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|-----------------------|----------------------------|------------------------|------------|
| Unit Code: | ACCT101 | HOR Department: | Accounting |
| Unit Title: | Essentials of Accounting I | Course Code: | ----- |
| Credit Hours: | 3 | | |
| Unit Leader: | Dr. Marwa Rabea | | |
| Pre-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

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

| | | | |
|-----------------------|-----------------------------|------------------------|------------|
| Unit Code: | ACCT202 | HOR Department: | Accounting |
| Unit Title: | Essentials of Accounting II | Course Code: | ----- |
| Credit Hours: | 3 | | |
| Unit Leader: | Dr. Wafaa Ramzy | | |
| Pre-requisite: | ACCT101 | | |

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 | Weighting 100% | Intended Learning Outcomes – ILOs |
|--|-----------------------------|-------------------|--------------------------------------|
| 2 written tests are used to assess students' understanding of core topics | Week 4 Week 11 | 20% | [Outcomes: 1-7] |
| 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

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KIS Data

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

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

Aims

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.

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KIS Data

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

| | | | |
|-----------------------|-----------------------|------------------------|------------|
| Unit Code: | ACCT413 | HOR Department: | Accounting |
| Unit Title: | Managerial Accounting | Course Code: | ----- |
| Credit Hours: | 3 | | |
| Unit Leader: | Dr. Marwa Rabea | | |
| Pre-requisite: | ACCT 211, FIN 202 | | |

Aims

This unit aims to provide a critical evaluation of Management Accounting techniques and practices. The unit covers recent development in managerial accounting, budgeting using techniques to select, analyze and evaluate data to recommend decisions.

Learning Outcomes

Knowledge

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

- 1- Evaluate recent developments in management accounting.
- 2- Select relevant information from large amount of data for decision making.
- 3- Evaluate the budgeting process.
- 4- Analyze techniques and methods used for performance evaluation, and for calculation of transfer prices between divisions.

Skills

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

- 5- Critically evaluate the performance of a company and have the ability to express thoughts and views in writing;
- 6- Engage effectively in debates with peers
- 7- Articulate their knowledge of accounting in formal presentations

Indicative Content

- Budgeting – the comprehensive budget.
- Pricing decisions and strategies.
- Divisional performance & transfer pricing.
- Performance evaluation – ROI , ROE, RI, EVA.
- Benchmarking & Balanced Scorecard.
- Total Quality Management & JIT.
- Variance analysis.

Learning, Teaching and Assessment Strategies

Lectures will be used to introduce students to the main 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. Case Studies will be used to enable students to apply accounting concepts. Students are

encouraged to get additional readings, and research on specific topics. Students will be supported by means of regular tutorials which will provide them with feedback on work in progress.

Assessment Scheme

Coursework 40%
Unseen Exams 60%

| Assessment Type | Date | Weighting 100% | Intended Learning Outcomes – ILOs |
|---|-----------------------------|-------------------|--------------------------------------|
| A written report and its presentation will be used to assess the student's abilities to analyze case studies. Each student will choose a certain managerial problem in a particular firm and analyze the types of managerial accounting information and reports to be prepared for management to guide their decisions to solve the chosen problem. | Week 11 | 20% | [Outcomes: 5, 6 and 7] |
| Problem solving | Week 2 Week 5 Week 13 | 20% | [Outcomes: 1-4] |
| An unseen mid-term exam | Week 7 | 20% | [Outcomes: 1 – 4] |
| An unseen final exam | Week 14 | 40% | [Outcomes: 1 – 4] |

Formative Components

- Assignments to prepare the students for the unseen exams
- Problem solving
- Feedback on preparation of case studies

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

Brewer, P., Garrison, R. & Noreen, E. (2018). *Introduction to managerial accounting*. 8th edition. New York: McGraw Hill.

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

Braun, Karen W. & Tietz, Wendy M. (2016). *Managerial accounting*. 5th edition. New Jersey: Prentice Hall.

Mowen, M. M., Hansen, D. R., & Heitger, D. L. (2014). Front Cover. *In Cornerstones of Managerial Accounting*, 5th International ed

KIS Data

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

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

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, <https://app.kortext.com/read/141414/iv> Wiley

- Preston, D., Watson, G., & Fryer, M. (2013). *An Introduction to Business Studies*. Milton Keynes http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=620798&site=ehost-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

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

| | | | |
|-----------------------|-----------------------|------------------------|------------------------------------|
| Unit Code: | BUS302 | HOR Department: | Marketing & International Business |
| Unit Title: | Public Administration | Course Code: | ----- |
| Credit Hours: | 3 | | |
| Unit Leader: | Dr. Heba Samir | | |
| Pre-requisite: | LAW 201, MGT 200 | | |

Aims

This unit aims to introduce the students to the theory and practice of Public Administration. It provides students with the latest approaches to management in the public sector and nonprofit organizations and continues to pay special attention to the skills needed for administrators at all levels of government and in non-profit organizations. It also provides students with a solid knowledge on the interdependence between business and government, and to identify how their respective actions are shaped by the broader context of both the domestic and international environments, with emphasis on the changing role and pattern of public sector management in developing countries. Finally the unit also helps students to gain an appreciation of the spirit of public service.

Learning outcomes

Knowledge

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

- 1- The difference between public administration and business administration fields of practice.
- 2- The rationales and dimensions of privatizations.
- 3- The main concepts of business ethics.
- 4- The governance framework principles.
- 5- The E-government Concepts.
- 6- The responsibilities of the ruling powers in Egypt.

Skills

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

- 7- Analyze selected Public Administration topics.
- 8- Assess the various dimensions of privatization and the governance framework principles in the public sector.
- 9- Evaluate the electronic government performance in developed and developing countries.

Indicative Content

- Introduction to Public Administration.
- Ethics of Public Service.
- Public/Private Relationships (Privatization).
- E-government and E-governance.
- The Central and Local Governments.
- Citizen Participation in Decision Making
- Ruling Powers in Egypt.
- The Future of the Public Service.

Learning, Teaching and assessment Strategies

The teaching techniques include structured lectures, informal discussion, group exercises, and individual exercise. Most of the techniques will attempt to engage student as an active, thinking participant in class, not a passive recipient of information. Part of class discussion will attempt to discovering inherent theories of management and to contrasting them with traditional and contemporary theories of public administration.

Assessment Scheme

Coursework: 40%
Unseen Exams: 60%

| Assessment Type | Date | Weighting | Intended Learning Outcomes – ILOs |
|--|------------------------------------|-----------|-----------------------------------|
| Group Project: students are expected to select one of the implemented public/private projects in Egypt and conduct an empirical and theoretical research study | Week 5 phase 1 and week 11 phase 2 | 40% | [Outcomes: 7 and 8] |
| Midterm Exam: 1 ½ hour exam; consisting of essay questions, application questions, or a case study. | Weeks 7-8 | 20% | [Outcomes 1, 2, 3 and 7] |
| Final exam: 3 hours exam that consists of essay questions and a case study. | Weeks 14+ | 40% | [Outcomes 4, 5, 6, 8 and 9] |

Formative Assessment:

Flipped classes, case studies, videos...etc [Outcomes 7- 10].

Reading List

- Byrkjeflot, H., & Engelstad, F. (2018). *Introduction: Bureaucracy in Transition', Bureaucracy and Society in Transition (Comparative Social Research, Volume 33) (pp. 1-11)*. Emerald Publishing Limited.
- Evans, Gloria. (2017). *Implementing e-government: An executive report for civil servants and their advisors*. Abingdon, Oxon: Routledge.
<http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=507965&site=ehost-live>
- Hinna, Alessandro Gnan, Luca & Monteduro, Fabio. (2016). *Governance and performance in public and non-profit organizations*. 1st edition. Bingley, UK : Emerald Group Publishing Limited.
<http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=1239354&site=ehost-live>
- Holzer, M. & Richard W. (2015). *Public administration: An introduction*. 2nd edition. Routledge.
- Denhardt, B., Denhardt, V. & Blanc T. (2014). *Public administration: An action orientation*. 7th edition. Arizona State University: Thomson Wadsworth.
- Gupta, Aarti. (2014). *Transparency in global environmental governance: Critical perspectives*. Cambridge. MA : The MIT Press.
<http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=815366&site=ehost-live>

KIS Data

Faculty of Management Sciences

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

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

Aims

This unit aims to provide a solid background with practical application of the concepts of the fast-growing 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

| | |
|--------------|-----|
| Coursework | 50% |
| Unseen Exams | 50% |

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

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.
<http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=806567&site=ehost-live>
- Fred. K. (2009) *Creating entrepreneurs: Making miracles happen*. Singapore: World Scientific.
<http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=340547&site=ehost-live>

KIS Data

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

| | | | |
|-----------------------|------------------------|------------------------|------------------------------------|
| 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: 1 and 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.
http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=1883909&site=ehost-live&ebv=EB&ppid=pp_1 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
http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=1065220&site=ehost-live&ebv=EB&ppid=pp_Cover eBook Academic Collection (EBSCOhost)
- Ajami, R. A., & Goddard, G. J. (2015). *International Business : Theory and Practice* (Vol. Third edition). London: Routledge

http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=929355&site=ehost-live&ebv=EB&ppid=pp_Cover eBook Academic Collection (EBSCOhost)

Recommended journal:

Journal of International Business

KIS Data

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

| | | | |
|-----------------------|--|------------------------|--------------------------------|
| Unit Code: | CS_100 | HOR Department: | Management Information Systems |
| Unit Title: | Introduction to 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 % |

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

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:

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

| | Scheduled | Guided independent | | | | Total |
|------------|-----------|--------------------|-------------|------------|-------|-------|
| | | Guided | Independent | Autonomous | Total | |
| 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

Coursework 40%
Unseen examinations 60%

| 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, 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*. 2nd edition. OpenStax CNX.

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

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

Baumol, W. & Blinder, A. (2016). *Economics: Principles and policy*. 13^y 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.

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

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

| | | | |
|-----------------------|--------------------------------|------------------------|-----------|
| Unit Code: | ECO102 | HOR Department: | Economics |
| Unit Title: | Introduction to Microeconomics | Course Code: | ----- |
| Credit Hours: | 3 | | |
| Unit Leader: | Dr. Azza Kamal | | |
| 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% |

| 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]. |

Reading list

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

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

| | | | |
|-----------------------|---|---------------------|----------------------|
| Unit Code: | ENG_101M | HOR | Faculty of Languages |
| Unit Title: | English Language for Academic Purposes | Department: | |
| Credit Hours: | 3 | Course Code: | |
| 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 E-learning 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 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:

Textbooks:

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

E-references:

http://novella.mhhe.com/sites/dl/free/1000000050/141802/CWSwR_preface.pdf

https://books.google.com.eg/books/about/Sentence_Skills.html?id=1s6rvexCq4sC&redir_esc=y

<http://trove.nla.gov.au/work/35318111?q&sort=holdings+desc&=1497644454365&versionId=84544346>

<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 |
|------------|-----------|--------------------|-------------|------------|-------|-------|
| | | Guided | Independent | Autonomous | Total | |
| Hours | 54 | 20 | 20 | 11 | 51 | 105 |
| Percentage | 51.5% | 19% | 19% | 10.5% | 48.5% | 100% |

| | | | |
|-----------------------|-------------------------------|---------------------|----------------------|
| Unit Code: | ENG_102M | HOR | Faculty of Languages |
| Unit Title: | English Language for Study | Department: | |
| Credit Hours: | Skills | Course Code: | |
| Unit Leader: | 3 | | |
| Pre-requisite: | Dr. Mirette Sobhy 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 enhance 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 % |

| 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.

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.com/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

| | Scheduled | Guided independent | | | | Total |
|------------|-----------|--------------------|-------------|------------|-------|-------|
| | | Guided | Independent | Autonomous | Total | |
| 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 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 |
|------------|-----------|--------------------|-------------|------------|-------|-------|
| | | Guided | Independent | Autonomous | 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 | | |

Aims

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 examination 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 examination 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., Dallochio, M., Le Fur, Y., & Salvi, A. (2014). Corporate finance: theory and practice. John Wiley & Sons.

KIS Data

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

| | | | |
|-----------------------|-------------------------|------------------------|-----------------------------------|
| Unit Code: | FIN202 | HOR Department: | Finance and Investment Management |
| Unit Title: | Financial Management II | Course 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 will be asked to apply the concepts acquired in the unit on existing companies | Weeks 5 and 12 | (10%) | [Outcomes: 1 -5] |
| A class test in the computer lap | Week 4 | (10%) | [Outcomes:1 -3] |
| Problem Solving computer lap | Weeks 3 and 10 | (20%) | [Outcomes: 3, 4, 5, 6, 7 and 8] |
| An unseen 90 minutes mid-term exam | Midterm examination schedule | (20%) | [Outcomes: 1 - 3] |
| An unseen final exam of 3 hours will require students to answer questions. | Final term examination schedule | (40%) | [Outcomes: 1 - 3] |

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

KIS Data

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

| | | | |
|-----------------------|-------------------|------------------------|-----------------------------------|
| Unit Code: | FIN303 | HOR Department: | Finance and Investment Management |
| Unit Title: | Corporate Finance | Course Code: | ----- |
| Credit Hours: | 3 | | |
| Unit Leader: | Dr. Mai Yasser | | |
| Pre-requisite: | ACCT 202, FIN 202 | | |

Aims

The unit provides students with the necessary tools to make financial decisions concerning capital raising, valuation, mergers, acquisitions and corporate finance. The unit explores the various techniques to maximize corporate value while reducing the firm's financial risk. The unit compares between a number of the new inventions and alternative approaches in finance such as lease, merger & acquisition, factoring and securitization.

