

# American Government

## GOVT 2302 Sec. 2007

Fall 2011 (TTH 10:30 – 11:50 pm)

Room: X2005

**Instructor: Dr. Mark Skorick**

Office: K217

Phone: 972-860-4386

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### Required Course Materials

Textbooks/reading materials:

- O'Connor, Sabato, Haag and Keith. Essentials of American & Texas Government: Roots and Reform. 2009 Edition. Pearson Publishing, ISBN: 0-205-69779-8.
- Dallas Morning News, New York Times or access to any other major newspaper. Knowledge of current events is essential to the course activities.

Technology Requirements:

- Internet access (free access available in campus computer labs)
- USB flash drive for back-up storage of electronic files
- Active E-mail account (check at least three times per week)
- Basic use of a personal computer (word processing and internet browsing).
- Access to the DCCCD e-campus system: <http://ecampus.dcccd.edu>

Use your student ID number preceded by a lower case letter "e" as both your username and password to gain access to the course the first time. Use the following example:

Username: e1234567  
Password: e1234567

### Evaluation Procedure

Student performance will be evaluated as follows:

Exam scores (3 x 15% each)	= 45% of final course grade
Quiz scores (4 x 5% each)	= 20% of final course grade
Research project	= 30% of final course grade
Participation and Professionalism	= 5% of final course grade

### Course Grading System

A =	90 – 100
B =	80 – 89
C =	70 – 79
D =	60 – 69
F =	0 – 59

### **Official Course Description**

GOVT 2302 – American Government (3). This is a Texas Common Course Number.

Prerequisite: Developmental Reading 0093 or English as a Second Language (ESOL) 0044 or have met the Texas Success Initiative (TSI) standard in Reading.

The three branches of the United States and Texas government are studied. Topics include the legislative process, the executive and bureaucratic structure, the judicial process, civil rights and liberties, and domestic policies. Other topics include foreign relations and national defense. (To ensure transferability, students should plan to take both Government 2301 and 2302 within the DCCCD.) (3 Lec.)

*Coordinating Board Academic Approval Number 4510025125*

### **Purpose**

The purpose of this course is to help you obtain an understanding of the organization, principles and various functions of the United States government on the National, State and Local level. Together we will analyze the history, structure, changes, and continued evolution of our government. In addition, we will explore a variety of contemporary political issues as they relate to the course material. The larger effort in this course is to understand how and why the United States has created a vast, dynamic and complex governmental system. Upon completion of this course, you will have the analytical skills and the knowledge necessary to better understand politics in modern America and why it works the way that it does. In addition, the course is intended to improve your capacity to think clearly and dispassionately about government and politics as well as to make rational judgments concerning political questions within the context of the values of American democratic tradition.

The course partially satisfies a requirement of 6 hours of American and state government for graduation from accredited Texas colleges and universities, and satisfies a requirement of one semester of Texas government for Texas teacher certification.

### **Course Policies and Performance Guidelines**

#### **Guidelines for all Coursework**

All assignments for this course must comply with the following requirements to be considered a complete project (incomplete items will receive a zero). Please read these requirements carefully:

- The deadline for all activities has been clearly identified in the course schedule. **All assignments are due by the start of class on the date indicated.** Assignments not listed will be assigned due dates in class.
- **There is a specific course policy regarding late work.** Tests, quizzes, class activities and extra credit are excluded from the late work policy and are always due by the stated deadline. Late work will only be accepted in a case where there are extenuating circumstances that the instructor was informed about in advance of the deadline.
- **All writing assignments are to have a cover page with the following information:** Your name, course / section #, semester, word count and essay topic. Word counts do not include citations, quotes, cover pages, or a bibliography.
- **The formatting requirements for all written assignments are:** typed / word processed, double-spaced, size 12 font, Times New Roman script, 1 inch margins (default setting), and a limited number of grammatical errors. Hand written work is never acceptable for major assignments.
- All assignments are expected to meet college level writing requirements; all answers are to be in essay format, avoid first person tones, and engage in critical analysis. Please do not attempt to provide simplified or elementary answers if you wish to earn credit for your work. **Take the time to fully explain your ideas and demonstrate the depth of your understanding to earn the grade you want.**
- The minimum writing expectation for each assignment or activity must be satisfied to earn a grade. Any work that is incomplete upon submission will receive a zero. **There is no credit for partial work.**

