





University October University for Modern Sciences and Arts

Faculty of Management Sciences

Economics Programme

Course Description 2020 - 2021







Unit Code:	BUS102	HOR Department:	Marketing & International Business
Unit Title:	Introduction to Business	Course Code:	
Credit Hours:	3		
Unit Leader:	Dr. Samia El Sheikh		
Pre-requisite:	None		

Aims

This unit aims to introduce students to basic business concepts, and the business environment. Moreover, it aims to communicate issues in the field of business and society and to develop the students' knowledge about globalization and various forms of entering international business. It also aims to build student awareness of corporate social responsibility and business ethics. Furthermore, it introduces students to basics of motivating employees and marketing a product or service and ways of raising short and long term finance for a business.

Learning Outcomes

Knowledge

On successful completion of this unit, the student will be able to demonstrate systematic understanding and knowledge of:

- 1- Basic business concepts
- 2- Different functional areas in a typical business
- 3- Ethical issues in business.
- 4- Aspects of the dynamic business environment
- 5- Various strategies for entering the global market.

Skills

On successful completion of this unit, the student will be able to:

- 6- Provide solutions for simple business ethical problems.
- 7- Write a review of an academic business article showing the ability to form an opinion on business related situation and present it.

Indicative Content

- The business environment
- How economics affects business
- Competing in global markets
- Demonstrating ethical behavior and social responsibility
- Choosing a form of business ownership
- Motivating employees and building self-managed teams
- Marketing: building customer relationship
- Financing: ways of raising short and long term financing







Learning, Teaching and Assessment Strategies

Formal, one and half hour lectures to present contextual material and ethical approaches essential in understanding the interaction of business with other aspects of modern society. Lectures are supported by power point presentations and discussions that enhance students' oral skills. Tutorials that handle work sheets to help the students grasp the basic material and consolidate knowledge. Furthermore, tutorial discussions which help students to enhance their ability to evaluate particular ethical cases and prepare them for essay writing

Assessment Scheme

Coursework	40%
Unseen Exams	60%

Assessment Type	Date	Weighting	Intended Learning
			Outcomes – ILOs
In class activities as mini-cases and answering the related	On going	(10%)	[Outcomes: 1 -6].
questions			
Written tests are used to assess	Test 1:	(15%)	[Outcomes: 1-6].
students understanding of core	Week 3	(10% for MCQs & True	
topics	Test 2:	or False and 5% for	
	Week 5	Essay questions). Students are provided	
	Test 3:	with written and oral	
	Week 11	feedback on their tests	
Article review report and	Week 12	(10%)	[Outcomes: 7].
presentation covering any			
related business topic			
Online work sheet	Week 2	(5%)	[Outcomes: 1 - 6].
	Week 4		
	Week 10		
An unseen mid-term exam of 90	Week 7&8	(20%)	[Outcomes: 1,3,4].
minutes will require students to			
answer questions (MCQ, essays			
and short notes) on core			
concepts and theoretical issues			
An unseen final exam of 3 hours	Week 14+	(40%)	[Outcomes 1-6].
will require students to answer			
questions (MCQ, essays and			
short notes) on core concepts			
and theoretical issues			







Reading List

- Nickels, G., McHugh, J. & McHugh S. (2019). *Understanding business*. 12th edition. New York: McGraw Hill Education.
- Nickels, W. G. (2017). Understanding Business: The Core. McGraw-Hill Education.
- Boone, Kurtz, and Berston's, (2015). *Contemporary Business*, 17th Edition, <u>https://app.kortext.com/read/141414/iv</u> Wiley
- Preston, D., Watson, G., & Fryer, M. (2013). An Introduction to Business Studies. Milton Keynes <u>http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=620798&site=ehost-</u>

live&ebv=EB&ppid=pp_1 eBook Academic Collection (EBSCOhost)

Additional readings may be assigned to students from various sources:

Business Today – Cairo Times - Business Weekly – Business Monthly – Forbes – Fortune – The Harvard Business Review ... or others.

EBSCOHOST. Electronic library (Business Source Complete)

KIS Data

	Schodulod	Guided independent				Total
	Scheduled	Guided	Independent	Autonomous	Total	TOLAT
Hours	54	20	20	11	51	105
Percentage	51.5%	19%	19%	10.5%	48.5%	100%







Unit Code:	CS_100	HOR Department:	Management Information
Unit Title:	Introduction to		Systems
	Information Technology	Course Code:	
Credit Hours:	4		
Unit Leader:	Dr. Omar Hussein		
Pre-requisite:	None		

Aims

This unit provides an introduction to computer and information technologies. It discusses the nature of computer hardware, software, and communication technologies. The theory is complemented and consolidated with practical examples aiming at helping the students gaining basic proficiency with different types of widely used application software. By the end of the unit, students will possess a solid understanding of how information technology and computer science impact the world today.

Learning Outcomes

Knowledge

On successful completion of this unit, the student will be able to:

- 1- Explain key principles, terms, components, facts, and current advancements in computer science and information technology
- 2- Define the essential computer hardware components, as well as the basic functions, features, and categories of operating systems
- 3- Differentiate between the various types of application software packages to solve a wide variety of problems
- 4- Identify the fundamental concepts behind computer networks and data communication
- 5- Discuss cybercrimes, and methods to safeguard sensitive information including restricting access, encrypting data, anticipating disasters, and preventing data loss

Skills

On successful completion of this unit, the student will be able to:

- 6- Use the most appropriate software package for the task at hand
- 7- Utilize Internet communications, including e-mail, text messaging, instant messaging, social networking, blogs, micro blogs, webcasts, podcasts, and wikis
- 8- Make use of search tools, including both general and specialized search engines
- 9- Employ web utilities including plug-ins, filters, file transfer utilities, and internet security suites
- 10- Practice basic functions of Microsoft Windows operating system, word processors, spreadsheets, and presentation programs







Indicative Content

- Introduction to information technology
- The Internet, the web, and electronic commerce
- Basic Application Software
- System Software
- The System Unit
- Input and Output
- Communications and Networks
- Privacy, Security, and Ethics

Learning, Teaching and Assessment Strategies

Weekly lectures covering the "concepts" are complemented by various in-class examples, review problems, quizzes, and lab sessions. Class participation is essential to the educational process. Emphasis is placed on acquiring computer-related skills, including how to effectively use popular operating systems, application packages, and the Internet. Weekly computer labs are conducted to practically teach students usage of Windows operating system, word processors, spreadsheets, and presentation programs.

Assessment Scheme

Coursework	40 %
Unseen examination	60 %

Learning Materials

Assessment Type	Date	Weighting (100%)	Intended Learning Outcomes – ILOs
Class Participation	Weeks	(10%)	[Outcomes: 1, 2, 3, 4 and 5]
	1,3,5,11		
Review Problems	Weeks	(10%)	[Outcomes: 1, 2, 3, 4 and 5]
	2,4,9,10		
Quizzes	Weeks 6,12	(10%)	[Outcomes: 1, 2, 3, 4 and 5]
Lab Work	Weeks	(10%)	[Outcomes: 6, 7, 8, 9 and10
	1,3,5,11,13		
A midterm exam of 90 minutes	Midterm	(20%)	[Outcomes: 1, 2, 3, 4 and 5]
that include several questions to	Examination		
assess the student knowledge	Schedule		
and understanding			
A final exam of 180 minutes that	Final	(40%)	[Outcomes: 1, 2, 3, 4 and 5]
include several questions to	Examination		
assess the student knowledge	Schedule		
and understanding			

All unit learning materials and resources, apart from textbooks, will be available on the university website (including tutorial activities, lecture notes, review questions, lecture slides and sample of previous exams).







Reading List:

O'Leary, T., O'Leary, L. & O'Leary, D. (2019). *Computing essentials 2017: Making IT work for you*. 27th edition. New York: McGraw Hill.

Williams, B. & Sawyer, S. (2015). Using information technology: A practical introduction to computers &communications. 11th edition. New York: McGraw Hill.

Wempen, F., Hattersley R., Millett R., and Shoup K. (2015). *Computing fundamentals: Introduction to computers*. 5th edition. International Student Systems. The United States: Wiley.

KIS Data

	Schodulod	Guided independent				Total
	Scheduled	Guided	Independent	Autonomous	Total	TOLAI
Hours	72	30	27	11	68	140
Percentage	51.4%	21.4%	19.2%	8%	48.6%	100%







Unit Code:	ECO101	HOR Department:	Economics	
Unit Title:	Introduction to Macroeconomics	Course Code:		
Credit Hours:	3			
Unit Leader:	Dr. Mai Yasser			
Pre-requisite:	None			
Aims				

This unit aims at providing a basic introduction to macroeconomic principles and their application to both theoretical and real world situations. It also intends to identify appropriate techniques to analyse macroeconomic equilibrium and develop analytical skills using the different mathematical and graphical methods. Finally, the unit intends to give students the ability to communicate and report on findings, particularly through essays and exercises.

Learning Outcomes

Knowledge

On successful completion of this unit, the student will be able to:

- 1- Explain core macroeconomics principles
- 2- Use analytical methods to apply model-based theory
- 3- Utilize verbal, graphical and mathematical representation of economic ideas to analyze the relationship between economic variables
- 4- Explain basic principles and mechanisms in national economy, and analyze the impacts of different policy decisions on the aggregate economy

Skills

On successful completion of this unit, the student will be able to:

- 5- Explore problems using logical thinking and provide solutions
- 6- Provide analysis and critical judgment to different economic issues
- 7- Select and apply appropriate techniques to solve problems
- 8- Use research techniques to survey economic problems

Indicative Content

- Economic problem, resource allocation and the production possibility frontier
- Demand, supply and price determination
- Objectives and instruments of macroeconomic policy
- Growth, unemployment and inflation
- Aggregate demand and supply
- National income accounts
- Theories of consumption and investment
- The Keynesian multiplier model and macroeconomic equilibrium
- Multipliers
- Money and the banking system







Learning, Teaching and Assessment Strategies

Lectures will be used to introduce students to the main theoretical topics of the unit. In-class discussions will be used to extend the scope of the lectures by encouraging students to explore the issues and ideas raised by the instructor. Tutorial sessions will be devoted to problem solving and discussion of case studies.

Students are assessed in a number of ways. In addition to tests and assignments, students will submit an article review on one of the topics studied. They will be supported by means of regular tutorials which will provide them with feedback on work in progress, and in-class discussions will involve the use of informal peer assessment.

Assessment Scheme

Coursework40%Unseen examinations60%

Assessment Type	Date	Weighting	Intended Learning Outcomes
Written tests are used to assess students' understanding of core topics	Weeks 4, 11 and 13	(15%)	[Outcomes: 1, 2, 3, 4, 5 and 7].
Problem solving assignments comprising quantitative and qualitative questions such as true and false, problems and essay questions	Weeks 3, 10 and 12	(15%)	[Outcomes: 5, 6 and 7].
An article review assignment on any of the topics covered in the unit	Week 9	(10%)	[Outcomes: 5, 6 and 8].
An unseen mid-term exam of 90 minutes	Weeks 7 and 8	(20%)	[Outcomes: 1, 2, 3, 4, 5 and 7].
An unseen final exam of 3 hours	Weeks 14 and 15	(40%)	[Outcomes: 1, 2, 3, 4, 5 and 7].

Reading list

OpenStax College. (2020). Principles of macroeconomics. 2ndedition. OpenStax CNX.

https://openstax.org/details/books/principles-macroeconomics-ap-courses-2e

Parkin, M. (2016). *Economics*. 12thedition. Harlow, England: Pearson Addison Wesley.

- Baumol, W. & Blinder, A. (2016). *Economics: Principles and policy*. 13yjedition. Mason OH:South Western Cengage Learning.
- O'Sullivan, A., Sheffrin, S. & Perez, S. (2014). *Economics: Principles, applications and tools*. 8th edition. Boston: Pearson Prentice Hall.

Samuelson, P. & Nordhaus, W. (2009). *Economics.* 19th edition. Boston: McGraw Hill.

Various economics publications retrieved from the following websites

www.erf.org.eg www.eces.org.eg







www.oecd.org www.worldbank.org www.imf.org www.economist.com www.ft.com

KIS Data

	Schodulod	Guided independent				Total
	Scheduled	Guided	Independent	Autonomous	Total	TOLAT
Hours	54	20	20	11	51	105
Percentage	51.5%	19%	19%	10.5%	48.5%	100%

Unit Code: Unit Title: ENG_101M English Language for HOR Department: Course Code: Faculty of Languages







	Academic Purposes
Credit Hours:	3
Unit Leader:	Dr. Mirette Sobhy
Pre-requisite:	None

Aims

This unit aims at developing basic academic writing skills. The student will learn the techniques for writing an academic essay by writing an effective thesis statement as well learning how to cater for specific audiences. The student will be able to transfer these skills to all other subjects he/she is studying to produce effective academic essays. Most importantly, the student should be able to edit and proofread his/her papers.

Learning Outcomes

Knowledge

On successful completion of this unit, the student will be able to:

1- Recognize the essential requirements to enhance academic writing skills.

Skills

On successful completion of this unit, the student will be able to:

2- Use and apply the academic writing skills in writing academic essays and maintain academic honesty standards.

Indicative Content

During the semester, the student will develop his/her academic writing skills through several methods.

Firstly, the unit broadens the ability to brainstorm ideas to effectively produce a cohesive piece of academic writing. These will be applicable to any rhetorical writing method.

Secondly, through learning the different methods of paraphrasing, the student will be able to produce a cohesive summary.

Lastly, students will be able to edit their writing by identifying common writing errors such as:

- Correcting run-on sentences,
- Avoiding fragments,
- Maintaining parallel structure and
- Keeping a consistent point of view.







Learning, Teaching and Assessment Strategies

This unit will be delivered by means of interactive classes that focus on all aspects related to academic essay writing. Students will apply these skills by writing in-class assignments to ensure authenticity. Students will be engaged in exercises that aim at enhancing academic writing in a variety of rhetorical methods. This unit particularly focuses on the development of the students' abilities in the following areas:

- **Enquiry** The students are encouraged to learn through brainstorming ideas for a given topic to decide which ones would be suitable for an academic essay. They will apply all necessary knowledge to formulate an academic essay which will be written through two drafts. Through the exercises in class, they should be able to comprehend the components of the academic essay thoroughly.
- **Contextual Understanding** In this unit, students will understand and be engaged with academic writing which raises their awareness of current issues.
- **Collaboration** Students learn with and through peers, tutors and others, and online Elearning sites to create a suitable learning community. There is a zero tolerance for plagiarism.
- **Enterprise** Creativity is encouraged through unseen essay topics where students have to revoke their previous knowledge to produce an academic writing piece.

Assessment Scheme

Coursework	40 %
Unseen Exams	60 %

Assessment Type	Date	Weighting (100%)	Intended Learning Outcomes – ILOs
On-going Portfolio	Weeks 13	(40%)	[Outcomes: 1-2].
assessments			
Midterm Exam (90	Midterm	(20%)	[Outcomes: 1-2].
minutes)	Examination		
	Schedule		
Final Exam (3 hours)	Final Examination	(40%)	[Outcomes: 1-2].
	Schedule		

Reading List:

<u>Textbooks:</u>

Langan, J. (2014). *College writing skills with readings*. 9th edition. Dapriom Africa: Mc Graw Hills Companies.

<u>E-references:</u> http://novella.mhhe.com/sites/dl/free/100000050/141802/CWSwR_preface.pdf







MSA UNIVERSITY جامعة أكتوبر للعلوم الحديثة والآداب

http://trove.nla.gov.au/work/35318111?q&sort=holdings+desc&_=1497644454365&versionId=8454 4346

https://en.islcollective.com/resources/printables/worksheets_doc_docx/paragraph_coherence/paragraph-coherence-coherent/54598

http://www.helsinki.fi/kksc/language.services/AcadWrit.pdf

http://www.ed.ac.uk/files/atoms/files/grammar_for_academic_writing_ism.pdf

https://www.epcc.edu/CollegeReadiness/Documents/Quik_Tips.pdf

https://www.lamission.edu/learningcenter/docs/asc/worksheets/Grammar/Sentence%20Types.pdf

http://englishforeveryone.org/PDFs/Run%20on%20sentences.pdf

http://www.waynecc.edu/pdf/asc/english/SetenceFragmentRunon.pdf file:///Users/Home/Downloads/Sentences,%20Run-Ons,%20Fragments%20practice3.pdf

KIS Data

	Scheduled	Guided independent				Total
	Scheduleu	Guided	Independent	Autonomous	Total	TOLAT
Hours	54	20	20	11	51	105
Percentage	51.5%	19%	19%	10.5%	48.5%	100%

Unit Code: Unit Title:	MTH_112 Mathematics for Social Sciences I	HOR Department: Course Code:	Miscellaneous
		_	





Credit Hours:	3
Unit Leader:	Dr. Adel Hamdy
Pre-requisite:	None

Aims:

This unit aims to introduce students to the basic mathematical concepts needed to pursue careers in business, economics, management, finance and investment.

It also aims to enable students to develop their mathematical skills needed to enhance their chances for understanding real world problems.

Moreover it aims to help students to appreciate the importance of integrating mathematics and computers in both required and elective units within their programs

Learning Outcomes

Knowledge:

On successful completion of this unit, the student will be able to demonstrate systematic understanding and knowledge of:

- 1- The different types of interests in financial mathematics. This includes simple and compound interests. Also, future and present values of annuities.
- 2- Linear equations involving two, three or more variables.
- 3- Matrices and how they are used to represent a system of linear equations of two or more variables.
- 4- Linear programming (LP) as a mathematical tool used for optimization purposes.

Skills:

On successful completion of this unit, the student will be able to:

- 5- Identify the proper formula to use when solving a variety of problems on the mathematics of finance.
- 6- Solve systems of linear equations in two variables both algebraically and graphically.
- 7- Formulate a system of linear equations and for linear in equalities given real world word problems.
- 8- Use the gauss elimination method to solve a system of linear equations of any order either by hand or using computer tools.
- 9- Solve LP problems in two variables graphically to maximize or minimize an objective (optimization)

Indicative Content







- Mathematics of Finance: simple interest; compound and continuous compound interest; future value of an annuity; sinking funds; present value of an annuity; amortization.
- Systems of linear equations in two variables; algebraic and graphical solutions, as well as formulating real world problems
- Systems of linear equations and augmented matrices; Gauss-Jordan elimination method with applications; the use of computer tools to solve larger scale problems.
- Linear inequalities and linear programming; linear inequalities in two variables; systems of linear inequalities in two variables; linear programming in two dimensions: a geometric approach; formulation of linear programming applications.

Learning, Teaching and Assessment Strategies

Formal interactive lectures led by the instructor are used to present the material essential to the proper understanding of the main topics of the unit to the students. Practical examples as well as selected case studies are used to further enrich the students understanding of the basic mathematical concepts learned to try to relate theory to practice.

In addition to the lectures, regular tutorials are also held under the supervision of the tutor. Those tutorials are devoted to problem solving, and discussion of case studies.

The assessment of this unit includes a number of components that will test the knowledge and skills of the students. Written test, which may comprise true/false statements and problems, will assess students' acquisition of factual knowledge; homework assignments will assess students' abilities to conduct the basic mathematical techniques learned along the unit, a mid-term written exam and a final comprehensive written exam.

Assessment Weighting

Course work 40% Unseen Exams 60%

Assessment Type	Date	Weighting	Intended Learning Outcomes – ILOs
Online Homework Assignments- Selected problems.	Week 2, 4,8,12	(10%)	[Outcomes 1-9].
Problem solving	Week 3,5,11	(10%)	[Outcomes 1-9].
Written in-class tests	10	(20%)	[Outcomes: 1, 5 and 8].
Midterm Exam – One hour and a half that may consist of definitions, true/ false statements and problem solving	Midterm examination schedule	(20%)	[Outcomes: 1, 5, 6 and 7].
Final Exam – Three hours exam that consists of true/ false statements and problem solving	Final term examination schedule	(40%)	[Outcomes: 1-9].







Reading List

ChanYves, ZY., GuoSpike, T., & LeeXun, Li., (2019), Financial Mathematics, Derivatives and Structured Product, Springer Nature Singapore.

Render, B., & Stair Jr, R. M. (2016). Quantitative Analysis for Management, 12e. Pearson Education India.

UniqU, LLC & Rupinder Sekhon (2012), Applied Finite Mathematics, openstax cnx, Connexions, Rice University, Houston, Texas. <u>https://cnx.org/content/col10613/1.5/</u>

Barnett, R., Ziegler, M. & Byleen, K. (2011). *Education college mathematics for business, economics, life sciences & social sciences.* 12th edition. Boston: Pearson Education.

Eiselt, H. A., Sandblom, C.L., (2007), Linear Programming and its Applications, Springer-Verlag Berlin Heidelberg

Sullivan, M. & Mizrahi, A. (2004). *Mathematics: An applied approach*. 8th edition. New Jersey: John Wiley & Sons.

Budnick, F. (1993). *Applied mathematics for business, economics, and the social sciences*. Singapore: Mcgraw-Hill.

KIS Data

	Schodulad	Guided independent				Total
	Scheduled	Guided	Independent	Autonomous	Total	TOLAT
Hours	54	20	20	11	51	105
Percentage	51.5%	19%	19%	10.5%	48.5%	100%

Unit Code: Unit Title: Credit Hours: ACCT101 Essentials of Accounting I 3 HOR Department: Course Code: Accounting







Unit Leader:Dr. Marwa RabeaPre-requisite:None

Aims

This unit is designed to introduce students to financial accounting as the main source of financial information required for decision making process. It helps students to understand the basic concepts, principles, and fundamentals of the accounting cycle of services and merchandising businesses.

Learning Outcomes

Knowledge

On successful completion of this unit, the student will be able to:

- 1- Identify the importance, and fundamentals of financial accounting, and its basic concepts and principles.
- 2- Recognize the elements of the financial statements.
- 3- Understand and apply the steps of the accounting cycle.
- 4- Prepare end of period adjusting entries and the financial statements of service and merchandising businesses.

Skills

On successful completion of this unit, the student will be able to:

- 5- Improve numerical and analytical skills.
- 6- Analyze record, post business transactions, and prepare trial balance, adjusting entries and financial statements.

Indicative Content

- Accounting as a business tool in the information age. Basic concepts, principles, and fundamentals of accounting.
- Analyzing and recording transactions.
- Adjusting accounts and preparing financial statements.
- Completing the accounting cycle.
- Accounting for merchandising operations.
- Accounting for property, plant and equipment (fixed assets).

Learning, Teaching and Assessment Strategies

Lectures will be used to introduce students to the main concepts of the unit. In-class discussions will be used to extend the scope of the lectures by encouraging students to explore the issues and ideas raised by the lecturer. Tutorials will be used to solve problems to practice recording different phases of the accounting cycle. Students are expected to solve problems on a regular basis, as specified by the tutor. Some of these problems will be submitted as assignments either for formative or summative assessment.

A group project including all steps of accounting cycle will be submitted in the second half of the semester.





Written tests and unseen exams will be used to assess the students' understanding of the accounting conceptual framework and its practical application on accounting for a sole proprietorship.

Assessment Scheme

Coursework	40%
Unseen Exams	60%

Assessment Type	Date	Weighting 100%	Intended Learning Outcomes – ILOs
2 written tests are used to assess students' understanding of core topics	Week 4 Week 11	20%	[Outcomes: 1, 4 and 6]
Written assignments based on problem solving	Week 2 Week 5 Week 10 Week 12	10%	[Outcomes: 1- 6]
Group project for the accounting cycle	Week 13	10%	[Outcomes: 5- 6]
An unseen mid-term exam of 90 minutes	Week 7	20%	[Outcomes: 1- 3]
an unseen final exam of 3 hours will require students to answer questions on core theoretical and practical issues	Week 14	40%	[Outcomes: 1 – 6]

Formative Components

- A written test is used to prepare the students for the unseen exams
- Tutorial exercises

Learning Materials

All unit learning materials and resources, apart from textbooks, will be available on the university website (including tutorial activities, lecture notes, review questions, lecture slides and sample of previous exams).

Reading List

Wild, J., Shaw, K. & Chiappetta, B. (2018). *Fundamental accounting principles*. 24th edition. New York: McGraw Hill.

Edmonds, McNair & Olds. (2018). *Fundamental financial accounting concept.* 10th edition. McGraw Hill Education.

Keiso, D., Weygandt, J. & Kimmel, P. (2017). *Accounting principles*. 12th edition. New Jersey: Wiley & Son.







Warren, Carl S., et al. (2014). "Front Cover." *Accounting*, 25th ed., South-Western. Needles, B. E., Powers, M., & Crosson, S. V. (2013). *Principles of accounting*. Cengage Learning

KIS Data

	Cobodulod	Guided independent				Tatal
	Scheduled	Guided	Independent	Autonomous	Total	TOLAI
Hours	54	20	20	11	51	105
Percentage	51.5%	19%	19%	10.5%	48.5%	100%

Unit Code: Unit Title: Credit Hours: Unit Leader:	ECO102 Introduction to Microeconomics 3 Dr. Azza Kamal	HOR Department: Course Code:	Economics
Pre-requisite:	None		

Aims







This unit aims to provide students with the fundamental concepts of choices made by individuals and businesses and the influence of government on those choices. It also aims to introduce some microeconomic analysis and problem solving techniques. Students will be encouraged to explore the basics on which consumers and producers choices are made under the influence of economic forces and to define and critically evaluate the most common market structures.

Learning Outcomes

Knowledge

On successful completion of this unit, the student will be able to:

- 1- Demonstrate good knowledge and understanding of microeconomic concepts and principles
- 2- Use some microeconomic analysis for some theories and practices
- 3- Utilize verbal, graphical and mathematical representation of economic ideas to analyze the relationship between economic variables

Skills

On successful completion of this unit, the student will be able to:

- 4- Explore economic problems and apply knowledge to analyse the different alternatives
- 5- Calculate and interpret some microeconomic indicators
- 6- Demonstrate verbal presentation skills
- 7- Enhance individual initiative and research skills using library and web-based resources
- 8- Be self-evaluating in performance and in learning

Indicative Content

- Demand, supply and price determination
- Elasticities
- Elasticity and total revenue
- Utility and demand
- Possibilities, preferences and choices
- Indifference curves and the budget line
- Income effect and the substitution effect of a change in price
- Output, product schedules and product curves
- Analysis of costs and cost curves in the short run
- Market structures: perfectly competitive markets, monopoly, monopolistic competition and oligopoly

Learning, Teaching and Assessment Strategies

Lectures will be used to introduce students to the main theoretical topics of the unit. In-class discussions will be used to extend the scope of the lectures by encouraging students to explore the issues and ideas raised by the instructor. Tutorial sessions will be devoted to problem solving and discussion of case studies.

