



ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

**Course Specifications
(CS)**

Principles of Microeconomics



Course Specifications

Institution: King Faisal University	Date of Report :
College/Department : School of Business / Economics	

A. Course Identification and General Information

1. Course title and code: Principles of Microeconomics -0605-101			
2. Credit hours : 3 hours			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)			
College compulsory course			
4. Name of faculty member responsible for the course : Dr. Yousif Osman.			
5. Level/year at which this course is offered : Level 1 / 1st Year			
6. Pre-requisites for this course (if any) : None			
7. Co-requisites for this course (if any) : None			
8. Location if not on main campus : None			
9. Mode of Instruction (mark all that apply)			
a. Traditional classroom	<input checked="" type="checkbox"/>	What percentage	<input type="text" value="100%"/>
b. Blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="text"/>
d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. Other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments: The program is offered as day scholar program hence traditional class room approach is used most of the time.			



B Objectives

1. What is the main purpose for this course?

The main purpose of this course is to orient students about the significant impact of Microeconomics.

Course Objectives

At the end of this course, students will be able to:

- Provide an introduction to the economic way of thinking and to the economist's view of the world.
- Attempts to develop a student's ability to think analytically about the economic forces at work in society.
- Students learn both a specific set of analytical tools and how to apply them to current policy issues.

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

- Increased use of collaborative and eLearning resources.
- The course content and teaching material will be periodically updated to reflect new developments and trends in the field

C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

(3-4 lines)

Principles of Microeconomics is an introductory undergraduate course that teaches the fundamentals of microeconomics. This course introduces microeconomic concepts and analysis, supply and demand analysis, theories of the firm and individual behavior, competition and monopoly, and Demand for Factors of Production.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact Hours
1- What is Economics 1-1 Economics Defined 1-2 Macroeconomics versus Microeconomics	1	3
2- The Economics Problem 2-1 Resources 2-2 Scarcity 2-3 Opportunity Cost 2-4 Production Possibilities Frontier	1	3



3- Demand and Supply Theory 3-1 Demand Law 3-2 Changes in demand vs. changes in quantity demanded 3-3 Supply Law 3-4 Changes in supply vs. changes in quantity supplied 3-5 Market equilibrium	2	6
4- Elasticity of Demand and Supply 4-1 Price Elasticity of Demand 4-2 Income Elasticity of Demand 4-3 Cross-Elasticity of Demand 4-4 Price Elasticity of Supply	2	6
5- Production Theory 5-1 Short Run vs. Long Run Production 5-2 Law of Diminishing Marginal Productivity or Returns	1	3
6- Cost Theory 6-1 Short Run vs. Long Run Cost 6-2 Economies of Scale	1	3
7- Perfect Competition 7-1 Basic Concepts 7-2 The Expanded Concepts 7-3 Equilibrium in Perfect Competition	2	6
8- Pure Monopoly 8-1 Overview 8-2 The Nature of Monopoly and It's Types	1	3
9- Monopolistic Competition and Oligopoly 9-1 Basic Concepts 9-2 Equilibrium in Competition 9-3 Equilibrium in Oligopoly	2	6
10- Demand for Factors of Production 10-1 Important Concepts 10-2 Profit Maximization 10-3 Cost Minimization	1	3
11- Selected Topics 11-1 Public goods 11-2 Bubble prices 11-3 Crime economies	1	3

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	45					45 hours
Credit	3					3



3. Additional private study/learning hours expected for students per week. 2

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

Course Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning, assessment, and teaching.

The *National Qualification Framework* provides five learning domains. Course learning outcomes are required. Normally a course has should not exceed eight learning outcomes which align with one or more of the five learning domains. Some courses have one or more program learning outcomes integrated into the course learning outcomes to demonstrate program learning outcome alignment. The program learning outcome matrix map identifies which program learning outcomes are incorporated into specific courses.

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. **Fourth**, if any program learning outcomes are included in the course learning outcomes, place the @ symbol next to it.

Every course is not required to include learning outcomes from each domain.



	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Student will be able to: Describe the nature of economics in dealing with issue of scarcity.	Lecture - Interactive lectures. - Exercises	- Two mid-terms Exam - Final Exam Quizzes
1.2	Recognize the fundamental economic theories and concepts at the micro level.		
1.3	Define various market structures		
2.0	Cognitive Skills		
2.1	Analyze the behavior of consumers in terms of the demand for products.	Case-based learning Reflective learning Group work	Group project
2.2	Justify approaches to identifying analyzing and solving a variety economic problem.	Case-based learning Reflective learning Group work	Group project
3.0	Interpersonal Skills & Responsibility		
3.1	Develop personal relationship for team work	Group work	Group projects
3.2	Communicate effectively in oral and written modes in professional and academic settings.	Group work	Group projects
4.0	Communication, Information Technology, Numerical		
4.1	Perform basic mathematical analysis in understanding economic relationships.	Lectures	Reports
4.2	Interpret basic microeconomic data	Lectures	Reports
5.0	Psychomotor : Not applicable for Economic courses.		

Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching

NQF Learning Domains	Suggested Verbs
Knowledge	list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write
Cognitive Skills	estimate, explain, summarize, write, compare, contrast, diagram, subdivide, differentiate, criticize, calculate, analyze, compose, develop, create, prepare, reconstruct, reorganize, summarize, explain, predict,

Some of these verbs can be linked to specific actions or quantification.

Suggested assessment methods and teaching strategies are:



According to research and best practices, multiple continuous assessment methods are required to verify student learning. Current trends incorporate a wide range of rubric assessment tools; including web-based student performance systems that apply rubrics, benchmarks, KPIs, and analysis. Rubrics are especially helpful for qualitative evaluation. Differentiated assessment strategies include: exams, portfolios, long and short essays, log books, analytical reports, individual and group presentations, posters, journals, case studies, lab manuals, video analysis, group reports, lab reports, debates, speeches, learning logs, peer evaluations, self-evaluations, videos, graphs, dramatic performances, tables, demonstrations, graphic organizers, discussion forums, interviews, learning contracts, antidotal notes, artwork, KWL charts, and concept mapping.

Differentiated teaching strategies should be selected to align with the curriculum taught, the needs of students, and the intended learning outcomes. Teaching methods include: lecture, debate, small group work, whole group and small group discussion, research activities, lab demonstrations, projects, debates, role playing, case studies, guest speakers, memorization, humor, individual presentation, brainstorming, and a wide variety of hands-on student learning activities.

5. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	1 st Quiz and 2ed Quiz	Throughout the semester	10%
2	1 st and 2ed mid-term exam	5 th and 10 th week	30%
3	Report	6th	5%
4	Group projects	15 th	5%
5	Final Exam	16 th	50%



D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

4 weekly office hours

There is an academic advice unit in the college

E. Learning Resources

1. List Required Textbooks

Microeconomics, Farid Bashir, Abdelwahhab Alameen, 3th edition . Al Motanabi Bookshop, El-Dammam, Saudi Arabia, 2011.

2. List Essential References Materials (Journals, Reports, etc.)

- **AEAweb: American Economic Journal: Microeconomics**
- **Taylor, John B. (2000): "Reassessing Discretionary Fiscal Policy," Journal of Economic Perspectives 14(3): 21-36. (Link: JSTOR.)**

3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)

- **Paul A. Samuelson, Economic**

4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)

<http://www.sama.gov.sa/>

<https://learn.saylor.org/course/>

<http://data.worldbank.org/>

<http://www.blackboard.com/Platforms/>

5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

NA

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

Classroom capacity should be equal or less than 30



2. Computing resources (AV, data show, Smart Board, software, etc.) Smart Board, LCD project, Blackboard.
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) NA

G Course Evaluation and Improvement Processes (copy and past from MIS)

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching Students evaluation surveys
2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor Courses evaluation workshops (every semester) Annual program report Course report (every semester)
3 Processes for Improvement of Teaching <ul style="list-style-type: none">▪ Teaching observations▪ Staff performance appraisal▪ Internal Marking Moderation▪ Assessment moderation The details are available in: <ul style="list-style-type: none">▪ QMS manual Annex O Teaching Observation Concepts▪ QMS manual section F.1.2.4 Staff appraisal (and promotion criteria)▪ QMS manual Annex G Internal Marking Moderation Form - Coursework▪ QMS manual Annex H Internal Marking Moderation Form - Examination▪ QMS manual Annex I Internal Moderation Form - Coursework▪ QMS manual Annex J Internal Moderation Form – Examination▪ QMS manual section C.5 Assessment principles including Moderation and Feedback
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) <ul style="list-style-type: none">▪ Internal Marking Moderation▪ Assessment moderation The details are available in: <ul style="list-style-type: none">▪ QMS manual Annex G Internal Marking Moderation Form - Coursework▪ QMS manual Annex H Internal Marking Moderation Form - Examination▪ QMS manual Annex I Internal Moderation Form - Coursework▪ QMS manual Annex J Internal Moderation Form – Examination▪ QMS manual section C.5 Assessment principles including Moderation and Feedback
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. <ul style="list-style-type: none">▪ Inputs from course reports and annual program reports



- Recommendations from College- Study Plans and Curriculum Committee (C-SPCC)
- Courses evaluation workshops
- External reviewers comments

Faculty or Teaching Staff: Dr. Yousif Osman Abdalkarim

Signature: _____ **Date Report Completed:** _____

Received by: Dr. Prof. Hassan Al-Hajhouj. Department Head

Signature: _____ **Date:** _____