

South Plains College/Muleshoe High School

The Organization of American and Texas Government

Government 2305-372
John Gulley

Fall 2021

Common Course Syllabus: Government 2305

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, (but for ALL dual credit classes: *Living Democracy*; Authors: Shea, Green, and Smith; Publisher: Pearson) 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will be withdrawn from the course.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:

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:
 - a. Generating and communicating ideas by combining, changing, or reapplying existing information,
 - b. Gathering and assessing information relevant to a question,
 - c. 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 in regional, national, and global communities by:
 - a. Demonstrating intercultural competence,
 - b. Identifying civic responsibility,
 - c. 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:
 - . Reading, understanding and affirming agreement and acceptance of principles, guidelines and requirements set forth in the “Statement of Personal Responsibility of Students” (Attached)
 - a. Evaluating choices and actions and relating consequences to personal decision-making
 - b. Accepting personal responsibility for decisions and actions taken or not taken

GOVT 2301: The Organization of American and Texas Government

Term:

Fall 2021

Instructor:

John Gulley

Room:

212

Conference Hours:

7:45-7:55 a.m., 3:37-3:47 p.m., or by appointment

Phone:

School: (806) 272-7303 Home: (806) 925-6465

E-mail:

jgulley@muleshoeisd.net

Text:

We the People 12th Edition Ginsberg, WW Norton ISBN 13: 9780393644326

Course Requirements and Grades:

<u>Periodic Examinations:</u>	40%
<u>Homework/Participation:</u>	20%
<u>News Summaries:</u>	20%
<u>6 Weeks Test:</u>	20%
(Descriptions follow)	

Periodic Examinations

Generally these will follow at the completion of each chapter.

Homework/Participation

Occasional assessment of small projects, and discussing the readings in class in an informed manner.

News Summary Instructions:

1. Choose a news article dated no more than 6 months ago from a mainstream news source. Acceptable sources include:
 - a. New York Times
 - b. Washington Post
 - c. ABC, CBS, NBC, CNN, BBC, FOX,
 - d. Other sources are also acceptable, but should be approved in advance by the instructor.
2. CAUTION: Make sure that is it a news article, and not an opinion, editorial, or other story that is promoting a particular point of view. It should be **factual**.
3. Summaries will be turned in **one week** before the end of each six weeks. Due dates this semester are:
September 17
October 29
December 10
4. The summary will consist of 2 paragraphs, **totaling** not more than **one** typed page.
5. It should be 12 pt., Times New Roman font.
6. Here is what the News Summary should include:
 - a. **Paragraph 1:** summarize the article **in your own words**. You may quote brief passages, but the purpose of this paragraph is to demonstrate your understanding the article well enough to **explain what it says in your own words**.
 - b. **Paragraph 2:** explain how the information contained in the article applies to what we have studied in this course. Tie the vocabulary from the textbook to the article. Choose 3 vocabulary terms found in the margins of the chapters that we have

studied to this point, and explain how these terms are related to the news article. **You should only include things which we have already studied in class.** The article should demonstrate a practical, current application of what we study to the “real world”.

7. Please also submit a copy of the article read, including the source from which it was obtained and the date of publication.
8. Students should write in formal written English.

Semester Test:

Students taking the course for credit from South Plains College will be required to take the Semester Test/Final Exam, which will count as **20% of the semester grade.**

Attendance:

Students who are absent should make arrangements to come to tutorials within 5 school days after their return to make up missing grades. Excessive absences may result in the denial of credit from South Plains College.

Grade Posting:

Grades are always posted as soon as possible on the bulletin board in the classroom by your student number and in order of average (**not** in alphabetical order, to protect your privacy.)

Special Needs:

Any student, who because of a disabling condition may require some special arrangements in order to meet course requirements, should contact the course instructor as soon as possible so that the necessary accommodations can be made. Any student who anticipates a need for accommodations must contact the Special Service Office.

Statement of Nondiscrimination:

It is the policy of this instructor not to discriminate on the basis of age, color, disability, ethnicity, gender, national origin, race, religion, sexual orientation, or veteran status. In addition

to complying with federal and state equal opportunity laws and regulations and/or resolutions of professional organizations in education and psychology, my diversity policy declares harassment based on individual differences to be inconsistent with my instructional mission and educational goals.

In this class, the instructor will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding multiple perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world, and about ourselves. By promoting intellectual exchange, we will come to understand the reasons for the differences in politics and society, and the values and beliefs which underlie our democratic institutions.

Academic Dishonesty Policy:

Academic dishonesty is the cardinal sin of college. Remember, I do not have to have “proof” that you are cheating. My suspicions are quite sufficient for your removal from this class. Therefore, during any quizzes and/or exams, your eyes need to remain on your own paper. I will watch for wandering eyes and if I think someone is cheating, action will be taken. Working on projects or studying together is encouraged; however, your answers need to be your own. Again, it will be up to my discretion to decide if work has been copied.

Course Content: In order to adequately deal with this amount of material, a considerable amount of reading, research and thought is required. Our textbook *We the People*, 12th Edition, by Ginsberg, Lowi, Weir, Tolbert, and Campbell.

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