



DEC300 Connect **(3 credit hours)** **Course Syllabus**

Course Description

This is the third of a required four-course sequence in the General Education curriculum. Emphasis is placed on students applying critical analysis, problem-solving, research techniques, and multimodal communication methods in order to question assumptions, hypotheses, and evidence. The course aims to assist students with their understanding of how culture affects and influences their identity and their interactions within societal organizations. 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 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. Analyze and assess personal beliefs on social issues while comparing dominant and alternative viewpoints.
2. Interview stakeholders involved in a community issue, and then compare and contrast their viewpoints.
3. Develop a personal and professional presence in multiple mediums.
4. Structure an action plan for their personal and professional goals.
5. Participate in and document an experiential learning activity in order to connect societal influences and individual identity.
6. Create a plan that connects the experiential learning component to personal and professional goals.

Prerequisites/Corequisites

DEC200 or DEC250; 55-81 credit hours

Required Textbook(s) and Resources

For this course you will need to purchase the following materials:

None

Note: this course may contain additional resources for specific activities or modules. Be sure to read the instructions carefully for individual assignments or activities for those requirements. Where applicable, Tiffin University has obtained permission to use copyrighted material.

Visit the [Tiffin University Library](#) for access to databases, research help, and writing tips. A link is also available in the Course Home area. I also suggest you register for one of the library's many webinars on library research, source evaluation, copyright, and other topics, at the [Library Events - Upcoming Events](#) web page.

If you register but cannot attend a live session, the library will email you a link to the session recording after the event.

For further assistance email a librarian, at: library@tiffin.edu.

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 you plan your time and keep you on track toward successful completion, this course maintains a distinctive rhythm for 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

This course is comprised of discussions, PowerPoint presentations, and written assignments that will assist in achieving the course learning outcomes. You will also have the opportunity to engage in experiential learning exercises to help build your understanding of research and observation. The various activities throughout this course will be instrumental to your

academic, personal, and professional knowledge development.

Key Assessment (Taskstream Submission)

This TU course features a “Key Assessment” that provides students with the opportunity to demonstrate core competencies and shows how the course fits within the broader curriculum.

For this course, the final research project is the key assessment and does align with the University’s Program Learning Outcomes for General Education, and the University’s Institutional Competencies, which are 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
Discussion	25	25	25	25	25	25	25	175
Discussion	n/a	25	n/a	n/a	25	n/a	n/a	50
Assignment	100	100	100	100	100	n/a	25	525
Assignment	n/a	n/a	n/a	n/a	n/a	n/a	100	100
Assignment	n/a	n/a	n/a	n/a	n/a	n/a	25	25
Final Project	n/a	n/a	n/a	n/a	n/a	125	n/a	125
Total	125	150	125	125	150	150	175	1000

Grading Scale

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

Please see the [Academic Bulletin](#) for grade appeal information.

DEC300 Schedule and Weekly Checklist

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Start Here	<input type="checkbox"/> WED: 1.1 Introduction (Forum)
Week 1: Uncovering societal issues Impact of society on individuals' personal beliefs	<input type="checkbox"/> WED: 1.2 Initial Post <input type="checkbox"/> SAT: 1.2 Forum Responses <input type="checkbox"/> SUN: 1.3 Mind Map and PowerPoint Assignment <input type="checkbox"/> SUN: 1.3 Intro to Final Project
Week 2: Personal and professional personas Value of self reflection in recognizing societal issues	<input type="checkbox"/> WED: 2.1 Initial Post <input type="checkbox"/> WED: 2.2 Initial Post <input type="checkbox"/> SAT: 2.1 Forum Responses <input type="checkbox"/> SAT: 2.2 Forum Responses <input type="checkbox"/> SUN: 2.3 Written Assignment
Week 3: Gender, sexuality,	<input type="checkbox"/> WED: 4.1 Initial Post

