GOVT 2305.514 – FEDERAL GOVERNMENT

MWF 1:00-1:50 PM, F371
STEPHEN F. AUSTIN STATE UNIVERSITY
FALL 2021 (08.23.2021 – 12.10.2021)

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Mrs. Katie C. McClain</th>
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<tbody>
<tr>
<td>Email:</td>
<td><a href="mailto:kmcclain@sfasu.edu">kmcclain@sfasu.edu</a></td>
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<tr>
<td>Phone:</td>
<td>936.468.2061</td>
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<tr>
<td>Department:</td>
<td>Government</td>
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<tr>
<td>Office:</td>
<td>LAN 110</td>
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*Zoom office hours links are available in the “Getting Started” module on Brightspace.*

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**COURSE DESCRIPTION**

“Course includes development of the U.S. 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.” *General Bulletin, 2020-2021*

**EXPLANATION OF CREDIT HOURS AWARDED**

This three-credit hour face-to-face course requires approximately 150 minutes of classroom time/direct instruction as well as at least six hours of out-of-class reading and studying each week in preparation for exams and completion of writing assignments.

**PREREQUISITES**

There are no prerequisites for this course.

**COURSE OBJECTIVES**

**GENERAL EDUCATION CORE CURRICULUM OBJECTIVES**

In any given semester, one or more of the following Core Curriculum Objectives for the political science/government Foundational Component Area may be assessed:

- **Critical Thinking.** Students will be instructed in and will apply *critical thinking skills* to include creative thinking, innovation, inquiry, analysis, evaluation, and synthesis of information.
- **Communication Skills.** Students will be instructed in and will apply *communication skills* to include development, interpretation, and expression of ideas through written, oral, and visual communication.
❖ **Social Responsibility.** Students will be instructed in and will apply, practice, and demonstrate *social responsibility* to include intercultural competence, knowledge of civic responsibility, and the ability to effectively engage in regional, national, and global communities.

❖ **Personal Responsibility.** Students will be instructed in and will apply, practice, and demonstrate *personal responsibility* to include the ability to connect choices, actions, and consequences to ethical decision-making.

### STUDENT LEARNING OUTCOMES

By the end of the course, you should be able to:

❖ Analyze the theoretical foundations of the U.S. political system. *Critical thinking*

❖ Critically evaluate political science theories and approaches to institutional arrangements of the U.S. political system and to U.S. public policy. *Critical thinking*

❖ Examine the relationship between political behavior and political institutions, especially the interdependence of behavior and institutions. *Critical thinking*

❖ Examine the roles and functions of voters, political parties, interest groups, and media in a democratic political system. *Personal responsibility and social responsibility*

❖ Understand citizenship in the American political system more completely. *Personal responsibility and social responsibility*

❖ Communicate your understanding and interpretation of institutional arrangements of the U.S. political system and key domestic and foreign policy issues. *Communication*

Students are expected to go beyond rhetoric and ideology to develop critical thinking about the American political system. As a result, students are encouraged to ask questions and to challenge the assumptions of class discussions while respecting the logical and reasoned positions of others.

### PROGRAM LEARNING OUTCOMES

This course is a general education core curriculum course and no specific program learning outcomes for a political science major are addressed in this course.

### ABOUT THIS COURSE

**COURSE READINGS**

I believe in the use of open educational resources (OER). In other words, all required readings for this course are available online for free!

Most assigned readings will come from *American Government 2e by OpenStax*, which is available for free in web view and PDF format. Copies of this book can also be purchased, but purchasing it is *not required* (Print ISBN: 1938168178; Digital ISBN: 1947172107).

Additional readings, which may include news articles, journal articles, government documents, and/or primary source documents, will be provided for you through Brightspace.
COMMUNICATION

I will communicate with you via News Announcements on Brightspace and emails to your student (@jacks.sfasu.edu) email address.

The best way to reach me is through our class GroupMe (link provided in the “Course Resources” folder on Brightspace) or through email (kmclain@sfasu.edu). I will do my best to respond within 24 hours, except for on weekends or during university holidays.

ATTENDANCE

Attendance is not mandatory; however, I highly suggest you attend our class, as you will have an opportunity to ask questions and reinforce course content – and what we cover may not necessarily be discussed in the assigned readings. I will record attendance at the beginning of each class for documentation purposes. If you do not attend class, it is your responsibility to get with a classmate to find out what was covered.

TECHNOLOGY REQUIREMENT

In this class, you will use web-based software and applications to complete and submit assignments. It is your responsibility to acquire a dependable computer and internet connection with which to complete assignments for the course by the deadlines indicated on the calendar. It is not the responsibility of the instructor to provide additional time for assignments or an alternative means of completing the course due to technical issues.

