

**ATTACHMENT 2 (e)**

**Course Specifications**

**Kingdom of Saudi Arabia**

**The National Commission for Academic Accreditation & Assessment**

**Course Specifications  
(CS)**

**APEC 321: Economics of Food Consumption**

**Dr. Omer Elgaili Elsheikh Elamin  
Instructor**

## Course Specifications

Institution King Saud University	Date of Report 30 January 2014
College/Department: College of Agriculture and Food Sciences –Department of Agricultural Economics	

### A. Course Identification and General Information

1. Course title and code: APEC 321:Economics of Food Consumption			
2. Credit hours: 2 Credits			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) Electives course in applied economics program			
4. Name of faculty member responsible for the course Dr. Omer Elgaili Elsheikh Elamin			
5. Level/year at which this course is offered: 6 <sup>th</sup> semester			
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="80%"/>
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="20%"/>
Comments: The lectures are conducted in smart rooms, where the instructor utilizes some of the features of the smart board, and uses the system for PowerPoint presentation. In addition, some of the materials are offered to students on-line, and the homepage of the instructor provides course materials. Also soft copies of the study materials are distributed to students via e-mail.			

## B Objectives

<p>1. What is the main purpose for this course To equip the students with the knowledge and skills in the field of economics of food consumption, and improve their abilities to identify the basic concepts required for the relevant decision-making in the future, and to enable them to contribute to economic development.</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)</p> <ol style="list-style-type: none"> <li>1. Update the course contents to accommodate recent developments in the field of study</li> <li>2. Maximize the use of IT for more on-line interactive learning</li> </ol>

## 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: concept and objectives of Economics of Food Consumption	1	3
Consumer behavior : the classic theory of utility	2	6
Modern theory of consumer behavior (indifference curves and map, utility function)	2	6
Budget constraint and consumer equilibrium	1	3
Price effect, estimation of substitution and Income effects, Price-consumption curve, Engle curve	2	6
Demand curve generation	2	6
Theories of food expenditure	2	6
Price Indices and their applications (CPI and Cost of Living Indices).	2	6
Discussion	1	3
Total	15	45 hours

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	15 hours	30 hours	N/A	N/A	N/A	45 hours
Credit	1 Credits	1 Credits	N/A	N/A	N/A	2 Credits

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

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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	Describe the economies of food consumption, expenditure, and consumer behavior	Lectures, assignments	Tests, exams
1.2	Define price indexing, and its application in the field of study	applications	quizzes, assignments
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	Ability to collect and interpret relevant data and information	Tutorials for application of theory to real economic problems and activities	Homework
2.2	Analyze data using computer software and statistical packages		tutorials
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Demonstrate accountability and leadership responsibility skills in team work	assignments	Group assignments
3.2	Illustrate ability to conduct team work assignments		assignments
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	Demonstrate self-confidence in presentation of duties		In-class presentation
4.2	Interpret and manage data manipulation and analytical results		
<b>5.0</b>	<b>Psychomotor</b>		
5.1	N/A		
5.2			

#### 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 test	Week 6	10%
2	Second test	Week 12	10%
3	Homework	4 <sup>th</sup> , 8 <sup>th</sup> , 12 <sup>th</sup>	10%
4	Assignments and quizzes	Week 1-15	10%
	Other tutorials	Week 1-15	20%
5	Final examination	Week 16	40%
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)

Office hours: 4 Hours

Office # 1 A 20,

E-mail: [oelsheikh@ksu.edu.sa](mailto:oelsheikh@ksu.edu.sa)

Tel. 011+46789323

Mobile: 0560022520

#### E. Learning Resources

1. List Required Textbooks

Aldakheel, Khalid Ibrahim, 2000. Introduction to the microeconomic theory; Dept. of Economics, College of Business Administration, King Saud University; Publisher: King Saud University. [In Arabic]

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

1. Suleiman, Ahmed Ali, 2000. Consumer behavior between theory and practice, with reference to the case of Saudi market. Institute of Public Administration [In Arabic]

2. Zainni, Abdul-Hasseen, 2012. Indices; Publisher: Dar al-Hamid [In Arabic]

3. PAUL, Samuelson and William Nordhaus, 1995. Economics (15<sup>th</sup> ed) Mc Graw-hill Inc.  
Translated by: Hisham Abd-Allah, 2006. Aldar Alahliya for Publishing and Distribution.

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

1. Abed-Rabbo, Raed Mohammed, (2013). Managerial Economics, Publisher: Janadriah [In Arabic]

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

1. Arab Organization of Agricultural Development

URL: <http://www.aoad.org/>

2. Food and Agriculture Organization of the United Nations

URL: <http://www.fao.org/home/en/>

3. Arab Encyclopedia

URL: [http://www.arab-ency.com/index.php?module=pnEncyclopedia&func=display\\_term&id=650&m=1#](http://www.arab-ency.com/index.php?module=pnEncyclopedia&func=display_term&id=650&m=1#)

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

Software: Excel, and statistical packages (E-views, SPSS, LINGO)

#### 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 of 20 seats

- Computer laboratory for tutorial applications (Capacity of 20 PCs)

2. Computing resources (AV, data show, Smart Board, software, etc.)
<ul style="list-style-type: none"> <li>- Projector</li> <li>- Smart board</li> </ul>
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
<ul style="list-style-type: none"> <li>• On-line questionnaire (Course Evaluation Survey ) at the end of the semester</li> </ul>
2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor
<ul style="list-style-type: none"> <li>• Random oral surveys regarding students' satisfaction and level of understanding of the subject</li> <li>• In-class observation, during students' consultation, and personal judgment</li> <li>• Feedback from tutorial instructor</li> </ul>
3 Processes for Improvement of Teaching
<ul style="list-style-type: none"> <li>• Use of feedback from Course Evaluation Results provided by the head of the department.</li> <li>• Continuous update of information of the subject of study.</li> </ul>
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.
<ul style="list-style-type: none"> <li>• Each semester, the instructor updates teaching materials and introduces recent developments of the subject, and includes them in the syllabus, class template activities, and class handouts.</li> <li>• The department provides the instructor with feedback of results of the Course Evaluation Survey, and any other comment made by the students.</li> </ul>

**Faculty or Teaching Staff: Dr. Omer Elgail Elsheikh Elamin**

**Signature:** \_\_\_\_\_ **Date Report Completed:** 30 January 2014

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

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