Learning outcomes

Knowledge

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

- 1- Techniques for determining available corporate financing, different sources for raising Equity capital and the various techniques to finance through debts
- 2- Alternative finance sources (leasing, merger and acquisition) and the most basic risk management techniques

Skills

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

- 3- Analyze the interaction between the capital structure and the company value
- 4- Evaluate various corporate financing sources
- 5- Calculate cost of capital and evaluate the mechanism of changes in capital structure
- 6- Choose between different financing options
- 7- Enhance teamwork skills

Indicative Content

- Financial Decision-Making Process
- The Price of Risk
- Financing Decision Rules
- Capital Structure
- Financial risk management
- Merger and acquisition
- Leasing

Learning, Teaching and Assessment Strategies

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

Assessment Weighting

| | |
|--------------|-----|
| Coursework | 40% |
| Unseen Exams | 60% |

| Assessment Type | Date | Weighting | Intended Learning Outcomes – ILOs |
|--|------------------------------|-----------|-----------------------------------|
| Students are expected to form groups to prepare a literature review research regarding one of the basic concepts in the unit. | Week 5 | (20%) | [Outcomes: 2, 3, 4, 6 and 7] |
| Students will search and present a practical case study of a successful capital raising process and by the end of the project they will prepare a presentation to summarize their work | Week 11 | (20%) | [Outcomes: 2, 3, 4, 6 and 7] |
| Mid-term exam: one hour and a half that consists of testing the theoretical and practical elements of the unit | Midterm examination schedule | (20%) | [Outcome: 1]. |
| Final Exam: three hours that consists of testing the theoretical and practical elements of the unit | Final examination schedule | (40%) | [Outcomes: 1, 2, 5 and 6]. |

Reading List

Ross & Modigliani, P. (2018). *Fundamentals of corporate finance*. 12th edition. New York: McGraw Hill Education.

Berk & DeMarzo, P. (2018). *Corporate finance*. 4rd edition. New York: Addison Wesley Publishing Company.

Jiang, W., Harris, M., Raviv, A., Moran, P., Chava, S., Nanda, V. & Xiao, S. C. (2017). *Review of corporate finance studies*.

Damodaran, A. (2016). *Damodaran on valuation: Security analysis for investment and corporate finance*. New York: John Wiley & Sons.

Frank J. Fabozzi & Pamela Peterson Drake, (2011), *Finance: Capital Markets, Financial Management, and Investment Management*, John Wiley & Sons
<https://onlinelibrary.wiley.com/doi/book/10.1002/9781118266984>

Geddes, R. (2011). *An introduction to corporate finance: Transactions and techniques* (Vol. 25). John Wiley & Sons.

KIS Data

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

| | | | |
|-----------------------|-----------------------|------------------------|------------------------|
| Unit Code: | FIN 406 | HOR Department: | Finance and Investment |
| Unit Title: | International Finance | Course Code: | Management |
| Credit Hours: | 3 | | ---- |
| Unit Leader: | Prof. Heba Helmy | | |
| Pre-requisite: | FIN 303 | | |

Aims

The unit enables students to understand concepts of international finance with special emphasis on multinational financial management and the exchange rate systems. The unit explains central banks interventions, currency forecasting, and the determinants of balance of payment and risk assessment.

Learning outcomes

Knowledge

After completing this unit, the successful student will be able to demonstrate systematic understanding and detailed knowledge of:

- Nature and benefits of globalization, historical types of multinationals, general importance of financial economics to financial management, exchange Rate Systems, Equilibrium exchange rate, basic factors affecting exchange rates in a floating exchange rate system, currency appreciation or depreciation associated with a given exchange rate system and motives and different forms and consequences of central banks interventions in the foreign exchange market (1)
- Law of one price, arbitrage, key theoretical relationships among exchange rates, & currency forecasting, balance of payments, current account, financial account, official reserves account, domestic economic behavior and international flow of goods and country risk & the economic and political factors that determines the country's ability and willingness to repay its foreign debt (2)

Skills

After completing this unit, the successful student will be able to:

- Judge controversial financial problems and propose solutions (3)
- Analyze the amount of currency appreciation or depreciation (4)
- Compare and evaluate the different requirements for successful currency forecasting (5)
- Apply the procedure for exchange rate forecasting in a fixed and floating exchange rate system (6)
- Demonstrate team working ability (7)
- Demonstrate presentation skills and the use of the technical terms of the subject (8)

Indicative Content

- Multinational Enterprise & Multinational Financial Management.
- Determination of Exchange Rates
- The International Monetary System
- Parity Conditions in International Finance and Currency Forecasting
- The Balance of Payments and International Economic Linkages

- Country Risk Analysis

Learning and Teaching

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 currency forecast report to practice most of the concepts introduced in the unit. Tutorials will address practical cases pertaining the unit and applications, in addition to further reading and problems solving.

Assessment Weighting

| | |
|--------------|-----|
| Coursework | 40% |
| Unseen Exams | 60% |

| Assessment Type | Date | Weighting | Intended Learning Outcomes – ILOs |
|--|---------------------------------|-----------|-----------------------------------|
| Individual students are expected to submit a Currency Forecast project based on a country analysis and its exchange rate system. | Week 8 | (20%) | [Outcomes: 1,2,6,7,8] |
| Problem solving Assignments | Week 5 and 11 | (20%) | [Outcome 3, 4, 5, 6] |
| An unseen mid-term exam of 90 minutes | Midterm examination schedule | (20%) | [Outcome: 1,2,3]. |
| an unseen final exam of 3 hours (40%) will require students to answer questions on core theoretical issues and attained skills | Final term examination schedule | (40%) | [Outcomes: 1, 2,3]. |

Reading List

Shapiro, A.& Hanouna, P. (2019). Multinational Financial Management. 11th edition. Massachusetts: Wiley publications.

Alan C. Shapiro & Peter Moles, (2014), International financial management, John Wiley &

Sons. <https://app.kortext.com/read/43157/247>

Ugeux, G. (2014). International Finance Regulation: The Quest for Financial Stability. John Wiley & Sons.

Journals:

- International Journal of Business and Social Science
- Journal of Banking and Finance
- Journal of Business and Economics
- Journal of Finance
- The International Journal of Economics, Commerce and Management.

KIS Data

| | Scheduled | Guided independent | | | | Total |
|------------|-----------|--------------------|-------------|------------|-------|-------|
| | | Guided | Independent | Autonomous | Total | |
| Hours | 54 | 10 | 10 | 31 | 51 | 105 |
| Percentage | 51.5% | 9.5 | 9.5 | 29.5% | 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 | | |

Aims

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.

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

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%

| Assessment Type | Date | Weighting | Intended Learning Outcomes – ILOs |
|--|---|---|-----------------------------------|
| Two written in class tests are used to assess students' understanding of core topics | Test 1: Week 3 Test 2: Week 10 | (15%) | [Outcomes: 1, 2, 3 and 4]. |
| Two individual case studies | Case study 1: Week 5 Case study 2: Week 11 | (15%) | [Outcomes: 1, 2, 3, 5, 6 and 8]. |
| Group project on Law drafting “The law issuing process” | Draft 1: Week 4 Final submission: Week 12 | (10%) Students will be provided with written and oral feedback on drafts of the project. | [Outcomes: 1,2,5,6,7 and 8] |
| An unseen 90 minutes mid-term exam | Week 7,8 | (20%) | [Outcomes: 1, 2 and 3]. |
| 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]. |

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=ehost-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
- <https://www.sis.gov.eg/egyptinf/politics/cabinet/html/index.htm>
- <https://www.parliament.gov.eg>
- <https://www.findlaw.com>
- <https://www.shoura.gov.eg>
- <https://www.law.cornell.edu> › Wex

KIS Data

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

Aims

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

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 Jersey: Pearson.
- Combe, M. M., & Cabrelli, D. A. (2013). Commercial Law (Vol. 2nd edition)
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- Marson, J. (2011). Business Law (Vol. Second edition).
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- Goldman, Arnold J. & William D. Sigismund. "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

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- <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>

KIS Data

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

| | | | |
|-----------------------|-------------------------|------------------------|--------------------------------|
| Unit Code: | MGT200 | HOR Department: | Management Information Systems |
| Unit Title: | 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% |

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

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

Gareth, R. & George, 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

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

| | | | |
|-----------------------|-------------------------------|------------------------|--------------------------------|
| Unit Code: | MGT300N | HOR Department: | Management Information Systems |
| Unit Title: | Human Resources Management | Course Code: | ----- |
| Credit Hours: | 3 | | |
| Unit Leader: | Dr. Ola Emara | | |
| Pre-requisite: | MGT 200 | | |

Aims

This unit aims at informing the students of the different human resources key related activities and functions, which include recruitment, selection, performance appraisal, training and compensation plans, that are performed by modern organizations. It also aims at allowing the students to relate theory to practice.

Learning Outcomes

Knowledge

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

- 1- Illustrate the key concepts in effective Human Resources Management
- 2- Demonstrate an understanding of the interview process
- 3- Discuss the different recruitment and selection techniques
- 4- Summarize the various performance appraisal methods
- 5- Distinguish between the different training and compensation programs.

Skills

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

- 6- Differentiate between the various types of interviews
- 7- Design job description and job specification forms
- 8- Contribute to group work

Indicative Content

- Globalization trends and effect on human resource managements
- Job Analysis; job description and job specification
- Personnel Planning and Recruiting
- Employee Testing and Selection
- Interviewing Candidates
- Training and Developing Employees
- Performance Management and Appraisal
- Establishing a framework compensation
- International staffing

Learning, teaching, and assessment strategies:

Formal, lectures will 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 HR concepts to practical situations through the use of case studies. Students are expected to carry out independent study which includes an application project on a selected topic of their choice. When students undertake project work, they will be supported by means of regular tutorials which will provide them with feedback on work in progress.

Assessment Scheme:

Coursework: 50%
Unseen Exams: 50%

| Assessment Type | Date | Weighting (100%) | Intended Learning Outcomes – ILOs |
|--|----------------------------|------------------|-----------------------------------|
| Group research project | Week 12 | (50%) | [Outcomes: 4 - 8]. |
| An unseen final exam of 3 hours will require students to answer questions on core theoretical issues | Final Examination Schedule | (50%) | [Outcomes: 1 - 5] |

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:

Noe, R., Mollenbeck, J., Gerhart, B. & Wright, P. (2020). *Human resources management*. 8th edition. Boston: McGraw-Hill Trade.

Dessler, G. (2017). *Human resource management*. 15th edition. New York: Prentice Hall.

Snell, S., Morris, S. & Bohlander, G.W. (2016). *Managing human resources*. 17th edition. Boston: Cengage.

DeCenzo, D. A., Robbins, S. P., & Verhulst, S. L. (2016). *Fundamentals of human resource management*. 12th edition. John Wiley & Sons.

Putti, J. M. (2015). *Human Resource Management: A Dynamic Approach*. Laxmi Publications

Electronic Textbooks:

Joseph M. Putti (2015) *Human resource management: A dynamic approach*. Laxmi Publications Pvt Ltd. Available at:

<http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=1223947&site=ehost-live>

Arthur, D. (2015) *Fundamentals of human resources management: A practical guide for today's hr professional*. AMA Self-Study. Available at:

<http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=1520882&site=ehost-live>

Luthans, F., Luthans, K. W. and Luthans, B. C. (2015) *Organizational behavior: An evidence-based approach*. Charlotte, North Carolina: Information Age Publishing. Available at:

<http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=999823&site=ehost-live>

Journals:

Management Review

Human Resources Management International Digest

KIS Data

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

| | | | |
|-----------------------|-------------------------|------------------------|--------------------------------|
| Unit Code: | MGT301 | HOR Department: | Management Information Systems |
| Unit Title: | Organizational Behavior | Course Code: | ----- |
| Credit Hours: | 3 | | |
| Unit Leader: | Dr. Ola Emara | | |
| Pre-requisite: | MGT 200, MKT_201 | | |

Aims

This unit aims to demonstrate the importance of monitoring employees' behavior and attitudes in an organizational setting, and how employees' satisfaction or dissatisfaction with their jobs impacts an organization's performance and productivity. The unit also aims to provide students with understanding of the importance of OB, and how the application of this study can lead to enhance individual and organizational behavior.

Learning Outcomes

Knowledge

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

- 1- Distinguish between the determinants of job satisfaction, perception and motivation at work, and the role of group dynamics and leadership
- 2- Discuss key aspects in relation to communication, conflict management and culture within a typical organizational context
- 3- Relate the importance of continuous development to both people and organizations

Skills

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

- 4- Develop both interpersonal and communication skills
- 5- Analyze situations and problems that can arise in organizations and find possible solutions
- 6- Apply personality models to analyze different personality types and recommend corresponding job positions
- 7- Develop the ability to work in groups

Indicative Content

- Foundations of individual behavior.
- Attitudes and job satisfaction.
- Personality and values.
- Perception and individual decision making.
- Applying motivation concepts.
- Communication within organizations.
- Contemporary issues in leadership.
- Organizational culture.
- Conflict management.

Learning, teaching, and assessment strategies:

Formal, lectures will 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 OB concepts to practical 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 in-class presentations will involve the use of informal peer assessment. Videos are played in class for students to be exposed to real world cases related to the topics explained in class.

