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*Sadece ilk kelimenin ilk harfi büyük otomatik başlık stilleri kullanmadan ve biçimlendirmeyi bozmadan başlığı buraya ekleyebilirsiniz*

**First AUTHOR\*1** [](https://orcid.org/xxxx-xxxx-xxxx-xxxx)**, Second AUTHOR2** [](https://orcid.org/xxxx-xxxx-xxxx-xxxx)**, Third AUTHOR3** [](https://orcid.org/xxxx-xxxx-xxxx-xxxx)**, Fourth AUTHOR4** [](https://orcid.org/xxxx-xxxx-xxxx-xxxx)

*1,2Gümüşhane Üniversitesi, Mühendislik ve Doğa Bilimleri Fakültesi, Jeoloji Mühendisliği Bölümü, 29100, Gümüşhane*

*3Karadeniz Teknik Üniversitesi, Mühendislik Fakültesi, İnşaat Mühendisliği Bölümü, 61080, Trabzon*

*4Gümüşhane Valiliği, Çevre ve Şehircilik İl Müdürlüğü, 29000, Gümüşhane*

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**1. Introduction**

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**References given in the text should be given as in the following sample paragraph.**

**“**The Eastern Pontides have been divided into two parts, the northern zone dominated by volcanic rocks and the southern zone where sedimentary rocks are commonly observed, based on distinct differences especially in the Upper Cretaceous (Özsayar et al., 1981; Güven, 1993). In addition, numerous and different types of mineral deposits are observed in the region (e.g., Güven, 1993; Tüysüz et al., 1994; Lermi, 2003; Demir, 2005; Demir et al., 2008; Akaryalı, 2012; Akaryalı & Tüysüz, 2013) and porphyry Cu (Au, Mo) deposits, skarn deposits, massive sulphide deposits associated with volcanism and epithermal Au-Ag deposits are commonly observed (Tüysüz, 1995; Akaryalı & Tüysüz, 2013; Akaryalı, 2016). However, Eocene volcanites surfacing in the Eastern Pontides and widely observed in Gümüşhane region (e.g. Arslan et al., 1997, 2000; Arslan & Aliyazıcıoğlu, 2001; Kaygusuz et al, 2006; Aslan, 2010; Şahin & Kaygusuz, 2016) are generally products of calc-alkaline island arc volcanism and derived from a mantle source similar to the subduction-enriched Mid-Ocean Ridge Basalt (MORB) (Tokel, 1972, 1977; Çamur, 1996; Arslan et al., 1997).**”**

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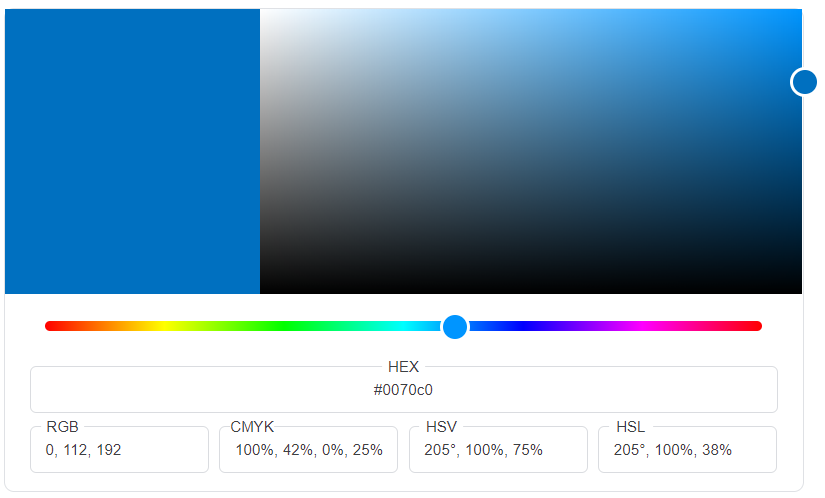
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The coloring of the citations should be done with the blue (RGB; 0,112,192) hue shown in Figure 1 and Figure 2.



