Kingdom of Saudi Arabia
National Commission for
Academic Accreditation & Assessment

المملكـة العربيـة السعوديـة
الهيئـة الوطنيـة للتقويـم
والاعـتمـاد الأكـاديمــي

ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

Course Specifications
(CS)

APEC 209: AGRICULTURAL and FOOD MARKETING

Prof. MOHAMMAD H. ALQUNAIBET
Instructor

Kingdom of Saudi Arabia
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Course Specifications

Institution	Date of Report
KING SAUD UNIVERSITY	30-1-2014
College/Department : FOOD AND AGRICULTURAL SCIENCES/ AGRICULTURAL ECONOMICS	

A. Course Identification and General Information

1. Course title and code: **APEC 209: AGRICULTURAL and FOOD MARKETING**
2. Credit hours: 3
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) **AGRICULTURAL ECONOMICS**
4. Name of faculty member responsible for the course **Prof. MOHAMMAD H. ALQUNAIBET**
5. Level/year at which this course is offered: **SECOND YEAR**
6. Pre-requisites for this course (if any) 　　ECON 101　Principles of Microeconomics 　　ECON 102　Principles of Macroeconomics
7. Co-requisites for this course (if any) N/A
8. Location if not on main campus N/A
9. Mode of Instruction (mark all that apply) 　a. Traditional classroom　　√　　What percentage?　　100 　b. Blended (traditional and online)　　　What percentage? 　c. e-learning　　　What percentage? 　d. Correspondence　　　What percentage? 　f. Other　　　What percentage?   Comments:

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B Objectives

1. What is the main purpose for this course? The main objectives for this course is cover the following topics: a) Introduction to agricultural and food marketing. b) Agricultural production and food marketing. c) Approaches to the study of food marketing. d) Food wholesaling and retailing. e) Prices and marketing costs. f) Commodity marketing (examples of the most important food product). g) The government and food marketing.
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) The course always present the students with any changes in food marketing. For example, the spread of Hyper Markets and its effect on consumers' behaviors.

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

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
Introduction to agricultural and food marketing	2	6
Food Production and Consumption, Marketing Utilities, Food Producers and Middlemen, Approaches to the Study of Food Marketing	5	15
Food Wholesaling and Retailing Markets Structure	4	12
Prices and Marketing Costs	2	6
Commodity Marketing, The Government and Food Marketing	2	6
Total	15	45

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

3. Additional private study/learning hours expected for students per week.	0

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.

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		NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0		**Knowledge**		
1.1		Define and describe basic concepts and functions of food marketing.	Lectures/discussion; assignments	Written tests; graded homework's; class presentation.
1.2		Outline domain of the science of Food Marketing and identify its main approaches		
2.0		**Cognitive Skills**		
2.1		Construct, read, and explain graphical, tabular, and schematic representation of strategies and marketing channel of different products. Ability to use elasticities, ability to interpret price variation across time and space.	Lectures and assignments	Tests and assignments
2.2				
3.0		**Interpersonal Skills & Responsibility**		
3.1			.	
3.2				
4.0		**Communication, Information Technology, Numerical**		
4.1		Calculate various economic measures (e.g. elasticities) using formulae and relevant data.	Assignments and class presentations	Graded in class and homework assignments.
4.2				
5.0		**Psychomotor**		
5.1		N/A		
5.2				

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, justify, rate, evaluate, plan, design, measure, judge, justify, interpret, appraise
Interpersonal Skills & Responsibility	demonstrate, judge, choose, illustrate, modify, show, use, appraise,

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	evaluate, justify, analyze, question, and write
Communication, Information Technology, Numerical	demonstrate, calculate, illustrate, interpret, research, question, operate, appraise, evaluate, assess, and criticize
Psychomotor	demonstrate, show, illustrate, perform, dramatize, employ, manipulate, operate, prepare, produce, draw, diagram, examine, construct, assemble, experiment, and reconstruct

Suggested _**verbs not to use**_ when writing measurable and assessable learning outcomes are as follows:

Consider	Maximize	Continue	Review	Ensure	Enlarge	Understand
Maintain	Reflect	Examine	Strengthen	Explore	Encourage	Deepen

Some of these verbs can be used if tied to specific actions or quantification.
Suggested assessment methods and teaching strategies are:

According to research and best practices, multiple and 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	First Major Examination	Week 6	30%
2	Second Major Examination	Week 9	30 %
3	Final Examination	Week 16	40%
4		Total	100%

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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)
20 HOURS PER WEEK
THE INSTRUCTER IS AVAILABLE DAILY FROM 10 am – 4 pm
OFFICE # 2 A 71/3
TEL # +966-11-4678494

E. Learning Resources

1. List Required Textbooks AGRICULTURAL MARKETING (SOBHI ISMAEL and MOHAMMAD ALQUNAIBET) Philip Kotler and Gary Armstrong: *Principles of Marketing,* 13th edition, Prentice-Hall Inc., New Jersey, 2010)
2. List Essential References Materials (Journals, Reports, etc.) N/A
3. List Recommended Textbooks and Reference Material (Journals, Reports, etc) N/A
4. List Electronic Materials (e.g. Web Sites, Social Media, Blackboard, etc.) N/A
5. Other learning material such as computer-based programs/CD, professional standards or regulations and software. N/A

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.) REGULAR CLASSROOM

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2. Computing resources (AV, data show, Smart Board, software, etc.)

N/A

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)
N/A

G   Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

CLASS DISCUSSION

2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor

N/A

3 Processes for Improvement of Teaching

N/A

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)
N/A

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5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

INTER-DEPARTMENT DISCUSSION and ROTATION OF STAFF TEACHING THE COURSE EVERY OTHER SEMESTER.

Faculty or Teaching Staff: _ MOHAMMAD H. ALQUNAIBET _____

Signature: _____   **Date Report Completed: 30-1-2014 _____**

Received by: _____   **Dean/Department Head**

Signature: _____   **Date: _____**