Assessment Scheme

Coursework: 40%
Examination: 60%

| Assessment Type | Date | Weighting (100%) | Intended Learning Outcomes – ILOs |
|---|------------------------------|------------------|-----------------------------------|
| Group research project | Week 13 | (40%) | [Outcomes: 4, 5 and 7]. |
| An unseen mid-term exam of 90 minutes that will require students to answer questions on core theoretical issues | Midterm Examination Schedule | (20%) | [Outcomes: 1, 2, 3 and 6]. |
| An unseen final exam of 3 hours that will require students to answer questions on core theoretical issues | Final Examination Schedule | (40%) | [Outcomes: 1, 2, 3 and 6]. |

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:

Robbins, Stephen P. & Judge, Timothy A. (2019). *Organizational behavior*. 18th edition. New Jersey: Prentice Hall.

McShane, Steven & Gliniew, Mary Von. (2019). *M: organizational behavior*. 4th edition. New York: McGraw Hill Education.

Elsbach, Kimberly D., Kayes, Anna & Kayes, D. Chris. (2016). *Contemporary organizational behavior: From ideas to action*. New York: Prentice Hall.

French. R. et al., (2016). *Organizational behavior*. 3rd edition. UK: Wiley.

Uhl-Bien, M., Schermerhorn, J. R., & Osborn, R. N. (2013). *Organizational behavior*. 13th Edition. The United States: Wiley.

Journals:

Journal of Business Strategy

KIS Data

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

| | | | |
|-----------------------|-------------------------------------|------------------------|--------------------------------|
| Unit Code: | MGT310 | HOR Department: | Management Information Systems |
| Unit Title: | Quantitative Approach to Management | Course Code: | ----- |
| Credit Hours: | 3 | | |
| Unit Leader: | Dr. Hosny Ibrahim | | |
| Pre-requisite: | MGT 200, MTH_113 STAT 215 | | |

Aims

This unit aims to equip students with the important tools and techniques of quantitative methods and to help them apply these techniques to a variety of applications in different managerial areas. It also aims at exposing the students to real life problems that a typical company might face and at finding the optimal solutions to solve such problems.

Learning Outcomes

Knowledge

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

- 1- Explain the quantitative approach of management and its techniques.
- 2- Show the importance of using quantitative tools in management.
- 3- Examine the usage of quantitative techniques in cost and benefits analysis

Skills

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

- 4- Select and apply the suitable mathematical model and/or quantitative technique to solve managerial problems.
- 5- Appraise the different quantitative techniques.
- 6- Recommend the optimal solutions to solve different business problems to managers.
- 7- Use computer applications to solve decision making problems.

Indicative Content

- The Quantitative Analysis Process
- Linear Programming: The Graphical Method and applications.
- Linear Programming: Solving the linear programming problems including more than two variables using computer
- Transportation and Assignment.
- Network Models (Shortest route, Minimal spanning tree and maximal flows)
- Queuing Theory and Waiting Line Models
- Decision Analysis

Learning, Teaching and Assessment Strategies

The unit is taught using lectures and tutorials which introduce students to core topics. Each lecture will begin with testing the knowledge of the students about what was last taken, interaction and open discussion around what was explained during that session is very essential to assure understanding of students. Students are required to participate in these discussions. In tutorials, students discuss the problems that they faced in solving problem and emphasize their comments and their points of view. Written exams assess students' acquisition of factual.

All the algorithmic steps will be performed using the software package “Management Scientist” that to offer students more concentration in the managerial tasks containing analysis and formulation of managerial cases and also making cost and benefit analysis to select the right decision and give managerial recommendations.

Knowledge; the written assignments will assess students' abilities to understand and apply their knowledge of every topic separately thus ensuring that learning is closely related to assessment.

Assessment Scheme

Course work 40%
Unseen Exams 60%

| Assessment Type | Date | Weighting (100%) | Intended Learning Outcomes – ILOs |
|---|------------------------------|------------------|-----------------------------------|
| Problem Solving – To test the knowledge and gained skilled for every technique separately | Weeks 2, 4,9,11 | (10%) | [Outcomes: 3, 5 and 6]. |
| IT Applications | Weeks 3,5,10,13 | (10%) | [Outcomes: 3, 5 and 6]. |
| Case Studies – To test the ability of analyzing managerial cases and selecting the appropriate technique to solve each and reporting a managerial decisions and recommendations | Weeks 6, 12 | (20%) | [Outcomes: 1, 4, 5 and 7]. |
| An unseen mid-term exam of 90 minutes that consists of problems solving, essay questions, and a case study | Midterm Examination Schedule | (20%) | [Outcomes: 1, 2, 3, 6 and 7]. |
| An unseen final exam of 3 hours consists of problems solving, essay questions, and case studies | Final Examination Schedule | (40%) | [Outcomes: 1, 3, 4 and 6]. |

Formative Assessment: Students will be provided with problems, essay questions and case study during the tutorials and lectures time [Outcomes: 4, 5, 6 and 7].

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:

Taylor, Bernard W. (2019). *Introduction to management sciences*. 13th edition. New Jersey: Prentice Hall.

Anderson, D., Sweeney, D., Williams, T., Wisniewski, M. & Pierron, X. (2017). *An introduction to management sciences: Quantitative approaches to decision making*. 3rd edition. New York: Cengage Learning US.

Taha, Hamdy A. (2017). *Operations research: An introduction*. 10th edition. New York: Prentice Hall.

Render, B., & Stair Jr, R. M. (2016). *Quantitative analysis for management*. 12th edition. Pearson Education India.

Electronic Textbooks:

Kleinman, G., & Lawrence, K. D. (2018). *Applications of management science*. Emerald Edition.

<http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=948292&site=ehost-live>

Sharma, J. K. (2016). *Operations research: theory and applications*. Trinity Press, an imprint of Laxmi Publications Pvt. Limited.

<http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=1950625&site=ehost-live>

KIS Data

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

| | | | |
|-----------------------|--------------------------------------|------------------------|--------------------------------|
| Unit Code: | MGT320 | HOR Department: | Management Information Systems |
| Unit Title: | Production and Operations Management | Course Code: | ----- |
| Credit Hours: | 3 | | |
| Unit Leader: | Dr. Heba Adel | | |
| Pre-requisite: | MGT 200 | | |

Aims

Leading Organizations today are leaner and more agile than in the past .To maintain this competitive advantage, these organizations rely on their operations functions to be dependable and efficient .The successful organization will meet global competition with quality inputs-outstanding customer service and effective control of costs .This unit will introduce students to various operations topics both in services and manufacturing .The unit will help gain an understanding of what operations management involves, types of problems faced by operations managers along with common tools employed to solve these problems

Learning Outcomes

Knowledge

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

- 1- Discuss the key concepts in effective operations management.
- 2- Summarize how companies gain a competitive advantage through its operations function.
- 3- Examine the interaction of the operations functions with the core functions in an organization.

Skills

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

- 4- Apply the different models, methods, and techniques discussed to solve business problems
- 5- Evaluate key factors that pertain to the decision making process to guide managers to the optimal solution to their problem.
- 6- Recommend courses of action to top management.
- 7- Assess new trends in the field of operations management.
- 8- Present a range of views on current operations management issues.

Indicative Content

Part I. Introduction to Operations Management

Operations and Productivity

Forecasting

Part II. Designing Operations

Design of Goods and Services

Capacity and Constraint Management

Location Strategies

Part III. Managing Operations

Supply Chain Management

Inventory Management

Aggregate Planning

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 Operations Management to the students. Power point presentations, videos, and selected case studies are used to further enrich the students understanding of the operations function and its vital role inside the organization. Furthermore, real life examples are brought to the lectures to relate the theory of operations management to practice.

In addition to the lectures, regular 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. The students will be asked to solve problems and present their findings and recommendations to clarify their understanding of the use of tools and techniques discussed during the lectures, write a report about pertinent topics in the field of Operations Management, and sit for written exams.

Feedback is provided to the students on their work during tutorials and office hours.

Assessment consists of a number of components that are chosen in order to ensure that the students demonstrate their understanding of the concepts and techniques discussed in the lectures and tutorials.

Assessment Scheme

| | |
|---------------|-----|
| Coursework: | 40% |
| Unseen Exams: | 60% |

| Assessment Type | Date | Weighting (100%) | Intended Learning Outcomes – ILOs |
|--|------------------------------|------------------|-----------------------------------|
| Group Project and presentation | Week 12 | (20%) | [Outcomes: 4 - 8]. |
| Individual Problem solving tests | Week 6,13 | (20%) | [Outcomes: 4,5 and 8]. |
| An unseen mid-term exam of 90 minutes that consists of problem solving and essay questions. | Midterm Examination Schedule | (20%) | [Outcomes: 1,2 and 3]. |
| An unseen final exam of 3 hours that consists of problem solving and essay questions along with case studies | Final Examination Schedule | (40%) | [Outcomes: 4 - 7]. |

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:

Stevenson, W. (2018). *Operations management*. 13th edition. New York: McGraw Hill/Irwin.

Heizer, J., Render, B. & Munson, C. (2017). *Operations management: Sustainability and supply chain management*. 12th edition. New Jersey: Prentice Hall.

Russell, R. and Taylor, B. (2016). *Operations and supply chain management*. 9th edition. The United States: Wiley.

Meredith, J. and Shafer, S. (2014). *Operations management: international student version*. 5th edition. Singapore: Wiley.

Reid, R. and Sanders, B. (2014). *Operations management: an integrated approach. international student version*. 5th edition. Singapore: Wiley

Kumar, S., Anil, and Suresh, N. (2009). *Production and operations management, with skills development, caselets and cases*. 2nd Edition, New Age International Ltd. (EBSCOhost)

Journals:

International Journal of Operations and Production Management.

International Journal of Advanced Manufacturing Technology.

Integrated Manufacturing Systems.

KIS Data

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

| | | | |
|-----------------------|------------------------------|------------------------|---------------------|
| Unit Code: | MGT400 | HOR Department: | Management |
| Unit Title: | Human Resource Management II | | Information Systems |
| Credit Hours: | 3 | Course Code: | ---- |
| Unit Leader: | Dr. Ola Emara | | |
| Pre-requisite: | MGT 300N | | |

Aims

This unit helps students to figure out the different human resources strategic aspects, context, and change of human resource role, from being transactional, technical, and administrative in nature; to becoming essentially “strategic” and to provide detailed knowledge and understanding of the principal concepts of Strategic Human Resource Management (SHRM), and apply theory to the critical analysis of organizations’ human resource strategies, policies, and values. It also aims to assist students in discovering the configuration of human resource practices in composite social and economic environment and the alignment of human resource strategies with business strategies. To signify the far-reaching alteration needed to initiate and implement creative solutions for business problems. Moreover, this unit pursues the apprehension of the broader human resources notion for being more strategic in response to global networks that includes suppliers, manufacturers, service providers, distributors and final customer.

Learning Outcomes

Knowledge

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

- Strategic human resource management concept, process and models (1)
- The link between business strategy and human resource management (HRM) (2)
- International and comparative HRM (3)

Skills

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

- Judge the alignment between HR practices and the internal and external organizational context and recommend improvements (4)
- Apply HR strategy models in business context (5)
- Engage in collaborative group work to gather, sort, analyze and report information on strategic HR practices (6)
- Present and defend their work and recommendations to their peers (7)

Indicative Content

- The framework of strategic human resources management
- Strategic human resource management and context: models, aims, characteristics, concepts, and process
- Human resources strategies: types, and criteria for effective strategy
- Formulating and implementing HR strategies
- Linking HR strategy to business strategy
- Roles in strategic HRM
- International HRM perspectives

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 unit is designed to encourage students to critically evaluate strategic HR professional situations. Students are expected to carry out an analytical case study to apply different HR strategies, supported by means of regular tutorials, which will provide them with feedback on work in progress.

Assessment Scheme:

Coursework: 40%

Unseen Exams: 60%

| Assessment Type | Date | Weighting | Intended Learning Outcomes – ILOs |
|--|----------------------------|-----------|-----------------------------------|
| Group investigative case study with theoretical frame and practical contact to investigate strategic HR reality, and apply different HR strategies including a detailed written case analysis. | Week 10 | (40%) | [Outcomes: 4, 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 require students to answer questions on core theoretical issues and to apply methods and integrate strategic human resource information and methods. | Final Examination Schedule | (40%) | [Outcomes: 3, 4] |

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:

- Armstrong, M. (2016). *Armstrong's Handbook of Strategic Human Resource Management*. London, United Kingdom: Kogan Page. Available at:
<http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=1193777&site=ehost-live>
- Schultz, C. and Walt, H. van der. (2015). *Reinventing HR: Strategic and Organisational Relevance of the Human Resources Function*. Randburg, South Africa: KR Publishing. Available at:
<http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=1124508&site=ehost-live>
- Thomas, D. C., & Lazarova, M. B. (2014). *Essentials of international human resource management: Managing people globally*. Sage Publications. Available at:
<http://08113mv43.1105.y.http.sk.sagepub.com.mplbci.ekb.eg/books/essentials-of-international-human-resource-management?fromsearch=true>
- Grievies, J. (2003). *Strategic human resource development*. Sage. Available at:
<http://08113mv3n.1105.y.http.sk.sagepub.com.mplbci.ekb.eg/books/strategic-human-resource-development?fromsearch=true>

Textbooks:

- Armstrong, M. & Taylor, S. (2017). *Armstrong's handbook of human resource management practice*. 14th edition. London: Kogan Page Publishers.
- Wilkinson, A., Redman, T., & Dundon, T. (Eds.). (2017). *Contemporary human resource management: text and cases*. London: Pearson.
- Sparrow, P., Brewster, C., & Chung, C. (2016). *Globalizing human resource management*. Routledge.
- Brewster, C., Sparrow, P., Vernon, G., & Houldsworth, E. (2016). *International human resource management*. Kogan Page Publishers.
- Tarique, I., Briscoe, D. R., & Schuler, R. S. (2015). *International human resource management: Policies and practices for multinational enterprises*. Routledge.
- Eiichi, K. (2015). *Practical strategic management: how to apply strategic thinking in business*. World Scientific.
- Phillips, J. M., & Gully, S. M. (2014). Front Cover. In *Human Resource Management*. Mason, OH: South-Western.
- Boselie, P. (2014). *Strategic human resource management: A balanced approach*. 2nd edition. London: McGraw-Hill Education.
- Dermol, V. & Rakowska, A. (Eds.). (2014). *Strategic approaches to human resources management practice*. Bangkok: ToKnow Press Monographs.
- Ulrich, D. (2014). *Strategic human resource development: A journey in eight stages*. Berlin: Springer Science & Business Media.
- Boxall, P., & Purcell, J. (2011). *Strategy and human resource management*. Macmillan International Higher Education.

