



SYLLABUS

PLSC 104 American Government

202141

PLSC 104 American Government

School of Distance Education

Interactive Online Format

This course follows an interactive online format and has Thursday deadlines. You are expected to login regularly during the course to participate in the online discussions. Please plan accordingly. **Please review the Dates & Deadlines widget on the right side of your course in LearningHub for the last day to withdraw for a full refund.**

Instructor Contact

Please refer to course in LearningHub for the teacher contact information.

Other Assistance

| | | |
|---|--|----------------|
| Username and password assistance | helpdesk@andrews.edu | (269) 471-6016 |
| Enrollment and withdrawal questions | sderegister@andrews.edu | (269) 471-6323 |
| 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

Note: Textbooks for online courses may be purchased from any supplier. For financial aid in payment, contact your financial advisor at the university where you are completing your degree. Andrews University degree students who have confirmed that funds are available will then purchase the books themselves and send receipts to their financial advisor for reimbursement.

Patterson, Thomas E. *We The People: An Introduction to American Government* 14th edition.

New York: McGraw Hill, 2022.

Print ISBN: 9781260395914. eBook ISBN: 9781260242928

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 hours total on this course. This course has 16 modules with 13 lessons, 3 exams, 12 blog posts, 12 position paper assignments and two research papers 5 – 8 pages in length per 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.

Institutional Outcomes:

- 1.a. Demonstrate competence in intellectual, affective, and practical skills to prepare for careers in the twenty-first century, lifelong learning and service.
- 1.b. Select and apply intellectual, affective, and practical skills from their field of study to solve meaningful problems. The identified transferable skills for undergraduate students are: information literacy, quantitative literacy, engaging diverse perspectives, ethical reasoning, analytical inquiry in the form of problem solving and creative thinking, communication, wellness and transferable life skills.
- 2.b. Pursue enduring questions through study in core fields and explore the connections between those fields.

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

Position Paper Assignments

Students will be required to complete assignments as listed in the course schedule. Assignments are posted on Moodle and must be uploaded in Moodle using Turn-it-in on the designated due date.

Students must use 12 pt. New Times Roman font, double-spaced, with page numbers in the bottom center of each page. Papers should be no more than two pages in length. The student's name, course title, and date must be in the top left of the first page of each assignment. Title pages are not necessary.

When necessary students should use the Chicago style manual for citation. Students should review what constitutes plagiarism; failure to use necessary citations may result in a reduced or failing grade for the assignment.

Each assignment must include the following: an introductory paragraph outlining the issue under consideration. The second paragraph should present one side of the issue under debate. The third paragraph should present the opposing argument. In the final paragraph students will give their own position regarding the issue debated in the reading and explain why they hold that opinion.

Research Papers

Students will write two, three to five-page research papers about representation. Students will select a congressional district and representative on which they wish to write their research.

In the first paper, students will research the chosen district. Papers 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.

In the second paper, 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

Discussion Forum Rubric

| | Mastery | Proficient | Emergent | No Progress |
|-------------------|---|--|--|----------------------|
| Content | 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 | 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. |
| Percentage | 100% | 70% | 50% | 0% |

