

**Federal Government**

**Course Description**
This 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.

**Course Objectives**
This course is designed to introduce students to the qualitative and quantitative analysis of U.S. politics. The course will help students develop the capacity to reflect and act upon political and social issues in order to increase meaningful participation in democratic society. The course assignments also help students develop the reading and listening skills needed to succeed beyond college.

**Student Learning Outcomes**
By the end of the course, you should be able to:

- Think critically about American politics, especially the theoretical foundations;
- Discuss the foundations of the US Constitution;
- Identify the three branches of government and explain their functions;
- Understand how individuals are elected or selected by the people for representation at the various branches;
- Explain and examine the roles and functions of voters, political parties, campaigns, interest groups, and media in a democratic political system;
- Identify and discuss important trends in American public policies, including key domestic and foreign policy issues;
- Gain the ability to critically analyze issues facing American government; and
- Understand citizenship in the American political system more completely

**General Education Core Curriculum**
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 education core curriculum by regular assessment of student performance on these six objectives.

By enrolling in GOVT2305 you are also enrolling in a Core Curriculum Course that fulfills the following requirements to be taught in this course per the Texas Higher Education Coordinating Board (THECB):

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>How the Core Will Be Addressed</th>
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<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>Discussion prompts, Philosophical chairs, Short answer exams, Public policy analysis</td>
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<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas through written, oral, and visual communication.</td>
<td>Written responses, Classroom discussion, Presentations</td>
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<tr>
<td>Empirical and Quantitative Skills</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
<td>Study of demographics; Source research to attain data</td>
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Teamwork
To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
Discussion of theoretical foundations and applied current events; Case studies; Creation and delivery of chapter notes and presentations

Personal Responsibility
To include the ability to connect choices, actions, and consequences to ethical decision-making.
Independent studies; Exploration of political philosophy; Public policy focus

Social Responsibility
To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
Focus on federalism, voting, three branches, and interest groups

Required Texts
*Growth of the American Republic*, Third Edition by Earle Michael Young
Pocketbook Constitution

Materials Needed Daily
- Pens/pencils, highlighters
- A variety of ink (optional)
- Binder with pocket dividers
- Student laptop
- Work ethic

Methods of Instruction
I have high expectations for students in this course. My goal is to provide you with the basic tools for a lifetime as a citizen. I also want to help students develop basic analytical and communications skills. Assessments will include reading and outlining/responding, discussions, quizzes, tests, essays, in-class activities, and presentations. Students will complete required reading of assigned chapters with exercises and vocabulary quizzes, conduct case studies, work with teams, and analyze primary source documents. Major assignments will be evaluated using a rubric.

Method of Evaluation:
This course will follow Palestine High School's grading policy of 10 daily grades (minimum) recorded each nine weeks, accounting for 40% of the period average, and a minimum of three major grades recorded each nine weeks, accounting for 60% of the period average.

Expected Time Requirement for this Course
Approximately five to six hours per week of time outside of class spent reading, reviewing, and completing assignments is recommended to complete this course.

Desire2Learn (D2L)
For D2L technical support, contact student support in the Office of Instructional Technology (OIT) at d2l@sfasu.edu or 936-468-1919. If you call after regular business hours or on a weekend, please leave a voicemail. For general computer support (not related to D2L), contact the Technical Support Center at 936-468-4357.

Classroom Policies:
Attendance: All students must be in compliance with the attendance laws concerning public schools of Texas. Any work missed can be made up. Students have however many days missed to complete and submit the makeup work upon their return. Include your absence date(s) and submission date with your work.

Being absent is **not an excuse for missed information or assignments**. Contact a classmate (or me) to find out what occurred in class if you are not able to attend. Be responsible for all the material discussed in class on the days you were absent—and for the material for the next class period. Access or pick up any missed
material; take any missed quizzes, tests, etc. upon the day of your return. Plan your absences wisely. For school events: speak to me at an appropriate time about planned absences.

**Late Work:** Students should strive to turn in work on time. However, for major grades, a 24-hour grace period is provided in which students may turn in late work for a 10-point penalty for each day that it is late. Daily work may be accepted one day late with a 30-point penalty. **If I cannot open a digital submission, it is late.** Make sure that you “share” documents and presentations with me.

**Devices:** **Phones will be kept in purses, backpacks, or the class pockets—**from bell to bell. **If you are waiting for a notification during a family emergency, communicate with me before class.** **Any online work during class will be completed using a computer.** Ensure that you are prepared for this policy and that your computer is charged.

**University Policies:**

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source. including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**Withheld Grades Semester Grades 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 coursework 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 to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

**Students with Disabilities:** 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 coursework 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 to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

**Student Wellness and Well Being:** SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, 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:

**The Dean of Students Office** (Rusk Building, 3rd floor lobby)

- www.sfasu.edu/deanofstudents
- 936.468.7249
- dos@sfasu.edu

**SFA 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
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- JobCrisis Text Line: Text HELLO to 741-741

The Health and Wellness Hub “The Hub”

Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education
**Course Outline**

**Week One.** August 10-11  
Unit One: Political Values and the Constitution  
Chapter I: What is Government?

**Week Two.** August 14-18  
Chapter 2: What Are America’s Original Political Values?

**Week Three.** August 21-25  
Chapter 3: What Happened at the Constitutional Convention?  
Chapter 4: How Does the Constitution Change?

**Week Four.** August 28-September 1  
Chapter 5: What Are America’s Current Political Ideologies?  
Unit Two: State and Individual Rights  
Chapter 6: How Does Federalism Work?

**Week Five.** September 4-8  
Chapter 7: How Has the National Government Grown in Power over the States?

**Week Six.** September 11-15  
Chapter 8: What Are My First Amendment Rights?  
Chapter 9: How Does the Bill of Rights Protect Me?

**Week Seven.** September 18-22  
Chapter 10: Have Americans Always Enjoyed Equal Rights?

**Week Eight.** September 25-29  
US Unit Three: The Three Branches of Government  
Chapter 13: What Are the Powers of Congress?

**Week Nine.** October 2-6  
Chapter 14: How Does a Bill Become a Law?

**Week Ten.** October 9-15  
Chapter 11: What Are the President’s Constitutional Powers?  
Chapter 12: What Are the Keys to a Successful Presidency?

**Week Eleven.** October 16-20  
Chapter 15: What Does the Supreme Court Do?  
Unit Four: Political Process  
Chapter 16: Who Are the American People and What Are Their Political Opinions?

**Week Twelve.** October 23-27  
Chapter 17: How Are American Elections Conducted?  
Chapter 18: How Do You Run for President?

**Week Thirteen.** October 30-November 3  
Chapter 19: What Do Political Parties Do?

**Week Fourteen.** November 6-10  
Chapter 20: What Is the Role of the News Media in Our Democracy?  
US Unit Five: Public Policy  
Chapter 21: What Do Interest Groups Do?

**Week Fifteen.** November 13-17  
Chapter 22: How Is Public Policy Made and Implemented?  
Chapter 23: What Is the US Economic Policy?

**Thanksgiving Break:** November 20-24

**Week Sixteen.** November 27-December 1  
Chapter 24: How Does the Government Make the Budget?  
Chapter 25: What Is America’s Foreign and Defense Policy?

**Week Seventeen.** December 4-8  
Public policy research  
SFA Finals week/presentations

**Week Eighteen.** December 11-15  
PHS finals and review week  
SFA Course ends December 15

**Week Nineteen.** December 18-20  
PHS finals week

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**SFA semester dates:** August 28 - December 15