Students are assessed in a number of ways. In addition to tests and assignments, students will submit an article review on one of the topics studied. They will be supported by means of regular tutorials which will provide them with feedback on work in progress, and in-class discussions will involve the use of informal peer assessment.

Assessment Scheme





Coursework	40%
Examination	60%

Reading list

Assessment Type	Date	Weighting	Intended Learning Outcomes – ILOs
Written tests are used to assess students' understanding of core topics	Weeks 4, 11 and 13	(15%)	[Outcomes: 1, 2, 3, 4 and 5].
Problem solving assignments comprising quantitative and qualitative questions such as true and false, problems and essay questions	Weeks 3, 10 and 12	(15%)	[Outcomes: 1, 2, 3, 4 and 5].
An article review assignment on any of the topics covered in the unit	Week 9	(10%)	[Outcomes: 6, 7 and 8].
An unseen mid-term exam of 90 minutes	Weeks 7 and 8	(20%)	[Outcomes: 1, 2, 3, 4 and 5].
An unseen final exam of 3 hours	Weeks 14 and 15	(40%)	[Outcomes: 1, 2, 3, 4 and 5].

OpenStax College. (2020). Principles of microeconomics. 2nd edition OpenStax CNX.

https://openstax.org/details/books/principles-microeconomics-ap-courses-2e

Parkin, M. (2016). *Economics*. 12th edition. Harlow, England: Pearson Addison Wesley.

- Baumol, W. & Blinder, A. (2016). *Economics: Principles and policy*. 13th edition. Mason OH: South Western Cengage Learning.
- O'Sullivan, A., Sheffrin, S. & Perez, S. (2014). Economics: Principles, applications and tools. 8th edition. Boston: Pearson Prentice Hall.

The Principles of Macroeconomics and Microeconomics (2014). Ipswich: Massachusetts Samuelson, P. & Nordhaus, W. (2009). *Economics*. 19th edition. Boston: McGraw Hill.

Various economics publications retrieved from the following websites

www.erf.org.eg www.eces.org.eg www.oecd.org www.worldbank.org www.imf.org www.economist.com www.ft.com







KIS Data

Sebadulad		Guided independent				Total
	Scheduled	Guided	Independent	Autonomous	Total	TOLAI
Hours	54	20	20	11	51	105
Percentage	51.5%	19%	19%	10.5%	48.5%	100%

Unit Code:	ENG_102M
Unit Title:	English Language for Study
Credit Hours:	Skills
Unit Leader:	3
Pre-requisite:	Dr. Mirette Sobhy

HOR Department: Course Code: Faculty of Languages







ENG_101M

Aims

This unit aims at developing the students' study skills and basic research writing. To communicate well as a speaker/writer, the student needs to know something about the topic, and something about the audience. What does the audience already know? How can the audience be led from what they don't know about a topic, to the point where they can see things they did not know before. This applies equally to academic writing and to academic presentations.

Although this is central to good academic writing, the knowledge and skills involved reach far beyond this unit: they lie at the heart of effective communication in any language, topic and situation.

These truly are basic research and study transferable skills for life: everyone has to persuade others in person, in print, and online. This unit then helps train the student to be a more effective user of English

Learning Outcomes

Knowledge

On successful completion of this unit, the student will be able to:

1- Define the concepts of critical thinking and reading, basic research writing and study skills and how to communicate information through oral presentations.

Skills

On successful completion of this unit, the student will be able to:

2- Use and apply these skills and abilities to interpret texts, integrate sources into academic writing and maintain academic honesty standards.

Indicative Content

During the semester, the student will develop his/her study skills, critical thinking and reading skills and the team teaching them will consider ways to improve the effect of the written and spoken word in academic contexts.

- Searching for reliable sources online
- Skimming and Scanning
- Subjectivity and objectivity
- Means of persuasion Ethos, Pathos and Logos
- Brainstorming, Planning and Sequencing
- Summarizing, paraphrasing and integration of sources
- Prioritizing information: general to specific







- Presentation pitfalls, tricks and techniques
- Articles for Reading
- Critical Reading/ Thinking Exercises
- Study Skills Exercises
- Annotation /Taking Notes exercises
- Process of Writing Exercises/ Material
- PowerPoint presentations

Learning, Teaching and Assessment Strategies

The unit will be delivered by means of interactive classes that focus on introducing major concepts related to study skills and basic academic reading and writing skills. The student will be invited to participate in class discussions and debates based on authentic, topical reading material. This will involve the application of different critical reading and debating skills. In class, you will also have the chance to experience activities that will enhancing your global reading and writing skills, oral presentation of information and the role played by academic integrity. This unit particularly focuses on the development of the students' abilities in the following areas:

- **Enquiry** In this unit, the student will practice critical thinking and reading skills as well as basic research writing and presentation skills.
- **Contextual understanding** In this unit, the student will understand and be engaged with critical reading and writing concepts. You will produce academic essays and abide by academic honesty criteria.
- **Enterprise** The unit gives the student the chance to apply your acquired reading and writing skills on writing documented essays. The student will also practice how to prepare and deliver oral presentations.

Assessment Scheme

Coursework	40 %
Unseen Exams	60 %

Reading List:

Compiled material and authentic reading articles uploaded on the E-Learning site of the unit. For guided essays, recent articles from journals. Material is regularly updated.

Assessment Type	Date	Weighting (100%)	Intended Learning
			Outcomes – ILOs
On-going Portfolio	Weeks 13	(40%)	[Outcomes: 1-2].
assessments			
Midterm Exam (90 minutes)	Midterm Examination	(20%)	[Outcomes: 1-2].
	Schedule		
Final Exam (3 hours)	Final Examination	(40%)	[Outcomes: 1-2].
	Schedule		

Allington, R. L. (2012). What really matters for struggling readers: Designing research-based





programs. 3rd edition. Boston: Allyn and Bacon.

Bean, John C. 2011. *Engaging ideas: The professor's guide to integrating writing, critical thinking and active learning in the classroom.* 2nd edition. San Francisco: Jossey-Bass.

Bookfield, S. D. (2012). *Teaching for critically thinking: Tools and techniques to help students question their assumptions*. San Fransico: Jossey-Bass.

Burns, T. & Sinfield, S. (2012). *Essential study skills: The complete guide to success at university.* London: Sage.

Chittooran, M. M. (2015). Reading and Writing for Critical Reflective Thinking. *New directions for teaching and learning*, 2015 (143), 79-95. doi:10.1002/tl.20137.

Facione, P. A. (2013). *Critical thinking: What it is and why it counts*. Retrieved from http://www.insightassessment.come/pdf_files/what&why2006.pdf

Fisher, D. & Frey, N. (2014). *Close reading and writing from sources*. Newark, DE: International Reading Association.

Horning, A. S., Kraemer, E. W., & WAC Clearinghouse, (Firm). (2013). *Reconnecting reading and writing*. Anderson, S.C.: Parlor Press and the WAC Clearinghouse.

Lansford, L, Lockwood, R, Cavage, C. (2017) Prism level 3, student's book with online workbook.

Pecorari, D. (2013). *Teaching to avoid plagiarism: How to promote good source use*. Maidenhead, Berkshire, England: McGraw-Hill Education.

Strongman, L. (2013). Academic writing. Newcastle upon Tyne: Cambridge Scholars Publishing.

Wallace, M. (2004). Study skills in English. London: Cambridge University Press.

KIS Data

Schodulad		Guided independent				Total
	Scheduled	Guided	Independent	Autonomous	Total	TOLAI
Hours	54	20	20	11	51	105
Percentage	51.5%	19%	19%	10.5%	48.5%	100%







Aims

This introductory unit aims to provide students with a solid understanding in management information systems as a growth area and its role in supporting a typical business gain a better competitive position in the market. It also aims at fostering students' knowledge of the different management information systems and their role in supporting the different managerial levels and functional areas across the organization. This unit plays a pivotal role in shaping students' view of the MIS Course.

Learning outcomes

Knowledge

On successful completion of this unit, the student will be able to:

- 1- Explain the basic concepts of information systems (IS) and how to manage them.
- 2- Identify key business applications e.g. Enterprise Resource Planning (ERP), Management Information Systems (MIS), Enterprise Application Integration (EAI), Decision Support Systems (DSS) and other systems for cross-organizational cooperation.
- 3- Describe the required Information Technology (IT) infrastructure to support the various business areas.
- 4- Outline the basics of database management systems.

Skills

On successful completion of this unit, the student will be able to:

- 5- Distinguish between different types of information systems along with their functional areas and components.
- 6- Distinguish between data, information and knowledge processed by an IS.
- 7- Explain how the use of information systems contributes to solving different business problems.
- 8- Design a typical databases system using both logical and relational approaches.

Indicative Content

- Why Information Systems?
- What are Information Systems?
- IS, Organization, Management & Strategy
- Data, Information & Knowledge
- IS for Decision Support
- Information Technology for IS
- Internet & IT Infrastructure
- E-Business
- Information Systems Research
- The Manager's Toolkit for IS
- Ethical & Social Issues







Learning, Teaching and Assessment Strategies

Students are expected to take an active part in the learning process through participation in classroom/group discussion, and group learning activities are strongly encouraged.

The tutorials will assure that the content of the lecture is well understood by attendees. Students will reflect and discuss the issues raised in relation to cases from the textbook and/or to their own investigations.

Group work assignments are to be presented in the lectures.

Assessment	
Coursework	40%
Unseen examinations	60%

Learning Materials

All unit learning materials and resources, apart from textbooks, will be available on the university website (including tutorial activities, lecture notes, review questions, lecture slides and sample of previous exams).

Assessment Type	Date	Weighting (100%)	Intended Learning Outcomes – ILOs
Assignments that discusses	Weeks	(15%)	[Outcomes: 1, 2, 3, 4 and 5]
the students understanding of	2,4,9,11		
the classes			
Tests that assess students'	Weeks 6, 12	(10%)	[Outcomes: 1, 2, 3, 4 and 5]
knowledge of the core			
theoretical concepts			
Lab Exercises	Weeks	(15%)	[Outcomes: 6, 7, 8, 9 and10
	1,3,5,10,13		
A midterm exam of 90	Midterm	(20%)	[Outcomes: 1, 2, 3, 4 and 5]
minutes	Examination		
	Schedule		
A final exam of 180 minutes	Final	(40%)	[Outcomes: 1, 2, 3, 4 and 5]
	Examination		
	Schedule		

Reading List:

Laudon, Kenneth C. & Laudon, Jared P. (2019). *Essentials of MIS*. 13th edition. New York: Prentice-Hall.

Mckinney Jr., Earl H. & Kroenke, David M. (2019). *Processes, systems, and information: An introduction to MIS*. 3rd edition. New York: Prentice-Hall.

Rainer, K., Prince B., and Watson, H. (2017). *Management Information Systems: Moving business forward.* 9thedition. The United States: Wiley.







O'Leary, K. and Laudon, J. (2014). *Management information systems: Managing the digital firm*. 13th edition. Boston: Prentice Hall.

Pearson, K., and Saunders C. (2014). *Strategic management of information systems*. 5th Edition. International Student Systems. The United States: Wiley.

Lecture presentations on Moodle (MSA eLearning Platform).

KIS Data

Sebadulad		Guided independent				Total
	Scheduled	Guided	Independent	Autonomous	Total	TOLAT
Hours	72	30	27	11	68	140
Percentage	51.4%	21.4%	19.2%	8%	48.6%	100%

Unit Code: Unit Title:

MTH_113 Mathematics for Social Sciences II HOR Department: Course Code: Miscellaneous







Credit Hours:	3
Unit Leader:	Dr. Adel Hamdy
Pre-requisite:	MTH_112

Aims

This unit aims to introduce students to applied mathematics. The unit is designed to teach students how calculus applies to their particular area of interest by focusing on the most important topics and applications in business, economics and management. It also aims to enable students to identify a relevant mathematical model of a real world phenomenon in business, economics and management, and to develop their mathematical skills needed to enhance their chances for understanding real world problems. Finally, it will help students to appreciate the importance of mathematics and computers in reinforcing and inducing critical thinking and decision making.

Learning Outcomes

Knowledge

On successful completion of this unit, the student will be able to demonstrate systematic understanding and knowledge of:

- 1- Some basic business and economic terms.
- 2- Some basic concepts of a variety of mathematical functions.
- 3- Linear, quadratic and exponential functions in mathematics and as applications.
- 4- The representation of mathematical functions numerically, graphically and algebraically.
- 5- The rate of change (slope) of a mathematical function and its interpretation.
- 6- Optimization in applied mathematics and differentiation.

Skills

On successful completion of this unit, the student will be able to:

- 7- Find the equation of a linear function from given data.
- 8- Solve linear function applications problems.
- 9- Sketch linear and quadratic functions.
- 10- Solve quadratic function application problems.
- 11- Solve exponential function application problems.
- 12- Find the first derivative of a mathematical function and interpret its meaning.
- 13- Identify the maxima and minima of non-linear functions for optimization purposes.
- 14- Appreciate the effect of mathematical thinking in predicting values and decision making.







Indicative Content

- Mathematical Functions: Definition; types, domain, and range.
- Linear, quadratic, and exponential functions: Predicting values, characteristics, graphical representation (sketching), interpretations of calculated values.
- Linear, quadratic, and exponential functions applications: Demand, Supply, Revenue, Cost, and Profit, market equilibrium, break even, growth and decay.
- Differentiation; Optimization Methodology; Identification of maxima and minima; Optimization applications: maximizing revenue, profit and minimizing cost.

Learning, Teaching and Assessment Strategies

Formal interactive lectures led by the instructor are used to present the material essential to the proper understanding of the main topics of the unit to the students. Real world examples as well as selected case studies are used to further enrich the students understanding of the basic mathematical concepts learned to try to relate theory to practice.

In addition to the lectures, regular tutorials are also held under the supervision of the tutor. Those tutorials are devoted to problem solving, and discussion of case studies.

The assessment of this unit includes a number of components that will test the knowledge and skills of the students. Written quizzes, which may comprise true/false statements and problems, will assess students' acquisition of factual knowledge; homework assignments will assess students' abilities to conduct the basic mathematical techniques learned along the unit, a mid-term written exam and a final comprehensive written exam.

Assessment Weighting

Course work	40%
Unseen Exams	60%

Assessment Type	Date	Weighting	Intended Learning Outcomes – ILOs
Online Homework Assignments- Selected problems.	Week 2, 4, 6, 8	(10%)	[Outcomes 1-14].
Problem solving	Week 10	(10%)	[Outcomes 1-14].
Written in-class tests	Week 5,11	(20%)	[Outcomes: 7,8,9 and 11].
Midterm Exam – One hour and a half that may consist of definitions, true/ false statements and problem solving	Midterm examinatio n schedule	(20%)	[Outcomes: 1, 7,8,9 and 10].
Final Exam – Three hours exam that consists of true/ false statements and problem solving	Final term examinatio n schedule	(40%)	[Outcomes: 1-14].







Reading List

Barnett, R., Ziegler, M. & Byleen, K. (2011). *College mathematics for business, economics, life sciences & social sciences.* 12th edition. Boston: Pearson Education.

Sullivan, M. & Mizrahi, A. (2004). *Mathematics: An applied approach*. 8th edition. New Jersey: John Wiley & Sons.

Budnick, F. (1993). *Applied mathematics for business, economics, and the social sciences*. Singapore: McGraw – Hill .

KIS Data

	Scheduled	Guided independent				Total	
		Guided	Independent	Autonomous	Total	Total	
Hours	54	20	20	11	51	105	
Percentage	51.5%	19%	19%	10.5%	48.5%	100%	









Unit Code:ACCT202Unit Title:Essentials of Accounting IICredit Hours:3Unit Leader:Dr. Wafaa RamzyPre-requisite:ACCT101

HOR Department: Course Code:

Accounting

Aims

This unit is designed to introduce students to the accounting concepts, procedures, and problems associated with partnerships and corporations as complementary to ACCT101.

Learning Outcomes

Knowledge

On successful completion of this unit, the student will be able to:

- 1- Identify the characteristics of partnerships, and corporations as major forms of business organizations.
- 2- Discuss the accounting for partnership formation, division of income or loss among the partners, admission & withdrawal of a partner, and partnership liquidation.
- 3- Discuss the accounting for corporations, issuance of shares, treasury stock and stock holders' equity section
- 4- Account for long term liabilities.

Skills

On successful completion of this unit, the student will be able to:

- 5- Prepare accounts for the formation of partnership.
- 6- Prepare accounts for the formation of a corporation.
- 7- Demonstrate numerical and analytical skills.
- 8- Prepare financial statements of partnerships and corporations.

Indicative Content

- Accounting for Partnerships' formation, operations, and liquidation.
- Accounting for corporations' formation, and financial statements. Issuance of preferred and common shares
- The corporate Income statement and the statement of Stockholder's Equity.
- Accounting for long term liabilities; bonds and mortgage payable.

Learning, Teaching and Assessment Strategies

Lectures will be used to introduce students to the main concepts of the unit. In-class discussions will be used to extend the scope of the lectures by encouraging students to explore the issues and ideas raised by the lecturer tutorials will be used to solve problems to practice recording different accounting assumptions for each topic. Students are expected to solve assignments on a regular basis, as specified by the tutor.







Written tests and unseen exams will be used to assess the students' understanding of the accounting conceptual framework and its practical application on partnership and corporation.

Written assignments will be used to assess the continuous progress of each student.

Assessment Scheme

Coursework 40% Unseen Exams 60%

Assessment Type	Date	Weightin g 100%	Intended Learning Outcomes – ILOs
2 written tests are used to assess students' understanding of core topics	Week 4 Week 11	20%	[Outcomes: 1-7]
Written assignments based on problem solving	Week 2 Week 5 Week 13	20%	[Outcomes: 5, 6 and 7]
An unseen mid-term exam %) of 90 minutes	Week 7	20%	[Outcomes: 1 – 7]
An unseen final exam of 3 hours will require students to answer questions on core theoretical and practical issues	Week 14	40%	[Outcomes: 1 – 7]

Formative Components

- A written test is used to prepare the students for the unseen exams
- Tutorial exercises

Learning Materials

All unit learning materials and resources, apart from textbooks, will be available on the university website (including tutorial activities, lecture notes, review questions, lecture slides and sample of previous exams).

Reading List

Wild, J., Shaw, K. & Chiappetta, B. (2018). *Fundamental accounting principles*. 24th edition. New York: McGraw Hill.

Edmonds, McNair & Olds. (2018). *Fundamental financial accounting concept.* 10th edition. McGraw Hill Education.

Keiso, D., Weygandt, J. & Kimmel, P. (2017). *Accounting principles*. 12th edition. New Jersey: Wiley & Son.







Warren, Carl S., et al. (2014). "Front Cover." Accounting, 25th ed., South-Western.

Needles, B. E., Powers, M., & Crosson, S. V. (2013). Principles of accounting. Cengage Learning

KIS Data

Cale a duile d	Guided independent				Total	
	Scheduled	Guided	Independent	Autonomous	Total	TOLAI
Hours	54	20	20	11	51	105
Percentage	51.5%	19%	19%	10.5%	48.5%	100%







Unit Code:	ENG_201M	HOR Department:	Faculty of Languages
Unit Title:	English Language for Research	Course Code:	
Credit Hours:	Purposes		
Unit Leader:	3		
Pre-requisite:	Prof. Soha Rafaat		
	ENG_102M		

Aims

Clear, reasoned expression lies at the heart of academic writing. This unit builds on ENG_102M and develops student knowledge of planning and writing with different purposes to an academic readership. The unit also considers ways to compare and contrast texts and to address different perspectives of a given topic as well as the process of research writing.

Learning Outcomes

Knowledge

On successful completion of this unit, the student will be able to:

1. Demonstrate sound knowledge and understanding of academic writing and the process of objective writing and academic integrity.

Skills

After completing this unit, students will be able to:

2. Undertake effective research, recognize different perspectives and construct coherent arguments

Indicative Content

- Scholarly sources on a variety of topics.
- Exercises on source evaluation, evidence quality and reasoning gaps will be used.
- The steps of writing academic essays and research will also be available. Power Point Presentations

Learning, Teaching and Assessment Strategies

The unit will be delivered by means of interactive classes that familiarize students with advanced research and writing. Debates and different types of scholarly sources will be used in class. Class time is designed to train students on evaluation and synthesizing sources as well as providing opportunities for discussions, debates, group work and handling multiple perspectives on a variety of topics. In their independent practice time, students will be asked to write research essays and an academic paper. This unit particularly focuses on the development of the students' abilities in the following areas:

• Enquiry - In this unit you will be required to practise analysis and evaluate the strength of competing arguments and the positions taken on issues related to the selected topic and practice different stages and techniques of writing. You will develop skills for documented







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essay and research writing following academic honesty criteria.

- **Contextual understanding** This unit contributes to student awareness of ethical issues. It offers to develop their research and critical thinking skills as well as observing academic honesty rules in the process of production and consumption of knowledge adding to a culture of professionalism.
- **Collaboration** Group work is expected in classroom setting to unpack a (given) topic's perspective and collect relevant sources.
- Enterprise The unit enriches the learner profile of a graduate with attributes of professionalism, quality of production and focused writing.

Assessment Scheme

Coursework	40%
Unseen Exams	60%

Assessment Type	Date	Weighting (100%)	Intended Learning Outcomes – ILOs
On-going Portfolio assessments	Weeks 13	(40%)	[Outcomes: 1-2].
Midterm Exam (90 minutes)	Midterm Examination Schedule	(20%)	[Outcomes: 1-2].
Final Exam (3 hours)	Final Examination Schedule	(40%)	[Outcomes: 1-2].

Reading List:

Compiled material and authentic reading articles uploaded on the E-Learning site of the unit. For guided essays, recent articles from journals. Material is regularly updated.

Badke, W. (2004). *Research strategies: Finding your way through the information fog.* Iuniverse. Gramer, M.F. & Ward, Colin, S. (2011). *Q: Skills for success reading and writing*. Oxford University Press.

Lester, J.D. (2015). *Writing research papers: A complete guide*. 15th edition. Pearson. Wallwork, A. (2011). *English for writing research papers*. Springer.

KIS Data

Scheduled	Guided independent	Total]
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		Guided	Independent	Autonomous	Total	
Hours	54	20	20	11	51	105
Percentage	51.5%	19%	19%	10.5%	48.5%	100%







Unit Code:	MGT200	HOR Department:	Management Information Systems
Unit ritie:	introductory management	Course Code:	
Credit Hours:	3		
Unit Leader:	Dr. Emad Elwy		
Pre-requisite:	None		
Aims			

This introductory unit provides students with a solid grounding of the core concepts, schools, and approaches of management. It also offers a board perspective on modern management of a typical business be it private, public or voluntary sectors, and examines key issues likely to face management in the near future.

Learning Outcomes

Knowledge

On successful completion of this unit, the student will be able to:

- 1- Describe the basic roles, functions, and skills of a typical manager.
- 2- Relate the contribution of the different schools of management to the development of the sciences of management.
- 3- Explain the decision making process.
- 4- Distinguish between the traditional and the contemporary organization structures.
- 5- Discuss the strategic management process.

Skills

On successful completion of this unit, the student will be able to:

- 6- Recognize how the different managerial functions, roles, and skills are applied in today's business context.
- 7- Examine the different types of problems and decision making modes.
- 8- Apply SWOT analysis to an organization.
- 9- Differentiate between different leadership styles.
- 10- Practice working as a team to present research work.

Indicative Content

- Basic managerial functions: planning, organizing, leading and controlling
- Different approaches to management: past and present.
- Managing in a global environment.
- The business environment
- Organization strategies through the use of SWOT analysis.
- The manager as a decision maker.
- Being an effective leader.







Learning, Teaching and Assessment Strategies

Lectures will be used to introduce students to the main theoretical topics of the unit. In-class discussions will be used to extend the scope of the lectures by encouraging students to explore the issues and ideas raised by the lecturer. Tutorials will be used to enable students to apply management concepts to real world situations. Students are expected to carry out independent study on a regular basis, as specified by the tutor. This might include further readings; it might also require work for specified written assignments. When students undertake project work, they will be supported by means of regular tutorials which will provide them with feedback on work in progress: and class presentations will involve the use of informal peer assessment.

Assessment Scheme

Coursework	40%
Unseen exams	60%

Learning Materials

All unit learning materials and resources, apart from textbooks, will be available on the university

Assessment Type	Date	Weighting	Intended Learning
		(100%)	Outcomes – ILOs
Written tests are used to assess	Weeks 5, 11	(20%)	[Outcomes: 1 -
students' understanding of core			5].
topics			
Group project based on selected	Week 13	(10%) (7%	[Outcomes: 6-
management topics and how they		for report	10].
are applied in today's business		and 3% for	
		presentatio	
		n).	
Worksheets discussed during the	Weeks	(10%)	[Outcomes: 1 -
tutorials	2,4,9,12		5].
A midterm exam of 90 minutes that	Midterm	(20%)	[Outcomes: 1, 2, 3, 4
include several questions to assess the	Examination		and 5].
student knowledge and understanding	Schedule		
An unseen final exam of 3 hours will	Final	(40%)	[Outcomes: 1 -
require students to answer	Examination		5].
questions (Multiple choice, and	Schedule		
essays answers) on core theoretical			
issues			

website (including tutorial activities, lecture notes, review questions, lecture slides and sample of previous exams).

Reading List

Gareth, R. & Georage, M. (2018). *Contemporary management*. 8th edition. New York: McGraw Hill.





Robbins, S. & Couler, M. (2018). Management. 14th edition. New Jersey: Prentice Hall.

Schermerhorn, J. R., & Bachrach, D. G. (2015). *Introduction to Management*. 13th Edition. International Student Version. Wiley Publications International.

Schermerhorn, John R. (2014). *Management*. 13th edition. New Jersey: John Wiley & Sons.

Daft, R. L., & Marcic, D. (2013). *Front Cover. In Management: The New Workplace*. 8th International edition. Mason, OH: South-Western.

University Web-site including: tutorial activities, review questions, lecture notes and slides

KIS Data

	Sabadulad	Guided independent				Total	
Scheduled		Guided	Independent	Autonomous	Total	TOLAT	
Hours	54	20	20	11	51	105	
Percentage	51.5%	19%	19%	10.5%	48.5%	100%	



MKT 201

HOR Department:

Marketing &





Unit Title:	Principles of Marketing		International Business
Credit Hours:	3	Course Code:	
Unit Leader:	Dr. Samia El Sheikh		
Pre-requisite:	BUS 102		

This unit aims at providing students in their second year with the fundamentals of marketing, as a first step to pursue other advanced marketing units. This unit introduces students to the marketing process which starts with understanding marketplace and customers' needs and wants. Then, the process flows by designing a customer driven marketing strategy that begins with segmentation, targeting and positioning, then extends to the process of designing and implementing marketing mix (4Ps) that deals with the creation and delivering of customer value and the way to build long lasting relationships with customers.

