



# **Faculty of Management Sciences**

## **Management Information Systems Programme**

### **Course Description**

**2015 - 2016**

<b>Module Code</b>	BUS102
<b>Module Title</b>	Introduction to Business
<b>Credit</b>	3
<b>Module Leader</b>	Dr. Samia El Sheikh
<b>Pre-requisite</b>	

## **Aims**

This course aims to introduce students to basic business concepts, forms of business ownership 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 international business. Furthermore, it aims to build student awareness of corporate social responsibility and business ethics.

## **Learning Outcomes**

### ***Knowledge***

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

- Different forms of business ownership (1)
- Different functional roles in a business (2)
- Ethical issues in business. (3)
- Concepts and theories relevant in explaining business-society interactions. (4)

### ***Skills***

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

- Develop and demonstrate ethical solutions to specific organizational problems. (5)
- Form an opinion on a range of business related articles. (6)
- Present a range of viewpoints on current issues. (7)

## **Syllabus**

- The business environment
- How economics affects business
- Competing in global markets
- Demonstrating ethical behaviour 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. Seminars that handle work sheets to help the students grasp the basic material and consolidate knowledge. Furthermore, seminar discussions which help students to enhance their ability to evaluate particular ethical cases and prepare them for essay writing

### Assessment Scheme

Assessment takes a number of forms:

- Written tests are used to assess students understanding of core topics (15%) (to asses 1, 2 and 4)
- Article review report and presentation covering any related topic (15%) (to asses 6 and 7)
- Attendance, participation and ethical cases (10%) (to asses 3, 5 and 7)
- An unseen mid-term exam of 90 minutes (20%) and an unseen final exam of 3 hours (40%) will require students to answer questions (MCQ, essays and short notes) on core concepts and theoretical issues (to asses 1, 2 and 4)

### Assessment Weighting

Coursework	40%
Exams	60%

### Learning Materials

#### Essential :

- Nickels, William G., & McHugh, J., & McHugh S., (2012). *Understanding business*, New York: McGraw Hill /Irwin.

#### Supplementary Readings:

- 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

<b>Module Code</b>	BUS 201
<b>Module Title</b>	Business Law I
<b>Credit</b>	3
<b>Module Leader</b>	Dr. Moataz Abou Zeid
<b>Pre-requisite</b>	Bus102 , Mgt200

## **Aims**

This module aims to allow the student to identify different legal systems, governmental levels and power. It also aims to enable the student to employ a range of skills in analyzing, evaluating and solving cases in the fields of public crimes, private torts and lastly contracts and agreements

## **Learning Outcomes**

### ***Knowledge***

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

- Define the legal environment in terms of the different classification of laws.(1)
- Understand the role of contracts and agreements in business.(2)

### ***Skills***

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

- Demonstrate analytical skills in understanding legal implications related to different types of offences.(3)
- Critically assess crimes in business and their appropriate punishments through the use of case studies. (4)
- Compare and contrast different legal capacities.(5)
- Present a range of view points on legal issues (6)
- Contribute efficiently in group work (7)

## **Syllabus**

- The Legal Environment
- Contracts and Agreements
- Public Wrongs "Crimes"
- Private Wrongs "Torts"

## **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. Field trips like visiting the courts and arbitration centre, attending actual courts session to provide a practical experience to enhance their vision about the legal system.

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

## **Assessment Scheme**

Formative assessment 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.

- [Outcomes: [1,2,3,4,5,6,7] Project 20%
- [Outcomes: [1,2,3] 20%
- Two unseen exams (a mid-term exam of 90 minutes – 20% and a final exam of 180 minutes – 40%) that include essay questions to assess the student knowledge and understanding [Outcomes: 1,2,3]

## **Assessment Weighting**

Coursework: 40%

Examination: 60%

## **Learning Materials**

### Essential

- Goldman, Arnold J. Goldman and William D. Sigismond, Business Law, "principles and practices", 8<sup>th</sup> edition, (2011) Houghton Mifflin

### Additional Readings

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

<http://www.sis.gov.eg/egyptinf/politics/cabinet/html/index.htm>

<http://www.eohr.org.eg/>

<http://www.parliament.gov.eg/>

[www.moj.gov.kw](http://www.moj.gov.kw)

[www.findlaw.com](http://www.findlaw.com)

<http://www.assembly.gov.eg/>

<http://www.shoura.gov.eg/>

<b>Module Code</b>	BUS 301
<b>Module Title</b>	Business Law II
<b>Credit</b>	3
<b>Module Leader</b>	Dr. Fady Tawakol
<b>Pre-requisite</b>	Bus201

## **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 detailed knowledge of:

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

### ***Skills***

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

- Identify legal problems using real-life case studies.(4)
- Analyze and apply the law to resolve legal problems arising within the corporate structure and in the business world.(5)
- Draft, form, and present different types of commercial contracts.(6)
- Work as a member of a group (7)

## **Syllabus**

- Negotiable Instruments
- The Theories of Product Liability Recovery
- Agency Concepts
- Different Business Forms
- The concept of Insurance
- Credit

## **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 Business 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

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

- Drafting a contract to establish a business formation including an agency contract and an insurance policy (formative assessment) [Outcomes: 3, 6].

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

- Problem solving, assignments comprising quantitative and qualitative questions.
- Project ( 20%) - used to assess students understanding of core topics (20%). [Outcomes: 1, 2, 4,5, 6].
- Two unseen exams (a mid-term exam of 90 minutes – 20% and a final exam of 180 minutes – 40%) that include several questions to assess the student knowledge and understanding. [Outcomes: 1,2,4,5,6]

## Assessment Weighting

Coursework: 40%  
Examination: 60%

## Learning Materials

### Essential

- Goldman, Arnold J. & William D. Sigismond. "Business Law Principles and Practices" 7<sup>th</sup> edition, Houghton Mifflin Company – 2007.

### Recommended

- Mallor, Jane P. and others. "Business Law the Ethical, Global, and E-Commerce Environment" 13<sup>th</sup> edition, McGraw-Hill International Edition – 2007.
- Barnes, A. James, Law for Business, 8<sup>th</sup> edition, McGraw-Hill/Irwin, 2002.

### Additional Readings

From different useful Websites:

- [www.un.org](http://www.un.org)
- [www.allbusiness.com](http://www.allbusiness.com)
- <http://www.assembly.gov.eg/>
- [www.freeadvice.com](http://www.freeadvice.com)
- [www.findlaw.com](http://www.findlaw.com)

<b>Module Code</b>	BUS 410
<b>Module Title</b>	International Business
<b>Credit</b>	3
<b>Module Leader</b>	Dr. Ola Emara
<b>Pre-requisite</b>	MKT 201

## **Aims**

This module aims to enhance students' evaluations of strategies and organization structures that firms adopt to compete efficiently on the international level. Therefore, 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 completing this module, the successful student will be able to:

- Evaluate the internationalization process, to gain knowledge on globalization and main strategies of international business. (1)
- Analyze the impact of economic, cultural, political and legal environments on international business. (2)
- Understand and propose strategies and structure of international business. (3)
- Determine firm's national business operations and how to develop international business operations. (4)

### ***Skills***

Students will also be able to:

- Assess the processes of international business negotiations. (5)
- Analyze cases related to international business. (6)
- Write a report and present their findings. (7)

## **Syllabus**

- Globalization.
- National differences in political Economy.
- International trade theory.
- Foreign direct investment.
- The political economy of foreign direct investment.
- The international monetary system.
- The strategy of international business.
- Entry strategy and strategic alliances, and business operations.
- The process of exporting, importing, logistics, global production, outsourcing, and global human resource management

## **Learning, Teaching and Assessment Strategies**

Students will individually analyse international cases and submit a report with an analysis on the key issues. Each student will present and comment on articles of his/her choice, during the semester; these articles must be related to international business issues.

3 hours weekly lectures including informal discussion, in attempt to familiarize the students with the international Business concepts and theories. Students' articles presentations will enhance and enrich discussions.

One and half hour weekly seminar will be used by tutors to discuss additional cases and questions.

### **Assessment Scheme**

Assessment takes a number of forms:

- Case studies done individually (40%) to assess (4,6 and 7)
- Midterm Exam (20%) and Final Exam (40%) to assess (1,2 and 3)

### **Assessment Weighting**

Coursework:	40%
Exam:	60%

### **Learning Materials**

#### Essential:

- Daniels, J. & Radebaugh 9<sup>th</sup> global edition (2013). International Business Environments and Operations, 13<sup>th</sup> edition, New Jersey: Pearson Education Prentice Hall.

#### Recommended

- Journal of International Business

<b>Module Code</b>	BUS 412
<b>Module Title</b>	Entrepreneurship and Small Businesses Management
<b>Credit</b>	3
<b>Module Leader</b>	Dr. Zainab Zaazou
<b>Pre-requisite</b>	MGT200, FAC210, MKT201

## **Aims**

This course aims to describe the characteristics of entrepreneurship & small business, and the importance of diversity in the marketplace and the workplace. It also aims to articulate the differences between the small business manager and the entrepreneur and between the main forms of ownership and franchising. Moreover, it aims to identify the components of a business plan. Furthermore, it aims to evaluate potential start-ups and suggest 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

## **Learning outcomes**

### ***Knowledge***

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

- Distinguish between entrepreneurship and small business and recognize some of the opportunities available to small businesses. (1)
- Explain the purpose and importance and steps of the business plan. (2)
- Articulate the difference between product –distribution franchises and business-format franchises. (3)

### ***Skills***

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

- Assess feasibility of a business venture. (4)
- Develop skills required by an entrepreneur, calculate how much inventory you need and when to re order. (5)
- Perform a simple business plan pinpointing the accounting records needed for a small business, financing needs of your business and where to look for sources of funding. (6)

## **Syllabus**

- Small Business: An overview
- Understanding the risks of small business ownership
- Planning in small business and social responsibility
- Small business management, entrepreneurship, and ownership
- Forms of business organizations
- Franchising
- Financial and legal management: an overview
- Starting new business and start-up process
- Small business finance
- The legal environment
- Marketing the product or service
- Human resources management

## 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 feed back to students about their projects.

### Assessment scheme

Formative assessment 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.

- Individual Project (40%) to assess gained knowledge and creative thinking (2 and 6)  
The paper should encompass both theory and practice.
- Midterm Exam (20%) Final exam (40%) to assess information delivered through the course (1, 2, 3, 4 and 5)

### Assessments weighting

Coursework	40 %
Exam	60%

### Learning Materials

#### Essential

- Norman, M. 7<sup>th</sup> edition (2013). *Essentials of Entrepreneurship & Small Business Management*. Pearson.

#### Recommended

- Journal of Small Business Management.

<b>Module code</b>	CS100
<b>Title</b>	Introduction to information technology
<b>Credits</b>	4
<b>Module Leader</b>	Eng. Reem A. Azim
<b>Pre-requisite</b>	

### **Aims**

This module aims to familiarize the student with using computers efficiently, including devices and widely used applications and to provide an introduction to computer-related terminology and concepts. The module aims at enabling the students to master computer productivity tools and internet usage for academic purposes

### **Learning Outcomes**

#### ***Knowledge***

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

- Understand the basics of using computers. (1)
- Describe the essential hardware components of the computer and its peripheral devices and how they work. (2)
- Demonstrate the functions of PC operating systems. (3)
- Explore and use the Internet learning resources. (4)

#### ***Skills***

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

- Effective Use of basic computer productivity tools and applications (5)
- Demonstrate how to connect a computer to an existing network effectively use the Internet resources for study, work and research.(6)
- Organize and retrieve information on a computer. (7)
- Discuss current, ethical and social issues associated with computing.(8)
- Examine careers that involve computers and outline a professional development plan. (9)

### **Syllabus**

- World of computers - A brief overview of the information technology, networking, computer essentials, micros to supercomputers, capabilities and uses, a computer system at work, how do we use computers.
- The internet and the World Wide Web – Connecting to the internet, access providers. How does the internet work? Protocols, packets and addresses. Search tools. Email, newsgroups, blogs. E-commerce. Snooping, spamming, spoofing, fishing, cookies and spyware.
- Software – common software concepts, purpose and objectives of an operating system, understanding relationship between computers and programming languages, distinguish between several different types of programming languages and visual programming, distinguishing between different platforms. Application software. Word processing, spreadsheets, database software, speciality software.
- Inside the computer - Details about data storage, encoding systems, analyzing a computer system, describing the processor (distinguishing characteristics), inside the PC(system board-buses-cards).
- Storing and retrieving Information, secondary storage files, sequential and direct access, magnetic disks, magnetic tapes, optical laser disks.

- Input/Output devices, traditional input devices, Source-Data automation, output devices, and terminals.
- Computer Networks, a brief overview of data communications hardware, data highways, network topologies, local area networks.
- An overview of online services & Productivity software. Understanding graphics software concepts, functions of different types of graphics software, multimedia concepts and applications. A detailed practical coverage is provided in lab.
- Information systems, define and identify MIS, DSS, EIS
- Systems development and programming concepts.

### **Learning, Teaching and Assessment Strategy**

Weekly lectures are used to introduce the basic ideas of the module topics. Weekly tutorials during which the students use on-line test banks to practice solving problems related to the theoretical part of the module. Weekly computer laboratory sessions are used to investigate the concepts of computer hardware, software and applications practically, to demonstrate the use of computer networks and to learn the use of the standard Desktop applications

Individual project will be introduced where the student will work on applying the concepts learned in the module to a practical world problem. The subject of the project will be chosen to reflect current issues of the microcomputer applications.

### **Assessment Scheme**

Assessment will be based on the following items:

- Class participation and attendance (10 %) [Outcomes: 2,3,8,9]
- Weekly Lab work to assess the practical skills of the students (20 %) [Outcomes: 5,6,7]
- Two tests (10%) [Outcomes: 1,2,6,7]
- Two unseen exams (a mid-term exam of 90 minutes – 20% and a final exam of 180 minutes – 40%) that include several questions to assess the student knowledge and understanding [Outcomes:1,2,6,7]

### **Assessment Weighting**

Coursework	40 %
Unseen examination	60 %

### **Learning Materials**

#### Essential

Brian Williams and Stacey Sawyer (2007) Using information technology. (A practical introduction to computers and communications) 7<sup>th</sup> edition New York: McGraw-hill

#### Recommended

Capron, H. L. and J. A. Johnson (2003) Computers: Tools for an Information Age. 8<sup>th</sup> edition, New Jersey: Prentice Hall

Long, Larry and Nancy Long (2002) Computers. 10<sup>th</sup> edition, Prentice Hall

Meyer, Mark, and Jones & Bartlett Pub (2003) Explorations in Computer Science: A Guide to Discovery

Cashman, Thomas J. and Gary B. Shelly (2003). Essential Introduction to Computers. 5<sup>th</sup> edition, Course Technology.