**Figure 1.** Technical details of the color tint and color codes of the citations used in the text

ekran görüntüsü, metin, yazılım, bilgisayar simgesi içeren bir resim

Açıklama otomatik olarak oluşturuldu

**Figure2.** Color tint and color codes of the citations used in the text

**2. Analytical methods / Material and method / Equipment and method**

This section is the most important part of the article. In the narration to be made in this section, each step performed throughout the study should be specified in sufficient detail to be repeatable by someone else. In order for the scientific validity of the study to be accepted, it must be repeatable. Details that may affect the results must be conveyed.

Commonly used and well-known methods (such as the chi-square test) do not even need to be cited and the developer identified. However, if some changes are made to the method used, they must be cited. Apart from these, all units should be in the metric system, 24-hour time should be used, and dates should be given in days, months, and years. Care should be taken to use periods (.) instead of commas (,) as decimal separators. Figures can also be given in this section if necessary.

**2.1. Analysis**

**2.1.1. Chemical analysis**

Analytical methods can be given under a single heading or, if necessary, methods and tools can be divided and given under separate headings. However, sub-headings should be given in **bold** and left justified. In addition, dividing analytical methods into too many subheadings can often cause disconnections and distraction for the reader. For this reason, it should be given as clearly and briefly as possible without going into too much detail.

**2.1.2. Physical methods**

Analytical methods can be given under a single heading or, if necessary, methods and tools can be divided and given under separate headings. However, sub-headings should be given in **bold** and left justified. In addition, dividing analytical methods into too many subheadings can often cause disconnections and distraction for the reader. For this reason, it should be given as clearly and briefly as possible without going into too much detail.

**3. Results / Results and discussion**

Depending on the type and subject of the study, the Results section can also be combined with the Discussion section and given as Results and Discussion.

**3.1. Subsection heading example**

The Results section is the part where the findings and data, in short, the conclusions reached as a result of the study are expressed in writing. In this section, along with a summary of the results obtained as a result of the study, numerical data should be conveyed in detail with the help of tables and graphs and statistical data should be expressed in this area. Tables, graphs, etc. other figures should be mentioned at the end of the relevant sentence at the appropriate time in the text and in this way, the reader should be directed to the right graph, figure, or table at the right time. One of the most frequently repeated mistakes in this section is the use of tables and graphs for the wrong data and/or the expression of graphs that should be expressed in tables and graphs in the text. This makes it difficult for the reader to understand the study. In addition, another frequently repeated mistake is the use of discussion and conclusions that should not be in this section. Since this section contains the data of the study, it is not appropriate to include quotations. Only statements about the study should be included. Tables and Figures should be organized in such a way that it can be understood what they are about and what they express without reading the article.

**3.2. Figures and tables**

**3.2.1. Demonstration of figures**

Figures should be centered so as not to exceed the page borders from the edges and should be clear and legible. They should be numbered sequentially. The sequence of figures should start from 1 and continue continuously (Figure 1, Figure 2, Figure 3, ...). Figure numbers and names should be given below the figure, one line space after the figure, leaning against the lower left edge of the figure and only the first letter of the first word should be capitalized. Times New Roman should be used for all text used in figures (figure captions, axis captions, numbers used in axes, etc.).

Figures must either be drawn with a drawing program or scanned at a resolution of at least 600 dpi. Figures must be clear and understandable. Since shapes created using the "drawings" toolbar in office programs such as Word and Excel cause shifts during typesetting, such shapes should be created in .jpeg, .tiff, .png, etc. formats using any drawing program other than word, excel, etc. Similarly, the numbering of multiple figures (a, b, c, d, etc.) should be avoided as much as possible by using a text box. The letters a, b, c, etc. used in the numbering of multiple figures should be given in such a way that they become one with the figure. Drawings and graphics taken from office programs such as Excel, paint, etc. should not be pasted directly into the Word document as a link in such a way that the source file cannot be read, and such drawings should be drawn in a drawing program as much as possible and added to the article in formats such as .jpeg, .tiff, .png and in a compact format. It should be ensured that the position of the figures in the document is "Aligned with the Text" (Figure 3).

metin, diyagram, öykü gelişim çizgisi; kumpas; grafiğini çıkarma, sayı, numara içeren bir resim

Açıklama otomatik olarak oluşturuldu

**Figure 3.** Concentrations of major and trace elements of the ore and gang samples. (a) Major element concentrations of ore and (b) gang samples. (c) Trace element concentrations of ore and (d) gang samples.