Learning Outcomes

Knowledge

On successful completion of this unit, the student will be able to demonstrate systematic understanding and knowledge of:

- 1- The major forces of macro and micro environment that influence marketing mix strategies.
- 2- Consumer buying behavior and various types of products (convenience, shopping, specialty and unsought).
- 3- Elements of the marketing mix including:
 - Product: marketing strategies in the stages of product life cycle and type of product.
 - Price: the various strategies of pricing and the context of their applicability.
 - Place: the various forms of distribution channels and their use along product types and lifecycle.
 - Promotion: introduces the elements of promotional mix and the concept of integrated marketing communication (IMC).

Skills

On successful completion of this unit, the student will be able to:

- 4- Apply the basic marketing concepts on simple real life mini-cases.
- 5- Investigate the macro and micro Egyptian environment of an existing or imaginary product/ service of a specific company and apply various marketing concepts on it in a group project.
- 6- Give an oral presentation.

Indicative Content

- Introduction to marketing: introduces basic marketing definitions and concepts and the development of marketing oriented practices.
- The marketing environment: identify the major forces that influence marketing mix and strategies.
- Marketing Research.
- The process of designing customer driven marketing strategy: includes market segmentation, targeting and positioning.







- Introduction to consumer buying behavior.
- Elements of the marketing mix including;
- Product: introduces the differences between goods and services, in addition to discussing marketing strategies in the stages of product life cycle.
- Price: various strategies of pricing.
- Place: various forms of distribution channels.
- Promotion: introduces the elements of promotional mix and the concept of integrated marketing communication (IMC).
- Marketing: Creating and Capturing Customer Value.
- Analyzing the Marketing Environment.
- Marketing Research.
- Consumer Behavior.
- Customer-Driven Marketing Strategy: Segmentation, Targeting, and Positioning.
- Products, Services, and Brands: Building Customer Vale.
- New-Product Development and Product Life-Cycle Strategies.
- Pricing.
- Communicating Customer Value: Integrated Marketing Communications Strategy.
- Promotion Mix Strategies: Advertising and Public Relations.
- Managing Marketing Channels.

Learning, Teaching and Assessment Strategies

- This unit will be taught through lectures and class discussions which allow studying cases on companies in real contexts. This enhances the understanding of marketing practices and relating them to reality [Outcomes: 1, 2, 3, 4 and 5].
- Online tests will be delivered through the semester to examine understanding of marketing concepts and their applicability in various contexts [Outcomes: 1, 2, 3, 4 and 5].
- A group application project will be assigned to students, concluded by a class presentation [Outcomes: 4, 5 and 6].

Assessment Scheme

Course work	40%
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Unseen Exams 60%

Assessment Type	Date	Weighting	Intended Learning Outcomes – ILOs
In class activities, mini cases(ongoing) and worksheets	Week 6 and 13	(15%)	1, 2, 3 and 4
Written tests are used to assess students understanding of core topics	Week 3 Week 11	(10%)	1, 2, 3, 4 and 5
A group application report and presentation	First phase for feedback in week 5 Final phase week 12	(15%)	4, 5 and 6
An unseen 90 minutes mid-term exam	Week 7 & 8	(20%)	1, 2, and 5
An unseen final exam of 3 hours	Week 14+	(40%)	1, 2, 3, 4 and 5







Reading list

- Kotler, P. & Armstrong, G. (2017). *Principles of Marketing*. 17th edition. New Jersey: Pearson Prentice Hall.
- Porral C. & Stanton J. (2018). *Principles of Marketing*. ESIC.
- Ordhielm, Christie L./Dapena-Baron, Marta (2015). *Marketing Management: The Big Picture* https://app.kortext.com/read/43271/xxi Wiley
- Blythe, J. (2009). Key concepts in marketing London: SAGE Publications <u>http://081137vl6.1104.y.http.sk.sagepub.com.mplbci.ekb.eg/books/key-concepts-in-</u> <u>marketing?fromsearch=true</u> SAGE Publications

Journal

- European Journal of Marketing
- Journal of Marketing

	Sahadulad	Guided independent				Total
Scheduled		Guided	Independent	Autonomous	Total	Total
Hours	54	20	20	11	51	105
Percentage	51.5%	19%	19%	10.5%	48.5%	100%

Unit Code:	FIN201	HOR Department:	Finance and Investment Management
Unit Title:	Financial Management I	Course Code:	
Credit Hours:	3		
Unit Leader:	Dr. Amal Soliman		
Pre-requisite:	ACCT 101		







This unit aims to enable students to understand and apply financial management concepts, techniques and approaches with the emphasis on decision-oriented approaches to problems. The unit introduces the foundational concepts of financial management, such as financial statement analysis, time value of money, stock and bond valuation, and capital budgeting techniques.

Learning outcomes

Knowledge

On successful completion of this unit, the student will be able to demonstrate systematic understanding and knowledge of:

- 1- Financial statements types, components and the logic of their construction, special emphasis on financial statement analysis techniques and methods.
- 2- Cash budgets, cash flow statements, and the free cash flow statement.
- 3- The fundamental concepts of time value of money.
- 4- Valuation of equity and bonds.

Skills

On successful completion of this unit, the student will be able to:

- 5- Interpret financial statements and derive conclusions to evaluate the performance of the company using different analysis methods.
- 6- Prepare financial projections for the company's expected performance, based on the data attained from the analysis.
- 7- Apply time value of money in different financial perspectives.
- 8- Demonstrate team working ability.

Indicative Content

- Financial statement analysis
- Cash budgeting
- Pro-forma financial statements
- Free cash flows
- Time value of money
- Equity valuation
- Bond valuation

Learning, Teaching and Assessment Strategies

Lectures will be used to introduce students to the main theoretical and practical topics in managerial finance. In-class discussions will be used to extend the scope of the lectures. Students will be asked to





prepare a valuation report for a company to practice the concepts introduced in the unit. Tutorials will address practical cases pertaining to the unit and applications, in addition to problem solving.

Assessment Weighting

Coursework	40%
Unseen Exams	60%

Assessment Type	Date	Weighting	Intended Learning Outcomes – ILOs
Written tests are used to prepare the students for the unseen exams	Weeks 5 and 12	10%	Outcomes: 1 -4.
Group project: Financial analysis report	Week 4	10%	Outcomes: 1, 5, 6 and 8
Problem solving	Weeks 3 and 10	20%	Outcomes: 1 - 5.
An unseen 90 minutes mid-term exam	Midterm examinatio n schedule	20%	Outcomes: 1, 2, 3, 4 and 5
An unseen final exam of 3 hours will require students to answer questions (Multiple choice, and essays answers) on core theoretical issues [Outcomes: 1 - 5].	Final examinatio n schedule	40%	Outcomes: 1, 2, 3, 4 and 5

Reading List

Block, S., Hirt, G. & Danielsen, B. (2018). *Foundations of financial management*. 17th edition. New York: McGraw Hill Education.

Gitman, L. (2018). *Principles of managerial finance*. 15th edition. New York: Addison Wesley, Besely.

Ronald W. Melicher & Edgar A. Norton, (2016). Introduction to finance. 16th edition. New York, Wiley.

https://0810e8t1h-1106-y-https-onlinelibrary-wiley-com.mplbci.ekb.eg/doi/pdf/10.1002/9781119208372

https://app.kortext.com/read/141402/422

Vernimmen, P., Quiry, P., Dallocchio, M., Le Fur, Y., & Salvi, A. (2014). Corporate finance: theory and practice. John Wiley & Sons.







KIS Data

	Schodulod	Guided independent				Total
Scheduled	Guided	Independent	Autonomous	Total	TOLAT	
Hours	54	20	20	11	51	105
Percentage	51.5%	19%	19%	10.5%	48.5%	100%

Unit Code: Unit Title:

STAT215 Statistics for Business I

HOR Department: Course Code: Miscellaneous





Credit Hours:	3
Unit Leader:	Dr. Hosny Ibrahim
Pre-requisite:	MTH_112

This unit aims to give students an appreciation of the applied statistics field in a clear and interesting manner. It also aims to enable students to collect, present, analyze and interpret data to find inferences and evaluate the reported results in order to make appropriate decisions. Moreover, it aims to provide students with the basic concepts of probability theory and its applications.

Learning Outcomes

Knowledge

On successful completion of this unit, the student will be able to:

- 1- Demonstrate knowledge about how to collect, present, analyze data to reinforce decisionmaking capability.
- 2- Use numerical summary measures, such as the one that gives the centre and spread of a distribution to study and analyze the main features of a data set.
- 3- Use the basic concepts of probability and the rules for computing it.
- 4- Explain the concept of a probability distribution and its mean and standard deviation.
- 5- Find a point estimate and interval estimate for the population mean.

Skills

On successful completion of this unit, the student will be able to:

- 6- Interpret graph and data found in newspapers and magazines.
- 7- Transform raw data into furnished data that can be analyzed and interpreted.
- 8- Make decisions under conditions of uncertainty.
- 9- Draw different types of graphs using Excel and SPSS.

Indicative Content

- Collecting, organizing, presenting and graphing data.
- Numerical descriptive measures.
- Basic concepts and rules of probability theory.
- Random variable and probability distribution (discrete & continuous).
- Estimation of the mean (point and interval estimates)



Learning, Teaching and Assessment Strategies





Formal interactive lectures led by the instructor are used to present the material essential to the proper understanding of the main topics of the unit to the students. Selected case studies are used to further enrich the students understanding of the basic mathematical concepts learned to try to relate theory to practice for a wide range of applications in business and economics.

In addition to the lectures, regular tutorials are also held under the supervision of the tutor. Those tutorials are devoted to problem solving, and discussion of case studies. Hands-on experience in applying the concepts using Excel and SPSS is an integral part of the unit. The assessment of this unit includes a number of components that will test the knowledge and skills of the students. Written tests, which may comprise true/false statements and problems, will assess students' acquisition of factual knowledge; homework assignments will assess students' abilities to conduct the basic statistical techniques learned along the unit, and to sit for written exams.

Assessment Scheme

Course work	40%
Unseen exams	60%

Assessment Type	Date	Weighting 100%	Intended Learning Outcomes – ILOs
Written assignments based on problem solving	Week 2 Week 5 Week 10 Week 12	10%	[Outcomes: 1-9]
IT Applications	Week 11	10%	[Outcomes: 1- 9]
Written tests	Week 6 Week13	20%	[Outcomes:1- 5-]
An unseen mid-term exam	Week 7	20%	[Outcomes: 1, 2, and 3].
An unseen final exam	Week 14	40%	[Outcomes: 4,5]

Formative assessment is provided to the students on their work during both lectures and tutorials.

Learning Materials

Donnelley, R.A., Jr. & Colleges, Goldey- Beacom. (2020). *Business statistics*. 3rd edition. New York: Pearson.

Mcclaive, B., Benson, P. G. & Sincich, T.T. (2018). *Statistics for business and economics*. 13th edition. New York: Prentice Hall.*onomics*. New York: John Wiley & Sons.

Lee, C.F., Lee, J.C. & Lee, A.C., (2013), Statistics for Business and Financial Economics, 3rd Edition, New York: Springer Science & Business Media.

Benghezal, F. (2011). Statistics for Business (Arab World Edition). Pearson Education UK

Introductory Statistics (free pdf 7th Edition. Prem . S. Mann (Source: http://abcnews.go.com/images/Politics/1005a1HowRude.pdf).

Introductory Statistics University of Oklahoma Custom Edition www.Sfu.ca/~yiting/BUEC232.pdf







OpenStax College Rice University 6100 Main Street MS-375 Houston, Texas 77005

KIS Data

Sche	Schodulad	Guided independent				Total
	Scheduled	Guided	Independent	Autonomous	Total	TOLA
Hours	72	30	27	11	68	140
Percentage	51.4%	21.4%	19.2%	8%	48.6%	100%

Unit Code: Unit Title: Credit Hours: Unit Leader: Pre-requisite: ACCT211 Cost Accounting I 3 Dr. Mahmoud Ghazaly ACCT101 HOR Department: Course Code: Accounting







This unit is designed to apply cost accounting concepts and techniques on product costing in both

manufacturing and service industries.

Learning Outcomes

Knowledge

On successful completion of this unit, the student will be able to:

- 1- Explore concepts, and principles in cost accounting.
- 2- Determine the cost of goods manufactured using different costing approaches.
- 3- Explain the different cost accounting systems: job order costing traditional versus ABC costing and process costing and determine the total product cost for different users.

Skills

On successful completion of this unit, the student will be able to:

- 4- Demonstrate the ability of communicating different costs for different purposes of different users.
- 5- Use CVP analysis technique to make different decisions.
- 6- Demonstrate numeric and communication skills.

Indicative Content

- The Management Accountant's Role in the Organization
- An Introduction to Cost Terms & Purposes
- Cost Volume Profit Analysis
- Job Order Costing
- Activity-Based costing and Activity-Based Management
- Process Costing

Learning, Teaching and Assessment Strategies

Lectures will be used to introduce students to the main theoretical topics of the unit. In-class discussions will be used to encourage students to explore the issues and ideas raised by the lecturer and interact with each other. Tutorials will be used to enable students to apply cost concepts. Students will be asked to submit specified written assignments where they will practice solving problems, case studies and answering short essays.

Assessment Scheme

Coursework	40%
Unseen Exams	60%







Assessment Type	Date	Weighting 100%	Intended Learning Outcomes – ILOs
Assignments will mainly be problem solving to practice analyzing the given data and applying the different cost techniques	Week 2 Week 5 Week 13	20%	[[Outcomes: 4-6].
Written tests will be used to assess the students' understanding of the theoretical frameworks and their practical application.	Week 3 Week 12	20%	[Outcomes: 1-5].
An unseen mid-term exam	Week 7	20%	[Outcomes: 1 – 5]
An unseen final exam	Week 14	40%	[Outcomes: 1 – 5]

Formative Components

- Written tests are used to prepare the students for the unseen exams
- Tutorial exercises

Learning Materials

All unit learning materials and resources, apart from textbooks, will be available on the university website (including tutorial activities, lecture notes, review questions, lecture slides and sample of previous exams).

Reading List

Horngren, C., Datar, S. & Foster, G. (2017). *Cost accounting: A managerial emphasis*. 16th edition. New Jersey: Pearson Prentice Hall.

Garrison, R., Noreen, E. & Brewer, P. (2017). *Managerial accounting*. 16th edition. New York: McGraw Hill Irwin.

Raiborn, Cecily A., and Michael R. Kinney. (2013). *Cost Accounting: Foundations and Evolutions*, 9th ed., South-Western.

VanDerbeck, Edward J. (2013) "Front Cover." Principles of Cost Accounting, 16th ed., South-Western.

	Cobodulad	Guided independent				Total
Scheduled	Scheduled	Guided	Independent	Autonomous	Total	TOLAI
Hours	54	20	20	11	51	105
Percentage	51.5%	19%	19%	10.5%	48.5%	100%













Unit Code:	LAW201	HOR Department:	Miscellaneous
Unit Title:	Introduction to Law	Course Code:	
Credit Hours:	3		
Unit Leader:	Dr. Amir Taha		
Pre-requisite:	BUS102		

The aim of this module is to give the students an introduction to the legal systems. It also aims to provide them with a broad and critical understanding of the function of law and legal rules within society, which helps them understand the importance of the law in general and its importance in relation to their field of work in the future as well as identify the branches of law, how to choose the law that applies to each transaction according to its nature and the role of contracts in civil and commercial life.

Assessment Type	Date	Weighting	Intended Learning
			Outcomes – ILOs

Learning Outcomes

Knowledge

On successful completion of this module, the student will be able to demonstrate systematic understanding and knowledge of:

- 1- The main foundations and features of the common law legal system and the civil law legal system.
- 2- The authorities within the state and its types.
- 3- The importance of legal rules and its characteristics.
- 4- The source of law, the hierarchy of legislation and its types.
- 5- The types of legal person, legal personhood and legal capacity.
- 6- The importance of the contracts in our life, in the civil and commercial transaction.

Skills

On successful completion of this module, the student will be able to:

- 7- Acquisition of legal terminology.
- 8- Develop legal research and writing skills.

Indicative Content

- Introduction to the module
- Foundation of law and branches of law
- Concepts of law and branch of law
- Legal rules
- Sources of law
- Legal person
- Contract theory

Learning, Teaching and Assessment Strategies







MSA UNIVERSITY جامعة أكتوبر للعلوم الحديثة والآداب

Two written in class tests are used to assess students' understanding	Test 1: Week 3 Test 2: Week 10	(15%)	[Outcomes: 1, 2, 3 and 4].
of core topics			
Two individual case studies	Case study 1: Week 5	(15%)	[Outcomes: 1, 2, 3, 5, 6 and 8].
	Case study 2: Week 11		
Group project on Law drafting " The law issuing		(10%) Students will	[Outcomes: 1,2,5,6,7 and 8]
process"	Draft 1: Week 4	be provided with written	
	Final submission:	and oral	
	Week 12	feedback on	
		drafts of the	
		project.	
An unseen 90 minutes mid-term exam	Week 7,8	(20%)	[Outcomes: 1, 2 and3].
An unseen final exam of 180 minutes that include essay questions to assess the student knowledge and understanding	Week 14+	(40%)	[Outcomes: 1, 2, 3, 4, 5 and 8].

Formal interactive lectures led by the instructor are used to present the material essential to the proper understanding of the main topics of Business Law to the students. Power point presentations and selected case studies are used to further enrich the students understanding of the law and its vital role in the society. Furthermore, practical examples are brought to the lectures to try to relate the theories of law to the practice.

Assessment Scheme

Coursework: 40% Unseen exams: 60%

Reading List

- Goldman, A.J. & William D. Sigismond. (2020). Business law: Principles and practices. 9th edition. Boston, Cengage learning.
- Marson, J. (2011). Business Law (Vol. Second edition). http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=678119&site=ehos t-live
- Berthed. (2009). *Introduction to law.* 5th edition. New York: Delmar Cengage Learning.







E-references

- https://www.thecompleteuniversityguide.co.uk > units > history-of-law
- https://guides.law.sc.edu > c.php
- https://baripedia.org > wiki > The_different_branches_of_law
- https://www.americanbar.org > resources > Dispute Resolution Processes >
- https://www.mediate.com > articles > grant
- <u>https://www.sis.gov.eg/egyptinf/politics/cabinet/html/index.htm</u>
- <u>https://www.parliament.gov.eg</u>
- https://<u>www.findlaw.com</u>
- <u>https://www.shoura.gov.eg</u>
- https://www.law.cornell.edu > Wex

KIS Data

	Schodulod	Guided independent				Total
Scheduled	Guided	Independent	Autonomous	Total	TOLAI	
Hours	54	20	20	11	51	105
Percentage	51.5%	19%	19%	10.5%	48.5%	100%

Unit Code:MTH213Unit Title:Mathematics for Economists ICredit Hours:3

HOR Department: Course Code: Miscellaneous







Unit Leader:	Dr. Emad El-din Hussien
Pre-requisite:	MTH_113

This unit aims to stress the importance of applied mathematics in economics.

It also aims to strengthen the students' knowledge of further basic and advanced mathematical concepts and methods needed for the economists in a wide variety of applications.

Moreover, it aims to provide students with an appreciation of what calculus is and how it can be applied in the area of economics.

Learning Outcomes

Knowledge

On successful completion of this unit, the student will be able to:

- 1- Appreciate the importance of applied mathematics in economics.
- 2- Explore advanced differential calculus and its use in economics.
- 3- Apply optimization procedures for single variable functions and multivariate functions as applied to economics.
- 4- Understand the concepts and the techniques of integration (definite and indefinite) applied to a wide variety of applications in economics.

Skills

On successful completion of this unit, the student will be able to:

- 5- Reinforce their skills in problem formulation.
- 6- Reinforce their skills in the interpretation of mathematical results.
- 7- Choose a suitable mathematical model to solve a wide variety of case studies in economics.
- 8- Find the explicit and implicit partial derivatives of mathematical functions and use them in optimization applications in economics.
- 9- Find the definite and indefinite integrals for a wide class of mathematical functions and use them in solving case studies in economics.

Indicative Content

- Mathematical functions and their applications in economics.
- Differential calculus: the derivatives, their interpretations and their use in optimization applications in economics.
- Marginal analysis approach to profit maximization.
- Elasticity of demand.
- Multivariate functions. Partial derivatives and their use in optimization of multivariate functions in economics.
- Calculus of multivariate functions and its use in applications in economics.
- Integral calculus: Integration (definite, indefinite) and its use in economics.

Learning, Teaching and Assessment Strategies







Formal interactive lectures led by the instructor are used to present the material essential to the proper understanding of the main topics of the unit to the students. Real world examples as well as selected case studies are used to further enrich the students understanding of the basic mathematical concepts learned to try to relate theory to practice.

In addition to the lectures, regular tutorials are also held under the supervision of the tutor. Those tutorials are devoted to problem solving, and discussion of case studies.

The assessment of this unit includes a number of components that will test the knowledge and skills of the students. Written tests, which may comprise true/false statements and problems, will assess students' acquisition of factual knowledge; homework assignments will assess students' abilities to conduct the basic mathematical techniques learned along the unit, and to sit for written exams.

Assessment Weighting

Course work	40%
Unseen Exams	60%

Assessment Type	Date	Weighting	Intended Learning Outcomes – ILOs
Homework Assignments- Selected problems.	Week 2, 4, 6, 8	(20%)	[Outcomes: 1, 2, 3, 4, 8 and 9].
Written in-class tests	Week 5,11	(20%)	[Outcomes: 2, 3, 5, 7 and 9]
Midterm Exam – One hour and a half that consists of problems solving	Midterm examination schedule	(20%)	[Outcomes: 2, 3, 6, 7 and 8].
Final Exam – Three hours exam that consists of problem solving and a case study	Final term examination schedule	(40%)	Outcomes: 2, 3, 4, 6, 7, 8 and 9].

Reading List

Hoffmann, L. & Bradley, G. (2007). *Calculus for business, economics, and the social and life science*. Boston: McGraw Hill.

Holden, K. & Pearson, W. (1992). Mathematics for economics and business. Hong Kong: Macmillan.

	Schodulod	Guided independent				Total
Schedule	Scheduled	Guided	Independent	Autonomous	Total	TOLAI
Hours	54	20	20	11	51	105
Percentage	51.5%	19%	19%	10.5%	48.5%	100%







Unit Code:	STAT216	HOR Department:	Miscellaneous
Unit Title:	Statistics for Business II	Course Code:	
Credit Hours:	3		
Unit Leader:	Dr. Hosny Ibrahim		
Pre-requisite:	STAT215		

This unit aims to help students develop their understanding and appreciation of the importance of applied statistics and its applications in the field of economics.

It also aims to introduce students to the application of the hypotheses tests in the area of quality control.

Moreover, it aims to enable students to use regression analysis and correlation coefficients to determine the relationship between two variables.

Learning Outcomes

Knowledge

On successful completion of this unit, the student will be able to demonstrate systematic understanding and knowledge of:

- 1- Tests of hypotheses on the population parameters using normal, t,F and CHI-square distributions.
- 2- Inferences about the difference between two population means and the difference between two population proportions.
- 3- Tests of hypotheses on the variance and the standard deviation of a single population.
- 4- The one-way analysis of variance (ANOVA) procedure to perform test of hypotheses about three or more population means.
- 5- Regression analysis and correlation coefficients for forecasting the future values of variables.
- 6- Methods to analyze time series data.

Skills

On successful completion of this unit, the student will be able to:

- 7- Find out, whether a given claim (or statement) about a population parameter is true or not by using some sample information.
- 8- Use different techniques to analyze data.
- 9- Use regression analysis to make decisions for future about production, sales, investments, raw materials, etc.
- 10- Use the computer software (SPSS) to perform regression analysis and ANOVA.

Indicative Content

- Hypothesis testing about the mean and proportion.
- Estimation and Hypothesis testing: Two populations.
- CHI-square tests: A goodness of fit, contingency tables, and inferences about the population variance.





- Analysis of variance (ANOVA).
- Simple linear regression.
- Multiple regressions.
- Time series analysis

Learning, Teaching and Assessment Strategies

Formal interactive lectures led by the instructor are used to present the material essential to the proper understanding of the main topics of the unit to the students. Real world examples as well as selected case studies are used to further enrich the students understanding of the basic mathematical concepts learned to try to relate theory to practice for a wide range of applications in business and economics.

In addition to the lectures, regular tutorials are also held under the supervision of the tutor. Those tutorials are devoted to problem solving, discussion of case studies, and teaching the students how to use the software in making regressions and this will be conducted in the computer lab. The assessment of this unit includes a number of components that will test the knowledge and skills of the students. Written tests, which may comprise true/false statements and problems, will assess students' acquisition of factual knowledge; homework assignments will assess students' abilities to conduct the basic statistical techniques learned along the unit, and to sit for written exams.

Assessment Scheme

Course work	40%
Unseen exam	60%

Assessment Type	Date	Weighting 100%	Intended Learning Outcomes – ILOs
Written assignments based on problem solving	Week 2 Week 5 Week 10 Week 12	20%	[Outcomes: 1 – 6 and 10].
Written tests	Week 6 Week 11	20%	[Outcomes: 1-9].
An unseen mid-term exam	Week 7	20%	[Outcomes: 1 – 3].
An unseen final exam	Week 14	40%	[Outcomes: 1 – 9]

Formative assessment is provided to the students on their work during both lectures and tutorials.

Learning Materials

Donnelley, R.A., Jr. & Colleges, Goldey- Beacom. (2020). *Business statistics*. 3rd edition. New York: Pearson.

Mcclaive, B., Benson, P. G. & Sincich, T.T. (2018). *Statistics for business and economics*. 13th edition. New York: Prentice Hall.

Özdemir, D., (2016), Applied Statistics for Economics and Business, 2nd Edition, Springer International Publishing Switzerland







Lee, C.F., Lee, J.C. & Lee, A.C., (2013), Statistics for Business and Financial Economics, 3rd Edition, New York: Springer Science & Business Media

Schinazi, R.B., (2012), Probability with Statistical Applications, 2nd Edition, Springer Science & Business Media, LLC

Benghezal, F. (2011). Statistics for Business (Arab World Edition). Pearson Education UK Introductory Statistics (free pdf 7th Edition. Prem . S. Mann (Source: http://abcnews.go.com/images/Politics/1005a1HowRude.pdf).