GRADING & EVALUATION

Students have the opportunity to earn 1000 points in this course. Final grades for this course will be determined using the following scale:

- A = 90-100% (900-1000 points)
- B = 80-89.9% (800-899.9 points)
- C = 70-79.9% (700-799.9 points)
- D = 60-69.9% (600-699.9 points)
- F = 59% and below (599.9 points or fewer points)

Grades are determined from a variety of assignments:

- Exams: 4 @ 125 points (520 points total)
- Homework Assignments: 4 @ 50 points (200 points total)
- Content Quizzes: 10 @ 10 points (100 points total)
- Asynchronous Discussions: 2 @ 40 points (80 points total)
- Group Project: 100 points
EXAMS (520 POINTS TOTAL / 52% OF GRADE)
There are four unit exams examinations covering material from the corresponding unit (i.e., exams in this course are not cumulative). Exams (except make-up exams) will consist of multiple-choice, matching, true/false, fill-in-the-blank, and/or short answer questions. Material for the exams comes from classroom discussions and assigned readings. Class sessions do not cover all material from the assigned readings, but all assigned readings, regardless of whether the material is discussed in class, may be incorporated into the exams.

HOMEWORK ASSIGNMENTS (200 POINTS TOTAL / 20% OF GRADE)
There are four homework assignments in which you will be asked to research, critically evaluate, expand upon, or apply the content we are learning in class. Additional information about these assignments will be provided via Brightspace.

CONTENT QUizzes (100 POINTS TOTAL / 10% OF GRADE)
Content quizzes will be administered through Brightspace and will review content from assigned readings and material covered in each module. Content quizzes generally consist of ten questions, which may include multiple-choice, true/false, matching, fill-in-the-blank, and/or questions. Content quizzes are timed; once you have exceeded the allotted time, the quiz will lock, and you will not be able to enter new responses or modify previously entered responses. The ten highest content quiz grades will be counted toward your final grade.

ASYNCHRONOUS DISCUSSIONS (80 POINTS TOTAL / 8% OF GRADE)
You will be asked to participate in two asynchronous video discussions through FlipGrid over the semester. “Participation” will involve (1) creating an original post responding to the prompt; (2) responding to classmates’ posts; and (3) completing a peer evaluation.

GROUP PROJECT (10 POINTS / 10% OF GRADE)
In September, the class will be divided into groups; each group is expected to work collaboratively on a project. Additional information about this group project will be provided on Brightspace.

It is your responsibility to keep up with your grades and calculate your current average in this course.

MAKE-UP/LATE ASSIGNMENTS
It is unlikely that you will encounter a situation in which a make-up exam is appropriate; however, if such a situation occurs, the following make-up policy will apply:

Make-up exams will be given only in the case of documented illness, emergencies, death in the family, university-related absences, or similar unavoidable circumstances. Make-up exams may differ in format from scheduled exams. In the event of a missed exam, the student is responsible for informing the instructor as to the nature of the absence and providing the necessary documentation. Failure to do so will result in a score of zero (0) points on the exam.
Late work, including late submission of quizzes, discussions, and module activities, will be accepted subject to a deduction in points equal to twenty percent (20%) of the available points for that assignment per day late. For example, if you complete a discussion two days after the due date, you will receive an 8-point deduction (20% x 20 available points = 4 points; 4 points x 2 days = 8 points).

**EXTRA CREDIT OPPORTUNITIES**

Extra credit opportunities will be available at the instructor’s discretion. Any extra credit opportunities will be announced on Brightspace.

**HOW TO SUCCEED IN THIS COURSE**

Review the assigned readings before coming to class. This will help you understand the material we will cover in class discussions. Furthermore, not everything in the assigned readings will be covered in class discussions, so if you skip over the readings, you will miss out on material that may relate to an assignment or exam. To fully understand the concepts covered in this course, you will likely need to review the assigned material more than once.

Take notes over the assigned readings and during class discussions. Taking organized notes as you review the topics discussed in this course will help you better understand and recall the material and will make studying for exams easier. You may find it helpful to outline your notes by referencing that week’s PowerPoint before coming to class.

Break up studying into manageable chunks. Cramming is not a great idea:

In terms of what’s going on in the brain, the neural connections being formed during the cramming process are temporary. All of the information being stored is in the short-term memory. So while cramming can help you rock that test tomorrow morning, when it comes to long-term remembering, it’s utterly useless. That’s because in school, learning is incremental. Students need to remember—and understand—the material they study, because lessons tend to build upon what was taught previously. *(The Pros and Cons of Cramming, Oxford Learning, 2010)*

In addition to helping you better learn the information covered, breaking up your study efforts for this course into manageable chunks will help you keep up with course requirements throughout the semester. As such, I strongly encourage you to log into the course at least every other day.

