



BUSINESS SKILLS-21st CENTURY SKILLS

2020/2021

1st Semester

King Talal School of Business Technology

=

1. Course Information:

First Semester 2020/2021

Course Name & ID	
Prerequisites	Completing 60 credit hours of the study plan
Course Type	University Mandatory /
Teaching Method	Online
Credit Hours	3 Credits
Level	3 rd Year
Lecture Schedule	Section 6: Sunday, Tuesday and Thursday 15:00 – 16:00 Section 7: Sunday, Tuesday and Thursday 16:00 – 17:00 Section 8: Monday and Wednesday 15:30 – 19:00
Lecture Location	Online Course
Textbook	21st century skills book: central board of secondary education new Delhi/Kindle Edition Johnson, C. and Barrall, I., 2008. Intelligent business skills book. Harlow, Essex: Pearson Education.
References	an Laar, E., van Deursen, A., van Dijk, J. and de Haan, J., 2020. Determinants of 21st-Century Skills and 21st-Century Digital Skills for Workers: A Systematic Literature Review. SAGE Open, 10(1), p.215824401990017. McGunagle, D. and Zizka, L., 2020. Employability skills for 21st-century STEM students: the employers' perspective. Higher Education, Skills and Work-Based Learning, 10(3), pp.591-606.
Instructor	Dr. Amr Al-Madadha. Email: A.almadadha@psut.edu.jo
Office Hours	Upon Request
Teaching Assistant	-

2. Course Description:

This course aims to help students explore and develop the essential skills in the age of the Internet. The course is broken into three main categories: Learning Skills, Literacy Skills, and Life Skills. All of which intend to support students in keeping up with the lightning-pace

of today's modern marketplace and to better prepare them for the competitive job market they are about to enter.

3. Course Objectives:

Upon completion of this course, students will be able to :

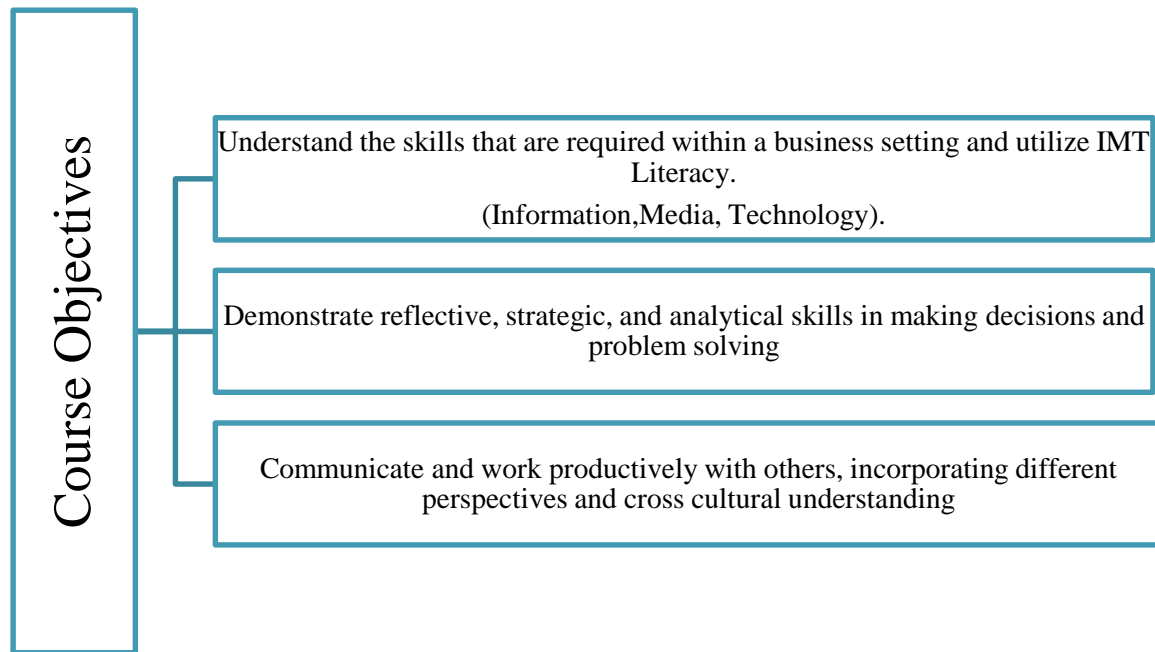


Figure 1 The Objectives of this Module

4. Program Learning Outcomes:

The program learning outcomes that is mapped for the course and accreditation purposes are:

