format, content, expression and language, ethical issues, references and citation for academic and technical documents to be produced.

Academic and technical writing is a form of written communication used to share academic and technical knowledge. The aim is to deliver academic and technical knowledge to the target audience in an understandable manner. Writing styles consist of rules defined to facilitate communication in that field, and these rules are not strictly right or wrong but rather consensus-based conventions. Different disciplines may have different writing rules.

This guide serves as a general guideline; however, there may also be specific writing guides prepared either by document type or by academic discipline. In such cases, the guide for the specific document type or academic discipline shall prevail. For example, the Thesis Writing Guide applies to theses, while the Internship Report Guide applies to internship reports.

FORMAT

This section specifies the issues related to format such as page layout, font type, page numbering, and the headings and numbering of sections and subsections.

Page Layout

- A4 (210x297 mm) size, first-quality white paper of 80–100 grams shall be used in the writing and printing of the document.
- A margin of 3.5 cm on the left, 2.5 cm on the right, and 2.5 cm on the top and bottom of each page shall be left.
- Footnotes, if any, must remain within page boundaries.
- In theses and project documents, the back side of the paper shall not be used.
- The text may be written justified on both sides or left-aligned.
- No spacing shall be left before or after a paragraph.
- In theses and project documents, paragraphs shall begin 1 cm indented.

- One space shall be left after punctuation marks (comma, period, question mark, colon, semicolon, etc.).
- The first line of a paragraph shall not appear as the last line of a page; similarly, the last line of a paragraph shall not appear as the first line of a page.
- A heading at the end of a page must be followed by at least two lines of text, or it must be placed at the beginning of the next page.
- Footnotes shall be placed at the bottom of the page, separated from the main text by a continuous thin line extending halfway across the page, leaving one line space above. Footnotes must not exceed the 2.5 cm bottom margin. One line space shall be left between the footnote line and the footnote text. Footnotes shall be written in 10-point font, single-spaced.
- Tables, figures, and formulas must be prepared digitally. Figures that cannot be prepared digitally shall be drawn according to technical drawing principles; text and symbols must be prepared using stencils, and manual corrections are not allowed.

Font Type

- Times New Roman is recommended; however, sans-serif fonts such as Arial or Calibri may be used depending on the discipline or type of document.
- The font size shall generally be 12-point or 11-point for body text, in normal style, with 1.5 line spacing.
- Italics or bold may be used for emphasis within the text or in tables and figures, but excessive use must be avoided.

Page Numbering

- Cover pages shall not be numbered.
- Preface, table of contents, abstract, list of symbols, list of abbreviations, list of figures, and list of tables pages shall be numbered with lowercase Roman numerals (i, ii, iii, iv, …). The subsequent pages shall be numbered with Arabic numerals (1, 2, 3, …).
- Page numbers shall be placed at the bottom center or bottom right of the page.

Numbering of Sections and Subsections

- Sections and subsections reflect the hierarchy of the document content.
- Sections are the main parts of the document.
- Documents such as theses and graduation projects generally contain between 5 and 10 sections. The number and content of sections vary depending on the document type.
- Typically, an academic document contains sections such as introduction, problem/study definition, literature review, methodology, details of the study and findings, evaluation of results, recommendations, and references.

- An academic document may also include abstract, list of symbols, abbreviations, figures and tables, and appendices.
- Sections shall be numbered 1, 2, 3, …; appendices shall be numbered A, B, C, ….
- Sections consist of subsections, and subsections consist of further subsections.
- Subsections shall be numbered using the section number and subsection number separated by a dot. For example, the subsections under Section 2 are numbered as 2.1, 2.2, 2.3, …; the subsections under Subsection 2.2 are numbered as 2.2.1, 2.2.2, 2.2.3, …. Letters such as a, b, c, … or A, B, C, … shall not be used in numbering.
- The hierarchy of sections and subsections may extend up to five levels. Lower levels shall not be numbered.

Page Layout of Sections, Subsections, and Other Components

- In documents such as theses and project reports, each section shall begin on a new page. Likewise, each appendix shall begin on a new page.
- Subsections shall begin on the same page unless at the end of a page.
- Preface, abstract, table of contents, list of symbols, list of abbreviations, list of figures, list of tables, and references shall each begin on a new page.
- In cases where a section or part begins on a new page, the heading shall be written in a larger font size than the body text.
- In such cases, the heading shall be placed a few lines below the top margin of the page, usually centered.

Headings of Sections and Subsections

- Sections and subsections shall be titled in a way that best reflects their content and progressively more specific within the hierarchy.
- The number of words in section and subsection headings shall not be excessive. Efforts should be made to fit the heading into one line, and if not possible, it should not exceed two lines.

CONTENT

This section addresses the main components that constitute an academic and technical document and the rules related to them.

Title

The title briefly expresses the subject and content of the document. A person reading the title should at least have an idea about the purpose of the document. The title must be written either with the first letters of each word capitalized or in all capital letters, and it must be centered horizontally on the page.

Author and Institution
Normally, each document has at least one author and one or more institutions with which the author is affiliated. Authors must be specified on the title page or the cover page. When indicating the author's name, the first name, the initial of the middle name (if any), and the surname must be stated.

Along with the author's name, the institution where the author is employed must also be indicated. The number of institutions to be listed must be limited to a maximum of two.

The order of authors must reflect their contribution to the document or study, and this order must be centered horizontally on the page.

The institutions of the authors must be listed under the names of the authors.

Organization of the Document
Typically, the content of a scientific or technical document consists of the following components. Depending on the type of document, some of these components may not be included. For example, a thesis may contain all of these components, while a conference paper may not include cover, preface, table of contents, list of symbols, list of abbreviations, list of figures, or list of tables.

- Outer Cover
- Inner Cover
- Preface (optional)
- Table of Contents
- Abstract in Turkish
- Abstract in English
- List of Symbols (if any)
- List of Abbreviations (if any)
- List of Figures
- List of Tables
- Introduction
- Literature Review
- Approach and Methodology (with sections appropriate to the subject)
- Findings (with sections appropriate to the subject)
- Discussion and Evaluation
- Conclusion and Recommendations
- References

- Appendices
- Curriculum Vitae

Note
The content and scope of academic and technical writing vary depending on the type of document. In other words, the content and scope of an article, thesis, or internship report differ. The page layout of articles may vary depending on the journals.

