A. **Academic Division:** Liberal Arts

B. **Discipline:** Political Science

C. **Course Number and Title:** POLT1010 American National Government

D. **Course Coordinator:** Janny Nauman  
   **Assistant Dean:** Deb Hysell

**Instructor Information:**
- **Name:** Click here to enter text.
- **Office Location:** Click here to enter text.
- **Office Hours:** Click here to enter text.
- **Phone Number:** Click here to enter text.
- **E-Mail Address** Click here to enter text.

E. **Credit Hours:** 3

F. **Prerequisites:** None

G. **Syllabus Effective Date:** Fall, 2017

H. **Textbook(s) Title:**

   *AMERICAN GOVERNMENT: YOUR VOICE, YOUR FUTURE*
   - **Author:** Matthew R. Kerbel
   - **Year:** 2013
   - **Edition:** 5th
   - **ISBN:** 9781942041047

I. **Workbook(s) and/or Lab Manual:** None

J. **Course Description:** This course involves an examination of the people, values, institutions, processes, and policies associated with American government. Special emphasis is given to the way in which all of the variables interact to form the dynamic that is American politics. This course meets the requirements for OTM in Social and Behavioral Science TMSBS.
<table>
<thead>
<tr>
<th>College-Wide Learning Outcomes</th>
<th>Assessments - How it is met &amp; When it is met</th>
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</thead>
<tbody>
<tr>
<td>Communication – Written</td>
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<td>Communication – Speech</td>
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<td>Intercultural Knowledge and Competence</td>
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<td>Critical Thinking</td>
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<td>Information Literacy</td>
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<td>Quantitative Literacy</td>
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L. Course Outcomes and Assessment Methods:

Upon successful completion of this course, the student shall:

<table>
<thead>
<tr>
<th>Outcomes</th>
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<tbody>
<tr>
<td>1. Explain the philosophical underpinnings and values associated with the foundation of American government, specifically that of its three main branches.</td>
<td>Discussion forums or in-class group discussions that require students to use and relate key terms from the text and other credible and/or scholarly sources selected by the student (Weeks 1, 2, 3, 4, 5, 8, 14, 15). Students should generate unique conclusions on the structures, values, and relationships between the three branches of government. Additionally, students are required to conduct an interview with questions on diversity, ultimately producing conclusions on diversity from the interview transcript.</td>
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<tr>
<td>2. Explain the nature and functions of American bureaucratic institutions, independently, and as they relate to three main branches of government.</td>
<td>Discussion forums as described in Outcome 1, site visit to local government report (Weeks 6, 8, 14, 15). Students should generate unique conclusions on the role of bureaucrats and bureaucratic institutions and offices in civil and political society.</td>
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<tr>
<td>3. Explain the nature and functions of the four political intermediaries that exist in the American political system: news media, public opinion, political parties, and elections; examine the political efficacy associated with each.</td>
<td>Discussion forums as described in Outcome 1 (Weeks 7, 8, 9, 14, 15). Students should decipher and predict the changing compositions and roles of these political intermediaries in civil society.</td>
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<td>4. Explain the complex relationships among multiple aspects of American government reviewed thus far, including its values, branches, bureaucracies, and political intermediaries.</td>
<td>Mid-term essay/video project exam (Week 8). In response to an assigned paper question, craft a unique thesis on the material covered in weeks 1-7. Show knowledge integration by developing a meta-narrative of previously generated conclusions from weeks 1-7.</td>
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<td>5. Explain the fundamental principles of the Constitutional Bill of Rights and the relationship of those principles to issues of civil liberties and social justice.</td>
<td>Discussion forums (Weeks 9, 10, 11, 14, 15). Generate conclusions on the status of social justice issues and relate those statues to existing policies and observable political activity. Generate conclusions on the status of civil liberties and the relationship between civil liberties and civil rights.</td>
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<td>6. Explain the history, strategies, and role of American foreign policy and political efficacy in the policy formulation and policy execution processes.</td>
<td>Discussion forums (Weeks 12, 14, 15). Draw conclusions on policy priorities in a policy environment of scarce resources.</td>
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<tr>
<td>7. Explain the role, strategies, and history of domestic policy, including but not limited to, welfare, healthcare, and religion /race policies and the political efficacy in the policy formulation and policy execution processes.</td>
<td>Discussion forums. Final group projects on policy analysis (phase 1 – description of policy, phase 2 – analysis and presentation of policy conclusions) (Weeks, 13, 14, 15). Engage in group discussion, exercise conflict resolution, and generate group-based conclusions detailing multiple perspectives on one policy process and outcome.</td>
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M. Topical Timeline (Subject to Change):

- The circumstances behind and the motivations involved in the founding of the U.S. Government
- The Constitutional principles of separation of powers and checks and balances
- The structure, function, and the leaders of each of the branches of the federal government [legislative, executive, and judicial]
- The major political systems of the world and where the United States fits into the picture
- The American bureaucracy and its relationship with the three branches of government
- The Bill of Rights and its importance to civil liberties and social justice
- American foreign policy goals, approaches, and challenges
- Domestic policy goals, approaches and challenges

N. Course Assignments:

1. Discussion forums or in-class group discussion of short essay responses
2. Mid-term exam
3. Video or in-class presentation on presidents
4. Diversity interview report
5. Site visit
6. Group final project

