

Statement of the SPC Social Science Department's
Government/Political Science Division for
GOVT 2305 Common Course Syllabus
*(As required by the Texas Legislature and Texas Higher Education Coordinating Board and approved by Texas Higher
Education Coordinating Board and SPC)*

Department: Social Sciences

Discipline: Government

Course Number: GOVERNMENT 2305

Course Title: Federal Government (Federal Constitution and Topics)

Credit: 3 Lecture, 0 Lab

Satisfies a core curriculum requirement? Yes, Social Science and ALL Undergraduate Degrees

Prerequisites: TSI compliance in Reading

Available Formats: Conventional, INET, ITV

Campus: Levelland, Reese, ATC, Plainview

Textbook: Varies according to instructor Refer to each instructor's instructions for textbook requirements.

Course Specific Instructions: Each instructor will attach his/her course with specific instructions.

Course Description: This course is a survey of fundamental principles of political science, including the American system of government and the origins and development of the constitutions of the United States. This course satisfies the Legislative requirements for teacher certification.

Course Purpose: Government 2305, as taught at South Plains College, is a reading intensive course designed to acquaint the learner with the origin and development of the US 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. This course meets the statutory requirements as set forth by the State of Texas.

Approval Number: 45.1002.51 25

Course Requirements: To maximize a student's potential to complete this course, he/she should attend all class meetings, complete all homework assignments and examinations in a timely manner, and complete all other projects or papers as assigned in the instructor's specific instructions.

Course Evaluation: See the instructor's course information sheet for specific items used in evaluating student performance.

Attendance Policy: Whenever absences become excessive and in the instructor's opinion, minimum course objectives cannot be met due to absences, the student will be withdrawn from the course. Each instructor will have additional information about attendance on his/her course information sheet.

Student Learning Outcomes (SLO):

Students who have completed this course will be expected to:

1. Explain the origin and development of constitutional democracy in the United States.
2. Demonstrate knowledge of our 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.
6. Analyze the election process.
7. Describe the rights and responsibilities of citizens.
8. Analyze issues and policies in U.S. Politics.

Fundamental Component Areas (FCA):

Students will be expected to perform satisfactorily in four FCA.

1. Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information by:
 1. Generating and communicating ideas by combining, changing, or reapplying existing information
 2. Gathering and assessing information relevant to a question,
 3. Analyzing, evaluating, and synthesizing information.
2. Communication – to include effective development, interpretation and expression of ideas through written, oral or visual communication by: Developing, interpreting, and expressing ideas through written, oral, or visual communication.
3. Social Responsibility Skills – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively I regional, national, and global communities by:
 1. Demonstrating intercultural competence,
 2. Identifying civic responsibility,
 3. Engaging in regional, national, and global communities.
4. Personal Responsibility – to include the ability to connect choices, action, and consequences to ethical decision-making by:
 1. Reading, understanding and affirming agreement and acceptance of principles, guidelines and requirements set forth in the "Statement of Personal Responsibility of Students" (Attached)
 2. Evaluating choices and actions and relating consequences to personal decision-making
 3. Accepting personal responsibility for decisions and actions taken or not taken

Government 2305 Online Instructor Syllabus

Course Description

This course is a survey of the fundamental principles of political science, including the American system of government and the origins and development of the constitutions of the United States. This course satisfies the legislative requirements for teacher certification.

Instructor Information

Name: Professor: Britt Bearden

Email: bbearden@southplainscollege.edu

Office: Lubbock Downtown Center 1016B

Office Hours: T/Th: 11:00PM – 2:30PM | F: 10:00AM – 11:00AM

Textbook: We The People, Core Edition 14th Edition | Authors: Ginsberg, Lowi, Weir, Tolbert | Publisher: Norton | ISBN: 978-1-324-03494-0

If you are having issues financially with purchasing this book, the 13th edition is acceptable.

Technology:

Reliable access to computer or laptop.

Reliable internet connection

Proctorio

Webcam

Course Grade and Assignments

Quizzes = 40%

Discussions = 35%

Preliminary Essay Assignment = 5%

Essay = 15%

1965 Alabama Literacy Test = 5%

Quizzes

You will have a total of 8 chapter quizzes. You can find these in Course Content in the “Assignments” folder. Your top 7 highest quiz grades will be used for calculation of your final grade.

You will be given one attempt to take each quiz. Once you begin the quiz you must complete the quiz in its entirety. Questions not completed during the allotted time will be counted wrong. You will have 15 minutes to answer 15 questions.

These are closed book and closed notes.