Outer Cover and Inner Cover
The cover is included in book-format documents such as theses, graduation projects, and master's term projects. The outer cover and inner cover must have the same format and content. The cover must include the name of the institution, the title of the document, the names and institutions of the authors, and the date and place of publication or printing.

The inner cover may include additional information such as the name of the supervisor and the names of jury members.

Preface
The preface provides information about the context of the document in a short paragraph of a few sentences and briefly states the framework in which the document was prepared, its purpose, and its content. A second paragraph may be added to acknowledge those who supported the study or the production of the document.

Abstract and Keywords
The abstract is the section where the reader obtains the first academic and technical information about the study underlying the document and the document itself. Readers often decide whether or not to read the entire document based on the abstract, which makes it highly important.

The abstract must be accurate, objective, and easily understandable. It should indicate the scope and main objectives of the study, describe the methodology, summarize the findings, and state the main conclusions. The abstract must not include results not mentioned in the study.

References should not be included in the abstract. Equations and, especially, figures and tables should not be included unless absolutely necessary, and abbreviations should not be used. Past tense must be used in the abstract, not present tense.

After the abstract, one line must be left blank, followed by the bold phrase **"Keywords:"**, after which up to 5 keywords, separated by commas, must be listed in order of importance.

The abstract must respect the word limit, typically between 150 and 250 words. Alongside the Turkish abstract and keywords, an English abstract and keywords are usually provided.

Introduction
The introduction section presents the problem studied within the scope of the research, summarizes previous studies related to the problem, and states the purpose of the research.

The purpose of the introduction is to provide sufficient background information so that the reader can understand and evaluate the results of the current study without needing to refer to previous publications.

The necessity and rationale of the study must be presented in the introduction. The purpose of writing the document must be stated clearly and concisely. Since the introduction does not include many references, the references used must be carefully selected to provide the most essential background information.

The introduction is essentially written in the present tense, as it refers to established knowledge in the field.

The following points must be considered when writing the introduction:

- Why is the study and the problem being addressed important?
- How does the study relate to previous work, and how does it differ from other studies and research?
- What are the hypotheses of the study? Do these hypotheses have theoretical connections? Are the hypotheses consistent with the methodology?
- What are the theoretical and practical implications of the study?

A good introduction contains answers to the above questions, provides a comprehensive review of the literature, and informs the reader about what has been done and why within the scope of the research. The introduction must emphasize the importance of the problem being studied and explain why research on this topic is needed.

Assuming that the reader already has general knowledge of the literature being reviewed and summarized, the introduction should not present an overly broad survey covering every aspect of the topic. In studies conducted to clarify a debate in the literature, findings supporting different viewpoints must be presented in a balanced manner. While presenting previous findings and results along with the researcher's own ideas, references must be provided, and quotations must be indicated. The literature review within the introduction must present research findings in chronological and theoretical order. The introduction should be written as clearly as possible so that it is understandable to a wide readership.

After clearly stating the problem under study and emphasizing the necessity of research through a strong literature review, the current approach to solving the problem must be presented, the purpose must be conveyed, and the hypotheses must be introduced.

Literature Review

The literature review section summarizes and examines the position of the research topic within the existing body of literature. Most studies are not entirely novel but rather continuations of earlier research. This section critically examines the literature on which the study is based. Only directly relevant literature must be reviewed; unrelated material should not be included.

It is crucial to adhere strictly to citation rules when presenting the literature review.

Approach and Methodology
This section provides information on the methodology of the study, such as how the research was conducted and how data were collected. It also presents information about the validity and reliability of the findings and guides researchers in replication studies.

In studies involving human data collection, research ethics must be observed. Providing detailed information about participants is crucial for the generalizability of findings and for comparing them with other research results. Therefore, characteristics of participants relevant to the findings must be explained in detail, including how they were selected, how they were assigned to different groups, whether participation was voluntary or compensated, and their demographic characteristics.

The measurement tools used in the study (laboratory equipment, tests, scales, etc.) must be introduced. Their features and validity must be explained.

Findings
The findings section presents the data collected within the scope of the study, the methods of analysis, and the results of the analysis. It reports how the research hypotheses were tested and the outcomes of those tests. The researcher must present all findings relevant to the research question, whether or not they align with expectations.

Discussion and Evaluation
The discussion and evaluation section is where the research findings are analyzed. The theoretical and practical contributions of the findings to the relevant field are emphasized.

The discussion section begins with a clear statement of whether the research hypotheses were supported. If the hypotheses were not supported, explanations and evaluations must be provided in the light of the literature. The similarities and differences of the findings compared to existing literature must be highlighted and explained. The strengths, weaknesses, and contributions of the study must be presented.

Based on the current findings, the discussion should address what kinds of theoretical and practical outcomes may result and how similar research could be improved.

In the discussion section, the reader must find answers to the following questions:

- How did the research help in resolving the research question?
- What kind of theoretical and practical implications did the findings generate?
- Did unresolved questions remain after the study, or did the findings raise new questions?
- How did the findings contribute to science?

Conclusion and Recommendations
Conclusions must be clear, precise, consistent with the findings, and striking. Conclusions that are not supported by the findings should not be included. Whenever possible, the applicability

and benefits of the conclusions should be emphasized. In light of the obtained results, situations requiring possible further studies should be briefly explained together with their reasons.

References

The references section consists of articles, books, and other types of publications cited in the text, listed in alphabetical order by the authors' surnames.

Citation within the text and the references section itself must be provided in accordance with the **APA (American Psychological Association)** standard.

The references section provides information about previous research conducted on the subject of the study and facilitates the readers' access to these works. It is particularly important that the number of references indicated in the literature review section is not excessive, and that references are given only in necessary contexts and in ways that support the current research.

Appendices

Extensive data, computer algorithms and programs, computer outputs, or detailed analyses that would otherwise take up too much space in the main text and disrupt its fluency are included in the appendices.

Information such as detailed descriptions of materials used in the research, methods applied but not included in the main text, data breakdowns, or software codes developed for the study, which would affect the flow and coherence if presented in the main body, should be provided in the appendices.