- Provide the full MLA or APA citation for all outside sources. All references are to be documented within the body of the assignment and on a works cited page. **Failure to identify sources is plagiarism.**
- All assignments are to be submitted as one electronic file to the appropriately titled SafeAssign drop box on e-campus. **Again, all pages of an assignment (cover page, body text, and works cited) are to be submitted together.** Assignments will not be accepted via any other delivery method.
- **Assignments submitted online must be in one of the following file formats: doc, (or docx), rtf or txt.** Other document formats are unacceptable and will be rejected by the SafeAssign system.
- **Acceptable sources for writing assignments:** Certain sources should not be used in college-level work. These include generic reference materials such as Wikipedia.com, dictionaries, encyclopedias, and course text books. Furthermore, do not use any edition of the *Opposing Viewpoints* series, either. They are designed for middle school, not college.

### **Late Work Policy**

Ample time has been allotted to complete each activity. All assignments are expected on or before the deadline indicated in the syllabus. I am willing to work with you through extenuating personal circumstances should the need arise to submit a late essay. Any student that needs to submit a late paper must contact me in advance of the deadline for approval and to make alternative arrangements. You may be required to provide some form of written documentation in order to substantiate a request to submit a late assignment.

If approved, late work will be considered for up to 50% of the original value of an assignment. Late work must be submitted within 2 calendar days of the original deadline (including weekends and holidays). If the assignment has not been submitted within 48 hours of the original deadline, it will receive a zero. Due to time constraints, late work will not be accepted in the final unit of the course (the final course deadline). Tests, discussion forum activities and extra credit are excluded from the late work policy and are due by the stated deadline.

### **Course Honor Code**

Scholastic dishonesty is a violation of the DCCCD Student Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. Students are expected to complete all course work by their own efforts and in their own words.

### **Statement of Academic Freedom**

The collegiate environment is one that promotes tolerance, understanding, communication and equality. Use the guidelines below in your interactions with the instructor and your peers:

Students are provided with the opportunity to demonstrate their comprehension of political issues and express their understanding of key points in this course. The discussion format in particular is an opportunity for students to enjoy their constitutional right to free speech and expression. This is not intended to serve as a platform for one to express their political ideology or personal feelings about a given issue. It is a forum for an intellectual dialogue and an exchange of ideas. Again, the expectation is that you will conduct yourself to the standards befitting a college student engaged in an intellectual dialogue (both inside and outside the classroom).

Academic freedom will be protected and respected by all students and the instructor. However, there are some limitations on free speech. Hateful, sexist, racist, hurtful, or otherwise obscene comments that are intended as a personal attack will not be tolerated. Additionally, any dialogue that does not specifically pertain to the topic at hand will not receive an audience. At the instructor's discretion, a student that violates these guidelines may be removed from the course and possibly the campus.

## Course Etiquette

- E-mail – Please allow 48 hours for a reply via e-mail. There may be periods where it may take longer to get a reply (such as weekends). Again, be patient and allow me some time to get back to you. For any technical issues, please contact the technical support team.
- Communication Dialogue – Personal attacks, racial or ethnic slurs, outbursts or other inappropriate forms of communication will result in immediate removal from the class and possibly from the college (see academic freedom statement).
- Personal Requests – I am happy to assist you with any questions you may have about the course, about college or life in general. However, personal requests for exemptions to course policies will not be granted unless there is a legitimate reason. It is a form of discrimination by the instructor to grant exceptions without basis. Any exceptions made may require documentation and will only be considered in advance of a deadline.

## Course Activities, Assignments and Exams:

### Exams

There are three exams in this course. Each consists of multiple choice and short answer questions based on the textbook readings, lecture materials, videos and class assignments. The exams are not cumulative. Students are required to purchase their own Scantrons for testing in the classroom. See the course calendar for specific dates.