Turban, Efraim, R. Kelly Rainer, Jr., and Richard E. Potter (2002) Introduction to Information Technology. 2<sup>nd</sup> edition, John Wiley & Sons.

**Module Code:** ECO101  
**Module Title:** Introduction to Macroeconomics  
**Credit:** 3  
**Module Leader:** Prof. Doaa Abdo  
**Pre-requisite:**

### **Aims**

This module 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 module intends to give students the ability to communicate and report on findings, particularly through essays, presentations and exercises.

### **Learning outcomes**

#### *Knowledge*

On completing this module, students successfully will be able to:

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

#### *Skills*

Students will also be able to:

- Explore problems using logical thinking and provide solutions (5)
- Provide analysis and critical judgement to different economic issues (6)
- Select and apply appropriate techniques to solve problems (7)
- Use research techniques and demonstrate presentation skills (8)

### **Syllabus**

- Economic problem, economic systems, 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

## **Learning, Teaching and Assessment Strategy**

Lectures will be used to introduce students to the main theoretical topics of the module. 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 and present it to their fellow students. They will be supported by means of regular tutorials which will provide them with feedback on work in progress, and in-class presentations will involve the use of informal peer assessment.

### Assessment Scheme

- Participation, class discussion and attendance (10%)
- Written tests to assess students' understanding of the core topics (10%) [outcomes 1, 2, 3, 4, 5, 7]
- Problem solving assignments comprising quantitative and qualitative questions such as true and false, problems and essay questions (5%) [outcomes 5, 6, 7]
- An article review assignment on any of the topics covered in the module (15% including 5% for presentation) [outcomes 5, 6, 8]
- An unseen mid-term exam of 90 minutes (20%) and an unseen final exam of 3 hours (40%) will require students to answer questions on core theoretical issues [outcomes 1, 2, 3, 4, 5, 7]

### Assessment Weighting

- Coursework 40%
- Examination 60%

### Learning materials

#### Essential:

Parkin, Michael. (2013) *Economics*. 11<sup>th</sup> edition. Boston: Pearson Addison Wesley.

#### Recommended:

Baumol, W. & Blinder, A. (2009) *Economics, Principles & Policy*. 11<sup>th</sup> edition. Mason OH: South Western Cengage Learning.

O'Sullivan, A. & Sheffrin, S. (2006) *Economics, Principles and Tools*. 4<sup>th</sup> edition. NJ: Pearson Prentice Hall.

#### Additional readings

Data on current trends in macroeconomics can be found in:

[www.erf.org.eg](http://www.erf.org.eg)

[www.eces.org.eg](http://www.eces.org.eg)

<http://www.library.idsc.gov.eg/>

<http://www.publishers.idsc.gov.eg/>

Data on international trade and finance can be found in:

[www.ft.com](http://www.ft.com)

[www.oecd.org](http://www.oecd.org)

[www.worldbank.org](http://www.worldbank.org)

[www.imf.org](http://www.imf.org)

[www.economist.com](http://www.economist.com)

**Module Code:** ECO102  
**Module Title:** Introduction to Microeconomics  
**Credit:** 3  
**Module Leader:** Prof. Doaa Abdou  
**Pre-requisite:**

### **Aims**

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

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

#### *Skills*

This module will call for the successful student to:

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

### **Syllabus**

- Economic problem, economic systems, resource allocation and the production possibility frontier
- Demand, supply and price determination
- Elasticities
- Demand and consumer behaviour
- Indifference curves and the budget line
- Theory of production
- Analysis of costs
- Market structures: perfectly competitive markets, monopoly, oligopoly and monopolistic competition

## **Learning, Teaching and Assessment Strategy**

Lectures will be used to introduce students to the main theoretical topics of the module. 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 and present it to their fellow students. They will be supported by means of regular tutorials which will provide them with feedback on work in progress, and in-class presentations will involve the use of informal peer assessment.

### **Assessment Scheme**

- Participation, class discussion and attendance (10%)
- Written tests to assess students' understanding of the core topics (10%) [outcomes 1, 2, 3, 4, 5]
- Problem solving assignments comprising quantitative and qualitative questions such as true and false, problems and essay questions (10%) [outcomes 1, 2, 3, 4, 5]
- An article review assignment on any of topics covered in the module (10% including 5% for presentation) [outcomes 6, 7, 8]
- An unseen mid-term exam of 90 minutes (20%) and an unseen final exam of 3 hours (40%) [outcomes 1, 2, 3, 4, 5]

### **Assessment Weighting**

- Coursework 40%
- Examination 60%

### **Learning materials**

#### Essential:

Parkin, Michael. (2013) *Economics*. 11<sup>th</sup> edition. Boston: Pearson Addison Wesley.

#### Recommended:

Baumol, W. & Blinder, A. (2009) *Economics, Principles & Policy*. 11<sup>th</sup> edition. Mason OH: South Western Cengage Learning.

O'Sullivan, A. & Sheffrin, S. (2006) *Economics, Principles and Tools*. 4<sup>th</sup> edition. NJ: Pearson Prentice Hall.

Parkin, Michael (2008) *Economics*. 8<sup>th</sup> edition. Boston: Pearson Addison Wesley.

<b>Module Code</b>	ECO113
<b>Module Title</b>	Mathematics for Economists I
<b>Credit</b>	3
<b>Module Leader</b>	Prof. Adel Hamdy
<b>Pre-requisite</b>	MTH112

### **Aims**

This module aims to introduce students to applied mathematics. The module 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.

More over it aims to help students to appreciate the importance of mathematics and computers in reinforcing and extending their understanding and decision making ability.

### **Learning Outcomes**

#### Knowledge

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

- Define basic business and economic terms. (1)
- Recognize and identify a mathematical function and find its domain and range. (2)
- Sketch a mathematical function and interpret the meaning of its slope and its axes intercepts in business and economics applications. (3)
- Predict the values of different mathematical functions and Identify their maxima and minima for optimization purposes. (4)

#### **Skills**

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

- Apply the rules of differentiation to find the first and second derivatives and interpret their meaning and use them to identify maxima and minima in optimization problems. (5)
- Appreciate the effect of mathematical thinking in decision making. (6)

### **Syllabus**

- Mathematical Functions: Definition; types, domain, and range.
- Linear, quadratic, and exponential functions: Predicting values, characteristics, graphical representation(sketching),
- Linear, quadratic, and exponential functions applications: Demand, Supply, Revenue, Cost, and Profit.
- Differentiation; Optimization Methodology; Identification of maxima and minima; Optimization 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 module 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 the theory to the 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 module 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 to assess students' acquisition of factual knowledge; homework assignments will assess students' abilities to conduct the basic mathematical techniques learned along the course, a written report to demonstrate how to use computer graphical tools to graph and analyze different mathematical functions which represent real world case studies, and to sit for written exams.

## Assessment Scheme

Formative assessment 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.

- Homework Assignments- Selected problems. (10%) to assess (1,2,3,4 and 5)
- Written Tests. (20%) to assess (1,2 and 3)
- Class participation. (10%) to assess (5 and 6)
- Midterm Exam – One hour and a half that consists of definitions, true/ false statements with justification and problems solving. (20%) to assess (1,2 and 3)
- Final Exam – Three hours exam that consists of true/ false statements with justification and problem solving. (40%) to assess (2,3,4 and 5)

## Assessment Weighting

Course work	40%
Exam	60%

## Learning Materials

### Essential:

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

### Recommended

Sullivan, M and Mizrahi, A., (2004). *Mathematics*, an applied approach, New Jersey: John Wiley and Sons.

<b>Module Code</b>	ECO215
<b>Module Title</b>	Statistics For Economists I
<b>Credit</b>	3
<b>Module Leader</b>	Dr. Ramy Abdel Hamid
<b>Pre-requisite</b>	

### **Aims**

This module 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. More over, it aims to provide students with the basic concepts of probability theory and its applications

### **Learning Outcomes**

#### Knowledge

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

- Collect, present, analyze and interpret data to reinforce decision making capability. (1)
- 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. (2)
- Use the basic concepts of probability and the rules for computing it. (3)
- Understand the concept of a probability distribution and its mean and standard deviation. (4)
- Find a point estimate and interval estimate for the population mean. (5)

#### Skills

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

- Interpret graphs found in newspapers and magazines. (6)
- Transform raw data into furnished data that can be analyzed and interpreted. (7)
- Make decisions under conditions of uncertainty. (8)

### **Syllabus**

- 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 module to the students. Selected case studies are used to further enrich the students understanding of the basic mathematical concepts learned to try to relate the theory to the 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. The assessment of this module 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 to assess students' acquisition of factual knowledge; homework assignments will assess students' abilities to conduct the basic statistical techniques learned along the course, and to sit for written exams.

### Assessment Scheme

Formative assessment is provided to the students on their work during both lecture and tutorial times.

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.

- Homework Assignments- Selected problems. (10%) to assess (1, to 5)
- Written Tests. (20%) to assess (1 to 5)
- Problem solving assignments (10%) to assess (6, 7, and 8)
- Midterm Exam – One hour and a half that consists of problems solving. (20%) to assess (1, 2, and 3)
- Final Exam – Three hours exam that consists of problem solving and a case study. (40%) to assess (4 and 5)

### Assessment Weighting

Course work	40%
Exams	60%

### Learning Materials

#### Essential:

Beughezal, F., (2011). *Statistics for business Arab World Edition*, Pearson

#### Recommended:

Mcclavie, B. (1997). *Statistics for business and economics*, Sincich: Prentice Hall.

**Module Code:** ENG 101  
**Module Title:** English for Academic Writing Purposes  
**Credit :** 4  
**Module Leader:** Samah EIRefaae  
**Pre-requisite:** Passing a placement admission test

**Aims:**

This course is geared towards helping students in effectively writing academic essays and avoiding common errors in writing. In addition, reading passages are used as a means of teaching students reading comprehension, style and organization of writing, summary writing and understanding vocabulary from context.

**Learning Outcomes:**

**Knowledge:**

At the end of this module students will be able to

- demonstrate clear knowledge of different essay structures and outlines (1)
- demonstrate awareness of the reader, appropriate organization, correct use of punctuation, style and coherence (2)
- analyze and critique the style and organization of different texts (3)
- demonstrate an understanding of vocabulary from context (4)

**Skills:**

At the end of this module students will be able to:

- Write effective five-paragraph essays (5)
- Apply multi-draft writing which involves revision and editing of their essays (6)
- Correct their earlier drafts using the feedback and the correction codes provided by the instructors (7)
- Master writing effective summaries focusing on main ideas (8)

**Syllabus:**

- Structure of an essay outline
- Developing an introduction: Topic sentence
- Developing an introduction: thesis statement
- Describing a person
- Describing a place
- Narrative writing
- Time expressions
- Introducing comparison/contrast essays: block arrangement
- Comparison/contrast essay: point by point arrangement
- Cause and effect essays
- Argumentative essays
- Skimming and scanning
- Sentence Types: Simple, Compound, Complex & Complex-compound Sentences
- Avoiding run on sentences and comma splice
- Subject-verb agreement
- Parallelism
- Punctuation of adjective clauses
- Language Focus: word formation
- Editing
- Writing summaries

## Learning, Teaching and Assessment Strategies

Interactive formal lectures (4.5 hours) 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 on real life examples. The students also debate the position of certain companies in a particular industry, or they analyze situations and use them 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.

### Assessment Scheme:

Assessment takes a number of forms:

- Students sit a midterm unseen exam of 90 minutes – with an essay, a summary, a reading comprehension and editing exercises. (1,2,3,4,5,6,8)
- Students sit a final unseen exam of 3 hours - with an essay, a summary, a reading comprehension and editing exercises. (1,2,3,4,5,6,8)
- Students present a portfolio compiling all the essays they had written throughout the semester with their different drafts. (3,6,7)

### Assessment Weighing:

Attendance and Participation (assignment discussion)	10%
Tests	10%
Portfolio	20%
Mid-term Examination	20%
Final Examination	40%

### Learning Materials:

#### Essential:

Mary R. Colonna & Judith E. Gilbert. *Reason to Write*. (Intermediate) UK.:Oxford Univ.Press, 2006

#### Recommended Useful Tools :

[www.eslcafe.com](http://www.eslcafe.com)  
[www.geocities.com/SoHo/Atrium](http://www.geocities.com/SoHo/Atrium)  
[www.204.pair.com/ebaack](http://www.204.pair.com/ebaack)  
[www.io.com](http://www.io.com)  
<http://owl.english.purdue.edu/>  
[www.better.english.com](http://www.better.english.com)  
[www.eviews.net/references.html](http://www.eviews.net/references.html)  
[www.ohiou.edu/esl/english/index.html](http://www.ohiou.edu/esl/english/index.html)

<b>Module Code</b>	ENG 102/126/236
<b>Module Title</b>	English for Technical Writing and Study Skills
<b>Credit</b>	4
<b>Module Leader</b>	Marian Youssef
<b>Pre-requisite</b>	Eng 101

### **Aims:**

This module helps students acquire study skills that would facilitate any research process. It also builds skills in different types of technical business writing, such as reports, business letters, memos, faxes, e-mails and curriculum vitae. This module also helps students acquire presentation skills through presenting their own reports.

