

## **DEC250 Engage and Explore**

### **(3 credit hours)**

### **Course Syllabus**

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### **Course Description**

This course is the first of the required three-course sequence in the General Education curriculum for qualifying transfer students. Emphasis is placed on helping each transfer student successfully acclimate to Tiffin University by building campus connections, encouraging professionalism, and improving academic success in the areas of communication, research, and critical thinking. In addition, students will develop competence and proficiency in research techniques, critical analysis, problem-solving, multimodal communication methods, and professional networking.

The course aims to assist students with their sense of identity and belonging within a community through engagement and exploration of multiple cultural perspectives in order to better recognize and understand issues related to societal problems. Rigorous academic curriculum and experiential learning structures using integrative teaching and learning practices are included in this course. The purpose of this course is to facilitate experiences for students that lead them to make connections between online classroom studies and life outside the classroom in a way that transforms theory into practice.

### **Course Learning Outcomes**

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

1. Communicate a sense of self-awareness and identity through reflective thought and writing in order to communicate and collaborate with individuals from diverse backgrounds within and outside the Tiffin campus/community.
2. Apply research skills to identify a community problem and conduct field research to select a relevant experiential learning component based on chosen problem.
3. Reflect on observations of the relevant differing perspectives and needs involved in order to identify the factors, stakeholders, and cultural perspectives involved in a community problem.
4. Evaluate the credibility and reliability of both academic and community research resources.

5. Create a plan that identifies personal and professional goals and connects them to the experiential learning component.

## Prerequisites/Corequisites

28-54 credit hours.

## Required Textbook(s) and Resources

This course does not require a textbook. Instead, you will download online materials and library resources, indicated in each week's Explore the Content section. You will also examine various TU documents, such as the [Academic Bulletin](#) on MyTU.

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 class you should plan your time wisely. With our accelerated, seven-week term, you should reserve roughly **twenty (20) hours per week** to complete readings and assignments. 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 forum discussion posts are due by **11:55 p.m. ET** on **Wednesdays** and response posts are due by **11:55 p.m. ET** on **Saturdays**.
4. Major assignments and reflections are due by **11:55 p.m. ET** on **Sundays**.

## Learning Activities

Assessments for this course consist of discussions in weeks 1-5; three reflections; an annotated bibliography; a presentation; development of an ePortfolio; a final project; and three hands-on activities.

## Key Assessment (Taskstream Submission)

DEC250 features a "Key Assessment" that provides you the opportunity to demonstrate core competencies that fit within TU's broader curriculum. This is the first of a required four-course sequence in the general education curriculum.

For this course, the **Final Reflection and Annotated Bibliography** in Week 7 serves as the key assessment. This activity aligns with the University’s Program Learning Outcomes for General Education, as well as the University’s Institutional Competencies, listed below:

**Program Learning Outcomes for General Education:**

1. Students will solve problems using quantitative and qualitative thinking methods.
2. Students will communicate appropriately in diverse situations.
3. Students will cultivate a mindset to impact various communities.

**Institutional Competencies:**

1. Cognitive Mindset - Creativity, Critical Thinking, and Objectivity.
2. Inclusive Mindset - Emotional Intelligence, Curiosity and Openness for Diversity, and Diplomacy.
3. Integrative Mindset - Professional Practice, Leadership, and Ethics
4. Foundational Mindset - Communication, Quantitative Literacy, Digital Literacy, and Scientific Inquiry.

**Grading**

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

Activity	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Discussions	25 25	25 25	25	50	25 25	--	--	<b>225</b>
Assignments	Preview	85	85	85 30	85	--	--	<b>370</b>
Reflections	85	--	--	--	--	50	50	<b>185</b>
Final Project	--	--	--	--	--	145	--	<b>145</b>
ePortfolio	--	--	--	--	--	--	75	<b>75</b>
<b>Total</b>	<b>135</b>	<b>135</b>	<b>115</b>	<b>165</b>	<b>135</b>	<b>195</b>	<b>125</b>	<b>1000</b>

## Grading Scale

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

## DEC250 Schedule and Weekly Checklist

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
<p>Week 1: What's this Course About?</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> MON: Activity 1.1 (Forum): Meet Your Classmates!</li> <li><input type="checkbox"/> WED: Activity 1.2 (Forum): Who am I?</li> <li><input type="checkbox"/> WED: Activity 1.3 (Forum): o*net Interest Profiler</li> <li><input type="checkbox"/> SAT: Forum Responses</li> <li><input type="checkbox"/> SUN: True Colors Assessment</li> <li><input type="checkbox"/> SUN: Activity 1.4: Engage and Explore Project Preview</li> <li><input type="checkbox"/> SUN: Activity 1.5: Self-Reflection on True Colors</li> </ul>
<p>Week 2: Academic Resources &amp; Culture and Community</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WED: Activity 2.1 (Forum): Culture and Community</li> <li><input type="checkbox"/> WED: Activity 2.2 (Forum): Personal Mission and Values Statement</li> <li><input type="checkbox"/> SAT: Forum Responses</li> <li><input type="checkbox"/> SUN: Activity 2.3: Analysis of Research</li> </ul>
<p>Week 3: Personal Values</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WED: Activity 3.1 (Forum): Personal Values</li> <li><input type="checkbox"/> SAT: Forum Responses</li> <li><input type="checkbox"/> SUN: Activity 3.2: Annotated Bibliography</li> </ul>
<p>Week 4: Resume and LinkedIn Profile</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> FRI: Activity 4.1 (Forum): Engage and Explore Project Worksheet Review Complete the project worksheet then review 2 or more peers (not a regular discussion)</li> <li><input type="checkbox"/> SUN: Activity 4.2: Resume and LinkedIn Profile</li> <li><input type="checkbox"/> SUN: Activity 4.3: Badging</li> </ul>

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Week 5: Goals and Decision Making	<input type="checkbox"/> WED: Activity 5.1 (Forum): SMART Goals <input type="checkbox"/> WED: Activity 5.2 (Forum): Decision-Making and ePortfolio <input type="checkbox"/> SAT: Forum Responses <input type="checkbox"/> SUN: Activity 5.3: Goals and Decision-Making
Week 6: Engage and Explore Project	<input type="checkbox"/> SUN: Activity 6.1: Cultural Intelligence Reflection <input type="checkbox"/> SUN: Activity 6.2: Presentation of Engage and Explore Project
Week 7: Final Reflection and ePortfolio	<input type="checkbox"/> WED: Activity 7.1 <b>Optional</b> Forum on ePortfolio (not required) <input type="checkbox"/> SUN: Activity 7.2: Final Reflection and Annotated Bibliography ( <b>Key Assessment</b> ) <input type="checkbox"/> SUN: Activity 7.3: Taskstream ePortfolio

## Tips for Success

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

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements in any given week 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.