

If Texas Tech University campus operations are required to change because of health concerns related to the COVID-19 pandemic, it is possible that this course will move to a fully online delivery format. Should that be necessary, students will need to have access to a webcam and microphone for remote delivery of the class.

South Plains College

GOVT 2305

Section 251

Fall 2020

Federal Government

Traditional Course

Name: Professor Britt Bearden

Biography: BA Texas Tech University; MA Texas Tech University; Additional Courses: South Plains College and George Mason University. Congressional Intern: Office of Congressman Pete Gallego, Summer 2013; Field Representative: Texas Democratic Party, 2014.

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Office: Reese Center, Building 3, Room 316E

Office Hours: Monday/Wednesday: 2:00pm – 4:00pm | Tuesday/Thursday 12:30pm – 2:30pm

Common Course

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, Lubbock

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:

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 I 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:
 - a. Reading, understanding and affirming agreement and acceptance of principles, guidelines and requirements set forth in the “Statement of Personal Responsibility of Students” (Attached)
 - b. Evaluating choices and actions and relating consequences to personal decision-making
 - c. Accepting personal responsibility for decisions and actions taken or not taken

INSTRUCTOR SYLLABUS

Course Description : This course is a survey of the fundamental principles of political science, including, and more emphasis of, the American system of government and the origins and development of the Constitution of the United States. Its emphasis is placed on constitutional backgrounds and the organization and functions of the executive, legislative, and judicial segments of the national government, civil liberties and civil rights, public opinion, media, bureaucracies, and domestic and foreign policy. 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.

Recommended Textbook:

- Ginsberg, Benjamin, Theodore Lowi, Caroline Tolbert, Margaret Weir. 2018. *We the People: Twelfth Edition*. W.W. Norton & Company.
- ISBN-13: 978-0393679595

Required Technology:

- Reliable access to computer or laptop.
- Reliable internet connection

Grading Scale:

1000 – 900 points = A

899 – 800 points = B

799 – 700 points = C

699 – 600 points = D

599 and below = F

Coursework:

(1) Discussions (4) = **400 points / 100 points each**

(2) Exams (2) = **400 points / 200 points each**

(3) Essay (1) = **150 points**

(4) Syllabus Agreement (1) = **10 points**

(5) Syllabus Quiz (1) = **10 points**

(6) Public Opinion Poll = **30 points**

(1) **Discussion Postings:** Four times throughout the semester you will write a discussion post which will be your reaction to an article related to U.S. government and reply to a classmate's discussion. These can be found on the left side bar labeled "Discussion Board" as well as within each section folder.

- 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.

- A full rubric and instructions can be found at the end of this syllabus.

(2) **Exams:** at the end of Section 1 and 2, we will have an in-class exam. These will consist of 50 multiple choice questions. You will need a scantron in order to complete the exam.

(3) **Essay:** At the end of the semester you will need to turn in an essay. Instructions and rubric provided at the end of the syllabus and on Blackboard. Topics can be found on Blackboard. You will use Turnitin on Blackboard to turn in this assignment.

(4) **Syllabus Agreement:** This assignment is due September 4th by 5:00pm. Failure to complete this will mean you being dropped from the course. This can be found in folder “Course Syllabus: Start Here.”

- This is a short answer assignment. You will be asked to reply “I Agree” to the following statement:

"All content within this syllabus is subject to change at any time and is completely up to the discretion of the professor. Students will be notified of such change(s) with appropriate time to adapt. By enrolling in this course you agree to follow all guidelines in this syllabus and be fully responsible for the grade you earn."

By replying "I Agree" below, you acknowledge that you have read the syllabus, agree to the guidelines within, and take responsibility for whatever grade you may earn. Failure to do so will drop you from the course.

(5) **Syllabus Quiz:** This assignment is due September 4th by 5:00pm. You must receive full credit (answer all questions correctly) in order to complete the assignment. You will have an unlimited amount of attempts to achieve full credit. This assignment can be found in folder “Course Syllabus: Start Here.”

(6) **Public Opinion Poll:** You will be given a link on Blackboard for a Google Form. This will need to be completed by September 4th by 5:00pm. Be sure to provide your SPC email so that you can receive credit. These are private and secure.

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

Course Requirements, Expectations, and Policies

Late Work/Extra Credit: You will NOT have the opportunity to earn extra credit points during the course, so do not ask. No late work will be accepted since you have ample time to complete assignments. There are no exceptions to this policy. Exams can only be made up with proper documentation such as a doctor’s note.