### **Learning Outcomes:**

#### ***Knowledge:***

At the end of this module students will:

- recognize the importance of business communication skills and will be able to distinguish between different communication means in business (1)
- analyze the texts they need to incorporate in their reports (2)
- identify graphical, visual and statistical information (3)

#### ***Skills:***

At the end of this module students will be able to:

- paraphrase, summarize and analyze the texts they need to incorporate in their reports. (4)
- write clear and effective curriculum vitae, business letters, faxes, e-mails and memos. (5)
- design and administer questionnaires (6)
- analyze the quantitative and qualitative data obtained from the questionnaires. (7)
- integrate graphical, visual and statistical information into their reports. (8)
- produce a report with an outline and a simplified "References" page (9)
- present their reports using slides or computer software.(10)

### **Syllabus:**

- Different business communication types
- Collecting data through diverse resources and field work
- Writing questionnaires and collecting data
- Incorporating data and analyzing it in a professional report
- Using APA style to document information from resources
- Presentations

### **Learning, Teaching and Assessment Strategies:**

Interactive formal lectures (4.5 hours) are used to deliver theoretical and practical aspects of the writing skills and introducing ideal as well as faulty models for students to compare, analyse and identify mistakes. Students choose a problem to write about in their reports and collect data from different library and internet resources and document them applying the APA style of documentation. Students are trained to prepare questionnaires that they distribute and collect from respondents as part of their field work. Students also conduct interviews. Students analyse their graph

representation of data and incorporate it in coherent logical arguments to reach particular solutions for the problem studied. Students make individual class presentations of their work.

### **Assessment Scheme:**

Assessment is based on:

- Written quizzes (1,3,4,5)
- Students sit a midterm unseen exam of 90 minutes – with short answer questions and several technical writing tasks. (1,3,4,5)
- Students sit a final unseen exam of 3 hours – with short answer questions and several technical writing tasks. (1,3,4,5)
- Students individually produce a report about a current problem or issue. Their reports should incorporate background information about the problem and the results of a questionnaire they had designed and administered. They submit a 2000 word report. (2,6,7,8,9)
- A presentation of their reports is also required.(10)

### **Assessment Weighing:**

Attendance and Participation (assignment discussion)	10%
Tests	10%
Report	20%
Mid-term Examination	20%
Final Examination	40%

### **Learning Material:**

#### Essential:

Shirley Taylor. *Communication for Business: A Practical Approach*. 4<sup>th</sup> ed. Longman, 2005.

#### Recommended:

Useful Tools:

Useful links for business and report writing:

[www.devry-phx.edu/lrnresrc/dowsc/](http://www.devry-phx.edu/lrnresrc/dowsc/)

[owl.english.purdue.edu/](http://owl.english.purdue.edu/)

[www.io.com](http://www.io.com)

[www.better.english.com](http://www.better.english.com)

<b>Module Code</b>	Eng 201/246
<b>Module Title</b>	English for Research Purposes
<b>Credit</b>	4
<b>Module Leader</b>	Dr Gomaa Mesbah
<b>Pre-requisite</b>	Eng 102/236

### **Aims:**

This module emphasizes research skills necessary for writing research papers. The module introduces the different research methods to students, in order to adopt one or more of them for different research purposes. Students are exposed to intensive writing practice with a thorough guidance on using references and citing sources.

### **Learning Outcomes**

#### **Knowledge:**

At the end of this module students will be able to

- identify and use different library classification systems and card catalogue (1)
- evaluate resources on a chosen topic (2)
- analyze different texts and resources to identify thesis statements, hypothesis, methods of research and developmental functions in those texts (3)
- identify fallacies in the texts they analyze (4)
- recognize importance of documentation and means of avoiding plagiarism (5)

#### **Skills:**

At the end of this module students will be able to:

- write outlines and document summaries, quotations and paraphrases (6)
- develop logical arguments based on thesis statement and hypothesis (7)
- write a research paper using one or more of the research methods and correct in-text citations according to the APA style. (8)
- prepare a complete 'References' page prepared according to the APA style.(9)
- avoid fallacious arguments in their researches. (10)
- present their papers using slides or computer software.(11)

### **Syllabus**

- Using library catalogues and internet to find resources on a chosen topic of research
- Evaluating resources and using annotated bibliography cards
- Different methods of research
- Documentation: In-text Citation according to APA style
- Fallacies
- Documentation: References page according to APA style

### **Learning, Teaching and Assessment Strategies:**

Interactive formal lectures (4.5 hours) are used to deliver theoretical and practical aspects of the writing skills, visits to the library, introducing different research resources. Different methods of research are introduced in power point presentations. Students choose a topic to write about in their researches and collect data from different library and internet resources and document them applying the APA style of documentation. Parts of the process of writing are conducted in class to

have students practice the use of note cards, which they order at the end according to their individual research outlines.

### **Assessment Scheme:**

Assessment takes different forms:

- Students sit a midterm unseen exam of 90 minutes – with short answer questions and several writing tasks. (1,3,6)
- Students sit a final unseen exam of 3 hours – with short answer questions and several writing tasks. (3,4,5,6,7)
- Students produce a research paper that incorporates and integrates information from different sources. They must demonstrate an understanding of the topic they select, and develop a logical argument. Their paper should follow correct research skills and documentation skills such as in-text citation and references page. They submit a 4000 to 6000 word paper. A presentation of their papers is also required. (2,6,7,8,9,10,11)

### **Assessment Weighing:**

Attendance and Session Work:	10%
Research Paper:	30%
Mid-term Examination	20%
Final Examination	40%

### **Learning Materials:**

#### Essential:

James Lester. *Writing Research Papers*. 12<sup>th</sup> ed. Pearson, Longman, 2007

#### Recommended:

#### **Useful Tools:**

*Internet search engines:*

[www.yahoo.com](http://www.yahoo.com)

[www.google.com](http://www.google.com)

[www.altavista.com](http://www.altavista.com)

[www.ipl.org](http://www.ipl.org)

*Useful links for research writing:*

<http://www.devry-phx.edu/lrnresrc/dowsc/>

<http://owl.english.purdue.edu/>

<b>Module Code</b>	FAC101
<b>Module Title</b>	Essentials of Accounting I
<b>Credit</b>	3
<b>Module Leader</b>	Dr. Wafaa Ramzy
<b>Pre-requisite</b>	None

## **Aims**

This module 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***

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

- Identify the importance, and fundamentals of financial accounting, and its basic concepts and principles.(1)
- Recognise the elements of the financial statements.(2)
- Understand and apply the steps of the accounting cycle.(3)
- Prepare end of period adjusting entries and the financial statements of service and merchandising businesses.(4)
- State the effect of different inventory valuation methods and depreciation methods on financial statements. (5)

### ***Skills***

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

- Improve numerical and analytical skills.(6)
- Analyze, record, post business transactions, prepare trial balance, adjusting entries and financial statements.(7)

## **Syllabus**

- 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.
- Inventories
- 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 module. 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. Seminars 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.

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

### Formative Components

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

### Summative Components

- 2 Written tests are used to assess students' understanding of core topics (20%) (to assess 1-5, 7 ) **Week 3 and Week 10**
- Written assignments based on problem solving (10%).( to assess 1-7 ) **Week 2, 4, 6, 9, 11**
- Attendance, class participation and group discussions (10%) (to assess 5, 6, and 7)
- An unseen mid-term exam (20%) of 90 minutes and an unseen final exam (40%) of 3 hours will require students to answer questions (Multiple choice, and problem solving) on core theoretical and practical issues. .( to assess 1-5, 7 ) **Exam Schedule**

## Assessment Weighting

Coursework	40%
Exams	60%

## Learning Materials

### Reference text

- Wild, J., Larson, K., & Chiappetta, B. (2013) *Fundamental accounting principles*. New York: McGraw – Hill.

### Recommended

- Keiso, D., Weygandt, J., & Warfield, T. (2007) *Intermediate accounting*. Hoboken, NJ: Wiley & Son.
- Meigs, R., & Meigs, W. (1990) *Accounting - the basis for business decisions*. New York: McGraw- Hill.
- Needles, B., Powers, M., Mills, S., & Anderson, H. (1999) *Principles of accounting*. Boston, New York: Houghton Mifflin Company.

<b>Module Code</b>	FAC 201
<b>Module Title</b>	Essentials of Accounting II
<b>Credit</b>	3
<b>Module Leader</b>	Dr. Wafaa Ramzy
<b>Pre-requisite</b>	Fac101

## **Aims**

This module is designed to introduce students to the accounting concepts, procedures, and problems associated with partnerships and corporations as complementary to FAC101.

## **Learning Outcomes**

### ***Knowledge***

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

- Identify the characteristics of partnerships, and corporations as major forms of business organizations.(1)
- Discuss the accounting for partnership formation, division of income or loss among the partners, admission & withdrawal of a partner, and partnership liquidation.(2)
- Compare different types of shares and share issues.(3)
- Account for long term liabilities.(4)

### ***Skills***

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

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

## **Syllabus**

- 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 module. 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 Seminars 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

### Formative Components

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

### Summative Components

- Two written tests are used to assess students' understanding of core topics (20%) (outcomes 1-7) **Week 3 and Week 10**.
- Assignments based on problem solving (10%) (outcomes 5, 6 and 7) **Week 2, 4, 6, 9, 11**.
- Class work (10%) (outcomes 6, and 7).
- An unseen mid-term exam (20%) of 90 minutes and an unseen final exam (40%) of 3 hours will require students to answer questions (Multiple choice, essays and paragraph answers) on core theoretical and practical issues (outcomes 1-7) **Exam Schedule**.

## Assessment Weighting

Coursework	40%
Exams	60%

## Learning Materials

### Reference text

- Wild, J., Shaw, W. & Chiappetta, B. (2013) *Fundamental accounting principles*. New York: McGraw – Hill.

### Recommended

- Keiso, D., Weygandt, J., & Warfield, T. (2007) *Intermediate accounting*. Hoboken, NJ: Wiley & Son.
- Meigs, R., & Meigs, W. (1990) *Accounting - the basis for business decisions*. New York: McGraw- Hill.
- Needles, B., Powers, M., Mills, S., & Anderson, H. (1999) *Principles of accounting*. Boston, New York: Houghton Mifflin Company.

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

<b>Module Code</b>	FAC203
<b>Module Title</b>	Cost Accounting I
<b>Credit</b>	3
<b>Module Leader</b>	Dr. Hazem Yassin
<b>Pre-requisite</b>	FAC 101

## **Aims**

This module is designed to apply cost accounting concepts and techniques on product costing in manufacturing and service industries.

## **Learning Outcomes**

### ***Knowledge***

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

- Explore concepts, and principles in cost accounting. (1)
- Determine the cost of goods manufactured using different costing approaches. (2)
- 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.(3)

### ***Skills***

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

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

## **Syllabus**

- 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 module. In-class discussions will be used to encourage students to explore the issues and ideas raised by the lecturer and interact with each other. Seminars 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 and answering short essays. Students will go on a field trip to a factory and submit a report identifying the different products there, cost units, cost centres, costing system used, and techniques used for allocating cost elements to cost centres and cost units.

## Assessment Scheme

Written tests and unseen exams will be used to assess the students' understanding of the theoretical frameworks and their practical application. Assignments will mainly be problem solving to practice analysing the given data and applying the different cost techniques. A group report to assess the ability of the students to apply what they learned on a field trip to a factory where they identify the different products there, cost units, cost centres, costing system used, and techniques used for allocating cost elements to cost centres and cost units.

### Formative Components

- Written tests are used to prepare the students for the unseen exams
- Tutorial exercises
- Feedback on a draft submitted for the group report

### Summative Components

- Class participation and attendance (10%) (outcomes 1, 3 & 6)
- Assignments (10%) (outcomes 1-6) **Week 2, 4, 9, 11.**
- Group Report (20%)(outcomes 4-6) **Week 10**
- Unseen Mid-term examination (20 %) & Final Examination (40%).(outcomes 1-5) **Exam Schedule**

## Assessment Weighting

Coursework	40%
Unseen Exams	60%

## Learning Materials

### Essential

- Horngren, C., Datar, S., & Foster, G. (2006). *Cost accounting: a managerial emphasis*. New Jersey: Pearson Prentice Hall.

### Recommended

- Garrison, R., Noreen, E., & Brewer, P. (2006). *Managerial Accounting*. New York: McGraw Hill Irwin.

<b>Module Code</b>	FAC 210
<b>Module Title</b>	Financial Management I
<b>Credit</b>	3
<b>Module leader</b>	Dr. Hatem El Banna
<b>Pre-requisite</b>	FAC 101

## **Aims**

The purpose of this module is to enable participants to have a basic understanding of financial management for decision making purposes. The course 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***

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

- Analyse financial statements and derive conclusions to evaluate the performance of the company (1)
- Prepare financial projections for the company's expected performance, based on the data attained from the analysis (2)
- Prepare cash budgets and cash flow statement, and free cash flow statement. (3)
- Comprehend the fundamental concept of time value of money and apply it in different financial perspectives. (4)
- Valuation of assets. (5)
- Valuation of bonds. (6)
- Evaluate projects based on pay back period, net present value, and internal rate of return. (7)

### ***Skills***

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

- Analyse financial statements (8)
- Critically evaluate and select between different projects (9)
- Demonstrate team working ability (10)

## **Syllabus**

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

## Learning, Teaching and Assessment Strategy

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 most of the concepts introduced in the course. Tutorials will address practical cases pertaining the course and applications, in addition to further reading and problems solving.

### Assessment Scheme

#### Formative Components

- Written tests are used to prepare the students for the unseen exams
- Tutorial exercises
- Feedback on a draft for the group report

#### Summative Components

- Students are expected to submit a valuation report based on a company, where they analyse the financial statements of the company, and use this analysis to prepare pro-forma financial statements and compute the free cash flow. Then, students will discount these free cash flows to obtain a value for the company. Furthermore they will be asked to apply the capital budgeting techniques. Students will work in groups of two. Students will be asked to present their work in a report that will be based on the analysis of financial statement. (30%). [outcomes: 1,2,3,4,5,7,8,11,12] **Week 11**
- Mid-term exam: one hour and a half that consists of testing the theoretical and practical elements of the module (20%). [Outcomes: 1,2,3,8] **Exam Schedule**
- Final Exam: three hours that consists of testing the theoretical and practical elements of the module (40%). [Outcomes: 4,5,6,7,9,10] **Exam Schedule**
- Attendance, participation and assignments (10%).

### Assessment Weighting

Course Work	40%
Exams	60%

### Learning materials

#### Essential

- Gitman, L. (2008) *Principals of Managerial Finance*. 12<sup>th</sup> edition. New York. Addison Wesley, Besely.