Discussions Postings

Three times throughout the semester you will write a discussion post which will be your reaction to an article/podcast related to U.S. government and reply to a classmate's discussion. You can find these in Course Content in the respective weekly folder.

Instructions:

- These original posts must be at least 400 words in length.
- Additionally, you must also reply (150 words) to one of your fellow classmates' posts.
- Use citations.
- Make sure to cite reliable sources when writing your discussions.
For example: Wikipedia
- You are expected to use the article and slides/book. You can find these in Course Content in their respective weekly folder and in the "Assignments" folder. This includes using the article to answer the prompt.
- Write in academic English, paragraph style prose, as you would a research essay
- You must post your DISCUSSION POST BEFORE viewing classmates' discussions. Failure to do so will drop your grade 20 points. If you post a blank, I will assume you are attempting to plagiarize.
- **A full rubric and instructions can be found at the end of this syllabus.**

Essay

This essay is designed to be an academic essay about a topic of your choosing relating to United States government. You can either choose to write an expository or argumentative essay.

It is important to write in third person and try NOT to editorialize.

This assignment is separated into two parts:

1. Topic Selection, Thesis, and Preliminary Sources (5%)

- Submit using Turnitin on Blackboard

Must include:

- The topic you choose
- A thesis statement
- At least 5 sources you plan on using
- **An example can be found on Blackboard**

2. Essay (15%)

Instructions:

- Double spaced
- 12 point font
- Times New Roman
- 1 inch margins
- at least 1000 words in length (that is NOT including headers, footers, citations, etc.)

- Uses citations (APA or MLA)
- These will be turned in using Turnitin on Blackboard.
- You will use Turnitin on Blackboard to turn in this assignment.
- **A full rubric and instructions can be found at the end of this syllabus.**

1965 Alabama Literacy Test

You will have 60 minutes to answer 10 questions taken from Alabama's 1965 Literacy Test which was used to disenfranchise minority voters. You have unlimited attempts to receive full credit. This assignment can be found in the "Assignments" folder. The purpose of this quiz is to help your grade and test your Proctorio before you take chapter quizzes.

Note: Expect written assignments to be graded within a business week of the due date.

Course Requirements, Expectations, and Policies

Late Policy and Technology Problems

THE PROFESSOR WILL ACCEPT NO EXCUSE FOR LATE WORK. The system is programmed to prevent your submission of late work. If for some reason the professor or the Blackboard server has made a mistake, you will not be penalized. Be aware that when something only happens to you, it is your problem. Please always start early and finish early to avoid problems.

Proctorio

Proctorio is a Chrome Extension designed to ensure academic integrity. You will need it to take your quizzes.

- o <https://getproctorio.com/>
- o <https://cdn.proctorio.com/guides/blackboard/test-taker/getting-started.pdf>

If you are having issues with Proctorio follow these steps:

1. Clear browsing history
2. Make sure Chrome is up to date
3. Unplug (delete) the Proctorio extension
4. Close browser completely
5. Reopen Chrome
6. Add Proctorio extension back

If you continue to have issues, visit the Proctorio website and open a live chat or email support@proctorio.com.

Extra Credit

You will NOT have the opportunity to earn extra credit points during the course, so do not ask.

Drop Policy

Students who enroll in a course but have “Never Attended” by the official census date, as reported by the faculty member, will be administratively dropped by the Office of Admissions and Records. Other than that, it is your responsibility to drop the course.

Disruption of Classroom Environment

Your professor will not tolerate any disruption of the classroom environment. This includes any problems your facilitator encounters with you AND hateful/disrespectful remarks made in the classroom, on discussion postings, email, or chat. I will drop you with an F for violation of this policy.

Emailing Your Professor

I require students to send a professional email when contacting me. If you send an unprofessional email to me, I will respond asking you to retype your email. In addition, do not attempt to argue with me over a grade you receive, if you do I will either lower your grade further, or drop you with an F. When emailing, please include what course you are enrolled in (Example: GOVT 2305.156).

DO NOT attempt to communicate with me through Blackboard. I only communicate through email, preferably your SPC email. Unless there are unforeseen circumstances, you can expect me to reply to emails within 24 hours. If I do not, don't be afraid to email me again or forward your message to me.

Artificial Intelligence (AI) Resources:

There are now websites that will actually generate semi-unique material that somewhat resembles original material. Since the technology is available to create this content, technology is also available to detect this content. Make no mistake, this is plagiarism. I am not asking AI to write a paper, I am asking you, the student, to create this content. If you submit work that is not your own, original material, it will be considered plagiarism and receive a grade of zero. The incident will also be detailed to the Dean of Students for disciplinary actions.

