



Purpose: It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

Course Title – Federal Government

Course Prefix and Number – Govt. 2305

Department – Government and Economics

Division – Social and Behavioral Science

Course Type: (check one)

- Academic General Education Course (from ACGM – but not in WCJC Core)
- Academic WCJC Core Course
- WECM course (This course is a Special Topics or Unique Needs Course: Y or N)

Semester Credit Hours # : Lecture Hours # : Lab/Other Hours # **3:3:0**

Equated Pay hours for course - 3

Course Catalog Description - Origin and 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.

Prerequisites/Co-requisites – TSI Satisfied in Reading and Writing

List Lab/ Other Hours
Lab Hours
Clinical Hours
Practicum Hours
Other (list)

Prepared by Elizabeth Rexford

Date 9-11-13

Reviewed by Department Head Elizabeth Rexford

Date 9-11-13

Accuracy verified by Division Chair Amanda Shelton

Date 9-11-13

Approved by Dean or Vice President of Instruction GG Hunt

Date 9-11-13



I. Topical Outline – Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, clinical or other non-lecture instruction):

This course will cover the following areas:

- Area One - Constitutional Foundations/Political Structure:
 - Define the concept of democracy and apply it as a standard for evaluating American government and politics.
 - Identify the key components of the U.S. Constitution and analyze its strengths and weaknesses.
 - Define federalism and trace the evolution of federalism in the United States.
 - Identify the strengths and weaknesses of federalism and examine the conflict over the meaning of federalism.
 - Explain how federalism differs from other systems of government and how federalism supports/enhances democracy.
 - Identify and explain the concepts of political ideology and political culture. Analyze the factors that impact ideology and culture.

- Area Two – Political Linkages (Public Opinion, Media, Interest Groups, Party Voting and Elections):
 - Define public opinion, identify the problems in measuring public opinion and assess the degree to which American policy makers are responsive to public opinion.
 - Identify and analyze the role of the media in democracy, how “news” is gathered and disseminated, and how the media impacts public opinion and public policy.
 - Identify and evaluate the limits of the media and the concept of media bias.
 - Identify and evaluate the reasons for interest group proliferation and interest group bias.
 - Identify the tactics employed by interest groups to influence the political process. Evaluate the success of each tactic.
 - Explain the structure of American political parties. Describe the functions of a party within the political system including the role of third parties.
 - Identify and explain the types of elections in the American political system. Analyze electoral participation.

- Area Three – Three Branches of Government
 - Identify and evaluate how members of Congress represent their constituents.
 - Identify and evaluate the functions of Congress.
 - Describe and analyze the role of leaders, committees, political parties and interest groups within the legislative branch.
 - Identify the basic structure/model of U.S. bureaucracy and identify the types of bureaucratic agencies.
 - Identify and evaluate how the federal court system is organized and how it operates.
 - Describe the operational procedures and behavioral characteristics of the U.S. Supreme Court

- Define and analyze the concept of judicial review, judicial interpretation, and the role of the Supreme Court in a democratic society.
 - Identify and evaluate the evolution of presidential powers. Analyze the relationship between the Executive and Congress. Assess the ability of either institution to set policy independently of the other.
 - Distinguish between judicial activism and restraint. Discuss how they relate to the proper role of the court.
- Area Four – Governmental Functions
 - Explain the difference between civil rights and liberties. Explain the concept of incorporation and how the Supreme Court’s interpretation of liberties has changed.
 - Analyze the importance of civil rights in a democratic system, trace the expansion of civil rights protection and examine the present status of civil rights protections in today’s society.
 - Identify and explain the role of government in the economy, evaluate the tools government uses to manage the economy.
 - Describe how foreign and defense policies are made. Evaluate the importance of national security and identify new problems/issues for foreign and defense policy.
 - Examine social welfare as a partisan issue. Differentiate between social insurance and public assistance programs.
 - Discuss/explain how the rights of the accused have been protected through Supreme Court rulings.
 - Discuss the significance of the establishment and free exercise clauses in relation to freedom of religion.
 - Distinguish between procedural and substantive due process. Examine the federal judiciary’s application of due process protections.

II. Course Learning Outcomes

<p style="text-align: center;">Learning Outcomes</p> <p>Upon successful completion of this course, students will:</p>	<p style="text-align: center;">Methods of Assessment</p>
<ol style="list-style-type: none"> 1. Explain the origin and development of constitutional democracy in the United States. 2. Demonstrate knowledge of the federal system 3. Describe separation of powers and checks and balances in both theory and practice. 4. Demonstrate knowledge of the legislative, executive and judicial branches of the federal government. 5. Evaluate the role of public opinion, interest groups, and political parties in the political system. 6. Analyze the election process. 7. Describe the rights and responsibilities of citizens. 8. Analyze issues and policies in U.S. politics. 	<ol style="list-style-type: none"> 1. Instructor generated tests on text chapters covering U.S. Constitution. Tests may include multiple choice, fill in the blank, short answer or essay questions. 2. . Instructor generated tests on text chapters covering federalism.. Tests may include multiple choice, fill in the blank, short answer or essay questions. 3. . Instructor generated tests on text chapters covering U.S. Constitution., federalism and the three branches of government. Tests may include multiple choice, fill in the blank, short answer or essay questions. 4. . Instructor generated tests on text chapters covering the three branches of government. Tests may include multiple choice, fill in the blank, short answer or essay questions. 5. . Instructor generated tests on text chapters covering political participation (media, public opinion, interest groups and political parties). Tests may include multiple choice, fill in the blank, short answer or essay questions. 6. . Instructor generated tests on text chapters covering political participation, electoral systems and campaigns. Tests may