Table 1 Faculty Learning Outcomes

<i>Program Learning Outcome (PLO)</i>	<i>PLOs</i>
<i>Define basic concepts in the business technology discipline</i>	<i>PLO1</i>
<i>Discuss contemporary topics & practices in the business technology discipline</i>	<i>PLO2</i>
<i>Demonstrate issues relating to business ethics, sustainability and social responsibility in addressing complex business challenges</i>	<i>PLO3</i>

<i>Identify solutions for emerging businesses problems in a collaborative approach (Teamwork)</i>	<i>PLO4</i>
<i>Interpret complex situations faced by organization through key analytical methods and innovative strategies</i>	<i>PLO5</i>
<i>Develop reports and presentations related to business settings</i>	<i>PLO6</i>

5. Course learning outcomes (*Knowledge, Understanding and Skills*):

This course is intended to provide students with core understanding of crucial skills needed in the marketplace and ensure that students can thrive in a world where change is constant and learning never stops. These 21st Century Skills will enable students to show confidence in dealing with complexity and ambiguity, demonstrate persistence in working with difficult problems. Students can clearly articulate problems they encounter and they can independently choose appropriate problem-solving strategies. The development of 21st century skills is tremendously important for our nation's well-being. Hence, the course learning outcomes (CLO) are:

Table 2 Course Learning Outcomes

Course Learning Outcomes (CLOs)	Aligned Program Learning Outcomes (PLOs)
CLO 1: Understand the skills that are required within a business setting and utilize IMT Literacy.	PLO 1
CLO 2: Demonstrate reflective, strategic, and analytical skills in making decisions and problem solving.	PLO4
CLO 3: Communicate and work productively with others, incorporating different perspectives and cross cultural understanding	PLO2

6. Curriculum Design:

Topic	Chapter
Critical Thinking	Learning Skills
Creative Thinking	
Communication [Verbal, non-verbal, written, and visual]	
Leadership and Teamwork	
Information Literacy	Literacy Skills
Media and Technology Literacy	
Financial Literacy	
Job Seeking Skills [Self-Marketing, Interviewing and Resume Writing]	Life Skills
Networking	
Wellbeing [includes positive attitude and dealing with difficult personalities]	
Initiative, Planning and Goal Setting	
Negotiation and Conflict Management	
Time and Stress Management	

Disclaimer: *Instructors may deviate from schedule*

7. Teaching Methods:

Several teaching techniques and methods will be used to effectively facilitate the learning process of this course. These methods will include lectures, coursework, group discussions, case studies, debates, in-class activities, and presentations. Where possible, guest speakers will be invited to provide students with practical experiences that will help them to deepen their theoretical knowledge.

7. Assessment:

The course is intended to provide students with theoretical and practical knowledge that will help them in putting theory in practice. Various assessment techniques will be used to assess students' understanding of the module. The breakdown of the weight of each element is:

Table 3 Assessment Breakdown for this Module

Assessment	Expected Due Date	Weight
<i>Resume & Cover Letter</i>	Week 2-3	15%
<i>Who Are You? video</i>	Week 6	15%
<i>Debate Sessions</i>	TBD	15%
<i>Roadmap</i>	TBD	15%
<i>In-class activities</i>	Throughout the course	40%
<i>Total</i>		100%

The link between each assessment and CLO/PLO are:

<i>Assessment type</i>	CLO1	CLO2	CLO3
<i>Resume & Cover Letter</i>	√		
<i>Individual Video</i>			√
<i>Debate Sessions</i>		√	
<i>Roadmap</i>			√
<i>In-class activities</i>	√	√	√

As for the marking criteria for each assessment technique, each has a rubric that demonstrates the mark/band the students can achieve in this

