University of North Texas at Dallas

PSCI 1040: American Government – Laws and Institutions			3 Hrs	
Department of		Social Sciences	**Division of**	Liberal Arts and Life Science

Instructor Name:	*Ronald Hy*
Office Location:	*Founders Hall, 228*
Office Phone:	972-338-1588 (I only answer and check phone messages when I am in the office. Please communicate by official university email if you want a prompt reply.)
Email Address:	ronald.hy@untdallas.edu

Office Hours:	Tuesday: 4:30 – 5:30 pm Wednesday: 4:30 – 5:30 pm Thursday: 4:30 – 5:30 pm and by appointment
Virtual Office Hours:	None, but you may email at any time. I will try to answer within 24 hours.

Classroom Location:	Founders Hall (Dal 2) 241
Class Meeting Days & Times:	Tuesday and Thursday 5:30 pm – 6:50 pm

Course Catalog Description:	U.S. and Texas constitutions, federalism, local government, institutions, civil rights and civil liberties. Satisfies legislative requirement of a course emphasizing U.S. and Texas constitutions. PSCI 1040 must be taken to satisfy the requirement of a course emphasizing U.S. and Texas constitutions.

Prerequisites:	None
Co-requisites:	None

Required Text:	Kollman, Ken. 2014 The American Political System, 2d ed. NY: Norton.

Recommended Text and References:	Additional online readings linked to homework assignments and quizzes may be assigned.

Access to Learning Resources:	UNT Dallas Library:
	    phone: (972) 780-3625;
	    web: http://www.unt.edu/unt-dallas/library.htm
	UNT Dallas Bookstore:
	    phone: (972) 780-3652;
	    e-mail: 1012mgr@fheg.follett.com

Course Goals or Overview:	
Learning Objectives/Outcomes: At the end of this course, the student will:	
1	Be able to discuss individual and mass behaviors of the American electorate with regards to the decision to participate, voter turnout, voter choice, party electoral strategies and bureaucratic decision-making.
2	Be able to discuss the policy processes in the American federal and Texas state governments;
3	Demonstrate the ability to write cogently about major issues in American and state government and public responses to those initiatives;
4	Define roles and processes used to produce policy;
5	Identify past, current and future issues of American and Texas government, including differences and similarities in state and federal approaches to major policy initiatives;
	General Education objectives
6	The course is designed to enhance critical thinking through inquiry and analysis and the creative linking of disparate or similar concepts.
7	The course is designed to enhance written, oral and reading skills to promote communication.
8	The course is designed to ensure UNT Dallas graduates are socially responsible, interculturally competent, and civically engaged through enhanced knowledge of local and global governments and issues, and through various culture-based approaches underlying government institutions and policy.
9	The course promotes personal responsibility through discussions of ethical problems and reasoning in the public sphere.
10	Taken together, these general education objectives are designed to achieve the ultimate goal of the university, to provide skills and a conceptual foundation that allows graduates to continue learning long after leaving the university.

Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated via Blackboard.

Assignment	Timeline
Chapter 1: Introduction to the American Political System	August 24 - 28
Chapter 2: Constitutions	Aug 31 – Sept 4
Chapter 3: Federalism	Sept 7
First Exam	**Sept 10**
Chapter 5: Congress & the Legislature	Sept 14 – 24
Chapter 6: Presidency & Governors	Sept 28 – Oct 9
Chapter 7: Bureaucracy	42289.00
Second Exam	**Oct-15**
Chapter 8: Judiciary	Oct 19 - 29
Chapter 4: Civil Rights & Liberties	Nov 2 – 12
Written Assignment	**Nov 5**
Chapter 15: Economic Policy	Nov 16 – 30
State of the Federal Economy	Nov 16 – 30
State of the State Economy	Nov 16 – 30
Final Exam	**Dec 6**

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Grading Matrix:

Exam 1	40 points
Exam 2	40 points
Final Exam	40 points
News articles	40 points
Written Assignment	10 points
Total	170 points

