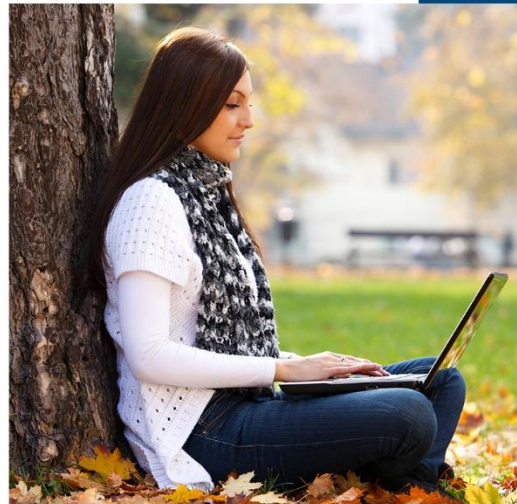




School of
Distance Education
Andrews University

SYLLABUS



**PLSC 104 American Government
Summer 2021**

PLSC 104 American Government

School of Distance Education

Interactive Online Format

This course follows an interactive online format and has Thursday deadlines. You are expected to login regularly during the course to participate in the online discussions. Please plan accordingly. **Please review the Dates & Deadlines widget on the right side of your course in LearningHub for the last day to withdraw for a full refund.**

Instructor Contact

Please refer to course in LearningHub for the teacher contact information.

Other Assistance

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Enrollment and withdrawal questions	sderegister@andrews.edu	(269) 471-6323
Technical assistance with online courses	dlit@andrews.edu	(269) 471-3960
Exam requests and online proctoring	sdeexams@andrews.edu	(269) 471-6566
Distance Student Services - any other questions	sdestudents@andrews.edu	(269) 471-6566

Part 1: Course Information

Course Descriptions

This course is an introductory survey of American national government. It introduces the basic principles and theories of American government, explores the political process, describes the structure, and illustrates its functions.

Required Text/Material

Patterson, Thomas E. *We The People: An Introduction to American Government* 11th edition.
New York: McGraw Hill, 2015. ISBN 9780078024795.

CQ Researcher. *Issues for Debate in American Public Policy*. 21st edition. Washington D.C.: CQ Press, 2019. ISBN 9781544374789.

NOTE: We recommend getting textbooks through Amazon as they ship rapidly to most locations and offer more used and ebook options. If you choose to use the Andrews Bookstore, be sure you order the texts listed in the syllabus for your enrolled section (970-999). Then check delivery date before you order as it is essential to have the materials from day one.

- *Guest students*, contact your financial advisor at your home university.
- *Degree students* using federal financial aid should discuss textbook costs with their financial advisor before purchasing books, if they wish to include this in their budget.

Credit Hour and Commitment

This course is offered for 3 semester credits; therefore, it is expected that you will spend 135 total hours on this course. This translates to approximately 11 hours each week. You'll spend your time viewing lectures and taking notes, completing reading and assignments, along with interacting with your instructor and classmates. A total of 12 assignments are required in addition to two research papers 5 – 8 pages in length per paper.

A recommended weekly schedule to divide your time is provided:

Readings: 2 hours

Lectures: 2 hours

Interactive Discussions: 1 hours

Research Paper: 2 hours

Assignments: 2 hours

Exams: 2 hours

Student Learning Outcomes

1. Understand the basic functions of American government.
2. Explain the foundations of American government.
3. Identify the branches of government.
4. Describe the work of Congress, the President and executive agencies.
5. Explain why citizens participate, who is most likely to participate, and how citizens influence government.
6. Describe the federal courts system and the structure of the Supreme Court.
7. Develop critical thinking about politics and government.

Part 2: Course Methods and Delivery

Methods of Instruction

Methods of instruction include assigned readings from the textbook and the course material, a weekly paper based on the reading, a short research paper, online discussions, and three exams. Regular participation in the course is essential to good performance.

Technical Requirements

- Computer: PC (Win 7 or newer) or MAC (10.6 or better)
- A webcam with microphone, and speakers (or plug in headset)
- Internet: 2.4 Mbps or faster DSL, cable or Wi-Fi connection
- Browser: Current version of Chrome or Firefox
- Software: MS Office 2013 or newer ([student copy here](#))

LearningHub Access

This course is delivered online through LearningHub at <http://learninghub.andrews.edu>

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub.

