



SYLLABUS

PLSC 104 American Government

202231

PLSC 104 American Government

School of Distance Education

Self-Paced Format

This course follows a self-paced online format. You have 180 days from your selected start date to complete the course. The last day to withdraw with a full refund is 15 days after your start date.

Instructor Contact

Please refer to course in Learning Hub for the teacher contact information.

Communication with the Instructor

It is important to remember that while the Internet is available 24 hours a day, your instructor is not. You can expect that your instructor will respond to e-mail message to you within *2 business days* during the week and may not be available to respond on weekends.

Other Assistance

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Technical assistance with online courses	dlit@andrews.edu	(269) 471-3960
Exam requests and online proctoring	sdeexams@andrews.edu	(269) 471-6566
Distance Student Services - any other questions	sdestudents@andrews.edu	(269) 471-6566

Part 1: Course Information

Course Descriptions

This course is an introductory survey of American national government. It introduces the basic principles and theories of American government, explores the political process, describes the structure, and illustrates its functions.

Required Text/Material

Patterson, Thomas E. *We The People: An Introduction to American Government* 14th edition. New York: McGraw Hill, 2022.

Print ISBN: 9781260395914. eBook ISBN: 9781260395945

CQ Researcher. *Issues for Debate in American Public Policy*. 22st edition. Washington D.C.: CQ Press, 2021. Print ISBN: 9781544386607. eBook ISBN: 9781544386638

Credit Hour and Commitment

This course is offered for 3 semester credits; therefore, it is expected that you will spend 135 total hours on this course. This course has 16 modules with 14 lessons, 14 essays, 13 discussions, 6 individual conferences with instructor and 1 research paper. Each module represents a week of a typical semester course. It is recommended that you budget 9 hours for studying and completing the activities for each module. There are suggested schedules to accomplish this work included in this syllabus.

Student Learning Outcomes

1. Understand the basic functions of American government.
2. Explain the foundations of American government.
3. Identify the branches of government.
4. Describe the work of Congress, the President and executive agencies.
5. Explain why citizens participate, who is most likely to participate, and how citizens influence government.
6. Describe the federal courts system and the structure of the Supreme Court.
7. Develop critical thinking about politics and government.

Part 2: Course Methods and Delivery

Methods of Instruction

Methods of instruction include assigned readings from the textbook and the course material, a weekly paper based on the reading, a short research paper, online discussions, and three exams. Regular participation in the course is essential to good performance.

Technical Requirements

- Computer: PC (Win 10 or newer) or MAC (10.14 or better)
- A webcam with microphone, and speakers (or plug in headset)
- Internet: 2.4 Mbps or faster DSL, cable or Wi-Fi connection
- Browser: Current version of Chrome or Firefox
- Software: Office 2013 or newer ([Office 365 available here](#))

LearningHub Access

This course is delivered online through LearningHub at <http://learninghub.andrews.edu>

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub.

Please do this online here: <https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't already. If you need assistance, call or email us: (296) 471-6016 or <mailto:helpdesk@andrews.edu>.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email dlit@andrews.edu or call (269) 471-3960.

Part 3: Course Requirements

Important Note: Activity and assignment details will be explained in detail within each learning module. If you have any questions, please contact your instructor.

Your Schedule

In Learning Hub, you will access online lessons, course materials, and resources. This course is self-paced. You must complete the course within 180 days. This is the Consortium policy. You may have a stricter deadline imposed by graduation, financial aid, or other restrictions.

Start by creating a schedule for completion of the course.

- Determine your deadline. Do you need a transcript sent to your home institution?
- Working from your deadline, count backwards. Allow 2 weeks after you take your final exam for your final grade to be calculated. Allow another 2 weeks for the transcript to be processed and sent.
- Now use the suggested schedules to create a schedule for yourself that ensures completion 4 weeks before your deadline.

Submit your course plan to your instructor within Learning Hub AND discipline yourself to make regular progress.

Assessment Descriptions

Individual Conferences (via Zoom)

You will meet with the instructor via Zoom video conference at specified points to go over project drafts. Be sure that you bring any questions regarding the writing process and your topic prior to the meeting so that your meeting time can be spent in productive conversation about building the project and steps to undertake. There are six conferences that will total five percent of the final course grade.