	Exceeds Expectations 4 Points	Meets Expectations 3 points	Needs Improvem ent 2 points	Does not meet Expectat ions 0 – 1 Points
1. Points covered as per the guideline	All major and minor points are covered accurately	All major points and some of the minor ones are covered, and the information provided is correct	Some of the major points and some of the minor ones are covered, and the informati on provided is acceptable	Major points are omitted or addressed minimally
2. Idea generation and creati vity	Original ideas are presented creatively, logical, and consistently	Some original thinking is evident, though it does not live up to A level work	There is little or no indication of original thinking, the flow lacks consistency and logical flow	Ideas do not follow a logical flow

3. Use of relevant literature and theory and as discussed in class	Current literature and theories are addressed and integrated effectively; the theoretical application is distinguished by competence and creativity	Current literature and theories are addressed and integrated but with errors; yet, the theoretical application attempts to demonstrate some competence and creativity	Current literature and theories are addressed poorly	No evidence for addressing current literature and theories
---	---	---	--	--

4. Grammar and general layout [where applicable]	Writing is clear with no writing errors; clear sentences; spelling and grammar are precise	Writing is clear, few writing errors exist; clear sentences; spelling and grammar are acceptable	Writing has several writing errors and sentences are partially clear; spelling and grammar have few errors	Writing has many more writing errors; sentences are not clear; multiple grammar errors
5. Presentation [where applicable]	The student is presenting with confidence, enthusiasm and is well prepared; the presentation is clear and covers all information needed	The student is presenting with a fair level of confidence, enthusiasm and preparedness but the information provided is imprecise	The student is presenting with confidence, enthusiasm and is well prepared but the information presented is limited or inaccurate	Did not present

Scoring Key: Exceeds Expectations 11-15 * Meets Expectations 6-10 * Needs Improvement 5-9 * Does not meet Expectations < 5

Rubric for In-Class Participation				
<i>Criteria/band</i>	<i>Fail</i>	<i>Marginal</i>	<i>Merit</i>	<i>Distinction</i>
<i>Interaction and participation in classroom discussions And classroom learning activities</i> <i>40% marks</i>	No participation during the session and often causes distractions to colleagues.	Some participation throughout the course.	Frequently contributes to the discussion by raising thoughtful questions, analysing relevant issues.	Always contributes to the discussion by raising thoughtful questions, analysing relevant issues, building on others' ideas, synthesizing across readings and discussions.
<i>Mark (out of 40 marks)</i>				

8. Rules and Regulations:

Class Attendance and Participation:

According to the University rules, class attendance is mandatory. Students are expected to attend all classes. Students who repeatedly arrive late to the lecture will be considered absent. Participation points are given to encourage students' active class participation and discussion. Students will be rewarded with a high score as long as they come to class and actively contribute to the class discussion during recitations and lectures.

Use of Mobile Devices, Laptops, etc. during Class:

As research on learning shows, unexpected noises and movement automatically divert and capture people's attention, which means students are affecting everyone's learning experience if their cell phones, laptops, etc. make noise or are visually distracting during class. For this reason, students are required to turn off their mobile devices and close their laptops during class.

Academic Integrity:

Students must refrain from copying each other's work or using information without acknowledging the source of this information (i.e., providing a reference and in-text citation). A Turnitin plagiarism of 15-20% could result in a range of disciplinary measures ranging from written warning to deductions of marks from the submitted work. However, if the submitted work exceeds this percentage, the academic staff reserves the right to open a plagiarism investigation case. At the initial investigation stage (before any formal allegation of academic misconduct is made) a decision will be reached about whether the case constitutes plagiarism as opposed to poor scholarship. Where an initial investigation is conducted, the case will be forwarded to the Students' Violation Committee to take appropriate actions. If the case constitutes plagiarism, the student(s) will be given a "0" mark for the entire module.

Late Assignments:

Assignments must be completed and submitted to me by the due date assigned by the module leader. Failure to submit the assignment by the due date will automatically result in "0" mark given for this assignment. If a student has an exceptional circumstance, they have to submit a mitigating circumstances form to the module leader a week prior to the assignment due date. If the form is approved, the student will receive an extra week to submit their work.