Make-Up Discussion: If you miss a discussion assignment, you will have the opportunity to receive half credit through a make-up discussion. The prompt will be given October 15th and due November 18th. This is only for students who received a zero on a discussion assignment.

Attendance Policy: Students are expected to attend class regularly and prepared. If you arrive more than 10 minutes late you will be counted absent. If you leave early without telling me beforehand, you will be counted absent. If you sleep during class, you will be counted absent.

Drop Policy: Refer to TTAP guidelines.

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, mail, or chat. I will drop you with an F for violation of this policy.

Technology: Please no cell phone, pager, iPod, etc. usage during class. Please be respectful of others and power down your cellular devices, pagers, iPods, etc. The use of cellular/mobile phones is prohibited in the classroom.

If you are expecting a call or need to leave early, notify me immediately or before class and I will make an exception for you.

Students may use a laptop computer during class but are not permitted to instant message others, check social network updates, email, etc. The usage of the laptop computers is meant for taking notes and considered a privilege, not a right, given to you by me and can be taken away at any time.

Emailing Your Professor: I require students to send a professional email when contacting me. If you send an unprofessional email to me, I will not respond. 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. 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.

Technology Problems: 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 not mine. Please always start early on assignments and finish early to avoid problems. Save assignments in Word to avoid losing your work.

I will be of no help with computer problems, mechanical failures, ISP problems, etc. You can contact **Blackboard and Tech Support** (blackboard@southplainscollege.edu) for any Blackboard related issues. If you are having trouble logging in to Blackboard or seeing your courses, please contact Blackboard Support. You can call the office Monday through Friday from 8:00 am to 4:00 pm at 806-716-2180

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."

The best way to avoid this situation is using your own original work and citing sources. Links to help you cite sources are provided on Blackboard in "Helpful Links" as well as below rubrics in the syllabus.

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 help, there is a link in “Helpful Hints” that describes writing for research purposes on Blackboard.

Diversity Statement

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences 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.

SPC Standard Disability 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, Reese Center (Building 8) & Lubbock 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, 806-894-9611

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 Director of Health and Wellness. 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 Crystal Gilster, Director of Health and Wellness at 806-716-2362 or email cgilster@southplainscollege.edu for assistance.

Campus Concealed Carry

Campus Concealed Carry - 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, please refer to the SPC policy at:

(http://www.southplainscollege.edu/human_resources/policy_procedure/hhc.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.

SPC Mask Policy: It is the policy of South Plains College for the Fall 2020 semester that as a condition of on-campus enrollment, all students are required to engage in safe behaviors to avoid the spread of COVID-19 in the SPC community. Such behaviors specifically include the requirement that all students properly wear CDC-compliant face coverings while in SPC buildings including in classrooms, labs, hallways, and restrooms. Failure to comply with this policy may result in dismissal from the current class session. If the student refuses to leave the classroom or lab after being dismissed, the student may be referred to the Dean of Students on

the Levelland campus or the Dean/Director of external centers for Student Code of Conduct Violation.

Texas Tech University System Facial Covering Policy

The TTU System and its component institutions (“University”) require all members of the University Community (students, faculty, staff, visitors, vendors and contractors) to wear protective face coverings¹ on University campuses or in University facilities as provided below:

I. Requirements

1. In common areas² on campus including, but not limited to, classrooms and other spaces used for teaching, research, and creative activity, Student Union, libraries, hallways, elevators, stairwells, restrooms, break rooms, foyers, event rooms and lobbies;
2. Inpatient care units, ambulatory clinic spaces, or procedural areas; or
3. Other areas where physical distancing of at least 6 feet is not maintained. Even when physical distancing of at least 6 feet can be maintained, face coverings are strongly

recommended.

II. Exceptions

1. When eating or drinking, which should still be conducted maintaining physical distance;
2. In accordance with applicable law (e.g., an accommodation, including for medical reasons, under the Americans with Disabilities Act (ADA), or pursuant to a bona fide religious belief);
3. For children under the age of 2 years old; or
4. By an instructor/presenter in a classroom or event room when a physical distance of at least 6 feet can be maintained from the class members/audience.

With prior University approval, units and departments may set other reasonable guidelines and policies that are particularly tailored to their specific workplace, healthcare, or learning environment (e.g., residence halls, recreation centers, athletics facilities, performance venues, research facilities, medical clinics).

Although failure to comply with this facial covering policy may lead to disciplinary action, efforts will first be made to educate members of the University Community of the need for facial coverings to control the spread of COVID-19. Warning will be given before disciplinary action is taken.