The exam dates are firm so please plan your semester accordingly. The following policies are in place to maintain the integrity of the exams:

- Make ups will not be given except in the case of extraordinary and documented circumstances.
- You must contact me in advance should you need to miss a test for any emergency. **I will require medical or legal documentation to justify your request to miss a scheduled test.**
- No make up tests will be permitted once the exam has been delivered to your specific course section or if you fail to contact me within 12 hours of the exam.
- Students arriving more than 15 minutes late to an exam will be considered absent and not be allowed to take the exam.

### Quizzes

Students are expected to complete readings by the assigned date. The course calendar provides a specific list of chapters and due dates. There will be five pop quizzes covering the assigned readings. The lowest quiz grade will be dropped.

- The purpose of the quizzes is to assess your comprehension of the major topics or issues presented in the readings.
- Reading notes may be referenced during a quiz.
- There are no quiz make-ups.

## Annotated Research Bibliography (Mandatory)

### Introduction

This project is a mandatory component of this course. It serves as the standard course assessment for all GOVT 2302 students. **Failure to submit this project in its entirety will result in a failing grade for the course.** There are two steps to completing this project.

**Step 1:** Identify an institution or policy of the US government that could be improved.

**Step 2:** Critically annotate three scholarly research articles or books that address your suggested improvement.

Each of these steps is detailed below. The grading standards that will be used to assess your work on this project will be detailed in a Research Project Grading Rubric, which will be provided during the semester.

It is strongly suggested that each student use the library database during the first week of the course to begin researching a topic. This project requires carefully planning in advance of the deadline. Refer to the course calendar for the specific due date. The final product is to be submitted as a single file via the submission guidelines identified by your instructor.

NOTE: Procrastination on this project has resulted in many students, who were otherwise passing, having to fail and repeat the course.

### Step 1 – The Research Question

Identify an institution or policy of the US government that could be improved.

- A. Write a paragraph introduction to your policy / institutional recommendation.
- B. Discuss what changes you would recommend, why you would recommend them, and any additional information you feel supports the recommendation.
- C. Develop a specific question of personal interest to you. There are many institutions or policies that one could study. The examples below may not be used for this assignment. Note that each topic has a major question (around a specific topic) and several related sub-questions.

Examples:

- *Would term limits for members of Congress make that body more "representative" than it currently is? If so, what specific time span (limit) would be appropriate and how would you address objections that term limits weaken Congress relative to the executive branch and interest groups? If not, what else could or should be done to address the "insider mentality" of long-serving Congressional leaders. (Chapter 6)*
- *Does the President now have too much power to "make war?" What is the Constitutional framework and how do more recent innovations such as the War Powers Resolution impact the Presidency? Does the President's relationship to Congress, the military, and the media add or limit war powers? How have these developments impacted recent military conflicts? (Chapter 9)*

Your central research question should address the theme of institutional or policy reform. Your question should be a "why" statement seeking an explanation of a social phenomenon, rather than a "what", "when", or "where" statement that merely seeks a description of a phenomenon. Your question should be consistent with the general topics covered in this course (see the syllabus for topic headings).

Your research statement should pose a question in such a way that there are three or more alternative outcomes or answers to it. A major purpose of your research paper is to gather evidence for and against each possible answer or outcome.

### Step 2 – Critical Annotation Guidelines

Provide a list of three scholarly research sources in the form of a critical annotation. The purpose of an annotation is to inform the reader of the relevance, accuracy, and quality of the source and how it applies to your suggested policy or institutional improvement.

A critical annotation has two parts. First, each citation is followed by a brief, descriptive, and evaluative paragraph or two. Second, the citation is used address the policy/institutional recommendation from Step 1. This stage of the critical annotation asks the following questions: How does this source apply to my recommendation? Is it relevant? Is it accurate? Does it support my recommendation? Refute it? Raise additional questions?

The purpose of this project is for you to demonstrate your understanding of the material not to summarize it. Again, the final product is not to be a book report.

**Find three high-quality reference materials** (journal articles, books, government publications, court cases, laws, etc) using APA or MLA format.

- **Your sources must be no more than thirty years old, a minimum of five pages in length, and should meet the standards of college level material.** Carefully choose those works that provide a variety of perspectives on your topic.
- Newspaper articles, magazine articles, textbooks and items of the like are considered "supplemental sources" on the collegiate level and are not quality research materials.
- Dictionaries, Encyclopedias (including Wikipedia), Almanacs, or an Atlas are reference materials and should not be listed in any bibliography on the collegiate level.
- Provide the formal citation for each item as the title for each new article. Each new entry should begin on a new page.