Appendices are numbered with sequential capital letters (A, B, C, etc.) instead of section numbers. Subsections are numbered in the same way as the main text (e.g., A.1, A.2, A.2.1). The writing rules applied to the appendices are the same as those in the main text.

Curriculum Vitae

The curriculum vitae of the author of the study is provided in this section, limited to a maximum of 200 words. The CV should be presented in plain text, not in a special format, and written in the same style as other sections.

EXPRESSION AND LANGUAGE

This section addresses the elements that can be used for effective expression in academic and technical writing. These include writing clearly and concisely, document length, section headings, itemization, coherence and fluency, word choice, as well as the use of tables and figures.

Clear, Concise, and Precise Writing

It is essential that academic and technical documents are written clearly and effectively. Before beginning the writing process, the document should be carefully planned: its purpose, theme, and topics, its components, and the arguments, data, analyses, findings, and references to be addressed in each section must be determined.

In academic and technical writing, it is crucial to use a clear and precise language and to avoid biased expressions. Correct use of language and grammar is fundamental for effective and persuasive communication.

The appropriate length of the document should also be determined beforehand. Arguments,

data, analyses, findings, and references included in the document must be aligned with the intended length.
Ideas should progress logically in order to strengthen the document. The aim here is clear communication, which requires ideas to be conveyed sequentially with fluent transitions.

Length
The length of the document should be sufficient to effectively communicate the main ideas of the study. If the document is longer than intended, it should be shortened by directly presenting essential points, removing repetitive parts, and merging sections where possible. In some cases, it may be appropriate to divide the document into two or more separate documents.
For specific types of documents such as theses and project reports, page limits are often predetermined. Similarly, journals may impose page limits for articles. Therefore, the planning of the document must consider the type of document and any page restrictions set by the journal.

Section Headings
Section headings are of great importance in academic and technical writing. Headings allow readers to easily see the structure and flow of the document, making it easier to identify and follow key points. Headings must be concise and clear.
Headings should be arranged hierarchically to reflect the structure of the text. Section headings are placed under the document title, and subheadings under each section heading. While section headings and subheadings may extend to several levels, it is recommended not to exceed five levels in total, including the main section heading.
The number of heading levels depends on the length and complexity of the document, and it is important to use an appropriate number. Headings of equally significant topics should be at the same level. For example, in a study with two experiments, the method and results sections of both experiments should be presented at the same level. On the other hand, different sections may contain varying numbers of subheading levels. For instance, if two experiments share the same method but have separate results, a heading may be included for the results of both experiments, while a separate method heading may be used for only one.
In headings, the first letter of each significant word should be capitalized, while others remain lowercase. In theses, term projects, graduation projects, and internship reports, section headings are written in all capital letters.

Writing Style
The primary goal of academic and technical writing is clear communication. Therefore, ideas must be presented sequentially and expressed fluently and clearly.

Continuity in Presentation of Ideas
To ensure that academic and technical texts are more comprehensible, ideas must be presented with continuity.
This continuity can be achieved through several methods. One such method is punctuation, which indicates the relationship between ideas and contributes to coherence. However, punctuation should be used appropriately—neither excessively nor insufficiently. Overuse of

punctuation may distract the reader, while underuse may cause confusion. Therefore, correct and balanced use of punctuation is crucial.
Another method of ensuring continuity is the use of specific types of words:

- Prepositions and conjunctions serve as transitions when complex and abstract concepts are presented, helping maintain the flow of ideas. However, their overuse may result in excessively long sentences. In such cases, using shorter sentences consecutively may aid readability.
- Pronouns can also help maintain continuity and avoid repetition. However, the noun that a pronoun refers to must be clear. To prevent ambiguity, pronouns should be avoided in certain cases.
- Other transition expressions include causal connectors (e.g., *therefore, thus, consequently*), temporal connectors (e.g., *during, while, subsequently*), additive expressions (e.g., *in addition, similarly*), and contrasting expressions (e.g., *however, on the contrary, nevertheless*).

Fluency of Expression
Since academic and technical writing serve purposes different from literary or creative writing, their style must also differ. While creative writing may use ambiguity, surprise, implication, or shifts in person and tense, academic and technical writing avoids such methods, aiming instead for clarity and precision.
Because the author is closely engaged with the subject matter, they may not always perceive which parts of the text are unclear or require improvement. In such cases, it is advisable to seek peer review and feedback. Another useful method is to take breaks during the writing process and revisit the document later, making it easier to identify inconsistencies, ambiguities, unnecessary parts, or weak points that affect the overall coherence.
Sudden shifts in verb tenses between or within consecutive paragraphs should be avoided. Consistency in tense use is essential for fluency. Literature review, methodology, and findings should be written in the past tense, while conclusions and interpretations of findings should be expressed in the present tense.

Avoiding Redundancy
Redundancy should be avoided in academic and technical writing; only what needs to be stated should be included. Since journals often impose page limits, long texts may need to be shortened. Condensing a text can be challenging and requires effort; therefore, documents should be prepared with page limits in mind from the outset. This involves removing unnecessary words and avoiding excessive use of passive constructions.

Elimination of Redundant Words
Sometimes unnecessary words are used merely for emphasis. In academic and technical writing, no additional words should be used beyond what is necessary to convey the intended meaning.

Enumeration in Lists
Enumerations, like headings, help readers to better comprehend the document. Lists highlight

essential and fundamental points, ensuring these points are noticed and understood more clearly and effectively. Enumeration may be employed in cases such as the ordering of arguments, reasons, findings, or steps of a method. Lists can be numbered and may consist of sentences ending with a period or separate paragraphs.

However, there is the risk that numbered or lettered lists may be mistakenly interpreted as reflecting importance, priority, or chronological order. Therefore, whether the list represents such an order should be explicitly stated.

Instead of numbers, bullet points such as solid circles, hollow circles, or squares may also be used. Journals may have their own requirements regarding the use of bullet points in articles. Numbered or lettered list markers may also be used within sentences.

Word Choice
It must be ensured that the selected word conveys the intended meaning. Some words have different meanings in daily usage compared to scientific or technical usage. Care should be taken to observe this distinction.