Syllabus Contract/Amendments: All content within this syllabus is subject to change at any time and is completely up to the discretion of the professor. Students will be notified of such change(s) with appropriate time to adapt. By enrolling in this course you agree to follow all guidelines in this syllabus and be fully responsible for the grade you earn.

Illness-Based Absence Policy

If at any time during this semester you feel ill, in the interest of your own health and safety as well as the health and safety of your instructors and classmates, you are encouraged not to attend face-to-face class meetings or events. Please review the steps outlined below that you should follow to ensure your absence for illness will be excused. These steps also apply to not participating in synchronous online class meetings if you feel too ill to do so and missing specified assignment due dates in asynchronous online classes because of illness.

1. If you are ill and think the symptoms might be COVID-19-related:
 - a. Call Student Health Services at 806.743.2848 or your health care provider. After hours and on weekends contact TTU COVID-19 Helpline at [TBA].
 - b. Self-report as soon as possible using the Dean of Students COVID-19 webpage. This website has specific directions about how to upload documentation from a medical provider and what will happen if your illness renders you unable to participate in classes for more than one week.
 - c. If your illness is determined to be COVID-19-related, all remaining documentation and communication will be handled through the Office of the Dean of Students, including notification of your instructors of the period of time you may be absent from and may return to classes.
 - d. If your illness is determined not to be COVID-19-related, please follow steps 2.a-d below.
2. If you are ill and can attribute your symptoms to something other than COVID-19:
 - a. If your illness renders you unable to attend face-to-face classes, participate in synchronous online classes, or miss specified assignment due dates in asynchronous online classes, you are encouraged to visit with either Student Health Services at 806.743.2848 or your health care provider. Note that Student Health Services and your own and other health care

providers may arrange virtual visits.

b. During the health provider visit, request a “return to school” note;

c. E-mail the instructor a picture of that note;

d. Return to class by the next class period after the date indicated on your note.

Following the steps outlined above helps to keep your instructors informed about your absences and ensures your absence or missing an assignment due date because of illness will be marked excused. You will still be responsible to complete within a week of returning to class any assignments, quizzes, or exams you miss because of illness.

Addressing Accommodation Requests from High-Risk Students Returning to Campus

Texas Tech University is taking considerable measures to provide effective social distancing and sanitation protocols as we prepare to return to campus in the Fall. We need to be mindful that, because of underlying health conditions, some students will be at higher risk for COVID-19.

Other students, although healthy themselves, might live with someone who has compromising health conditions. Students in one or both of

these two categories might request accommodations or alternatives to fulfill course requirements to avoid potential exposure to the virus. The Office of the Provost authorizes instructors of record (IoRs), in coordination with their department chairs,

academic advisors, and academic associate deans, with the flexibility necessary to make instructional accommodations for students to avoid exposure to COVID-19. Accommodations might include, as examples, alternatives to face-to-face group assignments, remote learning such as online instruction or off-site

activities, changing to an online section of the same course or to an independent study with the same learning objectives as the original course, or approval of a substitute course that is offered online and can fulfill the same degree requirements of the original course. Keep in mind the

following criteria when considering making an accommodation for a student: (1) whether the requested accommodation would make a substantive alteration of the course material or objectives; (2) whether the accommodation provides an equally effective alternative to the original objectives or activities of the class; and (3) whether the accommodation can be uniformly applied should more than one student

request it. If the IoR can satisfactorily address these three requirements for accommodation, and is comfortable providing it, then it is appropriate to do so. If the IOR feels unable to provide accommodation that satisfies these three criteria or is unsure how the requested accommodation can be provided, the IoR is encouraged to contact their academic associate dean's office for guidance. Students should also be advised to follow the steps for reporting illness-related absences outlined on the Dean of Students COVID-19 webpage.

If a high-risk student asks for a substantial alteration to the essential elements of the class, then the IoR, advisor, or associate dean should suggest that the student work with SDS to provide a Letter of Accommodation (LOA).

Course Schedule and Readings:

Section 1:

Readings: The Founding and Constitution / Institutions / Federalism

- The Declaration of Independence
- Constitution
- Chapter 2
- Chapter 12
- Chapter 13
- Chapter 3

Discussions: Due October 2nd by 5:00pm.