Review feedback on graded assignments. Feedback offers you information regarding what you understood, what you need to review, and areas where you can continue to improve.

Stay informed of current political events. Relating current events to the class material will help you understand the information and concepts covered in this course. Keep in mind that not all news outlets are equal when it comes to reputability.
SAFE SPACE & INCLUSION

Please know that my office and our classroom are safe spaces. It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. I intend to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

CHALLENGING CONVERSATIONS

In our structured and unstructured discussions and dialogues, we also will have many opportunities to explore some challenging issues and increase our understandings of different perspectives. Our conversations may not always be easy; we sometimes will make mistakes in our speaking and our listening; sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our ideas and experiences. Always, we will need respect for others. Thus, an additional aim of our course necessarily will be for us to increase our facility with the sometimes difficult conversations that arise as we deepen our understandings of multiple perspectives—whatever our backgrounds, experiences, or positions.

UNIVERSITY POLICIES

ACADEMIC INTEGRITY (UNIVERSITY POLICY 4.1)

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty: Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

I take academic integrity very seriously.
WITHHELD GRADES (UNIVERSITY POLICY 5.5)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

STUDENT CONDUCT (UNIVERSITY POLICY 10.4)

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the full Student Conduct Code at http://www.sfasu.edu/policies/student-code-of-conduct-10.4.pdf). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

ACCESSIBILITY (UNIVERSITY POLICIES 6.1, 6.6)

To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices.
# TENTATIVE COURSE CALENDAR

*Subject to change at instructor’s discretion. Any changes to this calendar will be announced on Brightspace.*

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC &amp; READINGS</th>
<th>ASSIGNMENTS (DUE @ 11:59 PM)</th>
<th>CORE OBJ.</th>
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<tbody>
<tr>
<td><strong>UNIT 1</strong></td>
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<tr>
<td>Week 1</td>
<td>M1: U.S. Government, Politics, &amp; Civic Engagement</td>
<td>Quiz #1 due 8/29</td>
<td>CT; PR; SR</td>
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<tr>
<td>8/23 – 8/29</td>
<td>American Government, Ch. 1</td>
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<tr>
<td>Week 2</td>
<td>M2: U.S. Constitution</td>
<td>Quiz #2 due 9/5</td>
<td>CT; CS</td>
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<td>8/30 – 9/5</td>
<td>American Government, Ch. 2</td>
<td>Homework #1 due 9/5</td>
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<td></td>
<td>Declaration of Independence</td>
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<td>Federalist no. 51</td>
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<tr>
<td>Week 3</td>
<td>M3: Federalism</td>
<td>Quiz #3 due 9/12</td>
<td>CT; CS</td>
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<tr>
<td>9/6 – 9/12</td>
<td>American Government, Ch. 3</td>
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<td>Exam #1 on 9/13</td>
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<td><strong>UNIT 2</strong></td>
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<tr>
<td>Week 4</td>
<td>M4: Congress</td>
<td>Quiz #4 due 9/19</td>
<td>CT; CS</td>
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<tr>
<td>9/13 – 9/19</td>
<td>American Government, Ch. 11</td>
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<td>Week 5</td>
<td>M5: Presidency</td>
<td>Quiz #5 due 9/26</td>
<td>CT; CS</td>
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<td>9/20 – 9/26</td>
<td>American Government, Ch. 12</td>
<td>Asynchronous Discussion #1:</td>
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<td>Initial post due 9/26</td>
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<td>Replies due 10/1</td>
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<td>Peer evaluation due 10/3</td>
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<td>Week 6</td>
<td>M6: Courts</td>
<td>Quiz #6 due 10/3</td>
<td>CT; CS</td>
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<td>9/27 – 10/3</td>
<td>American Government, Ch. 13</td>
<td>Homework #2 due 10/3</td>
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<td>Marbury v. Madison Case Background</td>
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<td>Marbury v. Madison – Essay</td>
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<td>Documents to Examine: A-K</td>
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<td>Week 7</td>
<td>M7: Bureaucracy</td>
<td>Quiz #7 due 10/10</td>
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<td>10/4 – 10/10</td>
<td>American Government, Ch. 15</td>
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<td>Exam #2 on 10/11</td>
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<td><strong>UNIT 3</strong></td>
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<td>Week 8</td>
<td>M8: Civil Rights</td>
<td>Quiz #8 due 10/17</td>
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<td>10/11 – 10/17</td>
<td>American Government, Ch. 5</td>
<td>Homework #3 due 10/17</td>
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<td>Week 9</td>
<td>M9: Civil Liberties</td>
<td>Quiz #9 due 10/24</td>
<td>PR; CS</td>
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<td>10/18 – 10/24</td>
<td>American Government, Ch. 4</td>
<td>Asynchronous Discussion #2:</td>
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<td></td>
<td>Free speech guaranteed by Constitution</td>
<td>Initial post due 10/24</td>
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<td>Regulating Hate Speech on College Campuses</td>
<td>Replies due 10/29</td>
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<td>Peer evaluation due 10/31</td>
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<tr>
<td>Week 10</td>
<td>M10: Political Learning &amp; Public Opinion</td>
<td>Quiz #10 due 10/31</td>
<td>CT; CS</td>
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<tr>
<td>10/25 – 10/31</td>
<td>American Government, Ch. 6</td>
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<td>American Government (Lumen):</td>
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<td>Political Culture</td>
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<td>Democracy and Public Opinion</td>
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<td>Public Opinion in the Information Age</td>
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<td>Exam #3 on 11/1</td>
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## UNIT 4