#### Recommended

- The journal of Finance

<b>Module Code</b>	MGT200
<b>Module Title</b>	Introductory Management
<b>Credit</b>	3
<b>Module Leader</b>	Dr. Emad Elwy
<b>Pre-requisite</b>	

### **Aims**

This module aims to provide students with a solid grounding in the core concepts and functions of management. It also enables students to develop their practical skills in the study of real world management practice. It also gives students an appreciation of the field of management studies.

### **Learning Outcomes**

#### ***Knowledge***

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

- Explain in a discursive form the basic functions of management. (1)
- Distinguish between different elements of organizational environment. (2)
- Understand the rationale for the manager's decision making process. (3)
- Appreciate the contribution of different management schools of thought to the science of management. (4)
- Identify new trends in different management functions. (5)

#### ***Skills***

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

- Apply SWOT analysis to an organization. (6)
- Develop alternative solutions to specific managerial problems. (7)
- Present an analysis of a case study using appropriate tools. (8)
- Practice working as a team to present research work. (9)

### **Syllabus**

- 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

### **Learning, Teaching and Assessment Strategies**

Lectures will be used to introduce students to the main theoretical topics of the module. 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. Seminars 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 in-class presentations will involve the use of informal peer assessment.

## Assessment Scheme

Written tests and unseen exams will be used to assess the students' understanding of the theoretical frameworks and their practical application.

A written report and its presentation will be used to assess the student's abilities to recognize various managerial practices.

- Written tests are used to assess students' understanding of core topics (20%) (outcomes 1-5)
- Written report (2000 words) and presentation based on a SWOT analysis (12% for report, 3% for presentation). Students will be provided with written and oral feedback on first drafts of reports. (outcomes 6,9)
- Brief written assignments based on case studies (10%).(outcomes 7, 8)
- An unseen mid-term exam (20%) of 90 minutes and an unseen final exam (40%) of 3 hours will require students to answer questions (Multiple choice, and essays answers) on core theoretical issues. (outcomes 1-5)

## Assessment Weighting

Coursework	40%
Exams	60%

## Learning Materials

### Essential

Robbins, Stephen, P. & Coulter, M. (2014). Management. New Jersey: Prentice Hall.

### Recommended

Cole, G.A. (2005). Management Theory and Practice. Boston: Thomson.

Daft, Richard L. (2006). The New Era of Management. USA: Thomson/ South-western.

Schermerhorn, John R. (2006). Management. N.J.: John Wiley & Sons.

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

**Module code:** MGT 300  
**Module title:** Human Resources Management  
**Credit:** 3  
**Module leader:** Dr. Ola Emara  
**Pre-requisite:** MGT 200

**Aims:**

This module aims at informing the students of the different human resources key related activities and functions, which includes 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 module, the student will be able to demonstrate systematic understanding and detailed knowledge of:

- Key concepts in effective Human Resources Management (1)
- Different recruitment and selection techniques (2)
- Various performance appraisal methods (3)
- How to manage different training and compensation programs. (4)

**Skills:**

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

- Write a variety of job vacancies for advertisement in different media (5)
- Differentiate between the various types of interviews and demonstrate an understanding of the interview process (6)
- Design fair performance appraising forms for different levels of workers (7)

**Syllabus**

- The Strategic Role of HRM
- Job Analysis
- Personnel Planning and Recruiting
- Employee Testing and Selection
- Interviewing Candidates
- Training and Developing Employees
- Performance Management and Appraisal
- Compensation

**Learning, teaching, and assessment strategies:**

Formal, one and half hour lectures will introduce students to the main theoretical topics of the module. 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. Seminars 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:**

- Individual essays to assess students understanding core topics (20%) [Outcomes: 1,2,3,4,6]
- Written analysis of given case studies (20%) [Outcomes: 1,4,5,6,7]
- An unseen mid-term exam of 90 minutes and an unseen final exam of 3 hours will require students to answer questions on core theoretical issues [Outcomes:1,2,3,6]

**Assessment Weighting:**

Coursework: 40%

Unseen Exams: 60%

**Learning Material:**Essential:

Dessler, G. (2007) Human Resource Management, 10<sup>th</sup> edition, New York: Prentice Hall.

Recommended:Texts:

Bohlander, George W. et al, (2000) Managing Human Resources, 12<sup>th</sup> Edition, New York: South-Western College Publications.

Fitz-Enz, J. and Davidson, B. (2001) How to Measure Human Resource Management. 3<sup>rd</sup> edition, Boston: McGraw-Hill Trade.

Journals

Management Review

Human Resources Management International Digest

<b>Module code</b>	MGT 301
<b>Module title:</b>	Organizational Behaviour
<b>Credit:</b>	3
<b>Module leader:</b>	Dr. Ola Emara
<b>Pre-requisite</b>	MGT 300

### **Aims:**

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

### **Learning Outcomes**

#### **Knowledge:**

After completing this module, the successful student will demonstrate understanding and will be able to acknowledge:

- The determinants of job satisfaction and motivation at work (1)
- The role of group dynamics and leadership in the workplace (2)
- An overview of how performance can be assessed and rewards managed in organizations and to place this in a societal context (3)
- The importance of culture in organizations and the change process (4)
- The importance of continuous development for people and organizations (5)

#### **Skills:**

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

- Develop both interpersonal and communication skills (6)
- Analyze situations and problems that can arise in the areas of motivation and leadership in organizations and find possible solutions (7)
- Develop the ability to work in groups (8)
- Apply personality models to analyze different personality types and recommend corresponding jobs (9)

### **Syllabus**

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

### **Learning, teaching, and assessment strategies:**

Formal, one and half hour lectures will introduce students to the main theoretical topics of the module. 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. Tutorial 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**

- Group research project (25%). [Outcomes:6,7,8,9]
- Case studies (15%).[Outcomes:1,3,4,5 6,7]
- Midterm Exam – One hour and a half that consists of essay questions, and case study. (20%) [Outcomes:1,2,3,5,6 ]
- Final Exam – Three hours exam that consists of essay questions, application, and case study. (40%) [Outcomes:3,5,7 ]

### **Assessment Weighting**

Coursework: 40%

Examination: 60%

### **Learning Material:**

#### Essential

Robbins, Stephen P. Judge, and A. Timothy (2007) Organizational Behavior, 12<sup>th</sup> Edition, New Jersey: Prentice Hall,

#### Recommended

Journal of Business Strategy

<b>Module Code</b>	MGT 310
<b>Module Title</b>	Quantitative approach to management
<b>Credit</b>	3
<b>Module Leader</b>	Dr. Emad El-Din H. Hassan
<b>Prerequisite</b>	ECO 113, ECO 215, and MGT 200

### **Aims**

This module 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 allowing the students to evaluate the different quantitative techniques.

### **Learning Outcomes**

#### ***Knowledge***

On completing this module, the successful student will be able to Students gain deeper knowledge and understanding of:

- The quantitative approach of management and it's techniques. (1)
- The importance of using quantitative tools in management. (2)

#### ***Skills***

Students will also be able to:

- Select the suitable mathematical model and/or quantitative technique to solve managerial problems. (3)
- Apply and evaluate different quantitative techniques. (4)
- Solve managerial problems through the analysis of numerical data and solve them using the appropriate models and /or techniques(5)
- Use computer applications to solve decision making problems. (6)

### **Syllabus**

- 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
- Computer Simulation
- Decision Analysis.

### **Learning, Teaching and Assessment Strategies**

The module is taught using lectures and tutorial – to 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 seminars, students discuss the problems that they faced in solving problem and emphasize their comments and their points of view. Learning is closely linked to assessment in a variety of ways. Written exams assess students' acquisition of factual knowledge; the written assignments will assess students' abilities to understand and apply their knowledge.

## **Assessment Scheme**

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.

- Individual Assignments – Selected case studies. (20%) [Outcomes:2, 4,5,6]
- Problem solving – To test the knowledge and gained skilled for every technique separately (20%) [Outcomes: 1,4,5]
- Midterm Exam – One hour and a half that consists of problems solving, essay questions, and a case study. (20%) [Outcomes: 1,3,4,5]
- Final Exam – Three hours exam that consists of problem solving and case study. (40%) [Outcomes:1,3,4,5]

## **Assessment Weighting**

Course work	40%
Unseen Exams	60%

## **Learning Materials**

### Essential

David R. Anderson, Dennis J. Sweeny, Thomas A. Williams, and Kipp Martin (2007) An Introduction to Management Science: Quantitative Approaches to Decision Making. New Jersey: Thomson-Southwest publishing , 12<sup>th</sup> edition

### Recommended

Stevenson, William J. (2007) Operations Management. 9<sup>th</sup> edition, Boston: McGraw Hill/Irwin

**Module Code:** MGT 320  
**Module Title:** Production and Operations Management  
**Credit:** 3  
**Module Leader:** Dr. Heba Adel  
**Pre-requisite:** MGT 310

### **Aims**

This module aims to allow the students to differentiate between production and operations management. It also introduces the basic concepts, tools, and principles that are essential for the effective management of the various business operations. Finally it integrates the different managerial decisions to develop and implement operations strategies;

### **Learning Outcomes**

#### ***Knowledge***

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

- Key concepts in effective operations management; (1)
- How companies gain a competitive advantage through its operations function; (2)
- The interaction of the operations functions with the core functions in an organization (3)

#### ***Skills***

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

- Apply the different models, methods, and techniques discussed to solve business problems (4)
- Identify and evaluate key factors that pertain to the decision making process to guide managers to the optimal solution to their problem;(5)
- Critically assess new trends in the field of operations management (6)
- Present a range of views on current operations management issues (7)

### **Syllabus**

- Competitiveness and Productivity
- Forecasting
- Product and Service Design
- Capacity Planning for Product and Services
- Location Planning and Analysis
- Supply Chain Management

### **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 seminars are devoted to problem solving, and discussion of case studies.

The assessment of this module includes a number of components that will test the knowledge and skills of the students. The students will be asked to solve problems that will be used to clarify the tools and techniques discussed during the lectures, write a report about pertinent topics in the field of Operations Management, and to sit for written exams.

### **Assessment Scheme**

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.

- Group Project – Students are expected to write a research paper of 3000 words discussing recent topics in the field of production and operations management. The paper should encompass both theory and practice. The students have to present their work to the rest of the class. (20%) [Outcomes: 2,3,6,7]
- Individual Assignments – Selected problems and case studies. (20%) [Outcomes: 4,5]
- Midterm Exam – One hour and a half that consists of problems solving, essay questions, and a case study. (20%) [Outcomes1,2,5]
- Final Exam – Three hours exam that consists of problem solving, essay questions, and a case study. (40%) [Outcomes: 1,2,4,5,6]

### **Assessment Weighting**

Coursework: 40%

Examination: 60%

### **Learning Materials**

#### Essential

Stevenson, William J., (2007) Operations Management, 9<sup>th</sup> edition, McGraw Hill/Irwin

#### Recommended

Heizer, Jay (2008) Principles of Operations Management, 7<sup>th</sup> edition, Prentice Hall

Nahmias, Stevenson, (2008), Production and Operations Analysis, 6<sup>th</sup> edition, McGraw Hill/Irwin

#### Additional Readings:

Articles from Academic Journals to be provided by the Instructor namely from:  
International Journal of Operations and Production Management  
International Journal of Advanced Manufacturing Technology  
Integrated Manufacturing Systems

<b>Module Code</b>	MGT401
<b>Module Title</b>	Strategic Management
<b>Credit</b>	3
<b>Module Leader</b>	Dr. Ghada Aly
<b>Pre-requisite</b>	MGT 300, MGT 320, MKT 201

### **Aims:**

This module aims to present an integrated view of strategic management and its impact on the firm's performance. It also explores and develops different levels of strategic alternatives in a given business environment using situation analysis techniques. Finally, it evaluates the firm's competitive position in the industry in which it operates

### **Learning Outcomes**

#### ***Knowledge***

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

- Concepts, approaches, analytical models used in describing the overall structure of the business environment; (1)
- Models used in assessing the competitive position of firms in an industry; (2)
- Frameworks used to assess an organization's competitive advantage and how it can be sustained; (3)

#### ***Skills***

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

- Conduct an industry analysis to understand the competitive forces that influence the intensity of rivalry within an industry; (4)
- Apply the resource view of the firm to determine core and distinctive competencies; (5)
- Apply the strategic audit as a method of analyzing corporate functions and activities; (6)
- Generate, evaluate, and present strategic options by using SWOT analysis (7)
- Contribute to group work (8)

### **Syllabus**

- Environmental Scanning
- Resources, competencies, and capabilities
- Developing strategic alternatives
- Organizing for implementation
- Evaluation and Control

### **Learning, Teaching and Assessment Strategies**

Interactive formal lectures (3 hours) 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 seminars 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.

### **Assessment Scheme**

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

Summative 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.

- A group project – Strategic Audit where the students apply all the tools and techniques that they have studied. The students have to present their work to the rest of the class. (40%) [Outcomes: 4,5,6,7,8]
- Midterm Exam – One hour and a half that consists of essay questions, application, and case study. (20%) [Outcomes: 1,2,5]
- Final Exam – Three hours exam that consists of essay questions, application, and case study. (40%) [Outcomes: 1,3,4,6,7]

### **Assessment Weighting**

Coursework: 40%

Examination: 60%

### **Learning Materials**

#### Essential

Wheelen, Thomas L. and J. David Hunger (2008), Strategic Management and Business Policy, 11<sup>th</sup> edition, Prentice Hall.

#### Recommended

Barney, Jay B. and William S. Hesterly, (2008), Competitive Advantage: Concepts and Cases, 2<sup>nd</sup> edition, Prentice Hall.

Dess, Gregory, et al (2008), Strategic Management: Text and Cases, 4<sup>th</sup> edition, McGraw Hill

Johnson, Gerry, et al (2008), Exploring Corporate Strategy: Texts and Cases, 8<sup>th</sup> edition, Prentice Hall

Thompson, Arthur A. Jr, et al (2008) Crafting and Executing Strategy: The Quest for Competitive Advantage- Concepts and Cases, 18<sup>th</sup> edition, McGraw Hill

#### Additional Readings:

Articles from Academic Journals to be provided by the Instructor namely from Business Strategy Series  
Journal of Business Strategy

**Module Code:** MGT 440  
**Module Title:** Production and Operations Management Applications  
**Credit:** 3  
**Module Leader:** Dr. Heba Adel  
**Pre-requisite:** MGT 320

### **Aims**

This module aims to integrate key operations management issues that affect the success or failure of an organization and its ability to achieve profit and/or cost objectives while keeping customers satisfied. It also incorporates current tools and applications required by different business situations.

