



المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)

Principles of Microeconomics (Econ 101)



هيئة تقويم التعليم
Education Evaluation Commission

Course Specifications

Institution: King Saud University	Date:
College/Department : College of Business Administration/ Economics	

A. Course Identification and General Information

1. Course title and code: Course title and code: Principles of Microeconomics (Econ 101)			
2. Credit hours: 3			
3. Program(s) in which the course is offered. Undergraduate Degree (Bachelor) (If general elective available in many programs indicate this rather than list programs)			
4. Name of faculty member responsible for the course: Dr.Mosaed Almasbahi, Dr. Nizar Hirathi, and Dr. Hammad Alghanam.			
5. Level/year at which this course is offered: 1 st semester /2 nd 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: Both Boys and Girls Campus			
9. Mode of Instruction (mark all that apply):			
a. traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="80"/>
b. blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="10"/>
c. e-learning	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="10"/>
d. correspondence	<input type="text" value="NA"/>	What percentage?	<input type="text"/>
f. other	<input type="text"/>	What percentage?	<input type="text"/>
Comments:			

B Objectives

1. What is the main purpose for this course?

The goal of this course is to introduce students to the fundamentals of economic theory and the analysis of economic activities at the micro level. The course applies economic analysis to understand the behavior of households and firms. Furthermore, the course introduces the various market structures to students (perfect competition, monopoly, imperfect competition, etc.)

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)

- I will use best practice from world leading universities in microeconomics course structure.

C. Course Description (Note: General description in the form used in Bulletin or handbook)

Course Description:

The course applies economic analysis to understand the behavior of households and firms. Furthermore, the course introduces the various market structures to students (perfect competition, monopoly, imperfect competition, etc.).

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
• Introduction: definition - Economic Methodology –The Economic Problem	1	3
• Price System: The Market - Demand and Supply	2	6
• Consumer Theory: Cardinal and Ordinal utility - Consumer Equilibrium - Consumer Demand	3	9
• Market Demand and Elasticity	2	6
• Theory of the Firm	2	6
• Production and Cost: Production, Costs, and Diminishing Returns	2	6
• Market Structure and Equilibrium: Competition, Imperfect Competition and Monopoly	2	6

2. Course components (total contact hours and credits per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	36	5	4	0	0	45
	Actual						
Credit	Planned	2.4	0.33	0.27	0	0	3
	Actual						



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

1

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

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. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
	Conceptual Students will be able to:	Lecture	- Two mid-term Exams 50-60%;
1.1	1.1.1 Describe the nature of economics in dealing with the issue of scarcity. 1.1.2 Recognize the fundamental economic theories and concepts at the micro level. 1.1.3 Define various market structures. 1.1.4 Recognize differences between perfect and imperfect markets.	<ul style="list-style-type: none"> Interactive lectures Exercises & assignments 	- Final Exam 40%; - Quizzes 5-10%;
2.0	Cognitive Skills		
2.1	Students will be able to: Explain and apply fundamental economic concepts	Teaching with Technology	Individual plan evaluation
2.2	Perform supply and demand analysis to analyze the impact of economic events on markets	<ul style="list-style-type: none"> PowerPoint presentations Animation and simulation Videos and graphics 	
2.3	Analyze the behavior of consumers in terms of the demand for products	General debate, Case study	Written exam, case analysis
2.4	Justify approaches to identifying, analyzing and solving a variety economic problems	Case study	Case analysis
3.0	Interpersonal Skills & Responsibility		



3.1	Develop personal relationship for effective team work	Group assignment	Individual member performance
3.2	Communicate effectively in oral and written modes in professional and academic settings	Group assignment	Cross checking with group members
4.0	Communication, Information Technology, Numerical		
4.1	Perform basic mathematical analysis in understanding economic relationships	Case study reading by each student Driving attention of students	Assessing each student while they read case Asking questions frequently to check listening and attention
4.2	Interpret basic macroeconomic economic data	Class work	Class interaction and presentation
5.0	Psychomotor: Not applicable for Economic courses		
5.1			
5.2			

5. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Lectures, cases (Listening skill task)	Throughout the semester	5%
2	1st, 2nd Mid-term exam and Final exams (Written, Logic and Reasoning skill task)	5 th , 11 th , 16 th week respectively	90%
3	Personal observation in the classroom (Self-motivation task)	Throughout the semester	5%
4	One- to-one talk during office hours (Interest on career and life)	Throughout the semester	



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)

Each student is expected to take his/her grade/marks for 1st and 2nd mid exam from teacher. During this process students are advised on academic issues including their performance. Furthermore, students will be given official e-mail address and office phone number for communication if needed.

E Learning Resources

1. List Required Textbooks

Al-Moneef, Majid. Principles of Microeconomics, King Saud University, Riyadh (1998)

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

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

- Al-Moneef, Majid. Principles of Microeconomics, King Saud University, Riyadh (1998)

- Al-Dakheel, Khaled, Introduction to Microeconomic Theory, Riyadh (2000)

- Saeed, Afaf and Majeed Hussain, Introduction to Microeconomic Analysis, Amman (1997)

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

Blackboard-Learning Management System(LMS). YouTube

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.) . Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)
Number of seats in class room : 50
2. Technology resources (AV, data show, Smart Board, software, etc.) Smart Board, LCD projector, Blackboard/LMS access, e-podium
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) As of now other equipment is not necessary

G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching After 1st and 2nd midterm exams, the teacher in the classroom on all the activities will take feedback until that date including the evaluation method. If the feedback of any student/s is valid and useful in achieving the mission, goals and objectives of the department, they are considered for necessary changes.
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department At the end of the semester , students are required to evaluate instructors on “edugate” before seeing their final grades. The department chair has access to the student evaluation data. He reviews the data and provides feedback to faculty members
3. Processes for Improvement of Teaching I annually revise my teaching portfolio and strategies based on formal and informal student evaluation.
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"> • Within department there is a periodic exchange and re-marking among teaching members
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. <ul style="list-style-type: none"> • Course effectiveness is assessed periodically every year. Overall planning and re-planning of the course is done every three years.

Name of Course Instructor: _____

Signature: _____ Date Specification Completed: _____

Program Coordinator: _____

Signature: _____ Date Received: _____