Introductory Statistics University of Oklahoma Custom Edition www.Sfu.ca/~yiting/BUEC232.pdf OpenStax College Rice University 6100 Main Street MS-375 Houston, Texas 77005

Cabadulad		Guided independent				Total
Schedu	Scheduled	Guided	Independent	Autonomous	Total	TOLA
Hours	54	20	20	11	51	105
Percentage	51.5%	19%	19%	10.5%	48.5%	100%







Unit Code:	MKT_202	HOR Department:	Marketing &
Unit Title:	Marketing Analysis &		International Business
	Planning	Course Code:	
Credit Hours:	3		
Unit Leader:	Dr. Samia El Sheikh		
Pre-requisite:	MKT_201		

This unit aims to increase the students' knowledge about competition and its crucial effects on products' survival in the market. It also aims to teach the student how to formulate a marketing plan and analyze the current market situation including analysis of: competition, company, customers, and country, and to establish marketing objectives, choosing the suitable marketing strategies and the suitable marketing mix.

Learning outcomes

Knowledge

On successful completion of this unit, the student will be able to demonstrate systematic understanding and knowledge of:

- 1- Companywide marketing planning
- 2- The steps of preparing a marketing plan.
- 3- Direct and indirect competitors
- 4- The various segmentation, targeting and positioning strategies for products/services.
- 5- The BCG matrix, product life cycle stages and the different marketing strategies that suit the products in each stage.

Skills

On successful completion of this unit, the student will be able to:

- 6- Formulate a marketing plan.
- 7- Work in a team.
- 8- Present their work verbally.

Indicative Content

- Overview of marketing planning.
- Differentiating between the direct and indirect competitors.
- Understanding the elements of industry analysis.
- Analyzing and developing the company wide marketing strategies (BCG, PLC, 4Ps)
- Customer analysis and segmentation.
- Marketing objectives and developing marketing strategies.
- Choosing which IMC mix to reach the marketing objectives.

Learning, Teaching and Assessment Strategies

Teaching, active learning, and a group project are incorporated with scheduled feedback and assessment to facilitate student achievement of the learning outcomes identified for this unit.





Lectures will focus on identifying competition, situation analysis, ending in a whole marketing plan. Invite student questions, debates, and discussions around topics arising from the syllabus.

Tutorials will be used by tutors to advise and guide student groups on developing their marketing plan report, also provide means for periodic feedback on project and assessed work.

Group project will consist of marketing plan steps and a final report. Students will receive timely feedback allowing development and improvement of subsequent submissions. Students will be assessed by group project and individual presentation, class participation and attendance, and unseen midterm and final exams. Several case studies will be analyzed in class.

Real life ads will be shown in class to: identify the marketing objectives implied and analyze the words said about the product ad it's major competitor.

Assessment Scheme

Assessment takes a number of forms:

Coursework	40%
Unseen Exams	60%

Assessment Type	Date	Weighting	Intended Learning
			Outcomes – ILOs
In class activities, cases and worksheets	On going	(10%)	1, 2, 3, 4 and 5
Written tests	Week 3	(10%)	1, 2, 3, 4 and 5
	Week 10		
A group project that requires developing a	First phase for	(20%)	
marketing plan for a specific product in an Egyptian	feedback in week 5		6, 7 and 8
company.	Final phase week 11		
An unseen 90 minutes mid-term exam	Week 7	(20%)	1, 2, 3, 4 and 5
An unseen final exam of 3 hours	Week 13	(40%)	1, 2, 3, 4 and 5

Reading lists

- Grewal, D. & Levy, M. (2019). *M: marketing*. 6th edition. New York: McGraw-Hill.
- Porral C. & Stanton J. (2018). Principles of marketing. ESIC.
- Kotter P. & Armstrong, G. (2017). *Principles of marketing.* 17th edition. New Jersey: Pearson Prentice Hall.
- McDonald, M., & McDonald, M. (2016). Malcolm McDonald on Marketing Planning: Understanding Marketing Plans and Strategy

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t-live&ebv=EB&ppid=pp_A eBook Academic Collection (EBSCOhost)







 Westwood, J. (2016). How to Write a Marketing Plan (Vol. Fifth edition). <u>http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=1346904&site=ehos</u> <u>t-live&ebv=EB&ppid=pp_Cover</u> eBook Academic Collection (EBSCOhost)

Journal of Marketing Research

Journal of Marketing

	Schodulod	Guided independent				Total
Scheduled	Scheduled	Guided	Independent	Autonomous	Total	TOLAI
Hours	54	20	20	11	51	105
Percentage	51.5%	19%	19%	10.5%	48.5%	100%







Unit Code:FIN202HOR Department:Finance and Investment ManagementUnit Title:Financial Management IICourse Code:-----Credit Hours:3----------Unit Leader:Dr. Amal Soliman-----Pre-requisite:FIN201-----

Aims

This unit provides students with the advanced knowledge and application of financial management. The unit evaluates the use of funds to meet the firm's objectives. The unit acquaints students with information on financial management activities, identifying business' strengths and weaknesses, evaluating investment opportunities, forecasting future funding needs and making investment decisions.

Learning outcomes

Knowledge

On successful completion of this unit, the student will be able to demonstrate systematic understanding and knowledge of:

- 1- The basics of risk and return and the different methods of acquisition of funds.
- 2- Cost of capital components and determinants, basics of capital budgeting techniques, dividend policies and operating and financial leverage.

Skills

On successful completion of this unit, the student will be able to:

- 3- Demonstrate ability to quantify risk and return.
- 4- Apply the process of decision making based on quantitative analysis of financial issues.
- 5- Experiment different financing options.
- 6- Calculate cost of capital.
- 7- Determine the suitable dividend policy.
- 8- Applying analytical skills.

Indicative Content

- Risk and return
- Cost of Equity
- Cost of Debt
- Weighted average cost of capital
- Leverage and capital structure
- Dividend policy
- Hybrid and derivatives securities







Learning, Teaching and Assessment Strategies

Lectures will be used to introduce students to the main theoretical topics of the unit. In-class discussions will be used to extend the scope of the lectures by encouraging students to explore the concepts raised by the lecturer. Tutorials will be used to enable students to apply concepts to real world situations. Students are expected to do additional reading and research on specific topics. Student will do an analysis of a case study.

Assessment Weighting

Coursework	40%
Unseen Exams	60%

Assessment Type	Date	Weighting	Intended Learning Outcomes
			– ILOs
Case studies: Each student	Weeks 5	(10%)	[Outcomes: 1 -5]
will be asked to apply the	and 12		
concepts acquired in the			
unit on existing companies			
A class test in the computer lap	Week 4	(10%)	[Outcomes:1 -3]
Problem Solving computer	Weeks 3	(20%)	[Outcomes: 3, 4, 5, 6, 7 and 8]
lap	and 10		
An unseen 90 minutes mid-	Midterm	(20%)	[Outcomes: 1 - 3]
term exam	examination		
	schedule		
An unseen final exam of 3	Final term	(40%)	[Outcomes: 1 - 3]
hours will require students	examination		
to answer questions.	schedule		

Reading list

Block, S., Hirt, G. & Danielsen, B. (2018). *Foundations of financial management*. 17th edition. New York: McGraw Hill Education.

Gitman, L.& Zutter, C. (2018). *Principles of managerial finance*. 15th edition. New York: Addison Wesley, Besely.

Ronald W. Melicher & Edgar A. Norton, (2016). Introduction to finance. 16th edition. New York, Wiley.

https://0810e8t1h-1106-y-https-onlinelibrary-wiley-com.mplbci.ekb.eg/doi/pdf/10.1002/9781119208372







https://app.kortext.com/read/141402/422

Vernimmen, P., Quiry, P., Dallocchio, M., Le Fur, Y., & Salvi, A. (2014). Corporate finance: theory and practice. John Wiley & Sons.

KIS Data

	Sahadulad	Guided independent				Total
Scheduled	Guided	Independent	Autonomous	Total	Total	
Hours	54	20	20	11	51	105
Percentage	51.5%	19%	19%	10.5%	48.5%	100%

HOR Department:

Course Code:

Economics

Unit Code:	PSC200
Unit Title:	Introduction to Political Science
Credit Hours:	3







Unit Leader:	Dr. Nihal El-Shimy
Pre-requisite:	None

This unit aims to introduce students to the field of political science and the basic political concepts as well as the major political assumptions underpinning political systems and practices. It also aims to study and analyse political theories in order to understand current global events.

Learning outcomes

Knowledge

On successful completion of this unit, the student will be able to:

- Differentiate between eastern and western notions of political systems (1)
- Understand current global political events (2)
- Compare and contrast between the different political systems (3)
- Present and defend a personal evaluation of the significance of political science in the globalization era (4)

Skills

On successful completion of this unit, the student will be able to:

- Display verbal and/or other presentation skills (5)
- Enhance individual initiative and research skills (6)
- Be self-evaluating in performance and in learning (7)

Indicative Content

- A science of Politics
- Nations, States and Governments
- Democracy, Totalitarianism, and Authoritarianism
- The Global system
- Political Economy and the integration of economics and politics.







Learning, Teaching and Assessment Strategies

Teaching/learning approaches are integrated with assessment arrangements to facilitate student achievement of the learning outcomes identified for this unit. Lectures (staff-led, interactive – 3 hours per week) will introduce the key features of politics to students, will relate these to relevant current events, will open up associated issues, and will invite student questions and debate. Students will submit an individual assessed essay (1500 words – 1700 words) upon which they will receive formative feedback.

Student will be required to negotiate topics in discussion with the tutor that will provide appropriate coverage of the unit's main themes.

Tutorial time will be used by tutors to advise and assist student group learning, it will also provide means for individual student discussion and support (including feedback on assessed work). Tutorials will provide the framework to promote student reflection, including production of an individual reflective critique/evaluation of personal learning of the unit.

Students must submit the initial (formative) essay to be eligible for subsequent assessment.

Assessment Scheme

Course work	40%
Unseen Exam	60%

Assessment Type	Date	Weighting	Intended Learning
			Outcomes – ILOs
- Summative assessment: Individual	Week 10	(15%)	[Outcomes: 1, 2, 6]
essay (1500-1700 words).			
- Individual presentation	Week 12	(5%)	[Outcomes: 2, 4, 5, 7]
- Quizzes	Weeks 5, 11	(20%)	[Outcomes: 1, 2, 3]
An unseen 90 minutes mid-term exam	Weeks 7, 8	(20%)	[Outcomes: 1, 2]
will require students to answer			
questions on core theoretical issues.			
An unseen final exam of 3 hours will	Final	(40%)	[Outcomes: 2, 3]
require students to answer questions	Examination		
on core theoretical issues.	Schedule		

Learning Materials

All unit learning materials and resources, apart from textbooks, will be available on the university website (including tutorial activities, lecture notes, review questions, lecture slides and sample of previous exams).







Reading List

Electronic Textbooks:

 Morlino, L., Berg-Schlosser, D., & Badie, B. (2017). *Political science: a global perspective*. Sage. Available at: <u>http://08113my4c.1105.y.http.sk.sagepub.com.mplbci.ekb.eg/books/political-</u>

science?fromsearch=true

Textbooks:

- El-Shimy, Nihal. (2008). *The American Japanese relations in the 1990s, continuity and change (A study in the alliance theory)*. A Dissertation presented to earn Doctor of Philosophy Degree in Political Science. Faculty of Political Science, Cairo University.
- Roskin, G. (2003). *Political science -An introduction*. USA: Pearson Education International.
- Almond, A. (2002). *Ventures in political science: Narratives and reflections*. USA: Boulder, CO: lynne Rienner.
- Dahl, A. (1991). *Modern political analysis*. USA: Upper saddle River. New Jersey: Prentice Hall.

Journals:

- The British Journal of Politics and International Relations (BJPIR) https://journals.sagepub.com/home/bpi
- Annual Review of Political Science https://www.annualreviews.org/loi/polisci

	Scheduled Guided independent				Total	
Scheduled	Guided	Independent	Autonomous	Total	TOLAI	
Hours	54	20	20	11	51	105
Percentage	51.5%	19%	19%	10.5%	48.5%	100%







MSA UNIVERSITY جامعة أكتوبر للعلوم الحديثة والآداب

Unit Code:	BUS303	HOR Department:	Management Information
Unit Title:	Research Methodology		Systems
Credit Hours:	3	Course Code:	
Unit Leader:	Prof. El Sayed Nagy		
Pre-requisite:	ENG_201M, STAT 215		

Aims

The unit focuses on the analysis of business problems and the use of scientific research as a problemsolving tool. The unit is designed to introduce the student to the various aspects of business research methods and to apply the various techniques of research to the real world of business.

Learning Outcomes

Knowledge

On successful completion of this unit, the student will be able to:

- 1- Distinguish between the different types of research
- 2- Discuss the research design and process
- 3- Outline the basic research methods
- 4- Explain the key items in a research report
- 5- Utilize a proper referencing systems

Skills

On successful completion of this unit, the student will be able to:

- 6- Locate problem areas in organizational settings, plan, organize, design, and conduct research to help solve the identified problems
- 7- Apply research methods on various problem areas in a report.
- 8- Contribute to group work
- 9- Present research findings

Indicative Content

- Introduction to research
- The research process
 - The broad problem area and defining the problem
 - Theoretical framework and hypotheses testing
 - o Elements of research design
- Data collection methods
- Sampling techniques
- Measurement: scaling, reliability, and validity
- Data analysis
 - o Qualitative data analysis
 - o Quantitative data analysis: hypothesis testing
- Proper referencing systems
- The research report

Learning, Teaching and Assessment Strategies







Formal interactive lectures led by the instructor are used to present the material essential to the proper understanding of the main topics of Research Methodology to the students. Power point presentations and selected case studies are used to further enrich the students understanding of foundations of scientific research. The Lectures will utilize a student-centered learning approach.

In addition to the lectures, regular tutorials are devoted to follow up on the students research work.

The assessment of this unit includes a group project that will test the knowledge and skills of the students.

Assessment Scheme

Coursework:	50%
Unseen Examination:	50%

Learning Materials

Assessment Type	Date	Weighting (100%)	Intended Learning Outcomes – ILOs
Group Project – A group	Week 13	(50%)	[Outcomes: 1-9].
proposal of research project is			
to be submitted, describing			
your interest to certain topic in			
business management, such as			
finance, economics, human			
resources, operations, or			
strategy. The students are			
expected to submit and present			
their proposals			
Final Exam – Three hours exam	Final	(50%)	[Outcomes: 1, 2, 3, 4 and 5]
that consists of essay questions	Examination		
and case study(ies)	Schedule		

All unit learning materials and resources, apart from textbooks, will be available on the university

website (including tutorial activities, lecture notes, review questions, lecture slides and sample of previous exams).

Reading List:

Textbooks:

Kumar, R. (2019). Research methodology: A step-by-step guide for beginners. 5thedition. UK: SAGE Publications Ltd.

Creswell, J.W. & Creswell, David J. (2018). Research design: Qualitative, quantitative, and mixed methods approaches. 5th edition. UK: Sage publications Ltd.

Sekaran, U. & Bougie, R. (2016). Research methods for business: A skill building approach. 7th edition. New Jersey: John Wiley and Sons, Inc.

Mligo, E. S. (2016). *Introduction to Research Methods and Report Writing*: A *Practical Guide for Students and Researchers in Social Sciences and the Humanities*. Eugene, Oregon: Resource Publications.







Saunders, M. N. (2011). *Research methods for business students*. 5th edition. Pearson Education India.

Additional Readings:

Articles from the Egyptian Knowledge Bank (EKB) <u>https://www.ekb.eg/</u>

	Sabadulad	Guided independent				Total
	Scheduled	Guided		Autonomous	Total	TOLAI
Hours	54	15	15	21	51	105
Percentage	51.5%	14.25%	14.25%	20%	48.5%	100%






Unit Code:	ECO301I	HOR Department:	Economics
Unit Title:	Macroeconomic Theory I	Course Code:	
Credit Hours:	3		
Unit Leader:	Prof. Doaa S. Abdou		
Pre-requisite:	ECO 101, MTH_113		

The aim of this unit is to introduce the students to the main issues and developments of modern macroeconomics. It is meant to build upon the macroeconomics concepts studied in the first year and address both fundamental and applied aspects of macroeconomic theory. In particular, the unit will focus on introducing the modern theory of expectations and economic dynamics and on using this approach to analyse short run and medium run fluctuations. The unit also aims at exploring the role of macroeconomic policy on short run and medium run fluctuations.

Learning Outcomes

Knowledge

On successful completion of this unit, the student will be able to:

- 1- Explain the different schools of thought and how each approaches macroeconomic problems
- 2- Apply core economic theory and economic reasoning to applied topics
- 3- Utilize analytical methods based on theory

Skills

On successful completion of this unit, the student will be able to:

- 4- Analyze and critically evaluate different economic issues
- 5- Evaluate the logical bounds of the main macroeconomic models
- 6- Review and critically evaluate literature on economic issues and suggest ways to solve problems
- 7- Use research techniques and demonstrate presentation skills to communicate effectively in the different areas of macroeconomics such as labor markets, inflation, unemployment, the business cycle and fiscal and monetary policies.

Indicative Content

- The structure of the national economy and the main economic measurements
- Productivity, output and employment
- Saving and investment in the closed economy
- Short and medium run economic growth
- The assets market, money and prices
- The IS-LM model

Learning, Teaching and Assessment Strategies

The unit is taught using a mixture of lectures and tutorials to introduce students to core macroeconomic theories. Structured discussions will concentrate on analyzing macroeconomic issues and help students to refine their ideas and work constructively with feedback and peer assessment. Tutorial sessions will be devoted to problem solving and discussion of case studies.





Students are assessed in a number of ways. In addition to working for specified written assignments (formative assessment), students will also be expected to produce a research paper that would be suitable for presentation on any of the topics covered in the unit. The paper must conform to accepted academic writing formats and will be 3,000 words in length. Accordingly, they will submit a draft (which includes an outline, methodology, literature review, references, etc.). After the submission of the final projects, students will be required to make presentations. Students will present the argument of their paper as the starting point for an in-class debate.

Assessment Scheme

Coursework40%Unseen examinations60%

Assessment Type	Date	Weighting	Intended Learning Outcomes
			– ILOs
Individual project and	Week 13	(40%)	[Outcomes: 6 and 7].
presentation			
An unseen mid-term exam	Weeks 7	(20%)	[Outcomes: 1, 2, 3, 4 and 5].
of 90 minutes	and 8		
An unseen final exam of 3	Weeks 14	(40%)	[Outcomes: 1, 2, 3, 4 and 5].
hours	and 15		

Reading list

Blanchard O. & Johnson, D. (2017). *Macroeconomics*. 7th edition. New Jersey: Pearson Prentice Hall.

Abel, A., Bernanke B. & Croushore, D. (2017). *Macroeconomics*. 9th edition. New Jersey: Pearson Prentice Hall.

Michl, T.R. (2015). *Macroeconomic theory: A short course*. Routledge. <u>http://web.a.ebscohost.com/ehost/detail/detail?vid=8&sid=89f9e8b3-73f4-4532-abf3-</u> <u>dd63da335f39%40sdc-v</u>

sessmgr03&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#AN=955849&db=e000xww

Nakamura, T., Adachi, H., &Osumi, Y. (2015). *Studies in medium-run macroeconomics: Growth, fluctuations, unemployment, inequality and policies*. Hackensack, NJ: World Scientific

Romer, D. (2011). Advanced macroeconomics. 4th edition. Boston: McGraw Hill.

Bade, R., & Parkin, M. (2007). Foundations of macroeconomics. Pearson Addison Wesley.

Cooper, R. (1999). Coordination games: Complementarities and macroeconomics. New York: .Cambridge University Press.

Mankiw, G. & Romer, D. (1991). New Keynesian economics. Cambridge, Mass: MIT Press. Blanchard, O. & Fisher, S. (1989). *Lectures on macroeconomics*. Cambridge: MIT Press.

	Schodulod	Guided independent				Total
	Scheduled	Guided		Autonomous	Total	Total
Hours	54	15	15	21	51	105
Percentage	51.5%	14.25%	14.25%	20%	48.5%	100%







Unit Code:	ECO_3021	HOR Department:	Economics
Unit Title:	Microeconomic Theory I	Course Code:	
Credit Hours:	3		
Unit Leader:	Prof. Doaa S. Abdou		
Pre-requisite:	ECO 101, ECO 102		

This unit is designed to develop and built upon the microeconomic concepts that are considered in Introduction to Microeconomics with greater depth. It focuses on the behaviour of individuals and firms, and the interaction of these agents in different settings (markets). It also deals with how individuals and households make decisions when faced with various types of constraints. Finally, the unit examines the behavior of firms as well as the organization of markets and implications for firm behavior under different market structures.

Learning Outcomes

Knowledge

On successful completion of this unit, the student will be able to:

- 1- Explain consumer and producer behaviour
- 2- Apply core economic theories in different markets
- 3- Evaluate different theories' application to microeconomic problems

Skills

On successful completion of this unit, the student will be able to:

- 4- Identify tacit assumptions and limitations of data and information
- 5- Provide analysis and critical judgement to different microeconomic issues
- 6- Review and critically evaluate literature on economic issues and suggest ways to solve problems
- 7- Communicate effectively and clearly in written and oral formats

Indicative Content

- Demand, supply and price determination
- Consumer behaviour
- Individual and market demand
- Behaviour of the firm
- Production and cost functions of the firm
- Profit maximizing
- Perfect and imperfect markets
- Risk and uncertainty

Learning, Teaching and Assessment Strategies

The unit is taught using a mixture of lectures and tutorials to introduce students to core microeconomic theories, while in-class discussions will assist students in analyzing microeconomic issues. Structured discussions will help students to refine their ideas and work constructively with





feedback and peer assessment. Tutorial sessions will be devoted to problem solving and discussion of case studies.

Students are assessed in a number of ways. In addition to working for specified written assignments (formative assessment), students will also be expected to produce a research paper that would be suitable for presentation on any of the topics covered in the unit. The paper must conform to accepted academic writing formats and will be 3,000 words in length. Accordingly, they will submit a draft (which includes an outline, methodology, literature review, references, etc.). After the submission of the final projects, students will be required to make presentations. Students will present the argument of their paper as the starting point for an in-class debate.

Assessment Scheme

Coursework40%Unseen examinations60%

Assessment Type	Date	Weighting	Intended Learning Outcomes
			– ILOs
Individual project and	Week 12	(40%)	[Outcomes: 6 and 7].
presentation			
An unseen mid-term exam	Weeks 7	(20%)	[Outcomes: 1, 2, 3, 4 and 5].
of 90 minutes	and 8		
An unseen final exam of 3	Weeks 14	(40%)	[Outcomes: 1, 2, 3, 4 and 5].
hours	and 15		

Reading list

Openstax College. (2020). *Principles of microeconomics for AP courses*. 2nd edition, Rice university, Texas, USA. <u>https://openstax.org/details/books/principles-microeconomics-ap-courses-2e</u>

Pindyck, R. & Rubinfeld, D. (2018). *Microeconomics*. 9th edition. Boston: Pearson.

Frank, R. (2014). *Microeconomics and behavior*. 9th edition. Boston: McGraw Hill/Irwin.

Besanko, D. & Braeutigam, R. (2013). *Microeconomics*. 5thedition. New Jersey: John Wiley & Sons.

Varian, H. (2010). *Intermediate microeconomics: A modern approach*. 8th edition. New York: WW Norton & Co.

Schotter, A. (2009). *Microeconomics: A modern approach*. 1st edition. Mason, OH: South-Western Cengage Learning.

Hall, R. E., & Robert, M. Ernest (2008). *Microeconomics: Principles and applications*. Cengage Learning.

Parkin, M., & Bade, R. (2006). *Principles of Microeconomics*. English Language Book Society, United Kingdom.

	Sabadulad	Guided independent			Total	
	Scheduled	Guided		Autonomous	Total	TOLAI
Hours	54	15	15	21	51	105
Percentage	51.5%	14.25%	14.25%	20%	48.5%	100%







Unit Code:	ECO303	HOR Department:	Economics
Unit Title:	Money and Banking	Course Code:	
Credit Hours:	3		
Unit Leader:	Dr. Mai Yasser		
Pre-requisite:	ECO 101, ECO 102		

This unit aims to examine the structure of the banking system, the financial system and the components and functions of money. It also aims to assess methods of determination of interest rates and exchange rates. It also analyses the role of central banks, the process of multiple deposit creation and evaluates the theoretical and empirical aspects of the role of monetary policy in macroeconomic stabilisation and economic growth.

Learning Outcomes

Knowledge

On successful completion of this unit, the student will be able to:

- 1- Evaluate the roles and functions of financial markets, financial institutions and money.
- 2- Assess the role of the central bank in any economy
- 3- Appraise the factors determining interest rates and the foreign exchange rate

Skills

On successful completion of this unit, the student will be able to:

- 4- Investigate the different financial and economic problems faced by banks and propose solutions to these problems
- 5- Predict the effect of different factors on the interest rate and the foreign exchange rate and suggest solutions to problems facing the economy
- 6- Critically analyze the economic effects of fiscal and monetary policies
- 7- Engage in research and acquire presentation skills.

Indicative Content

- Financial markets and institutions
- Different types of money
- The determination of interest rates
- The behaviour of interest rates
- The foreign exchange market
- The management of financial institutions
- Multiple deposit creation and the supply of money
- The demand for money
- The ISLM model
- Tools of fiscal and monetary policies







Learning, Teaching and Assessment Strategies

The unit is taught using a mixture of lectures and tutorials. Lectures aim to introduce students to the theoretical material while tutorials assist students in mastering specific exercises and practices in addition to providing students with specific and critical feedback on their research work.

Students are assessed in a variety of ways: an unseen midterm of 90 minutes, and an unseen final exam of three hours [outcomes 1, 2, 3, 4 and 5]. Students are also expected to produce a research paper on one of the assigned topics at the end of the semester that would be suitable for presentation. It must conform to accepted academic writing formats and will range between 3500 and 4000 words in length [particular reference to outcomes 5, 6 and 7]. In addition, the summative assessment involves regular assignments comprising problem solving and case study questions [Outcomes 2, 3, 4, 5 and 6].

Assessment Scheme

Formative assessment

- Submission of preliminary thesis statement and outline in week 2
- Submission of first draft in week 4.

Coursework	40%
Unseen examinations	60%

Assessment Type	Date	Weighting	Intended Learning Outcomes – ILOs
Problem solving assignments comprising quantitative or qualitative questions such as problems and case study questions	Weeks 3, 6 and 12	(10%)	[Outcomes: 2, 3, 4, 5 and 6]
Group project and presentation	Week 10	(30%)	[Outcomes: 5, 6 and 7].
An unseen mid-term exam of 90 minutes	Weeks 7 and 8	(20%)	[Outcomes: 1, 2, 3, 4 and 5].
An unseen final exam of 3 hours	Weeks 14 and 15	(40%)	[Outcomes: 1, 2, 3, 4 and 5].

