

**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excessive and in the instructor's opinion, minimum course objectives cannot be met due to absences, the student will be withdrawn from the course.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: 11:30PM – 2:30PM | F: 8:00AM – 10:00AM

Textbook Title: We The People, Core Edition 13th Edition

Authors: Ginsberg, Lowi, Weir, Tolbert

Publisher: Norton

ISBN: 9780393538847

You can purchase this text at either South Plains College Bookstore (Reese or Levelland).

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%

Syllabus Quiz / 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.
- Must use citations and validate evidence with sources.
- Make sure to cite reliable sources when writing your discussions.
 - Wikipedia is NOT a source (however you can find sources on it)
- You are expected to use the article and the book.
- 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 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.**

Syllabus Quiz

This is a "built-in bonus" quiz over the syllabus and a syllabus agreement. You will have an unlimited amount of attempts and time to achieve full credit. This assignment can be found in the "Assignments" folder.

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.

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. Start early and finish early. If you have an unreliable server or computer, please go to a public computer to do your 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

- <https://getproctorio.com/>
- <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.

Diversity Statement

In this class, the teacher will establish and support an environment that values and nurtures individual and group difference and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

Disabilities Statement

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland (Student Health & Wellness Office) 806-716-2577, Lubbock Centers (located at the Lubbock Downtown Center) 806-716-4675, or Plainview Center (Main Office) 806-716-4302 or 806-296-9611.

Non-Discrimination Statement

South Plains College does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Vice President for Student Affairs, South Plains College, 1401 College Avenue, Box 5, Levelland, TX 79336. Phone number 806-716-2360.

Title IX Pregnancy Accommodations Statement

If you are pregnant, or have given birth within six months, Under Title IX you have a right to reasonable accommodations to help continue your education. To activate accommodations you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Health and Wellness Center. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact the Health and Wellness Center at 806-716-2529 or email dburleson@southplainscollege.edu for assistance.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations and Frequently Asked Questions, please refer to the Campus Carry page at: <http://www.southplainscollege.edu/campuscarry.php>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.

COVID

For information and resources about COVID-19, please visit <https://www.southplainscollege.edu/emergency/covid19-faq.php>.

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

Section 1

Week 1

- **Read**
 - Syllabus
- **Assignments**
 - Syllabus Quiz
 - 1965 Alabama Literacy Test

Week 2

- **Read**
 - Chapter 2
- **Assignments**
 - Chapter 2 Quiz
 - Discussion 1
- **Assignments Due January 27th by 5:00PM**
 - Syllabus Quiz
 - 1965 Literacy Test

Week 3

- **Read**
 - Chapter 2

Week 4

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

Week 5

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

Week 6

- **Read**
 - Chapter 5
- **Assignments**
 - Chapter 5 Quiz

- Discussion 2

Week 7

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

Week 8

- **Read**
 - Chapter 1
 - Chapter 6
- **Assignments Due March 10th by 5:00PM**
 - Chapter 2 Quiz
 - Chapter 4 Quiz
 - Chapter 5 Quiz
 - Chapter 1/6 Quiz
 - Discussion 1
 - Discussion 2
 - Topic Selection, Thesis, and Preliminary Research

Section 2

Week 9

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

Week 10

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

Week 11

- **Read**
 - Chapter 9
- **Assignments**
 - Chapter 9 Quiz

Week 12

- **Read**
 - Chapter 9
- **Assignments**
 - Chapter 9 Quiz

Week 13

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

Week 14

- **Read**
 - Chapter 13
- **Assignments**
 - Chapter 13 Quiz
- **Assignments Due April 28th by 5:00PM**
 - Essay

Week 15

- **Assignments Due May 5th by 5:00PM**
 - Essay

Week 16: Finals Week

- **Assignments Due May 11th by 5:00PM**
 - Chapter 8/10 Quiz
 - Chapter 9 Quiz
 - Chapter 12 Quiz
 - Chapter 13 Quiz

Concise Calendar and Due Dates

- Syllabus Quiz: Due: **Due January 27th by 5:00PM**
- 1965 Literacy Test: **Due January 27th by 5:00PM**
- Chapter 2 Quiz: **Due March 10th by 5:00PM**
- Chapter 4 Quiz: **Due March 10th by 5:00PM**
- Chapter 5 Quiz: **Due March 10th by 5:00PM**
- Chapter 1/6 Quiz: **March 10th by 5:00PM**
- Discussion 1: **Due March 10th by 5:00PM**
- Discussion 2: **Due March 10th by 5:00PM**
- Topic Selection, Thesis, and Preliminary: **Due March 10th by 5:00PM**
- **Last Day to Drop: April 27th**
- Essay: **Due April 28th by 5:00PM**
- Discussion 3: **Due May 5th by 5:00PM**
- Chapter 9 Quiz: **Due May 11th by 5:00PM**
- Chapter 8/10 Quiz: **Due May 11th by 5:00PM**
- Chapter 12 Quiz: **Due May 11th by 5:00PM**
- Chapter 13 Quiz: **Due May 11th 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 - Has no reply 	<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 - has no reply 	<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 - Contain a reply - 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 - Contains a reply - 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 - Contains a reply - 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

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 Has no thesis Contains considerable grammar mistakes Does not follow instructions Less than 3 sources	Unrelated topic chosen Has unclear thesis Contains considerable grammar mistakes Follows most instructions Less than 3 sources	Topic chosen Has a partial thesis Contains grammar mistakes Follows all instructions Has between 3 – 4 sources	Strong topic chosen Has a thesis Contains few grammar mistakes Follows all instructions Has 3 – 4 sources	Strong topic chosen Has strong thesis Contains few grammar mistakes Follows all instructions 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 Contains considerable grammar mistakes Poor sentence structure and organization Does not follow instructions Does not use validating evidence Does not write in paragraph prose Has no or incorrect citations Less than 3 sources	Has no clear thesis Contains considerable grammar mistakes Poor sentence structure and organization Follows most instructions Does not use validating evidence Does not write in paragraph prose Has no or incorrect citations Less than 3 sources	Has a partial thesis Contains grammar mistakes Good sentence structure and organization Follows all instructions Uses validating evidence Writes in paragraph prose Has correct citations Has between 3 – 5 sources	Has a thesis Contains few grammar mistakes Good sentence structure and organization Follows all instructions Uses validating evidence Writes in paragraph prose Has correct citations Has 3 – 5 sources	Has strong thesis Contains few grammar mistakes Great sentence structure and organization Follows all instructions Uses validating evidence Writes in paragraph prose Has proper citations Has more than 5 sources