- Sparrow, P. (2010). *Handbook of international human resource management: Integrating people, process, and context* (Vol. 9). John Wiley & Sons.
- Harzing, A. W., & Pinnington, A. (Eds.). (2010). *International human resource management*. Sage.
- York, K. M. (2009). *Applied human resource management: Strategic issues and experiential exercises*. Sage Publications.
- Perkins, S. J., & Shortland, S. M. (2006). *Strategic international human resource management: Choices and consequences in multinational people management*. Kogan Page Publishers.
- Cooke, W. N. (Ed.). (2003). *Multinational companies and global human resource strategies*. Greenwood Publishing Group.

Journals:

- International Journal of Management Reviews
<https://onlinelibrary.wiley.com/toc/14682370/2020/22/2>
- Human Resources Management International Digest
<https://www.emerald.com/insight/publication/issn/0967-0734>
- Procedia- Social and Behavioral Sciences
<https://www.sciencedirect.com/journal/procedia-social-and-behavioral-sciences/vol/238/suppl/C>

KIS Data

| | Scheduled | Guided independent | | | | Total |
|------------|-----------|--------------------|-------------|------------|-------|-------|
| | | Guided | Independent | Autonomous | 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 | | |

Aims

Competition in the 21st century'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 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. | Week 13 | (50%) | [Outcomes: 4 - 10]. |
| Final Exam – Three hours exam that consists of essay questions, applications, and case study | Final Examination Schedule | (50%) | [Outcomes: 1 - 6]. |

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

KIS Data

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

| | | | |
|-----------------------|-------------------------|------------------------|--------------------------------|
| Unit Code: | MGT441 | HOR Department: | Management Information Systems |
| Unit Title: | Supply Chain Management | Course Code: | ----- |
| Credit Hours: | 3 | | |
| Unit Leader: | Dr. Heba Adel | | |
| Pre-requisite: | MGT 310, MKT_201 | | |

Aims

In this unit, students will be introduced to the main Supply Chain Management (SCM) concepts, theories, practices and approaches. Moreover, this unit critically discusses different SCM models that represent various experiences in applying successful SCM practices to both manufacturing and service sectors. Such SCM models are from different countries and developed in various profit and non-profit organizations. At the end of this unit, students will be able to apply different SCM practices to various organizations operating in Egypt, which are expected to sustain an active participation in promoting the required innovation in the Egyptian society.

Learning outcomes

Knowledge

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

- 1- Examine the difference between manufacturing supply chain and service supply chain.
- 2- Summarize the distinguishing attributes between lean, agile and leagile supply.
- 3- Illustrate effective and efficient SCM practices.
- 4- Identify the impact of SCM principles on improving organizational performance, through sustaining organizations' competitive advantages.

Skills

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

- 5- Apply various SCM practices to manufacturing and service organizations.
- 6- Recommend the BSC approach as a comprehensive framework in measuring Supply Chain Performance (SCP).
- 7- Argue the shift from lean and agile paradigms to the leagile supply chains.
- 8- Assess different implementation problems to effective and efficient SCM.

Indicative Content

- Introduction to Supply Chain Management (SCM)
- Basic SCM concepts and definitions
- The impact of effective supply chain management on sustaining organizations' competitiveness in a globalized environment
- The evolution of supply chain management
 - Lean supply chains
 - Agile supply chains
 - Leagile supply chains encapsulating both lean and agile features
- The difference between manufacturing supply chain and service supply chain

- Main supply chain drivers and metrics
- Road blocks to effective and efficient SCM
- Collaborative POM functions (e.g., collaborative forecasting, capacity planning, demand management and scheduling) in SCs
- Using BSC performance measurement approach as a comprehensive framework in measuring supply chain performance (SCP)

Learning, Teaching and Assessment Strategies

This unit is planned to be delivered based on Learner-centered teaching practices (LCT). the teaching techniques include semi-structured lectures (e.g., main power point presentation slides, flip chart diagrams, and roll-up stands), case studies' analyses, group discussions and critical debates (e.g., videos, and guest speaker), and group exercises (formative assessment). An individual project, and/or supply chain performance evaluation report will subject students to the practical professional world, and bridge the SCM theory with the practice. Moreover, it will enhance student's analytical skills, and creativity in problem solving.

Most of these techniques will attempt to engage each student as an active, thinking participant in class, not a passive recipient of information, in an interactive synergistic environment.

Assessment scheme

| | |
|---------------|-----|
| Coursework: | 40% |
| Unseen Exams: | 60% |

| Assessment Type | Date | Weighting (100%) | Intended Learning Outcomes – ILOs |
|--|------------------------------|------------------|-----------------------------------|
| Group project, and/or Supply chain performance group evaluation report | Week 12 | (40%) | [Outcomes: 5,6,7 and 8]. |
| An unseen mid-term exam of 90 minutes | Midterm Examination Schedule | (20%) | [Outcomes: 1, 2 and 3]. |
| An unseen final exam of 3 hours | Final Examination Schedule | (40%) | [Outcomes: 4,5,6 and 8]. |

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:

Chopra, S. (2019). *Supply Chain Management: Strategy, Planning and Operation*. 5th edition. New Jersey: Prentice Hall.

Bozarth, Cecil B. & Handfield Robert B. (2019). *Introduction to operations and supply chain management*. 5th edition. New York: Prentice Hall.

Habib, M. (2016). *Supply chain management: applications for manufacturing and service industry*. Nova Science Publishers, Inc. (EBSCOhost)

Russell, R. and Taylor, B. (2016). *Operations and supply chain management*. 9th edition. The United States: Wiley.

Mangan, J., & Lalwani, C. L. (2016). *Global logistics and supply chain management*. 3rd edition. John Wiley & Sons.

Coyle, J. J., Langley, C. J., Jr., Novack, R. A., & Gibson, B. J. (2013). *Front Cover. In Managing Supply Chains: A logistics approach*. 9th International edition. Mason, OH: South-Western.

Blanchard, D. (2010). *Supply chain management: Best practices*. 2nd edition. New York: John Wiley & Sons.

Journals:

- International Journal of Production Research
- International Journal of Production Economics
- International Journal of Logistics: Research and Applications

KIS Data

| Activity | Hours | Overall Percentage of Total |
|--------------------------|-------------|-----------------------------|
| Scheduled Lectures | 3 x 12= 36 | 30% |
| Scheduled Tutorials | 1.5x 12= 18 | 15% |
| Guided Independent Study | 66 | 55% |
| Total | 120 | 100% |

| | | | |
|-----------------------|--|------------------------|--------------------------------|
| Unit Code: | MIS101 | HOR Department: | Management Information Systems |
| Unit Title: | Introduction to Management Information Systems | Courses Codes: | ----- |
| Credit Hours: | 4 | | |
| Unit Leader: | Dr. Ashraf Soliman | | |
| Pre-requisite: | CS_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% |

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

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:

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*. 9th edition. 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

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

| | | | |
|-----------------------|--------------------------------|------------------------|--------------------------------|
| Unit Code: | MIS381 | HOR Department: | Management Information Systems |
| Unit Title: | E-Commerce and E- Marketing | Course Code: | ----- |
| Credit Hours: | 3 | | |
| Unit Leader: | Dr. Omar Hussein | | |
| Pre-requisite: | MIS 101, MKT_201 | | |

Aim

This unit focuses on a rapidly evolving area of study—the Internet. It explores how the internet and social media platforms are creating value for customers as well as benefits for companies and their brands. It builds on marketing principles to investigate how these technologies provide many opportunities for marketing related applications. It identifies the origins and recent developments in electronic marketing practices, and prepares students to develop an integrated electronic marketing strategy for a typical company.

Learning Outcomes

Knowledge

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

- 1- Understand the e-marketing landscape
- 2- Conclude thorough social media performance metrics
- 3- Infer insights from big data through social network analysis
- 4- Investigate the impact of using the Internet as a distribution channel
- 5- Explain the concepts and strategies of owned, paid, and earned media
- 6- Identify some of the latest academic research on discussed topics

Skills

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

- 7- Apply the concepts through several case studies and the analysis of real-life case studies
- 8- Prepare leading metrics and key performance indicators for analytics dashboards to improve decisions and profits
- 9- Evaluate the importance of the metrics marketers used to measure media performance
- 10- Create an e-marketing plan and objective-strategy matrix
- 11- Measure the awareness metrics through Websites or blog analytics

Indicative Content

- Background, current state, and future potential of e-marketing
- Strategic e-marketing and performance metrics
- The e-marketing plan
- E-marketing research
- The Internet for distribution
- E-marketing communication: owned, paid, and earned media

Learning, Teaching and Assessment Strategies

Weekly lectures covering the “concepts” are complemented by case studies and review problems. Emphases are placed on applying innovative practical marketing and sales solutions to ensure successful launch and sales development. The research project topics are chosen to reflect current and practical e-marketing issues. Weekly computer labs are conducted to practically teach students usage of web analytics to determine the efficacy of company-owned web sites and blogs.

Assessment Scheme

| | |
|--------------------|------|
| Coursework | 40 % |
| Unseen examination | 60 % |

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

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:

Laudon, K. C., & Traver, C. G. (2019). *E-commerce 2018: Business, technology, society*. 14th edition. New York: Prentice Hall.

Chaffey, D. & Smith, P. R. (2017). *E-marketing excellence: Planning and optimizing your digital marketing*. 5th edition. Routledge.

Schneider, G. P. (2013). *Front Cover. In E-Business* . 10th International edition. Boston, MA: Course Technology.

KIS Data

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

| | | | |
|-----------------------|-------------------------|------------------------|------------------------|
| Unit Code: | 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 | | |

Aims

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 Value.
- 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% |
| 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
<http://081137v16.1104.y.http.sk.sagepub.com.mplbci.ekb.eg/books/key-concepts-in-marketing?fromsearch=true> SAGE Publications

Journal

- European Journal of Marketing
- Journal of Marketing

KIS Data

| | Scheduled | Guided independent | | | | Total |
|------------|-----------|--------------------|-------------|------------|-------|-------|
| | | Guided | Independent | Autonomous | Total | |
| 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 & Planning | | International Business |
| Credit Hours: | 3 | Course Code: | ----- |
| Unit Leader: | Dr. Samia El Sheikh | | |
| Pre-requisite: | MKT_201 | | |

Aims

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 and its 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 Week 10 | (10%) | 1, 2, 3, 4 and 5 |
| A group project that requires developing a marketing plan for a specific product in an Egyptian company. | First phase for feedback in week 5 Final phase week 11 | (20%) | 6, 7 and 8 |
| 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
http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=1406073&site=ehost-live&ebv=EB&ppid=pp_A eBook Academic Collection (EBSCOhost)
- Westwood, J. (2016). How to Write a Marketing Plan (Vol. Fifth edition).
http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=1346904&site=ehost-live&ebv=EB&ppid=pp_Cover eBook Academic Collection (EBSCOhost)

Journal of Marketing Research

Journal of Marketing

KIS Data

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

| | | | |
|-----------------------|------------------------|------------------------|------------------------|
| Unit Code: | MKT_401 | HOR Department: | Marketing & |
| Unit Title: | Global Marketing | | International Business |
| Credit Hours: | 3 | Course Code: | ----- |
| Unit Leader: | Dr. Ahmed Rageh Ismail | | |
| Pre-requisite: | MKT_202 | | |

Aims

This unit aims to develop students' knowledge of the global marketing environment, present various concepts and tools for analyzing global marketing strategies and evaluate the global marketplace (competitors, external environment: cultural, economic, technological, political/legal, marketing opportunities, etc.). The unit focuses on developing, evaluating and implementing global marketing strategy at the corporate, regional and International levels. By learning about both theory and practice, the student will obtain a good conceptual understanding of the field of global marketing.

Learning Outcomes

Knowledge

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

- 1- Concepts and issues related to global marketing activities.
- 2- Global marketing strategies related to products, promotion, pricing strategies, product development and distribution systems as well as analyzing the global environment and cultural impacts on business and the Impact of economic integration and cooperative agreements in global marketing.
- 3- The Impact of global marketing strategies on brand strategy.

Skills

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

- 4- Prepare a marketing mix for global markets.
- 5- Evaluate the impact of global marketing strategies on brand management.
- 6- Develop analytical writing and presentation skills.

