

POLI 201: AMERICAN NATIONAL GOVERNMENT



Prerequisite(s): None

Credits: 3

I. Course Description

The Charleston Southern University course catalogue describes this course as follows: “An introductory study of the nature and functions of American national government, including the origin and development of the Constitution, democracy, federalism, civil liberties, civil rights, citizenship, political parties, pressure groups, and elections in the United States.”

II. Course Objectives

The overall course objectives provide an overview of the expectations of the course. See each learning module for specific learning objectives.

1. Identify terminology and concepts in American National Government through regular post-tests.
2. Demonstrate understanding of concepts in American National Government through discussion boards and assignments.
3. Explore, in more depth, topics and concepts within American National Government through the use of simulations and the internet.
4. Analyze topics within American National Government through discussion boards and assignments.
5. Apply Biblical principles to topics within American National Government through assignment.

III. Course Textbook and Materials

****Students must purchase in advance the required text for this course.***

1. ***We the People (WTP)***, 11th Core Edition
Ginsberg, Lowi, Weir, and Tolbert
W.W. Norton & Company
ISBN: 9780393283631
2. ***Holy Bible***

IV. Weekly Information

Module One – Week 1

Introduction

Objectives

At the end of this Module, you should be able to:

- Be familiar with their professor.
- Know several of their classmates.
- Understand how to navigate the course.
- Understand the expectations of the course.
- Explain the elements of good citizenship and why each element is important.
- Demonstrate an understanding of different forms of government.
- Engage in a simulation and quiz about political culture (shared political values).

Read and Study

Syllabus

Course Calendar

We the People: Chapter 1

Chapter 1 Simulation

Deliverables

Discussion: Introduction

Discussion: Citizenship

Chapter 1 Simulation Quiz and Post-test

Writing Assignment 1.5.3

Module Two – Week 2

The history behind American National Government

Objectives

At the end of this Module, you should be able to:

- Describe events that led to the Declaration of Independence and Articles of Confederation.
- Analyze the obstacles and compromise that led to the creation of the Constitution.
- Analyze the arguments of the ratification debates.
- Analyze the changing role of federalism.

- Demonstrate an understanding of terms and concepts in the chapters

Read and Study

Read from your textbook, *We the People*:

- Chapters 2 and 3
- The Declaration of Independence (Appendix)
- The Federalist Papers #10 and #51
- Article VI and the 10th Amendment in the Constitution (Appendix)

Deliverables

Discussion: The Unending Debate

Chapter 2 Simulation Quiz

Chapters 2 and 3: Post-test

Writing Assignment 2.5.4

Module Three – Week 3

Government Structure

Objectives

At the end of this Module, you should be able to:

- Define political parties and their functions in politics.
- Analyze how politicians and leaders impact and are impacted by parties.
- Review the party platforms and planks of America's two-party system.
- Identify terminology and concepts from Chapter 2.
- Explain how the Electoral College works and its benefits and drawbacks.
- Explore the impact of money on the campaign and election process.
- Identify terminology and concepts from Chapter 3.

Read and Study

Read from your textbook, *We the People*: Chapters 9 and 10

2016 Democratic Party Platform (link provided)

2016 Republican Party Platform (link provided)

Chapters 9 and 10 Simulation

Deliverables

Discussion: Political Parties & the American People

Chapters 9 and 10: Simulation Quiz

Chapters 9 and 10: Post-test

Writing Assignment 3.5.4

Module Four – Week 4 **Government Institutions**

Objectives

At the end of this Module, you should be able to:

- Define and analyze the various types of congressional representation.
- Analyze and discuss congressional gridlock.
- Explore and analyze the difficulties and impacts of congressional decision-making.
- Explore and analyze the conflict created by the Constitution between Congress and the President.
- Report on the legislative process by researching specific legislation before Congress.
- Test knowledge, comprehension, and analysis through a midterm exam.

Read and Study

Read from your textbook, *We the People*: Chapter 12

Focused Constitution Reading – Constitution: Article I (Pay special attention to Section 8.)

Legislative Process Videos

Chapter 12 Simulation

Legislation Research

Deliverables

Discussion: Congress & the American People

Chapter 12 Simulation Quiz

Chapter 12 Video Exercise

Chapter 12 Post-test

Writing Assignment 4.5.5

Module Five – Week 5 **Executive and Judicial Branches**

Objectives

At the end of this Module, you should be able to:

- Define and analyze the various sources and types of presidential power.
- Consider the executive branch (bureaucracy) and analyze its growth.
- Explore the competing goals of the president.

- Explain and analyze judicial review and the power of the Supreme Court.
- Observe and experience the different parts of a Supreme Court case.
- Demonstrate knowledge, understanding, and analysis of the terms and concepts discussed in the chapters.