Chapter Essays

Following each chapter students must complete the essay for that chapter. The chapter essays must address the prompt, and not exceed five pages. A cover sheet is not necessary, however on the top left of the first page students must include their name, the chapter essay and date. The essay, when completed, must be uploaded into the appropriate Learning Hub assignment page.

Students must use 12 pt. New Times Roman font, double-spaced, with page numbers in the bottom center of each page. Students may write the chapter essay using the textbook and lectures, if using other sources may be used but are not required. Where necessary students should use the Chicago style manual for citation, found here:

https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html. Students should review what constitutes plagiarism; failure to use necessary citations may result in a reduced or failing grade for the assignment.

Research Paper

Students will write a five to eight page research paper about representation. Students will select a national congressional district and the representative of that district in the House of Representatives on which they wish to write their research.

Students will research the district they choose and write a district profile. The profile will include information about the economy, local employers, businesses, and industries. In addition, students should provide information regarding the population of the district. What is the socio-economic status of the district, unemployment rates, and demographics regarding age, race and educational achievement of the population living in the district? This information should be compared to either the state or national demographic and economic information.

The students will profile the congressional representative for their chosen district and explain how this member represents the interests of their district. Students should include information regarding the member's congressional committee appointments, campaign donations, and interest group ratings. What campaign promises did the representative make and how have they fulfilled those promises?

Blogs

There is a blog forum for each lesson that will include a prompt or a question. Students will respond to the prompt or question posed. Students should review the rubric for the blog responses below. When posting, students should explain their perspective and/or why they answered the question as they did.

Rubrics

Blog Rubric

	Mastery (5)	Proficient (4.25)	Emergent (3.75)	No Progress (0)
Content (x5)	Demonstrates excellent knowledge of concepts, skills, and theories relevant to topic.	Demonstrates fair knowledge of concepts, skills, and theories.	Demonstrates significantly flawed knowledge of concepts, skills, and theories.	Did not participate.
Support (x2)	Statements are well supported; posts extend discussion	Statements are partially supported; posts may extend discussion.	Support is deficient; posts do not extend discussion.	Did not participate.
Quantity (x2)	Initial post and two other posts.	Initial post and one other post.	Initial post only.	Did not participate.
Timeliness (x1)	Initial before deadline.	Initial post 1 day late	Initial post 2 days late	Did not participate.
Percentage	100	85	75	0%

Research Paper Rubric

Criteria	Excellent (5)	Satisfactory (4.25)	Emerging (3.75)	Developing (3)	Unsatisfactory (0)
Content (x5)	Thorough information about the district. Includes a variety of details that provide a clear picture of the population, stakeholders and entities that shape the district.	Basic information about the district. Includes some details about the population, stakeholders and entities that shape the district.	Some information about the district. Includes few, if any, details about the population, stakeholders and entities that shape the district.	Limited information about the district. Details about the population, stakeholders and entities that shape the district are not evident.	No information about the district.
Structure (x2)	Information is presented in a clearly structured manner that not only facilitates reading flow but also contributes to understanding of the material.	Information is presented in a clearly structured manner.	Information is presented with minimal structure or with a structure that lacks clarity.	Information is presented with no discernable structure.	No information is presented.
Analysis (x2)	Paper provides insightful analysis of the district and its representative that demonstrates an understanding of principles and ideas presented in the course. Analytical content also shows an understanding of concepts from other credible resources that were not specifically assigned in this course.	Paper provides analysis of the district and its representative that demonstrates an understanding of ideas presented in the course.	Paper provides some analysis of the district and/or its representative that demonstrates a limited understanding of ideas presented in the course.	Paper provides few, if any, analytical points about the district and/or its representative.	No analysis provided.
Mechanics (x0.5)	The paper employs standard or otherwise appropriate language usage and mechanics with no substantive errors.	The paper employs standard or otherwise appropriate language usage and mechanics with only minor errors.	The paper mostly employs standard or otherwise appropriate language usage and mechanics that include substantive errors.	The paper minimally employs standard or otherwise appropriate language usage and mechanics that include substantive errors.	Language usage and mechanics are inappropriate or entirely missing.
Citations (x0.5)	Works that inform the paper are appropriately and accurately cited and referenced in the discipline specific format (APA, MLA, Chicago, etc) without substantive errors.	Works that inform the paper are appropriately and accurately cited and referenced in the discipline specific format (APA, MLA, Chicago, etc) with only minor errors.	Works that inform the paper are cited or referenced without discipline specific formatting (APA, MLA, Chicago, etc) and/or with substantive errors.	Works that inform the paper are cited incompletely or not at all.	No citations are provided or evidence misrepresentation of authorship or content origin.