### Week 11
11/1 – 11/7  **M11**: Political Parties & Interest Groups  
*American Government, Ch. 9 & 10*  
Quiz #11 due 11/7  
CT; CS

### Week 12
11/8 – 11/14  **M12**: Media  
*American Government, Ch. 8*  
Quiz #12 due 11/14  
Homework #4 due 11/14  
CT; CS

### Week 13
11/15 – 11/21  **M13**: Campaigns, Elections, & Voting  
*American Government, Ch. 7*  
Quiz #13 due 11/21  
Group Project due 11/21  
CT; PR; CS

### Week 14
11/29 – 12/5  **M14**: U.S. Public Policy  
*American Government, Ch. 16 & 17*  
Quiz #14 due 12/5  
CT; CS

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**Exam #4 on 12/8, 1:00-3:00 PM**

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**LEGEND**

CS = communication  
SR = social responsibility  
CT = critical thinking  
PR = personal responsibility
UNIVERSITY RESOURCES

ACADEMIC ASSISTANCE RESOURCE CENTER (AARC) TUTORING SERVICES

The AARC is an award-winning program that provides free peer tutoring for many entry-level courses. Some services provided by the AARC that you may find of benefit include online resources (including the Online Writing Lab [OWL]), on-call tutoring at walk-in tables, 1:1 appointments, student-instructor groups, and learning teams. For additional information, go to http://sfasu.edu/aarc.

CENTER FOR CAREER AND PROFESSIONAL DEVELOPMENT

The Center for Career and Professional Development exists to empower students and alumni to achieve life-long career success through individualized assistance, diverse career development programs, and collaboration with both internal and external partners concentrated on career goal achievements. For additional information, go to http://www.sfasu.edu/ccpd.

FINANCIAL LITERACY

Student Financial Advisors are available to help you with your finances through one-on-one appointments, presentations, and workshops. Topics covered include budgeting, credit cards, debt management, insurance, identity theft, fraud prevention, investing, savings, retirement, banking, and paying for college. For additional information, go to http://www.sfasu.edu/studentaffairs/1691.asp.

HEALTH CLINIC

The Health Clinic offers a full range of medical services to enrolled or registered students. For additional information, see http://sfasu.edu/life-at-sfa/health-safety/health-clinic.

INVOLVEMENT CENTER

The SFA Involvement Center is a one-stop shopping site for involvement on campus. The program is the center for student involvement on our campus, distribution and receiving site for applications for any number of opportunities on campus, and a place for involved students to meet, hang out and collaborate with other students. For additional information, go to http://www.sfasu.edu/studentaffairs/69.asp.

MENTAL HEALTH & WELLNESS

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

ON-CAMPUS RESOURCES

SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041
CRISIS RESOURCES

Burke 24-hour crisis line
1.800.392.8343

Suicide Prevention Lifeline
1.800.273.TALK (8255)

Crisis Text Line
Text HELLO to 741-741

NUTRITION COUNSELING (ARAMARK DINING SERVICES)

Dining Services’ Dietitian provides nutrition counseling for students with allergies and special dietary needs as well as other nutrition-related medical issues, weight concerns, exercise nutrition questions, and more. For additional information, go to https://sfasu.campusdish.com/HealthAndWellness/MeetOurDietitian.

RESEARCH AND INSTRUCTIONAL SERVICES (RIS)

Develop research skills from hands-on and classroom experience with the Research and Instructional Services department. For additional information, go to https://library.sfasu.edu/services#/research?_k=hjbdvf.