Read and Study

Read from your textbook, *We the People*:

- Chapters 13 and 15
- Focused Constitution Reading – Constitution: Article II and Article III

Chapters 13 and 15: Simulations

Executive Branch Overview (link provided)

Supreme Court Briefs (link provided)

Oral Argument (link provided)

Deliverables

Discussion: The President's Power

Chapters 13 and 15: Simulation Quiz

Chapters 13 and 15: Post-test

Writing Assignment 5.5.4

Module Six – Week 6

Executive and Judicial Branches

Objectives

At the end of this Module, you should be able to:

- Explain and analyze a civil liberties issue of choice.
- Analyze a variety of civil liberties issues in light of Supreme Court decisions.
- Explore the various complexities and versatility of civil rights in today's society.
- Explain and analyze affirmative action programs.
- Demonstrate knowledge, understanding, and analysis of the terms and concepts discussed in the chapters.

Read and Study

Read from your textbook, *We the People*:

- Chapters 4 and 5
- Focused Constitution Reading:
Read the Bill of Rights (the first 10 Amendments) in the *We the People* appendix.
Read Amendments XIII, XIV, and XV of the Constitution in the *We the People* appendix.

Chapters 4 and 5: Simulations
Executive Branch Overview (link provided)
Supreme Court Briefs (link provided)
Oral Argument (link provided)

Deliverables

Discussion: Civil Liberties Debates
Chapters 4 and 5: Simulation Quiz
Chapters 4 and 5: Post-test
Writing Assignment 6.5.4

Module Seven – Week 7

Good Citizenship

Objectives

At the end of this Module, you should be able to:

- Identify and argue against reasons people do not vote.
- Explore the politics of voting laws and regulations.
- Analyze the writings of the federalists and anti-federalists.
- Analyze Biblical principles and their impact upon the creation and development of our government and society as a whole.
- Demonstrate knowledge, understanding, and analysis of the terms and concepts discussed in the chapters.

Read and Study

Read from your textbook, *We the People*:

- Chapter 8
- Federalist Paper #10 (Appendix)
- Anti-Federalists Papers (Appendix)

Chapter 8 Simulation

Read from the Bible: Romans Chapters 3 and 8

Deliverables

Discussion: Political Participation Arguments
Chapter 8 Simulation Quiz
Chapter 8 Post-test
Writing Assignment 7.5.4

V. Course Information and Grading

Course Requirements

Each lesson will be based on the inclusion and grading of the following segments: Discussion Boards, Simulations and Simulation Quizzes, Writing Assignments, and Post-Tests. The overall program outcomes will be measured based on the standardized grading scale percentages provided within the syllabus.

Weekly Learning Modules

Each Learning Module begins on a Monday and runs through the following Sunday, for a total of 7 days in which students are expected to complete their assignments. Each weekly Learning Module must be completed no later than 11:59 p.m. on Sunday. The new Learning Module begins on the following Monday.

Discussion Boards

One discussion board will be required weekly. Students will be required to write a main post answering the discussion board prompt by Thursday at 11:59 p.m. of each week. This response should be thorough, well written, critical, and demonstrate an understanding of the terms and concepts within the reading. Students should use the reading to support and defend their posts. In doing so, students should feel free to quote or paraphrase the material in the reading. In addition, students may research beyond the course materials required. In both instances, however, please note that students must use APA in-text citations when doing so. Full citations should be included at the bottom of the post.

In addition, students will be required to reply to no less than two classmates. In order for a reply to count, the student must create a well-written, critical response, **not** just state that they agree or disagree with a fellow classmate. The reply responses to at least two classmates must be posted no later than Sunday at 11:59 p.m.

For more details on how the discussion boards will be graded, please see the Discussion Board Rubric.

Writing Assignments

One written assignment will be required weekly. Students will be required to write a 1-2 page paper (unless noted otherwise) that addresses the prompt for the assignment. The paper will be due by Sunday night at 11:59 p.m. The paper should be written in prose and should not be a list of bulleted points. The paper is expected to be written in essay form and properly organized (introduction, with a thesis statement, body paragraphs, and a conclusion). Students will lose points for failure to write in essay form. Students should use the reading to support

and defend the statements in their paper. In doing so, students should feel free to quote or paraphrase the material in the reading. In addition, students may research beyond the course materials required. In both instances, however, please note that students must use APA in-text citations when doing so. Full citations should be included on a separate “Works Cited” page at the end of the paper.

For more details on how the writing assignments will be graded, please find details in Section VI of this syllabus, which contains the rubric for assignments.