Reading list

Mishkin, F. (2015). *The economics of money, banking and financial markets.* 11thedition. New York: Addison & Wesley.

Andoh, S. K. (2014). Essentials of money, banking and financial institutions: With applications to the developing world. Lanham. Maryland: Lexington Books. Retrieved from: http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=886318&site=ehost-live

Tarullo, D. (2008). *Banking on Basel: The future of international financial regulation*. Washington DC: Peterson Institute.







O'Brien, D.P. (2007). *The development of monetary economics: A modern perspective on monetary controversies*. UK: Edward Elgar Publishers.

Alexander, K., Dhumale, R. & Eatwell, J. (2006). *Global governance of financial systems: The international regulation of systemic risk.* New York: Oxford University Press.

Rosly, S. (2005). Critical issues on islamic banking and financial markets: Islamic economics, banking and finance, investments, Takaful and financial planning. Bloomington: Author House.

Academic articles on money and banking retrieved from ebscohost electronic library (database business source complete).

	Schodulod	Guided independent			Total	
	Scheduled	Guided		Autonomous	Total	TOLAI
Hours	54	15	15	21	51	105
Percentage	51.5%	14.25%	14.25%	20%	48.5%	100%







Unit Code:	ECO316	HOR Department:	Economics
Unit Title:	Econometrics I	Course Code:	
Credit Hours:	3		
Unit Leader:	Dr. Esmat Kamal		
Pre-requisite:	MTH213, STAT216		

This unit aims to utilize the application of statistics, especially the theory and practice of estimating economic relationships, regression analysis and problems encountered in estimating regression models.

Learning Outcomes

Knowledge

On successful completion of this unit, the student will be able to:

- 1- Derive and prove some economic theories and equations
- 2- Solve regression equations
- 3- Apply econometric techniques to economic relationships
- 4- Analyze different economic problems and issues

Skills

On successful completion of this unit, the student will be able to:

- 5- Apply research skills to collect and analyze data from various sources
- 6- Apply statistics and econometrics using micro-computers
- 7- Enhance brainstorming, collective decision-making and group reasoning to set targets, propose remedies and construct economic plans
- 8- Display verbal and presentation skills.

Indicative Content

- Review of Probability and Statistics
- Hypothesis Testing
- Ordinary Least Squares (OLS)
- Properties of the Least Squares Estimators
- Gauss Markov Theorem
- Multiple Regression Model
- Multicollinearity
- Heteroskedasticity
- Autocorrelation

Learning, Teaching and Assessment Strategies

The unit is taught using lectures to introduce students to core topics. Each lecture will begin with reviewing what was last taken, and ends with an open discussion around what was explained during that session [particular reference to outcomes 1, 2, 3].

Through lab sessions, students will be trained to use an econometric modelling computer package to prepare a research during the second half of the semester in which they will apply what they have





taken during the unit. This encourages them to take an active role in learning process [particular reference to outcomes 3, 4, 5, 6, 7]. Students are expected to analyze and present their findings using the techniques studied in the unit [particular reference to outcomes 4, 7 and 8]. This will help testing their analytical and critical skills. Students will also engage in further readings on topics related to their research.

Assessment Scheme

Coursework	40%
Unseen examinations	60%

Assessment Type	Date	Weighting	Intended Learning Outcomes – ILOs
Application of an econometric modeling computer package for statistical techniques and regression analysis to evaluate the relationships among some of economic variables and present the findings to class	Week 11	(40%)	[Outcomes: 3, 4, 5, 6, 7 and 8]
An unseen mid-term exam of 90 minutes	Weeks 7 and 8	(20%)	[Outcomes: 1 and 2]
An unseen final exam of 3 hours	Weeks 14 and 15	(40%)	[Outcomes: 1 and 2]

Reading list

- Wooldridge, J. (2019). *Introductory econometrics: A modern approach*. 7th edition. South Western Cengage.
- Gujarati, D. (2010). *Basic econometrics*. 5th edition. Boston: Irwin McGraw Hill.
- Kennedy, P. (2008). A guide to econometrics. 6th edition. Malden, MA: Blackwell Publications.
- Watson, P.D. & Teelucksingh, S.S. (2002). A practical introduction to econometric methods: Classical and

modern.<u>http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=146161&site=e host-live</u>

Pindyck, R. & Rubinfeld, D. (1998). *Econometric models and economic forecasts*. 4th edition. Boston: Irwin McGraw Hill.

Recommended journals

Econometrica Journal of Economic Letters







	Sabadulad	Guided independent				Total
	Scheduled	Guided		Autonomous	Total	TOLAI
Hours	54	15	15	21	51	105
Percentage	51.5%	14.25%	14.25%	20%	48.5%	100%







Unit Code:	LAW301	HOR Department:	Miscellaneous
Unit Title:	Commercial Law	Course Code:	
Credit Hours:	3		
Unit Leader:	Dr. Amir Taha		
Pre-requisite:	LAW201		

This module aims to introduce a wide range of concepts in commercial law. In addition, it allows the student to exercise significant judgment across business formation and different types of commercial contracts.

Learning Outcomes

Knowledge

On successful completion of this module, the student will be able to demonstrate systematic understanding and knowledge of:

- 1- Key concepts and principles in different areas of commercial law.
- 2- The legal and practical implications of setting up businesses.
- 3- The role of different types of contracts in the business life.

Skills

On successful completion of this module, the student will be able to:

- 4- Detect legal problems using real-life case studies.
- 5- Analyze and apply the law to resolve legal problems arising within the corporate structure and in the business world.
- 6- Draft, form, and present different types of commercial contracts.

Indicative Content

- Introduction to the module
- Agency (principal and agent)
- Sole proprietorship and partnerships organizations
- Corporations property
- Intellectual property
- Negotiable instruments
- The issue and transfer of negotiable instruments
- Checks and banking system

Learning, Teaching and Assessment Strategies

The module is taught using a mixture of lectures, to introduce students to the theoretical material, in-class discussion, and presentations, and to extend the scope of the lectures by encouraging students to explore the issues and ideas raised by the lecturer and to develop the critical analysis through case studies.

Students are assessed in a variety of ways that will test their knowledge and skills. The students are expected to produce a case analysis through group role playing at the end of the semester that







would be suitable for presentation. The group is divided into two parties: defendants and plaintiffs, and the judges. This case will require students to develop a critically informed case study for application besides the theoretical exploration of any particular concept in Commercial Law.

When students undertake cases, they will be supported by means of regular tutorials, which will provide them with feedback on work in progress, and in-class presentations will involve the use of informal peer assessment. Also, class participation, material discussion and interaction in lecture and tutorial are assessed. In addition to that, field trips help them understand the practical side of the studied topics through visiting the courts and attending commercial circuits and economical court sessions that will give them deep understand of the commercial life in Egypt.

Assessment Scheme

Coursework:	40%
Unseen Exams:	60%

Assessment Type	Date	Weighting	Intended Learning		
			Outcomes – ILOs		
Four Case studies -	Case1: Week 3	(40%)	[Outcomes: 4 and		
students are expected			5].		
to work individually to	Case 2: Week 5				
analyze an actual case					
examined in courts or	Case3: Week 10				
arbitration centers.					
	Case 4: Week 12				
An unseen 90 minutes	Week 7,8	(20%)	[Outcomes: 1, 2, 3,		
mid-term exam			4 , 5 and 8].		
An unseen final exam of	Week 14+	(40%)	[Outcomes: 1, 2, 4		
180 minutes that			and 5].		
include several					
questions to assess the					
student knowledge and					
understanding.					

Formative assessment is provided to the students on their work during the tutorials and on their work both during lecture time and office hours.

Reading List

- Goldman, A.J. & William D. Sigismond. (2020). Business law: Principles and practices. 9th edition. Boston, Cengage learning.
- Languardt, A., Barns, J., prenkert, J.D., Mccrary, M.A. and Perry, J. (2019). Business Law: The ethical, Global and ecommerce environment. 17th edition, McGraw Hill international.
- Mallor, Jane P. and others. "Business Law the Ethical, Global, and E-Commerce Environment" 13th edition, McGraw-Hill International Edition 2007.
- Cheeseman, H.R., (2015). Contemporary Business Law. 8th Edition. New Jersy: Pearson.
- Combe, M. M., & Cabrelli, D. A. (2013). Commercial Law (Vol. 2nd edition)





http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=753493&site=ehos t-live

- Marson, J. (2011). Business Law (Vol. Second edition). http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=678119&site=ehos t-live
- Goldman, Arnold J. & William D. Sigismond. "Business Law Principles and Practices" 7th edition, Houghton Mifflin Company 2007.
- Barnes, A. J., Dworkin, T. M., & Richards, E. L. (2007). Law for business. Irwin Professional

E-references

- https://www.investopedia.com > terms > principal-agent-relationship
- https://www.shsu.edu > klett > agency et al
- https://www.bizfilings.com > research-topics > business-startup-incorporating
- https://www.allbusiness.com > Finance > Legal
- https://www.wipo.int
- https://www.upcounsel.com > intellectual-property-protection
- https://www.investopedia.com > terms > negotiable-instrument
- https://www.toppr.com > guides > bills-of-exchange-and-promissory-notes
- https://kalyan-city.blogspot.com > 2011/02 > what-is-cheque-definition
- https://www.paisabazaar.com > Banking

	Schodulod	Guided independent				Total
	Scheduled	Guided		Autonomous	Total	TOLAI
Hours	54	15	15	21	51	105
Percentage	51.5%	14.25%	14.25%	20%	48.5%	100%







Unit Code:	ECO_301II	HOR Department:	Economics
Unit Title:	Macroeconomic Theory II	Course Code:	
Credit Hours:	3		
Unit Leader:	Prof. Doaa S. Abdou		
Pre-requisite:	ECO 3011		

The unit will begin by reviewing the modern approach to aggregate demand and aggregate supply, which entails incorporating it into the classical approach to aggregate supply and aggregate demand insights from Keynesian economics. This will serve as a base to discuss the role of macroeconomic policy in controlling fluctuations in output and employment. In particular, the unit will focus on introducing the modern theory of expectations and economic dynamics and on using this approach to analyse long run fluctuations. The unit also aims at studying the role of macroeconomic policy on long run fluctuations.

Learning Outcomes

Knowledge

On successful completion of this unit, the student will be able to:

- 1- Analyse different macroeconomics theories
- 2- Apply core economic theory and economic reasoning to applied topics
- 3- Discuss and analyse the effect of government policy on real world problems and issues

Skills

On successful completion of this unit, the student will be able to:

- 4- Analyze and critically evaluate different economic issues
- 5- Evaluate the logical bounds of the main macroeconomic models
- 6- Review and critically evaluate literature on economic issues and suggest ways to solve problems
- 7- Use research techniques and demonstrate presentation skills to communicate effectively in the different areas of macroeconomics such as labor markets, inflation, unemployment, the business cycle and fiscal and monetary policy

Indicative Content

- IS LM / AD- AS models
- Long run analysis
- Classical business cycles
- Keynesianism: The macroeconomics of wage and price rigidity
- Unemployment and inflation
- Exchange rates, macroeconomic policy in the open economy
- Monetary policy and the federal reserve system
- Government spending and its financing
- Capital flows and open economy determinant

Learning, Teaching and Assessment Strategies







The unit is taught using a mixture of lectures and tutorials to introduce students to core macroeconomic theories. Structured discussions will concentrate on analysing macroeconomic issues and help students to refine their ideas and work constructively with feedback and peer assessment. Tutorial sessions will be devoted to problem solving and discussion of case studies.

Students are assessed in a number of ways. In addition to working for specified written assignments (formative assessment), students will also be expected to produce a research paper that would be suitable for presentation on any of the topics covered in the unit. The paper must conform to accepted academic writing formats and will be 3,000 words in length. Accordingly, they will submit a draft (which includes an outline, methodology, literature review, references, etc.). After the submission of the final projects, students will be required to make presentations. Students will present the argument of their paper as the starting point for an in-class debate.

Assessment Scheme

Coursework

Assessment Type	Date	Weighting	Intended Learning Outcomes
			– ILOs
Individual project and	Week 13	(40%)	[Outcomes: 6 and 7].
presentation			
An unseen mid-term exam	Weeks 7	(20%)	[Outcomes: 1, 2, 3, 4 and 5].
of 90 minutes	and 8		
An unseen final exam of 3	Weeks 14	(40%)	[Outcomes: 1, 2, 3, 4 and 5].
hours	and 15		
Unseen examinations	60	%	

40%

Reading list

Blanchard O. & Johnson, D. (2017). *Macroeconomics*. 7th edition. New Jersey: Pearson Prentice Hall.

- Abel, A., Bernanke B. & Croushore, D. (2017). *Macroeconomics*. 9th edition. New Jersey: Pearson Prentice Hall.
- Nakamura, T., Adachi, H., & Osumi, Y. (2015). Studies In medium-run macroeconomics: Growth, fluctuations, unemployment, inequality and policies. Hackensack, NJ: World Scientific
- Koppl, R. (2014). From crisis to confidence: macroeconomics after the crash. London Publishing Partnership http://web.a.ebscohost.com/ehost/detail/detail?vid=46&sid=89f9e8b3-73f4-4532abf3-dd63da335f39%40sdc-v-

sessmgr03&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#AN=910786&db=e000xww

Romer, D. (2011). Advanced macroeconomics. 4th edition. Boston: McGraw Hill.

Cooper, R. (1999). Coordination games: Complementarities and macroeconomics. New York: Cambridge University Press.

Mankiw, G. & Romer, D. (1991). New Keynesianeconomics. Cambridge, Mass: MIT Press.

Blanchard, O. & Fisher, S. (1989). Lectures on macroeconomics. Cambridge: MIT Press.







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	Sabadulad	Guided independent				Total
	Scheduled	Guided		Autonomous	Total	TOLAI
Hours	54	15	15	21	51	105
Percentage	51.5%	14.25%	14.25%	20%	48.5%	100%







Unit Code:	ECO302II	HOR Department:	Economics	
Unit Title:	Microeconomic Theory II	Course Code:		
Credit Hours:	3			
Unit Leader:	Prof. Doaa S. Abdou			
Pre-requisite:	ECO _3021			
Aims				

This unit is designed to examine new microeconomic concepts in greater depth. It will examine some modern approaches to microeconomic analysis by addressing aspects of game theory. In particular, major concern will lie with the application of game theoretic models to issues in modern industrial organization. Finally, the unit will analyze topics in welfare economics, develop a general equilibrium model of the economy and employ it to analyze the issue of pare to efficiency.

Learning outcomes

Knowledge

On successful completion of this unit, the student will be able to:

- 1- Analyze different microeconomics theories
- 2- Apply core economic theory and economic reasoning to applied topics
- 3- Discuss and analyze effect of government policy to real world problems and issues

Skills

On successful completion of this unit, the student will be able to:

- 4- Identify tacit assumptions and limitations of data and information
- 5- Provide analysis and critical judgement to different economic issues
- 6- Select and apply appropriate techniques to solve problems
- 7- Present and share in economic arguments using verbal, graphical, mathematical, and statistical means.

Indicative Content

- Normal form games, dominant strategies, dominance solvability
- Mixed strategies, extensive form games/ sub games
- Perfect Nash equilibrium
- Repeated games
- Monopoly, linear pricing, discrimination
- Oligopoly, Cournot, Bertrand models
- Product differentiation, cartels and mergers
- Welfare theorems, general equilibrium model and pare to efficiency

Learning, Teaching and Assessment Strategies

The unit is taught using a mixture of lectures and tutorials to introduce students to core microeconomic theories, while in-class discussions will assist students in analyzing microeconomic issues. Structured discussions will help students to refine their ideas and work constructively with feedback and peer assessment. Tutorial sessions will be devoted to problem solving and discussion of case studies.

Students are assessed in a number of ways. In addition to working for specified written assignments (formative assessment), students will also be expected to produce a research paper that would be





suitable for presentation on any of the topics covered in the unit. The paper must conform to accepted academic writing formats and will be 3,000 words in length. Accordingly, they will submit a draft (which includes an outline, methodology, literature review, references, etc.). After the submission of the final projects, students will be required to make presentations. Students will present the argument of their paper as the starting point for an in-class debate.

Assessment Scheme

Coursework 40% Unseen examinations 60%

Assessment Type	Date	Weighting	Intended Learning Outcomes – ILOs
Individual project and presentation	Week 12	(40%)	[Outcomes: 6 and 7].
An unseen mid-term exam or 90 minutes will require students to answer questions on core theoretical issues	Weeks 7 and 8	(20%)	[Outcomes: 1, 2, 3, 4 and 5].
An unseen final exam of 3 hours will require students to answer questions on core theoretical issues	Weeks 14 and 15	(40%)	[Outcomes: 1, 2, 3, 4 and 5].

Reading list

Openstax College. (2020). *Principles of microeconomics for AP courses*. 2nd edition, Rice university, Texas, USA. <u>https://openstax.org/details/books/principles-microeconomics-ap-courses-2e</u>

Pindyck, R. & Rubinfeld, D. (2018). *Microeconomics*. 9th edition. Boston: Pearson.

Frank, R. (2014). *Microeconomics and behavior*. 9th edition. Boston: McGraw Hill-Irwin.

Besanko, D. & Braeutigam, R. (2013). *Microeconomics*. 5th edition. New Jersey: John Wiley & Sons.

Mazalov, V. V. Petrosjan, L. A.(2012). *Game theory and applications* (Vol. 8). Nova Publishers. <u>http://web.a.ebscohost.com/ehost/detail/detail?vid=5&sid=fdb8b0c6-c862-4b95-b522-f5599a89b605%40sdc-v</u>

sessmgr01&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#AN=540109&db=e000xww

Varian, H. (2010). *Intermediate microeconomics: A modern approach*. 8th edition. New York: WW Norton & Co

Schotter, A. (2009). *Microeconomics: A modern approach*. 1st edition. Mason, OH:Western Cengage Learning.

	Schodulod		Guided in	dependent		Total
	Scheduled	Guided		Autonomous	Total	TOLAT
Hours	54	15	15	21	51	105
Percentage	51.5%	14.25%	14.25%	20%	48.5%	100%





Unit Code:	ECO_305	HOR Department:	Economics
Unit Title:	Economic Development	Course Code:	
Credit Hours:	3		
Unit Leader:	Dr. Mai Yasser		
Pre-requisite:	ECO 101, ECO 102		

This unit is designed to explore the existing and challenging subjects of economic development. The unit focuses on the basic concepts of economic development, the development gap, theories of economic development, measurement of income distribution and poverty, sources of finance and analyses some of the major development problems and policies.

Learning Outcomes

Knowledge

On successful completion of this unit, the student will be able to:

- 1- Analyze the sources of economic development and long term growth.
- 2- Evaluate the different theories and models of economic growth and development.
- 3- Explore the major development problems, both domestic and international, which confront developing countries and the main policies adopted to confront these problems.

Skills

On successful completion of this unit, the student will be able to:

- 4- Criticize the development policies and theories.
- 5- Link the theories of development and the realities of developing countries.
- 6- Interpret and analyze different raw data and development indicators.
- 7- Work in groups.
- 8- Expand verbal, research and presentation skills.

Indicative Content

- Basic concepts of economic development
- Comparative economic development
- Theories of economic development
- Growth, poverty and income distribution
- International trade theory and development strategy
- Balance of payments, debt and stabilization policies
- Foreign finance, investment and aid.

Learning, Teaching and Assessment Strategies







The unit is taught using a mixture of lectures and tutorials. Lectures are designed to introduce students to core topics. Tutorials are designed to assist students with difficulties they confront in the unit of their study or when conducting their researches.

Students are assessed through an unseen midterm and an unseen final exam [particular reference to outcomes 1, 2, 3, 4]. Students are also expected to produce a group research paper at the end of the semester that would be suitable for presentation. The research academic writing formats. Prior to the submission of the final research students will submit an outline (week 2) and a preliminary draft of their research (week 4) upon which they will receive the necessary feedback to pursue their research (formative assessment). The list of topics for research will be provided to the students at the beginning of the semester and can vary every semester [particular reference to outcomes 5, 6, 7 and 8].

Assessment Scheme

Formative assessment

- Submission of preliminary thesis statement and outline in week 2
- Submission of first draft in week 4.
- Coursework 40%
- Unseen examinations 60%

Assessment Type	Date	Weighting	Intended Learning Outcomes – ILOs
Group project and presentation	Week 11	(40%)	[Outcomes: 5, 6 and 7].
An unseen mid-term exam of 90 minutes	Weeks 7 and 8	(20%)	[Outcomes: 1, 2, 3 and 4].
An unseen final exam of 3 hours	Weeks 14 and 15	(40%)	[Outcomes: 1, 2, 3 and 4].

Reading list

Siggel, E. (2016) *Development Economics: A Policy Analysis Approach*. London: Routledge <u>http://web.b.ebscohost.com/ehost/ebookviewer/ebook/ZTAyMG13d19fMTQzMjcxOF9fQU41</u> <u>?sid=01318012-ecc3-4dbb-9ee4-062a276d61c9@sessionmgr101&vid=11&format=EB&rid=3</u>

Todaro, M. & Smith, S. (2014). *Economic development*. 12thedition. Harlow: Pearson Addison Wesley. Perkins, D., Radelet, S. & Lindauer, D. (2013). *Economics of development*. 7thedition. New York: W.W.

Norton and Company.

- Thirlwall, A. P. (2011). *Economics of development*. 9th edition. New York: Palgrave Macmillan.
- Thirlwall, A. P. (2006). *Growth and development with special reference to developing countries.* 8th edition. New York: Palgrave Macmillan.

E-references

The World Bank website <u>www.worldbank.org</u> The united Nations Development Program website <u>www.undp.org</u> The International Monetary Fund website <u>www.imf.org</u>







The united Nations Conference on Trade and Development website <u>www.unctad.org</u>

Academic articles on economic development retrieved from ebscohost electronic library (database business source complete).

	Schodulod	Guided independent				Total
	Scheduled	Guided		Autonomous	Total	TOLAI
Hours	54	15	15	21	51	105
Percentage	51.5%	14.25%	14.25%	20%	48.5%	100%







Unit Code:	ECO306	HOR Department:	Economics
Unit Title:	Public Finance	Course Code:	
Credit Hours:	3		
Unit Leader:	Dr. Azza Kamal		
Pre-requisite:	ECO_302 I		

This unit is designed to introduce students to the theory and practice of economics of public policy and the economic basis of government economics. The unit intends to provide the theory and foundation behind market failure, private and public goods, and externalities. Furthermore, the unit aims to shed light on the public expenditure, the basics of government finance, tax theory and tax policies as tools for government intervention and correction of market failures

Learning outcomes

Knowledge

On successful completion of this unit, the student will be able to:

- 1- Explain the basic theory behind market failure, private vs. public goods, and externalities
- 2- Appraise the advantages and disadvantages of government intervention through fiscal policy
- 3- Analyse the basic theory behind taxation policies

Skills

On successful completion of this unit, the student will be able to:

- 4- Assess problems related to public finance and propose solutions
- 5- Analyse the public budget and means of financing its deficit
- 6- Enhance individual initiative and research skills
- 7- Display presentation skills.

Indicative Content

- Basic principles of public finance
- Public goods
- Externalities
- Public expenditure (in-kind and welfare transfers)
- Taxation and income distribution
- Taxation and efficiency
- Efficient and equitable taxation: optimal taxation
- Income and consumption taxes
- Tax reform
- Deficit finance







Learning, Teaching and Assessment Strategies

Lectures will be used to introduce students to the main theoretical topics of the unit. In-class discussions will be used to extend the scope of the lectures. Students are expected to engage in further readings on topics specified by the instructor, critically evaluate them and present their findings to class. They will also work for specified written assignments. Tutorials will address practical cases pertaining to the unit and applications in addition to guidance on further readings.

Assessment Scheme

Coursework	40%
Unseen examinations	60%

Assessment Type	Date	Weighting	Intended Learning Outcomes – ILOs
Problem solving assignments comprising quantitative or qualitative questions such as problems and case study questions	Weeks 3 and 12	(20%)	[Outcomes: 1, 2 and 3]
Policy brief and presentation	Week 10	(20%)	[Outcomes: 5, 6 and 7].
An unseen mid-term exam of 90 minutes	Weeks 7 and 8	(20%)	[Outcomes: 1, 2, 3, 4 and 5].
An unseen final exam of 3 hours	Weeks 14 and 15	(40%)	[Outcomes: 1, 2, 3, 4 and 5].

Reading list

- Yescombe, E. F. (2018). *Public-private partnerships for infrastructure: Principles of policy and finance.* Elsevier
- Hasseldine, J. (2017). Advances in taxation. Bingley, U.K.: Emerald Group Publishing Limited. http://web.a.ebscohost.com/ehost/detail/detail?vid=82&sid=89f9e8b3-73f4-4532-abf3dd63da335f39%40sdc-v-

sessmgr03&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#AN=333243&db=e000xww

- Jun, J. (2017). *Tax incentives and tax base protection in developing countries*. MPFD. Working Paper WP 17/07. Bangkok: ESCAP
- Rosen, H. & Gayer, T. (2014). *Public finance*. 10th edition. Boston: McGraw Hill Irwin.
- Hyman, D. (2013). *Public finance: A contemporary application of theory to policy*.11th edition. UK: South-western College Publications.

Rosen, H. & Gayer, T. (2010). *Public finance*. 9th edition. Boston: McGraw Hill Irwin.

Moreno-Dodson, B. & Wodon, Q. (2008). *Public finance for poverty reduction: Concepts and case studies from Africa and Latin America.* Washington, DC: World Bank.

http://documents.worldbank.org/curated/en/435521468263934631/Public-finance-for-poverty-reduction-concepts-and-case-studies-from-Africa-and-Latin-America







Musgrave, R. & Musgrave, P. (1989). *Public finance in theory and practice.* 5th edition. New York: McGraw Hill.

	Sabadulad	Guided independent				Total
	Scheduled	Guided		Autonomous	Total	TOLAI
Hours	54	15	15	21	51	105
Percentage	51.5%	14.25%	14.25%	20%	48.5%	100%







Unit Code: Unit Title:	BUS304 Entrepreneurship and Small	HOR Department:	Marketing &International Business
	Businesses Management	Course Code:	
Credit Hours:	3		
Unit Leader:	Dr. Nermeen Nazmy		
Pre-requisite:	FAC201, MGT200,		
	MKT_201		

This unit aims to provide a solid background with practical application of the concepts of the fastgrowing discipline of entrepreneurship and small businesses. Also it describes the characteristics of an entrepreneur and the importance of diversity in both the marketplace and the workplace. It also aims to articulate the differences between a small business manager and an entrepreneur and between the main forms of ownership and franchising. Moreover, it aims to identify the components of a business plan including: evaluation of potential start-ups, sources of business ideas, uses of financial records to a small business, sources of funding, laws and regulations that affect small business, and explain the process of developing a small business marketing strategy and business plan.