O. Recommended Grading Scale:

<table>
<thead>
<tr>
<th>NUMERIC</th>
<th>GRADE</th>
<th>POINTS</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>93–100</td>
<td>A</td>
<td>4.00</td>
<td>Superior</td>
</tr>
<tr>
<td>90–92</td>
<td>A-</td>
<td>3.67</td>
<td>Superior</td>
</tr>
<tr>
<td>87–89</td>
<td>B+</td>
<td>3.33</td>
<td>Above Average</td>
</tr>
<tr>
<td>83–86</td>
<td>B</td>
<td>3.00</td>
<td>Above Average</td>
</tr>
<tr>
<td>80–82</td>
<td>B-</td>
<td>2.67</td>
<td>Above Average</td>
</tr>
<tr>
<td>77–79</td>
<td>C+</td>
<td>2.33</td>
<td>Average</td>
</tr>
</tbody>
</table>
73–76  C  2.00  Average
70–72  C-  1.67  Below Average
67–69  D+  1.33  Below Average
63–66  D  1.00  Below Average
60–62  D-  0.67  Poor
00–59  F  0.00  Failure

P.  Grading and Testing Guidelines:

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Q.  Examination Policy:

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R.  Class Attendance and Homework Make-Up Policy:

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S.  Classroom Expectations:

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T.  College Procedures/Policies:

Attendance Requirements: All students are required to attend all scheduled classes and examinations. Each faculty member has the right to establish regulations regarding attendance that he/she considers necessary for successful study.

Students who do not attend classes may be administratively withdrawn from those classes. However, failure to attend classes does not constitute withdrawal, and students are expected to process a formal withdrawal through the Student Records Office in Kee Hall.

Student engagement requirements:
Student engagement is based on the “active pursuit” of learning which can be measured by class attendance, class participation (in class or online), taking required quizzes/examinations, and submission of work assignments or papers. Student engagement consists of a student attending at least 60% of the class sessions (there should be attendance throughout the term) and/or completing 75% of the assignments listed on the syllabus at the midpoint in the term. Exceptions can be made when there is on-going communication between the student and faculty member. The communication must be documented and the faculty member and student must be in agreement regarding the exception. Students not meeting the expectation will be administratively withdrawn from class. If a student believes he/she was administratively withdrawn in error, he/she may file an appeal. Being administratively withdrawn may have program and financial aid implications.

Academic Misconduct is any activity that tends to compromise the academic integrity of the college, or subvert the educational process. Examples of academic misconduct include, but are not limited to:

1. Violation of course or program rules as contained in the course syllabus or other information provided to the student; violation of program requirements as established by departments and made available to students.

2. Plagiarism including, but not limited to, submitting, without appropriate acknowledgment, any written, visual or oral material that has been copied in whole or in part from the work of others (whether such source is published or not) even if the material is completely paraphrased in one’s
own words. This includes another individual’s academic composition, compilation, or other product, or a commercially prepared paper. Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor.

Such practices constitute plagiarism regardless of motive. Those who deny deceitful intent, claim not to have known that the act constituted plagiarism, or maintain that what they did was inadvertent are nevertheless subject to penalties when plagiarism has been confirmed.

3. **Cheating** and dishonest practices in connection with examinations, papers and projects, including but not limited to using unauthorized notes, study aids or information on an examination; obtaining help from another student during an examination; taking an exam or doing work for another student; providing one’s own work for another student to copy and submit as his/her own; or allowing another student to do one’s work and then submitting the work as one’s own. Also included would be altering a graded work after it has been returned, then submitting the work for re-grading; or submitting identical or similar papers for credit in more than one course without prior permission from the course instructors.

4. **Fabrication** including but not limited to falsifying or inventing any information, data or citation; presenting data that were not gathered in accordance with defined appropriate guidelines, and failing to include an accurate account of the method by which data were collected.

5. **Obtaining an Unfair Advantage** including, but not limited to stealing, reproducing, circulating, or otherwise gaining access to examination materials prior to the time authorized by the instructor; unauthorized collaborating on an academic assignment; taking, hiding or altering resource material; or undertaking any activity with the purpose of creating or obtaining an unfair advantage over another student’s academic work.

6. **Aiding and Abetting Academic Dishonesty** including, but not limited to providing material, information or other assistance to another person with the knowledge that such aid could be used in any of the violations stated above, or providing false information in connection with any inquiry regarding academic integrity.

7. **Alteration of Grades or Marks** including but not limited to, action by the student in an effort to change the earned credit or grade.

In addition, cases of academic dishonesty may involve photocopied materials. Materials used may fall under the Copyright Act. Violations of said Act may subject the user and/or the College to sanctions.

**Statement on Disabilities:** Any student who requires reasonable accommodations related to a disability should inform the course instructor and the Coordinator of Specialized Services (Room 138 in Kee Hall; phone 419-755-4727).

Students who encounter difficulty in any of their courses are encouraged to visit the Tutoring Resource Center (Room 119 in Fallerius Technical Education Center) for tutoring assistance, and the Student Success Center (Room 136 in Kee Hall) for academic assistance, advising services, referrals for personal counseling and Learning Disability (LD) Testing.

**Statement on Withdrawals:** As a student, you are expected to attend class. If you are unable or choose not to attend class, or if for whatever reason you are unable to keep up with the requirements of a course, you need to officially drop the class at the Student Records Office. Refund dates and withdrawal dates will vary slightly from term to term. Contact the Student Records Office for applicable dates. Additionally these dates are posted on the academic calendar available on the college’s website, www.ncstatecollege.edu, under the Academics heading on the home page and are available at the Student Records Office in Kee Hall. Students should go to the Student Records Office (Room 142 in Kee Hall) to process their withdrawal from any class.
If you choose to walk away from your class without officially withdrawing from it, the faculty member teaching the class must grade your classroom performance on the material available to him or her. This normally results in an "F" grade. An "F" grade can lower your grade point average considerably depending on the total credits accumulated.