Post-Tests

One to two post-tests will be assigned each week. Post-tests allow the students to demonstrate their ability to identify and comprehend terms and concepts found within each chapter of *We the People*. Post-tests may contain both multiple choice and short answer questions. Assigned post-tests will be calculated in the final grade.

Simulations and Simulation Quizzes

One to two simulations will be assigned each week. Simulations allow students to explore and interact with the terms and concepts they have gathered through their weekly reading. The simulations are followed by quizzes that assess the student’s understanding of the simulation.

Course Materials tab

Specific simulations and quizzes from this tab will be assigned each week directly in the learning modules. You will not be required to utilize all the resources within these materials. You can access additional resources by clicking on the “Course Materials” tab located directly beneath the “Discussion Forums” tab on the left navigation menu. Please note that there are more resources found in the course materials than you will be required to complete; however, you may choose to use additional valuable resources provided in the course materials tab as you see fit. Only the assigned course materials will be calculated in the grade book.

Late and Make-up Assignments

All deliverables are due by 11:59 PM on the due dates indicated. When substantive emergencies occur, acceptance of late submissions is left to the discretion of the course instructor.

Assignments that are submitted after the due date with prior written approval (text or email) from the instructor may receive the following deductions:

1. Late assignments are subject to a deduction of 10% of the available points for each day late.

2. Assignments submitted later than one week after due date will not be accepted and will receive a zero (0).
3. No work may be submitted after the last day of the course.
4. See Class Discussions for late discussion post policy.

Grading Scale and Assigned Letter Grades

There are a total of 1109 points available in this course. They are divided into the following categories:

Discussion Boards	=	300
Written Assignments	=	525
Post-Tests	=	244
Simulation Quizzes	=	40
Total Possible	=	1109

Charleston Southern Online undergraduate classes follow the following numerical and letter grading scale. Grades will be posted by the Sunday night following the closing of the Module. No grades will be given to students over the phone.

- A = 90-100
- B+ = 87-89
- B = 80-86
- C+ = 77-79
- C = 70-76
- D = 60-69
- F = <60

Undergraduate Discussion Board Rubric – Introduction (First week only)

Criteria	Minimal	Effective
Percent Possible: 0 or 50 Initial Post Introduction.	Percent Possible: 0 No post or did not follow instructions at all.	Percent Possible: 50 Posted following instructions.
Percent Possible: 0 or 50 Response Posts Welcome.	Percent Possible: 0 No post or did not follow instructions at all.	Percent Possible: 50 Posted following instructions.

Discussion Board Initial Post Rubric – Undergraduate

Initial Post Rubric	Content	Support & References	Mechanics & Length
Mastery 90-100%	<ul style="list-style-type: none"> • Relevant and thought-provoking viewpoints • Innovative and indicates a high level of thought • High level of critical thought, analysis, and application of concepts and ideas 	<ul style="list-style-type: none"> • Student cites 2 peer-reviewed sources in the body of the posts • Proper APA format 	<ul style="list-style-type: none"> • Post exceeds 200 words • Very well written
Effective 80-89%	<ul style="list-style-type: none"> • Advances the discussion and body of knowledge providing relevant, original thoughts to the question • Conveys thoughts in a well-rounded manner that show understanding, critical thought, and application of concepts 	<ul style="list-style-type: none"> • Student cites 2 peer-reviewed sources in the body of the post • Not in appropriate APA format 	<ul style="list-style-type: none"> • Post 178-200 words • Well written
Competent 70-79%	<ul style="list-style-type: none"> • Makes mostly complete response to the questions • Mostly restatement of materials • Conveys thoughts adequately; however, need to further develop critical aspects 	<ul style="list-style-type: none"> • Student cites 1 peer-reviewed source. • Not in appropriate APA format 	<ul style="list-style-type: none"> • Post is 158-178 words • A few writing errors
Minimal 0-69%	<ul style="list-style-type: none"> • Provides weak contribution to the discussion board • Does not convey concept understanding • Shows evidence of critical thought but is not concise or complete 	<ul style="list-style-type: none"> • Does not cite any peer-reviewed sources • Addresses questions in a manner that is unclear • Not appropriate APA format 	<ul style="list-style-type: none"> • Post is less than 158 words • Poorly written • 0 points for posts submitted after 11:59 PM EST on Thursday

