BASIC COURSE INFORMATION:

A. COURSE DESCRIPTION: Origin and development of the U.S. Constitution, structure and powers of the national government including the legislative, executive, and judicial branches, federalism, political participation, the national election process, public policy, civil liberties and civil rights.

B. INTENDED AUDIENCE: This course will meet the certification requirement for prospective teachers, as required by Texas law. Required of all students seeking an Associate in Arts or Science degree or who plan to transfer to a four year school.

C. Instructor:

Office Location: Angelina College Polk County Center – Room 100A

Phone: 936-633-4570

Office Hours: By appointment

E-mail Address: kwooten@angelina.edu

II. INTENDED STUDENT OUTCOMES:

A. Core Objectives Required for this Course

1. Critical Thinking Skills to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

2. Communication Skills to include effective development, interpretation and expression of ideas through written, oral and visual communication

3. Social Responsibility to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

4. Personal Responsibility to include the ability to connect choices, actions and consequences to ethical decision-making

B. Course Learning Outcomes for all Sections (Texas Higher Education Coordinating Board, Lower-Division Academic Course Guide manual)

1. Explain the origin and development of constitutional democracy in the United States
2. Demonstrate knowledge of the federal system
3. Describe separation of powers and checks and balances in both theory and practice
4. Demonstrate knowledge of the legislative, executive, and judicial branches of the federal government
5. Evaluate the role of public opinion, interest groups, and political parties in the political system
6. Analyze the election process
7. Describe the rights and responsibilities of citizens
8. Analyze issues and policies in U.S. politics
III. ASSESSMENT MEASURES:
A. Assessments for the Core Objectives:
1. Critical Thinking Skills—Students will research an assigned topic emphasizing Critical Thinking Skills. Students will write an essay on the assigned topic. The essay will be assessed using a rubric which incorporates the Angelina College Institutional Rubric for Critical Thinking Skills.
2. Communication Skills—Students will research an assigned topic. Students will write an essay on the assigned topic. Students will present their findings in small group settings (Discussion Board replies are utilized in internet courses). Communication skills will be assessed using a rubric which incorporates the Angelina College Institutional Rubric for Communication Skills.
3. Social Responsibility—Students will research an assigned topic exploring Social Responsibility. Students will write an essay on the assigned topic. The essay will be assessed using a rubric which incorporates the Angelina College Institutional Rubric for Social Responsibility.
4. Personal Responsibility—After reading the course syllabus, instructions, and course rules, students will design a Personal Responsibility Contract between student and instructor. The contract will be assessed using a rubric which incorporates the Angelina College Institutional Rubric for Personal Responsibility.

B. Assessments for the Course Learning Outcomes:
1. Explain the origin and development of constitutional democracy in the United States: U.S. Constitution is covered in a series of lectures and class discussions. The information will be covered on a major exam.
2. Demonstrate knowledge of the federal system: This is covered in a series of lectures and class discussions; material will be covered on a major exam.
3. Describe separation of powers and checks and balances in both theory and practice: covered in a series of lectures and class discussions on the legislative, executive and judicial branches. Material will be covered on a major exam.
4. Demonstrate knowledge of the legislative, executive, and judicial branches of the federal government: covered in a series of lectures and class discussions on the legislative, executive and judicial branches. Material will be covered on a major exam.
5. Evaluate the role of public opinion, interest groups, and political parties in the political system: covered in a series of lectures and class discussions.
6. Analyze the election process: covered in a series of lectures and class discussions. This information will be covered on a major exam.
7. Describe the rights and responsibilities of citizens: covered in a series of lectures and class discussions. This information will be covered on a major exam.
8. Analyze issues and policies in U.S. politics: Current events including issues and policies are covered throughout each section of the course. Policies will be assessed on a major exam and on a Power Point Presentation.

IV. INSTRUCTIONAL PROCEDURES: (Instructor Specific) – Class will be based in lecture/discussion format using powerpoint. Other media to be used will include DVDs and other video content.

V. COURSE REQUIREMENTS AND POLICIES:
A. Required Textbook and Recommended Readings, Materials, and Equipment
B. Course Policies: This course conforms to the policies of Angelina College as stated in the Angelina College Handbook.

1. Academic Assistance—If you have a disability (as cited in Section 504 of the Rehabilitation Act of 1973 or Title II of the Americans with Disabilities Act of 1990) that may affect your participation in this class, you should see Karen Bowser, Room 208 of the Student Center. As a post-secondary institution, you must self-identify as a person with a disability; Ms. Bower will assist you with the necessary information to do so. To report any complaints of discrimination related to disability, you should contact Dr. Patricia McKenzie, Administration Building, Room 105 or 936-633-5201.

2. Attendance—Attendance is required by the college and will be taken EVERY day. Any student that exceeds five (5) absences at any point during the semester will receive an “F” in the class. If a student exceed five absences: It is the responsibility of the student to drop the course. You must officially drop a class or risk receiving an F in the course.

3. Additional Policies Established by the Instructor (Instructor Specific) – Students must turn off cell phones before entering class. Laptops or other devices may be used for note-taking purposes only.

