

**DEC100 Engage**  
**(3 credit hours)**  
**Course Syllabus**

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### **Course Description**

This is the first of a required four-course sequence in the General Education curriculum. Emphasis is placed on helping each new student successfully transition to Tiffin University by building connections, encouraging professionalism, and improving academic success in the areas of communication, research, and critical thinking. A primary focus of this course is to facilitate students' understanding of academic programs and related career opportunities. Additionally, the course introduces students to the National Association of Colleges and Employers (NACE) competencies and Intercultural Aptitude Assessment. The course requires experiential learning components to extend students' learning and engagement within the campus communities. To this end, the students are able to describe who they are as they start their college journey. DEC 100 aims to foster a sense of belonging, and promote self-evaluation, goal setting and personal growth.

### **Course Learning Outcomes**

By the end of this course, you will be able to:

1. Develop a plan for academic success in college through strategic learning, networking, and decision-making skills.
2. Communicate a sense of self-awareness and identity through reflective thought and writing.
3. Apply communication and collaboration skills with individuals from diverse backgrounds within and outside the Tiffin campus/community.
4. Reflect on opportunities for personal and professional growth through critical thinking and research.
5. Identify existing skills and interests and explain how they can be applied personally and professionally.

## Required Textbook(s) and Resources

Your course has no required textbook. All resources are included in each week.

Be sure to also review the weekly **Explore** sections for additional library or web resources. For access to databases, research help, and writing tips, visit the [Tiffin University Library](#).

## Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your learning through the completion of readings, discussions, and assignments. Because of our accelerated, seven-week term, TU online courses are designed with the expectation that you dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each week**. For example, for successful completion of a three-credit, seven-week online course you should reserve roughly **twenty (20) hours per week**.

To help plan your time and keep on track toward successful course completion, note the distinctive rhythm of assignment due dates:

1. All times assume Eastern Time (GMT-4).
2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.
3. Unless otherwise noted, initial assignments or discussion posts are due by **11:55 p.m. ET on Wednesdays**.
4. Additional assignments or follow-up discussion posts are due by **11:55 p.m. ET on Saturdays, and**
5. Major assignments and reflections are typically due by **11:55 p.m. ET on Sundays**.

## Learning Activities

IN this course, you'll focus on transitioning into university life, building professional connections, and enhancing academic success. The course covers communication, research, critical thinking, understanding academic programs, career opportunities, NACE

competencies, and Intercultural Aptitude Assessment. Weekly activities, aligned with Course Learning Outcomes (CLOs), include forums, assignments, self-assessments, and reflective exercises to develop skills like strategic learning, self-awareness, and effective communication. You'll explore career options, set SMART goals, create a Career Action Plan, and develop a professional identity. The course concludes with crafting, sharing your resume, utilizing Handshake for career preparedness, and reflecting on your growth through ePortfolios, preparing you for academic and career success.

### Key Assessment (Taskstream Submission)

This TU course features a “Key Assessment” that provides you the opportunity to demonstrate your program’s core competencies. It also shows how the course fits within the broader curriculum.

1. IAA Assessment Reflection in Week 5 assessed with the AACU Intercultural Knowledge and Competence Value Rubric to assess PLO 2
2. Final Reflection Assignment assessed with AACU Critical Thinking Rubric to assess PLO 1 and with the AACU Foundations for Lifelong Learning Rubric to assess PLO 3

### Grading

The chart below identifies the individual contributions from each type of activity, per week.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
<b>Forums</b> Activity 1.1 (0) Activity 1.2 (50)	<b>Forums</b> Activity 2.1 (50)	<b>Forums</b> Activity 3.1 (50)	<b>Forums</b> Activity 4.1 (50)	<b>Forums</b> Activity 5.1 (50)	<b>Forums</b> Activity 6.1 (50)	<b>Forums</b> Activity 7.1 (50)	<b>350</b>
<b>Assignments</b> Activity 1.3 (90)	<b>Assignments</b> Activity 2.2 (90)	<b>Assignments</b> Activity 3.2 (90)	<b>Assignments</b> Activity 4.2 (90)	<b>Assignments</b> Activity 5.2 (90)	<b>Assignments</b> Activity 6.2 (90)	<b>Assignments</b> Activity 7.2 (50) Activity 7.3 (60)	<b>650</b>
<b>140</b>	<b>140</b>	<b>140</b>	<b>140</b>	<b>140</b>	<b>140</b>	<b>160</b>	<b>1000</b>

### Grading Scale

A: 90-100% | B: 80-89% | C: 70-79% | D: 60-69% | F: <60%

## Course Schedule and Weekly Checklist

### Start Here

- ☐ MON: Activity 1.1: Introduce Yourself - Introductory Post

### Week 1 – Who am I? Self-Assessments

- ☐ WED: Activity 1.1: Introduce Yourself! – Optional
- ☐ SAT: Activity 1.2: Exploring Personal and Professional Goals
- ☐ SUN: Activity 1.3: Reflecting on Goals and Aspirations

### Week 2 – Who am I as a college student? Academic Resources

- ☐ WED: Activity 2.1: Academic and Career Resources
- ☐ SAT: Activity 2.1: Academic and Career Resources
- ☐ SUN: Activity 2.2: Visual Journey Map

### Week 3 – Who am I and what do I value?

- ☐ SAT: Activity 3.1: Interpreting Self-Assessment
- ☐ SUN: Activity 3.2: Aligning Values and Career

### Week 4 – Who am I and what do I want? Goals and Decision-making

- ☐ WED: Activity 4.1: SMART Goal-Setting
- ☐ SAT: Activity 4.1: SMART Goal-Setting
- ☐ SUN: Activity 4.2: Career Research and Planning

### Week 5 – What do I want to be professionally

- ☐ WED: Activity 5.1: Career Action Plan: First Steps
- ☐ SAT: Activity 5.1: Career Action Plan: First Steps
- ☐ SUN: Activity 5.2: Career Action Plan and Reflection

### Week 6 – Presenting Your Professional Self

- ☐ WED: Activity 6.1: Elevator Speech, LinkedIn, and ePortfolio Setup
- ☐ SAT: Activity 6.1: Elevator Speech, LinkedIn, and ePortfolio Setup
- ☐ SUN: Activity 6.2: Creating Your Self-Introduction Video

### Week 7 – Handshake, ePortfolio, and Reflection

- ☐ WED: Activity 7.1: Handshake and Your Resume
- ☐ SAT: Activity 7.2: Final Reflection
- ☐ SUN: Activity 7.3: Taskstream ePortfolio Submissions

## **Tips for Success**

Online learning requires self-discipline and self-direction. As seekers of the truth, we should be willing to challenge one another's academic work in a spirit of respectful comradery. Your course is a place for you to grow as you benefit from the expertise, experience, and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge and understanding.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

## **For More Information:**

Be sure to review the [Support, Policies, and Procedures](#) addendum.