Each annotation must consist of the following elements:

- An evaluation of the authority or background of the author.
- A discussion around the logic of the arguments made and a critique of the author's position.
- Compare or contrast this work with prior knowledge or other cited materials. If you look up additional information to help you with the annotation, be sure to properly document it in the body of your annotation and on the works cited page.
- Most importantly, the majority of your writing should explain how the work addresses your research.
- Each annotated article must be 1.5 – 2 full pages in length. No more and no less is necessary for an annotation. The point is to summarize its central theme, scope and relevance.

The minimum writing requirement for the annotated bibliography is 1.5-2 full pages *per* annotation. Failure to meet the minimum writing requirement for each article will result in a zero for the entire assignment (no partial credit as this is a course level assessment).

Add a cover page at the front of the document and a bibliography at the end if you used sources in addition to the three required. If you only reference and discuss the three required sources, you do not have to have a bibliography.

- **Note on Acceptable Sources:** As noted above, certain sources should not be used in college-level work. These include generic reference materials such as Wikipedia.com, dictionaries, encyclopedias, and course text books. Furthermore, do not use any edition of the *Opposing Viewpoints* series, either. They are designed for middle school, not college.
- **Balanced sources.** Sources in politics frequently make biased claims in order to persuade or call to action. Do not fall into the trap of selective observation. If evidence exists to contradict a source's claim, find it, use it, and cite it.
- **WARNING:** Failure to cite every sentence or idea that is not your own is plagiarism. If you do it you will fail the course.

### **Late Work Policy**

Ample time has been allotted to complete each activity. All assignments are expected on or before the deadline indicated in the syllabus. As a reasonable and understanding person, I am willing to work with you through extenuating personal circumstances should the need arise to submit a late essay. Any student that needs to submit a late paper must contact me in advance of the deadline for approval and to make arrangements. You may be

required to provide some form of written documentation in order to substantiate a request to submit a late assignment.

Late work will be considered for up to 50% of the original value of an assignment, if it is submitted within 5 calendar days of the original deadline (including weekends and holidays). If the assignment has not been submitted within 5 days of the original deadline, it will receive a zero. Note that a zero for the research project will result in an F in the course.

Due to time constraints, late work will not be accepted in the final unit of the course (the final course deadline). Tests, quizzes, class activities and extra credit are excluded from the late work policy and are due by the stated deadline.

### **Participation and Professionalism**

I expect active and informed involvement in class discussion. If you do not participate at all, you will get zero (0) participation points. I will factor student visits to my office or email correspondence on matters germane to the course. To assist you in participating, I will regularly call on students to summarize or discuss assigned readings or topics—be prepared.

Taking notes is required in this course. Increasingly, many students believe that simply attending class is all that is necessary; in my experience these students do not succeed in college and usually fail this class.

As noted in the section on classroom behavior, there is an active and serious expectation that every student will conduct him or herself in a professional manner befitting of the collegiate environment. The professionalism grade will be affected, first and foremost, by respect towards your professor and other students in class. This includes, but is not limited to, interrupting the professor or other students, speaking out of turn, disruptive behavior such as reading, talking or sleeping during class, failing to turn off your cell phone, text messaging, gathering up materials before the professor has concluded class, and failing to keep or come on time to scheduled appointments.

### **Attendance Policy**

I expect you to be seated and ready for class at 9:00 am sharp. **If you cannot be seated in class by 9:00 am, you should consider taking another section.** Attendance and participation are essential to your success. Therefore, the college requires accurate records for each class meeting. The following course attendance policy is in effect immediately. Each late arrival (1 – 10 minutes) will count as a tardy. Two tardy entries will count as an absence. Anyone arriving 10 minutes after the start time or departing early will be marked absent. You have four absences to use at your discretion. **As of the fifth absence, and each subsequent absence, your overall course grade will be reduced by one letter grade.**

Anytime you miss class, it is your responsibility to stay current with all assignments. Do not ask me what was missed! I highly suggest that each student seek out a study partner and form a support group that you can rely on throughout the semester. If you plan to miss class, use your absences wisely. If you are affected by a medical or legal situation and can provide proof (documentation) to substantiate your claim, the instructor may excuse your absence.