✓ **Exams.** Students will take <u>three tests</u> through the course of the semester. Each test will be worth 40 points. The final exam will not be comprehensive**.**

- *<u>Make-up tests</u> will be essays and will only be given with proper documentation for university-excused absences. Students are responsible for all materials covered if absent and for contacting me immediately to schedule make-up tests.*

✓ **News articles**. At the end of each class, each student can submit a neatly presented article about some issues pertaining to American or Texas government and a two-paragraph typed summary (<u>at least three sentences per paragraph</u>) of that article. Only one article and summary will be accepted on the day of the class, and the student must attend class to submit the article and summary. Students CANNOT submit articles for other students. The article must be printed from the Internet. An Internet address for Texas newspapers is as follows: http://www.50states.com/news/texas.htm#.U-eXn_ldVyy

- The worth of these items is as follows:

  - 22 articles   40 points
  - 21 - 20 articles   30 points
  - 19 - 18 articles   20 points
  - 17 - 16 articles   10 points
  - 15 – 10 articles   5 points
  - < 10 articles   0 points

✓ **Assignment**. Students are required to complete an assignment that will be due on <u>November 5</u>, 2015. The assignment is worth 10 points. The assignments can be found on Blackboard.

Grade Determination

Grades will be given using the following scale as a foundation:

A = (90 –100%)
B = (80 – 89%)
C = (70 – 79%)
D = (60 – 69%)
F = (59% or less)

University Policies and Procedures

Students with Disabilities (ADA Compliance):
The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. Grades assigned before an accommodation is provided will not be changed as accommodations are not retroactive. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call Laura Smith at 972-780-3632.

Student Evaluation of Teaching Effectiveness Policy:
The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Exam Policy:
Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

Academic Integrity:
Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at http://www.unt.edu/unt-dallas/policies/Chapter%2007%20Student%20Affairs,%20Education,%20and%20Funding/7.002%20Code%20of%20Academic_Integrity.pdf for complete provisions of this code.
In addition, all academic work submitted for this class, including exams, papers, and written assignments should include the following statement:
On my honor, I have not given, nor received, nor witnessed any unauthorized assistance that violates the UNTD Academic Integrity Policy.

Bad Weather Policy:
On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Attendance and Participation Policy:
The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Office of Student Life as the instructor deems appropriate.

Note:
- Use of Cell Phones & other Electronic Gadgets in the Classroom
- Food & Drink in the Classroom
- Use of Laptops
- Grade of Incomplete, "I"

Core Rubrics

The required core objectives that will be met and measured are (1) critical thinking, (2) communication, (3) social responsibility, and (4) personal responsibility. This course will utilize the following instruments to determine the degree to which newspaper or Internet articles, assignments, and, videos written and viewed by the students have achieved the core objectives of critical thinking communication, and personal and social responsibility.

Core Objective: Critical Thinking

Category	Emerging 1	Developing 2	Proficient 3	Excellent 4
Explain	Does not attempt to or fails to identify and summarize issue accurately.	Explains issue, though some aspects are incorrect or confused. Nuances and key details are missing or glossed over.	Accurately explains the challenge and subsidiary, embedded, or implicit aspects of the issue.	Clearly identifies and explains the challenge and subsidiary, embedded, or implicit aspects of the issue. Identifies integral relationships essential to analyzing the issue.
Evaluate	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.
Analyze and Synthesize	States a specific position (perspective, thesis/ hypothesis), but is simplistic and obvious.	States a specific position (perspective, thesis/ hypothesis) and acknowledges different sides of an issue.	States a specific position (perspective, thesis/ hypothesis) taking into account the complexities of an issue. Others' points of view are acknowledged within position.	States a specific position (perspective, thesis/ hypothesis) that is imaginative, taking into account the complexities of an issue. Limits of position are acknowledged. Others' points of view are synthesized within position.