The size of the text and numbers in the graphics, pictures and text boxes shown as figures should not be less than the size of a 9-point font size text written in Times New Roman character in the article. One line space should be left before the figure, before and after the figure name. When placing figures in the text, the figure must be cited before the figure. Figure captions (in the text and under the relevant figures) should not use automatic figure caption style but should be written in plain text.

**3.2.2. Demonstration of tables**

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When writing the table name, one line should be left at the top and bottom, and one line should be left after the table. Tables must be cited in the text before the table. Figures and text in the rows and columns of tables should be written in Times New Roman 11 point font. However, in cases of necessity, the font size can be reduced to at least 9 points (it can be reduced to 8 points when necessary during typesetting). In table captions (in the text and in the relevant table), automatic figure caption style should not be used and should be written in plain text. Table inserts should not be colored, and care should be taken to present them in a simple and understandable way. Table order should start from 1 and continue continuously (Table 1, Table 2, Table 3, ...). Tables, as in figures, should have the text scrolling feature "flush with the text" (Tables 1-2). As in the examples given in Tables 1 and 2, the border lines should only show the top and bottom border of the first line and the bottom border of the last line.

**Table 1.** Chemical analysis results of Amphibole, Plagioclase, Pyroxene and Fe-Ti oxide minerals

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Mineral** | **Amphibole** | |  | **Plagioclase** | | |  | **Pyroxene** | | |  | **Fe-Ti oxide** | | |
| SiO2 | 45.19 | 49.98 |  | SiO2 | 52.30 | 58.21 |  | SiO2 | 52.04 | 52.70 |  | SiO2 | 0.04 | 2.48 |
| TiO2 | 0.90 | 1.89 |  | Al2O3 | 26.28 | 30.10 |  | TiO2 | 0.27 | 0.40 |  | TiO2 | 0.50 | 8.45 |
| Al2O3 | 6.68 | 8.88 |  | FeO\* | 0.19 | 0.48 |  | Al2O3 | 1.20 | 1.80 |  | Al2O3 | 0.41 | 2.43 |
| FeO\* | 11.78 | 15.27 |  | CaO | 8.19 | 12.54 |  | Cr2O3 | 0.00 | 0.04 |  | Cr2O3 | 0.00 | 0.13 |
| MnO | 0.38 | 0.56 |  | Na2O | 4.22 | 6.40 |  | FeO\* | 8.11 | 8.64 |  | FeO\* | 79.44 | 86.15 |
| MgO | 12.42 | 15.97 |  | K2O | 0.23 | 0.90 |  | MnO | 0.41 | 0.55 |  | MnO | 0.12 | 1.39 |
| CaO | 10.78 | 11.41 |  | SrO | 0.08 | 0.22 |  | MgO | 14.63 | 15.16 |  | MgO | 0.00 | 0.47 |
| Na2O | 1.04 | 1.67 |  | BaO | 0.00 | 0.11 |  | CaO | 20.97 | 21.42 |  | CaO | 0.01 | 1.46 |
| K2O | 0.30 | 0.48 |  | Total | 98.59 | 101 |  | Na2O | 0.31 | 0.36 |  | Total | 88.66 | 93.65 |
| Total | 97.61 | 101.74 |  | Na | 0.37 | 0.56 |  | Ti | 0.01 | 0.01 |  | Cr | 0.00 | 0.03 |
| Si | 6.60 | 6.97 |  | K | 0.01 | 0.05 |  | Fe2+ | 0.22 | 0.23 |  | Fe3+ | 11.11 | 14.63 |
| AlIV | 1.03 | 1.40 |  | Total | 4.98 | 5.02 |  | Fe3+ | 0.03 | 0.05 |  | Fe2+ | 8.49 | 9.42 |
| AlVI | 0.08 | 0.19 |  | Or | 1.36 | 5.28 |  | Mn | 0.01 | 0.02 |  | Mn | 0.03 | 0.36 |
| Total | 15.00 | 15.29 |  |  |  |  |  |  |  |  |  |  |  |  |
| Mg# | 0.72 | 0.91 |  |  |  |  |  |  |  |  |  |  |  |  |