### **Technology Policy**

Modern technology enables us to access a wealth of information but also presents a detriment to the learning environment. All personal electronic devices (cell phones, PDA's, laptops, iPod's, etc) must be turned off prior to the start of class. If you have an emergency and expect a call, inform the instructor of the situation prior to the start of class. Students wanting to cross-reference information using a laptop must obtain explicit permission from the instructor. Otherwise, the use of technology will be considered a classroom disturbance.

## **Classroom Behavior**

The collegiate environment is one that promotes tolerance and understanding. To create an inclusive and secure environment, the following behaviors will not be tolerated:

- Late entry and/or early departures. As stated in the attendance policy, such behavior will be penalized. In an active learning environment, this behavior can be particularly disturbing.
- Any student observed texting during class will be immediately asked to leave class.
- Personal attacks, racial or ethnic slurs, threats, outbursts or other inappropriate forms of communication will result in immediate removal from the classroom and possibly from the campus.
- Interrupting other students or (worse) your professor is an offensive sign of disrespect and immaturity. I considered this behavior to be highly unprofessional. Students that are incapable of waiting to speak until called upon will be asked to leave the class.

## **Scholastic Dishonesty: Plagiarism**

The DCCCD defines plagiarism as: the appropriating, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own written work.

The following are acts of Plagiarism:

- copying and pasting from the Internet without attribution
- buying, stealing, or ghostwriting a paper
- using ideas or quotations from a source without citation (e.g. "forgetting" to use quotation marks)
- paraphrasing an author too lightly

There is a zero-tolerance policy in effect towards plagiarism. Any student that submits work containing plagiarized material will immediately receive an F for the course and be reported to Brookhaven administration for disciplinary action.

**\*Course Calendar**

- All readings are to be completed before class on the date specified.
- Be prepared for classroom discussions and exams. You may need to re-read a chapter to be fully prepared.

<b>Week 1</b>	Aug 30 Sept 1	Introduction and orientation Introduction to Political Science and American Politics – Chapter 1
<b>Week 2</b>	Sept 6 Sept 8	Introduction to Political Science and American Politics – Chapter 1 Civil Rights – Chapter 5
<b>Week 3</b>	Sept 13 Sept 15	Civil Rights – Chapter 5 Civil Rights – Chapter 5
<b>Week 4</b>	Sept 20 Sept 22	Video: <i>Eyes on the Prize</i> Video: <i>Eyes on the Prize</i>
<b>Week 5</b>	Sept 27 Sept 29	The Judiciary – Chapter 9 The Judiciary – Chapter 9 Texas Judiciary – Chapter 20
<b>Week 6</b>	Oct 4  Oct 6	Research topic due Review and discussion <b>Exam 1</b>
<b>Week 7</b>	Oct 11 Oct 13	The Legislative Branch – Chapter 6 The Legislative Branch – Chapter 6
<b>Week 8</b>	Oct 18 Oct 20	Video: <i>The Congress</i> Video: <i>The Congress</i>
<b>Week 9</b>	Oct 25 Oct 27	The President and the Bureaucracy – Chapters 7 & 8 The President and the Bureaucracy – Chapters 7 & 8
<b>Week 10</b>	Nov 1 Nov 3	The Texas Legislature – Chapter 18 The Governor and Bureaucracy in Texas – Chapter 19
<b>Week 11</b>	Nov 8 Nov 10	Review and discussion <b>Exam 2</b>
<b>Week 12</b>	Nov 15 Nov 17	Introduction to Foreign Policy – Chapter 14 <u>Research Annotation due on eCampus by 9:00 am</u> Introduction to Foreign Policy – Chapter 14 <i>Last day to drop</i>
<b>Week 13</b>	Nov 22 Nov 24	American Foreign Policy – Readings TBA <b>Thanksgiving Holiday – No class</b>
<b>Week 14</b>	Nov 29 Dec 1	American Foreign Policy – Readings TBA Cold War Foreign Policy – Readings TBA
<b>Week 15</b>	Dec 6 Dec 8	Contemporary and Future Foreign Policy – Readings TBA Review and discussion
<b>Week 16</b>	Dec. 15	<b>Exam 3, 9:00-10:50 am</b>

\* The instructor reserves the right to amend the course and/or the syllabus as necessary.