Core Objective: Written Communication Rubric

Category	Emerging 1	Developing 2	Proficient 3	Excellent 4
Context of and Purpose for Writing	Demonstrates minimal attention to context, audience, purpose, disciplinary conventions, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).	Demonstrates awareness of context, audience, purpose, disciplinary conventions and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates adequate consideration of context, audience, purpose, and disciplinary conventions and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates a thorough understanding of context, audience, purpose, and disciplinary conventions that is responsive to the assigned task(s) and focuses all elements of the work.
Content Development	Uses appropriate and relevant content to develop simple ideas in some parts of the work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.
Sources and Evidence	Demonstrates an attempt to use sources to support ideas in the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.
Control of Syntax and Mechanics	Uses language that sometimes impedes meaning because of errors in usage.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses straightforward language that generally conveys meaning to readers. The use of language has few errors.	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.

Core Objective; Oral Communication Rubric

Category	Emerging 1	Developing 2	Proficient 3	Excellent 4
Content Selection	Central idea is not focused. Supporting details are general and/or irrelevant.	Central idea is minimally focused. Some supporting details are specific but most are general and/or of limited relevance.	Central idea is sufficiently focused. Most supporting details are specific and relevant.	Central idea is clearly focused and effective. All supporting details are specific and clearly contribute to the central idea.
Presentation Structure	Presentation structure is weak and lacks transitions.	Presentation structure supports the central ideas, but transitions are lacking.	Presentation structure and transitions help to support central idea.	Presentation structure and logical transitions consistently and effectively support the central idea.
Delivery (verbal and nonverbal)	Inappropriate or ineffective enunciation, pronunciation, volume, pitch, inflection, or pace. Reading of or reference to notes, recitation. Inappropriate energy level or empty vocalizations. Poor posture, distracting or inappropriate body movements or gestures, or lack of eye contact.	Some inappropriateness of enunciation, pronunciation, volume, pitch, inflection, or pace. Some moments of apparent recitation, reading of notes, or reference to notes. Occasional inappropriate body movements, facial expressions, or gestures.	Clear enunciation; appropriate pronunciation, volume, pitch, inflection, and pace are generally maintained. Delivery appears spontaneous throughout. Facial expressions are compatible with spoken content; body movements and gestures are usually natural, appropriate, and relaxed. Any nervous movements do not interfere with the presentation. Any lack of eye contact is only momentary.	Clear enunciation; appropriate pronunciation, volume, pitch, inflection, and pace throughout. Speaker sounds genuinely interested in the topic. Delivery appears spontaneous throughout. Notes may assist but do not interrupt or control delivery. Body movements and gestures are natural, appropriate, and relaxed; eye contact is consistently maintained.

Core Objective: Visual Communication

Category	Emerging 1	Developing 2	Proficient 3	Excellent 4
Purpose/ Context/ Audience	Audience cannot identify purpose and context Visual elements unconnected to purpose and unclear to reader	Several text and visual elements don't support unified purpose Doesn't provide audience with clear information	Text/Visual elements coordinated with purpose Addresses the needs and interests of the audience	Text/ visual elements coordinated with purpose and clear to the audience. Provides audience with context through clear background information
Visual Features	Demonstrates poor command of visual communication with little/ no title, captions, etc… Visuals not connected to purpose or audience	Demonstrates some command of visual communication conventions, but title, captions, etc. limit understanding Visuals appropriate to purpose, but not connected	Demonstrates command of visual communication conventions, but title, captions, etc. may be less than specific Visuals target appropriate audience and fit purpose	Demonstrates command of visual communication conventions Visual conventions match audience and clarify purpose.
Language	Lack of connectives Frequent mechanical errors	Awkward phrasing that obscures phrasing Adequate connectives	Clear sentence structure with clear meaning No mechanical errors, some imprecise diction	Graceful sentences as well as clear meaning Effective word choice

SOCIAL RESPONSIBILITY RUBRIC

Definition: Social Responsibility is the obligation to develop knowledge, skills, values, and motivations concerning intercultural competence, involvement, and other activities essential to improving the quality of life within local, regional, national, and/or global communities.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