Academic Integrity

Plagiarism is the taking of credit for something that is not the work of the owner. It is cheating and will not be tolerated. See the General Catalog for more information on plagiarism. Cheating or dishonesty of any type in this course will result in the student being dropped from this course with an "F."

Academic English

South Plains College requires all students to become proficient in “academic English,” a form of English typically used in academic, professional, and business contexts. While slang, regional idioms, and informal kinds of self – expression are appropriate in some contexts, they are out of place in academic writing.

For information regarding Intellectual Exchange, Disabilities, Non-Discrimination, Title IX Pregnancy Accommodations, CARE (Campus Assessment, Response, and Evaluation)

Team, and Campus Concealed Carry, please use the following link: [Syllabus Statements \(southplainscollege.edu\)](http://southplainscollege.edu).

[Course Schedule and Readings: Here is an overview of the course. Complete readings and assignments in the order presented below](#)

Week 1

- **Read**
 - Syllabus
 - Chapter 2
- **Assignments**
 - 1965 Alabama Literacy Test
 - Chapter 2 Quiz
 - Discussion 1

Week 2

- **Read**
 - Chapter 2
- **Assignments**
 - Chapter 2 Quiz
 - Discussion 1

Week 3

- **Read**
 - Chapter 4
- **Assignments**
 - Chapter 4 Quiz
- **Assignments Due September 15th by 5:00PM**
 - 1965 Literacy Test

Week 4

- **Read**
 - Bill of Rights
 - Chapter 4
- **Assignments**
 - Chapter 4 Quiz

Week 5

- **Read**
 - Chapter 5

Week 6

- **Read**
 - Chapter 5
 - Chapter 1
 - Chapter 6
- **Assignments**
 - Chapter 5 Quiz
 - Discussion 3
 - Chapter 1/6 Quiz
- **Assignments Due October 6th by 5:00PM**
 - Discussion 1

Week 7

- **Read**
 - Chapter 1
 - Chapter 6
- **Assignments**
 - Chapter 1/6 Quiz

Week 8

- **Assignments Due October 20th by 5:00PM**
 - Chapter 2 Quiz
 - Chapter 4 Quiz
 - Chapter 5 Quiz
 - Chapter 1/6 Quiz
 - Topic Selection, Thesis, and Preliminary Research

Week 9

- **Read**
 - Chapter 12
- **Assignments**
 - Chapter 12 Quiz
 - Discussion 3

Week 10

- **Read**
 - Chapter 12
 - Chapter 13
- **Assignments**
 - Chapter 12 Quiz
 - Discussion 3
 - Chapter 13 Quiz

Week 11

- **Read**
 - Chapter 13
- **Assignments**
 - Chapter 13 Quiz
- **Assignments Due November 10th by 5:00PM**
 - Discussion 2

Week 12

- **Read**
 - Chapter 8
 - Chapter 10
- **Assignments**
 - Chapter 8/10 Quiz
- **Read**
 - Chapter 9
- **Assignments**
 - Chapter 9 Quiz

Week 13

- **Thanksgiving Break / Catch Up**

Week 14

- **Read**
 - Chapter 8
 - Chapter 10
 - Chapter 9
- **Assignments**
 - Chapter 8/10 Quiz
 - Chapter 9 Quiz
- **Assignments Due December 1st by 5:00PM**
 - Essay

Week 15

- **Read**
 - Chapter 9
- **Assignments**
 - Chapter 9 Quiz
- **Assignments Due December 8th by 5:00PM**
 - Discussion 3

Week 16: Finals Week

- **Assignments Due December 14th by 5:00PM**
 - Chapter 8/10 Quiz
 - Chapter 9 Quiz
 - Chapter 12 Quiz
 - Chapter 13 Quiz

Concise Calendar and Due Dates

- 1965 Literacy Test: **Due September 15th by 5:00PM**
- Discussion 1: **Due October 6th by 5:00PM**
- Chapter 2 Quiz: **Due October 20th by 5:00PM**
- Chapter 4 Quiz: **Due October 20th by 5:00PM**
- Chapter 5 Quiz: **Due October 20th by 5:00PM**
- Chapter 1/6 Quiz: **Due October 20th by 5:00PM**
- Topic Selection, Thesis, and Preliminary: **Due October 20th by 5:00PM**
- Discussion 2: **Due November 10th by 5:00PM**
- Essay: **Due December 1st by 5:00PM**
- **Last Day to Drop: December 6th**
- Discussion 3: **Due December 8th by 5:00PM**
- Chapter 9 Quiz: **Due December 14th by 5:00PM**
- Chapter 8/10 Quiz: **Due December 14th by 5:00PM**
- Chapter 12 Quiz: **Due December 14th by 5:00PM**
- Chapter 13 Quiz: **Due December 14th by 5:00PM**