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
<p>race, ethnicity, and religion within a local community</p> <p>Identity characterization and its influence on community norms</p>	<ul style="list-style-type: none"> <input type="checkbox"/> SAT: 4.1 Forum Responses <input type="checkbox"/> SUN: 4.2 Reflection Assignment
<p>Week 4:</p> <p>Value of interconnecting identities around the world</p> <p>Influence of individuals' identities on social norms</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: 4.1 Initial Post <input type="checkbox"/> SAT: 4.1 Forum Response <input type="checkbox"/> SUN: 4.2 PPT Assignment
<p>Week 5:</p> <p>Methods and process of conducting effective interviews</p> <p>Importance of observation on data gathering</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: 5.1 Initial Post <input type="checkbox"/> WED: 5.2 Initial Post <input type="checkbox"/> SAT: 5.1 Forum Response <input type="checkbox"/> SAT: 5.2 Forum Responses <input type="checkbox"/> SUN: 5.3 Written Assignment
<p>Week 6:</p> <p>Compare dominant and alternative viewpoints on societal issues</p> <p>Importance of understanding societal differences</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: 6.1 Initial Post <input type="checkbox"/> SAT: 6.2 Forum Responses <input type="checkbox"/> SUN: 6.3 Final Project Assignment
<p>Week 7:</p> <p>Resume, ePortfolio, and social media revisions</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: 7.1 Initial Post <input type="checkbox"/> SAT: 7.1 Forum Responses <input type="checkbox"/> SUN: 7. 2 LinkedIn Profile/Alternative Assignment

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Personal and professional action plan development ePortfolio artifacts	<input type="checkbox"/> SUN: 7.3 Final Reflection Assignment <input type="checkbox"/> SUN: 7.4 ePortfolio Artifacts

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.

Your Instructor Will Expect You to:

- Thoroughly review orientation materials (Start Here) within the first 48 hours of the term.
- Monitor your TU email account **daily** for important updates and announcements.
- Take ownership of your learning experience and act in a proactive, self-directed manner. That means:
 - Fully participate in all learning activities.
 - Complete assignments as described in rubrics or other instructions.
 - Submit all work on time and in the specified format (e.g. APA format for citations).
 - Utilize and incorporate instructor provided feedback to improve your work.
 - Ask questions so you can better understand course material or assignments.
 - Use the highest standards of intellectual honesty and integrity. For more information, see the TU Library guide: [Digital Literacy: Netiquette and Internet Safety](#).
 - Treat others respectfully and demonstrate "netiquette" (online politeness and respectfulness) at all times. TU celebrates cultural uniqueness and expects all students to be considerate and thoughtful throughout their learning experiences.

You Should Expect Your Instructor to:

In general, your instructor should advocate for your success as a learner and help guide you toward successful completion of the course activities and most importantly, attainment of the course learning outcomes. To accomplish this, your instructors should:

- Post an introductory announcement/email at the beginning of each week to provide updates and help you prepare for the week's activities.
- Maintain an active and engaged presence in all course activities and throughout the course.
- Respond to your emailed questions within 48 hours, if not sooner.
- Clearly communicate any absences or expected non-participation due to extenuating circumstances. For example, "I will be traveling to attend a funeral this week and may not be able to respond to questions or participate in forums for a couple of days."
- When grading your work, your instructor should:
 - clearly indicate their grading approach (what they like to see in submitted work as well as what types of errors they tend to penalize more harshly),
 - thoroughly review and evaluate your submissions in a timely manner (in less than 5 days for most assignments), and
 - provide constructive feedback that indicates the strengths and weaknesses of your work and provides suggestions on how you can improve your performance on future assignments.
- In general, your instructor should advocate for your success as a learner and help guide you toward successful completion of the course activities and most importantly, attainment of the course learning outcomes.

Accommodations

The **Office for Disability Services** supports the institutional commitment to diversity by providing educational opportunities for qualified individuals with disabilities through accessible programs and services in compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act (ADA) of 1990.

If you need reasonable accommodations due to a documented disability, contact the Office for Equity, Access, & Opportunity 419.448.3021 or via email at disabilityservices@tiffin.edu.

Additional Resources & Support

For technical support, either email moodlesupport@tiffin.edu or call the 24/7 Technical Support Call Center at 855-664-1200.

If you need to consult an academic advisor refer to TU's [Meet the Team](#) page.

For information about TU's peer tutoring program see the Murphy Center's [Tutoring Policies and Procedures](#) page. Veterans and active military can seek assistance from TU's [Veteran and Military Services Web Page](#).

Comments or Concerns

TU's online programs are designed to be student *driven*: to empower you with a voice and stake in your learning. Our courses feature multiple and varied ways that you can share feedback, and we invite you to become an active voice and help drive our improvement efforts. In addition to providing in-course feedback, we encourage you to submit questions or comments directly to the online team at online@tiffin.edu.