Research Paper Rubric

| Category | Exceeds Standard | Meets Standard | Nearly Meets Standard | Does Not Meet Standard | Score |
|--|--|--|--|---|--------------|
| Title Page | Title Your Name, Teacher's Name, Course, Date, neatly finished-no errors. | Evidence of four. | Evidence of 3. | Evidence of 2 or less. | |
| Thesis Statement | Clearly and concisely states the paper's purpose in a single sentence, which is engaging, and thought provoking. | Clearly states the paper's purpose in a single sentence. | States the paper's purpose in a single sentence. | Incomplete and/or unfocused. | |
| Introduction | The introduction is engaging, states the main topic and previews the structure of the paper. | The introduction states the main topic and previews the structure of the papers. | The introduction states the main topic but does not adequately preview the structure of the paper. | There is no clear introduction or main topic and the structure of the paper is missing. | |
| Body | Each paragraph has thoughtful supporting detail sentences that develop the main ideas. | Each paragraph has sufficient supporting detail sentences that develop the main idea. | Each paragraph lacks supporting detail sentences. | Each paragraph fails to develop the main idea. | |
| Organization-Structural Development of the Idea | Writer demonstrates logical and subtle sequencing of ideas through well-developed paragraphs, transitions are used to enhance organization. | Paragraph development present but not perfected. | Logical organization; organization of ideas not fully developed. | No evidence of structure or organization. | |
| Conclusion | The conclusion is engaging and restates the thesis. | The conclusion restates the thesis. | The conclusion does not adequately restate the thesis. | Incomplete and/or unfocused. | |
| Mechanics | No errors in punctuation, capitalization and spelling. | Almost no errors in sentence structure and word usage. | Many errors in punctuation, capitalization and spelling. | Numerous and distracting errors in punctuation, capitalization and spelling. | |
| Usage | No errors in sentence structure and word usage. | Almost no errors in sentence structure and word usage. | Many errors in sentence structure and word usage. | Numerous and distracting errors in sentence structure and word usage. | |
| Citation | All cited works, both text and visual, are done in the correct format with no errors. | Some cited works, both text and visual, are done in the correct format Inconsistencies evident. | Few cited works, both text and visual, are done in the correct format. | Absent | |
| Bibliography | Done in the correct format with no errors. Includes more than 5 major references (e.g. political science journal articles, reference works and government online resources). | Done in the correct format with few errors. Includes 5 major references. | Done in the correct format with some errors. Includes 4 major references. | Done in the correct format with many errors. Includes 3 major references. | |

Position Paper Assignments Rubric

| Criteria | Excellent | Acceptable | Substandard |
|--------------------------------|---|--|--|
| Length | Concise, with every sentence counting; stays close to the word limit; Not too long or too short | Fairly concise; stays close to the word limit; Not extremely long or short. | Excessively long or short. |
| Style | Is easy to follow. Written simply and clearly. Covers the topic neatly without veering off. Main points are clear and few. | Is usually easy to follow, written simply and clearly, and stays on topic without veering off. There may be a few too many points or a confusing sentence or two. | Veers off topic. It is difficult to follow main points or grasp writer's meaning in large sections of the work. Writing is disorganized. There may be overly complex language and/or sentences are used. |
| Accuracy | Writing shows that student knows the material taught and can apply it accurately in a new situation. | Writing shows that student knows much of the material taught and can usually apply it accurately in a new situation. | Writing displays a failure to understand, recall, or apply much of the material in new situations. |
| References | Quotes used are short and used sparingly to directly support an idea. All quotes are correctly referenced. | Occasionally uses too many short quotes. Most quotes are correctly referenced; a few mistakes may be made in some references. | Quotes bible or text-book extensively or uses incorrect referencing. |
| Personal Comments | Narrative and description is kept to the minimum needed for analysis. Personal reflections are not long winded or "preachy." | Narrative and description are a bit too lengthy. Personal reflections are sometimes long winded or "preachy." | Too much narrative or description at the expense of analysis. Personal reflection accounts for more than 50% of material. (Exceptions are made for assignments specifically requesting primarily personal reflection.) |
| Depth/ Analysis | In-depth discussion of all points; Evident that much thought has been put into the subject matter and writing. Conflicting perspectives are known, considered, and discussed. Counter-arguments are consistently anticipated and refuted. | In-depth discussion of most points; Evident that some thought has been put into the writing. Most conflicting perspectives are known and are usually considered and discussed. Some counter-arguments are anticipated and refuted. | Writing has been thrown together, lack of evidence of thoughtfulness. Much Fluff and Fillers. Many Platitudes. Main points stand alone with no consideration or fair treatment of alternative perspectives. |
| Grammar/ Language Usage | Writing is clear and precise, not vague or ambiguous. Uses accurate grammar, syntax, spelling, capitals, and punctuation. No text abbreviations. | The writing is usually clear. There may be a few grammatical or syntactical mistakes. | Poor and inaccurate English grammar, syntax, spelling, capitals, and/or punctuation are pervasive. Major errors in editing, use of slang, non-conversational contractions, or texting abbreviations. |
| Sentences | Every sentence counts. All sentences have subjects and verbs. No run-on or incomplete sentences. | Most sentences count and have subjects and verbs. No more than one run-on or incomplete sentence present. | Sentences are sloppy. Several incomplete, run-on, or rambling sentences present. |
| Paragraphs | Paragraphs are neat and separated with no more than one main point per paragraph. | Paragraphs are separated, usually with only one main point per paragraph. | Paragraphs run together without regard to individual points being made. Structure is random. |