Chapter Essays Rubric

Criteria	Excellent (5)	Satisfactory (4.25)	Emerging (3.75)	Developing (3)	Unsatisfactory (0)
Content (x5)	Thorough information about the topic. Includes a variety of details that demonstrate exceptional understanding of concepts.	Thorough information about the topic. Includes a variety of details that demonstrate understanding of concepts.	Thorough information about the topic. Includes a variety of details that demonstrate fair understanding of concepts.	Thorough information about the topic. Includes a variety of details that demonstrate limited understanding of concepts.	No information about the district.
Structure (x2)	Information is presented in a clearly structured manner that not only facilitates reading flow but also contributes to understanding of the material.	Information is presented in a clearly structured manner.	Information is presented with minimal structure or with a structure that lacks clarity.	Information is presented with no discernable structure.	
Analysis (x2)	Paper provides insightful analysis of the question and demonstrates an understanding of principles and ideas presented in the course. Analytical content also shows an understanding of concepts from other credible resources that were not specifically assigned in this course.	Paper provides analysis of the question that demonstrates an understanding of ideas presented in the course.	Paper provides some analysis of the question that demonstrates a limited understanding of ideas presented in the course.	Paper provides few, if any, analytical points about the question.	No analysis provided.
Mechanics (x0.5)	The paper employs standard or otherwise appropriate language usage and mechanics with no substantive errors.	The paper employs standard or otherwise appropriate language usage and mechanics with only minor errors.	The paper mostly employs standard or otherwise appropriate language usage and mechanics that include substantive errors.	The paper minimally employs standard or otherwise appropriate language usage and mechanics that include substantive errors.	Language usage and mechanics are inappropriate or entirely missing.
Citations (x0.5)	Works that inform the paper are appropriately and accurately cited and referenced in the discipline specific format (APA, MLA, Chicago, etc) without substantive errors.	Works that inform the paper are appropriately and accurately cited and referenced in the discipline specific format (APA, MLA, Chicago, etc) with only minor errors.	Works that inform the paper are cited or referenced without discipline specific formatting (APA, MLA, Chicago, etc) and/or with substantive errors.	Works that inform the paper are cited incompletely or not at all.	No citations are provided or evidence misrepresentation of authorship or content origin.

Exams

There are no exams in this course.

Suggested schedule for completion in 8 weeks:

Module	Lessons	Readings	Assignments	Outcomes Met
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Schedule Introduce Yourself Academic Integrity Quiz Academic Integrity Statement	
1	Critical Thinking and Political Culture	Patterson Chapter 1, pp. 1 – 23	Essay Chapter 1 Individual Conference 1	
	Constitutional Democracy “ <i>The Equal Rights Amendment</i> ”	Patterson Chapter 2, pp. 24 – 58 <i>Issues for Debate</i> Chapter 10 pp. 251 - 270	Essay Chapter 2 Blog 1	SLO1,2 & 7
2	Civil Liberties “ <i>School Safety</i> ”	Patterson Chapter 4, pp. 92 – 126 <i>Issues for Debate</i> Chapter 16 pp. 397 - 417	Essay Chapter 4 Blog 2	SLO1,2,5 & 7
	Equal Rights “ <i>Inequality in America</i> ”	Patterson Chapter 5, pp. 127 – 157 <i>Issues for Debate</i> Chapter 5, pp. 113 - 142	Essay Chapter 5 Blog 3	SLO1,2,5, & 7
3	Federalism “ <i>Health Care Debates</i> ”	Patterson Chapter 3, pp. 59 – 91 <i>Issues for Debate</i> Chapter 11 pp. 277 - 297	Essay Chapter 3 Blog 4 Individual Conference 2	SLO1,3,4, & 7
	Congress “ <i>Prescription Drug Costs</i> ”	Patterson Chapter 11, pp. 301 – 341 <i>Issues for Debate</i> Chapter 12 pp. 305 - 324	Essay Chapter 11 Blog 5	SLO1,3,4, & 7
4	The Presidency “ <i>Domestic Poverty</i> ”	Patterson Chapter 12, pp. 342 – 377 <i>Issues for Debate</i> Chapter 12 pp. 57 - 76	Essay Chapter 12 Blog 6	SLO1,3,4, & 7
	The Federal Bureaucracy “ <i>The Pandemic Economy</i> ”	Patterson Chapter 13, pp. 378 – 411 <i>Issues for Debate</i> Chapter 13, pp. 333 - 362	Essay Chapter 13 Blog 7	SLO1,3,6, & 7
5	The Federal Judicial System “ <i>The Retirement Crunch</i> ”	Patterson Chapter 14, pp. 412 - 441 <i>Issues for Debate</i> Chapter 2, pp. 29 - 56	Essay Chapter 14 Blog 8 Individual Conference 3	SLO1,3,6, & 7
	Public Opinion and Political Socialization “ <i>Political Polls</i> ”	Patterson Chapter 6, pp. 158 – 186 <i>Issues for Debate</i> Chapter 7, pp. 171 - 196	Essay Chapter 6 Blog 9	SLO1,5,7
6	Political Participation “ <i>2020 Census</i> ”	Patterson Chapter 7, pp. 210 – 243 <i>Issues for Debate</i> Chapter 6, 143 - 170	Essay Chapter 7 Blog 10	SLO1,5, & 7
	Political Parties, Candidates and Campaigns “ <i>Presidential Primaries</i> ”	Patterson Chapter 8, pp. 244 – 273 <i>Issues for Debate</i> Chapter 8 pp. 197 - 216	Essay Chapter 8 Blog 11 Individual Conference 4	SLO1,5, & 7
7	Interest Groups “ <i>The Renewable Energy Debate</i> ”	Patterson Chapter 9, pp. 244 – 273 <i>Issues for Debate</i> Chapter 1, pp. 1 - 28	Essay Chapter 9 Blog 12	SLO1,5, & 7
	The News Media and the Internet “ <i>Title IX and Campus Sexual Assault</i> ”	Patterson Chapter 10, pp. 274 – 300 <i>Issues for Debate</i> Chapter 9, pp. 225 - 250	Essay Chapter 10 Blog 13 Individual Conference 5	SLO1,5, & 7
8	Writing Conference for the Research Paper	Resources for Research	Individual Conference 6	SLO 7
	Research Paper Due			

Suggested schedule for completion in 16 weeks:

Module	Lessons	Readings	Assignments	Outcomes Met
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Schedule Introduce Yourself Academic Integrity Quiz Academic Integrity Statement	
1	Critical Thinking and Political Culture	Patterson Chapter 1, pp. 1 – 23	Essay Chapter 1 Individual Conference 1	
2	Constitutional Democracy “ <i>The Equal Rights Amendment</i> ”	Patterson Chapter 2, pp. 24 – 58 <i>Issues for Debate</i> Chapter 10 pp. 251 - 270	Essay Chapter 2 Blog 1	SLO1,2 & 7
3	Civil Liberties “ <i>School Safety</i> ”	Patterson Chapter 4, pp. 92 – 126 <i>Issues for Debate</i> Chapter 16 pp. 397 - 417	Essay Chapter 4 Blog 2	SLO1,2,5 & 7
4	Equal Rights “ <i>Inequality in America</i> ”	Patterson Chapter 5, pp. 127 – 157 <i>Issues for Debate</i> Chapter 5, pp. 113 - 142	Essay Chapter 5 Blog 3	SLO1,2,5, & 7
5	Federalism “ <i>Health Care Debates</i> ”	Patterson Chapter 3, pp. 59 – 91 <i>Issues for Debate</i> Chapter 11 pp. 277 - 297	Essay Chapter 3 Blog 4 Individual Conference 2	SLO1,3,4, & 7
6	Congress “ <i>Prescription Drug Costs</i> ”	Patterson Chapter 11, pp. 301 – 341 <i>Issues for Debate</i> Chapter 12 pp. 305 - 324	Essay Chapter 11 Blog 5	SLO1,3,4, & 7
7	The Presidency “ <i>Domestic Poverty</i> ”	Patterson Chapter 12, pp. 342 – 377 <i>Issues for Debate</i> Chapter 12 pp. 57 - 76	Essay Chapter 12 Blog 6	SLO1,3,4, & 7
8	The Federal Bureaucracy “ <i>The Pandemic Economy</i> ”	Patterson Chapter 13, pp. 378 – 411 <i>Issues for Debate</i> Chapter 13, pp. 333 - 362	Essay Chapter 13 Blog 7	SLO1,3,6, & 7
9	The Federal Judicial System “ <i>The Retirement Crunch</i> ”	Patterson Chapter 14, pp. 412 - 441 <i>Issues for Debate</i> Chapter 2, pp. 29 - 56	Essay Chapter 14 Blog 8 Individual Conference 3	SLO1,3,6, & 7
10	Public Opinion and Political Socialization “ <i>Political Polls</i> ”	Patterson Chapter 6, pp. 158 – 186 <i>Issues for Debate</i> Chapter 7, pp. 171 - 196	Essay Chapter 6 Blog 9	SLO1,5,7
11	Political Participation “ <i>2020 Census</i> ”	Patterson Chapter 7, pp. 210 – 243 <i>Issues for Debate</i> Chapter 6, 143 - 170	Essay Chapter 7 Blog 10	SLO1,5, & 7
12	Political Parties, Candidates and Campaigns “ <i>Presidential Primaries</i> ”	Patterson Chapter 8, pp. 244 – 273 <i>Issues for Debate</i> Chapter 8 pp. 197 - 216	Essay Chapter 8 Blog 11 Individual Conference 4	SLO1,5, & 7
13	Interest Groups “ <i>The Renewable Energy Debate</i> ”	Patterson Chapter 9, pp. 244 – 273 <i>Issues for Debate</i> Chapter 1, pp. 1 - 28	Essay Chapter 9 Blog 12	SLO1,5, & 7
14	The News Media and the Internet “ <i>Title IX and Campus Sexual Assault</i> ”	Patterson Chapter 10, pp. 274 – 300 <i>Issues for Debate</i> Chapter 9, pp. 225 - 250	Essay Chapter 10 Blog 13 Individual Conference 5	SLO1,5, & 7
15	Writing Conference for the Research Paper	Resources for Research	Individual Conference 6	SLO 7
16	Research Paper Due			

Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed. Assignments and exams must be completed **within 180 days** of course registration date. This timeframe is subject to change depending on deadlines set by your home institution.

Part 4: Grading Policy

Graded Course Activities

Percent %	Description
15%	Discussions
25%	Assignments
55%	Research Paper
5%	Conferences
100%	Total Percent Possible

Viewing Grades in Moodle

- Click into the course.
- Click on the **Grades** link in Administration Block to the left of the main course page.

Letter Grade Assignment

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D	60-69%
F	0-59%

Part 5: Course Policies

Withdrawal and Incomplete Policies

The current withdrawal policy can be found online at <https://www.andrews.edu/distance/students/gradplus/withdrawal.html>. The incomplete policy is found online at <http://www.andrews.edu/web/msc/moodle/public/incompletes.html>.

Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.

Academic Accommodations

Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at <https://www.andrews.edu/services/sscenter/disability/>
2. Download and fill in the disability form at <http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf> . Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to success@andrews.edu or fax it to (269) 471-8407.
3. Email sdestudents@andrews.edu to inform the School of Distance Education that a disability has been reported to Student Success.

Commitment to Integrity

As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

Commitment to Excellence

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “commitment to excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

Honesty

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student’s academic standing. Lessons may be discussed with other students, tutors may help to guide a student’s work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student’s own work. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.