Learning outcomes

Knowledge

On successful completion of this unit, the student will be able to demonstrate systematic understanding and knowledge of:

- 1- Characteristics, altitudes, and skills needed for entrepreneurship and management of a small business.
- 2- How to build a strategic plan and attain a competitive advantage for a small business.
- 3- The guerrilla marketing principles, strategies and plan.
- 4- How to develop a business plan as a tool to assess, create and communicate a business concept.
- 5- Entrepreneurial settings and role models through exposure to actual business settings and experiences.

Skills

On successful completion of this unit, the students will be able to:

- 6- Assess the feasibility of a business venture.
- 7- Prepare a business plan pinpointing the accounting records needed for a small business, financing needs of the business and where to look for sources of funding.

Indicative Content

- The Foundation of Entrepreneurship.
- Designing of competitive business model and building a solid strategic plan.
- Conducting a feasibility analysis and creating a winning business plan.
- Forms of business ownership.
- Franchising and the Entrepreneur.







- Building a powerful marketing plan (Guerrilla Marketing Plan).
- Creating a successful financial plan.
- Choosing the right location and layout.

Learning, Teaching and assessment Strategies

Formal interactive lectures led by the instructor are used to present the material essential to the proper understanding of the main topics of Entrepreneurship & Small Business Management. PowerPoint presentation and selected case studies are used to further enrich the students' understanding of the entrepreneurship function and its vital role. Furthermore, real life examples are brought to the lectures to relate the theoretical framework to the practice. In addition to lectures, regular tutorials are devoted to generating ideas, brainstorming, problem solving and discussion of case studies, and giving feedback to students about their projects.

Assessment scheme

Coursework50%Unseen Exams50%

Assessment Type	Date	Weighting	Intended Learning
			Outcomes – ILOs
Group project: Feasibility study and	Phase 1: Week 3	50%	[Outcomes: 4-7]
business plan development. Students are			
asked to select a small business venture	Phase 2: Week 5		
and create a complete and persuasive			
business plan that, among other things,	Phase 3: Week 9		
will effectively accomplish the goal of			
acquiring financing.	Presentations:		
	Week 11		
Final exam: 3 hours exam that consists of	Week 14+	50%	[Outcomes: 1,2, 3, 6
essay questions and a case study or			and 7]
application questions			

Reading List

- Cornwall & Scarborough, N. (2019). *Essentials of entrepreneurship and small business management*. 9th edition. New Jersey: Pearson Education.
- Megginson, L & Byrd, M.J. (2018). *Small Business Management: An Entrepreneur's Guidebook.* 8th Edition. New York: McGraw-Hill
- Jones, P., Maas, G., & Pittaway, L. (2017). New Perspectives on Entrepreneurship Education: Contemporary Issues in Entrepreneurship Research, volume 7. First edition. Bingley, UK : Emerald Publishing Limited.
- Bygrave, W.D. and Corbett, A.C. (2016). *Entrepreneurship*, 4th Edition.
- Bagheri, A., & Pihie, Z. A. L. (2014). Factors shaping entrepreneurial intention. Newcastle upon Tyne: Cambridge Scholars Publishing. <u>http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=806567&site=ehost-live</u>







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• Fred. K. (2009) *Creating entrepreneurs: Making miracles happen*. Singapore: World Scientific. <u>http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=340547&site=ehost-live</u>

	Schodulod	Guided independent			Total	
	Scheduled	Guided		Autonomous	Total	TOLAI
Hours	54	15	15	21	51	105
Percentage	51.5%	14.25%	14.25%	20%	48.5%	100%







Unit Code:	ECO309	HOR Department:	Economics	
Unit Title:	Agricultural Economics	Course Code:		
Credit Hours:	3			
Unit Leader:	Dr. Azza Kamal			
Pre-requisite:	ECO 101, ECO 102			
Aims				

The aim of this unit is to introduce students to agricultural economics, to familiarize them with the agricultural economic problems in developing countries and the role of agriculture in economic development. The unit also seeks to shed light on Egyptian agricultural development, its objectives and constraints in addition to the agricultural reform policy in Egypt.

Learning outcomes

Knowledge

On successful completion of this unit, the student will be able to:

- 1- Explain the role of agriculture in economic growth and how both the government and/or markets work to influence agricultural activity.
- 2- Explain the models and theories of agricultural development.
- 3- Develop an understanding of the agrarian systems in Egypt and developing countries.

Skills

On successful completion of this unit, the student will be able to:

- 4- Develop skills in the critical assessment of contemporary agricultural development issues.
- 5- Critically evaluate the role of agriculture in processes of economic development especially in developing countries.
- 6- Critically evaluate empirical data, policies, concepts, arguments and theories related to agricultural economics.
- 7- Demonstrate skills in oral and written communication of agriculture and economic development issues.

Indicative Content

- Agricultural growth: past progress and current challenges
- The structure of the agrarian systems: agricultural organization and land reform
- The role of agriculture in the economic development of Egypt and other developing countries.
- Agriculture in economic development theories: growth stage theories and dual economy models.
- Agricultural pricing policies and the terms of trade between agriculture and industry
- Rural-urban migration and urban unemployment
- Agricultural planning: identification, preparation and evaluation of agricultural development projects.







Learning, Teaching and Assessment Strategies

Teaching/learning approaches are integrated with assessment arrangements to facilitate student achievement of the learning outcomes identified for this unit. Lectures will introduce the key features of Agricultural Economics and will invite student questions and debate.

Tutorial time will be used by tutors to provide means for individual student discussion and support (including feedback on assessed work).

Students must submit an initial (formative) research paper to be eligible for subsequent assessment. The research paper would range between 3000 - 3500 words in length and must conform to proper academic styles. The list of topics, which will focus on agricultural economics, will be provided to the students at the beginning of the each semester.

Assessment Scheme

Coursework	40%
Examination	60%

Assessment Type	Date	Weighting	Intended Learning Outcomes
			– ILOs
Individual project and	Week 5	(40%)	[Outcomes: 4, 5, 6 and 7].
presentation			
An unseen mid-term exam	Weeks 7	(20%)	[Outcomes: 1, 2, 3, 4 and 5].
of 90 minutes	and 8		
An unseen final exam of 3	Weeks 14	(40%)	[Outcomes: 1, 2, 3, 4 and 5].
hours	and 15		

Reading list

- Fuglie, K., Gautam, M., Goyal, A. & Maloney, W. F. (2020). Harvesting prosperity: Technology and productivity growth in agriculture. Washington, DC: World Bank. <u>http://search.ebscohost.com/login.aspx?direct=true&db=e020mww&AN=540306&site=ehost-live</u>
- Mellor, J. (2017). Agricultural development and economic transformation: Promoting growth with poverty reduction. Palgrave Macmillan<u>https://071028z8p-1104-y-https-link-springer-</u> com.mplbci.ekb.eg/book/10.1007/978-3-319-65259-7
- Barkley, A. & Barkley, P. (2016). *Principles of agricultural economics*. 2nd edition. Routledge Todaro, M. & S. Smith. (2015). *Economic development*. 12th edition. Addison Wesley
- Sharma, P., Dwivedi, S., Bhat, A. (2014). *Practicals in agricultural economics*. New Delhi: Daya Publishing House. <u>https://openknowledge.worldbank.org/handle/10986/32350 License: CC BY</u> 3.0 IGO
- Penson, J., Capps, O., Rosson, C. & Woodward, R. (2014). *Introduction to agricultural economics*. 6th edition. Prentice Hall.
- Upton, M. (2012). *The economics of tropical farming systems*. New York: Cambridge University Press. <u>https://doi.org/10.1017/CBO9781139172868</u>

Drummond, E. & Goodwin, J. (2011). *Agricultural economics*. 3rd edition. Pearson.

- Lee, T. H. (2010). Agricultural Economics: New Research. New York: Nova Science
- Ellis, F. (2008). *Peasant economics: Farm households in agrarian development*. 2nd edition. Cambridge University Press.





Eicher, C. & Staatz, J. (1998). *International agricultural development*. Baltimore M.D. The Johns Hopkins University Press.

United Nations Food and Agricultural Organization (FAO) publications.

	Schodulod	Guided independent				Total
	Scheduled	Guided		Autonomous	Total	TOLAI
Hours	54	15	15	21	51	105
Percentage	51.5%	14.25%	14.25%	20%	48.5%	100%







Unit Code:	ECO310	HOR Department:	Economics
Unit Title:	Economics of Energy	Course Code:	
Credit Hours:	3		
Unit Leader:	Dr. Azza Kamal		
Pre-requisite:	ECO 101, ECO 102		

This unit aims to introduce students to key issues in the economics of energy; to provide students with an understanding of the different factors underlying the determination of international energy prices, to evaluate the importance of energy in economic development and the economic and environmental constraints and policies related to the expansion in the use of various energy resources.

Learning outcomes

Knowledge

On successful completion of this unit, the student will be able to:

- 1- Demonstrate knowledge of the oil, natural gas, coal production, nuclear energy and solar energy background history and markets
- 2- Explain the role of energy towards economic and social development.
- 3- Display an awareness of the different energy policies and planning in some specific countries and globally.
- 4- Exhibit knowledge of the local and international determinants of prices of energy.

Skills

On successful completion of this unit, the student will be able to:

- 5- Evaluate the different constraints encountered in the use of different resources of energy.
- 6- Use concepts such as opportunity cost, equilibrium and incentives in evaluating the allocation of resources in energy supply.
- 7- Critically evaluate empirical data, policies, concepts, arguments and theories related to energy economics.
- 8- Develop and express this critical understanding through independent reading, group discussion and written communication.

Indicative Content

- Energy resource classification
- Egyptian energy resources.
- Problems facing the Egyptian energy industry
- The demand and supply of energy resources
- Use of theory in determining optimal pricing and use of different types of energy resources.
- Energy and environmental impact.
- Role of energy in economic development.
- International and domestic energy policy and planning.





Learning, Teaching and Assessment Strategies

Teaching/learning approaches are integrated with assessment arrangements to facilitate student achievement of the learning outcomes identified for this unit. Lectures will introduce the key features of the economics of energy to students, will relate these to relevant current issues related to the problems of energy production and consumption, will open up associated issues, and will invite student questions and debate.

Tutorial time will be used by tutors to advise and assist students and to provide means for individual student discussion and support (including feedback on assessed work).

Students must submit an initial (formative) research paper to be eligible for subsequent assessment. The research paper would range between 3000 - 3500 words in length and must conform to proper academic styles. The list of topics, which will focus on the economics of energy, will be provided to the students at the beginning of the each semester [particular reference to outcomes 1, 2, 3, 4, 5, 6, 7].

Assessment Scheme

Assessment Type	Date	Weighting	Intended Learning Outcomes
			– ILOs
Individual project and	Week 6	(40%)	[Outcomes: 5, 6. 7 and 8].
presentation			
An unseen mid-term exam	Weeks 7	(20%)	[Outcomes: 1, 2, 3, 4, 5 and
of 90 minutes	and 8		6].
An unseen final exam of 3	Weeks 14	(40%)	[Outcomes: 1, 2, 3, 4, 5 and
hours	and 15		6].

Coursework 40% Examination 60%

Reading list

- Bhattacharyya, Subhes C.(2019). *Energy economics: Concepts, issues, markets and governance*. London: Springer. <u>https://link.springer.com/book/10.1007/978-1-4471-7468-4</u>
- Hinkin, Chris. (2017). An introduction to petroleum economics. Society of Petroleum Engineers.
- Hillebrand, E.E., Closson, S. (2015). *Energy, economic growth, and geopolitical futures: Eight long-range scenarios*. Cambridge, Massachusetts : The MIT Press.

http://web.b.ebscohost.com/ehost/ebookviewer/ebook/ZTAyMG13d19fOTcyMTEwX19BTg2?sid =0f04910f-7cc2-485f-81a1-7bdb6944d9ba@pdc-v-sessmgr03&vid=3&format=EB&rid=1

- Banks, F. (2015). Energy and economic theory. World Scientific Publishing Company.
- Simkins, B. & Simkins, R. (2013). *Energy finance and economics: Analysis and valuation, risk management and the future of energy*. Wiley.
- Uno, K. (2013). *Economy energy environment simulation: Beyond the Kyoto Protocol*. Springer.

Schmitz, A., Wilson, N.L., Moss, C. &Zilberman, D. (2011).The economics of alternative energy sources and globalization. Oak Park, IL: Bentham Science Publishers.

http://search.ebscohost.com/login.aspx?direct=true&db=e020mww&AN=500532&site=ehostlive

Evans, J. & Hunt, L. (2011). *The international handbook on the economics of energy*. Edward Elgar Publishing.







Tisdell, C. (2009). *Resource and environmental economics: Modern issues and applications*. World Scientific Publishing Company.

Banks, F. (2007). *The political economy of world energy: An introductory textbook*. World Scientific Publishing Company.

	Schodulod	Guided independent				Total
	Scheduled	Guided		Autonomous	Total	TOLAI
Hours	54	15	15	21	51	105
Percentage	51.5%	14.25%	14.25%	20%	48.5%	100%







Unit Code:	PSC320	HOR Department:	Economics
Unit Title:	International Relations	Course Code:	
Credit Hours:	3		
Unit Leader:	Dr. Nihal El-Shimy		
Pre-requisite:	PSC 200		

This unit aims to introduce students to the field of international relations and to enable them to acquire knowledge about the paradigms that dominate it. It also aims to highlight problems related to international, social, economic and political environments. In addition to that, this unit attempts to encourage students to criticise and analyse the game of international relations in order to understand the rich complexity that makes up the world order – economic, cultural and political. Therefore, political theories are studied and analysed in an attempt to interpret and predict current global events.

Learning outcomes

Knowledge

On successful completion of this unit, the student will be able to:

- Differentiate between International systems during and after the Cold War era (1)
- Evaluate global political events (2)
- Compare and contrast between the different international political systems (3)
- Present and defend a personal evaluation of the significance of international relations in the globalisation era (4)

Skills

On successful completion of this unit, the student will be able to:

- Enhance initiative and research skills (5)
- Demonstrate team (group) working ability (6)
- Display verbal and/or other presentation skills (7)

Indicative Content

- Globalisation of international relations
- The evolving international system
- Foreign policy making
- Terrorism
- Weapons of mass destruction
- The united Nations and international law







• North-south capital flows and foreign assistance.

Learning, Teaching and Assessment Strategies

Teaching/learning approaches are integrated with assessment arrangements to facilitate student achievement of the learning outcomes identified for this unit. Mixtures of lectures and tutorials will introduce the key features of politics to students, will relate these to relevant current events, will open up associated issues, and will invite student questions and debate. Tutorial time will be used by tutors to advise and assist students, and will also provide means for individual student discussion and support (including feedback on assessed work). Students are expected to carry out further readings on topics related to the unit.

Student will be required to negotiate topics for their group project in discussion with the tutor that will then be the basis for presentations in later weeks and which will provide appropriate coverage of the unit's main themes. These presentations will feature both group collaborative work and individual assessment [particular reference to outcomes: 5, 6 and 7].

Assessment Scheme

Coursework	40%
Unseen examinations	60%

Assessment Type	Date	Weighting	Intended Learning
<u>Formative assessment</u> : Individual	Week 3	<u>Formative</u>	[Outcomes: 5]
research paper.		<u>assessment</u>	
Group summative project and presentation.	Week 11	(40%)	[Outcomes: 5, 6 and 7]
An unseen 90 minutes mid-term exam will require students to answer questions on core theoretical issues.	Weeks 7, 8	(20%)	[Outcomes: 1, 2]
An unseen final exam of 3 hours will	Final	(40%)	[Outcomes: 2, 3 and 4]
require students to answer questions	Examination		
on core theoretical issues.	Schedule		

Learning Materials

All unit learning materials and resources, apart from textbooks, will be available on the university website (including tutorial activities, lecture notes, review questions, lecture slides and sample of previous exams).







Reading List

Electronic Textbooks:

 Gofas, A., Hamati-Ataya, I., & Onuf, N. (Eds.). (2018). The SAGE handbook of the history, philosophy and sociology of international relations. SAGE. Available at: http://08113my5n.1105.y.http.sk.sagepub.com.mplbci.ekb.eg/reference/the-sage-handbook-of-the-history-philosophy-and-sociology-of-international?fromsearch=true

Textbooks:

- Light, M., & Groom, A. J. R. (Eds.). (2016). *International relations: A handbook of current theory*. Bloomsbury Publishing.
- Light, M., & Groom, A. J. R. (Eds.). (2016). *International relations: A handbook of current theory*. Bloomsbury Publishing.
- Dunne, T., Kurki, M., & Smith, S. (Eds.). (2013). *International relations theories*. Oxford University Press.
- Goldstein, J. & Pevehouse, J. (2012). *International relations*. 10th edition. Boston: Pearson Longman.
- Keohane, R. & Nye, J. (2012). *Power and Independence*. 4th edition. Boston: Longman.
- El-Shimy, N. (2008). *The American Japanese relations in the 1990s: Continuity and change (A study in the alliance theory).* A Dissertation presented to earn Doctorate of Philosophy Degree in Political Science. Faculty of Political Science, Cairo University.
- Reus-Smit, C., & Snidal, D. (Eds.). (2008). *The Oxford handbook of international relations*. Oxford University Press.
- Held, D. (2004). *Global Transformation Politics, Economics and Culture*. Cambridge: Polity Press.
- Giplin, R. (2001). *Global political economy: Understanding the international economic order.* Princeton New Jersey: Princeton University Press.
- Hartmann, F. (1983). *Relations of Nations*. 6th edition. New York: Macmillan Publishing Co.
- Bishop, W. (1962). International law: Cases and materials. Boston: Little, Brown & Co.

Journals:

- Cambridge Review of International Affairs https://www.cria.polis.cam.ac.uk
- The British Journal of Politics and International Relations (BJPIR) https://journals.sagepub.com/home/bpi
- Review of International Studies

	Sabadulad		Guided independent			
	Scheduled	Guided		Autonomous	Total	TOLAT
Hours	54	15	15	21	51	105
Percentage	51.5%	14.25%	14.25%	20%	48.5%	100%








Unit Code:	ECO403	HOR Department:	Economics
Unit Title:	International Trade	Course Code:	
Credit Hours:	3		
Unit Leader:	Dr. Esmat Kamel		
Pre-requisite:	ECO 301I, ECO_302I		

The aim of this unit is to explore the theory and principles of international trade. It deals with trade theory explaining the basis and the gains from trade. Trade policy regarding the obstructions to the flow of trade is also discussed and analyzed. The unit also focuses on international capital flows, foreign direct investments, the measurement of a nation's balance of payments, multinational corporations and foreign exchange markets.

Learning outcomes

Knowledge

On successful completion of this unit, the student will be able to:

- 1- Analyse the sources of comparative advantage.
- 2- Explain the concepts of national income accounting and balance of payments accounting practices.
- 3- Critically evaluate the various trade barriers and other international economic problems that international businesses must be prepared to address and manage.

Skills

On successful completion of this unit, the student will be able to:

- 4- Demonstrate problem solving skills related to international economic problems.
- 5- Enhance individual initiative and research skills.
- 6- Display verbal and/or other presentation skills.

Indicative Content

- Fundamental concepts of international economics.
- The classical trade theory and empirical testing of Ricardian model.
- Labour productivity and comparative advantage.
- Resources and trade: the Heckscher Ohlin model.
- The modern trade theory and empirical testing for economies of scale.
- Instruments of trade policies: tariff and non-tariff trade barriers to trade.
- Economic integration: customs unions and free trade areas.
- International capital flows, foreign direct investment and multinational corporations.
- Balance of payments accounting andits economic interpretation.
- Exchange rate concepts and the macro-economic framework for the exchange rate.







Learning, Teaching and Assessment Strategies

Lectures will be used to introduce students to the main theoretical topics of the unit. In-class discussions will be used to extend the scope of the lectures. Tutorials will address practical cases pertaining to the unit and applications in addition to guidance on further readings.

In the first three weeks students will be required to negotiate topics for their group projects in discussion with the tutor that will then be the basis for their projects and presentations in later weeks, and which will be selected from the unit's main themes. These presentations will feature both tutor and peer assessment [particular reference to outcomes 3, 4 and 5].

Assessment Scheme

- Formative assessment: Includes Problem solving assignments comprising quantitative and qualitative questions such as analytical problems, essays, case studies, in class discussion of group projects and questions to assess students' understanding of the core topics.

Coursework40%Unseen examinations60%

Assessment Type	Date	Weighting	Intended Learning Outcomes
			– ILOs
Group project and	Week 11	(30%)	[Outcomes: 3, 5 and 6].
presentation			
Case study assignment	Week 6	(10%)	[Outcomes: 1, 4 and 5].
based on new trade theories			
An unseen mid-term exam	Weeks 7	(20%)	[Outcomes: 1, 2, 3 and 4].
of 90 minutes	and 8		
An unseen final exam of 3	Weeks 14	(40%)	[Outcomes: 1, 2, 3 and 4].
hours	and 15		

Reading list

Pugel, Thomas. (2020). *International economics*. 17th edition. New Jersey: McGraw-Hill Irwin. Salvatore, D. (2014). *International Economics*. 11thEdition. Hoboken, NJ: John Wiley & Sons.

Freenstra, R. & Taylor, A. (2013). *International economics*. 3rd edition. Macmillan.

Krugman, P., Obstfeld, M. & Melitz, M. (2012). *International economics: Theory and policy*. 9thedition. Boston: Pearson Addison-Wesley.

Appleyard, D., Field, A. & Cobb, D. (2010). *International economics*. 7th edition. New York: McGraw-Hill Irwin

E-references WTO: <u>http://www.wto.org</u> UNCTAD: <u>http://www.unctad.org</u> The World Bank: <u>http://www.worldbank.org</u> International Center for Trade and Sustainable Development: <u>http://www.ictsd.org</u> Ministry of Trade and Industry: <u>http://www.mti.gov.eg</u> Central Agency for Public Mobilization and Statistics: http://www.capmas.gov.eg







KIS Data

Sebadulad		Guided independent				Total
	Scheduled	Guided	Independent	Autonomous	Total	TOLAI
Hours	54	10	10	31	51	105
Percentage	51.5%	9.5	9.5	29.5%	48.5%	100%

Unit Code:

ECO405I

Economics





Unit Title:	Development of Economic Thought I	Course Code:	
Credit Hours:	3		
Unit Leader:	Prof. Heba Helmy		
Pre-requisite:	ECO 301I, ECO_302I		

This unit is the first part of two twin Units focusing on the history and development of economic thought. The aim of this unit is to explain and evaluate the evolution of economic thought starting from the mercantilist school till the late nineteenth century with the emergence of schools critical of classical economics such as Marxism and the German historical school.

Learning outcomes

Knowledge

On successful completion of this unit, the student will be able to:

- 1- Evaluate the evolution of economic theory
- 2- Appraise the roles and contributions of the different economists to economic theory during the period examined
- 3- Assess how political, ethical and socioeconomic situations have affected the evolution of economic theory and policy formulation

Skills

On successful completion of this unit, the student will be able to:

- 4- Assess competing historical debates on past economic policies
- 5- Evaluate and criticize different economic theories and models
- 6- Engage in research and acquire presentation skills
- 7- Engage in debates and controversies and acquire argumentation skills

Indicative Content

- The mercantilist school
- The physiocratic school
- Forerunners of the classical school
- The classical school
- Marxian socialism
- The German historical school

Learning, Teaching and Assessment Strategies

Teaching/learning approaches are integrated with assessment arrangements to facilitate student achievement of the learning outcomes identified for this unit. Lectures will begin with reviewing what was last taken in the previous ones, will introduce the key features of the unit to students and end with an open discussion around what was explained during that session. Students are required to participate in these discussions so as to take an active role in the learning process. Tutorials will be used by tutors to assist students especially on their research by providing students with feedback on their assessed work.







Learning is closely linked to assessment in a variety of ways. Students will be assessed through a midterm and a final exam [to assess outcomes 1, 2, 3, 4] but will also be required to submit a term paper (week 8) on one of the assigned topics and to present it to their fellow students (week 11). Prior to the submission of the final project, students are to submit an outline (week 2) and a first draft (week 4) upon which they receive the necessary feedback (formative assessment). Students will also be required to produce a concise but precise formative group presentation on one economic school of thought in a pecha kucha format (20 slides each 20 seconds, with emphasis on images and with voice recorded) and upload it to the special discussion forum on moodle. Each group is expected to reflect on two other pecha kuchas on moodle. The assignment is intended to feed forward toward the summative project and to train students to constructing concise and effective presentations in their summative group project.

The group project which will range between 4000 and 4500 words - will examine the student's ability to synthesize ideas and think creatively. The project will be presented by the members of each group to their fellow students later in the semester [particular reference to outcomes 5, 6, and 7].

Assessment Scheme

Formative assessment

- Submission of preliminary thesis statement and outline in week 2
- Submission of first draft in week 4.
- Formation of a group presentation in a pecha kucha in week 3.

Coursework	40%
Unseen examinations	60%

Assessment Type	Date	Weighting	Intended Learning Outcomes – ILOs
Group project and	Week 10	(40%)	[Outcomes: 5, 6 and 7].
presentation			
An unseen mid-term exam	Weeks 7	(20%)	[Outcomes: 1, 2, 3 and 4].
of 90 minutes	and 8		
An unseen final exam of 3	Weeks 14	(40%)	[Outcomes: 1, 2, 3 and 4].
hours	and 15		

Reading list

- Brue, S. & Grant, R. (2013). *The evolution of economic thought.* 8th edition Mason: Thomson South Western.
- Hunt, E. & Lautzenheiser, M. (2011). *History of economic thought: A critical perspective.* 3rd edition. New York: M. E. Sharpe.
- Buchholz, T.& Feldstein, M. (2007). *New ideas from dead economists: An introduction to modern economic thought*. New York: Plume.
- Screpanti, E., &Zamagni, S. (2005). *An outline of the history of economic thought* . (Vol. 2nd ed. rev. and expanded). Oxford: OUP Oxford.

http://web.a.ebscohost.com/ehost/detail/detail?vid=3&sid=312f09ef-9b60-4f7d-96cc-414bf1aa459d%40sessionmgr4006&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#AN=21548 8&db=e020mww

Vaggi, G. & Groenewegen, P. (2003) *A concise history of economic thought: From mercantilism to monetarism.* Palgrave Macmillan. https://071028z8p-1104-y-https-link-springer







com.mplbci.ekb.eg/search?query=A+Concise+History+of+Economic+Thought&facet-content-type=%22Book%22.