### **Learning Outcomes**

#### ***Knowledge***

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

- Core concepts in decision making areas in Operations Management (1)
- Role played by Production and Operations Management in managing business resources (2)
- Contribution of Production and Operations Management to overall performance of the organization (3)

#### ***Skills***

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

- Assess the variables decision makers have to work with when developing different Production and Operations Management plans (4)
- Evaluate the potential benefits and drawbacks encountered when using a variety of tools, techniques, and software packages that are used to solve certain business problems (5)
- Outline the important considerations in converting from a traditional mode of operation to a more advanced mode while assessing obstacles that might be encountered. (6)
- Present a range of viewpoints on contemporary operations management topics(7)

### **Syllabus**

- Inventory Management
- Aggregate Planning
- MRP and ERP
- JIT and Lean Operations
- Short Term Scheduling

### **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 Production and 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. Additional readings from recognized journals will be supplied by the instructor during the semester to enrich the students' knowledge of the recent topics that are discussed in the area of Production and Operations Management. Furthermore, practical examples are brought to the lectures to relate theory to practice.

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

The assessment of this module includes a number of components that will test the knowledge and skills of the students. The students will be asked to solve problems that will be used to clarify the tools and techniques discussed during the lectures, write an individual research paper about pertinent topics in the field of Operations Management, and to sit for written exams.

### **Assessment Scheme**

Formative assessment is provided to the students on their work during the seminars 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.

- Individual Project – Students are expected to write a research paper of 5000 words discussing recent topics in the field of production and operations management. The paper should encompass both theory and practice. The students have to present their work to the rest of the class. (30%)  
[Outcomes: 2,3,5,6,7]
- Individual Assignments – Selected problems and case studies. (10%)  
[Outcomes: 1,4,5]
- Midterm Exam – One hour and a half that consists of problems solving, essay questions, and a case study. (20%) [Outcomes: 1,2,4]
- Final Exam – Three hours exam that consists of problem solving, essay questions, and a case study. (40%) [Outcomes: 3,5,6]

### **Assessment Weighting**

Coursework: 40%

Examination: 60%

### **Learning Materials**

#### Essential

Stevenson, William J. (2007) Operations Management. 9<sup>th</sup> edition, Boston: McGraw Hill/Irwin, International edition

#### Recommended

Heizer, Jay (2008) Principles of Operations Management. 7<sup>th</sup> edition. New Jersey: Prentice Hall

Nahmias, Stevenson (2008) Production and Operations Analysis. 6<sup>th</sup> edition. New York: McGraw Hill/Irwin

Schroder, Roger G. (2008) Operations Management: Contemporary Concepts and Cases. 4<sup>th</sup> edition, Boston: McGraw Hill International Edition

#### Additional Readings:

Articles from Academic Journals to be provided by the Instructor namely from:  
International Journal of Operations and Production Management  
International Journal of Advanced Manufacturing Technology  
Integrated Manufacturing Systems

<b>Module code</b>	MGT 442
<b>Module Title</b>	MIS Project Management
<b>Credits</b>	3
<b>Module Leader</b>	Dr. Emad Elwy
<b>Pre-requisite</b>	MIS 341

## **Aims**

This module aims to covers the factors necessary for successful management of information systems development or enhancement projects. Both technical and behavioral aspects of project management are applied within the context of an information systems development project. The module strikes a balance between both the mechanics of project management and the human factors involved. Software tools for project tracking and monitoring are utilized through out the module.

## **Learning Outcomes**

### ***Knowledge***

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

- Outline the processes of project planning, and monitoring(1)
- Identify quality factors in IS projects. (2)
- Illustrate the procedures for managing clients, suppliers and team members (3)

### ***Skills***

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

- Prepare a project plan for an IS project using state of the art software tools(4)
- Analyse risk factors in IS project and suggest plans to manage them(5)
- Estimate project requirements and costs (6)

## **Syllabus**

- Managing the system life cycle: requirements specification, design, implementation;
- System and database integration issues
- Project planning:
  - understanding the work: creating work breakdown structure (WBS)
  - estimating: Estimating methods such as Analogy, effort Analysis, CoCoMo,
  - scheduling and re-sourcing
- Project tracking, metrics, and system performance evaluation
- Managing quality
- Managing risk
- Managing people:
  - Customer expectations changes and conflict
  - Managing suppliers
  - Managing the team
- change management
- Software tools for project tracking and monitoring.

## **Learning, Teaching and Assessment Strategy**

Weekly lectures introduce the students to the basic topics of the module subjects  
Weekly tutorials/ lab sessions where the student is given short case study to apply the subject discussed in the lectures of the same week. Computer laboratories are used during which the students will use project tracking and monitoring to document the output of the above cases.

Individual paper: each student will prepare a paper on one of the theoretical subjects of the module such as estimating, quality or risk management etc. A number of papers will be chosen to be presented to the class.

## **Assessment Scheme**

Assessment will be based on:

- Tutorial/ Lab weekly assignments (25%) [Outcomes: 4,5]
- Individual paper (15%) [Outcomes: 1,2,3]
- Two unseen exams (midterm exam of one hour and a half hours – 20% , and a final exam of three hours – 40%) including essay questions to assess the student knowledge and understanding [Outcomes: 1,2,3,5,6]

## **Assessment Weighting**

Coursework	40 %
Unseen examination	60 %

## **Learning materials**

### Essential

Fuller, Mark, Joe Valacich, and Joey George (2007) Information Systems Project Management: A Process and Team Approach. Prentice Hall

### Recommended

Avison, David E. and Gholamreza Torkzadeh (2008) Information Systems Project Management. Sage Publications.

Cadle, James and Donald Yeates(2007). Project Management for Information Systems. 5<sup>th</sup> edition, Prentice Hall.

Stellman, Andrew and Jennifer Greene (2005) Applied Software Project Management O'Reilly Media, Inc.

<b>Module Code</b>	MIS 271
<b>Module Title</b>	Database Management Systems
<b>Credit Points</b>	3
<b>Module Leader</b>	Dr. Azza El Said
<b>Pre-requisite</b>	SYS101

## **Aims**

This module aims to provide the students with an introduction to the core concepts in data and information management. It is centred around the core skills of identifying organizational information requirements, modelling them using conceptual data modelling techniques, converting the conceptual data models into relational data models and verifying its structural characteristics with normalization techniques, and implementing and utilizing a relational database using a database management system. The student will finally learn how to define and manipulate a database using Structured Query Language (SQL).

## **Learning Outcomes**

### ***Knowledge***

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

- Explain the basic approaches to data modelling techniques and be able to provide a comparison between these techniques (1)
- Use at least one conceptual data modelling technique (such as entity- relationship modelling) to capture the information requirements for an enterprise domain(2)
- Illustrate the purpose and principles of normalizing a relational database structure (3)
- Explain the syntax and use of the elements of SQL(4)

### ***Skills***

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

- Design high - quality relational databases(5)
- Apply normalization techniques to a relational database so that it is at least in 3NF.(6)
- Implement a relational database design using a database management system, including the principles of data type selection and indexing. (7)
- Use the data definition, data manipulation, and data control language components of SQL in the context of one widely use implementation of the language.(8)
- Contribute effectively to team work and present research work (9)

## **Syllabus**

- Database Approach and Database Management Systems
- Conceptual Data Model; Entity- relationship model
- Logical Data Model; Relational data model
  - Relations and relational structures
  - Relational database design
  - Mapping conceptual schema to a relational schema
- Normalization

- Physical Data Model: Indexing,
- o Data types
- Database Languages
  - SQL: DDL, DML, and DCL

### **Learning, Teaching and Assessment Strategy**

Weekly lectures introduce the basic concepts of the module subjects. Weekly seminars, in which, the student is given a set of weekly assignments to solve problems on data modelling, mapping, normalization and writing queries to be submitted and discussed during the seminars. Emphasis is given to allowing the student to solve as much problems as possible to gain experience in the basic skills presented in this module and required in most of the following modules.

Weekly computer laboratory are used to enable the students to learn the use of a DBMS system and use it to build a small application.

Team Projects: the student will work as a member of project team of 2-3 to build a small business application. Project defence: each group will present their project in a formal presentation to enhance their presentation skills.

### **Assessment Scheme**

Assessment will be based on:

- Problem solving assignments (10%) [ Outcomes: 5,6,7,8]
- Weekly lab sessions to assess the progressive performance of the students (10%)[Outcomes: 5,6,7,8,9]
- Project defence (20 %) The project is mandatory to pass the module although the student might have passed in other forms of assessment [Outcomes: 1,2,3,4,5,6,7,8]
- Two unseen exams (midterm exam of one hour and a half hours – 20% , and a final exam of three hours – 40%) composed of a case study and several questions and/or SQL problems to assess the student knowledge and understanding [Outcomes: 1,2,3,4,6,7,8]

### **Assessment Weighting**

Coursework	40 %
Unseen examination	60 %

### **Learning materials**

#### Essential

Hoffer, Jeffrey A., Mary Prescott, and Heikki Topi (2008) Modern Database Management 9<sup>th</sup> edition, Prentice Hall.

#### Recommended

Rob, Peter and Carlos Coronel. (2007) Database Systems: Design, Implementation, and Management. 8<sup>th</sup> edition, Course Technology.

Garcia-Molina, Hector, Jeffrey D. Ullman, and Jennifer Widom (2008) Database Systems: The Complete Book. 2<sup>nd</sup> edition, Prentice Hall.

Post, Gerald V. (2004) Database Management Systems: Designing and Building Business Applications. 3<sup>rd</sup> edition, McGraw Hill Higher Education

<b>Module Code</b>	MIS 341
<b>Module Title</b>	Business Systems Analysis and Design
<b>Credits</b>	3
<b>Module Leader</b>	Dr. Adel Ghannam
<b>Pre-requisite</b>	MIS 271

## **Aims**

This module aims to introduce the students to systems analysis and design (SADM) methods, techniques and tools that organizations use to analyse, document and reengineer their business processes. The module surveys the current methodologies then covers a systematic structured-process-based methodology for analyzing an organizational problem or opportunity. The module covers in detail requirement gathering and specification, process modelling, logic modelling, and data modelling. The module also covers the essentials of application design; functional decomposition, application external-design and layout of: Forms, screens, dialogues, and reports. The module also briefly covers software project feasibility and risk assessment and project management. The module emphasizes the practical aspects of SADM focusing on performing the analysis and design tasks.

## **Learning Outcomes**

### ***Knowledge***

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

- Present the phases and procedures of various methodologies for system development, and choose the proper methodology for a given development project. (1)
- Demonstrate the proper techniques for preparing basic modelling tools such as: use case, data flow diagram (DFD), entity-relationship diagram (ERD), decision tree, etc.(2)
- Illustrate the proper design rules for an application including menus, forms, and reports.(3)

### ***Skills***

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

- Perform and document the major phases of project development life cycle (4)
- Perform and document requirement gathering activities such as interview, survey, document collection, etc (5)
- Produce professional models such as: DFD, decision trees, ERD etc. using a suitable CASE tool (6)
- Produce a simple project planning document including project management charts (GANTT & PERT), feasibility study and risk assessment for an IT project (7)
- Contribute effectively to team work and present research work(8)

## **Syllabus**

- Introduction to system development methodologies and system life cycle.
- Structured process based system analysis
- System design
- Risk and feasibility analysis;
- Project management,

## **Learning, Teaching and Assessment Strategy**

Weekly lectures will introduce the basic concepts and topics of the module syllabus. Weekly seminars, starting week 3, the student will be given short case studies to prepare a model based on what has been discussed in the lectures of the same week.

Team Project: the students form groups of 2-3, choose a real business organization that they have access to, and over the length of the semester (~12 weeks) perform the complete system life cycle studied to be able to identify a business application for this organization and prepare system analysis and system design document.

Short paper: Over the period of 2-3 weeks, starting on the first week of study, each student will prepare a short paper on one the current methodologies such as agile, RAD, prototyping etc. The best papers are presented to the class.

## **Assessment Scheme**

Assessment will be based on:

- Weekly tutorial assignment. (10%) [Outcomes: 3,4,5,6,7]
- Team projects (20 %) [Outcomes: 2,3,4,5,7,8]
- Short paper (10%) [ Outcome:1]
- Two unseen exams (midterm exam of one hour and a half hours – 20% , and a final exam of three hours – 40%) which include several questions to assess the student knowledge and understanding [Outcomes: 2,6,7]

## **Assessment Weighting**

Coursework	40 %
Unseen examination	60 %

## **Learning materials**

### Essential

Hoffer, Jeffrey A., Joey F George, and Joseph S Valacich (2008) Modern Systems Analysis and Design. 5<sup>th</sup> edition, Prentice Hall

### Recommended

Whitten, Jeffrey and Lonnie Bentley (2005). Systems Analysis and Design Methods 7<sup>th</sup> edition, McGraw-Hill/Irwin.

Kendal, Kenneth E. I and Julie E Kendall (2007) Systems Analysis and Design 7<sup>th</sup> edition Prentice Hall

<b>Module Code</b>	<b>MIS 361</b>
<b>Module Title</b>	<b>Management Decision Support Systems</b>
<b>Credits</b>	<b>3</b>
<b>Module Leader</b>	<b>Dr. Adel Ghannam</b>
<b>Pre-requisite</b>	<b>MIS 341</b>

### **Aims**

This module aims to provide the student with a comprehensive guide to the revolutionary management support system technologies, and how they can be used for better decision making. The module presents the use of modelling and simulation in the decision process then provides an in depth survey of the use of current IT technologies in DSS such as data warehousing, data mining, OLAP, knowledge management, artificial intelligence and expert system.