*This is a college class. By choosing to take this class you are accepting the adult responsibilities that come with it. These responsibilities include 1) Maintaining academic integrity, 2) Respecting fellow students by not being disruptive, 3) Respecting the instructor by allowing him to teach the class without unacceptable disruption – this does not mean that you should not speak in class. Class discussion is a vital and enjoyable part of the college experience. I encourage your input, as long as it is class-related, and 4) Being accountable for your own actions.

VI. COURSE OUTLINE: Description of the Course Activities including due dates, schedules, and deadlines. All dates are tentative.

1/21/14 – Introductions, syllabus, class expectations, etc.

1/28/14 – Personal Responsibility Essay due – See attachment for details

2/11/14 – Exam #1

2/27/14 – Exam #2

3/25/14 – Exam #3

4/8/14 – Exam #4

4/24/14 – Exam #5

4/29, 5/1, 5/6/14 – Presentations – See attachment for details.

VII. EVALUATION AND GRADING: (Instructor Specific)

The instructor may modify the provisions of the syllabus to meet individual class needs by informing the class in advance as to the changes being made.
PR Assign. = 5%
Exam 1 = 15%
Exam 2 = 15%
Exam 3 = 15%
Exam 4 = 15%
Exam 5 = 15%
Presentation = 20%
Total = 100%

Personal Responsibility Contract

You will design your own Personal Responsibility contract for this class. This contract will demonstrate that you understand the policies and expectations that are involved with taking a college class. This contract will satisfy the State of Texas core objective of “personal responsibility,” that is required of Government and History classes.

The contract will be organized in an outline format. Follow this template:

I. Name
   a. Personal biography
   b. Your academic (high school and/or college) experience up this point
   c. Your academic goals
   d. Your career goals

II. Personal Responsibilities
   a. Define the following types of academic fraud
      i. Plagiarism
      ii. Copying
      iii. Collusion
   b. Why is academic integrity and doing your own work so important in academia?
   c. State your intentions with regard to academic fraud.
   d. Describe students’ responsibilities regarding the following
      i. Respect for peers
      ii. Respect for the instructor
      iii. Electronic devices (when, or when not, appropriate)
      iv. Being on time and prepared for class
      v. Economic responsibilities (whose money is paying for your education? What are your responsibilities to those people)
III. Analysis – Consider the society we live in and think about the academic rules that are imperative for academic integrity. Explain how many aspects of our society (Business, politics, media, etc.) do not respect the same ethical requirements as academia.

IV. I hereby understand my responsibilities with regard to this class.
   a. Signature

Your grade will be based on the following:

- Ethical Issue Recognition: ability to recognize the complexity within an issue
- Commitment recognition: ability to understand the importance following through on commitments
- Accountability: accepting responsibility for actions, understanding consequences
- Structure/spelling/grammar

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**Government 2305/2306 Project Instructions**

The project is due after mid-semester.

The project will be assessed for the Core Objectives of Communication, Critical Thinking, and Social Responsibility. The assessment tool will be the Angelina College Institutional Rubrics for each of these Core Objectives. The full rubrics can be found on the Angelina webpage. Refer to the rubrics to fully understand how your essays/powerpoint will be assessed.

**I. Choose a Social Welfare Program.** Programs come in two forms: Social Insurance Programs and Public Assistance Programs. You may select from the following (Government 2306 must choose a program administered in Texas).

- **Social Insurance Programs:** Medicare, Social Security, or Unemployment Insurance
- **Public Assistance Programs:** Medicaid, CHIPS, WIC, SNAP (Lone Star), TANF, School Lunch, Free Lunch, Reduced Lunch, or Reduced Housing

**II. Prepare a power point presentation on your topic or prepare a written essay on your topic.** Power Points should be a minimum of 12 slides with a minimum of three (3) bullets per slide (plus sources cited). Written essays should be three and one-half (3-1/2) pages of text plus a sources cited page.

Your essay/slide should introduce your program, exhibiting knowledge about the issues surrounding the program and synthesizing the information learned. Your essay/slide should analyze the program showing both merits and problems (compare and contrast). You should then summarize your findings, with support for conclusions. (Terms in bold are from Bloom’s Taxonomy of Knowledge—refer to Bloom’s Taxonomy chart if you need clarification on terms).
1. Use one inch margins and 12 point font for essay.
2. You must furnish parenthetical referencing in the body of the essay/power point (author, date)
3. You must have a clearly labeled Sources Cited (call it Sources Cited) list at the conclusion or attached to the essay/powerpoint. Use MLA, Turabian, Chicago, or APA

   - The sources cited list (minimum two sources) must have the full citation with author, date, and should include the weblink if appropriate. The two sources should not include: Wikipedia or any other encyclopedia type information; Jr. High type sites such as Whitehouse.gov; non-credentialed blogs; textbook; or instructor notes.

4. No use of Second Person --no use of "you." Write in third person to convey information/research/data. First person could be used to convey critical analysis. There should be a clear transition between the research material (data presentation) and critical analysis (personal analysis).

III. Oral presentation of research and conclusions