Please do this online here: <https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't already. If you need assistance, call or email us: (296) 471-6016 or <mailto:helpdesk@andrews.edu>.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email dlit@andrews.edu or call (269) 471-3960.

Part 3: Course Requirements

Important Note: This online class is **not** self-paced. You can arrange your schedule flexibly during each week, but you **MUST** participate each week. You are expected to “show up” to class by interacting in the discussion forums a minimum of two times per week. In addition, assignments are due regularly each week. Adequate Internet access during the duration of the course is critical for your participation. To be successful, plan to spend time daily on the course.

Assessment Descriptions

Position Paper Assignments

Students will be required to complete assignments as listed in the course schedule. Assignments are posted on Moodle and must be uploaded in Moodle using Turn-it-in on the designated due date.

Students must use 12 pt. New Times Roman font, double-spaced, with page numbers in the bottom center of each page. Papers should be no more than two pages in length. The student's name, course title, and date must be in the top left of the first page of each assignment. Title pages are not necessary.

When necessary students should use the Chicago style manual for citation. Students should review what constitutes plagiarism; failure to use necessary citations may result in a reduced or failing grade for the assignment.

Each assignment must include the following: an introductory paragraph outlining the issue under consideration. The second paragraph should present one side of the issue under debate. The third paragraph should present the opposing argument. In the final paragraph students will give their own position regarding the issue debated in the reading and explain why they hold that opinion.

Research Papers

Students will write two, three to five-page research papers about representation. Students will select a congressional district and representative on which they wish to write their research.

In the first paper, students will research the chosen district. Papers will include information about the economy, local employers, businesses and industries. In addition, students should provide information regarding the population of the district. What is the socio-economic status of the district, unemployment rates, and demographics regarding age, race and educational achievement of the population living in the district? This information should be compared to either the state or national demographic and economic information.

In the second paper, students will profile the congressional representative for their chosen district and explain how this member represents the interests of their district. Students should include information regarding the member's congressional committee appointments, campaign donations, and interest group ratings. What campaign promises did the representative make and how have they fulfilled those promises?

Discussion Forums

Discussion forums are opportunities for you, the course instructor and your classmates to engage in robust online conversations. In some instances, where one student is enrolled in a course, discussions will be with the instructor. Those conversations are most often based on academic topics and questions. They are integral to the course and provide avenues for enriching knowledge as well as constructing knowledge through thoughtful dialogue with peers and instructors.

Each week the professor will post a blog that will include a prompt or a question. During the week students will respond to the prompt or question posed for that week. Students should review the rubric for the blog responses below. When posting, students should explain their perspective and/or why they answered the question as they did.

Some discussions are formal in nature and call for thorough scholarship. They hold to the same academic standards for originality and honesty as other academic work (e.g. papers, essays, quizzes and exams). Whenever appropriate, any idea or statement in a discussion forum that is not your own original work should be referenced, according to the style guide adopted by your academic discipline (e.g. APA, MLA, Chicago, etc.).

There may also be forums in the course in which the discussions are informal. Such discussions may include personal introductions and opportunities to know more about other participants in the course as well as academic topics. Informal forums are great for sharing interests, observations and encouragements with classmates.

For each forum in this course you will be required, unless otherwise instructed, to create an initial post and, at least, two replies to classmates. Course weeks [after the first week] begin on Friday and end on Thursday. The initial post is due by 11:55 pm on Sunday of the week the discussion is assigned. Replies to classmates are due by 11:55 pm on Thursday of the week the discussion is assigned.

Rubrics**Discussion Forum Rubric**

	Mastery	Proficient	Emergent	No Progress
Content	Demonstrates excellent knowledge of concepts, skills, and theories relevant to topic.	Demonstrates fair knowledge of concepts, skills, and theories.	Demonstrates significantly flawed knowledge of concepts, skills, and theories.	Did not participate.
Support	Statements are well supported; posts extend discussion	Statements are partially supported; posts may extend discussion.	Support is deficient; posts do not extend discussion.	Did not participate.
Timeliness	Initial before deadline.	Initial post 1 day late	Initial post 2 days late	Did not participate.
Quantity	Initial post and two other posts.	Initial post and one other post.	Initial post only.	Did not participate.
Percentage	100%	70%	50%	0%

