



**AL YAMAMAH UNIVERSITY**

**Introduction to Economics-Micro/Macro(BUS 494)**

**EMBA**

**Course Syllabus**

**Kingdom of Saudi Arabia**

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

**Course Specification**

**Revised April 2007**

## Course Specification

Institution: Al Yamamah University
College/Department: Executive Master of Business Administration (EMBA)

### A Course Identification and General Information

1. Course title and code: Intro. to Economics-Micro/Macro(BUS 494).
2. Credit hours: 2
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) Foundation Semester of EMBA
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered: Foundation Semester
6. Pre-requisites for this course (if any) None.
7. Co-requisites for this course (if any)
8. Location if not on main campus

### B Objectives

1. Summary of the main learning outcomes for students enrolled in the course.

This course will cover the basic ideas and theories of economic thought. This course will cover issues of both microeconomics and macroeconomics.

Microeconomics explores the way in which individual economic agents – workers, consumers, households and firms – make decisions. Macroeconomics encompasses the aggregate economy and is concerned with issues such as the total output, interest rates, inflation and unemployment. This course will attempt to combine economic theory with practical, everyday applications. The goal of this course is to give students a sufficient understanding of economic issues and problems so that they may understand the impact of government policy, economic phenomena, and the choices people make. The course also will provide a foundation for students to continue to explore the international economics in other courses.

2. Briefly describe any plans for developing and improving the course that are being implemented. (eg increased use of IT or web based reference material, changes in content as a result of new research in the field)

- Update the content periodically.
- Using new references.
- Using web references.

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

Session	Theme	Reading
Day 1	Basic Measurement Issues Demand and Production Aggregate Supply and Inflation Money, Banks, and the Federal Reserve	Chapter 1 & 2 & 3
Day 2	Interest Rates and other Monetary and Financial Problems Efficiency and Exchange Profit and the Invisible Hand Monopoly and other forms of imperfect competition	Chapter 4 & 5 & 6

Day 3	Externalities and property rights Macroeconomic performance measures Performance measures; the sources of growth	Chapter 7 & 8
Day 4	Saving, investment, and the financial system Money and banking Causes and Costs of long run inflation Open economy macroeconomics; basic concepts	Chapter 9 & 10
Day 5	Open economy impact of various government policies Aggregate demand and aggregate supply Monetary and fiscal policy	Chapter 11 & 12 & 13

2. Course components (total contact hours per semester):			
Lecture: 30 hours	Tutorial: None	Practical/Fieldwork /Internship: None	Other:

3. Additional private study/learning hours expected for students per week. (This should be an average :for the semester not a specific requirement in each week)

Students are expected to prepare for the course at least two weeks before the course (three hours a day), in order to participate in the class. Also they have to work during the days of classes, and after finishing the classes. This will make about 21 hours a

week (84 hours per month) excluding time devoted for studying for the final exams

#### 4. Development of Learning Outcomes in Domains of Learning

For each of the domains of learning shown below indicate:

- A brief summary of the knowledge or skill the course is intended to develop;
- A description of the teaching strategies to be used in the course to develop that knowledge or skill;
- The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

##### a. Knowledge

###### (i) Description of the knowledge to be acquired

- exploring the way in which individual economic agents – workers, consumers, households and firms – make decisions.
- encompassing the aggregate economy and is concerned with issues such as the total output, interest rates, inflation and unemployment.
- combining economic theory with practical, everyday applications. The goal of this course is to give students a sufficient understanding of economic issues and problems so that they may understand the impact of government policy, economic phenomena, and the choices people make.

###### (ii) Teaching strategies to be used to develop that knowledge

The professor does not expect students to be passive recipients of information. Active involvement is required. Learning activities may include lectures, case studies, research projects and team efforts. Students are expected to read the textbooks or other assigned reading outside of and before each class, and to participate in the critical evaluation of the material through small-group and class discussion.

###### (iii) Methods of assessment of knowledge acquired

Evaluation is based on a written exam

##### b. Cognitive Skills

###### (i) Cognitive skills to be developed

1. Interpreting
2. Analyzing
3. Classifying
4. Summarizing
5. Comparing and contrasting
6. Storing, manipulating, and retrieving information
7. Evaluating the reading materials

(ii) Teaching strategies to be used to develop these cognitive skills

1. Making connections between different concepts across the domains.
2. Using charts and concept maps.
3. Assigning research questions that can be answered through collecting and analyzing data.
4. Synthesizing the information that students collect.
5. Summarizing the findings of the online research.
6. Class discussions
7. Using the Internet to create learning activities.
8. Using the instructor's webpage learning activities.