Indicative Content

- The scope and challenge of global marketing
- Cultural dynamics in assessing global markets
- The International, political and legal environment
- Researching global markets
- Developing global marketing strategies
- Marketing mix for global marketing
- International distribution systems

Learning, Teaching and Assessment Strategies

The unit is taught using lectures supported with practical examples and real life case studies to help students understand the dynamics of the global market. Students are encouraged to carry out independent and guided study on a regular basis.

Students are asked to prepare a group project applying learned topics and are regularly provided with feedback on work in progress.

Formative 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 consists of a number of components that are chosen in order to ensure that students demonstrate their understanding of the concepts and techniques discussed in the lectures and tutorials.

Assessment Scheme

Assessment Weighting

| Assessment Type | Date | Weighting | Intended Learning Outcomes – ILOs |
|--|-------------|-----------|-----------------------------------|
| A group project – Group Research with final group presentation | Week 11 | 25% | [Outcomes: 3, 4, 5 and 6] |
| Case study analysis in the lectures and tutorials in Worksheets | Weeks 5, 10 | 15% | [Outcomes: 3, 4, 5 and 6] |
| An unseen mid-term exam of 90 minutes | Week 7&8 | 20% | [Outcomes: 1, 2 and 3] |
| Final Exam – Three hours exam that consists of essay questions, applications, and case study | Week 14+ | 40% | [Outcomes: 1, 2, 3, 4 and 5] |

Formative case studies:

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

Reading List

- Cateora, P., Gilly, M. & Graham, J. (2019). *International marketing*. 18th edition. McGraw-Hill.
- Taylor, J. (2018). *International Marketing Management Changes, New Challenges, and Strategies*. New Orleans, LA, US

http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=2268023&site=ehost-live&ebv=EB&ppid=pp_C eBook Academic Collection (EBSCOhost)

- Cateora, P. (2017). *International marketing*. 17th edition, Chicago: McGraw-Hill.
- Kotler, P. & Armstrong, G. (2017). *Principles of marketing*. 17th edition. New Jersey: Prentice Hall.
- Kotabe, M., &Helsen, K. (2016). *Global marketing management*. Wiley
<https://app.kortext.com/read/141347/Cover> Wiley
- Cateora, P. R. (2007). *International Marketing* 13E (Sie). Tata McGraw-Hill Education

Journals

Journal of Marketing

Journal of the Academy of Marketing Sciences

KIS Data

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

| | | | |
|-----------------------|--|------------------------|-------------|
| Unit Code: | MKT_420I & MKT_420 II | HOR Department: | Marketing & |
| Unit Title: | Graduation Project I & II (Major Marketing & International Business) | Course Code: | ----- |
| Credit Hours: | 6 | | |
| Unit Leader: | Prof. El Sayed Nagy | | |
| Pre-requisite: | MKT 301N, MKT 302 | | |

Aims

The major aim of this unit is to enable the students to carry out a research project in a chosen area. The research could take the form of a marketing research project, or a marketing feasibility study. The unit is divided into two parts (Part I and Part II), and will be covered in the last two semesters of the final year of study.

Learning Outcomes

Knowledge

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

- 1- Research design and process.
- 2- Basic types of sampling.
- 3- Types of data collection methods.

Skills

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

- 4- Read, summarize and comment on academic articles
- 5- Write a literature review with proper referencing.
- 6- Define the research problem.
- 7- Establish the research objectives (and thoroughly review relevant literature).
- 8- Develop research hypotheses.
- 9- Choose an appropriate research design.
- 10- Design the research instruments (data collection method).
- 11- Undertake data collection activities.
- 12- Conduct data entry tabulation and analysis using computerized SPSS (Statistical Package for Social Sciences).
- 13- Present the research results and recommendations.
- 14- Provide suggestions for further research.
- 15- Work in groups
- 16- Reflect on personal contribution and development

Indicative Content

Part (I) (3 credit hours):

- Research methods- Orientation Sessions
- Selection of the research area and title (project)
- Exploratory field study
- Review of literature and related readings
- Setting up the research problem, objectives and hypotheses
- Finalizing the research hypotheses
- Determining the research variables, data required and measurements
- Presenting the research report

Part (II) (3 credit hours):

- Preparing the research methodology
- Selecting data collection method(s)
- Preparing first draft of data collection method
- Testing and finalizing the data collection method
- Determining the research population and sampling process
- Carrying out data collection process
- Carrying out data Entry and verification process
- Tabulation and analysis of the results
- Preparing and submitting the final report and conducting oral presentation

Learning, Teaching and Assessment Strategies

- Orientation Sessions.
- Review and discussion sessions.
- Individual and team work.
- Team projects.
- Field research
- Presentations.

Assessment Scheme

Formative 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 consists of a number of components that are chosen in order to ensure that the students demonstrate their understanding of the concepts and techniques discussed in the lectures and tutorials.

Part (I):

Students are divided into groups of maximum of 3 or 4 students per group.

Each student will submit a report about his/her contribution.

Each group will submit a research proposal by week 3 of the first semester

Each student will be evaluated according to his/her individual performance in addition to the evaluation of each group overall performance and outcome. (50% of the total mark is allocated to this stage;25m are individual and 25m group evaluation).

Part (II):

Field research is required to help in conducting the projects, students are required to visit the related organization(s), and/or individuals to carry out personal interviews in addition to approaching secondary sources of data. Each group will submit the final dissertation by the end of the second semester. Each group will present their research findings one week after the submission date to a committee composed of one external examiner, the internal examiner/ supervisor and the Dean of the Faculty. Each student as well as each group performance and contribution will be evaluated. (50% of the total mark is allocated to this stage; 25m are individual and 25m group evaluation).

Assessment Weighting

| | |
|---------------------------|-----|
| Graduation project part 1 | 50% |
| Graduation project part 2 | 50% |

| Assessment Type Graduation project part1: 50m/25m(In) and 25m(G) | Date | Weighting | Intended Learning Outcomes – ILOs |
|--|------------|-----------------------------|-----------------------------------|
| Generating ideas for the grad project individually then selecting one idea to work on as a group and Writing a research proposal (G) | Week 1-3 | 5% 2m (In) and 3m (G) | 1,2 and 3 |
| Generating a list of related readings and then writing a Review of literature individually | Week 4-6 | 15% (In) | 1, 4 and 5 |
| Exploratory research | Week 9 | 4%(G) | 1 and 6 |
| Setting up the research problem, questions, objectives and hypotheses | Week 10 | 6%(G) | 6, 7 and 8 |
| Submitting the group research report (G) and presenting the first part of the research 5m/3m (In) and 2m(G) plus progression 5m (In) | Week 12+13 | 20% 8m(In) 12m(G) | 9, 13,15 and 16 |

| Assessment Type Graduation project part 2: 50m/25m(In) and 25m(G) | Date | Weighting | Intended Learning Outcomes – ILOs |
|---|------------|-----------------------------|-----------------------------------|
| Preparing the research methodology (G) | Week 1 | 5%(G) | 1,4,5,9 |
| Selecting the appropriate data collection method(s)and Preparing data collection tool and testing it (G) | Week 2-5 | 5% (G) | 2, 3, 5,10 |
| Determining the research population and sampling technique and carrying out data collection process data Entry and verification process tabulation and analysis of the results (individual file each) | Week 6-9 | 15% (In) | 2, 3, 6, 11, and 12 |
| Preparing conclusion, recommendations (10m G.) and submitting the final report and conducting oral presentation (10m/5m In. and 5m G) +progression 5m(In) | Week 10-13 | 25% 10 m (In) 15m (G) | 2, 13,14,15 and 16 |

Reading list

- Malhorta, N. (2018). *Marketing Research; An applied orientation*. 7th edition. New York: Pearson International.
- McDaniel, C. and Gates, R., (2015). 10th Edition <https://app.kortext.com/read/96189/C1> Wiley
- Adams, John, R. Raeside, and Hafiz T. A. Khan, (2014). *Research Methods for Business and Social Science Students*
http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=784882&site=ehost-live&ebv=EB&ppid=pp_C eBook Academic Collection (EBSCOhost)
- Sekaran, U. and Bougie, R. (2013), *Research Methods for Business: A Skill-Building Approach 6th edition*
<https://app.kortext.com/read/5337/iv> Wiley
- Computerized SPSS (Statistical Package for Social Sciences)
- Primary sources of data (field work) are essential to carry out the project.
- Secondary data, e.g. the company's records, statistics, researches, articles from international journals, books, etc... - to be determined according to each project.

Recommended Journals

Journal of Marketing
Journal of Marketing Research
Journal of Marketing Management
Journal of Consumer Research
Journal of the Academy of Marketing Sciences
Journal of Consumer Behavior

KIS Data

| | Scheduled | Guided independent | | | | Total |
|------------|-----------|--------------------|-------------|------------|-------|-------|
| | | Guided | Independent | Autonomous | Total | |
| Hours | 108 | 20 | 20 | 61 | 102 | 210 |
| Percentage | 51.5% | 9.5% | 9.5% | 29.5% | 48.5% | 100% |

| | | | |
|-----------------------|------------------|------------------------|------------------------|
| Unit Code: | MKT203 | HOR Department: | Marketing & |
| Unit Title: | Sales Management | | International Business |
| Credit Hours: | 3 | Course Code: | ----- |
| Unit Leader: | Dr. Ahmed Rageh | | |
| Pre-requisite: | MKT_201 | | |

Aims

During the 21st century the business environment and research on professional selling have undergone significant changes, so there is a pressing need for selling skills that are compatible with today's information economy. Believing in the vital role of sales management in boosting up the value of the firm and creating and delivering value for customers, add weight for this unit. This unit starts by identifying the sales manager's responsibilities, and understanding the role of sales force management in fulfilling the firm strategic goals and marketing strategy. This is done by discussing the stages of managing sales force starting from planning and ending up at controlling sales and sales force performance.

Learning outcomes

Knowledge

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

- 1- The role of sales force in achieving marketing objectives.
- 2- The stages of managing sales force.
- 3- The process of personal selling.

Skills

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

- 4- Gain selling skills through practicing role play exercises.
- 5- Apply the fundamentals of sales force management to real life cases.
- 6- Present their group work

Indicative Content

The unit covers the following points:

- Responsibilities of sales manager
- Understanding the fundamentals of selling process
- Planning of sales force: includes sales force recruitment and selection. In addition to sales territories planning,
- Organizing sales force: includes sales force organization
- Directing sales force: includes sales force compensation and training.
- Controlling sales and sales force: includes evaluating sales results and sales force performance

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 issues and ideas raised in lectures.
- The field work project will be used to evaluate the ability of students to understand the applicability of sales management fundamentals in reality.
- Role play takes place where students are asked to play the sales person role for selling a product to a customer.
- Tutorials by tutors are important to advise and assist students on developing their project report and presentation.

Assessment criteria

| | |
|-------------|-----|
| Course work | 40% |
| Exams | 60% |

| Assessment Type | Date | Weighting | Intended Learning Outcomes – ILOs |
|--|--|-----------|-----------------------------------|
| A group research that requires developing an appropriate plan to manage the selling effort for a specific business (MSA University) to a specific Segment(s) (High School students or parents of High School students). Structure, strategy, compensation, training, and other elements are included. The students have to present their work to the rest of the class | -First phase for feedback in week 4 -Second phase in week 9 - Final phase three in week 12 | (40%) | 4, 5 and 6 |
| An unseen 90 minutes mid-term exam | Week 7 & 8 | (20%) | 1, 2 and 3 |
| An unseen final exam of 3 hours | Week 14+ | (40%) | 1, 2, 3 and 5 |

Reading List

- Castleberry S. & Tanner J. (2018). *Selling: Building partnerships*. 10th edition. New York: McGraw-Hill.
- Hofmaier, R. (2015). Marketing, Sales and Customer Management (MSC) : An Integrated Overall B2B Management Approach.

http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=999668&site=ehost-live&ebv=EK&ppid=Page-__-1 eBook Academic Collection (EBSCOhost)

- Cron, William L./DeCarlo, Thomas E Dalrymple's (2008) Sales Management: Concepts and Cases, 10th Edition <https://app.kortext.com/read/141381/Cover> Wiley

Recommended Journals

Journal of Personal Selling and Management

Journal of Marketing

KIS Data

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

| | | | |
|-----------------------|------------------------|------------------------|------------------------|
| Unit Code: | MKT301N | HOR Department: | Marketing & |
| Unit Title: | Marketing Research | | International Business |
| Credit Hours: | 3 | Course Code: | ----- |
| Unit Leader: | Dr. Ahmed Rageh Ismail | | |
| Pre-requisite: | MKT_202 | | |

Aims

This unit aims at teaching students the systematic steps of marketing research towards analyzing marketing environment in order to identify problems or opportunities. Moreover, it provides them with the fundamentals and tools of making sound marketing decisions. Marketing research process starts with defining the management decision problem and converting it into research problem through developing appropriate research questions, deciding on the research design, designing the appropriate data collection tool, selecting the sample and deciding on the suitable sample size. Finally, conducting field work, analyzing the resulting data either qualitatively or quantitatively, and prepare the final report.

Learning outcomes

Knowledge

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

- 1- The steps of the marketing research process.
- 2- How to articulate marketing problems' definition or marketing opportunities and how to develop the appropriate marketing research questions and objectives to address these issues.
- 3- The difference between exploratory, descriptive and causal research and its relationship to the appropriate data collection tool.
- 4- Various types of statistical analysis and their appropriateness to the type of research design.