**Table 2.** Hornblend-plagioclase (Hbl-Pl) thermobarometer calculations of andasites and comparison of the results

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Hbl-Pl thermobarometer calculations based on Schmidt pressure values** | | | | |
|  | **Min** | **Max** | **Mean**  **(n=13)** | **Referance** |
| *P* (kbar) | 3.3 | 4.2 | 3.6±0.2 | Schmidt (1992); Schmidt (1993) |
| *T* (°C) HB1 '94\* | 732 | 849 | 765±29 | Holland & Blundy (1994) |
| *T* (°C) HB2 '94\*\* | 751 | 854 | 786±25 | Holland & Blundy (1994) |
| \*HB1’94, Holland & Blundy (1994) Hbl-Pl thermometer calibration reaction: edenite + 4 quartz = tremolite + albite  \*\*HB2’94, Holland & Blundy (1994) Hbl-Pl thermometer calibration reaction: edenite +albite=rihterite + anorthite | | | | |

**3.3. Equations**

Equations to be written in the text should preferably be written in plain text (equations 1-4), or using the MathType editor. They can also be written with the equation editor in the Word writing program. Equations should be written left justified in the article and numbered in parentheses on the right side of the page. The font and size of the equation should be the same as the text. In cases of necessity, the text size can be given as 10 or 9. Equations must be cited in the text.

Edenite + 4Quartz = Tremolite + Albite (1)

Edenite + Albite = Rihterite+ Anorthite (2)

*T* = (0.677*P*-48.98+Y)/(-0.0429 – 0.008314LnK) (3)

Y= 0 for XAb > 0.5 and Y= -8.06 + 25.5 (1- XAb)2 for XAb < 0.5 (4)

 (5)

**4. Discussion / Discussion and conclusions**

The discussion and conclusions section can be given under two headings (**4. Discussion, 5. Conclusions**) or together (**4. Discussion and conclusions**) depending on the type and subject of the study.

In the “**Discussion and conclusion**” section, the reader is expected to be informed about the new information found as a result of the study, to explain why the results are important and what they mean. In addition, expressing the anomalous situations encountered in the results, comparing the data expected from the study with the data obtained as a result of the study, mutual evaluation of the data obtained, and the data obtained in other studies, and also making some suggestions for future studies are within the expectations of this section. Comments must be supported by the data obtained as a result of the study. Instead of only quoting authors and articles that support the study, opposing views and conclusions should be included and the factors that contribute to the emergence of these opposing situations should be stated. For example, a study conducted in summer and a study conducted in winter may not give the same results, there may be changes depending on the periods, in such cases, the factors affecting the result should be cited and discussed. In cases where it is not possible to reach a conclusion, stating the reasons for not reaching a conclusion is also accepted as a kind of conclusion. In addition, in this section, the use of expressions that are found in the introduction or that are more appropriate to be found in the introduction and the repetition of information that has already been stated are very common mistakes and should be paid attention to.

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Kaya, A., Demirbaş, C., & Dağ, S. (2018). Gündoğan (Ardeşen-Rize) köyü yerleşim alanındaki yamaç duraysızlığının jeoteknik açıdan incelenmesi. *Doğal Afetler ve Çevre Dergisi, 4*(2), 221-235. https://doi.org/10.21324/dacd.417920

**Parenthese citation:** (Altaş & Çakmak, 2020)

**Citation in text:** Altaş and Çakmak (2020)

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**Studies by the same author in the same year:**

Özüpak, Y. (2021a). İletim hatlarında meydana gelen elektromanyetik alanın insanlar üzerindeki etkilerinin analizi. *Çukurova Üniversitesi Mühendislik Fakültesi Dergisi, 36*(2), 433-440. https://doi.org/10.21605/cukurovaumfd.982801

Özüpak, Y. (2021b). Bir transformatörün endüktanslarının deneysel analizi ve Ansys@Maxwell ile simülasyon hesabı. *International Journal of Innovative Engineering Applications, 5*(1), 1-5. https://doi.org/10.46460/ijiea.864239

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Altaş, I. H. (2017). *Fuzzy logic control in energy systems with design applications in MATLAB®/Simulink®* (Vol. 91). IET.

Bowlby, J. (1982). *Attachment and loss: Vol. 1. Attachment* (2nd ed.). Basic Books.

Page, A. C., & Stritzke, W. G. K. (2015). *Clinical psychology for trainees: Foundations of science-informed practice* (2nd ed.). Cambridge University Press.

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