(iii) Methods of assessment of students cognitive skills

1. Discussing and evaluating the topics that students learn from their textbooks and other sources.
2. Quizzes and Exams.

c. Interpersonal Skills and Responsibility

(i) Description of the interpersonal skills and capacity to carry responsibility to be developed

1. Developing oral presentations
2. Communicating personal ideas and thoughts.
3. Responding to class discussions.
4. Developing teamwork skills.
5. Collaboration to finish team assignments.
6. Presenting reports on their reading.
7. Writing a short reflective paper that relates key concepts of the discipline to students' personal experience.

<p>(ii) Teaching strategies to be used to develop these skills and abilities</p> <ol style="list-style-type: none"> <li>1. Debates</li> <li>2. Workshops</li> <li>3. Mini seminars prepared by the students to present their team projects.</li> <li>4. Using technology application tools including Microsoft office for writing and publishing.</li> </ol>
<p>(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility</p> <ol style="list-style-type: none"> <li>1. Peers' feedback</li> <li>2. Instructor's feedback</li> </ol>
<p>d. Communication, Information Technology and Numerical Skills</p>
<p>(i) Description of the skills to be developed in this domain.</p> <ol style="list-style-type: none"> <li>1. The essential components of communication skills are based on developing critical skills, observation, and feedback.</li> <li>2. Encouraging students to use online resources.</li> <li>3. Using the Internet to collect statistical data.</li> <li>4. Using Microsoft Office (e.g. Excel, Microsoft Access, front page) to analyze data and prepare statistical reports.</li> </ol>
<p>(ii) Teaching strategies to be used to develop these skills</p> <ol style="list-style-type: none"> <li>1. Group discussion</li> <li>2. Small-group observation.</li> <li>3. Online workshops</li> </ol>
<p>(iii) Methods of assessment of students numerical and communication skills</p> <ol style="list-style-type: none"> <li>1. Providing opportunities for observed practice.</li> <li>2. Providing feedback.</li> <li>3. Encouraging self-assessment during the learning process.</li> </ol>
<p>e. Psychomotor Skills (if applicable)</p>
<p>(i) Description of the psychomotor skills to be developed and the level of performance required</p>
<p>(ii) Teaching strategies to be used to develop these skills</p>

(iii) Methods of assessment of students psychomotor skills

#### 5. Schedule of Assessment Tasks for Students During the Semester

Assessment	Assessment task (e.g. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Class activities ( in class quizzes, and homework)	daily	20%
2	Class Discussions	daily	15%
3	Major exam	3rd day	15%
4	Project	2nd week	20%
5	Final exam	3rd week	30%

#### D. Student Support

1. Arrangements for availability of faculty for individual student consultations and academic advice. (include amount of time faculty are available each week)

The faculty member has 2 hours per week for these cases.

#### E. Learning Resources

##### Required Text(s)

1. Mankiw, N. Gregory, Principles of Microeconomics, 2nd Canadian ed., Thomas Nelson
2. Manouchehri, Study Guide to Accompany Microeconomics
3. Mark Lieberman, Economics: Principles and Applications, 2002 Thomson

##### Essential References

1. David Colander, Microeconomics, 4th edition
2. Robert Frank, Principles of Microeconomics, 2002 McGraw-Hill Ryerson

3. R. Lipsey, Macroeconomics, 10th Canadian ed., Addison Wesley Longman 2002
3. Recommended Books and Reference Material (Journals, Reports, etc) (Attach List) Various articles, notes and cases.
4. Electronic Materials, Web Sites etc  1. <a href="http://ingrimayne.com/econ/Introduction/Overview1.html">http://ingrimayne.com/econ/Introduction/Overview1.html</a> 2. <a href="http://www.introecon.com/">http://www.introecon.com/</a> . 3. <a href="http://www.econguru.com/introduction_to_economics/">http://www.econguru.com/introduction_to_economics/</a> .
5. Other learning material such as computer-based programs/CD, professional standards/regulations  Cases and handouts will be distributed to students.

#### F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (ie number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Lecture rooms, laboratories, etc.)  Air-conditioned rooms (25 seats) Air-conditioned Labs (25 computers)
2. Computing resources  Internet connection and a website for each faculty member.
3. Other resources (specify --eg. If specific laboratory equipment is required, list requirements or attach list)

#### G. Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching  A student-feedback form is distributed at the end of the course.
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department

The director of the EMBA program attends at least one class to evaluate it.
3. Processes for Improvement of Teaching Developing the lectures periodically.
4. Processes for Verifying Standards of Student Achievement (eg. check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in another institution) Meetings are conducting with teachers for checking the grading of the exams.
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. <ol style="list-style-type: none"><li>1. Teachers' survey</li><li>2. Students' survey</li></ol>