Skills

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

- 5- Develop reading and writing in an academic way.
- 6- Evaluate and design data collection tools appropriate to the research objectives.
- 7- Present findings and draw logical conclusions.
- 8- Work co-operatively and effectively in teams.

Indicative Content

- Introduction to Marketing Research process.
- Defining the management decision problem, research problem and designing the research which could be exploratory, descriptive or causal.
- Measurements and scaling.
- Design of data collection tools: this includes experiment design and questionnaire design.
- Sampling techniques and sample size.
- Report preparation and presentation.

Learning, Teaching and Assessment Strategies

To achieve the aims of this unit, various teaching and assessment techniques are applied.

The first is lectures to provide the theoretical background on the fundamentals of research and types of research design and the appropriate tools of implementing the research. Second, to transfer theory into practice, students will be asked to carry on a research in which they apply research basics and tools on marketing concepts such as consumer buying behavior, branding, ---etc. this project trains students on the development of research questions, conducting exploratory research, designing appropriate data collection tool and doing statistical analysis.

Third, realistic cases reflecting company problems, opportunities will be discussed to train them on the applicability of research methods and develop students' ability to analyze results and present actionable recommendations.

Fourth, exams (mid-term and final) are used to assess students' analytical and thinking skills on the use of research methods to address marketing problems and opportunities.

Assessment Scheme

| | |
|-------------|-----|
| Coursework | 50% |
| Unseen Exam | 50% |

| Assessment Type | Date | Weighting | Intended Learning Outcomes – ILOs |
|--|---|---|-----------------------------------|
| A written group report on the application of marketing research on a real life problem with a final presentation | Phase 1: Week 6 Phase 2: Week 11 | 50% (The contribution of each individual as well as each group will be evaluated separately) | [Outcomes: 1, 5, 6, 7 and 8]. |
| A final exam | Week 14+ | 50% | [Outcomes: 1, 2, 3 and 4]. |

Formative Assessment:

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

Reading List

- Malhorta, N. (2018). *Marketing research: An applied orientation*. 7th edition. New York: Pearson Prentice Hall.
- Aluinc, A. & Ronald F. (2017). *Marketing research*. 8th Edition. New York: Pearson Prentice Hall.
- McDaniel Jr, C., & Gates, R. (2015). *Marketing Research*, 10th Edition. New Jersey: Wiley.
<https://app.kortext.com/read/96189/C1> Wiley
- Adams, J., Raeside, R., & Khan, H. T. (2014). *Research Methods for Business and Social Science Students*. SAGE Publications.
http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=784882&site=ehost-live&ebv=EB&ppid=pp_C eBook Academic Collection (EBSCOhost)

- Sekaran, U., Bougie, R. (2013). *Research Methods for Business: A Skill-Building Approach*, 6th edition. John Wiley & Sons.
<https://app.kortext.com/read/5337/iv> Wiley

Recommended Journals:

Journal of Marketing Research

Journal of Consumer Research

Journal of Marketing

KIS Data

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

| | | | |
|-----------------------|-----------------|------------------------|------------------------|
| Unit Code: | MKT302 | HOR Department: | Marketing & |
| Unit Title: | Buyer Behavior | | International Business |
| Credit Hours: | 3 | Course Code: | ----- |
| Unit Leader: | Dr. Ahmed Maree | | |
| Pre-requisite: | MKT_201 | | |

Aims

This unit aims to illustrate consumer behavior concepts and the role of consumer behavior in marketing strategy, and to provide students with an understanding of external and internal influences on the consumer behavior in the market and how marketers should adapt their marketing strategies to fit with the different reactions of consumers. Furthermore, the unit also aims to provide the students with a general understanding of organizational buying behavior.

Learning Outcomes

Knowledge

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

- 1- Consumer behavior concepts and theories.
- 2- The effects of external and internal influences on consumer behavior.
- 3- The characteristics of organizational buyer behavior.
- 4- Marketing strategies and tactics which affect the consumers purchasing decision process.

Skills

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

- 5- Conduct a study on consumer buying behavior of a specific product/service.
- 6- Analyze the effect of the external and internal influences on consumers' buying behavior.
- 7- Prepare marketing strategies that fit the target market.

Indicative Content

- Introduction to consumer behavior and its role in marketing strategies.
- External influences on consumer behavior (Culture variations, subcultures, and reference group influence on consumer decisions).
- Internal influences on consumer behavior (Perception, learning, Attitudes, Personal values).
- Impact of consumer behavior concepts and theories on marketing strategies.
- Decision-making process by consumers.
- Organizational buyer behavior.

Learning, Teaching and Assessment Strategies

The unit is taught using power point presentations in lectures enriched with the text book's examples case studies and advertisements that illustrate the different applications of consumer behavior as well as class discussions. Students are expected to carry out and present a consumer behavior audit towards a good or service of their choice, which is submitted in stages. In this project, the students are expected to tackle the situation analysis, market segmentation, and marketing strategies with an emphasis on internal and external influence. The grade is based according to the thoroughness of each step. Furthermore, the students are asked to select and read articles about international or Egyptian products and relate them to the main concepts of the consumer behavior, and formative feedback is provided to students throughout the unit.

Assessment scheme

| | |
|--------------|-----|
| Coursework | 40% |
| Unseen Exams | 60% |

| Assessment Type | Date | Weighting | Intended Learning Outcomes – ILOs |
|---|--|-----------|-----------------------------------|
| In class activities, cases and questions in worksheets | Week 2 Week 9 | (15%) | 1, 2, 3, 5, 6 and 7 |
| A group research that requires the application of the consumer behavior concepts on marketing strategy of a product with a final presentation | First phase for feedback in week 4 Final draft with presentation in week 13 | (25%) | 4, 5, 6 and 7 |
| An unseen 90 minutes mid-term exam | Week 7 & 8 | (20%) | 1, 2 and 3 |
| An unseen final exam of 3 hours | Week 14+ | (40%) | 1, 2, 3, 4, 6, and 7 |

Reading list

- Hawkins, D., Mothersbaugh, D. & Kleiser, S.B. (2019). *Consumer behavior: Building a marketing strategy*. 14th edition. Canada: McGraw-Hill.
http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=1356608&site=ehost-live&ebv=EB&ppid=pp_Cover eBook Academic Collection (EBSCOhost)
- Solomon, M.R. (2017). *Consumer behavior: Buying, having and being*. 12th edition. Upper saddle River. New Jersey: Pearson Prentice Hall.
- Howard, D. J. (2016). *The Psychology of Consumer and Social Influence : Theory and Research*. Hauppauge, New York
- Jansson-Boyd, C. V. (2010). *Consumer Psychology*. Maidenhead: McGraw-Hill Education
http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=466497&site=ehost-live&ebv=EB&ppid=pp_Cover eBook Academic Collection (EBSCOhost)

- Rajagopal. (2010). Consumer Behavior : Global Shifts and Local Effects. New York
http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=369952&site=ehost-live&ebv=EB&ppid=pp_Cover eBook Academic Collection (EBSCOhost)

Recommended Journal

Journal of Consumer Research

KIS Data

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

| | | | |
|-----------------------|---------------------------------------|------------------------|------------------------|
| Unit Code: | MKT305N | HOR Department: | Marketing & |
| Unit Title: | Integrated Marketing Communication | | International Business |
| Credit Hours: | 3 | Course Code: | ----- |
| Unit Leader: | Dr. Ahmed Maree | | |
| Pre-requisite: | MKT_202 | | |

Aims

This unit aims to provide students with a thorough understanding of the IMC concept and its component parts (advertising, direct marketing, sales promotion, publicity, personal selling and other new forms of communication and Interactive Media). Students will understand the communication process and strategies available to organizations to reach targeted audiences. Students will also utilize the different IMC elements and various communication functions to propose effective communication strategies and programs. Accordingly, the unit enables students to effectively evaluate marketing communication programs.

Learning outcomes

Knowledge

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

- 1- IMC concept and its component parts in relation to the current dynamic business world.
- 2- The various theories and models of the communication process and its application in real-life situations.

Skills

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

- 3- Work co-operatively and effectively in a team environment.
- 4- Demonstrate presentation skills.
- 5- Develop an integrated marketing communication program; showing creative strategy, planning and development, implementation and evaluation.
- 6- Identify and choose communication tools needed for different objectives.

Indicative Content

- IMC concept.
- Role of IMC in marketing.
- The IMC tools.
- The role of communication organizations.
- Planning, development, and implementation of creative strategies.
- Evaluation of integrated marketing programs.

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 concepts of IMC and communication functions to students and will relate these to relevant current marketing situations, inviting students' questions and debate. Students' ability in planning and developing simple integrated marketing program will be assessed in a group project in which students will apply the integrated marketing communications model to an existing organization. Additionally, students will receive marks on oral presentations. Exams evaluate students' understanding of the different factors involved in integrated marketing and require them to analyze and evaluate issues arising from real life campaigns.

Tutorials will be used by tutors to advise student groups on developing their group project presentation, a framework of the case analysis, and also provide a focus for discussion around topics arising from the syllabus and from lectures.

Assessment Scheme

| | |
|--------------|-----|
| Coursework | 50% |
| Unseen Exams | 50% |

| Assessment Type | Date | Weighting | Intended Learning Outcomes – ILOs |
|--|--|-----------|-----------------------------------|
| A group project of two phases of a real life integrated marketing communication program implementing the integration among different promotional tools and a final presentation. | Phase one week 5, Final phase and presentation week 11 | (50%) | 3,4, 5 and 6 |
| An unseen final exam of 3 hours | Week 14+ | (50%) | 1, 2, 5 and 6 |

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

Reading list

- Andrews, D. & Shimp, T. (2017). *Advertising, promotion and other aspects of integrated marketing communications*. 10th edition. N.Y : Cengage Learning.
- Belch, G. & Belch, M. (2017). *Advertising and promotion: An integrated marketing communication perspective*. 11th edition. New York: McGraw-Hill.
- Washington, K. D., & Richard K. Miller & Associates. (2016). *Consumer Marketing* (Vol. 4th Edition). Loganville, GA: Richard K. Miller & Associates.
http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=1205930&site=ehost-live&ebv=EB&ppid=pp_1 eBook Academic Collection (EBSCOhost)

- Hackley, C. (2005). *Advertising and promotion: Communicating brands* London: SAGE Publications

<http://081137x3h.1104.y.http.sk.sagepub.com.mplbci.ekb.eg/books/advertising-and-promotion?fromsearch=true> SAGE Publication

- Percy, L. (2012). *Strategic integrated marketing communications*. Routledge.
- Blythe, J. (2006). *Essentials of marketing communications*. Pearson Education

Recommended Journals

Journal of Marketing Research.

Journal of Public Relation

Journal of Direct Marketing

Journal of Consumer Behaviour

KIS Data

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

| | | | |
|-----------------------|--------------------------------|------------------------|------------------------|
| Unit Code: | MKT306 | HOR Department: | Marketing & |
| Unit Title: | Managing Distribution Channels | | International Business |
| Credit Hours: | 3 | Course Code: | ----- |
| Unit Leader: | Dr. Ahmed Rageh | | |
| Pre-requisite: | MKT_201 | | |

Aims

This unit aims to acquaint the students with what marketing channels are, types of channel intermediaries and their importance and how to design a marketing channels business plan. It also aims to elaborate on the importance of relationships, and cooperation in distribution channels with special emphasis on the nature of channel conflict and power and to pinpoint potential channel threats and opportunities.

Learning outcomes

Knowledge

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

- 1- The elements of a channel - retailing, wholesaling, and physical distribution management and identify the role of each kind of intermediaries.
- 2- The purpose and importance of the distribution plan.
- 3- The difference between methods of retailing (Store-Based Vs. Web, Non-store based).
- 4- The relationships among the various firms comprising channels, and among the agents acting within the channels.
- 5- Channel structure – design and strategy

Skills

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

- 6- Asses the various distribution channels.
- 7- Provide recommendations for improvements on channels of distribution.
- 8- Enhance the student's reading and search skills to evaluate academic articles relevant to the selected topic in the channel discipline.

Indicative Content

- Channels concepts.
- The intensity of market coverage.
- Physical distribution (logistics).
- Channel participants, intermediaries, etc.
- Electronic channels.
- The role that distribution plays in the firm's overall objectives.
- Channel conflicts and managing conflicts.
- Distribution Channels: policies and strategies.

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 Distribution Channels Management to the students. PowerPoint presentation and selected case studies are used to further enrich the students understanding of the distribution function and its vital role inside the organization. Real life examples are brought to the lectures to try to relate the theoretical framework to the practice. In addition to lectures, regular tutorials are also held under the supervision of the tutor. Those tutorials are devoted to generating ideas, brainstorming, problem solving and discussion of case studies.