Landreth, H. & Colander, D. (2002). *History of economic thought*. Boston: Houghton Mifflin.

Heilbroner, R. (1999). *The worldly philosophers: The lives, times and ideas of the great economists.* US: Touchstone.

Blaug, M. (1997). *Economic theory in retrospect*. 5th edition. London: Cambridge University Press.

Schumpeter, J. (1996). *History of economic analysis*. Revised edition. Oxford: Oxford University Press.

Chapra, U. (n.d.) *Islamic economics: What it is and how it developed*. Retrieved from <u>http://eh.net/encyclopedia/article/chapra.islamic</u>

Oweiss, I. (n.d.) Ibn Khaldun. *The father of economics*. Retrieved from <u>http://www.georgetown.edu/faculty/oweiss/ibn.htm</u>.

Recommended Journals

History of Political Economy

Journal of the History of Economic Thought

The European Journal of the History of Economic Thought

History of Economic Ideas

History of Economics Review

Academic articles on schools of economic thought available through ebscohost electronic library (database business source complete).

	Sabadulad	Guided independent				Total
	Scheduled	Guided	Independent	Autonomous	Total	TOLAI
Hours	54	10	10	31	51	105
Percentage	51.5%	9.5	9.5	29.5%	48.5%	100%







Unit Code:	ECO407I	HOR Department:	Economics
Unit Title:	Economics of Egypt I	Course Code:	
Credit Hours:	3		
Unit Leader:	Dr. Amal Soliman		
Pre-requisite:	ECO_305		

This unit aims to explore the development of the economic history of Egypt since the mid-nineteenth century to the present in addition to examining the recent economic developments in the period beginning from Nasser until the late eighties.

Learning Outcomes

Knowledge

On successful completion of this unit, the student will be able to:

- 1- Analyze and evaluate the Egyptian economic systems in the past, present, and the future
- 2- Evaluate the different economic problems that faced the Egyptian economy

Skills

On successful completion of this unit, the student will be able to:

- 3- Use research techniques to collect and analyze data from various sources
- 4- Construct arguments in a coherent manner
- 5- Display verbal and presentation skills
- 6- Demonstrate efficient oral and written communication

Indicative Content

- Historical background
- Egypt under Mohamed Ali
- Post Mohamed Ali era
- The economic situation under the British occupation
- The Egyptian economy during WWI
- Post WWI till the Great Depression
- The effect of the Great Depression on the Egyptian economy
- The state of the Egyptian economy during WWII
- Egypt under Nasser
- The Open Door policy
- The eighties: Economic slowdown
- External debt problem







Learning, Teaching and Assessment Strategies

UNIVERSITY

The unit is taught using lectures to introduce students to core topics. Each lecture will begin with reviewing what was last taken, and ends with an open discussion around what was explained during that session. Students are required to participate in these discussions, which encourages them to take an active role in learning process. Tutorials will help the students explore further readings and guide them in their cases and reviews.

Students are expected to engage in further readings on topics specified by the instructor, critically evaluate them and present their findings to class [particular reference to outcomes 2, 3 and 6]. What is greatly encouraged during the learning process is to help students evaluate and criticize the different economic stages that Egypt witnessed. Also, it is strongly emphasised to use the macro and micro tools learned before in this critical evaluation.

Assessment Scheme

Coursework	40%
Unseen examinations	60%

Assessment Type	Date	Weighting	Intended Learning Outcomes – ILOs
Book review and/or article reviews, (or executive summary) and presentation	Week 12	(40%)	[Outcomes: 2, 3, 5 and 6].
An unseen mid-term exam of 90 minutes	Weeks 7 and 8	(20%)	[Outcomes: 1, 2, 3 and 4].
An unseen final exam of 3 hours	Weeks 14 and 15	(40%)	[Outcomes: 1, 2, 3 and 4].

Reading list

The Instructor distributes at the beginning of the semester handouts that cover the whole curriculum of the unit. The reading list also includes the following:

- Tignor, R. L. (2017). State, private enterprise and economic change in Egypt, 1918-1952. Princeton: Princeton University Presshttp://web.b.ebscohost.com/ehost/detail/detail?vid=3&sid=a6eefd2d-34cb-4548-9d0b-1e45c848edb9%40pdc-vsessmgr01&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#AN=1472290&db=e000xww
- Aboulenein, S., El-Laithy, H., Helmy, O., Kheir-El-Din, H., & Mandour, D. (2010). Impact of the global food price shock on the poor in Egypt. Working Paper 157.
- Ikram, Khaled. (2006). Egyptian economy 1952-2000: Performance, policies and issues. New York: Routledge.

Amin, G. (2004). Whatever else happened to the Egyptians? Cairo: American University in Cairo Press.





Cook, M. (2002). *Studies in the economic history of the Middle East.* 1st edition. UK: Routledge Curzon. Amin, G. (2001). *Whatever happened to the Egyptians?* Cairo: American University in Cairo Press. Amin, G. (1995). *Egypt's economic predicament.* Leiden: E.J. Brill.

Wahba, M. (1994). The role of the state in the Egyptian economy. Cairo: Ithaca Press.

Hansen, B. & Radwan, S. (1982). *Employment opportunities and equity in a changing economy: Egypt in the 1980s.* Geneva: ILO Publications.

Mabro, R. & Radwan, S. (1976). *The industrialization of Egypt: 1939-1973*. Oxford: Clarendon Press. Mabro, R. (1974). *The Egyptian economy*. Geneva: ILO Publications.

The economist. El-Ahram El-ektesadi.

Various papers prepared by prominent economists will be assigned to students published by The Egyptian Centre for Economic Studies, Working Papers and Publications.

KIS Data

	Schodulod	Guided independent				Total
	Scheduled	Guided	Independent	Autonomous	Total	Total
Hours	54	10	10	31	51	105
Percentage	51.5%	9.5	9.5	29.5%	48.5%	100%

Unit Code: Unit Title: ECO408 Labor Economics HOR Department: Course Code: Economics





Credit Hours:	3
Unit Leader:	Dr. Amr Edris
Pre-requisite:	ECO 301I, ECO_302I

This unit aims to provide students with the fundamental concepts of labor economics, labor supply and demand, labor quality, wage determination, choices for investing in human capital and the influence of government and labor unions on these choices. It also explores the basics on which labor policies are made under the influence of economic forces and to critically evaluate these policies with regard to wages, employment and mobility.

Learning outcomes

Knowledge

On successful completion of this unit, the student will be able to:

- 1- Evaluate labor economics concepts and principles
- 2- Integrate and apply labor economic concepts to real world problems and issues

Skills

On successful completion of this unit, the student will be able to:

- 3- Analyze how wages are determined
- 4- Critically review labor economic problems and suggest ways to solve it
- 5- Demonstrate verbal, graphical, mathematical and other presentation skills
- 6- Develop individual initiative and research skills through the use of library and web-based resources
- 7- Be self-evaluating in performance and in learning.

Indicative Content

- Introduction to labor Economics
- Labor Supply
- Labor Demand
- Labor market equilibrium
- Labor policy and wages
- Human capital theory and investment in education.
- Wage differential and wage structure
- Labor mobility
- Unemployment
- Discrimination and inequality
- Contemporary issues of labor economics.







Learning, Teaching and Assessment Strategies

Lectures will be used to introduce students to the main theoretical topics of the unit. In-class discussions will be used to extend the scope of the lectures. Students are expected to engage in further readings on topics specified by the instructor, critically evaluate them and present their findings to class [outcomes 4, 5, 6, 7]. They will also work for specified written assignments. Tutorials will address practical cases pertaining to the unit and applications in addition to guidance on further readings.

Assessment Scheme

Coursework40%Unseen examinations60%

Assessment Type	Date	Weighting	Intended Learning Outcomes
			– ILOs
Book review and/or article	Week 9	(40%)	[Outcomes: 4, 5, 6 and 7]
reviews and presentation			
An unseen mid-term exam	Weeks 7	(20%)	[Outcomes: 1, 2, 3 and 4].
of 90 minutes	and 8		
An unseen final exam of 3	Weeks 14	(40%)	[Outcomes: 1, 2, 3 and 4].
hours	and 15		

Reading list

- McConnell, C., Brue, S. & Macpherson, D. (2016). *Contemporary labour economics*. 11th edition. New York: McGraw-Hill Irwin.
- Borjas, G. (2016). *Labor economics*. 7th edition. New York: McGraw-Hill.
- Ehrenberg, R. & Smith, R. (2015). *Modern labour economics: Theory and public policy.* 12th edition. Harlow: Pearson Addison Wesley.
- Cahuc, P., Zylberberg, A., & Carcillo, S. (2014). Labor Economics. 2ndedition. Cambridge, MA: The MIT Press. <u>http://web.b.ebscohost.com/ehost/detail/detail?vid=4&sid=8516c736-e97e-4004-bd1e-65abb0947fbb%40pdc-v-</u>

sessmgr04&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#AN=826636&db=e020mww

Boeri, T. & van Ours J. (2013). *The economics of imperfect labor markets*. Princeton University Press.

	Schodulod	Guided independent				Total
	Scheduled	Guided	Independent	Autonomous	Total	TOLAI
Hours	54	10	10	31	51	105
Percentage	51.5%	9.5	9.5	29.5%	48.5%	100%







Unit Code:	ECO415	HOR Department:	Economics
Unit Title:	Middle East Economics	Course Code:	
Credit Hours:	3		
Unit Leader:	Dr. Azza Kamal		
Pre-requisite:	ECO_305		

This unit has two aims; first, to appraise the patterns of economic development and the changing structures of the economies of the Middle East and North Africa region (MENA) after World War II; second, to analyze the internal and external determinants of economic change in MENA and examine their implications for development.

Learning Outcomes

Knowledge

On completion of this unit, the successful student will be able to:

- 1- Evaluate the major theories and strategies of economic development and their application to the contemporary Middle East
- 2- Investigate the major problems and challenges facing economic growth and development in Middle Eastern countries after world war two
- 3- Analyse the implications of new and evolving political, economic and social forces on the economic performance of Middle Eastern countries

Skills

On successful completion of this unit, the student will be able to:

- 4- Utilize the tools and procedures of country analysis and apply these tools on the contemporary conditions of Middle Eastern countries
- 5- Engage in extensive research after having acquired research skills
- 6- Engage in debates and group discussions on recent economic issues and problems facing the MENA region
- 7- Evaluate and criticize different economic policies adopted by policy makers in the MENA region
- 8- Develop team (group) working ability
- 9- Expand verbal and/or other presentation skills.

Indicative Content

- Economic growth and structural transformation in Middle Eastern countries
- State structure and development policy
- The national resource base
- Oil supply, demand and economic rents
- Patterns of economic growth
- The impact of demographic change







- The emergence of the public sector
- Structural adjustment programs
- Water scarcity and food security
- Regional economic integration and labour migration

Learning, Teaching and Assessment Strategies

The unit is taught using a mixture of lectures and tutorials. Lectures will introduce students to core topics while structured discussions conducted through tutorials will enhance students' participation, help students refine their ideas and work constructively with feedback and peer assessment.

Assessment takes a number of forms. Students will take one formal exam in the unit conducted at the end of the semester [special reference to outcomes 1, 2 and 3]. Students are also expected to produce an individual case study of a Middle Eastern country (1500 words) [special reference to outcomes 4]; and a group project (4000 - 4500 words). The list of topics for the project will be provided to the students at the beginning of the semester and will vary every semester. Both the case study and the project must conform to academic writing formats. The findings of both researches would be presented to the class. Structured discussions following the presentations will help students to refine their ideas and enhance their knowledge about the presented issues [outcomes 5, 6, 7, 8 and 9].

Assessment Scheme

Formative assessment

• Group-led class discussions [Outcomes: 6, 7, 8 and 9]

Coursework	50%
Unseen examinations	50%

Assessment Type	Date	Weighting	Intended Learning Outcomes
			– ILOs
Individual case study	Week 4	(20%)	[Outcome: 4]
Group project and	Week 13	(30%)	[Outcomes: 5, 6, 7, 8 and 9].
presentation			
An unseen final exam of 3	Weeks 14	(50%)	[Outcomes: 1, 2 and 3].
hours	and 15		

Reading list

- Giacomo L. (2017). *Combining economic and political development: the experience of MENA*. Brill: Nijhoff. <u>https://doi.org/10.1163/9789004336452</u>
- Ben Ali, S. (2016).*Economic development in the Middle East and North Africa: Challenges and prospects.* US:Palgrave-Macmillan.<u>https://0610267be-1103-y-https-link-springer-com.mplbci.ekb.eg/book/10.1057/9781137480668</u>
- Todaro, M. & Smith, S. (2014). *Economic development*. 12th edition. Harlow: Pearson Addison Wesley. Richards, A., Waterbury, J., Cammett, M. & Diwan, I. (2013). *A Political economy of the Middle East*. 3rd edition. Philadelphia PA: Westview Press.







Wilson, R. (2012). Economic development in the Middle East. 2nd edition. New York: Routledge

Esfahani, H. S., & Tuna, G. (2012). Economic Development in the Middle East and North African Countries: Contemporary Issues. New York: Nova Science Publishers, Inc. http://web.a.ebscohost.com/ehost/detail/detail?vid=14&sid=c64507ac-e48c-4818-a2c3-9bb754deca91%40sessionmgr4008&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#AN=635543& db=e020mww

- Henry, C. & Springborg, R. (2012). *Globalization and the politics of development in the Middle East.* 2nd edition. Cambridge: Cambridge University Press.
- Owen, R. & Pamuk, S. (1998). A History of the Middle East in the twentieth century. London: IB Tauris Publishers.

El-Ghonemy, M. (1998). *Affluence and poverty in the Middle East*. London: Routledge.

Shafik, N. (1998). Prospects for Middle Eastern and North African economies. London: Macmillan Press.

E-references

The World Bank website <u>www.worldbank.org</u> The united Nations Development Program website <u>www.undp.org</u>

KIS Data

	Schodulod	Guided independent				Total
	Scheduled	Guided	Independent	Autonomous	Total	TOLAT
Hours	54	10	10	31	51	105
Percentage	51.5%	9.5	9.5	29.5%	48.5%	100%

Unit Code:	MTH414
Unit Title:	Mathematics for Economists II
Credit Hours:	3

HOR Department: Course Code:

Economics







Unit Leader:	Dr Emad Eldin Hussein
Pre-requisite:	MTH 213

The unit aims to complete studying the basic mathematical concepts and topics that are needed for a student to complete his/her postgraduate studies in economics. The unit focuses on assigning the relevant mathematical tools that are necessary for visualizing the economic approach as an appropriate deterministic scheme.

Learning Outcomes

Knowledge

On successful completion of this unit, the student will be able to:

- 1- Know how to solve various systems of equations and matrix algebra.
- 2- Apply the main concepts of differentiation and integration calculus of one or several variables.
- 3- Recognize how to implement the studied mathematical topics in applied economical cases and problems.
- 4- Interpret the mathematical solutions, economically, as an optimal decision making.

Skills

On successful completion of this unit, the student will be able to:

- 5- Implement matrix algebra and determinants in modern economics.
- 6- Implement differential and integral calculus in modern economics.
- 7- Make a research about the new trends of using mathematics in economics.
- 8- Enhance concise writing and presentation of findings using mathematical concepts and applications

Indicative Content

- Systems of Equations
- Matrices and Equations
- Matrix operations
- Determinants
- Solving Systems of Linear Equations
- Characteristic Roots and Diagonal System
- Univariate Calculus
- Multivariate Calculus
- Partial Derivatives
- Total Differentials and Implicit Differentiation
- Integral Calculus
- Selected problems in Mathematical Economics



Learning, Teaching and Assessment Strategies



Lectures will be used to in introduce students to the main theoretical and applied topics of the unit via encouraging the students to explore the issues and ideas raised by the lecturer. In-class discussions will be utilized to extend the scope of the lectures. Tutorials will address practical cases relevant to the unit. Students will be asked to submit assignments in the form of homework problem solving and a research paper to practically implement the methods covered in the unit.

Assessment weighting

Course work	40%
Final Exam	60%

Assessment Type	Date	Weighting	Intended Learning Outcomes – ILOs
Group project and presentation	Week 5	(40%)	[Outcomes 3, 7, and 8].
An unseen mid-term exam of 90 minutes	Midterm examination schedule	(20%)	[Outcomes 1, 2, 4, 5 and 6].
an unseen final exam of 3 hours	Final term examination schedule	(40%)	[Outcomes 1, 2, 4, 5 and 6].

Reading List

Barnett, R.A., Ziegler, M.R., Ostocker, C.J. (2019). *Calculus for business, economics, life sciences and social sciences.* 14th edition. New Jersey: Prentice Hall

Hoffman, L. & Bradley, G. (2013). Calculus for business, economics, and the social and life sciences. 11th edition.McGraw Hill.

Klein, M. (2003). *Mathematical methods for economics*. 2nd edition. Addison Wesley.

Sebadulad		Guided independent				Total
	Scheduled	Guided	Independent	Autonomous	Total	Total
Hours	54	10	10	31	51	105
Percentage	51.5%	9.5	9.5	29.5%	48.5%	100%









Unit Code:	MGT401N	HOR Department:	Management Information Systems
Unit Title:	Strategic Management	Course Code:	
Credit Hours:	3		
Unit Leader:	Dr. Ghada Aly		
Pre-requisite:	Senior standing –		
	95 credit hours		

Competition in the 21stcentury's global economy will be complex, challenging, and filled with competitive opportunities and threats. Effective strategic leadership practices can help firms enhance performance while competing in turbulent and unpredictable environments.

This capstone unit deals with the craft of strategy, that is: how to identify and choose a superior competitive position, how to analyze a strategic situation, and finally how to align the organizational context to make the chosen strategy successful. As such, the objectives of this unit are twofold: 1) to explore conceptual frameworks and models which will assist you to analyse competitive situation and strategic dilemmas and gain insight into strategic management; 2) to help you acquire practical experience in dealing with strategic issues.

In addition to that, this unit is one that is both integrative and interdisciplinary as it draws together and builds on all the ideas, concepts, and theories from previously studied functional Units such as Accounting, Economics, Finance, Marketing, Organizational Behaviour, and Statistics.

Learning Outcomes

Knowledge

On successful completion of this unit, the student will be able to:

- 1- Illustrate integrative role of strategic management, its differing and often conflicting theories, approaches and views, which reflect the richness of debate in the field research.
- 2- Investigate contemporary applied theories, alternative perspectives ,and styles in strategy and strategic management.
- 3- Relate organization structure and design, culture, and working environment to effective strategic management and the importance it holds.
- 4- Examine how the resources and capabilities of the firm in terms of their ability to develop sustainable competitive advantage.







Skills

On successful completion of this unit, the student will be able to:

- 5- Apply the different models of, and approaches to, strategic management, and interpret these as bases of strategic choice.
- 6- Analyze an organization's competitive environment, evaluate competitive positions, and identify core competences.
- 7- Assess strategic choices through the application of appropriate strategic models.
- 8- Create evaluation processes to strategic decisions.
- 9- Evaluate issues arising from setting strategy into action.
- 10- Present and defend strategic analyses based on case material, desk research and research in the marketplace.

Indicative Content

Outline, introduction and basic concepts
 The Strategic Context: the internal and external environment; configuration; purpose and preferences

Dynamic Capabilities and Innovation

- Corporate Strategy and diversification, internationalization and entry strategies
- Business Strategy and Competitive Advantage;
- Functional strategy and the sourcing decision
- Strategy Implementation
- Business failure and strategies for turnaround
- Strategy evaluation and control
- Corporate Responsibility and Sustainability
- Current and future trends on strategic management

Learning, Teaching and Assessment Strategies

Interactive formal lectures are used to introduce the students to key concepts, and models. The lectures focus on specific examples that are used to clarify the different topics in Strategic Management with emphasis placed on certain Egyptian industries and firms. The tutorials are led by students in which they apply the different phases of the Strategic Management Process through real life examples. The students also debate the position of certain companies in a particular industry, and analyze situations which will be used to develop strategic alternatives. The students will make both formal and informal presentations of their work. There will also be mini-cases that the students will discuss among themselves and with the tutor.

Feedback is provided to the students on their work during the tutorials and on their project work both during lecture time and office hours.







Assessment Scheme

Coursework: 50% Unseen Exams: 50%

Assessment Type	Date	Weighting (100%)	Intended Learning Outcomes – ILOs
A group project – Strategic	Week 13	(50%)	[Outcomes: 4 - 10].
Audit where the students apply			
all the tools and techniques that			
they have studied to a real life			
company. The students have to			
present their work to the rest of			
the class.			
Final Exam – Three hours exam	Final	(50%)	[Outcomes: 1 - 6].
that consists of essay questions,	Examination		
applications, and case study	Schedule		

Learning Materials

All unit learning materials and resources, apart from textbooks, will be available on the university website (including tutorial activities, lecture notes, review questions, lecture slides and sample of previous exams).

Reading List:

Textbooks:

David, Fred R. & David Forest R. (2020). *Strategic management: A competitive advantages approach, concepts and cases*. 17th edition. New York: Prentice Hall.

Wheelen, Thomas L., Hunger, J. David, Hoffman, Alan N., Bamford & Charlo E. (2019). Concepts in *strategic management and business policy: Globalization, innovation, and sustainability*. 15th edition. New York: Prentice Hall.

Barney, J.B. & Hesterly, William S. (2019). *Strategic management and competitive advantages: Concepts and cases.* 6th edition. New York: Prentice Hall.

David, Fred R. & David Forest R. (2017). Strategic management: A competitive advantages approach, concepts and cases.17th edition. New York: Prentice Hall.







Eiichi, K. (2015). *Practical strategic management: how to apply strategic thinking in business*. World Scientific.

Journals:

Articles from Academic Journals to be provided by the Instructor namely from, available on Egyptian Knowledge Bank - EKB:

- Strategic Management Journal
- Strategic Direction
- Business Strategy Series

Electronic Resources on MSA E-learning Website

		Guided independent				Total
Scheduled		Guided	Independent	Autonomous	Total	TOLAT
Hours	54	10	10	31	51	105
Percentage	51.5%	9.5	9.5	29.5%	48.5%	100%







ECO405II	HOR Department:	Economics
Development of Economic Thought II	Course Code:	
3		
Prof. Heba Helmy		
ECO 4051		
	ECO405II Development of Economic Thought II 3 Prof. Heba Helmy ECO 405I	ECO405IIHOR Department:Development of Economic Thought IICourse Code:3Prof. Heba HelmyECO 405IECO 405I

This unit is the second part of two twin Units focusing on the history and development of economic thought. The aim of this unit is to explain and evaluate the evolution of economic thought starting from the end of the first part Unit in the late nineteenth century till the contemporary developments in economic thought.

Learning outcomes

Knowledge

On successful completion of this unit, the student will be able to:

- 1- Evaluate the evolution of economic theory
- 2- Appraise the roles and contributions of the different economists to economic theory during the period examined
- 3- Assess how political, ethical and socioeconomic situations have affected the evolution of economic theory and policy formulation

Skills

On successful completion of this unit, the student will be able to:

- 4- Assess competing historical debates on past economic policies
- 5- Evaluate and criticise different economic theories and models
- 6- Engage in research and acquire presentation skills
- 7- Engage in debates and controversies and acquire argumentation skills

Indicative Content

- Forerunners of the marginalist school
- The marginalist school
- The neoclassical school
- The institutionalist school
- The Keynesian school
- Developments in economic thought since Keynes
- The new classicism

Learning, Teaching and Assessment Strategies

Teaching/learning approaches are integrated with assessment arrangements to facilitate student achievement of the learning outcomes identified for this unit. Lectures will begin with reviewing what was last taken in the previous ones, will introduce the key features of the unit to students and end with an open discussion around what was explained during that session. Students are required to participate in these discussions so as to take an active role in the learning process. Tutorials will be







used by tutors to assist students especially on their research by providing students with feedback on their assessed work.

Learning is closely linked to assessment in a variety of ways. Students will be assessed through a midterm and a final exam [to assess outcomes 1, 2, 3, 4] but will also be required to submit a term paper (week 8) on one of the assigned topics and to present it to their fellow students (week 11). Prior to the submission of the final project, students are to submit an outline (week 2) and a first draft (week 4) upon which they receive the necessary feedback (formative assessment). Students will also be required to produce a concise but precise formative group presentation on one economic school of thought in a pecha kucha format (20 slides each 20 seconds, with emphasis on images and with voice recorded) and upload it to the special discussion forum on moodle. Each group is expected to reflect on two other pecha kuchas on moodle. The assignment is intended to feed forward toward the summative project and to train students to constructing concise and effective presentations in their summative group project.

The group project which will range between 4000 and 4500 words - will examine the student's ability to synthesize ideas and think creatively. The project will be presented by the members of each group to their fellow students later in the semester [particular reference to outcomes 5, 6, and 7].

Assessment Scheme

Formative assessment

- Submission of preliminary thesis statement and outline in week 2
- Submission of first draft in week 4.
- Formation of a group presentation in a pecha kucha in week 3.

Coursework	40%
Unseen examinations	60%

Assessment Type	Date	Weighting	Intended Learning Outcomes – ILOs
Group project and presentation	Week 10	(40%)	[Outcomes: 5, 6 and 7].
An unseen mid-term exam of 90 minutes	Weeks 7 and 8	(20%)	[Outcomes: 1, 2, 3 and 4].
An unseen final exam of 3 hours	Weeks 14 and 15	(40%)	[Outcomes: 1, 2, 3 and 4].

Reading list

- Brue, S. & Grant, R. (2013). *The evolution of economic thought*. 8th edition Mason: Thomson South Western.
- Hunt, E. & Lautzenheiser, M. (2011). *History of economic thought: A critical perspective*. 3rd edition. New York: M. E. Sharpe.
- Buchholz, T.& Feldstein, M. (2007). *New ideas from dead economists: An introduction to modern economic thought*. New York: Plume.
- Screpanti, E., &Zamagni, S. (2005). *An outline of the history of economic thought* . (Vol. 2nd ed. rev. and expanded). Oxford: OUP Oxford.

http://web.a.ebscohost.com/ehost/detail/detail?vid=3&sid=312f09ef-9b60-4f7d-96cc-414bf1aa459d%40sessionmgr4006&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#AN=21548 8&db=e020mww







Vaggi, G. &Groenewegen, P. (2003) A concise history of economic thought: From mercantilism to monetarism. Palgrave Macmillan. https://071028z8p-1104-y-https-link-springer com.mplbci.ekb.eg/search?query=A+Concise+History+of+Economic+Thought&facetcontent-type=%22Book%22.