Research Paper Rubric

Category	Exceeds Standard	Meets Standard	Nearly Meets Standard	Does Not Meet Standard	Score
Title Page	Title Your Name, Teacher's Name, Course, Date, neatly finished-no errors.	Evidence of four.	Evidence of 3.	Evidence of 2 or less.	
Thesis Statement	Clearly and concisely states the paper's purpose in a single sentence, which is engaging, and thought provoking.	Clearly states the paper's purpose in a single sentence.	States the paper's purpose in a single sentence.	Incomplete and/or unfocused.	
Introduction	The introduction is engaging, states the main topic and previews the structure of the paper.	The introduction states the main topic and previews the structure of the papers.	The introduction states the main topic but does not adequately preview the structure of the paper.	There is no clear introduction or main topic and the structure of the paper is missing.	
Body	Each paragraph has thoughtful supporting detail sentences that develop the main ideas.	Each paragraph has sufficient supporting detail sentences that develop the main idea.	Each paragraph lacks supporting detail sentences.	Each paragraph fails to develop the main idea.	
Organization -Structural Development of the Idea	Writer demonstrates logical and subtle sequencing of ideas through well-developed paragraphs, transitions are used to enhance organization	Paragraph development present but not perfected.	Logical organization; organization of ideas not fully developed.	No evidence of structure or organization.	
Conclusion	The conclusion is engaging and restates the thesis.	The conclusion restates the thesis.	The conclusion does not adequately restate the thesis.	Incomplete and/or unfocused.	
Mechanics	No errors in punctuation, capitalization and spelling.	Almost no errors in sentence structure and word usage.	Many errors in punctuation, capitalization and spelling.	Numerous and distracting errors in punctuation, capitalization and spelling.	
Usage	No errors in sentence structure and word usage.	Almost no errors in sentence structure and word usage.	Many errors in sentence structure and word usage.	Numerous and distracting errors in sentence structure and word usage.	
Citation	All cited works, both text and visual, are done in the correct format with no errors.	Some cited works, both text and visual, are done in the correct format Inconsistencies evident.	Few cited works, both text and visual, are done in the correct format.	Absent	
Bibliography	Done in the correct format with no errors. Includes more than 5 major references (e.g. political science journal articles, reference works and government online resources).	Done in the correct format with few errors. Includes 5 major references.	Done in the correct format with some errors. Includes 4 major references.	Done in the correct format with many errors. Includes 3 major references.	

Position Paper Assignments Rubric

Criteria	Excellent	Acceptable	Substandard
Length	Concise, with every sentence counting; stays close to the word limit; Not too long or too short	Fairly concise; stays close to the word limit; Not extremely long or short.	Excessively long or short.
Style	Is easy to follow. Written simply and clearly. Covers the topic neatly without veering off. Main points are clear and few.	Is usually easy to follow, written simply and clearly, and stays on topic without veering off. There may be a few too many points or a confusing sentence or two.	Veers off topic. It is difficult to follow main points or grasp writer's meaning in large sections of the work. Writing is disorganized. There may be overly complex language and/or sentences are used.
Accuracy	Writing shows that student knows the material taught and can apply it accurately in a new situation.	Writing shows that student knows much of the material taught and can usually apply it accurately in a new situation.	Writing displays a failure to understand, recall, or apply much of the material in new situations.
References	Quotes used are short and used sparingly to directly support an idea. All quotes are correctly referenced.	Occasionally uses too many short quotes. Most quotes are correctly referenced; a few mistakes may be made in some references.	Quotes bible or text-book extensively or uses incorrect referencing.
Personal Comments	Narrative and description is kept to the minimum needed for analysis. Personal reflections are not long winded or "preachy."	Narrative and description are a bit too lengthy. Personal reflections are sometimes long winded or "preachy."	Too much narrative or description at the expense of analysis. Personal reflection accounts for more than 50% of material. (Exceptions are made for assignments specifically requesting primarily personal reflection.)
Depth/Analysis	In-depth discussion of all points; Evident that much thought has been put into the subject matter and writing. Conflicting perspectives are known, considered, and discussed. Counter-arguments are consistently anticipated and refuted.	In-depth discussion of most points; Evident that some thought has been put into the writing. Most conflicting perspectives are known and are usually considered and discussed. Some counter-arguments are anticipated and refuted.	Writing has been thrown together, lack of evidence of thoughtfulness. Much Fluff and Fillers. Many Platitudes. Main points stand alone with no consideration or fair treatment of alternative perspectives.
Grammar/Language Usage	Writing is clear and precise, not vague or ambiguous. Uses accurate grammar, syntax, spelling, capitals, and punctuation. No text abbreviations.	The writing is usually clear. There may be a few grammatical or syntactical mistakes.	Poor and inaccurate English grammar, syntax, spelling, capitals, and/or punctuation are pervasive. Major errors in editing, use of slang, non-conversational contractions, or texting abbreviations.
Sentences	Every sentence counts. All sentences have subjects and verbs. No run-on or incomplete sentences.	Most sentences count and have subjects and verbs. No more than one run-on or incomplete sentence present.	Sentences are sloppy. Several incomplete, run-on, or rambling sentences present.
Paragraphs	Paragraphs are neat and separated with no more than one main point per paragraph.	Paragraphs are separated, usually with only one main point per paragraph.	Paragraphs run together without regard to individual points being made. Structure is random.