Assessment scheme

| | |
|--------------|-----|
| Coursework | 40% |
| Unseen Exams | 60% |

| Assessment Type | Date | Weighting | Intended Learning Outcomes – ILOs |
|---|-------------------------------------|-----------|-----------------------------------|
| Group project with individual discussion Students are expected to write a project discussing recent topics or ideas in the field distribution channels management | Phase one week 6 Phase 2 week 12 | (40%) | 6, 7 and 8 |
| An unseen 90 minutes mid-term exam | Week 7 & 8 | (20%) | 1, 2 and 4 |
| An unseen final exam of 3 hours | Week 14+ | (40%) | 1, 2, 3, 4 and 5 |

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

Reading list

- Sivadas, E., Palmatier, R., Stern, L. & El-Ansary, A. (2019). *Marketing channel strategy: An Omni-Channel Approach*. 9th edition. Routledge.
- Ross, J. (2018). *Fundamentals of Supply Chain Management : An Essential Guide*. New Orleans, LA, US

http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=2268028&site=ehost-live&ebv=EB&ppid=pp_C eBook Academic Collection (EBSCOhost)
- Zentes, J., Morschett, D., Schramm-Klein, H. (2017). *Strategic Retail Management* 3rd edition

<https://081027vtx-1104-y-https-link-springer-com.mplbci.ekb.eg/book/10.1007/978-3-658-10183-1#about> Springer
- Berman, B. & Evans, J. (2017). *Retail management: A strategic approach*. 13th edition. New Jersey: Prentice Hall.
- Kotler, P. & Armstrong, G. (2017). *Principles of marketing*. 17th edition. New Jersey: Prentice Hall.

- Kotler, P. & Keller, K. (2016). *Marketing management*. 15th edition. New Jersey: Prentice Hall.
- McIntyre, C., Melewar, T. C., & Dennis, C. (2016). *Multi-Channel Marketing, Branding and Retail Design : New Challenges and Opportunities*

http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=1407255&site=ehost-live&ebv=EB&ppid=pp_Cover
eBook Academic Collection (EBSCOhost)

Recommended Journals

Journal of Retailing
Journal of Distribution
Journal of Distribution and Retail Management
Journal of Distribution Management

KIS Data

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

| | | | |
|-----------------------|-------------------|------------------------|------------------------|
| Unit Code: | MKT307 | HOR Department: | Marketing & |
| Unit Title: | Retail Management | | International Business |
| Credit Hours: | 3 | Course Code: | ----- |
| Unit Leader: | Dr. Ahmed Maree | | |
| Pre-requisite: | MKT_201 | | |

Aims

This unit provides the student with a comprehensive view of retailing and an application of marketing concepts in a practical retail managerial environment. The unit introduces the students to the significance of trade and retailing in the national economy. As a potential marketing manager, this unit will give students insight into the retailing environment of which students will be a part of and will help them to make informed decisions in their interaction with retailers. The unit also provides a good foundation for those interested in owning or running a small retail business or those interested in pursuing a retail career as a merchandise buyer or store manager.

Learning outcomes

Knowledge

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

1. The nature and importance of retailing and types of retailers.
2. The different strategic concepts, principles and practices related to retailing and retail management.
3. The environmental factors and forces that influence domestic and global retailing.
4. Ways of retail store layout, design, and merchandizing.
5. Planning approach to retail management and develop retailing mix strategies for various target markets.

Skills

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

6. Analyze retail trade performance
7. Apply benchmarking method in management of a retail company

Indicative Content

- Introduction to retailing
- Types of retailers
- Strategic planning in retailing
- Retail site locations
- Information systems and supply chain management
- Customer relationship management
- Customer service
- Buying merchandise

- Retail pricing
- Retail communication mix
- Managing the store
- Store Layout, Design and Visual Merchandising

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 Retailing to the students. PowerPoint presentation and selected case studies are used to further enrich the students understanding of the concepts to be discussed in class. Real life examples are brought to the lectures to try to relate the theoretical framework to the practice. In addition to lectures, regular tutorials are also held under the supervision of the tutor. Those tutorials are devoted to generating ideas, brainstorming, and discussion of case studies.

Assessment scheme

| | |
|------------|-----|
| Coursework | 40% |
| Exam | 60% |

| Assessment Type | Date | Weighting | Intended Learning Outcomes – ILOs |
|---|---|-----------|-----------------------------------|
| A group research that requires students to develop their own concept of retail business based on their interest and idea. | First draft for feedback in week 4 Final draft week 10 | (40%) | 3, 4, 5, 6 and 7 |
| An unseen 90 minutes mid-term exam | Week 7& 8 | (20%) | 1, 2 and 3 |
| An unseen final exam of 3 hours | Week 14+ | (40%) | 1, 2, 3, 4, 5 and 6 |

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

Reading lists

- Levy, M. & Weitz, B. (2019). *Retailing management*. 10th edition. New York: McGraw –Hill/Irwin.
- Berman, B., Evans, J. & Chatterjee P. (2017). *Retail management: A strategic approach*. 13th edition. New Jersey: Prentice Hall.
- Zentes, J., Morschett, D., Schramm-Klein, H., (2017). *Strategic Retail Management 3rd edition*

<https://081027vtx-1104-y-https-link-springer-com.mplbci.ekb.eg/book/10.1007/978-3-658-10183-1#about> Springer

- Miller, R. K., Washington, K. D., & Richard K. Miller & Associates. (2017). *Retail Business Market Research Handbook 2017-2018* (17th

Edition) http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=1351762&site=ehost-live&ebv=EB&ppid=pp_1 eBook Academic Collection (EBSCOhost)

- Michael, L., & Weitz, B. A. (2008). *Retailing management*. McGraw-Hill Higher Education.

Recommended Journal

Journal of Retailing

KIS Data

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

| | | | |
|-----------------------|--------------------------------|---------------------|------------------------|
| Unit Code: | MKT402 | HOR | Marketing & |
| Unit Title: | Advertising and Media Campaign | Department: | International Business |
| Credit Hours: | 3 | Course Code: | ----- |
| Unit Leader: | Dr. Ahmed Maree | | |
| Pre-requisite: | MKT305N | | |

Aims

This unit aims to demonstrate and familiarize the students with the steps of an advertising campaign, and to provide the students with employable practical skills that can be very useful in their future careers. This unit also aims to differentiate between advertising and other IMC tools and tackle the importance of advertising on branding.

Learning outcomes

Knowledge

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

- 1- How advertising is different from other elements of IMC.
- 2- The impact of advertising on branding.
- 3- The stages of developing an advertising campaign.

Skills

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

- 4- Design and present an advertising campaign including social media advertising.
- 5- Evaluate existing advertising campaigns.
- 6- Work efficiently in a group and present their work in front of a jury.

Indicative Content

- Research in Advertising.
- Advertising and its effects' on branding.
- The branding concept including the brand equity and brand image.
- Creative message strategy.
- Media plan strategies.
- Planning, Control and evaluation of the advertising campaign.

Learning, Teaching and Assessment Strategies

This unit will be taught using power point presentations in the lectures. The students will be provided with videos showing them the different ads for discussion and evaluation. Then, they will practice doing the advertising campaign during the semester. Finally, they will conduct an advertising campaign and

present it at the end of the term, where they will be assessed by a panel including an external visitor from the industry.

Assessment scheme

Assessment takes a number of forms:

| | |
|--------------|-----|
| Coursework | 50% |
| Unseen Exams | 50% |

| Assessment Type | Date | Weighting | Intended Learning Outcomes – ILOs |
|--|---|-----------|-----------------------------------|
| Coursework: A group project which is directed towards all elements of an advertising campaign including filming a T.V ad, a radio ad, social media ads, billboard, sosset, lollipop, in addition to a budget plan with final presentation. | Phase 1 in Week 5 Phase 2 in Week 12 | (50%) | [Outcomes: 4, 5 and 6]. |
| An unseen final exam of 3 hours will require students to answer questions (Case Studies, and essays answers) on core theoretical issues. | Week 14+ | (50%) | [Outcomes: 1, 2, 3 and 5]. |

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

Reading List

- May, K. (2018). *Strategic Advertising Management* : Keith May. New Orleans, LA, U
- http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=2268021&site=ehost-live&ebv=EB&ppid=pp_C eBook Academic Collection (EBSCOhost)
- Richard J., Allen B. & Koufamann H. (2018). *Advertising and integrated brand promotion*. 8th edition. McGraw-Hill higher education.

- Belch, G & Belch, M. (2017). *Advertising and Promotion: An integrated Marketing Communication Perspective*. 11th Edition. McGraw Hill/Irwin
- Cluley, R. (2017). *Essentials of Advertising* (Vol. 1st Edition). New York: Kogan
http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=1507671&site=ehost-live&ebv=EB&ppid=pp_Cover eBook Academic Collection (EBSCOhost)
- Avery, J. & Yount D. (2015). *Advertising campaign planning: Developing an advertising based marketing plan*. 5th edition. Melvin & Leigh, Publishers.
- Blakeman, R. (2014). *Nontraditional media in marketing and advertising*, Thousand Oaks, CA: SAGE Publications
<http://081137v16.1104.y.http.sk.sagepub.com.mplbci.ekb.eg/books/nontraditional-media-in-marketing-and-advertising?fromsearch=true> SAGE Publications
- Parante, D. (2014). *Advertising campaign strategy: A guide to marketing communication plans*. 5th edition. New York: South-Western College Pub.

Journals

Journal of Marketing Research

Journal of Advertising

E-references

<http://www.library.csuhaward.edu/staff/faust.htm>

<http://marketing.kub.nl/journal1.htm>

<http://www.interspecs.com/marketinglinks.html>

KIS Data

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

| | | | |
|-----------------------|---------------------------|------------------------|------------------------|
| Unit Code: | MKT404N | HOR Department: | Marketing & |
| Unit Title: | Strategic Marketing | | International Business |
| Credit Hours: | 3 | Course Code: | ----- |
| Unit Leader: | Dr. Ahmed Rageh Ismail | | |
| Pre-requisite: | MKT_ 202, Senior Standing | | |

Aims

In this unit, students will develop analytical skills in the formulation and implementation of market driven strategies for an organization. Students will learn the components and construction of a strategic marketing plan. The unit aims to provide the students with the skills necessary for complex marketing decision-making related to actual business situations.

Learning outcomes

Knowledge

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

- 1- The different strategic methods of segmentation, targeting and positioning.
- 2- Strategic brand management
- 3- The different techniques to create customer value
- 4- Markets and competition.

Skills

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

- 5- Analyze cases and develop solutions for marketing problems. (case analysis and essay)
- 6- Design and evaluate market driven strategies.

Indicative Content

- Imperatives for marketing driven strategy
- Markets segments, Market targeting and customer value
- Competition
- Strategic customer relationship management
- Strategic positioning
- Innovation and new product strategy
- Strategic brand management
- Value chain strategy
- Marketing mix strategies
- Marketing strategy implementation and control

Learning, Teaching and Assessment Strategies

Teaching and active learning approaches are integrated with a case analysis, project, and/or research review to assess student achievement of the learning outcomes identified for this unit.

Lectures will introduce the challenges of strategic marketing, allowing students to discuss, analyse, synthesis, make decisions, and practical solutions for strategic marketing challenges. The individual case analysis, project, and/or research review will subject students to professional world, enhance student's analytical skills, decision making, and creativity in problem solving.

Tutorials will be used to guide students in their assignments, provide means for individual student discussion, give feedback on assessed work, and provide exercises to apply the discussed concepts.

Individual student grades will be determined by case analysis, project, or literature review, and final exams.

Assessment scheme

Assessment takes a number of forms:

Summative:

| | |
|--------------|-----|
| Coursework | 50% |
| Unseen Exams | 50% |

Assessment Weighting

| Assessment Type | Date | Weighting | Intended Learning Outcomes – ILOs |
|--|----------|-----------|-----------------------------------|
| Case analysis with individual discussion | Week 12 | 50% | [Outcomes: 5 and 6]. |
| Final Exam – Three hours exam that consists of essay questions, applications, and case study | Week 14+ | 50% | [Outcomes: 1, 2, 3 and 4]. |

Formative Assessment includes end of chapter exercise and short case analysis.

Reading List

- Hooley, G., Piercy, N. & Nicoulaud, B. (2018). *Marketing strategy & competitive positioning*. 6th edition. Harlow: Prentice Hall.

- Piper, C. (2018). *Strategic Marketing Management : Planning, Implementation, and Control*. New Orleans,
http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=2268027&site=ehost-live&ebv=EB&ppid=pp_C eBook Academic Collection (EBSCOhost)
- Kotler, P. & Chernev, A. (2018). *Strategic marketing management*. 8th edition. Cerebellum Press.
- Cravens, W. & Piercy, F. (2012). *Strategic marketing*. 10th edition. Boston: McGraw Hill Int.
- Drummond, G., Ashford, R., & Ensor, J. (2008). *Strategic Marketing* (Vol. 3rd ed). Amsterdam: Routledge
http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=320823&site=ehost-live&ebv=EB&ppid=pp_Cover eBook Academic Collection (EBSCOhost)

Recommended Journals

Journal of Marketing
Journal of "The Academy Of Marketing Science"
Harvard Business Review
Journal of Marketing Management

KIS Data

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

| | | | |
|-----------------------|-------------------------|------------------------|------------------------|
| Unit Code: | MKT405 | HOR Department: | Marketing & |
| Unit Title: | New Product Development | | International Business |
| Credit Hours: | 3 | Course Code: | ----- |
| Unit Leader: | Dr. Ahmed Maree | | |
| Pre-requisite: | MKT_201 | | |

Aims

This unit focuses on the tools and techniques associated with analyzing market opportunities designing, testing, and introducing new products and services. In particular, the unit covers the new product development process, strategic opportunity identification, how to generate new product concepts and ideas, mapping customer perceptions, segmentation, product positioning, forecasting market demand, product design, market entry strategies, and testing. It emphasizes how to lead the organization in the process, how to incorporate consumers and competitors into all of these aspects of new product development.