Landreth, H. & Colander, D. (2002). *History of economic thought*. Boston: Houghton Mifflin.

Heilbroner, R. (1999). *The worldly philosophers: The lives, times and ideas of the great economists.* US: Touchstone.

Blaug, M. (1997). *Economic theory in retrospect*. 5th edition. London: Cambridge University Press.

- Schumpeter, J. (1996). *History of economic analysis.* Revised edition. Oxford: Oxford University Press.
- Chapra, U. (n.d.) *Islamic economics: What it is and how it developed*. Retrieved from <u>http://eh.net/encyclopedia/article/chapra.islamic</u>
- Oweiss, I. (n.d.) Ibn Khaldun. *The father of economics*. Retrieved from <u>http://www.georgetown.edu/faculty/oweiss/ibn.htm</u>.

Recommended Journals

History of Political Economy Journal of the History of Economic Thought The European Journal of the History of Economic Thought History of Economic Ideas History of Economics Review

Academic articles on schools of economic thought available through ebscohost electronic library (database business source complete).

Scheduled		Guided independent				Total
		Guided	Independent	Autonomous	Total	TOLAI
Hours	54	10	10	31	51	105
Percentage	51.5%	9.5	9.5	29.5%	48.5%	100%







Unit Code:	ECO407II	HOR Department:	Economics
Unit Title:	Economics of Egypt II	Course Code:	
Credit Hours:	3		
Unit Leader:	Dr. Amal Soliman		
Pre-requisite:	ECO 407I		

This unit aims to explore the development of the Egyptian economy in the last two decades starting with the economic reform and structural adjustment program (ERSAP) in the 1990's until the recent challenges that are facing the Egyptian economy during the new millennium.

Learning outcomes

Knowledge

On successful completion of this unit, the student will be able to:

- 1- Analyse and evaluate the recent Egyptian economic challenges
- 2- Evaluate different economic problems that face the Egyptian Economy

Skills

On successful completion of this unit, the student will be able to:

- 3- Use research techniques to collect and analyse data from various sources
- 4- Construct arguments in a coherent manner
- 5- Display verbal and presentation skills
- 6- Demonstrate efficient communication in writing.

Indicative Content

- The Economic Reform and Structural Adjustment Program (ERSAP) with all its components:
 - Public sector reform and privatization
 - Monetary reform
 - Fiscal reform
 - Pricing reform
 - Investment reform
 - External policies reform
 - Social Fund for Development (SFD)
- Contemporary issues such as foreign exchange regime and rate, subsidy system and the unemployment problem.

Learning, Teaching and Assessment Strategies

The unit is taught using lectures to introduce students to core topics. Each lecture will begin with reviewing what was last taken, and ends with an open discussion around what was explained during that session. Students are required to participate in these discussions, which encourages them to take an active role in the learning process. Tutorials will address practical cases pertaining to the unit and applications in addition to guidance on further readings.





Students will be required to work on an individual project on one of the topics specified by the instructor or selected by the student. The project consists of two phases; a detailed research proposal and a research paper. Then students will be required to present their findings to class [particular reference to outcomes 2, 3 and 6]. What is greatly encouraged during the learning process is to help them evaluate and criticise the different economic problems and challenges that Egypt witnessed. Also, it is strongly emphasised to use the macro and micro tools learned before in this critical evaluation.

Assessment Scheme

Coursework	40%
Unseen examinations	60%

Assessment Type	Date	Weighting	Intended Learning Outcomes – ILOs
Individual project based on evaluating one of the main economic problems facing the Egyptian Economy	Week 12	(40%)	[Outcomes: 2, 3, 5 and 6].
An unseen mid-term exam of 90 minutes	Weeks 7 and 8	(20%)	[Outcomes: 1, 2 and 4].
An unseen final exam of 3 hours	Weeks 14 and 15	(40%)	[Outcomes: 1, 2 and 4].

Reading list

The Instructor distributes at the beginning of the semester handouts that cover the whole curriculum of the unit. The reading list also includes the following:

- Abouleinein, S. (2010). *Impact of the global food price shock on the poor in Egypt*. The Egyptian Centre for Economic Studies Working Paper, No157.
- Abouleinein, S. (2009). *The impact of phasing out subsidies of petroleum energy products in Egypt.* The Egyptian Centre for Economic Studies Working Paper, No145.
- Assaad, R. (2008). Unemployment and youth insertion in the labour market in Egypt. In Hanaa Kheir-El-Din (Ed.). The Egyptian economy: Current challenges and future prospects. An Egyptian Centre for Economic Studies Publication. Cairo: The American University in Cairo Press.
- El-Megharbel, N. (2008). The impact of recent macro and labor market policies on job creation in *Egypt.* In Hanaa Kheir-El-Din (Ed.) *The Egyptian economy: current challenges and future prospects.* An Egyptian Centre for Economic Studies Publication. Cairo: The American University in Cairo Press.
- Awad, I. (2003). Economic reform, employment, and employment policy in Egypt. In Aspects of structural reform: with special reference to the Egyptian economy. Department of Economics 8th Conference. Cairo: Cairo University, Faculty of Economics and Political Science.
- Fawzy, S. (2002). *Investment policies and the unemployment problem in Egypt*. The Egyptian Centre for Economic Studies Working Paper, No 68.
- El-Mikawy, N., Economic Research Forum for the Arab Countries, I. and T., Universität Bonn, Handoussa, H. A., & AbouShnief, H. (2002). *Institutional Reform & Economic Development in Egypt*. Cairo: Oxford University Press USA.







http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&db=e020mww&bquery=In stitutional+reform+egypt&cli0=FT&clv0=Y&type=0&searchMode=Standard&site=ehost-live

Abdel-Khalek, G. (2001). *Stabilization and adjustment in Egypt: Reform or de-industrialization*. Cheltenham: Edward Elgar.

El-Mahdi, A. (1996).*The economic reform in Egypt after four years of implementation*. In Alia El Mahdi (Ed.). *Aspects of structural adjustments in Africa and Egypt*. Cairo: Cairo University, Center of Developing Countries.

	Sebeduled	Guided independent				Total
Scheduled		Guided	Independent	Autonomous	Total	TOLAT
Hours	54	10	10	31	51	105
Percentage	51.5%	9.5	9.5	29.5%	48.5%	100%









Unit Code:	ECO409N	HOR Department:	Economics
Unit Title:	Feasibility Study	Course Code:	
Credit Hours:	3		
Unit Leader:	Prof. Doaa S. Abdou		
Pre-requisite:	ECO 301I, ECO_302I		

This unit aims to provide students with the basic tools for feasibility study preparation including prefeasibility study, selection of project, financial analysis, and investment appraisal. It provides a brief coverage of the cost-benefit analysis used in evaluating public projects. It allows the students to utilize what they have learned in various units such as accounting, economics, finance, marketing and management, in the preparation of the feasibility study of projects.

Learning Outcomes

Knowledge

On successful completion of this unit, the student will be able to:

- 1- Apply core economic theory and economic reasoning to practical topics.
- 2- Discuss and analyze effect of government policy to real world problems and issues.

Skills

On successful completion of this unit, the student will be able to:

- 3- Utilize analytical methods based on theory
- 4- Identify tacit assumptions and limitations of data and information
- 5- Organize project work from beginning to end, and manage time to achieve goals
- 6- Communicate effectively and clearly in written and oral formats.

Indicative Content

- Investment Project Cycle and Types of Pre-Investment Studies
- The Feasibility Study: Market Analysis
- The Feasibility Study: Technical Analysis
- The Feasibility Study: Investment Appraisal and Financial Analysis

Learning, Teaching and Assessment Strategies

Lectures will be used to introduce students to the main theoretical topics of the unit, including the key features of a feasibility study, and relate it to real life cases. In-class discussions will be used to extend the scope of the lectures by encouraging students to explore the issues and ideas raised by the instructor.

In addition to the final exam, students will also be assessed through a group project. Accordingly, they will submit a proposal which includes an outline, methodology, references, etc. Students must submit the initial draft for each phase of the project in the form of assignments to assure





the fulfilling of the basic requirements for their project. After the submission of the final projects, students will be required to make presentations. Suggested topics include any planned project they wish to apply after their graduation [outcomes 4, 5, 6].

When students undertake project work, they will be supported by means of regular tutorials which will provide them with feedback on work in progress, and in-class presentations will involve the use of informal peer assessment.

Assessment Scheme

Coursework	50%
Unseen examinations	50%

Assessment Type	Date	Weighting	Intended Learning Outcomes
			– ILOs
Group project and	Week 13	(50%)	[Outcomes: 4, 5 and 6].
presentation			
An unseen final exam of 3	Weeks 14	(50%)	[Outcomes: 1, 2 and 3].
hours	and 15		

Reading list

- Bordman, A. E., Greenberg, D. H., Vining, A. R. & Weimer, D. L. (2018). *Cost-benefit analysis: Concepts and practice*. 5th edition. Pearson.
- Abraham, A. (2014). Project Planning and Management: An Aspect of Development. <u>http://web.b.ebscohost.com/ehost/ebookviewer/ebook/ZTAwMHh3d19fNzczMTcyX19BTg2?sid=</u> <u>7c363e43-be1f-4fb1-a28f-8025492e16a1@sessionmgr102&vid=77&format=EB&lpid=lp_Cover-</u> 2&rid=5
- Tang, S. (2003). *Economic feasibility of projects: Managerial and engineering practice*. 3rd edition. Hong Kong: Chinese University Press.
- Dinwiddy, C. & Teal, F. (1996). *Principles of cost benefit analysis for developing countries*. New York: Cambridge University Press.

Behrens, W., Hawranek, P. M., & United Nations Industrial Development Organization. (1991).
 Manual for the Preparation of Industrial Feasibility Studies (Vol. Newly rev. and expanded ed).
 Vienna: United Nations Publications).

http://web.b.ebscohost.com/ehost/detail/detail?vid=3&sid=9d362c6c-0a81-4d7c-a064-8dc455e0faad%40pdc-v-

sessmgr03&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#AN=501809&db=e020mww
Hansen, J. (1986). Guide to practical project appraisal: Social benefit cost analysis in developing countries. New York: United Nations.

	Schodulad		Total			
	Scheduled	Guided	Independent	Autonomous	Total	TOLAT
Hours	54	10	10	31	51	105
Percentage	51.5%	9.5	9.5	29.5%	48.5%	100%





Unit Code:	ECO412	HOR Department:	Economics
Unit Title:	Environmental Economics	Course Code:	
Credit Hours:	3		
Unit Leader:	Dr. Amr Edris		
Pre-requisite:	ECO 301I, ECO_302I		

This unit aims to cover both theory and applications of the theory to current policy and economic issues. Fundamental issues are addressed such as the balance between the environmental quality that the society requires and related responsibilities and costs. It focuses on how environmental economic theory provides guidance to find solutions for serious environmental problems like global warming, ozone depletion, air and water pollution, etc.

Learning outcomes

Knowledge

On successful completion of this unit, the student will be able to:

- 1- Evaluate the costs and benefits of environmental pollution and abatement
- 2- Assess the economics of natural resources and the optimal management of both renewable and non-renewable resources
- 3- Examine the political economy of environmental regulation and natural resources management
- 4- Investigate for regulations that harness the incentives of markets, with special emphasis on marketable pollution allowances

Skills

On successful completion of this unit, the student will be able to:

- 5- Develop economic tools for valuing environmental damages and apply these tools to environmental decision-making
- 6- Collect, refine, and analyze critically economic data using tables and diagrams
- 7- Conduct research on problems posed to the environment and natural resources
- 8- Propose and construct alternative solutions to these problems
- 9- Conduct, write and present economic research.







Indicative Content

- Introduction to environmental and natural resource economics
- Principles of environmental policy
- Market failure and the need for environmental policy
- Instruments of environmental policy
- Pricing the environment: measurement and analysis of costs and benefits
- The political economy of environmental regulation and resource management
- Incentive regulation: marketable allowances and pollution taxes
- Global warming

Learning, Teaching and Assessment Strategies

The unit is taught using a mixture of lectures and tutorials to introduce students to the theoretical material and the various environmental policies and problems.

Assessment Type	Date	Weighting	Intended Learning Outcomes
			– ILOs
Book review and/or article	Week 9	(40%)	[Outcomes: 5, 6, 7, 8 and
reviews and presentation			9]
An unseen mid-term exam	Weeks 7	(20%)	[Outcomes: 1, 2, 3 and 4].
of 90 minutes	and 8		
An unseen final exam of 3	Weeks 14	(40%)	[Outcomes: 1, 2, 3 and 4].
hours	and 15		

Students are expected to engage in further readings related to environmental economics. Students will submit a critical analysis of their readings through book or article reviews, the findings of which will be presented to their fellow students later in the semester [outcomes 5, 6, 7, 8, 9]. Tutorials will address practical cases and applications pertaining to the unit in addition to guidance on further readings.

Assessment Scheme

Coursework	40%
Unseen examinations	60%

Reading list

Day, K. A. (2016). China's environment and the challenge of sustainable development. Routledge. <u>http://web.b.ebscohost.com/ehost/detail/detail?vid=62&sid=7c363e43-be1f-4fb1-a28f-</u> <u>8025492e16a1%40sessionmgr102&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#AN=199739&</u> <u>db=e000xww</u>

Hackett, S. & Dissanayake, S. (2015). *Environmental and natural resource economics: Theory, policy and the sustainable society*. 4th edition. Routledge.

Besanko, D. & Braeutigam, R. (2013). *Microeconomics*. 5th edition. New Jersey: John Wiley & Sons.

Perman, R., Ma, Y., Common, M., Madison, D. & Mcgilvray, J. (2012). *Natural resource and environmental economics*. 4th edition. Harlow: Pearson Addison Wesley.

Endres, A. (2011). *Environmental Economics: Theory and Policy* (Vol. Rev. & extended English ed). New York: Cambridge University Press.







http://web.a.ebscohost.com/ehost/detail/detail?vid=9&sid=c64507ac-e48c-4818-a2c3-9bb754deca91%40sessionmgr4008&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#AN=400615 &db=e000xww

Frank, R. H. (2008). *Microeconomics and behaviour*. 7th edition. Boston: McGraw Hill-Irwin.

Tietenberg, T.& Lewis, L. (2008). *Environmental and natural resource economics*. 8thedition. Boston: Pearson Addison-Wesley.

	Sobodulod	Guided independent				Total
	Scheduled	Guided	Independent	Autonomous	Total	TOLAI
Hours	54	10	10	31	51	105
Percentage	51.5%	9.5	9.5	29.5%	48.5%	100%







Unit Code:	ECO_411	HOR Department:	Economics
Unit Title:	Contemporary Economic Issues	Course Code:	
Credit Hours:	3		
Unit Leader:	Dr. Azza Kamal		
Pre-requisite:	ECO 301I, ECO_302I		

The unit aims to explore some of the important topics and issues in economics. Special attention will be paid to the effects of these issues on the Egyptian economy and the economies of developing countries especially during the recent period. Alternative economic solutions and remedies will be proposed.

Learning Outcomes

Knowledge

On successful completion of this unit, the student will be able to:

- 1- Analyze and evaluate advanced economic concepts and principles in different economic disciplines
- 2- Evaluate current issues in economics
- 3- Propose alternative solutions to various economic problems and select the most appropriate and applicable
- 4- Employ and translate previously acquired macro and micro economic theories into feasibly applied economic policies

Skills

On successful completion of this unit, the student will be able to:

- 5- Use research techniques to collect and analyse data from various sources
- 6- Demonstrate presentation skills
- 7- Communicate efficiently in writing
- 8- Formulate a thesis topic and write a proposal

9- Locate and review economic literature that is relevant to the thesis

Indicative Content

The syllabus comprises selected contemporary economic issues from various economic areas. The selection of the topics may vary every semester depending on the significance of the topic, whether or not it was adequately covered in other Units and its ability to stimulate students' analytical and critical thinking. Topics may be selected from the following areas:

- International economics. Examples may include European integration, free trade agreements such as NAFTA, GAFTA, COMESA and AGADIR, international trade and protectionism.
- Financial economics. Examples may include the financial crises of 1929-1933, Asian Financial crises of 1997, global financial crisis of 2008, capital flows and globalization.
- Development economics. Examples may include the rising economic growth of the Chinese, Indian, Brazilian or Turkish economies.







- Agricultural economics. Examples may include rural-urban migration, food crisis and food security.
- Industrial economics. Examples may include obstacles and policies of industrialization, industrialization of selected European, Asian or African economies.
- War economics and macroeconomic vulnerability. Examples may include the effects of WWI, WWII or other wars on the respective economies.

Learning, Teaching and Assessment Strategies

The unit is taught using lectures to introduce students to how to go on analysing the core current economic topics. In addition to that, lectures will address practical cases pertaining to the unit and applications in addition to guidance on further readings.

In addition to the final exam, students are assessed through preparing and submitting an individual research paper, which will require further readings on topics related to the unit. This will encourage them to take an active role in learning process. What is greatly encouraged during this learning process is to help them evaluate and criticise the different economic policies and problems that the world economies are facing [particular reference to outcomes 5, 6, 7, 8 and 9]. In addition, students are encouraged to use macro and micro tools learned before in this critical evaluation [particular reference to outcome 4].

Assessment Scheme

Coursework 50%	0		
Unseen examinations 50%	0		
Assessment Type	Date	Weighting	Intended Learning Outcomes
			– ILOs
Individual project and	Week 11	(50%)	[Outcomes: 4, 5, 6, 7, 8 and
presentation			9].
An unseen final exam of 3	Weeks 14	(50%)	[Outcomes: 1, 2, 3 and 4]
hours	and 15		

Reading list

The Instructor distributes at the beginning of the semester handouts that cover the whole curriculum of the unit. The reading list also includes the following:

Kinderberger, C., Aliber, R. & Solow, R. (2011). *Manias, panics and crashes: A history of financial crisis.* 6thedition. New York: John Wiley & Sons.

Broadberry, B. &O'Rourke, K. (Eds). (2010). *The Cambridge economic history of modern Europe: 1870 to the present*. Cambridge: Cambridge University Press

Winters, L. A., & Baldwin, R. E. (2004). *Challenges to globalization: Analyzing the economics*. Chicago: University of Chicago Press.

http://web.a.ebscohost.com/ehost/detail/detail?vid=4&sid=c64507ac-e48c-4818-a2c3-9bb754deca91%40sessionmgr4008&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#AN=212591&db=e020mww







Eichengreen, B. (2008). *Globalizing capital: A history of the international monetary system*. 2nd edition. Princeton, New Jersey: Princeton University Press.

Findlay, R. & O'Rourke, K. (2007). *Power and plenty: Trade, war, and the world economy in the second millennium*. 6th edition. Princeton, New Jersey: Princeton University Press.

Mosk, C. (2008). Japanese economic development: Markets, norms, structures. New York: Routledge. Baldwin, R. & Martin, P. (1999). Two waves of globalization: Superficial similarities, fundamental differences. NBER working paper 6904.

	Schodulad	Guided independent				Total
	Scheduled	Guided	Independent	Autonomous	Total	TOLAI
Hours	54	10	10	31	51	105
Percentage	51.5%	9.5	9.5	29.5%	48.5%	100%







Unit Code:	ECO416	HOR Department:	Economics
Unit Title:	Econometrics II	Course Code:	
Credit Hours:	3		
Unit Leader:	Dr. Esmat Kamal		
Pre-requisite:	ECO316		

This unit aims to further enhance and complement the students' knowledge and skills in basic econometrics they studied in their first econometrics Unit (ECO316), and to tackle further problems encountered in estimating regression models. The unit aims thus to prepare students with the necessary knowledge and skills needed to start their graduate econometrics Unit.

Learning outcomes

Knowledge

On successful completion of this unit, the student will be able to:

- 1- Explain some economic theories and equations
- 2- Appraise some regression equations.
- 3- Understand the application of econometric techniques to economic relationships.
- 4- Analyse different economic problems and issues.

Skills

On successful completion of this unit, the student will be able to:

- 5- Apply research skills to collect and analyse data from various sources.
- 6- Apply statistics and econometrics using econometric software to conduct empirical research.
- 7- Demonstrate verbal and presentation skills.

Indicative Content

- Further issues in multiple regression analysis
- Multiple regression with qualitative information
- Misspecification and data issues
- Basic regression analysis with time series data
- Issues in using OLS with time series data
- Serial correlation and heteroskedasticity in time series data
- Simple panel data methods







Learning, Teaching and Assessment Strategies

The unit is taught using lectures to introduce students to core topics. Each lecture will begin with reviewing what was last taken, and ends with an open discussion around what was explained during that session [particular reference to outcomes 1, 2 and 3].

Through lab sessions, students will be trained to use an econometric modelling computer package to prepare a research during the second half of the semester in which they will apply what they have taken during the unit. This encourages them to take an active role in learning process [particular reference to outcomes 3, 4, 5 and 6]. Students are expected to analyse and present their findings using the techniques studied in the unit [particular reference to outcomes 4, 5, 6 and 7]. This will help testing their analytical and critical skills. Students will also engage in further readings on topics related to their research.

Assessment Scheme

Coursework	40%
Unseen examinations	60%

Assessment Type	Date	Weighting	Intended Learning Outcomes – ILOs
Application of an econometric modeling computer package for statistical techniques and regression analysis to evaluate the relationships among some of economic variables and present the findings to class	Week 11	(40%)	[Outcomes: 3, 4, 5, 6, and 7].
An unseen mid-term exam of 90 minutes	Weeks 7 and 8	(20%)	[Outcomes: 1, 2 and 4].
An unseen final exam of 3 hours	Weeks 14 and 15	(40%)	[Outcomes: 1, 2 and 4].






Reading list

Wooldridge, J. (2019). *Introductory econometrics: A modern approach*. 7th edition. South Western Cengage.

Gujarati, D. (2010). *Basic econometrics*. 5th edition. Boston: Irwin McGraw Hill.

Kennedy, P. (2008). A Guide to econometrics. 6th edition. Wiley-Blackwell.

Barreto, H., & Howand, F. M. (2006). *Introductory econometrics: Using Monte Carlo simulation with Microsoft excel*. Cambridge: Cambridge University Press.

http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=146161&site=ehostlive

Watson, P.D. &Teelucksingh, S.S. (2002). A practical introduction to econometric methods: Classical and modern.

http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=146161&site=ehostlive

KIS Data

	Scheduled	Guided independent				Total
		Guided	Independent	Autonomous	Total	TOLAI
Hours	54	10	10	31	51	105
Percentage	51.5%	9.5	9.5	29.5%	48.5%	100%





Pindyck, R. & Rubinfeld, D. (1998). *Econometric models and economic forecasts*. 4thedition. McGraw Hill.



Unit Code:	BUS410	HOR Department:	Marketing & International Business
Unit Title:	International Business	Course Code:	
Credit Hours:	3		
Unit Leader:	Dr. Zeinab Zaazou		
Pre-requisite:	MGT200 ,MKT_201		

Aims

The unit aims to enhance students' evaluation of strategies and organization structures that firms adopt to compete efficiently on the international level. Students will attain a deep comprehension of differences between nations in political economy and culture. Moreover, students will gain theoretical background in international trade theory, foreign direct investment, and the monetary frame work in the which international business transactions are conducted.

Learning Outcomes

Knowledge

On successful completion of this unit, the student will be able to demonstrate systematic understanding and knowledge of:

1- The internationalization process and effects of globalization on multi-national enterprises.

- 2- The impact of economic, cultural, political and legal environments on international business.
- 3- Strategies and structure of international business.
- 4- International staffing and managing global operations.

Skills

On successful completion of this unit, the student will be able to:

5- Integrate foreign direct investment, regional integration, international monetary system, international production and logistics with business operations.

6- Analyze cases related to international business.

7- Write a report and present their findings.

Indicative Content

- Globalization.
- National differences in political Economy.
- International trade theory.
- Foreign direct investment.
- The political economy of foreign direct investment.
- The international monetary system.
- The strategies of international business.
- Strategic alliances and business operations.
- The process of exporting, importing, logistics, global production, outsourcing, and global human resource management







Learning, Teaching and Assessment Strategies

Formal, "one and half hour" lectures will introduce students to the main theoretical topics of the unit. Students are expected to respond to experiential-in-class-exercises that assigns individual' and team tasks to encourage them to learn from direct experiences. Reflective analysis throughout the units designed to encourage students to critically evaluate international business operations. Students are expected to carry out an investigative study which includes an application project on a relevant international business topic. Office hours allow tutors to discuss additional questions.

Assessment Scheme

Coursework:	40%
Exam:	60%

Assessment Type	Date	Weighting	Intended Learning Outcomes – ILOs
Group investigative case study with theoretical frame and practical contact to investigate reality including written analysis of case incidents	Phase 1 in week 6 Phase 2 in week 10	40%	[Outcomes: 5, 6 and 7]
An unseen mid-term exam of 90 minutes will require students to answer questions on core theoretical issues	Weeks 7-8	20%	[Outcomes: 1and 2]
An unseen final exam of 3 hours will require students to answer questions on core theoretical issues	Weeks 14+	40%	[Outcomes: 1, 2, 3 and 4]

Reading List

- Hill C. & Hult G. (2019). *International business: Competing in the global marketplace*. 12th edition. New York: McGraw Hill.
- Tulder, R. V., Verbeke, A., & Piscitello, L. (2019). International Business in the Information and Digital Age (Vol. First edition). Bingley, UK: Emerald Publishing Limited. <u>http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=1883909&site=ehos</u> <u>t-live&ebv=EB&ppid=pp_1</u> eBook Academic Collection (EBSCOhost)
- Asgary, N. H., Samii, M., & Frutos-Bencze, D. (2016). Foundations of Global Business : A Systems Approach. Charlotte, NC: Information Age Publishing <u>http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=1065220&site=ehos</u> <u>t-live&ebv=EB&ppid=pp Cover</u> eBook Academic Collection (EBSCOhost)
- Ajami, R. A., & Goddard, G. J. (2015). International Business : Theory and Practice (Vol. Third edition). London: Routledge







<u>http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=929355&site=ehost-live&ebv=EB&ppid=pp_Cover</u> eBook Academic Collection (EBSCOhost)

Recommended journal:

Journal of International Business

KIS Data

	Sebeduled	Guided independent				Total
	Scheduled	Guided	Independent	Autonomous	Total	rotar
Hours	54	10	10	31	51	105
Percentage	51.5%	9.5	9.5	29.5%	48.5%	100%