	<p>include multiple choice, fill in the blank, short answer or essay questions.</p> <p>7. . Instructor generated tests on text chapters covering political participation, campaigns and elections, and civil rights and liberties. Tests may include multiple choice, fill in the blank, short answer or essay questions.</p> <p>8. . Instructor generated tests on text chapters covering domestic, economic and foreign/military policy in the U.S.. Tests may include multiple choice, fill in the blank, short answer or essay questions.</p> <p>Additionally all objectives are evaluated by instructor generated out of class writing assignments, and/or oral presentations. All outcomes are tested by comprehensive mandatory final exams.</p>
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III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.

Sidlow , Edward I. and Henschen, Beth. **GOVT.** 5th Edition. Wadsworth/Cengage , Boston, MA. 2013.

IV. Suggested Course Maximum - 35

V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.

NONE.

VI. Course Requirements/Grading System – Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course

Instructors may use the narrative/lecture method of instruction to impart course content. The narrative method is also useful for setting the stage for class discussions.

Class discussion between students and instructors is encouraged for the purpose of developing in students the ability to speak before others about course content. Class discussions should arise from the readings that students complete and from points of interest and the interpretation of facts that emerge in class, especially those relevant to students.

Students will be required to complete written work or to prepare oral presentations to further elaborate or explain what has been presented and discussed by the instructor. These requirements are designed to challenge the student to analyze and critique the material presented. The written work may be in the form of essay test topics, book reviews, reports on articles in scholarly journals, or other written assignments as assigned by the instructor. Oral presentations may be designed as debates, informative overviews, or persuasive monologues.

Minimum requirements include the following:

- 1.) Attend class in accordance with college policy and as stipulated by the instructor.
- 2.) Complete appropriate reading assignments made by the instructor
- 3.) Complete appropriate writing assignments based on the readings, classroom presentations and discussion
- 4.) Complete oral presentations (if assigned by instructor)
- 5.) Complete appropriate tests (quizzes, major examinations, and a final examination)

The grading scale used for all tests, papers, and projects will be as follows:

90% to 100% = A
80% to 89% = B

- 70% to 79% = C
- 60% to 69% = D
- Below 60% = F

Instructors may also use a point system to determine final scores as long as this point system is clearly outlined in the instructor's syllabus. All instructors will give students a comprehensive final exam which will count for a minimum of ten percent of their final grade. Written assignments will constitute a minimum of 25% of a student's final class score.

Assessment will be conducted using a variety of methods. Objective questions such as multiple-choice, matching, true/false and fill-in-the blank will be used as will subjective questions which may demand narrative identification, lengthy narrative responses, and also critical thinking. Students will be tested on materials presented in class and are expected to develop listening and note-taking skills. The weight, style, and nature of the specific assessment tool are left to the discretion of the individual instructor, but each instructor must place emphasis on the development of writing and critical thinking skills. Balance in testing to accommodate for varied learning styles is the desired goal.

VII. Curriculum Checklist

- **Academic General Education Course** (from ACGM – but not in WCJC Core)
No additional documentation needed
- **Academic WCJC Core Course**
Attach the Core Curriculum Review Forms
 - Critical Thinking
 - Communication
 - Empirical & Quantitative Skills
 - Teamwork
 - Social Responsibility
 - Personal Responsibility
- **WECM Courses**
If needed, revise the Program SCANS Matrix & Competencies Checklist.



Core Curriculum Review Form

Foundational Component Area: **Government/Political Science** Course Prefix & Suffix: _____

Core Objective: **Critical Thinking Skills**—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Student Learning Outcome supporting core objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
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Core Curriculum Review Form

Foundational Component Area: **Government/Political Science** Course Prefix & Suffix: _____

Core Objective: **Communication Skills**—to include effective development, interpretation and expression of ideas through written, oral and visual communication

Student Learning Outcome supporting core objective:

For each core objective, there must be at least two different methods of assessment.

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Department Head: _____

Date: _____



Core Curriculum Review Form

Foundational Component Area: **Government/Political Science** Course Prefix & Suffix: _____

Core Objective: **Social Responsibility**—to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Student Learning Outcome supporting core objective:

For each core objective, there must be at least two different methods of assessment.

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Department Head: _____

Date: _____



Core Curriculum Review Form

Foundational Component Area: **Government/Political Science** Course Prefix & Suffix: _____

Core Objective: **Personal Responsibility**—to include the ability to connect choices, actions and consequences to ethical decision-making

Student Learning Outcome supporting core objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
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