SFA FOOD PANTRY

The SFA Food Pantry exists to reduce food insecurity on the SFA campus. For additional information, see http://sfasu.edu/studentaffairs/1319.asp.

VETERAN’S RESOURCE CENTER

The Veterans Resource Center (VRC) provides a space for veterans, dependents of veterans, and ROTC members to gather, socialize, and form relationships with others that can provide networks of support and access to veterans' resources provided by the university and outside agencies. For additional information, see http://sfasu.edu/vrc/.

TECHNICAL SUPPORT

BRIGHTSPACE (D2L) TECHNICAL SUPPORT

To learn more about using Brightspace by D2L, visit SFA ONLINE at http://sfonline.sfasu.edu, where you’ll find written instructions and video tutorials.

For Brightspace technical support, contact student support in the Center for Teaching & Learning (CTL) at d2l@sfasu.edu or 936-468-1919. If you call after regular business hours or on a weekend, please leave a voicemail.

GENERAL TECHNICAL SUPPORT

For general computer support (not related to Brightspace), contact the SFA Technical Support Center (TSC) at 936-468-HELP (4357) or at helpdesk@sfasu.edu.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>August 26, 2021</td>
<td>Last day to change schedules other than to drop courses;</td>
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<tr>
<td></td>
<td>Last day to register</td>
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<td>September 7, 2020</td>
<td>Twelfth class day</td>
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<td>September 17, 2020</td>
<td>Twentieth class day</td>
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<td>October 20, 2020</td>
<td>Last day to drop courses;</td>
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<td>Last day to withdraw from the university without a WP or WF</td>
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<td>November 22-28, 2020</td>
<td>Thanksgiving Holiday</td>
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<td>November 29, 2020</td>
<td>Classes resume</td>
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<td></td>
<td>Last day to withdraw from the university</td>
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<tr>
<td>December 6-10, 2020</td>
<td>Finals week</td>
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</table>
The Texas Higher Education Coordinating Board has identified six core learning objectives: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general core curriculum by regular assessment of student performance on these six objectives.

By enrolling in GOVT 2305 – Federal Government, you are also enrolling in a Core Curriculum Course that fulfills the Core Curriculum/General Education Objectives of communication skills (visual and written), critical thinking, personal responsibility, and social responsibility. During the semester, you will receive assignments that fulfill both the requirements of this course and the needs of Stephen F. Austin State University's Core Curriculum Assessment Plan with the Texas Higher Education Coordinating Board. If you have any questions, please see your Instructor or the Office of Student Learning and Institutional Assessment at (936) 468-1130.

The chart below indicates the core objectives addressed by this course and the assignment(s) that will be used to assess the objectives associated with this course.

<table>
<thead>
<tr>
<th>CORE OBJECTIVE</th>
<th>DEFINITION</th>
<th>CORE ASSIGNMENT TITLES</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMMUNICATION SKILLS</td>
<td>To include effective development, interpretation, and expression of ideas through written, oral, and visual communication</td>
<td>Homework #1, Homework #2, Homework #3, Homework #4, Asynchronous Discussion #1, Asynchronous Discussion #2</td>
<td>September 5, 2021, October 3, 2021, October 17, 2021, November 14, 2021</td>
</tr>
<tr>
<td>CRITICAL THINKING SKILLS</td>
<td>To include creative thinking, innovation, inquiry, analysis, evaluation, and synthesis of information</td>
<td>Exam #1, Exam #2, Exam #3, Exam #4, Homework #1, Homework #2, Homework #3, Homework #4, Asynchronous Discussion #1, Asynchronous Discussion #2</td>
<td>September 13, 2021, October 11, 2021, November 1, 2021, December 8, 2021</td>
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<tr>
<td>SOCIAL RESPONSIBILITY</td>
<td>To include intercultural competence, knowledge of civic responsibility, and the ability to effectively engage in regional, national, and global communities</td>
<td>Exam #1, Exam #3, Homework #3</td>
<td>September 13, 2021, November 1, 2021, October 17, 2021</td>
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<tr>
<td>PERSONAL RESPONSIBILITY</td>
<td>To include the ability to connect choices, actions, and consequences to ethical decision-making</td>
<td>Exam #3</td>
<td>November 1, 2021</td>
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<td>Exam #4</td>
<td>December 8, 2021</td>
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<td>Asynchronous Discussion #2</td>
<td>October 24, 2021</td>
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<td>October 29, 2021</td>
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<td></td>
<td></td>
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<td>October 31, 2021</td>
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</tbody>
</table>