Rubrics

Discussions

Rubric Grading	59 points or less	60 – 69 points	70 to 79 points	80 to 89 points	90 or more points
	<p>Student Discussion does not:</p> <ul style="list-style-type: none"> - answer most questions in prompt - Explain most important concepts - appear to have used article/podcast - Use validating evidence - write in paragraph prose - Makes a strong argument <p>Student Discussion:</p> <ul style="list-style-type: none"> - Contains considerable grammar mistakes - Has at least 2 sources including the article/podcast - Does not meet word count - Has no citations - Has poor sentence structure and organization 	<p>Student Discussion does not:</p> <ul style="list-style-type: none"> - answer most questions in prompt - Explains most important concepts - appear to have used article/podcast - Use validating evidence - write in paragraph prose - Makes a strong argument <p>Student Discussion:</p> <ul style="list-style-type: none"> - Contains some grammar mistakes - Has at least 2 sources including the article/podcast - meets the word count - Has no citations - Contains poor sentence structure and organization 	<p>Student Discussion does not:</p> <ul style="list-style-type: none"> - Contain citations or has incorrect citations - Use validating evidence - write in paragraph prose <p>Student Discussion:</p> <ul style="list-style-type: none"> - Makes a strong argument - Has at least 3 sources including the article/podcast - answer most questions in prompt - Explain some important concepts - Use the article/podcast - Contain some grammar mistakes - Meet word count - Good sentence structure and organization 	<p>Student Discussion:</p> <ul style="list-style-type: none"> - Makes a strong argument - writes in paragraph prose - Has at least 4 sources including the article/podcast - answers most questions in prompt - Explains most of the important concepts - Uses article/podcast - has few grammar mistakes - Meets the word count - Has correct citations - Has good sentence structure and organization - Uses validating evidence 	<p>Student Discussion:</p> <ul style="list-style-type: none"> - Makes a strong argument - writes in paragraph prose - answers all questions in prompt - Has more than 5 sources including the article/podcast - Explains all important concepts - Uses article/podcast - has few grammar mistakes - Meets the word count - Has proper citations - Great sentence structure and organization - Uses validating evidence

Essay Assignments:

Topic Selection, Thesis, and Preliminary Sources

Rubric Grading	59 or less points	60 - 69 points	70 to 79 points	80 to 89 points	90 or more points
	No topic	Topic chosen	Topic chosen	Topic chosen	Topic chosen
	Has no thesis	Has unclear thesis	Has a partial thesis	Has a thesis	Has strong thesis
	Contains considerable grammar mistakes	Contains considerable grammar mistakes	Contains grammar mistakes	Contains few grammar mistakes	Contains few grammar mistakes
	Does not follow instructions	Follows most instructions	Follows all instructions	Follows all instructions	Follows all instructions
	Less than 3 sources	Less than 3 sources	Has between 3 – 4 sources	Has 3 – 4 sources	Has 5 or more sources

Essay

Rubric Grading	59 or less points	60 - 69 points	70 to 79 points	80 to 89 points	90 or more points
	Has no clear thesis	Has no clear thesis	Has a partial thesis	Has a thesis	Has strong thesis
	Contains considerable grammar mistakes	Contains considerable grammar mistakes	Contains grammar mistakes	Contains few grammar mistakes	Contains few grammar mistakes
	Poor sentence structure and organization	Poor sentence structure and organization	Good sentence structure and organization	Good sentence structure and organization	Great sentence structure and organization
	Does not follow instructions	Follows most instructions	Follows all instructions	Follows all instructions	Follows all instructions
	Does not use validating evidence	Does not use validating evidence	Uses validating evidence	Uses validating evidence	Uses validating evidence
	Does not write in paragraph prose	Does not write in paragraph prose	Writes in paragraph prose	Writes in paragraph prose	Writes in paragraph prose
	Has no or incorrect citations	Has no or incorrect citations	Writes in paragraph prose	Has correct citations	Has proper citations
	Less than 3 sources	Less than 3 sources	Has between 3 – 5 sources	Has 3 – 5 sources	Has more than 5 sources

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