



POL 400: The Constitution, Liberty and Order

(3 credit hours)

Course Syllabus

Course Description

This course examines inherent conflicts between individual liberties and social order under our constitutional system. It uses the case study approach to analyze issues including freedom of speech, assembly, press, and religion; due process; equal protection; voting rights; and privacy rights.

Course Learning Outcomes

By the end of this course, you will be able to:

- Analyze the concepts, institutions, and officials that make up the branches of government as outlined in the Constitution, including the separation of powers and the concept of federalism.
- Evaluate how the Constitution affects our lives on a daily basis.
- Analyze how judicial decisions affect our lives on a daily basis.
- Using the knowledge gained from the class discussions and written material, allow students to critically assess the implications of our Constitutional system and communicate their views effectively with the spoken and written word in a logical and precise manner.

Prerequisites/Corequisites

POL 101 or JUS110

Required Textbook(s) and Resources

For this course you will need to purchase the following materials:

Epstein, L. & Walker, T. G. (2019). *Constitutional law for a changing America: Rights, liberties and justice*. (10e) Washington, D. C.: CQ Press. ISBN: 978-1-5063-8030-8

Newspapers, as well as journal and law review articles, will be required for completing the learning and assessment activities.

Library Requirement

Additionally, you will need a library barcode to conduct research through the University library and access any library resources provided in the course. If you do not already have a barcode,

please request one by following the directions for obtaining one by following the directions at <https://library.tiffin.edu/services/barcode>.

Minimum Student Technology Requirements

In order to have a quality learning experience in your online courses, the University requires that your primary computer (the computer used to access course materials and on which you will be required to install course-specific software) meets or exceeds certain specifications.

Time Commitment and Management

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your learning through the completion of readings, discussions, and assignments. Because of our accelerated, seven-week term, TU online courses are designed with the expectation that you dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each week**. For example, for successful completion of a three-credit, seven-week online course you should reserve roughly **twenty (20) hours per week**.

To help plan your time and keep on track toward successful course completion, note the distinctive rhythm of assignment due dates:

1. All times assume Eastern Time (GMT-4).
2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.
3. Unless otherwise noted, initial assignments or discussion posts are due by **11:55 p.m. ET on Wednesdays**.
4. Additional assignments or follow-up discussion posts are due by **11:55 p.m. ET on Saturdays, and**
5. Major assignments and reflections are typically due by **11:55 p.m. ET on Sundays**.

Learning Activities

Two discussions each week plus two or more responses to the discussions from other students

Six essays – two to three pages in length for each essay

Final Paper – seven to ten pages in length based in part on the requirement of listening to the oral arguments and citing the recent (within two years from the start of the course) Supreme Court case that you heard (for those with disabilities, please contact the instructor for assistance).

Grading

The chart below identifies the point distribution for each type of activity, per week and the total point allocation by category for all 7 weeks.

Activity	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Discussions 1	25	25	25	25	25	25	25	175
Discussions 2	25	25	25	25	25	25	25	175
Essays	75	75	75	75	75	75		450
Final Paper	n/a	n/a	n/a	n/a	n/a	n/a	200	200
Total	125	125	125	125	125	125	250	1000

Grading Scale

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	<60%

Please see the [Academic Bulletin](#) for grade appeal information.

Course Schedule and Weekly Checklist

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Start Here	<input type="checkbox"/> MON: Activity 1.1: Introductory Discussion
Week 1: The Supreme Court and Judicial Review	<input type="checkbox"/> WED: Activity 1.2 - Discussion: Initial Post <input type="checkbox"/> WED: Activity 1.3 - Discussion: Initial Post

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
(Chapters 1 – 2)	<input type="checkbox"/> SAT: All Discussions: Secondary Posts <input type="checkbox"/> SUN: Activity 1.4 - Assignment: Essay
Week 2: The Bill of Rights: Religion, Free Speech, and Association (Chapters 3 – 5)	<input type="checkbox"/> WED: Activity 2.1 - Discussion: Initial Post <input type="checkbox"/> WED: Activity 2.2 - Discussion: Initial Post <input type="checkbox"/> SAT: All Discussions: Secondary Posts <input type="checkbox"/> SUN: Activity 2.3 - Assignment: Essay
Week 3: Freedom of the Press and Free Expression (Chapters 6 – 7)	<input type="checkbox"/> WED: Activity 3.1 - Discussion: Initial Post <input type="checkbox"/> WED: Activity 3.2 - Discussion: Initial Post <input type="checkbox"/> SAT: All Discussions: Secondary Posts <input type="checkbox"/> SUN: Activity 3.3 - Assignment: Essay
Week 4: The Right to Bear Arms, and Personal Privacy and Liberty (Chapters 8 – 9)	<input type="checkbox"/> WED: Activity 4.1 - Discussion: Initial Post <input type="checkbox"/> WED: Activity 4.2 - Discussion: Initial Post <input type="checkbox"/> SAT: All Discussions: Secondary Posts <input type="checkbox"/> SUN: Activity 4.3 - Assignment: Essay
Week 5: The Criminal Justice System and Constitutional Rights (Chapters 10 – 11)	<input type="checkbox"/> WED: Activity 5.1 - Discussion: Initial Post <input type="checkbox"/> WED: Activity 5.2 - Discussion: Initial Post <input type="checkbox"/> SAT: All Discussions: Secondary Posts <input type="checkbox"/> SUN: Activity 5.3 - Assignment: Essay
Week 6: Race Discrimination and Equal Protection (Chapters 12 – 13)	<input type="checkbox"/> WED: Activity 6.1 - Discussion: Initial Post <input type="checkbox"/> WED: Activity 6.2 - Discussion: Initial Post <input type="checkbox"/> SAT: All Discussions: Secondary Posts <input type="checkbox"/> SUN: Activity 6.3 - Assignment: Essay
Week 7:	<input type="checkbox"/> WED: Activity 7.1 - Discussion: Initial Post <input type="checkbox"/> WED: Activity 7.2 - Discussion: Initial Post