Use of Pronouns
The referent of a pronoun—whether a person, object, or event—must be clear. To avoid ambiguity related to pronouns, additional explanatory expressions may be used.

Avoiding Biased Language
Biased assumptions or derogatory expressions toward a group should not be used. In studies and documents, biased expressions related to gender, sexual orientation, race, ethnicity, religion, or age are unacceptable.

When referring to individuals, information should be sufficiently detailed yet unbiased. In cases of uncertainty, providing more detail is preferable to providing less, since omitting details may lead to unintended generalizations. In references to ethnic groups, specificity should be ensured by mentioning the region or country.

An important point regarding providing details is that characteristics should only be specified if they are relevant to the subject matter. Information such as marital status, sexual orientation, ethnic identity, or the presence of a disability should not be included unnecessarily.

Presentation of Data and Findings through Tables and Figures
In academic and technical writing, information and data may be presented in various forms, such as tables, graphs, maps, or photographs.

Tables consist of rows and columns and generally contain numerical values and text. Figures, on the other hand, include visual representations such as graphs, drawings, diagrams, and photographs. In some cases, the distinction between tables and figures may not be clear. A table should almost always be considered as a structure consisting of rows and columns, while all other representations should be regarded as figures.

When presenting data, the purpose of the presentation as well as the type and content of the data should first be determined, and then the most appropriate visual representation should be

selected. Typically, certain forms are associated with particular purposes and types of data. For example, graphs are used for specific distributions. This enables the reader to better understand the data representation by relying on previous experience.

The elements within a figure or table must be prepared with care. The data presented in the text and those in tables or figures must be consistent. If a change in one affects the other, corresponding changes must be made. Failure to do so is one of the most significant sources of error in academic and technical writing.

The first row of a table contains the column headings, and the subsequent rows contain the data values. Column headings are written in bold. Alternatively, the first column of the table may include row headings in bold, with data values presented in the following columns.

Tables should be placed in the document as close as possible to where they are first referenced, in accordance with page layout principles, and within the area of use. Multiple tables may be placed on the same page.

Figures should also be placed in the document as close as possible to where they are first referenced, in accordance with page layout principles, and within the area of use. Multiple figures may be placed on the same page.

Figures must be clear and legible. Figures should either be drawn using a drawing program or scanned at a minimum resolution of 300 dpi. Figure captions should be centered below the figure, written in bold and plain font, single-spaced, with initial letters capitalized.

Texts and numbers in graphs, images, or text boxes presented as figures are usually in a smaller font size than the main text and may be reduced further if necessary. One blank line should be left before and after a figure caption. Figures must always be referred to in the text before being presented.

Pictures and Photographs
Pictures and photographs should be treated as figures. If scanned, they must be scanned at a resolution of at least 200 dpi, referenced in the text, numbered along with other figures, and subject to the same rules as figures.

Presentation within Graphs or Text
In academic and technical writing, deciding which elements should be presented in a graph and which should be presented in the text is an important matter. Excessive use of tables and figures can repeatedly interrupt the text, making it difficult for the reader to follow. On the other hand, graphical presentation is not always the most effective way to communicate in academic and technical writing. Much information that was formerly presented in tables is now provided within the text.

Numbering of Tables and Figures
The numbering of tables and figures in academic and technical writing follows the same system. All tables and figures are numbered sequentially according to their order of appearance in the text.

Numbering may be sequential for the entire document (e.g., Table 2, Table 3, …) or based on chapters (e.g., Table 2.1, Table 2.2, Table 3.1, Table 3.2, Table 3.3). In sequential numbering, the number indicates the order of the table within the document; in chapter-based numbering, the first digit indicates the chapter, and the second digit indicates the order within the chapter. Letters appended to numbers (e.g., 2a, 2b) should not be used for table or figure numbering.

Numbering of Tables and Figures in Appendices
In cases where tables and figures are included in the appendices of a document, numbering should indicate both the appendix letter and the sequence within the appendix. Since appendices are usually designated with capital letters, the numbering of tables and figures, for example in Appendix C, would be C.1, C.2, etc. Thus, Table C.2 means the second table presented in Appendix C.

Arrangement of Tables
Tables should be organized in a manner that can be easily understood. Data to be compared should be placed side by side. The same data may be presented in different formats to highlight different characteristics of the data.

The table title should be short yet clear and explanatory. It must adequately reflect the content of the data presented in the table. The title of the table should be placed above the table. One blank line should be left above and below the table title, and one blank line should follow the table.

Tables may contain notes relevant to the entire table or to a specific row, column, or cell (the intersection of a row and column). Notes should be placed below the table. These notes may include explanations of symbols and abbreviations, or further clarifications about the data or information in the table.

Relationship Between Tables and Text
Each table must be referred to in the text, and what the reader will find in the table should be explained in appropriate detail. A table should not merely repeat the text but should provide additional information. If every point in the table is already discussed in the text, then the table is redundant. In other words, not all information from the table should be given in the text—only the significant points should be mentioned.

Referring to Tables
When referring to a table in the text, the table number must be stated. Expressions such as “the table above” or “the table on page 20” should not be used.

Guidelines for the Use of Tables

- It must be evaluated whether a table is truly necessary; if not, it should not be included in the document.
- Large tables or tables that may disrupt the flow of the text should be considered for placement in the appendices or as a supplementary document. The decision whether a table should be included in the main text, in the appendices, or as a separate document should be carefully assessed.

- Similar tables within the document should be consistent in format.
- The table title should be short yet explanatory. Each column must have a heading. Symbols and abbreviations must be explained in the table notes.
- All tables should be consecutively numbered with Arabic numerals.
- Copyright issues must be observed. If the entire table or parts of it are copied or adapted, the copyright holder must be cited as the source in the table notes. Written permission must be obtained from the rights holder for reuse of the table.
- Each table must be cited in the text, and its content should be mentioned.

Figures

- Similar to tables, figures that do not provide additional information beyond what is given in the text should not be included in the document.
- In figure presentation, it is important that the figure conveys the information clearly, accurately, and in a simple manner. In some cases, a figure may not be the best method of presentation. If a table conveys the information more clearly than a figure, then a table should be used.
- Figures must present the necessary information without distracting details. Lines, symbols, and drawings must be of appropriate size and legible.
- Figures within the same document should be consistent in style and design.
- All elements within a figure must be labeled or explained.