### **Learning Outcomes**

#### ***Knowledge***

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

- Classify business decisions and apply the four phases of the decision process. (1)
- Demonstrate many models available for DSS. (2)
- Demonstrate the application of IT technologies in the DSS process. (3)

#### ***Skills***

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

- Analyse a business case to identify problems and apply the decision making process to it (4)
- Suggest a proper model for the analysis of a decision process (5)
- Implement computerized models for structured decisions (6)
- Present research work (7)

### **Syllabus**

- The process of decision making
- Overview of decision support systems concepts, methodologies, and technologies
- Modelling and analysis for decision making
- IT technologies for DSS such as: data warehousing, data mining, OLAP, knowledge management, artificial intelligence and expert system

### **Learning, Teaching and Assessment Strategy**

Weekly lectures will be used to introduce the basic concepts of the module subjects. Tests will take place during the lectures as formative assessment. Weekly seminars are mainly for analysing business cases and discussing the application of the proper technology to support management in. Weekly computer laboratory investigate computerized models used in the design phase of the decision process.

Class presentations: each individual student will be given a business case for detailed analysis and design. Emphasis will be given to using a specific set of technologies to deal with each case

## **Assessment Scheme**

Assessment will be based on:

- Business cases and review questions (15%) [Outcomes:1,2,3,4,5]
- Lab assignments (10%)[Outcome:5,6]
- Class presentation (15 %) [Outcome:3,4,7]
- Two unseen exams (midterm exam of one hour and a half hours – 20% , and a final exam of three hours – 40%) composed of a business case to evaluate the skills and several questions to student knowledge and understanding [Outcomes:1,2,3,4,5]

## **Assessment Weighting**

Coursework	40 %
Unseen examination	60 %

## **Learning materials**

### Essential

Turban, Efraim, Jay E. Aronson, Ting-Peng Liang, and Ramesh Sharda (2006)Decision Support and Business Intelligence Systems. 8<sup>th</sup> edition, Prentice Hall.

### Recommended

Marakas, George M. (2002). Decision Support Systems. 2<sup>nd</sup> edition, Prentice Hall,

<b>Short code</b>	<b>MIS 371</b>
<b>Title</b>	<b>Database Business Applications</b>
<b>Credit Points</b>	<b>3</b>
<b>Module Leader</b>	<b>Dr. Adel El Ghannam</b>
<b>Pre-requisite</b>	<b>MIS 271</b>

### **Aims**

The purpose of this module is to provide the students with the fundamental concepts and models of business applications, specifically online transaction processing system (OLTP). Students will apply the concepts and tools studied in the prerequisites. The student will further apply the concepts of program design, problem solving, and fundamental design techniques for event-driven programs

### **Learning Outcomes**

#### ***Knowledge***

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

- Illustrate the concepts and models of OLTP (1)
- Discuss the use of OLTP model to different business processes (2)
- Demonstrate the application of event driven programming in building OLTP (3)

#### ***Skills***

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

- Apply a system development life cycle in realistic business processes (4)
- Use a DBMS development environment to build business applications (5)
- Plan and perform test scenarios for business applications(6)
- Design a strategy for implementing a business application (7)
- Contribute effectively to team work and present research work (8)

### **Syllabus**

- The basics of online transaction processing (OLTP)
- Database design
- Application Design
- The implementation of Database applications using event driven application environment.

### **Learning, Teaching and Assessment Strategy**

Weekly lectures will introduce the basic topics of the module. Weekly computer laboratory sessions will be used to implement a team project. The students will form groups of 2-3 and a DBMS development environment such as Oracle Developer will be used to build a business OLTP application such as accounting, or order entry, etc. The group is expected to present the project's progress each week during the lab session. The instructor will identify projects milestones that have to be reached.

## Assessment Scheme

Assessment will be based on:

- Project defence ( 40 % – 20% allocated to the weekly lab progress and 20% allocated to the final project) [Outcomes: 3,4,5,6,7,8]
- Two unseen exams (midterm exam of one hour and a half hours – 20% , and a final exam of three hours – 40%) composed of several questions of different format to assess the student knowledge and understanding [Outcomes: 1,2,3]

## Assessment Weighting

Coursework	40 %
Unseen examination	60 %

## Learning materials

### Essential

Oracle Developer Suite 10g by Oracle Corporation, , 2005

### Recommended

Scott Urman, Michael McLaughlin (2004) Oracle Database 10g PL/SQL Programming. 1<sup>st</sup> edition, McGraw-Hill Osborne Media.

Casteel, Joan (2007) Oracle 10g Developer: PL/SQL Programming, 1<sup>st</sup> edition, Course Technology

Bambara, Joseph J. & Paul R. Allen (2000) SQL Server® Developer's Guide. 1<sup>st</sup> edition, John Wiley & Sons.

Atkins, Kenneth, Paul Dirksen and Zikri Askin Ince. (1999) Oracle Designer Generation McGraw-Hill Companies

<b>Module Code</b>	MIS 375
<b>Title</b>	Financial and Administrative Applications (ERP)
<b>Credit</b>	3
<b>Module Leader</b>	Dr. Mohamed Hamada
<b>Pre-requisite</b>	MIS 371

## **Aims**

This module aims to show the student how to make business modelling efforts successful. It provides in-depth coverage of each of the four distinct “business modelling disciplines”, helping the student master them all and understand how to effectively combine them. It also explains how to implement superior business processes in companies through ERP—processes that yield a competitive advantage.

## **Learning Outcomes**

### ***Knowledge***

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

- Understand the four business modelling disciplines (1)
- Describe standards for each business modelling discipline (2)
- Understand Enterprise Resource Planning (3)
- Outline ERP implementation plan (4)

### ***Skills***

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

- Describe standards for each business modelling discipline. (5)
- Explain how to analyze, simulate, and deploy business models (6)
- Apply today's best practices for building effective business models (7)
- Create ERP implementation plan for a company and implement it (8)
- Contribute effectively to team work and present research work (9)

## **Syllabus**

- Business modelling fundamentals
- Business modelling types
- Business modelling analysis
- ERP fundamentals
- ERP implementation

## **Learning, Teaching and Assessment Strategy**

Weekly lectures are used to introduce the basic topics of the module. The student will be assigned a specific subject to investigate in depth and prepare a presentation that may be discussed in class which will be assessed formatively.

Weekly computer labs during which the students will learn to investigate the different types of business modelling techniques and their relations to ERP applications. The student will work as a member of project team to apply the concepts learned in the course to a real world problem. The subject of the project will be chosen to reflect current issues of the business modelling and ERP implementation approaches. The student will be assigned a specific subject to investigate in depth and prepare a presentation that may be discussed in class.

### **Assessment Scheme**

Assessment will be based on:

- Weekly lab work (15%) [Outcomes: 6,7,8 ]
- Project defence (25%) [Outcomes: 4,6,7,8,9]
- Two unseen exams (a mid-term exam of 90 minutes – 20% and a final exam of 180 minutes – 40%) that include several questions to assess the student knowledge and understanding [Outcomes:1,2,3,4,5]

### **Assessment Weighting**

Coursework	40 %
Unseen examination	60 %

### **Learning materials**

#### Essential

Bridgeland, David (2008) Business Modelling: A Practical Guide to Realizing Business Value, 1<sup>st</sup> edition, Morgan Kaufmann

#### Recommended

Wallace, Thomas (2001) ERP: Making It Happen: The Implementers' Guide to Success with Enterprise Resource Planning, 3<sup>rd</sup> edition, Wiley

<b>Module code</b>	MIS 381
<b>Module Title</b>	E-Commerce and E-Marketing
<b>Credits</b>	3
<b>Module Leader</b>	Dr. Karim Hamza
<b>Pre-requisite</b>	MKT 201, MIS 271

## **Aims**

This module introduces the fast growing subject of electronic commerce. The course covers definitions, and techniques of going online and doing electronic business over the Internet. This includes Business-to-Business (B2B) and Business-to-Consumer (B2C) models, online payment, Internet marketing strategy, online marketing mix, interactive marketing communication and online customer relationship marketing. Issues like web hosting, browsing, and security, are also discussed

## **Learning Outcomes**

### ***Knowledge***

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

- Define e-commerce and describe how it differs from e-business (1)
- Identify the key technology concepts behind the Internet (2)
- Identify the key components of e-commerce business models (3)
- Apply the elements of the marketing mix in an online context (4)

### ***Skills***

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

- Propose a strategy for a company's web presence (5)
- Design and develop interactive websites using Adobe Dream weaver (6)
- Use Adobe Flash in developing interactivities and promotional banners (7)
- Manage the hosting of a developed website on the Internet (8)
- Contribute effectively to team work (9)

## **Syllabus**

- E-Commerce: the revolution is just beginning
- The Internet and World Wide Web: e-commerce infrastructure
- E-Commerce business models and concepts
- Internet marketing strategy
- The Internet and the marketing mix
- Interactive marketing communication

## **Learning, Teaching and Assessment Strategy**

Weekly lectures are used to introduce the basic topics of the module. The student will be assigned a specific subject to investigate in depth and prepare a presentation that may be discussed in class which will be assessed formatively.

Weekly computer laboratory during which the students will learn HTML, build web pages, learn Adobe Dream weaver to build web sites and apply Internet marketing requirements in the site.

The student will work as a member of project team to apply the concepts learned in the course to a real world problem. The subject of the project will be chosen to reflect current issues of the microcomputer applications.

### **Assessment Scheme**

Assessment will be based on:

- Weekly lab work (20%) [Outcomes: 6,7 8]
- Project defence to assess (20%) [Outcomes: 4,5,6,7,8]
- Two unseen exams (a mid-term exam of 90 minutes – 20% and a final exam of 180 minutes – 40%) that include several questions to assess the student knowledge and understanding [Outcomes 1,2,3,4,5]

### **Assessment Weighting**

Coursework	40 %
Unseen examination	60 %

### **Learning materials**

#### Essential

Laudon, Kenneth C, and Carol G Traver (2008) E-Commerce: Business, Technology, Society, 4<sup>th</sup> edition, Prentice Hall

#### Recommended

Sampson, G (2008) Electronic Business. 1<sup>st</sup> edition, British Computer Society

Chaffey, D, and PR Smith (2008) eMarketing eXcellence: Planning and Optimising Your Digital Marketing. 3<sup>rd</sup> edition, Butterworth-Heinemann

<b>Module Code</b>	MIS 401I & II
<b>Module Title</b>	MIS Graduation Project
<b>Credits</b>	4 (2 & 2)
<b>Module Leader</b>	Dr. Emad Elwy
<b>Pre-requisite</b>	Senior Standing

### **Aims**

The Graduation Project is designed to give the student hands on industry experience by working as part of a group of IS professionals developing a large IS project which could be an application software, an MIS or DSS, or a research paper on relevant subject, etc.

The aim of the graduation project is to allow the student to work individually or in a group to acquire new knowledge independently and apply the knowledge and skills learned to a practical project.

### **Learning Outcomes**

#### **Knowledge**

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

- Present a thorough review of the project subject. (1)
- Explore and use the Internet learning resources. (2)
- Acquire deep understanding of an industry; identifying business processes, problems, and opportunities.(3)

#### **Skills**

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

(Depending on the subject of the graduation project the student should be able to acquire MOST of the following)

- Apply a relevant project lifecycle to the project execution(4)
- Apply standard IS project management methodology including feasibility study, quality assessment, and risk analysis.(5)
- Perform Business process reengineering to a real business function (6)
- Use a standard development environment or an industrial software package to implement his solution.(7)
- Assess and reflect on the project results, the group performance and his performance.(8)
- Contribute effectively to group work and present research work (9)

#### **Syllabus: (no formal syllabus)**

- Review of technical writing for research skills
- Review of research methods

## **Learning, Teaching and Assessment Strategy**

Lectures: One or two lectures to cover the syllabus. Weekly review meeting where the project supervisor discusses previous week progress, problems, and obstacles. A formal one page report is prepared by the group, approved by supervisor and submitted to project module leader or dean.

Computer laboratory: the student will have access to a computer lab at all time (9am to 8pm) to work independently on his/her project.

The students have to form groups of 2-3 and choose a project subject from a list proposed by the faculty. Students may choose a topic of their own given that it is of relevance to their field of study and that facilities and advisors are available. There is detailed project manual identifying project phases, deliverables, assessment criteria, different reports outlines, writing styles, etc. Each group has to submit a project proposal within the first month of MIS 401 I and a work plan for the development of the project results. Students carry out necessary preliminary studies and work and submit weekly progress reports, an interim report at the end of the first semester and a final report at the end of the second semester. Project defence: a formal project defence will be conducted at the end of MIS 401 II which is attended by the project supervisor, project module leader, one external examiner, and one or more faculty members.

## **Assessment**

Assessment will be based on:

- At the end of MIS401 I, the student has to submit an acceptable interim report to advance to MIS401 II
- The project has to be completed and the development or implementation work completed successfully before the student can attend the defence.
- Please refer to the project handbook for the details of the project assessment matrix.
- Weekly progress assessed by the project supervisor
- Project defence: three assessments reports received from the external examiner, the supervisor, and MSA faculty are averaged.

## **Assessment Weighting**

Please refer to the project handbook for the details of the project assessment matrix

### **Learning materials**

#### Essential

MSA-MIS Project handbook.

#### Recommended

Variable depending on the project subject

<b>Module Code</b>	MIS 410
<b>Module Title</b>	Generating Business Value from Information Technology
<b>Credits</b>	3
<b>Module Leader</b>	Dr. Adel Ghannam
<b>Pre- requisites</b>	MIS 381, MIS 361, MIS 471

### **Aims**

This module aims to show the student how organizations can achieve greater success in realizing the benefits of investments in IS and IT and other major change programs. It also explains the topic of achieving value from IT from both theoretical and practical perspectives advantage. It shows the student how benefits plans can be used to improve both investment decision making and the implementation of IS/IT projects and IT-enabled change programs.

### **Learning Outcomes**

#### **Knowledge**

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

- Understand Business and IT Alignment (1)
- Describe the foundations of benefits management (2)
- Understand stakeholder and change management (3)
- Outline the implementation of a benefits management approach (4)

#### **Skills**

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

- Describe the challenge of IS/IT investments. (5)
- Explain the Why, What and How (6)
- Build the business case (7)
- Define programs and apply portfolios (8)
- Contribute effectively to group work and present research work (9)

### **Syllabus**

- The development of IS/IT within organizations
- Linking business, IS and IT strategies
- Benefits management approach and process
- Stakeholder analysis techniques

### **Learning, Teaching and Assessment Strategy**

Weekly lectures are used to introduce the basic topics of the module. The student will be assigned a specific subject to investigate in depth and prepare a presentation that may be discussed in class which will be assessed formatively.

