



**ATTACHMENT 2 (e)**

**Course Specifications**

**Kingdom of Saudi Arabia**  
**The National Commission for Academic Accreditation & Assessment**

**Course Specifications**  
**(CS)**  
**APEC 218- The Price analysis**

Dr. Adel Mohamed Khalifa Ghanem  
Instructor

### Course Specifications

Institution: King Saud University	Date of Report: 4/3/1435
College/Department : College of Food and Agricultural Sciences/ Agricultural Economics	

#### A. Course Identification and General Information

1. Course title and code: APEC 218- The Price analysis			
2. Credit hours: 2 Credits			
3. Program(s) in which the course is offered: Applied Economics Program (If general elective available in many programs indicate this rather than list programs)			
4. Name of faculty member responsible for the course: Dr. Adel Mohamed Khalifa Ghanem			
5. Level/year at which this course is offered: Fifth level /Third year			
6. Pre-requisites for this course (if any): APEC 216- Applied Quantitative Analysis			
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	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="85%"/>
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 checked="" type="checkbox"/>	What percentage?	<input type="text" value="15%"/>
<p>Comments: Students learn in course AGE218 how to estimation prices or cost of natural resources as well as the prices of organic products, economic price for strategy commodities (flours) and analysis of price changes for commodities through lectures (85%), in addition to other methods (15%) confined to assigning Students data collect on the prices of goods to study the phenomenon of higher prices from the perspective of producers, consumers and importers. The students is perform statistical analysis of data, write a report on the prices of goods and agricultural products and in the end these reports are evaluated and given scores within Student Assessment.</p>			

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## B Objectives

<p>1. What is the main purpose for this course? At the end of the semester, Students are expected to:</p> <p>1- teaching students how to estimation prices of goods and the natural resources used in production. 2- determine the impact of prices on the production and consumption of goods and services. 3- calculate the price changes of commodities in order to estimation the actual rate of inflation prevailing in Saudi Arabia.</p>
<p>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): Can improve the course through a change of the course content to teach all that is new in this area, in addition to using of modern software in the prices analysis for agricultural goods. As well as that Continue to assigning Students data collect on the prices of goods, analyze and write a report on price changes and discuss the students in this report, it all helps to increase educational attainment and applied for course contents.</p>

## 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
Price and its importance in the economic systems	1	3
Methods of estimation the prices of goods and agricultural products	2	6
Methods of Estimation The prices or cost for economic resources	2	6
The role of prices in determining the optimal use of economic resources	1	3
simple and weighted index numbers for goods prices	1	3
Properties of index numbers of the goods price	1	3
index numbers for consumers prices	1	3
The criteria used in economic thought to measure the rate of inflation	1	3
Analysis of import and export prices for agricultural commodities	1	3
Study the phenomenon of rising prices from the perspective of consumers ,producers and importers	1	3
Positive and negative effects (economic and social) for the high commodity prices	1	3
Total	13	39 hours

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	13	N/A	N/A	26	N/A	39 hours
Credit	N/A	N/A	N/A	N/A	N/A	3 Credits

3. Additional private study/learning hours expected for students per week.  
Each student is expected to spent 1-2 hours of personal reflection and active application for estimation methods the prices of goods and economic resources per week.

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
<b>1.0</b>	<b>Knowledge</b>		
1.1	Knowledge of the role of prices in determining the optimal use of economic resources	Lecture-discussion	Written test
1.2	Reasons for the high prices of goods of viewpoint of producers, consumers and importers	Lecture-discussion	Written test
1.3	Description strategies to reduce the negative effects of rising commodity prices	Lecture-discussion Personal reflection	Written test
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	Comparison between methods of measuring the rate of growth in commodity prices and economic resources.	Lecture-discussion	Written test
2.2	Determine the economic dimension of the strategy for reduce high prices of commodities	Report	Rubric Assessment
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Demonstrate personal skills in ways that reduce the high price of goods and economic resources	Role playing Group discussion	Report - self evaluation
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	Interpretation of fluctuations in the prices and how to reduce the negative effects of high commodity prices	Small Group discussion	Report - Self evaluation
<b>5.0</b>	<b>Psychomotor</b>		
5.1	Preparation of reports on the evolution of the prices of locally produced goods and imported and study the causes of high commodity prices and economic resources	Lecture	- Estimating the rate of growth in prices commodities. - Estimation the prices of products and natural resources related to the environment

**Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching**

NQF Learning Domains	Suggested Verbs
<b>Knowledge</b>	list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write
<b>Cognitive Skills</b>	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
<b>Interpersonal Skills &amp; Responsibility</b>	demonstrate, judge, choose, illustrate, modify, show, use, appraise, evaluate, justify, analyze, question, and write
<b>Communication, Information Technology, Numerical</b>	demonstrate, calculate, illustrate, interpret, research, question, operate, appraise, evaluate, assess, and criticize

<b>Psychomotor</b>	demonstrate, show, illustrate, perform, dramatize, employ, manipulate, operate, prepare, produce, draw, diagram, examine, construct, assemble, experiment, and reconstruct
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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 5	20%
2	Second Major Examination	Week 10	20 %
3	Final Examination	Week 16	40%
4	Class Activities (1-13)	Week 1-13	10%
5	Attendance and Participation	Week 1-13	10%
6	Total		100%

#### 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)  
The instructor is available for student consultation and academic advice on the following days:

Sunday - Monday - Tuesday - Wednesday - Thursday: 11:00 -12:00 AM

Sunday - Monday - Tuesday - Wednesday - Thursday: 2:00 -3:00 PM

Email : [aghanem@ksu.edu.sa](mailto:aghanem@ksu.edu.sa)

Office number : 4678385 Mobile : 0502242877

Office : College of Food and Agricultural Sciences/ Agricultural Economics, 2nd Floor, 2A /58 .

Note: Students can set an appointment with the instructor via email or by phone.

#### E. Learning Resources

##### 1. List Required Textbooks

- 1- Richard, L. Kohls Joseph N.Uhi (2002). Marketing of Agricultural Products. Ninth Edition Prentic Hall.
- 2- Subcommittee of north central Regional Research Committee NCR. 20, (1961). A report on Market Structural Research in Agricultural Economics Journal of Farm Economics, Vol XLIII, No3, pp;512-553.
- 3- Safar H. AlQahtani and Adel M. Ghanem. The Phenomenon Study High Prices of Essential Goods in Saudi Arabia, Final Technical Report, King Abdulaziz City for Science and Technology, 2011.

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

N/A

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

Jalal elmalah ,The economic Entrance to the market study (analytical tools for the study of supply, demand and prices), Center for Translation and copyrights, King Faisal University, 2002.

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

- 1- [www.research.fsu.edu/contractsgrants/documents/cpaexpl.pdf](http://www.research.fsu.edu/contractsgrants/documents/cpaexpl.pdf)
- 2- [www.who.edu/procurement/page.do?pid=14500](http://www.who.edu/procurement/page.do?pid=14500)
- 3- [www.businessdictionary.com/definition/price-analysis.html](http://www.businessdictionary.com/definition/price-analysis.html).
- 4- [en.wikipedia.org/wiki/Price\\_Analysis](http://en.wikipedia.org/wiki/Price_Analysis)

##### 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.)  
Classroom with 20 seating capacity.

2. Computing resources (AV, data show, Smart Board, software, etc.)  
2.1. Smart board (Overhead projector and screen)  
2.2. Whiteboard.

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  
Online Evaluation using the Course Evaluation Survey (CES)

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

3 Processes for Improvement of Teaching  
The following information are used to improve quality of teaching in AGEC 218:  
continue to update Topics the prices analysis for agricultural products and Natural resources

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





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

AGEC 218 is offered every semester. The instructor reviews and updates teaching materials to be used in the following semester. These include the syllabus, class template activities, and class handouts. To determine the extent in achieving the course learning outcomes, results obtained from rubric assessment, case study, and student outputs are analyzed vis-à-vis teaching strategies.

**Faculty or Teaching Staff:** Dr. Adel Mohamed Khalifa Ghanem

**Signature:** \_\_\_\_\_ **Date Report Completed:** 4/3/1435

**Received by:** \_\_\_\_\_ **Dean/Department Head**

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_