Specific Outcomes	Exceeds Expectation (3)	Meets Expectation (2)	Does Not Meet Expectation (1)
Issue Identification & Analysis. Artifact identifies social issues and analyzes them from a variety of cultural perspectives.	Artifact clearly identifies the social issue, and clearly analyzes the social issue from distinct cultural perspectives.	Artifact somewhat identifies the social issue, and somewhat analyzes it from distinct cultural perspectives.	Artifact does not identify the social issue, and/or does not analyze it from distinct cultural perspectives.
OCommunity Impact. Artifact identifies and evaluates the social, political, and/or economic impact of a civic, regional, national, or global issue.	Artifact clearly identifies and clearly evaluates the social, political, and/or economic impact of a civic, regional, national, or global issue.	Artifact somewhat identifies and somewhat evaluates the social, political, and/or economic impact of a civic, regional, national, or global issue.	Artifact does not identify and/or does not critique the social, political, and/or economic impact of a civic, regional, national, or global issue.
Personal Impact. Artifact identifies and assesses the impact of social prejudices on attitudes and behaviors.	Artifact clearly identifies and provides examples of social prejudices, and clearly assesses their impact on attitudes and behaviors, providing examples of their effects on human behavior.	Artifact somewhat identifies social prejudices, and somewhat assesses their impacts and effects on human behavior.	Artifact does not define social prejudices, and/or does not assess their impacts and effects on human behavior.

PERSONAL RESPONSIBILITY RUBRIC

Definition: Personal Responsibility is the concept that individuals develop and make choices, take actions, and accept consequences to enhance lifelong skills necessary for physical, social, mental, emotional, and/or economic health. Student's ethical self identify evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on personal ethical issues.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

Specific Outcomes	Exceeds Expectation (3)	Meets Expectation (2)	Does Not Meet Expectation (1)
: Commitment to instruction. Student demonstrates commitment to receive and benefit from instruction.	Student demonstrates exemplary commitment to instruction as evidenced by attendance, punctuality, engagement, or other measures.	Student demonstrates sufficient commitment to instruction as evidenced by attendance, punctuality, engagement, or other measures.	Student demonstrates insufficient commitment to instruction as evidenced by attendance, punctuality, engagement, or other measures.
Commitment to learning. Student demonstrates commitment to learning by preparation for and completion of coursework.	Student demonstrates exemplary commitment to learning by completing all assignments by the deadlines and always coming to class prepared.	Student demonstrates sufficient commitment to learning by completing most assignments, usually by the deadlines, and usually coming to class prepared.	Student demonstrates insufficient commitment to learning by not completing several assignments, not meeting the required deadlines, and/or not coming to class prepared.
Commitment to positive learning environment. Student demonstrates commitment to promote a positive learning environment.	Student demonstrates exemplary commitment to a positive learning environment by always following instructions and participating in class activities, and/or other measures.	Student demonstrates sufficient commitment to a positive learning environment by usually following instructions and participating in class activities, and/or other measures.	Student demonstrates insufficient commitment to a positive learning environment by not following instructions and seldom participating in class activities, or fostering a negative learning environment.
Outcome #4: Commitment to academic integrity. Student demonstrates commitment to academic integrity in regards to plagiarism and/or cheating within a formal academic exercise.	Student demonstrates exemplary commitment to academic integrity as evidenced by appropriately documenting original sources and illustrating fulfillment of assignment guidelines.	Student demonstrates sufficient commitment to academic integrity by attempting to use appropriately documented original sources and illustrating a partial fulfillment of assignment guidelines.	Student demonstrates insufficient commitment to academic integrity by lacking documentation of original sources and not fulfilling assignment guidelines.
Outcome #5: Commitment to reflective, personal decision making. Student demonstrates commitment to reflective, personal decision making.	Student demonstrates exemplary commitment to reflective, personal decision making as evidenced by clearly illustrating an examination of divergent ethical viewpoints.	Student demonstrates sufficient commitment to reflective, personal decision making by attempting to examine divergent ethical viewpoints.	Student demonstrates insufficient commitment to reflective, personal decision making by ignoring the complexity of ethical debate.