Weekly computer labs during which the students will learn to investigate the different types of stakeholders' analysis techniques and their relations to both benefits and

change management. Students will be required to design business change techniques based upon different case studies.

The student will work as a member of project team to apply the concepts learned in the course to a real world problem. The subject of the project will be chosen to reflect current issues of the benefits management approaches and change design techniques..

The student will be assigned a specific subject to investigate in depth and prepare a presentation that may be discussed in class.

### **Assessment Scheme**

Assessment will be based on:

- Weekly lab work (15%) [Outcomes.3, 6,7 ]
- Project defence to assess (25%) [Outcomes: 6,7,8,9]
- Two unseen exams (a mid-term exam of 90 minutes – 20% and a final exam of 180 minutes – 40%) that include several questions to assess the student knowledge and understanding [[Outcomes:1,2,3,4,7,8]

### **Assessment Weighting**

Coursework	40 %
Unseen examination	60 %

### **Learning materials**

#### Essential

Ward, John (2005) Benefits Management: Delivering Value from IS & IT Investments, 1st edition, John Wiley & Sons

#### Recommended

Bradley, Gerald (2006) Benefit Realisation Management: A Practical Guide to Achieving Benefits through Change, 1st edition, Gower Publishing Ltd

<b>Module code</b>	MIS 471
<b>Title</b>	Data Warehousing and Business Intelligence
<b>Credit</b>	3
<b>Module Leader</b>	Dr. Adel Ghannam
<b>Pre-requisite</b>	MIS 371

## **Aims**

This module takes a managerial approach to Data Warehousing (DW) and Business Intelligence (BI), and so emphasizes the BI applications and implementations. It allows students to understand how Business Intelligence works and how it can be adopted for managerial roles. The module also emphasizes the technological approach to DW & BI.

## **Learning Outcomes**

### **Knowledge**

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

- Demonstrate the structure, components and processes of BI (1)
- Demonstrate the processes of building and using data warehouses and data marts (2)
- Demonstrate the different models of business analytics. (3)
- Explain the importance and effectiveness of modern data visualization techniques (4)

### **Skills**

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

- Identify the BI requirements of a business and design a system to provide it. (5)
- Apply the available software products or business analytics, data warehousing and visualization to actual business cases with high volume database applications (6)
- Apply Business Performance Management techniques to a business case.(7)

## **Syllabus**

- Introduction: The Process of Intelligence Creation and Use and Major Characteristics of Business Intelligence
- The Structure and Components of Business Intelligence: The Data Warehouse and Business Analytics
- Data Warehousing Definitions, Concepts and Architectures
- Data Integration and the Extraction, Transformation, and Load (ETL) Processes
- Data Warehouse Development
- Essentials of Business Analytics: Tools and Techniques, OLAP, Multidimensional Data Cubes
- Data Visualization: visualization spreadsheets, dashboards, Geographical Information Systems (GIS)
- Business Performance Management

## **Learning, Teaching and Assessment Strategy**

Weekly lectures are used to introduce the basic ideas of the module subjects. Weekly seminars during which the students will be assigned a series of business cases that are used to illustrate the outcomes of the module.

Weekly computer laboratory: a large database for a business application will be provided to the students. The student will be given a series of exercises that use shareware or proprietary software products to examine and apply the module techniques on the provided database.

## **Assessment Scheme**

Assessment will be based on:

- Business Cases (20%) [Outcomes:1,2,3,4,]
- Lab work (20%) [Outcomes: 5,6,7]
- Two unseen exams (midterm exam of one hour and a half hours – 20% , and a final exam of three hours – 40%) composed of several questions to assess the student knowledge and understanding [Outcomes:1,2,3,4]

## **Assessment Weighting**

Coursework	40 %
Unseen examination	60 %

## **Learning materials**

### Essential

Turban, Efraim, Ramesh Sharda, Jay E. Aronson, and David King (2007). Business Intelligence. Prentice Hall.

### Recommended

Moss, Larissa T. and Shaku Atre (2003) Business Intelligence Roadmap: The Complete Project Lifecycle for Decision-Support Applications. Addison-Wesley Information Technology Series

Turban, Efraim, Jay E. Aronson, Ting-Peng Liang, and Ramesh Sharda (2006) Decision Support and Business Intelligence Systems. 8<sup>th</sup> edition, Prentice Hall.

Loshin, David and Morgan Kaufmann(2003)Business Intelligence: The Savvy Manager's Guide

Harts, Doug (2007). Microsoft ® Office 2007 Business Intelligence. McGraw-Hill: Osborne Media.

<b>Module code</b>	MIS 481
<b>Module Title</b>	Web Engineering
<b>Credit</b>	3
<b>Module Leader</b>	Dr. Azza El Said
<b>Pre-requisite</b>	MIS381 – Sys201

### **Aims**

This module aims to provide the student with an understanding of an agile and adaptable approach to the development of next generation Web Apps-systems that are more complex, more functional, and more significant than any that exist today. It discusses a pragmatic process for engineering Web-based systems and applications. It covers the technical methods that will lead to high quality Web Apps produced in a minimum of time and the tools needed to implement a Web engineering process within the organization.

### **Learning Outcomes**

#### ***Knowledge***

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

- Identify the Web Engineering Process and the Web Engineering Best Practices (1)
- Describe the planning and analysis activities (2)
- Identify the construction and deployment activities (3)
- Describe the different types of techniques and tools for an engineering approach to Web application development including application frameworks both the client-side and the server-side (4)

#### ***Skills***

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

- Identify the best practice for a company's web presence (5)
- Design and develop interactive websites using Application Framework tools and techniques (6)
- Test web application (7)
- Analyse the performance of a developed website on the Internet and the need to have a scalable solution (8)
- Contribute effectively to group work (9)

### **Syllabus**

- Requirements Engineering for Web Applications
- Modelling Web Applications
- Web Application Architectures
- Technologies for Web Applications
- The Web Application Development Process
- Testing Web Applications

### **Learning, Teaching and Assessment Strategy**

Weekly lectures are used to introduce the basic topics of the module. The student will be assigned a specific subject to investigate in depth and prepare a presentation that may be discussed in class which will be assessed formatively.

Weekly computer laboratory, during which the students will learn to design and develop websites using Application Framework tools and techniques.

The student will work as a member of project team to apply the concepts learned in the course to a real world problem. The subject of the project will be chosen to reflect web applications.

### **Assessment Scheme**

Assessment will be based on:

- Project defence (20%) [Outcomes: 3,6,7,8,9]
- Lab work (20%) [Outcomes: 6,7,8]
- Two unseen exams (a mid-term exam of 90 minutes – 20% and a final exam of 180 minutes – 40%) that include several questions to assess the student knowledge and understanding [Outcomes 1,2,3,4,5]

### **Assessment Weighting**

Coursework	40 %
Unseen examination	60 %

### **Learning materials**

#### Essential

Pressman, Roger S et al, (2008) Web Engineering: A Practitioner's Approach, 1<sup>st</sup> edition, McGraw-Hill Higher Education

#### Recommended

Kappel, Gerti et al, (2006). Web Engineering : The Discipline of Systematic Development of Web Applications, 1<sup>st</sup> edition, John Wiley & Sons

<b>Module Code</b>	MKT201
<b>Module Title</b>	Principles of Marketing
<b>Credit</b>	3
<b>Module Leader</b>	Prof. El Sayed Nagy
<b>Pre-requisite</b>	Bus 102

## **Aims**

This general course aims to provide students with the fundamentals of marketing, as a first step to pursue other advanced marketing courses. It is offered to all students in the faculty (not only marketing major students). It aims to introduce the students to the elements of marketing mix, studying their nature, most popular forms or practices that exist in the market. Students will be introduced to the role of customer and the importance of customer satisfaction. The module introduces the process of market segmentation, targeting, positioning and some patterns of consumer behaviour.

## **Learning Outcomes**

### ***Knowledge***

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

- Understand the concepts, and principles of marketing in their different contexts.(1)
- Identify the elements of the marketing mix, and relate them to real life situations.(2)
- Recognize the importance of the micro and macro- environmental and its influences on the marketing function. (3)

### ***Skills***

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

- Conduct a simple practical marketing assignment constituting analyzing an existing small, local business and applying theoretical knowledge to its different marketing activities, and providing recommendations on improvement. (4)
- Relate the different mix elements together and the concepts of consumer buying behaviour. (5)
- Give an oral presentation. (6)

## **Syllabus**

- Introduction to marketing: including basic marketing definitions and concepts, the development of marketing thinking supported by concept of "Customer" and customer relationship management, different types of customer groups, and methods of customer satisfaction including quality issues.
- Elements of the marketing mix including;
  - Product: differences between goods and services, in addition to classification of products and the product life cycle.
  - Price: different methods of pricing and matching them to other elements.

- Place : identification of different channels of distribution categories and channel member relationships
- Promotion: as part of integrated marketing communication systems (IMC) including different practices in advertising, public relations and sales promotion, personal selling and direct marketing.
- The marketing environment: influence of micro and macro forces on marketing functions
- Market segmentation, targeting and positioning.
- Introduction to consumer buying behaviour.

## **Learning, Teaching and Assessment Strategies**

This course will be taught through lectures and class discussions. Prior reading of topics is encouraged, though not mandatory. Discussion during lectures involves ongoing pop questions, and requirement of feedback from students for instant and ongoing assessment of understanding (to assess outcomes 5,6). Students will be encouraged to reflect on subjects discussed and provide examples and personal experience relating to them. Case discussion will be in Seminars with teaching assistants, which allows personal expression and creativity -at the students' end- and prepares them for final project. Written tests will be delivered through the semester to test validity of learning outcome using a variety of questions as MCQs, T/F, or short essays. (to assess 1,2,3, and 5) A field work project will be assigned to students, concluded by a class presentation. (to assess 4 , 5, and6)

They will be required to visit and obtain information from a small or medium sized Egyptian organisation, and apply their academic knowledge on its actual practices. The main focus is on analyzing marketing mix elements. All project members are assessed individually on all aspects of the presentation to ensure their total involvement.

## **Assessment Scheme**

Assessment takes a number of forms:

- Written tests are used to assess students understanding of core topics (15%) (to assess 1, 2 and 3)
- Project ( to assess 4,5,6 ) 25%
- Unseen final exam of 3 hours (60%) will require students to answer questions (MCQ, essays and short notes) on core concepts and theoretical issues (to assess 1, 2,3 and 5)

Formative feedback is provided to the students on their work during the seminars on their project work.

## **Assessment Weighting**

Course work	40%
Exams	60%

## Learning Materials

### Essential:

- Kotler, P., & Armstrong, G., (2008). *Principles of Marketing*, New Jersey: Pearson Prentice Hall.

### Recommended:

- Pride, W., & Ferrell, O. (2007). *Marketing concepts and strategies*, Boston: Houghton Mifflin Company.
- Griffin, J. (2002). *Customer loyalty, how to earn it, how to keep it*. England: John Wiley & Sons.
- Journal of the Academy of Marketing Sciences

<b>Module Code</b>	MKT 301
<b>Module Title</b>	Marketing Research
<b>Credit</b>	3
<b>Module Leader</b>	Dr. Rasha El Naggar
<b>Pre-requisite</b>	MKT201

## **Aims**

This course aims to provide a broad overview of marketing research from a theoretical and applied perspective and how to conduct a research project. It will help students to get acquainted with the marketing research process, thus enabling them to make sound marketing decisions concerning marketing problems, marketing mix, and new opportunities.

## **Learning outcomes**

### ***Knowledge***

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

- Understand the steps of the marketing research process. (1)
- Identify marketing issues (problems and opportunities) and develop appropriate marketing research objectives to address these issues. (2)
- Distinguish between exploratory, descriptive and causal research; primary versus secondary data; qualitative versus quantitative research. (3)
- Recommend the appropriate research methods based on the nature of the marketing issue and the research objectives. (4)

### ***Skills***

This course supports the students' ability to:

- Develop the research objective and hypotheses. (5)
- Design appropriate questionnaires as a method for data collection. (6)
- Analyze results using the appropriate techniques. (7)
- Write a report on findings and recommendation. (8)
- Work co-operatively and effectively in a team. (9)

## **Syllabus**

- Introduction to Marketing Research.
- Defining the problem and developing an approach.
- Research design.
- Measurements and scaling.
- Questionnaire and form design.
- Sampling design.
- Fieldwork.
- Data tabulation and analysis.
- Report preparation and presentation.

## Learning, Teaching and Assessment Strategies

Since the purpose of the marketing research course is to familiarize student with the techniques by which data are collected, analyzed and made available for decision-making used by marketing managers, one of the best ways to appreciate the research process is that students conduct a group term project of the steps involved in the marketing research. As the semester progresses, various components of the report are given to the tutor for evaluation. At the end of the semester, all of the sections are integrated into one final report. The main purpose of the marketing research paper is to enable students to learn how to plan marketing research project. The students will be assessed based on the content and the completion of each step of the marketing research process. Thus, students are assessed in the research project (application) and in exams (theoretical) on the development of an approach design, research design, data collection methods, sampling techniques and fieldwork. Students' ability to analyze results and develop actionable recommendations are assessed through projects reports and in class presentations.

### Assessment Scheme

Assessment takes a number of forms:

- Written report on the application of a real life marketing research problem (40%) to assess (4,5, 6,7,8,9)
- A mid-term exam (20%) and final exam (40%) to assess (1,2,3,4)

### Assessment weighting

Coursework	40%
Exams	60%

### Learning materials

#### Essential:

- Malhorta, N. Arab world edition (2013). *Marketing research; An Applied Orientation*. New York: Pearson International.
- Proctor, T., (2005). *Essentials of marketing research*. New York: Prentice Hall.

#### Recommended:

- Journal of Marketing Research.
- Journal of Consumer Research.