## Addendums

### Core Curriculum Intellectual Competencies for GOVT 2302

- **Reading** – the ability to analyze and interpret a variety of printed materials – books, documents, and articles above 12<sup>th</sup> grade level.
- **Writing** – the ability to produce clear, correct and coherent prose adapted to purpose, occasion and audience above 12<sup>th</sup> grade level.
- **Speaking** – ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience above 12<sup>th</sup> grade level.
- **Listening** – analyze and interpret various forms of spoken communication, possess sufficient literacy skills of writing, reading – above 12<sup>th</sup> grade level.
- **Critical thinking** – think and analyze at a critical level.
- **Computer Literacy** – understand our technological society, use computer based technology in communication, solving problems, acquiring information.

### Student Learning Outcomes for GOVT 2302

Upon completion of GOVT 2302, the successful student should be able to:

- Evaluate the evolution and current status of civil rights in the United States.
- Examine federal institutions, institutional behaviors and policies.
- Compare and contrast US and Texas government institutional structures.
- Evaluate the performance and effectiveness of governmental policies.
- Explain and assess the role of the United States in the World
- Propose alternative solutions to public policy issues.

### DCCCD Institutional Policies

#### **ADA Information:**

If you are a student with a disability and/or special needs who requires accommodations, please contact the College's Special Services Office in Room S-124, (972) 860-4129.

#### **Religious Holidays:**

Students who will miss classes to observe a religious holiday must notify the instructor in advance. Students are required to complete any missed assignments or examinations within a reasonable time.

#### **Academic Honesty:**

Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the Dallas County Community College District Code of Student Conduct published in the Dallas County Community College District Catalog. See

<http://www1.dcccd.edu/cat0506/ss/code.cfm>

**Withdrawal Policy – Last day for a ‘W’ is November 17, 2011:**

If you are unable to complete this course, it is your responsibility to withdraw formally. Do not simply stop attending the course. The withdrawal request must be received in the Registrar’s Office by (semester’s drop date). Failure to do so will result in your receiving a performance grade, usually an “F.” If you drop a class or withdraw from the college before the official drop/withdrawal deadline, you will receive a “W” (Withdraw) in each class dropped.

**Six-Drop Rule:**

For students who enrolled in college level courses for the first time in the Fall 2007 semester, Texas Education Code 51.907 limits the number of courses a student may drop.

You may drop no more than 6 courses during your entire undergraduate career unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions.

Remember that once you have accumulated 6 non-exempt drops, you cannot drop any other courses with a “W”. Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, you may access:

<https://www1.dcccd.edu/coursedrops>

**Financial Aid Students:**

If you are receiving Financial Aid grants or loans, you must begin attendance in all classes prior to the certification date of September 12, 2011. Do not drop or stop attending any class without first consulting the Financial Aid Office. Changes in your enrollment level and failing grades may require that you repay financial aid funds.

**Repeating the Course:**

Effective for Fall Semester 2005, the Dallas County Community Colleges will charge additional tuition to students registering the third or subsequent time for a course that falls in the majority of credit and Continuing Education/Workforce Training courses. Developmental Studies and some other courses will not be charged a higher tuition rate. Third attempts include courses taken at any of the Dallas County Community Colleges since the Fall 2002 Semester.

**Final Grades and E-connect:**

Paper grade reports are no longer available from the Dallas Community Colleges. Students may retrieve their grades on-line through eConnect or by visiting the Advising Center. Specific instructions for obtaining your grades can be found at <http://www.brookhavencollege.edu/grades.html>

Go to <http://www.brookhavencollege.edu/onlinesvcs/students/> to learn about all the student services that are available.

**Instructor’s Rights:**

The instructor reserves the right to modify any course requirements and calendar due dates as necessary to manage and conduct this course. Students are responsible for contacting the instructor and seeking clarification of any requirement that is not understood.