

ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

Course Specifications

APEC 327: Efficiency of Marketing Functions

**Prof. Othman Saad Alnashwan
Instructor**

Course Specifications

Institution : King Saud University	Date of Report : 10-3-2014
College/Department: College of Food & Agricultural Sciences, Department of Agricultural Economics	

A. Course Identification and General Information

1. Course title: APEC 327: Efficiency of Marketing Functions			
2. Credit hours: 3 Credits			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) This is an elective course offered to Agricultural Economics Program.			
4. Name of faculty member responsible for the course Prof. Othman Saad Alnashwan			
5. Level/year at which this course is offered: 6 th or 8 th level/ 3 rd to 4 th Year			
6. Pre-requisites for this course : APEC 209: Agricultural and Food Marketing			
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="90%"/>
b. Blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>
c. e-learning	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="10%"/>
d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. Other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments:			
This course contains some educational training activities, such as visiting supermarkets and wholesale markets central, each student looking to the internet for new ideas in the wholesale and retail and discuss these ideas in the class.			

B Objectives

<p>1. What is the main purpose for this course? At the end of the semester, students are expected to have main learning outcomes such as:</p> <ul style="list-style-type: none"> (ii) Ability to utilize a lot of tools and skills in wholesaling and retailing of food products. (iii) Ability to search for information in that area. (iv) Drawing plans of wholesaling and retailing. (v) Responsibility for own learning.
<p>2. Briefly describe any plans for developing and improving the course that are being implemented</p> <ul style="list-style-type: none"> (ii) Increased use of new methods based on reference material. (iii) changes in content as a result of new research in wholesaling and retailing.

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 *
Dimension of the formal processing and food specifications	1	2.5
Spatial dimension, transport and food handling	1	2.5
The temporal dimension and storage of food	2	5
Efficiency of food marketing - technical efficiency	2	5
Efficiency of food marketing - price efficiency	2	5
Marketing techniques - equipment and facilities	2	5
Internet Usage in Marketing	2	5
The effects of marketing techniques on the efficiency of food marketing	2	5
Total	14	35 hours
<p>*Comments: Each one credit hour of study is a 50-minute lecture.</p>		

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	32 hours	N/A	N/A	N/A	3 hours	35 hours
Credit	3	N/A	N/A	N/A	N/A	3 Credits

3. Additional private study/learning hours expected for students per week.	2
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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy
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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	Define marketing strategies in the context of the market environment.	1 – Lectures. 2 – Field visits. 3 – Homework. 4 – Reports. 5 – Discussions and brainstorming. 6- Assignments	1. Quarterly and final exams. 2. Surprise examinations (Quizzes). 3. Homework. 4. Outcomes of discussions and brainstorming. 5. Assignments
1.2	Describe efficiency conditions of food marketing and distribution		
2.0	Cognitive Skills		
2.1	Judge efficiency of marketing system of some of the companies working in the field of food distribution in the Kingdom of Saudi Arabia.	Assigned smaller groups of the student in the evaluation of marketing strategies for one of the marketing companies of food products. Encourage students to participate in the search for emerging issues	1 - Faculty evaluation of discussions and brainstorming 2 - Reports.
2.2	Evaluate and criticize hot issues relevant to the subject of study from experiences of other countries		
3.0	Interpersonal Skills & Responsibility		
3.1	Demonstrate abilities to work as a team member or team leader, and to take responsibilities of organizing the group work and duties	<ul style="list-style-type: none"> • Homework. • Discussion. • brainstorming • Case study of marketing. 	<i>Instructor's evaluation of activities</i>
3.2	Analyze alternative marketing strategies for case-study institutions, and justify proposed changes and alternatives.		
4.0	Communication, Information Technology, Numerical		
4.1	Demonstrate abilities to collect relevant data and information, and assess results of analysis	1- Assignment 2- Lectures 3- Homework 4- Field applications	1. Instructor's evaluation of activities 2. Quizzes
4.2	Calculate relevant economic measures such as marketing efficiency and supply-demand elasticity for food products		
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, 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,

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 essay test	5	20%
2	Second essay test	10	20%
4	Oral presentation (visit report)	11	20%
3	Final test	14	40%
		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)

This class may need two hours per week for individual student consultations and academic advice as singly.

E. Learning Resources

1. List Required Textbooks

- Marketing of Agricultural Products
- Agricultural marketing, By: Dr. Subhy Esmael & Dr. Mohamed Alquinibet
- Principles of Marketing, By: Philip Kotler & Gary Armstrong (part two), Translated by: Dr. Sroor

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

Scientific Journals, and Reports in marketing
Enter net access

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

- Marketing Technology.
- Fundamentals of marketing a comprehensive and integrated.

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

<http://www.ksu.edu.sa/printpress/Journals.asp>

<http://www.fedu.uaeu.ac.ae/Journal/index.htm>

<http://www.kau.edu.sa/Postgraduate/Searchsub.asp>

<http://www.kfcris.com/>

<http://www.kacst.edu.sa/>

<http://www.Loc.gov>

<http://www.Library.ubc.ca>

<http://ipac.kapl.org.sa:88/ipac20/ipac.jsp?session=12N758285G150.2015&profile=ipac--2&menu=home&ts=1257582899383#focus>

<http://www.kfni.org.sa>

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 of 25 student, demonstration rooms has smart board, and enter net access

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

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

- Students evaluation in each semester
- Meeting with students
- e- suggestions
- Open door policy

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

- Self evaluation
- Peer review
- Annual outsider review
- Conducting research

3 Processes for Improvement of Teaching

- Assigned small groups of the student to evaluate the market efficiency of one of the marketing companies.
- Encourage the students to participate in the class (as an assignment) searching in the global market efficiency.
- Studying reports
- Training of faculty.

- Exchanging faculty between different institutions

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.

- Students evaluation in each semester
- Meeting with students
- e- suggestions
- Open door policy

Faculty or Teaching Staff: Dr. Othman Saad Alnashwan

Signature: _____ **Date Report Completed: 10-3-2014**

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

Signature: _____ **Date:** _____