Types of Figures

There are many different types of figures that may be used to present data. Sometimes the appropriate choice is clear, but sometimes it is not. The following distinctions may be useful:

- Graphs are generally used to show the relationship between two quantitative variables.
- Charts such as flow diagrams, which demonstrate different steps in a study, are generally used for non-numerical data.
- Maps are generally used for the presentation of visual information.
- Drawings are used to present information in pictorial form.
- Photographs provide a direct visual representation of information.

Titles and Explanations of Figures

- Unlike tables, the title of a figure is placed directly below the figure.
- Short explanations may be used to introduce the symbols employed in figures. These explanations are part of the figure and therefore must be in the same font and size as the letters used in the figure.

- A caption functions as both a title and an explanation. Captions should be brief but contain explanatory expressions about the figure.

Planning of Figures

- Parallel figures or figures of equal importance should be of the same size.
- Some figures may be combined to facilitate comparison. For example, in two line graphs with the same axes, the lines may be shown on a single set of axes to merge the two figures.
- Short explanations must always be placed within the figure boundaries. Explanations should be located as close as possible to the element being described.

Preparation of Figures

- Figures should be prepared using professional graphic software. If the document will be published, the formatting requirements of the publishing institution must be checked.
- Figures must be prepared at a sufficiently high resolution.
- Figure sizes should be prepared in dimensions that can be easily transferred electronically.

Dimensions and Proportions of Figures

Each element of a figure must be of sufficient sharpness and size for readability. Simple fonts such as Arial or Calibri should be used. Font size should not be smaller than 8 points or larger than 14 points.

Guidelines for the Use of Figures

- It must be evaluated whether a figure is truly necessary. If not, it should not be included in the document.
- Figures should be simple and clear, without extraneous or secondary details.
- The caption of a figure must accurately describe its content.
- All elements within the figure must be clearly labeled, with size, scale, and direction indicated. Concepts of equal importance must be prepared in equal dimensions.
- All figures must be numbered consecutively with Arabic numerals.
- Each figure must be cited in the text, and its content should be mentioned.
- If a figure is reused, permission must be obtained for print or electronic use. The rights holder must be cited in the caption below the figure. Any significant modifications made to photographic images must be stated.
- The file format of the figure must be one accepted by the publishing institution. Figures must be of sufficient resolution to allow for error-free reproduction and reuse.

ETHICAL ISSUES

This section addresses ethical issues related to academic and technical writing, such as authorship, conflict of interest, citation, and plagiarism, all of which concern the accuracy of scientific knowledge and the protection of intellectual property.

Purpose of Ethical Rules in Academic and Technical Writing

While rules of writing may differ depending on the type of document or academic discipline, ethical and legal rules apply universally to all scientific activities, and the distinction between right and wrong is clear.

The primary aims of ethical rules in academic and technical writing are as follows:

- To ensure the accuracy of scientific knowledge
- To protect intellectual property rights

In addition to academic and technical writing, some ethical issues such as the protection of participant rights in research studies are addressed in the appendix of this guideline.

Accuracy of Scientific Knowledge

At the core of the scientific method lies the principle that research findings should be repeatable and verifiable by other researchers. Altering statistical findings or modifying figures and graphics is considered unethical. If participants are excluded from statistical analysis for any reason, their number and the rationale for exclusion must be reported in the article. Similarly, withholding results that do not support the hypothesis while only reporting those that do is also considered an ethical violation, as it may harm the scientific literature in the long run.

When preparing a study for publication, or even after publication, it is the researcher's responsibility to report any methodological errors detected by informing the journal editors and publishers.

Data Preservation and Sharing

During the publication process, journal editors may request access to the research data. If the researcher refuses to share the data, the article will not be accepted for publication in the target journal. Likewise, raw data of published research must be accessible to other researchers and preserved for at least 5 years.

Publication Process

A research study can only be submitted to one journal at a time. If submitted elsewhere, it must either have been rejected by the first journal or withdrawn by the researcher. Publishing the same study, or part of it, in multiple journals—even in different languages—is considered unethical. The consequences are:

- It may create the false impression that more findings exist in the literature than actually do, which may cause problems in certain research areas.
- It wastes the time of editors and reviewers and delays other studies awaiting publication.

- It violates the publication rights of the first journal in which the article was published.

However, abstracts published in congress proceedings or graduate theses with limited circulation are not considered violations.
Republishing findings may be acceptable under certain conditions:

- Previously published findings must represent only a small portion of the new work.
- Prior publications must be clearly noted within the text and references.
- If tables, figures, or graphics are reused, the original source must be cited both in the text and under the reused material.

For studies leading to multiple publications, the following must be considered:

- If the original research had multiple authors but the subsequent paper does not include all of them, the authorship agreement must be reached with all original contributors.
- Researchers may divide an extensive study into several smaller publications, but if done improperly, this constitutes an ethical violation. Authors must inform journal editors about related publications or submissions.
- Authors must cite other reports stemming from the same project so that readers can understand the research in its entirety.
- If the methodology has not changed, authors should reference the initial report rather than repeating details.
- Expanded or revised versions of published articles may be published as book chapters, but earlier sections must be properly cited, and prior publisher approval must be obtained if copyright applies.

Conflict of Interest
Impartial interpretation of scientific evidence is essential in academic and technical writing. If a researcher has financial or other interests in a product, service, or funding institution connected with their research, this may compromise impartiality. In such cases, even if the researcher believes the results are unbiased, disclosure to the journal editors is mandatory.

Authorship
To qualify as an author of a scientific publication, one must contribute significantly to all three stages of research:

- Conducting the research: identifying the problem, formulating hypotheses, designing the study, collecting data, analyzing results, and interpreting findings.
- Preparing the article (or other types of publication) and revising it according to editorial feedback.
- Approving the final version and assuming responsibility for the content.

Thus, authors must make an intellectual contribution to the research. Listing colleagues, supervisors, or prominent figures as authors without contribution, or allowing individuals who only participated in one stage to claim authorship, is unethical. Contributors who did not provide intellectual input should be acknowledged in the "Acknowledgements" section instead.