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Voting and Representation (Chapter 14)	<input type="checkbox"/> SAT: All Discussions: Secondary Posts <input type="checkbox"/> SUN: Activity 7.3 - Final Paper

Tips for Success

Successful online learning requires a good deal of self-discipline and self-direction. As seekers of the truth, we should be willing to challenge and review one another's academic work in a spirit of respectful comradery and constructiveness. You should accept constructive feedback as a gift. Your course is a place for you to stretch and grow as you benefit from the expertise, knowledge, experience and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge, understanding and application.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. They are arranged chronologically in any given week. To complete a week, simply work your way "down the page" through all of the course materials and activities.

Your Instructor Will Expect You to:

- Thoroughly review orientation materials (Start Here) within the first 48 hours of the term.
- Monitor your TU email account **daily** for important updates and announcements.
- Take ownership of your learning experience and act in a proactive, self-directed manner. That means:
 - Fully participate in all learning activities.
 - Complete assignments as described in rubrics or other instructions.
 - Submit all work on time and in the specified format (e.g. APA format for citations).
 - Utilize and incorporate instructor provided feedback to improve your work.
 - Ask questions so you can better understand course material or assignments.
 - Use the highest standards of intellectual honesty and integrity. For more information, see the TU Library guide: [Digital Literacy: Netiquette and Internet Safety](#).
 - Treat others respectfully and demonstrate "netiquette" (online politeness and respectfulness) at all times. TU celebrates cultural uniqueness and expects all students to be considerate and thoughtful throughout their learning experiences.

What You Should Expect from Your Instructors

In general, your instructors should advocate for your success as a learner and help guide you toward successful completion of the course activities and most importantly, attainment of the course learning outcomes. To accomplish this, your instructors should:

- post an introductory announcement/email at the beginning of each week to provide updates and help you prepare for the week's activities.
- maintain an active and engaged presence in all course activities and throughout the course.
- respond to your emailed questions within 48 hours, if not sooner.
- clearly communicate any absences or expected non-participation due to extenuating circumstances. For example, "I will be traveling to attend a funeral this week and may not be able to respond to questions or participate in forums for a couple of days."
- When grading your work, your instructors should:
 - clearly indicate their grading approach (what they like to see in submitted work as well as what types of errors they tend to penalize more harshly),
 - thoroughly review and evaluate your submissions in a timely manner (in less than 5 days for most assignments), and
 - provide constructive feedback that indicates the strengths and weaknesses of your work and provides suggestions on how you can improve your performance on future assignments.

Accommodations

The [Office of Disability Services](#) supports the institutional commitment to diversity by providing educational opportunities for qualified individuals with disabilities through accessible programs and services in compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act (ADA) of 1990.

If you need reasonable accommodations due to a documented disability, contact the Office for Equity, Access, & Opportunity 419.448.3021 or via email at disabilityservices@tiffin.edu.

Additional Resources & Support

For technical support, either email moodlesupport@tiffin.edu or call the 24/7 Technical Support Call Center at 855-664-1200.

If you need to consult an academic advisor refer to TU's [Meet the Team](#) page.

For information about TU's peer tutoring program see the Murphy Academic Support Center's [Tutoring Policies and Procedures](#) page. Veterans and active military can seek assistance from TU's [Veteran and Military Services](#).

Comments or Concerns

TU's online programs are designed to be student *driven*: to empower you with a voice and stake in your learning. Our courses feature multiple and varied ways that you can share feedback, and we invite you to become an active voice and help drive our improvement efforts. In addition to providing

in-course feedback, we encourage you to submit questions or comments directly to the online team at online@tiffin.edu.