Exams

There are three exams in this course. Exam 1 covers material from Lessons 1-3, is made up of multiple-choice and essay questions and is worth 40 points. You will be allowed 75 minutes to take this exam. This exam is worth 20% of your grade. Exam 2 covers material from Lessons 4-7, is made up of multiple-choice and essay questions and is worth 42 points. You will be allowed 75 minutes to take this exam. This exam is worth 20% of your grade. Exam 3 covers material from Lessons 8-12, is made up of multiple-choice and essay questions and is worth 33 points. You will be allowed 75 minutes to take this exam. This exam is worth 20% of your grade. All exams require proctoring.

Follow prompts in the course space to set up your exam session. In each module that contains an exam, you will find what to review and what materials are allowed (if any) during the exam.

Please read the important information about taking exams and how online proctoring works at www.andrews.edu/distance/students/exams.html. Then follow the instructions that apply to your situation on the [exam request form](#) to set up your exam session.

Please note that an exam code is never released to the student. All students must present photo identification before each exam session. Exams can only be proctored after a deadline with approval directly from the instructor to the Testing Center (sdeexams@andrews.edu or 269-471-6566). No exam is returned to the student for review. The instructor, to aid studying for future exams can provide feedback on exams.

Suggested schedule for completion in 8 weeks:

| Modules | 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 | No assignments | |
| | Constitutional Democracy “The Equal Rights Amendment” | Patterson Chapter 2, pp. 24 – 58 <i>Issues for Debate</i> Chapter 10 pp. 251 - 270 | Position Paper Assignment 1 Blog 1 | SLO1,2 & 7 |
| 2 | Civil Liberties “School Safety” | Patterson Chapter 4, pp. 92 – 126 <i>Issues for Debate</i> Chapter 16 pp. 397 - 417 | Position Paper Assignment 2 Blog 2 | SLO1,2,5 & 7 |
| | Equal Rights “Inequality in America” | Patterson Chapter 5, pp. 127 – 157 <i>Issues for Debate</i> Chapter 5, pp. 113 - 142 | Position Paper Assignment 3 Blog 3 | SLO1,2,5, & 7 |
| 3 | PROCTORED Exam 1 | | | |
| | Federalism “Health Care Debates” | Patterson Chapter 3, pp. 59 – 91 <i>Issues for Debate</i> Chapter 11 pp. 277 - 297 | Position Paper Assignment 4 Blog 4 | SLO 1,3,4, & 7 |
| 4 | Congress “Prescription Drug Costs” | Patterson Chapter 11, pp. 301 – 341 <i>Issues for Debate</i> Chapter 12 pp. 305 - 324 | Position Paper Assignment 5 Blog 5 Research #1 Due | SLO1,3,4, & 7 |
| | The Presidency The Federal Bureaucracy “The Pandemic Economy” | Patterson Chapter 12, pp. 342 – 377 Patterson Chapter 13, pp. 378 – 411 <i>Issues for Debate</i> Chapter 13, pp. 333 - 362 | Position Paper Assignment 6 Blog 6 | SLO1,3,4, & 7 |
| 5 | The Federal Judicial System “The Retirement Crunch” | Patterson Chapter 14, pp. 412 – 441 <i>Issues for Debate</i> Chapter 2, pp. 29 - 56 | Position Paper Assignment 7 Blog 7 | SLO1,3,6, & 7 |
| | PROCTORED Exam II | | | |
| 6 | Public Opinion and Political Socialization “Political Polls” | Patterson Chapter 6, pp. 158 – 186 <i>Issues for Debate</i> Chapter 7, pp. 171 - 196 | Position Paper Assignment 8 Blog 8 | SLO1,5,7 |
| | Political Participation “2020 Census” | Patterson Chapter 7, pp. 210 – 243 <i>Issues for Debate</i> Chapter 6, 143 - 170 | Position Paper Assignment 9 Blog 9 | SLO1,5, & 7 |
| 7 | Political Parties, Candidates and Campaigns “Presidential Primaries” | Patterson Chapter 8, pp. 244 – 273 <i>Issues for Debate</i> Chapter 8 pp. 197 - 216 | Position Paper Assignment 10 Blog 10 | SLO1,5, & 7 |
| | Interest Groups “The Renewable Energy Debate” | Patterson Chapter 9, pp. 244 – 273 <i>Issues for Debate</i> Chapter 1, pp. 1 - 28 | Position Paper Assignment 11 Blog 11 | SLO1,5, & 7 |
| 8 | The News Media and the Internet “Title IX and Campus Sexual Assault” | Patterson Chapter 10, pp. 274 – 300 <i>Issues for Debate</i> Chapter 9, pp. 225 - 250 | Position Paper Assignment 12 Blog 12 Research #2 Due | SLO1,5, & 7 |
| | PROCTORED FINAL EXAM | | | |