Conversely, excluding someone who contributed to the research stages—whether a student, research assistant, or due to potential conflict of interest—is also unethical.

Order of Authors
In multi-author publications, the order should reflect the level of contribution, not academic title or institutional status. Whether arranged by contribution or alphabetically, agreement among all authors is strongly recommended.

Peer Review
When an article is submitted to a scientific journal, it undergoes evaluation by editors and reviewers. This process must remain confidential. Reviewers cannot cite or use content from unpublished manuscripts without written permission from the authors. If consultation with colleagues is necessary, reviewers must first seek permission from the editor.

Plagiarism
Scientific progress is built upon prior research and findings. While referencing past work is natural, failing to acknowledge sources gives the false impression that ideas or findings are original to the author. Using someone else's sentences, ideas, or work without attribution is plagiarism.

According to the Higher Education Council's *Directive on Scientific Research and Publication Ethics*, plagiarism is defined as using one's own or another's ideas or work without citation and is considered an ethical violation.

Key points regarding plagiarism:

- Even if an idea is not published in written form, the originator must be acknowledged.
- Sentences borrowed from others must be quoted and cited.
- If paraphrased or summarized, quotation marks are not needed, but the original author must still be cited within the text.
- Authors must not use their own prior work without proper citation (self-plagiarism).
- Excessive self-citation is discouraged; references to previous work should be included only if essential to understanding the new research.

The ultimate goal of an article is to contribute original knowledge to the literature.

Even when reusing findings from their own previously published works, authors must comply with ethical rules and properly provide references. Otherwise, the author commits plagiarism on their own work and thus an ethical violation.

Situations considered plagiarism can be summarized as follows:

- Copy-pasting a text from internet sources
- Submitting ready-made assignments taken from websites
- Copying a text from books, journals, or other written sources
- Making minor changes to texts taken from internet or printed sources
- Adding or altering a few words or concepts from a text and presenting it as original work
- Using visual material such as photos or videos without permission or citation
- Using another person's work without consent and claiming ownership
- Purchasing a study for commercial purposes and using it
- Reusing a study for a different purpose without permission (e.g., submitting a previous work as an assignment)
- Presenting a translated material as one's own work instead of citing it as a translation

Failure to cite sources in such cases leads readers to assume the information belongs to the author, thus violating the original author's rights. Plagiarism is not only an ethical violation but also a legal offense.

- Prevention of plagiarism is primarily the author's own responsibility.
- Institutions or individuals exposed to plagiarism may demand sanctions against the offender.
- It is known that some so-called academics in the past have had their academic titles or work permits revoked due to plagiarism.
- Many universities launch disciplinary investigations if plagiarism is detected in student assignments or projects.

To avoid plagiarism, if another researcher's ideas are used verbatim, they must be placed in quotation marks and properly cited. If paraphrased, the idea should still be attributed to the original author. This prevents misappropriation of intellectual property and ensures protection of authors' rights.

Quotations within the Text

Quoting involves directly incorporating another researcher's ideas into a document without alteration.

- Texts shorter than 40 words may be included in the sentence within quotation marks and cited.
- If the quotation is mid-sentence, it must be placed in quotation marks, followed by the citation in parentheses, and the sentence continued.

- If the quotation ends a sentence, the citation is placed after the quotation mark and followed by a period.
- For quotations longer than 40 words, the text should be presented as a separate, indented paragraph without quotation marks.
- Omissions within a sentence should be marked with three dots (…) and omissions of multiple sentences with four dots (….)

Paraphrasing
Paraphrasing refers to re-expressing another researcher's ideas in one's own words. Even in paraphrasing, author name, publication year, and page number should be provided to guide the reader.

In-Text Citation
When using previously published information, the author's name and publication year must be given in-text, and the source must be listed alphabetically in the reference list. Care must be taken to avoid spelling errors in author names and years.

Citations can be presented in two ways:

- Author's surname and year integrated into the text.
- The full sentence is completed, followed by the citation in parentheses.

The widely used APA (American Psychological Association) standard is recommended for in-text citations and reference formatting.

Use of Similarity Detection Software
Similarity detection tools such as *TURNITIN* are widely used to determine the similarity ratio of a document, i.e., the percentage of overlapping material.

In Beykoz University's practice, TURNITIN is used with the following filters:

- References excluded
- Quotations included/excluded (both versions generated)
- Matches with fewer than 5 words excluded

Reports with and without quotations are obtained separately. Other filtering options provided by the software are not used.

Similarity Thresholds at Beykoz University

- Maximum 20% excluding quotations
- Maximum 30% including quotations
- Maximum 2% from a single source (5% in special cases)
- Overlaps fewer than 5 words excluded

These thresholds apply to master's theses, doctoral dissertations, and all other academic documents.

Ethics Committee Approval Requirement for TR Index Publications
For journals indexed in TR Index, studies must obtain ethics committee approval.

TÜBİTAK Guidelines

- TÜBİTAK provides guidance on which studies require ethics committee approval.
- TÜBİTAK also issues notes regarding when legal/special permissions must be obtained from institutions.

Reminders for Compliance with Ethical Principles

- All sources cited in the document must be properly acknowledged.
- Permission must be obtained for unpublished measurement tools, procedures, or data.
- All authors must agree on the authorship order.
- Necessary permissions must be secured for copyrighted material.
- All authors must agree on the final version of the document and accept responsibility for its content.
- The research underlying the document must comply with scientific ethical standards and have obtained necessary ethics approvals.
- In research involving human participants, informed consent must be obtained, and privacy must be ensured.
- Retrospective studies must also secure confidentiality of personal data.
- Clinical, interventional, or animal studies must receive approval from the appropriate ethics committee.

DIRECTIVE ON SCIENTIFIC RESEARCH AND PUBLICATION ETHICS

Acts Contrary to Scientific Research and Publication Ethics
According to the relevant regulations of the Council of Higher Education and the relevant directive of Beykoz University, acts contrary to scientific research and publication ethics are as follows:

- **Plagiarism:** Presenting others' original ideas, methods, data, or works, in whole or in part, as one's own without proper citation in accordance with academic conventions.
- **Forgery:** Using non-existent or falsified data in scientific research.
- **Falsification:** Distorting research records or obtained data, presenting devices or materials not used in the study as if they were used, or manipulating research results to serve the interests of supporting individuals or institutions.