Discussion Board Peer Response Rubric – Undergraduate

Peer Response Rubric	Content	Support & References	Mechanics & Length
Mastery 90-100%	<ul style="list-style-type: none"> • Advances discussion providing additional commentary that is relevant or offers an alternative • Critical thought development is evidenced by thoughtful and meaningful responses • Source is relevant and published in last 3 years 	<ul style="list-style-type: none"> • Student cites 2 peer-reviewed sources in the body of the posts • Proper APA format 	<ul style="list-style-type: none"> • Post exceeds 150 words • Very well written
Effective 80-89%	<ul style="list-style-type: none"> • Advances discussion providing additional commentary and critique • Responses are correct but mostly restate the peers' viewpoints without development of critical thought • Source is relevant and published in last 3 years 	<ul style="list-style-type: none"> • Student cites 2 peer-reviewed sources • Not in appropriate APA format 	<ul style="list-style-type: none"> • Post is 133-150 words • Well written
Competent 70-79%	<ul style="list-style-type: none"> • Shows adequate understanding of the knowledge and concepts posted by peers • Responses are mostly, "I agree..." • Source is somewhat relevant and published in last 5 years 	<ul style="list-style-type: none"> • Student cites 1 peer-reviewed source • Not in appropriate APA format 	<ul style="list-style-type: none"> • Post is 118-132 words • A few writing errors.
Minimal 0-69%	<ul style="list-style-type: none"> • Shows minor comprehension of concepts and viewpoints from peers. • Responses are vague and do not show understanding or comprehension 	<ul style="list-style-type: none"> • Does not cite any peer-reviewed sources • Not appropriate APA format 	<ul style="list-style-type: none"> • Post 0-118 words • Poorly written • 0 points for posts submitted after 11:59 PM EST on Sunday

Assignment/Case Study/Course Project Rubric

Assignment Rubric	Critical Thinking	References & Organization
Mastery 90-100%	<ul style="list-style-type: none"> • Relevant use of vocabulary throughout • Demonstrates superior knowledge of concepts and theories • Addresses problem/issue directly • Demonstrates active critical thinking relevant to problem identification and effective solutions 	<ul style="list-style-type: none"> • Professional writing structure. • Well-organized response. • Student cites appropriate, current peer-reviewed sources • Proper APA format • Exceeds 500 words
Effective 80-89%	<ul style="list-style-type: none"> • Demonstrates satisfactory understanding • Lacks answer to all questions/full scenario • Demonstrates some knowledge of content and professional vocabulary • Content needs additional focus for innovative responses other than restatement of text. 	<ul style="list-style-type: none"> • Student cites some relevant, current peer-reviewed sources. • Follows directions • APA formatting demonstrated but not extensive. • 450-500 words
Competent 70-79%	<ul style="list-style-type: none"> • Inconsistent comprehension • Marginal responses • Content, concepts, ideas/responses are not fully developed 	<ul style="list-style-type: none"> • Sources are outdated or ineffective. • Lacks focus on content • Unorganized • Some writing errors • Not in appropriate APA format. • 400-449 words
Minimal 0-69%	<ul style="list-style-type: none"> • Consistently below expectations • Lacks significant details of the assignment • Lacks critical thought, analysis, and application. • Partially addresses the topic 	<ul style="list-style-type: none"> • Does not cite any peer-reviewed sources • Not appropriate APA format • 0-399 words • Poorly written. • 0 points for late assignments

Short Answer Rubric – Undergraduate

Short Answer Rubric	Clarity	Depth	Quality
Mastery 90-100%	<ul style="list-style-type: none"> • Relevant use of vocabulary throughout • Demonstrates superior knowledge of concepts and theories • Addresses problem/issue directly • Demonstrates active critical thinking relevant to problem identification and effective solutions 	<ul style="list-style-type: none"> • Articulates critical thoughts & analysis throughout the answer • Obvious use of outside resources to supplement resources 	<ul style="list-style-type: none"> • Professional writing structure • Well-organized response • Free of grammatical, spelling, & formatting errors
Effective 80-89%	<ul style="list-style-type: none"> • Demonstrates satisfactory understanding • Lacks answer to all questions/full scenario • Demonstrates some knowledge of content and professional vocabulary • Content needs additional focus for innovative responses other than restatement of text 	<ul style="list-style-type: none"> • Demonstrated some form of outside material used • Shows some critical thinking and active thought 	<ul style="list-style-type: none"> • Follows assignment instructions • Well-written • Few writing errors
Competent 70-79%	<ul style="list-style-type: none"> • Inconsistent comprehension • Marginal responses • Content, concepts, ideas/responses are not fully developed 	<ul style="list-style-type: none"> • Provided enough detail for marginal requirement • “Textbook” in nature (restatement of what was in textbook) 	<ul style="list-style-type: none"> • Lacks focus on content • Some writing errors
Minimal 0-69%	<ul style="list-style-type: none"> • Consistently below expectations • Lacks significant details of the assignment • Lacks critical thought, analysis, and application • Partially addresses the topic 	<ul style="list-style-type: none"> • Lacked detail that demonstrates active thought • One-sentence answer 	<ul style="list-style-type: none"> • Unorganized and poorly written • 0 points for late assignments