Learning outcomes

Knowledge

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

- 1- The new product development importance and process.
- 2- The main concepts and techniques required to innovate and develop a new product
- 3- The concepts of development in relation to the market needs
- 4- The techniques of the business, technical, and marketing analysis and testing for the new product
- 5- The different strategies of introducing new product to the market

Skills

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

- 6- Develop specific and actionable recommendations to managers to improve a product development process
- 7- Prepare appropriate approaches to launch and introduce a new product.

Indicative Content

- What is New Product Development and Why is it
- The New Product Development Process Principles
- Strategic Planning and Opportunity Identification for new products
- Farming opportunity areas
- Role of Brand Strategy & Positioning
- Concept and Idea generation
- Concept development
- Concept evaluation techniques
- Product Design
- Testing and forecasting
- Market testing

- Preparing a launch plan
- Integrated marketing (Customer and Channel Marketing)
- NPD management - Inspiring the organization

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 new product development to the students. PowerPoint presentation and selected case studies are used to further enrich the students understanding of the concepts to be discussed in class. Real life examples are brought to the lectures to try to relate the theoretical framework to the practice. In addition to lectures, regular tutorials are also held under the supervision of the tutor. Those tutorials are devoted to generating ideas, brainstorming, and discussion of case studies.

Assessment scheme

- Midterm Exam (20%)
- Final exam (40%)
- Coursework (40%)

| Assessment Type | Date | Weighting | Intended Learning Outcomes – ILOs |
|--|------------|-----------|-------------------------------------|
| Individual project usually directed to a new digital product | Week 9 | 40% | [Outcomes: 4, 5, 6 and 7]. |
| Midterm Exam – 1.5 hours exam that consists of essay questions, applications, and case study | Week 7 & 8 | 20% | [Outcomes: 1, 2 and 3] |
| Final Exam – Three hours exam that consists of essay questions, applications, and case study | Week 14+ | 40% | [Outcomes: 1, 2, 3, 4, 5, 6 and 7]. |

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

Reading List

- Crawford, M. & Benedetto, A. (2020). *New product management*. 12th edition. New York: McGraw-Hill.
- Hardacre, K. (2018). *Research, Theory and Practice of Strategic Brand Management*. New Orleans, LA: White Press Academics
http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=2268026&site=ehost-live&ebv=EB&ppid=pp_C eBook Academic Collection (EBSCOhost)

- Gronroos, Christian (2015) *Service Management and Marketing: managing the service profit logic* 4th edition
- Clark, N., & Nixon, C. (2015). *Professional Services Marketing Handbook : How to Build Relationships, Grow Your Firm and Become a Client Champion* (Vol. 1st Edition). Philadelphia,
- Mooradian, T., Matzler, K., & Ring, L. (2013). *Strategic Marketing: Pearson new international edition*. Pearson Higher Ed
- Annacchino, M. A. (2007). *The Pursuit of New Product Development : The Business Development Process*.
http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=186121&site=ehost-live&ebv=EB&ppid=pp_Cover eBook Academic Collection (EBSCOhost)

KIS Data

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

| | | | |
|-----------------------|---------------------|------------------------|------------------------|
| Unit Code: | MKT408 | HOR Department: | Marketing & |
| Unit Title: | Service Marketing | | International Business |
| Credit Hours: | 3 | Course Code: | ----- |
| Unit Leader: | Prof. Yasser Tawfik | | |
| Pre-requisite: | MKT_201 | | |

Aims

In this unit, students will develop knowledge needed to implement services strategies for competitive advantage across service industries. In addition to traditional marketing mix (product, price, place, and promotion), this unit will thoroughly investigate service marketing in terms of understanding and meeting customer requirements, aligning service design and standards, delivering and performing services, and managing service promises for establishing long term relationship.

Learning outcomes

Knowledge

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

- 1- Differences among services on one hand and differences between services and tangible products on the other hand.
- 2- The different components of the service marketing mix (7P's).
- 3- The role of service marketing and its core concepts.
- 4- The key factors for success in service businesses and how services can be a source of competitive advantages.
- 5- The relationship among customer value, value satisfaction, productivity and quality.

Skills

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

- 6- Evaluate customer-driven services marketing strategy.
- 7- Use positioning maps to analyze competitive strategy.
- 8- Apply the marketing communications mix for services.
- 9- Analyze customer responses to effective service recovery.

Indicative Content

- Introduction to service marketing
- Consumer behavior in service encounters
- Positioning service in competitive markets
- Creating the service product
- Designing the communications mix for services
- Services Distribution
- Managing people for service advantage
- Managing relationships and building loyalty
- Customer feedback and service recovery

Learning, Teaching and Assessment Strategies

Teaching and active learning approaches are integrated with a project, and/or research review to assess student achievement of the learning outcomes identified for this unit.

Lectures will introduce the challenges of Service Marketing, allowing students to discuss, analyse, and synthesis practical solutions for marketing challenges and tutorials will provide students with marketing and managerial applications for services. The group project, and/or research review will subject the students to the professional world, enhance student's analytical skills, and develop their creativity in problem solving.

Assessment scheme

Summative assessment takes a number of forms:

- Coursework (50%)
- Final exam (50%)

| Assessment Type | Date | Weighting | Intended Learning Outcomes – ILOs |
|--|----------|-----------|-----------------------------------|
| A group project – with group discussion | Week 10 | 50% | [Outcomes: 6, 7, 8 and 9]. |
| Final Exam – Three hours exam that consists of essay questions, applications, and case study | Week 14+ | 50% | [Outcomes: 1 - 9]. |

Formative Case analyses with feedback

Reading List

- Wirtz, J., Lovelock C. (2018). *Essentials of Services Marketing*. 3rd edition. New York: Pearson Prentice Hall.
- Zeithaml V., Bitner M. & Gremlor D. (2018). *Services marketing: Integrating customer focus across the firm*. 7th edition. New York: McGraw- Hill Education.
- Gronroos, Christian (2015). *Service Management and Marketing: managing the service profit logic 4th edition*
<https://app.kortext.com/read/126933/iii> Wiley

- Clark, N., & Nixon, C. (2015). *Professional Services Marketing Handbook: How to Build Relationships, Grow Your Firm and Become a Client Champion* (Vol. 1st Edition). Philadelphia.
http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=975066&site=ehost-live&ebv=EB&ppid=pp_Cover eBook Academic Collection (EBSCOhost)
- Mooradian, T., Matzler, K., & Ring, L. (2013). *Strategic marketing: Pearson new international edition*. Pearson Higher Ed.

Recommended Journals

Journal of Marketing
Journal of the Academy of Marketing Science
Journals of various kinds of services marketing

KIS Data

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

| | | | |
|-----------------------|-----------------------------------|------------------------|---------------|
| Unit Code: | MTH_112 | HOR Department: | Miscellaneous |
| Unit Title: | Mathematics for Social Sciences I | Course Code: | ----- |
| 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 inequalities 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. <https://cnx.org/content/col10613/1.5/>

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

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

| | | | |
|-----------------------|------------------------------------|------------------------|---------------|
| Unit Code: | MTH_113 | HOR Department: | Miscellaneous |
| Unit Title: | Mathematics for Social Sciences II | Course Code: | ----- |
| 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 examination 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 examination 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

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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: | PSC200 | HOR Department: | Economics |
| Unit Title: | Introduction to Political Science | Course Code: | ----- |
| Credit Hours: | 3 | | |
| Unit Leader: | Dr. Nihal El-Shimy | | |
| Pre-requisite: | None | | |

Aims

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 essay (1500-1700 words). | Week 10 | (15%) | [Outcomes: 1, 2, 6] |
| - 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 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 require students to answer questions on core theoretical issues. | Final Examination Schedule | (40%) | [Outcomes: 2, 3] |

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:
<http://08113my4c.1105.y.http.sk.sagepub.com.mplbci.ekb.eg/books/political-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>

KIS Data

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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: | SOC201 | HOR Department: | Miscellaneous |
| Unit Title: | Social Psychology | Course Code: | ----- |
| Credit Hours: | 3 | | |
| Unit Leader: | Dr. Nihal El-Shimy | | |
| Pre-requisite: | ENG102 | | |

Aims

This unit is designed to introduce students to social psychology as the scientific study of human behavior and social interaction, and to acquaint them with the basic theoretical concepts in relations to business performance. It also involves the application of theoretical concepts to a wide range of phenomena like social and gender discrimination in business, cultural diversity, and compliance techniques in relation to self- concept, perception, interaction and social influence.

Therefore, this unit aims to support business students with a better understanding of people in general and consumers in particular.

Learning Outcomes

Knowledge

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

- 1- Basic theoretical concepts of social psychology in relation to business.
- 2- The nature of research and methodology used in social psychology and business.
- 3- Important psychological issues like motivation, Organizational Behaviour Psychology, Business Ethics in relations to decision making, materialistic values and well- being among business people, and staff performance as well as attitude change as an effect of persuasion.
- 4- Social psychological perspectives related to human and cultural- diversity in context of human social interaction.

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

- 5- Distinguish between commonsense myth and commonsense fact on the basis of current research findings in social psychology.
- 6- Apply socio psychological theories and concepts to business organizations and everyday issues and events.
- 7- Make more accurate judgments about self and others, especially in global business by avoiding falling into common biases of social perception (Formative assessment)

Indicative Content

- Introduction to Social Psychology
- Culture Diversity and business
- Self- Concept, Self Esteem and Motivation in Business
- Business Ethics and Decision Making
- Stereo typing and Prejudice in Business

- Gender discrimination and Empowerment
- Social influence in business

Learning, Teaching and Assessment Strategies

- Lectures include class interactions between instructor and students. Therefore the students' participation is a key component for the learning process.
- Group paper with a topic related to the curriculum, a minimum of 3 sources are required and properly cited according to the rules of citation.

Assessment scheme

| | |
|------------|-----|
| Coursework | 50% |
| Final Exam | 50% |

| Assessment Type | Date | Weighting | Intended Learning Outcomes – ILOs |
|--------------------------------|--|-----------|-----------------------------------|
| In class activities | ongoing | (10%) | [Outcomes 5, 6 and 7]. |
| Mini cases | Mini case 1: Week 4 Mini case 2: week 10 | (20%) | [Outcomes: 1, 3, 4 and 5]. |
| Group Project and presentation | Final Project: Week 9 presentation: week 11 | (20%) | [Outcomes: 2 and 6]. |
| Final Exam | Week 14+ | (50%) | [Outcomes: 1, 2, 3, 4 and 5]. |

Reading List

- Myers, D. (2018). Exploring Social Psychology. Ohio: McGraw Hill.
- Sanderson, C., and Huffman K. (2017). Real World Psychology. 2nd Edition. The United States: Wiley.
- Harris, Randall B. (2016). Empowerment: Cross Cultural Perspectives, Strategies and Psychological benefits. New York: Nova Science Publishers.
- Wilcox, Mark (2016). Engaging Change: A people Centered Approach to Business Transformation. London: Kogan Page Publication.
- Baumeister, R. F., & Bushman, B. J. (2014). Front Cover. In Social Psychology and Human Nature (3rd ed.,). Belmont, CA: Wadsworth.

- Clarke-Stewart, A., and Parke R. (2013). Social Development. 2nd Edition. The United States: Wiley.
- Stainton Rogers, Wendy (2011). Social Psychology. 2nd ed. Maidenhead, Berkshire, England: McGraw-Hill Education. <http://web.b.ebscohost.com/ehost/detail/detail?vid=15&sid=8f4473df-fb26-479f-ab37-c282e2ab2e9e%40pdc-v-sessmgr02&bdata=JnNpdGU9ZWZWhvc3QtbGl2ZQ%3d%3d#AN=375111&db=e000xww>
- Lassiter, G. Daniel; Balctis, Emily (2010). Social psychology of Visual Perception. New York: Psychology Press. <http://web.a.ebscohost.com/ehost/detail/detail?vid=14&sid=620bbd8c-2d5f-4e7e-9757-a8973b7f9a8d%40sdc-v-sessmgr03&bdata=JnNpdGU9ZWZWhvc3QtbGl2ZQ%3d%3d#AN=316589&db=e000xww>
- Thye, Shane R.; Lawler, Edward J. Series (2006). Social Psychology of the Work place. Advances in Group Processes, Vol. 23. Edition: 1st ed. Amsterdam: JAI PressInc. 2006. <http://web.b.ebscohost.com/ehost/detail/detail?vid=20&sid=8f4473df-fb26-479f-ab37-c282e2ab2e9e%40pdc-v-sessmgr02&bdata=JnNpdGU9ZWZWhvc3QtbGl2ZQ%3d%3d#AN=167011&db=e000xww>
- Bordens, Kenneth S.; Horowitz, Irwin (2001). Social Psychology. 2nd ed. Mahwah, N.J. Psychology Press. <http://web.a.ebscohost.com/ehost/detail/detail?vid=10&sid=620bbd8c-2d5f-4e7e-9757-a8973b7f9a8d%40sdc-v-sessmgr03&bdata=JnNpdGU9ZWZWhvc3QtbGl2ZQ%3d%3d#AN=63031&db=e000xww>

KIS Data

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

| | | | |
|-----------------------|---------------------------|------------------------|---------------|
| Unit Code: | STAT215 | HOR Department: | Miscellaneous |
| Unit Title: | Statistics for Business I | Course Code: | ----- |
| Credit Hours: | 3 | | |
| Unit Leader: | Dr. Hosny Ibrahim | | |
| Pre-requisite: | MTH_112 | | |

Aims

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 decision-making 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.

Mcclaiave, 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>).

Faculty of Management Sciences

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

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

Aims

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.

Mcclaire, 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

KIS Data

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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% |