- **Re-publication:** Presenting duplicate publications as separate works in academic appointments and promotions.
- **Salami Publication:** Fragmenting the results of a single research inappropriately and publishing them in multiple parts in a way that disrupts the integrity of the study, and presenting them as separate publications in academic appointments and promotions.
- **Unjust Authorship:** Including individuals without active contribution among the authors or excluding those who did contribute; changing the order of authorship unjustifiably; removing contributors' names in later editions; or adding individuals without contribution as authors due to influence or authority.

Other Types of Ethical Violations

According to the relevant regulations of the Council of Higher Education and the directive of Beykoz University, other types of ethical violations in scientific research and publication include:

- Failing to acknowledge the contributions of individuals, institutions, or organizations providing support in publications resulting from supported research.
- Using theses or studies not yet defended or approved, without the permission of the author.
- Violating ethical principles in research involving humans or animals, and failing to respect patient rights in publications.
- Violating legal provisions in biomedical and clinical research involving humans.
- Sharing information obtained from a work under review with others before publication, without the author's explicit consent.
- Misusing resources, facilities, or equipment allocated for scientific research.
- Making baseless, unfounded, and deliberate accusations of ethical violations.
- Publishing data obtained from surveys or attitude research without explicit consent from participants or without institutional permission if conducted in an institution.
- Harming animal welfare or ecological balance in research and experiments.
- Failing to obtain written approval from authorized bodies before beginning research or experiments.
- Conducting research in violation of relevant legal provisions or international agreements to which Türkiye is a party.
- Failing to inform and warn relevant parties about potentially harmful practices related to scientific research.
- Misusing or failing to protect confidential data or information obtained from other individuals or institutions.

- Making false or misleading statements regarding scientific research and publications in academic appointments and promotions.

Cases Not Considered Ethical Violations
According to the relevant regulations of the Council of Higher Education and the directive of Beykoz University, the following are not considered ethical violations:

- Using anonymous information, fundamental knowledge of scientific fields, mathematical theorems, and proofs, provided that another person's unique style and expression are not copied.

REFERENCING AND CITATION

Sources must be relevant to the topic and as up-to-date as possible. The quantity of sources is less important than their relevance and currency. Effort should be made to use sources from the last five years, except for classical works. A fundamental rule is that no unread source may be cited.

The *Publication Manual of the American Psychological Association, 6th Edition (APA 6th Edition)* is to be used for references and citations.

In-Text Citations

- **Single author:**
  Example: According to Baysal (1982)
  Example: (Baysal, 1982)
- **Two authors:**
  Example: According to Wegener and Petty (1994)
  Example: (Wegener & Petty, 1994)
- **Three to five authors:**
  First citation: (Kernis, Cornell, Sun, Berry, & Harlow, 1993)
  Subsequent citations: (Kernis et al., 1993)
- **Six or more authors:**
  Only the first author's name is listed, followed by "et al."
  Example: As stated by Harris et al. (2001)
  Example: (Harris et al., 2001)
- **Unknown or unnamed author:**
  Use the first one or two words of the reference in quotation marks:
  Example: ("Die Pisa-Analyse", 2001)
- **Corporate or government author:**
  First citation: (Mothers Against Drunk Driving [MADD], 2000)
  Later citation: (MADD, 2000)
- **Multiple works in the same parentheses:**
  List alphabetically, separated by semicolons.

- **Same surname authors:**
  Include initials to avoid confusion (E. Johnson, 2001; L. Johnson, 1998).
- **Multiple works by the same author in the same year:**
  Differentiate with letters (1981a, 1981b).
- **Personal communication:**
  Include name and date but do not add to the reference list.
  Example: (N. AlSayyad, personal communication, March 25, 2012)

Footnotes and Endnotes

In APA style, footnotes and endnotes should be minimized and used only for essential explanatory notes.

Bibliographic References

- **Single author:**
  Berndt, T. J. (2002). *Friendship quality and social development*. *Current Directions in Psychological Science, 11*, 7–10.
- **Two authors:**
  Wegener, D. T., & Petty, R. E. (1994). Mood management across affective states: The hedonic contingency hypothesis. *Journal of Personality and Social Psychology, 66*, 1034–1048.
- **Three to seven authors:**
  Kernis, M. H., Cornell, D. P., Sun, C. R., Berry, A., Harlow, T., & Bach, J. S. (1993). There's more to self-esteem than whether it is high or low: The importance of stability of self-esteem. *Journal of Personality and Social Psychology, 65*, 1190–1204.
- **More than seven authors:**
  List the first six authors, then ellipsis, then the last author.
  Example: Miller, F. H., Choi, M. J., Angeli, L. L., Harland, A. A., Stamos, J. A., Thomas, S. T., … Rubin, L. H. (2009). Web site usability for the blind and low-vision user. *Technical Communication, 57*, 323–335.
- **Organization as author:**
  American Psychological Association. (2003).
- **Unknown author:**
  Merriam-Webster's Collegiate Dictionary (10th ed.). (1993). Springfield, MA: Merriam-Webster.
- **Multiple works by the same author:**
  Order chronologically.

REFERENCING AND CITATION (APA Guidelines – Extended)

If an author has both a single-authored work and co-authored works, the single-authored work must be listed first:

- Berndt, T. J. (1999). Friends' influence on students' adjustment to school. *Educational Psychologist, 34*, 15–28.
- Berndt, T. J., & Keefe, K. (1995). Friends' influence on adolescents' adjustment to school. *Child Development, 66*, 1312–1329.

If an author has works published with different co-authors, the order is determined alphabetically by the second or subsequent authors:

- Wegener, D. T., Kerr, N. L., Fleming, M. A., & Petty, R. E. (2000). Flexible corrections of juror judgments: Implications for jury instructions. *Psychology, Public Policy, and Law, 6*, 629–654.
- Wegener, D. T., Petty, R. E., & Klein, D. J. (1994). Effects of mood on high elaboration attitude change: The mediating role of likelihood judgments. *European Journal of Social Psychology, 24*, 25–43.