- Discussion 1: Federalists / Anti-Federalists
- Discussion 2: The New Deal

Exam: October 2nd

Holiday: September 7th

Section 2:

Readings: Civil Liberties / Civil Rights / Campaigns and Elections

- Chapter 4
- Bill of Rights
- Chapter 5
- Chapter 10

Assignments: Due October 30th by 5:00pm

- Discussion 3: Reconstruction
- Discussion 4: Electoral College

Exam: October 30th

Holiday: October 23rd

Section 3:

Readings: Political Culture / Public Opinion / Political Parties

- Chapter 1
- Chapter 6
- Chapter 9

Essay: December 7th by 5:00pm

Last Day to Drop: November 19th

Holiday: November 25th – 27th

Due Dates and Exams

- Syllabus Agreement, Syllabus Quiz, Public Opinion Poll: Due September 4th by 5:00pm
- Discussion 1 and 2: Due October 2nd by 5:00pm.
- Exam 1: October 2nd
- Discussion 3 and 4: Due October 30th by 5:00pm.
- Exam 2: October 30th
- Last Day to Drop: November 19th
- Final Essay: Due December 7th by 5:00pm.

Rubric and Instructions for Written Work:

Discussions:

Rubric Grading	59 points or less	60 – 69 points	70 to 79 points	80 to 89 points	90 or more points
	<p>No reply</p> <p>Student does not: - answer questions in prompt - Explain important concepts</p> <p>Contains considerable grammar mistakes</p> <p>Does not meet word count</p> <p>No citations</p> <p>Poor sentence structure and organization</p> <p>Does not mention article</p>	<p>No reply</p> <p>Student does not: - answer questions in prompt - Explain important concepts - appear to have read article</p> <p>Some grammar mistakes</p> <p>Word count met</p> <p>No citations</p> <p>Poor sentence structure and organization</p> <p>Does not mention article</p>	<p>Reply</p> <p>Student: - answers most questions in prompt - Explains some important concepts</p> <p>Some grammar mistakes</p> <p>Word count met</p> <p>No citations</p> <p>Good sentence structure and organization</p> <p>Does not mention article</p>	<p>Reply</p> <p>Student: - answers most questions in prompt - Explains some important concepts - mentions article</p> <p>Few grammar mistakes</p> <p>Word count met</p> <p>Has citations</p> <p>Good sentence structure and organization</p> <p>Uses article</p>	<p>Reply</p> <p>Student: - answers all questions in prompt - Explains all important concepts - mentions article</p> <p>Few grammar mistakes</p> <p>Word count met</p> <p>Has citations</p> <p>Great sentence structure and organization</p> <p>Uses article</p>

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 to receive full credit.
- Make sure to cite reliable sources when writing your discussions.
- You are expected to use the article and slides/book
- 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.

Essay:

Rubric Grading	89 or less points	90 - 104 points	105 to 119 points	120 to 134 points	135 or more points
	<p>Student does not answer important concepts found in prompt</p> <p>Contains considerable grammar mistakes</p> <p>Poor sentence structure and organization</p> <p>Does not follow instructions</p> <p>Less than 5 citations</p>	<p>Student does not answer important concepts found in prompt</p> <p>Contains considerable grammar mistakes</p> <p>Poor sentence structure and organization</p> <p>Follows most instructions</p> <p>Less than 5 citations</p>	<p>Student does not answer important concepts found in prompt</p> <p>Contains considerable grammar mistakes</p> <p>Good sentence structure and organization</p> <p>Follows all instructions</p> <p>Has less than 5 citations</p>	<p>Student answers some important concepts found in prompt</p> <p>Contains few grammar mistakes</p> <p>Good sentence structure and organization</p> <p>Follows all instructions</p> <p>Has 5 or more citations</p>	<p>Student answers most important concepts found in prompt</p> <p>Contains few grammar mistakes</p> <p>Good sentence structure and organization</p> <p>Follows instructions on length</p> <p>Has 5 or more citations</p>

Instructions on Topic:

- There will be three topics posted on Blackboard for you to choose from

Instructions Final Draft:

- Double spaced
- 12 point font
- Times New Roman
- 1 inch margins
- at least 3 pages in length (that is NOT including headers, footers, citations, etc.)
- Uses citations (APA or MLA)
- These will be turned in using Turnitin on Blackboard.

Writing Tips:

- Write in third person, as you would a research paper.
- I do not care to read your personal political opinions. Remain as objective as possible in answering the prompt.
- Use academic English and remain formal

<https://awc.ashford.edu/tocw-first-person-vs-third-person.html>

- For help on in-text citations:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html

- For help on your works cited:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_author_authors.html

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_electronic_sources.html