<b>Module Code</b>	MTH112
<b>Module Title</b>	Basic Mathematics for Social Sciences
<b>Credit</b>	3
<b>Module Leader</b>	Prof. Adel Hamdy
<b>Pre-requisite</b>	

### **Aims**

This module 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. More over it aims to help students to appreciate the importance of integrating mathematics and computers in both required and elective courses within their programs

### **Learning Outcomes**

#### Knowledge

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

- Formulate systems of linear equations which describe real world problems. (1)
- Use matrix algebra to add/subtract and multiply matrices. (2)
- Solve systems of linear equations using matrices. (3)
- Identify and formulate a linear programming problem as well as solving it graphically in case of two variables. (4)
- Recognize the different types of financial mathematics problems and solve them to evaluate investment and borrowing decisions. (5)

#### Skills

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

- Apply matrix algebra in formulating and solving real world problems. (6)
- Demonstrate the ability of using mathematical computer tools to solve large scale problems. (7)
- Work in a team and present a professionally written report showing the results of solving a case study in a form of a mini project. (8)

### **Syllabus**

- Formulating and solving systems of linear equations.
- Matrix Algebra: types of matrices; matrix operations; the determinant and the inverse of a matrix; solution of systems of linear equations using matrices; selected applications and the use of computer tools to solve larger scale problems.
- Linear programming: graphical solution; structure and formulation of linear programming applications.
- Mathematics of Finance: simple and compound interest; single payment computations; annuities: their future and their present values.

## 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 module 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 the theory to the 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 module 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 to assess students' acquisition of factual knowledge; homework assignments will assess students' abilities to conduct the basic mathematical techniques learned along the course, a written report for a mini project case study which uses computer tools to solve large scale problems, and to sit for written exams.

### Assessment Scheme

Formative assessment 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.

- Homework Assignments- Selected problems. (10%) to assess (1, 2,3,4,5 and 6)
- A written report on using computer tools to solve a large scale case study. (5%) to assess (7 and 8)
- Written tests (15%) to assess (1, 2 and 3)
- Class participation and attendance (10%) to assess (6 and 7)
- Midterm Exam – One hour and a half that consists of definitions, true/ false statements and problem solving (20%) to assess (1, 2 and 3)
- Final Exam – Three hours exam that consists of true/ false statements and problem solving (40%) to assess (3, 4 and 5)

### Assessment Weighting

Course work	40%
Exams	60%

### Learning Materials

#### Essential:

Budnick, F. (1993). *Applied Mathematics for business, economics, and the social sciences*, New York: MCGRAW-HILL.

#### Recommended

Sullivan, M., & Mizrahi, A., (2004). *Mathematics, an applied approach*, New Jersey: John Wiley and Sons.

<b>Module Code</b>	SCI 201
<b>Module Title</b>	Scientific and Critical Thinking
<b>Credit</b>	3
<b>Module Leader</b>	Dr. Magd Kahil
<b>Pre-requisite</b>	Eng 101

### **Aims**

This module aims to develop a broad understanding of the Scientific and Critical Thinking method; it also aims to interplay between science and society in our daily lives. Moreover, it aims to study the characteristics of the method of scientific inquiry and to give an overview of the role of scientific communities. *It also aims* to help students to develop an understanding of what is meant by critical thinking, and to develop their own reasoning skills. These skills are essential to those progressing to higher levels of academic study

### **Learning Outcomes**

#### ***Knowledge***

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

- Overview of current scientific theories and their impact on. (1)
- Steps of scientific method. (2)
- Ways of explanation of scientific theories. (3)
- Recognizing the difference between critical analysis and other kinds of writing, such as description (4)

#### ***Skills***

After completing this module, students will be able to:

- Apply the scientific method for developing his/her skills to become a good decision maker. (5)
- Differentiate between science and pseudoscience. (6)
- Examining any claim of extraordinary ability. (7)
- Performing the steps of making a good experiment. (8)
- Have a paradigm shift towards new fields in science. (9)
- Interpret and produce argument more effectively (10)
- Become more observant of what they see and hear and challenge other people's views from an informed perspective when this is appropriate (11)

#### **Syllabus**

- The Meaning of Thinking
- Scientific Method
- Types of organizing materials : Ways and analysis
- Problem solving: Philosophical implications
- Ways of Explaining: Methods and applications
- Establishing Causal Link Testing Explanation
- Test of Extraordinary Abilities: An approach of detection
- Fallacies in the name of Science: Descriptions

- Science and Pseudo Science : Types of classifications
- Resistance by scientists to a new discovery (selected readings)
- Norms of scientific life (selected readings)
- Women in Science: (selected readings)
- Critical thinking and the skills needed

### **Learning, Teaching and Assessment Strategies**

The module is taught using lectures – to introduce the need of using scientific methods in different branches of science. Each lecture will begin with reviewing what was last taken, and ends with an open discussion around what was explained during that session. Students are required to participate in these discussions, which encourage them to take an active role in the learning process.

Learning is related to assessment in different ways.

### **Assessment scheme**

Assessment takes a number of forms:

- Attendance and participation (10%)
- Written tests (5%) to assess students' acquisition of factual knowledge [Outcomes:1,2, and 3,4].
- Two written assignments will assess students' abilities to apply knowledge (5%) [Outcome:5]
- One final project will enhance students' ability to conduct independent research (20%) [Outcome 8,9,10,11]
- Midterm examination (20%) and final examination (40%) [Outcome 1,2,3,5,6 and7]

### **Assessment weighting**

Coursework:	40%
Exams:	60%

### **Learning materials**

#### Essential:

Carey, S., (1997). *A Beginner's guide to scientific method*, Belmont , Calif.: Wadsworth Publishing Company

Kirby, G. (2004). *Thinking*, New Jersey: Prentice Hall Ruggiero

Cottrell, Stella (2005) *Critical Thinking Skills*, 1<sup>st</sup> edition, Palgrave Macmillan

#### Recommended:

Selected articles from different social-science journals.

<b>Module Code</b>	SYS101 (MIS 101)
<b>Module Title</b>	Programming Concepts I
<b>Credits</b>	4
<b>Module Leader</b>	Dr. Mohamed Hamada
<b>Pre-requisite</b>	CS100

### **Aims**

This module is designed to provide the students with the conceptual foundation for the logical structures necessary to develop business-related computer software programs. Topics include input/output operations, variables, functions, conditional structures, looping, arrays, and computer program development

### **Learning outcomes**

#### **Knowledge**

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

- Define and understand the programming process (1)
- Explain the concepts of structured program design. (2)
- Describe formal methods to represent and solve problems (flow charts and pseudo code). (3)
- Understand modules and hierarchy charts by implementing simple programs and arrays.(4)

#### **Skills**

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

- Develop a solution for a given problem using formal methods (5)
- Use electronic spreadsheets to handle business data (6)
- Perform financial and statistical analysis (7)
- Write simple code (8)

### **Syllabus**

- An overview of computers and logic.
  - Understanding the Data Hierarchy
  - Using Flowchart Symbols and Pseudo code Statements
  - Using and Naming Variables
  - Ending a Program by Using Sentinel Values
  - Assigning Values to Variables
  - Understanding Data Types
  - Understanding the programming process
- Understanding the three basic structures ( Sequence, selection, loop).
  - Understanding Unstructured Spaghetti Code
  - Using the Priming Read
  - Understanding the Reasons for Structure
  - Introducing the **while**, **endwhile** loop
- Making Decisions
  - Examples of expressions using:
  - Relational Comparison Operators (>, <, <=, >=, !=, =)
  - Logic Operators (AND, OR)

- Looping
  - Understanding the Advantages of Looping
  - Using a while Loop with a Loop Control Variable
  - Using a Counter to Control Looping
  - Looping with a Variable Sentinel Value
  - Avoiding Common Loop Mistakes
  - Recognizing the Characteristics Shared by All Loops
  - Using a Loop to Accumulate Totals
- Modules, Hierarchy Charts, and Documentation
  - Describe the advantages of modularization
  - Modularize a program
  - Understand how a module can call another module
  - Explain how to declare variables
- Arrays
  - Understand how arrays are used
  - Understand how arrays occupy computer memory
  - Manipulate an array to replace nested decisions
  - Declare and initialize an array
  - Declare and initialize constant arrays
  - Load array values from a file
  - Search an array for an exact match
  - Use parallel arrays

### **Learning, Teaching and Assessment Strategy**

Weekly lectures introduce the basic ideas of the module topics and tutorials are used to discuss the solution of the homework assignments (formative assessment). Weekly computer lab are used to enable the students to practice advanced applications of spreadsheets on business problems, and simple programming language such as Basic language.

### **Assessment Scheme**

- Class participation and attendance (5 % ) [Outcomes:1,2,3]
- Lab results (20% ) [Outcomes:3,4,5,6,7,8 ]
- Tests (15% ) [Outcomes:1,2,3,4 ]
- Two unseen exams (a mid-term exam of 90 minutes – 20% and a final exam of 180 minutes – 40%) that include several questions to assess the student knowledge and understanding [Outcomes:1,2,3,4]

### **Assessment Weighting**

Coursework	40 %
Unseen exams	60%

### **Learning materials**

#### **Essential**

Thomson, Joyce Farrell (2008) Programming logic and design 5<sup>th</sup> edition

#### **Recommended:**

Dickson, Elizabeth A. (1995) Computer Program Design. McGraw-Hill/Irwin.

Saret, Laura (2000) Programming logic for business. 4<sup>th</sup> edition.

Microsoft Excel book by Microsoft press.

### **Software requirements**

- Microsoft office and Q\_ basic interpreter.

<b>Module code</b>	SYS201
<b>Title</b>	Programming Concepts II
<b>Credits</b>	3
<b>Module Leader</b>	Dr. Azza El Said
<b>Pre-requisite</b>	SYS101

### **Aims**

This module aims to provide the student with the practical programming experience required for completing the practical parts of most MIS modules. It provides intensive practical experience to the student on conceptual programming ideas learned in the prerequisite. Moreover, the module uses an object oriented programming language such as Visual Basic or Java to introduce the basic principles of Object Oriented Programming.

### **Learning Outcomes**

#### ***Knowledge***

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

- Understand the basics of Object oriented programming. (1)
- Explain the process of developing computer programs: choosing the best algorithm, writing good code, tracing and debugging programs.(2)

#### ***Skills***

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

- Write simple programs to implement simple business applications (3)
- Choose algorithm (4)
- Write good code with proper documentations(5)
- Debugging program code (6)
- Tracing program execution and verify its correctness (7)

### **Syllabus**

- Review of basic programming concepts
- Basic Syntax of a modern programming language (Visual Basic or Java)
- Commenting programs, tracing execution and debugging programs
- Basics of object oriented programming: classes& objects, methods, inheritance.

### **Learning, Teaching and Assessment Strategy**

Weekly lectures are used to introduce the basic ideas of the module syllabus. Weekly computer laboratory (2 sessions per week) in which the student will be given a weekly assignment mainly to write several small programs on his own then discuss the solution during the lab sessions. They will be asked to write another program in class that will count as part of the assessment.

The students will be asked to undertake an individual Project. During the second half of the semester, each student will build a reasonable size business application using the methods learned in the module. Emphasis is given to proper programming techniques not on business understanding.

## **Assessment Scheme**

Assessment will be based on:

- In class exams (at least two tests) will be held. (10 %) [Outcomes: 1,2,3]
- Weekly Lab assignments (15 %) [(Outcomes: 3,4,5,6]
- Individual Project (15 %) [Outcomes. 3,4,5,6]
- Two unseen exams (midterm exam of one hour and a half hours – 20% , and a final exam of three hours – 40%) including several questions to assess the student knowledge and understanding. [Outcomes:1,2,3,4,5,6,7]

## **Assessment Weighting**

Coursework	40 %
Unseen exams	60 %

## **Learning materials**

### *Essential*

Patrick, Tim (2008) Programming Visual Basic 2008: Build .NET 3.5 Applications with Microsoft's RAD Tool for Business. O'Reilly Media.

### *Recommended*

Thomson, Joyce Farrell (2008) Programming logic and design. 5<sup>th</sup> edition

Jelen, Bill and Tracy Syrstad (2007) VBA and Macros for Microsoft Office Excel 2007. (Business Solutions). 2<sup>nd</sup> edition. Que;

**Software requirements - Microsoft Visual Studio .NET.**

<b>Module code</b>	SYS 321
<b>Title</b>	Information Systems Security Management
<b>Credits</b>	3
<b>Module Leader</b>	Dr. Adel Ghannam
<b>Pre-requisite</b>	SYS201

### **Aims**

This module aims to provide the student with an understanding of Security Systems Development Life Cycle. This structured methodology provides a solid framework very similar to that used in application development, software engineering, traditional systems analysis and design, and networking. The use of a structured methodology provides a supportive theme that will guide the students through an examination of the various components of the information domains of information security.

### **Learning Outcomes**

#### ***Knowledge***

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

- Outline the phases of the security systems development life cycle (1)
- Understand the threats posed to information security and the more common attacks associated with those threats (2)
- Know what contingency planning is and how incident response planning, disaster recovery planning, and business continuity plans are related to contingency planning (3)
- Identify and describe various types of security technologies (4)

#### ***Skills***

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

- Identify the best practice for a company's information systems security (5)
- Write security policies and procedures for several business scenarios (6)
- Test various security technologies (7)

### **Syllabus**

- The need for security
- Planning for security
- Planning for continuity
- Security technology
- Implementing information security

### **Learning, Teaching and Assessment Strategy**

Weekly lectures are used to introduce the basic topics of the module. The student will be assigned a specific subject to investigate in depth and prepare a presentation that may be discussed in class which will be assessed formatively. Weekly computer laboratory, during which the students will investigate the Information Systems Security technologies and its applications.

The student will work as a member of project team to apply the concepts learned in the course to a real world problem. The subject of the project will be chosen to reflect current issues of the information security applications and test one of the security technologies

## **Assessment Scheme**

Assessment will be based on:

- Project defence (20 %) [Outcomes: 5,6,7]
- Lab Work (20%)[Outcomes: 6,7 ]
- Two unseen exams (midterm exam of one hour and a half hours – 20% , and a final exam of three hours – 40%) composed of several questions to assess the student knowledge and understanding [Outcomes: 1,2,3,4]

## **Assessment Weighting**

Coursework	40 %
Unseen examination	60 %

## **Learning materials**

### Essential

Whitman, Michael (2008) Principles of Information Security. 3<sup>rd</sup> edition, Delmar

### Recommended

Whitman, Michael (2007) Management of Information Security. 2<sup>nd</sup> edition, Course Technology