Suggested schedule for completion in 16 weeks:

| Modules | 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 | No assignments | |
| 2 | Constitutional Democracy “The Equal Rights Amendment” | Patterson Chapter 2, pp. 24 – 58 <i>Issues for Debate</i> Chapter 10 pp. 251 - 270 | Position Paper Assignment 1 Blog 1 | SLO1,2 & 7 |
| 3 | Civil Liberties “School Safety” | Patterson Chapter 4, pp. 92 – 126 <i>Issues for Debate</i> Chapter 16 pp. 397 - 417 | Position Paper Assignment 2 Blog 2 | SLO1,2,5 & 7 |
| 4 | Equal Rights “Inequality in America” | Patterson Chapter 5, pp. 127 – 157 <i>Issues for Debate</i> Chapter 5, pp. 113 - 142 | Position Paper Assignment 3 Blog 3 | SLO1,2,5, & 7 |
| 5 | PROCTORED Exam 1 | | | |
| 6 | Federalism “Health Care Debates” | Patterson Chapter 3, pp. 59 – 91 <i>Issues for Debate</i> Chapter 11 pp. 277 - 297 | Position Paper Assignment 4 Blog 4 | SLO 1,3,4, & 7 |
| 7 | Congress “Prescription Drug Costs” | Patterson Chapter 11, pp. 301 – 341 <i>Issues for Debate</i> Chapter 12 pp. 305 - 324 | Position Paper Assignment 5 Blog 5 Research #1 Due | SLO1,3,4, & 7 |
| 8 | The Presidency The Federal Bureaucracy “The Pandemic Economy” | Patterson Chapter 12, pp. 342 – 377 Patterson Chapter 13, pp. 378 – 411 <i>Issues for Debate</i> Chapter 13, pp. 333 - 362 | Position Paper Assignment 6 Blog 6 | SLO1,3,4, & 7 |
| 9 | The Federal Judicial System “The Retirement Crunch” | Patterson Chapter 14, pp. 412 – 441 <i>Issues for Debate</i> Chapter 2, pp. 29 - 56 | Position Paper Assignment 7 Blog 7 | SLO1,3,6, & 7 |
| 10 | PROCTORED Exam II | | | |
| 11 | Public Opinion and Political Socialization “Political Polls” | Patterson Chapter 6, pp. 158 – 186 <i>Issues for Debate</i> Chapter 7, pp. 171 - 196 | Position Paper Assignment 8 Blog 8 | SLO1,5,7 |
| 12 | Political Participation “2020 Census” | Patterson Chapter 7, pp. 210 – 243 <i>Issues for Debate</i> Chapter 6, 143 - 170 | Position Paper Assignment 9 Blog 9 | SLO1,5, & 7 |
| 13 | Political Parties, Candidates and Campaigns “Presidential Primaries” | Patterson Chapter 8, pp. 244 – 273 <i>Issues for Debate</i> Chapter 8 pp. 197 - 216 | Position Paper Assignment 10 Blog 10 | SLO1,5, & 7 |
| 14 | Interest Groups “The Renewable Energy Debate” | Patterson Chapter 9, pp. 244 – 273 <i>Issues for Debate</i> Chapter 1, pp. 1 - 28 | Position Paper Assignment 11 Blog 11 | SLO1,5, & 7 |
| 15 | The News Media and the Internet “Title IX and Campus Sexual Assault” | Patterson Chapter 10, pp. 274 – 300 <i>Issues for Debate</i> Chapter 9, pp. 225 - 250 | Position Paper Assignment 12 Blog 12 Research #2 Due | SLO1,5, & 7 |
| 16 | PROCTORED FINAL EXAM | | | |

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% | Blogs |
| 25% | Assignments |
| 60% | Exams |
| 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/weblmsc/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.