Exams

There are three exams in this course. Each is worth 20% of your grade. You will be allowed an hour and 15 mins for each exam.

There are three exams in this course. Exam 1 covers material from Lessons 1-3, is made up of multiple-choice and essay questions and is worth 40 points. You will be allowed 75 minutes to take this exam. This exam is worth 20% of your grade. Exam 2 covers material from Lessons 4-7, is made up of multiple-choice and essay questions and is worth 42 points. You will be allowed 75 minutes to take this exam. This exam is worth 20% of your grade. Exam 3 covers material from Lessons 8-12, is made up of multiple-choice and essay questions and is worth 33 points. You will be allowed 75 minutes to take this exam. This exam is worth 20% of your grade. All exams require proctoring.

Follow prompts in the course space to set up your exam session. In each module that contains an exam, you will find what to review and what materials are allowed (if any) during the exam.

Please read the important information about taking exams and how online proctoring works at www.andrews.edu/distance/students/exams.html. Then follow the instructions that apply to your situation on the [exam request form](#) to set up your exam session.

Please note that an exam code is never released to the student. All students must present photo identification before each exam session. Exams can only be proctored after a deadline with approval directly from the instructor to the Testing Center (sdeexams@andrews.edu or 269-471-6566). No exam is returned to the student for review. The instructor, to aid studying for future exams can provide feedback on exams.

Schedule:

All times in the schedule are for the U.S. Eastern Time Zone. All assignments are due Thursdays in the week assigned unless otherwise noted.

Week	Lessons	Readings	Assignments	Outcomes Met
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Student Introductions Academic Integrity Quiz Academic Integrity Statement	
1 May 17 – 20	Political Thinking	Patterson Chapter 1, pp. 1 – 26	No assignments	
2 May 21 – 27	Constitutional Democracy <i>Abortion Debates</i>	Patterson Chapter 2, pp. 28 – 62. <i>Issues for Debate</i> Chapter 6	Position Paper Assignment 1 Discussion 1	SLO 1, 2 & 7
3 May 28 – June 3	Civil Liberties <i>School Safety</i> Equal Rights <i>Election Security and Voting Rights</i>	Patterson Chapter 4, pp. 100 – 137 <i>Issues for Debate</i> Chapter 13 Patterson Chapter 5, pp. 140 – 174 <i>Issues for Debate</i> Chapter 8	Position Paper Assignment 2 Discussion 2 Position Paper Assignment 3 Discussion 3	SLO 1, 2, 5 & 7
4 June 4 – 10	PROCTORED EXAM 1			
5 June 11 – 17	Federalism <i>Federal-State Relations</i>	Patterson Chapter 3, pp. 65 – 98 <i>Issues for Debate</i> Chapter 16	Position Paper Assignment 4 Discussion 4	SLO 1, 3, 4, & 7
6 June 18 – 24	Congress <i>Domestic Poverty</i>	Patterson Chapter 6, pp. 327 – 367 <i>Issues for Debate</i> Chapter 2	Position Paper Assignment 5 Discussion 5 Research #1 Due	SLO 1, 3, 4, & 7
7 June 25 – July 1	The Presidency <i>The Presidency</i> The Federal Judicial System The Federal Bureaucracy <i>Health and Safety Regulations</i>	Patterson Chapter 7, pp. 369 – 406 <i>Issues for Debate</i> Chapter 15 Patterson Chapter 14, pp. 441 – 473 Patterson Chapter 13, pp. 408 – 438 <i>Issues for Debate</i> Chapter 10	Position Paper Assignment 6 Discussion 6 Position Paper Assignment 7 Discussion 7	SLO 1, 3, 4, 6 & 7
8 July 2 – 8	PROCTORED EXAM 2			
9 July 9 – 15	Public Opinion and Political Socialization <i>E-Cigarette Dilemma</i> Political Participation <i>The Retirement Crunch</i>	Patterson Chapter 6, pp. 176 – 205 <i>Issues for Debate</i> Chapter 12 Patterson Chapter 7, pp. 207 – 229 <i>Issues for Debate</i> Chapter 4	Position Paper Assignment 8 Discussion 8 Position Paper Assignment 9 Discussion 9	SLO 1, 5, & 7
10 July 16 – 22	Political Parties, Candidates and Campaigns <i>The 2020 Census</i> Interest Groups <i>Privatizing Government Services</i>	Patterson Chapter 8, pp. 232 – 266. <i>Issues for Debate</i> Chapter 6, pp. 125 – 146 Patterson Chapter 9, pp. 268 – 296 <i>Issues for Debate</i> Chapter 5	Position Paper Assignment 10 Discussion 10 Position Paper Assignment 11 Discussion 11	SLO 1, 5, & 7
11 July 23 – 29	The News Media <i>U.S. Trade Policy</i>	Patterson Chapter 10, pp. 298 – 324 <i>Issues for Debate</i> Chapter 14	Position Paper Assignment 12 Discussion 12 Research #2 Due	SLO 1, 5, & 7
12 July 30 – August 6	PROCTORED FINAL EXAM (needs to be completed by Thursday, August 5, 11:59 PM)			

Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed.

Part 4: Grading Policy

Graded Course Activities

Percent %	Description
15%	Discussions
25%	Assignments
60%	Exams
100%	Total Percent Possible

Viewing Grades in Moodle

- Click into the course.
- Click on the **Grades** link in Administration Block to the left of the main course page.

Letter Grade Assignment

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D	60-69%
F	0-59%

Part 5: Course Policies

Withdrawal and Incomplete Policies

The current withdrawal policy can be found online at <https://www.andrews.edu/distance/students/gradplus/withdrawal.html>. The incomplete policy is found online at <http://www.andrews.edu/web/msc/moodle/public/incompletes.html>.

Late Work

Due dates are listed both in the LearningHub course space and in the syllabus. Late work will have 10% of the earned points deducted.

Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.

Netiquette

In this course you will communicate with your classmates and instructor primarily in writing through the discussion forum and e-mail.

"Online manners" are generally known as "netiquette." As a general rule, you should adhere to the same classroom conduct that you would "off-line" in a face-to-face course. Some examples of proper netiquette are:

1. Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.
2. Be careful what you put in writing. Even if you are writing an e-mail message to one person, assume that anyone could read it. Though you may send an e-mail to a single person, it is very easy to forward your message to hundreds or thousands of people.
3. Grammar and spelling matter. Online courses demand the same standard of academic communication and use of grammar as face-to-face courses.
4. Never use profanity in any area of an online course. The transcripts of online course discussion forums, e-mail, and chat sessions are savable.
5. When responding to messages, only use "Reply to All" when you really intend to reply to all.
6. Avoid unkindly public criticism of others. Publicly criticizing others in an inappropriate way is known as "flaming." Consider this course a practice forum for selecting your verbiage thoughtfully and professionally.
7. Use sarcasm cautiously. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your sarcasm may be lost, and your message may thus be misinterpreted.
8. In a face-to-face setting, our tone of voice and facial expressions may convey as much of our meaning as the words we use. In a written message, the subtext of your meaning may be confused or misinterpreted. Write clearly. Use active verbs.

[Source: University of Maryland, Communications Department]

Academic Accommodations

Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at <https://www.andrews.edu/services/sscenter/disability/>
2. Download and fill in the disability form at <http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf> . Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to success@andrews.edu or fax it to (269) 471-8407.
3. Email sdestudents@andrews.edu to inform the School of Distance Education that a disability has been reported to Student Success.

Commitment to Integrity

As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

Commitment to Excellence

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “commitment to excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

Honesty

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student’s academic standing. Lessons may be discussed with other students, tutors may help to guide a student’s work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student’s own work. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.