If an author has two or more works published in the same year, letters (a, b, c) are used:

- Berndt, T. J. (1981a). Age changes and changes over time in prosocial intentions and behavior between friends. *Developmental Psychology, 17*, 408–416.
- Berndt, T. J. (1981b). Effects of friendship on prosocial intentions and behavior. *Child Development, 52*, 636–643.

Prefaces, Introductions, and Forewords:
Cited as a book chapter:

- Kumar, R., & Hill, D. (2009). Introduction: Neoliberal capitalism and education. In D. Hill & R. Kumar (Eds.), *Global Neoliberalism and Education and its Consequences* (pp. 1–11). New York: Routledge.

Journals and Periodicals:

- **Basic format:** Author, A. A., Author, B. B., & Author, C. C. (Year). Title of article. *Title of Journal, volume number*(issue number), pages. doi:xxxxx
- Journal with only volume:
  Harlow, H. F. (1983). Fundamentals for preparing psychology journal articles. *Journal of Comparative and Physiological Psychology, 55*, 893–896.
- Journal with both volume and issue:
  Scruton, R. (1996). The eclipse of listening. *The New Criterion, 15*(3), 5–13.
- Magazine article:
  Henry, W. A. (1990, April 9). Making the grade in today's schools. *Time, 135*, 28–31.
- Newspaper article (print):
  Schultz, S. (2005, December 28). Calls made to strengthen state energy policies. *The Country Today*, pp. 1A, 2A.

- Letter to the editor:
  Moller, G. (2002, August). Ripples versus rumbles [Letter to the editor]. *Scientific American, 287*(2), 12.

- Book review:
  Baumeister, R. F. (1993). Exposing the self-knowledge myth [Review of the book *The self-knower: A hero under control*, by R. A. Wicklund & M. Eckert]. *Contemporary Psychology, 38*, 466–467.

Books:

- Basic format: Author, A. A. (Year). *Title of work*. Location: Publisher.
  Example: Cuban, L. (2001). *Oversold and underused: Computers in the classrooms*. Cambridge: Harvard University Press.

- Edited book:
  Duncan, G. J., & Brooks-Gunn, J. (Eds.). (1997). *Consequences of growing up poor*. New York, NY: Russell Sage Foundation.

- Edited collection of one author's works:
  Plath, S. (2000). *The unabridged journals*. K. V. Kukil (Ed.). New York, NY: Anchor.

- Translation:
  Laplace, P. S. (1951). *A philosophical essay on probabilities* (F. W. Truscott & F. L. Emory, Trans.). New York, NY: Dover. (Original work published 1814).

Later editions:

- Helfer, M. E., Kempe, R. S., & Krugman, R. D. (1997). *The battered child* (5th ed.). Chicago, IL: University of Chicago Press.

Book chapters:

- 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.

Multi-volume works:

- Wiener, P. (Ed.). (1973). *Dictionary of the history of ideas* (Vols. 1–4). New York, NY: Scribner's.

Encyclopedia entry:

- Bergmann, P. G. (1993). Relativity. In *The New Encyclopedia Britannica* (Vol. 26, pp. 501–508). Chicago, IL: Encyclopedia Britannica.

Theses:

- Published dissertation: Author, A. A. (Year). Title. (Doctoral dissertation). Database. (Accession Number).

- Unpublished dissertation: Köprülü, D. (1994). Üniversite kütüphanelerinde kitap koleksiyonunun kullanımı üzerine bir araştırma. Unpublished doctoral dissertation, Hacettepe University, Ankara.

Government documents:

- National Institute of Mental Health. (1990). *Clinical training in serious mental illness* (DHHS Publication No. ADM 90-1679). Washington, DC: U.S. Government Printing Office.

Online Journals:

- With DOI:
  Brownlie, D. (2007). Toward effective poster presentations: An annotated bibliography. *European Journal of Marketing, 41*, 1245–1283. doi:10.1108/03090560710821161

- Without DOI:
  Kenneth, I. A. (2000). A Buddhist response to the nature of human rights. *Journal of Buddhist Ethics, 8*. Retrieved January 15, 2012, from http://www.cac.psu.edu/jbe/twocont.html

Online newspapers:

- Parker-Pope, T. (2008, May 6). Psychiatry handbook linked to drug industry. *The New York Times*. Retrieved January 15, 2012, from http://well.blogs.nytimes.com

Electronic books:

- De Huff, E. W. (n.d.). *Taytay's tales: Traditional Pueblo Indian tales*. Retrieved January 15, 2012, from http://digital.library.upenn.edu/women/dehuff/taytay/taytay.html

Interviews:

- If unpublished (not accessible in audio or transcript form): cited only in-text.

- **If published online:**
  Butler, C. (Interviewer) & Stevenson, R. (Interviewee). (1999). *Oral History 2* [Interview transcript]. Retrieved January 15, 2012, from Johnson Space Center Oral Histories Project website: http://www11.jsc.nasa.gov/history/oral_histories/oral_histories.htm

- **If published in print:**
  Çelik, Z. (Interviewer) & AlSayyad, N. (Interviewee). (2012). On neoliberalism and urban inequalities [Interview transcript]. *İdealKent, 7*, 10–20.

Online Lecture Notes and Presentation Slides:

- Hallam, A. *Duality in consumer theory* [PDF file]. Lecture Notes Online Web site: Retrieved January 15, 2012, from http://www.econ.iastate.edu/classes/econ501/Hallam/index.html
- Roberts, K. F. (1998). *Federal regulations of chemicals in the environment* [PowerPoint slides]. Retrieved January 15, 2012, from http://siri.uvm.edu/ppt/40hrenv/index.html

Non-periodic Web Document, Page, or Report:

- Principle: In such cases, find and use the name of the file or document owner.
- Author, A. A. (Publication date). *File name*. Retrieved January 15, 2012, from http://Webaddress
- Angeli, E., Wagner, J., Lawrick, E., Moore, K., Anderson, M., Soderland, L., & Brizee, A. (2010, May 5). *General format*. Retrieved January 15, 2012, from http://owl.english.purdue.edu/owl/resource/560/01/