Note: Thanks for your interest in the class. After reviewing this syllabus, e-mail me (dmccoy@dcccd.edu) any additional questions you have about this class, and I will be happy to answer them. To access the class after enrolling, go to http://ecampus.dcccd.edu and log in using your seven-digit student ID number as both the username and password.

Important: GOVT 2301 and 2302 will only be offered through summer 2013. Beginning fall 2013, state policy mandates only GOVT 2305 and 2306 to be offered. Please consult with an advisor to discuss your options for completing the government requirements.

Course Information

Class: GOVT 2305-33420/33421/93433/93439
Duration: January 20—May 14, 2015 (16 weeks)
Professor: David L. McCoy, J.D., Harvard Law
           M.A., University of Texas at Austin
E-mail: dmccoy@dcccd.edu
Phone/Fax: 214-808-7080
Office: Cedar Valley College, C216
Office Hours: By appointment (e-mail for appointment)
Certification Date: February 2, 2015
Drop Deadline: April 16, 2015
Class Meeting Time: Online at your convenience using Internet and eCampus (See course schedule for recommended/required completion dates.)
Tech Help/Support: 972-669-6402 or ecampus.support.edu@dcccd.edu
Tech Requirements: 1. Computer with Internet access for eCampus and E-mail
                  2. Microsoft Word for completing assignments
Division Information: Liberal Arts Division, C224 / 972-860-4129 / Dean Dr. Mickey Best

"Democracy is the recurrent suspicion that more than half the people are right more than half the time."
--E. B. White

"The best argument against democracy is a five-minute conversation with the average voter."
--Winston Churchill

Prerequisite: The following must be met: (1) DREA 0093 or English as a Second Language (ESOL) 0044 or have met the Texas Success Initiative (TSI) Reading Standard AND (2) DWRI in 0093, or English as a Second Language (ESOL) 0054 or have met the Texas Success Initiative (TSI) Writing Standard.

Course 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. (To ensure transferability, students should plan to take both GOVT 2305 and 2306 within the DCCCD.) (3 Lec.)

Coordinating Board Academic Approval Number 4510025125

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VII. Course Schedule (includes Readings, Assignments and Deadlines) (page 8)  
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**I. Course Method**

This course asks you to think critically about the federal American political system. The course aims to not only promote a deeper understanding of American politics but also enable students to participate more effectively in democratic society. The critical thinking and writing called for in this course are skills valuable to most careers. In place of classroom participation and face-to-face discussion, this course promotes an ongoing dialogue through discussion boards. You will be asked to respond to frequent questions and comment upon fellow students’ responses. In this fashion, students will become each other’s instructors and will develop confidence in their ability, not only to think more rigorously for themselves, but articulate their thoughts with greater precision in the (virtual) company of others. I hope that these formal discussions will be the beginning of an ongoing and more spontaneous dialogue about American politics among course participants.

**II. Course Requirements**

To complete this course successfully, you should do the following:

1. Participate in **five discussion boards**—one “Meet and Greet” and four “thought sessions.”  
2. Take **thirteen chapter quizzes**.  
3. Take **two constitutional literacy quizzes**.  
4. Take **four major exams**.  
5. Complete and submit the **analytical paper** (*OR* the session average option).  
6. Complete and submit a **book review** (for extra credit; not required).  
7. Complete and submit a **film review** (for extra credit; not required).  
8. Participate in **one discussion board**—the “Course Review” (for extra credit; not required).

**III. Instructional System**

The textbook, accompanying eCampus materials, and your instructor are the most important resources available to you and to your completing this course successfully.

The textbook is where you will find the majority of required reading for the course and it is the textbook on which the eCampus materials are based and developed. There are numerous questions, exercises, and problems at the end of each chapter that you should do as home. Doing homework in any class is critical because research shows that practice and time spent (time on task) is the greatest predictor of success.
Your instructor has developed, and placed on eCampus (under the “Assignments” tab), extensive materials to help you learn the content. There you will find, by lesson, reading assignments, publisher resources (if you purchased the access code), PowerPoint presentations, matching glossaries, chapter reviews, practice quizzes, and graded quizzes. All of these materials were designed to provide further explanation of the textbook content as well as to provide you with opportunities for application, feedback, and review. Use as much or as little as you need. In addition, you will find by unit the required discussion boards, exams.

Lastly, your instructor is here to guide you through the course, explaining procedures you should follow to complete each lesson, grading assignments, providing feedback on assignments and quizzes, answering your questions about any aspect of the class, etc. Note: Since this is an online class, you will communicate with me by e-mail (dmccoy@dcccd.edu) and by completing and submitting class work through eCampus (http://ecampus.dcccd.edu). E-mail me when you have questions or need help. That’s why I’m here—to help you complete the course requirements and be successful in the class. Normally you can expect me to respond to your e-mails and grade class work within 24-48 hours. While this is my general and intended practice, it is subject to changes and life circumstances.

Most of the time you spend on this course will involve the following activities:

1. Familiarizing yourself with the course layout and reading the not-so-obscurely titled tab, meant to introduce you to the course’s organization, “Read This First!”
2. Completing the discussion board “Meet and Greet.”
3. Reading the textbook.
4. Using the materials for each lesson under the eCampus “Assignments” tab (including publisher resource materials, PowerPoint presentations; matching glossary, chapter review, practice quizzes, graded quizzes, etc.).
5. Participating in four (4) discussion board “Thought Sessions.”
6. Taking thirteen (13) chapter quizzes.
7. Taking two (2) Constitutional Literacy quizzes.
8. Preparing for and taking the four (4) major examinations.
9. Completing and submitting the analytical paper (optional in lieu of thought session average).
10. Completing and submitting the book review (for extra credit).
11. Completing and submitting the film review (for extra credit).
12. Completing and submitting the discussion board “Course Review” (for extra credit).

### IV. Course Outline

In this course you will learn about the organization, principles and various functions of the federal government. The chapters covered in the textbook are as follows:

**Chapter 1:** Introduction to Government, Politics, and Political Culture
**Chapter 2:** Background to the American Political System and the U.S. Constitution
**Chapter 3:** The Federal System
**Chapter 6:** The U.S. Congress
**Chapter 7:** The U.S. Presidency
**Chapter 9:** The Federal Judiciary and Supreme Court
**Chapter 10:** Political Socialization and Political Participation
**Chapter 12:** Voting and Elections
V. Student Learning Outcomes and Course Objectives

Texas Core Objectives for Student Learning
The college defines essential knowledge and skills that students need to develop during their college experience. These general education competencies parallel the Texas Core Objectives for Student Learning. In this course, the following skills are in focus.

1. Critical Thinking Skills—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
2. Communication Skills—to include effective development, interpretation and expression of ideas through written, oral and visual communication.
3. Empirical and Quantitative Skills—to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
4. Social Responsibility—to include the intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Learning Outcomes
Upon successful completion of this course, students will:
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.

Course Objectives
At the end of this course, you should be able to:
1. Identify the United States and its institutions along a spectrum of varying political systems.
2. Understand the origins of the United States Constitution and the separation of powers.
3. Appreciate the modern development of varying strains of political culture (conservatism, liberalism and socialism) and their relative strength and impact in the United States.
4. Explain the theory of federalism and checks and balances, and understand its impact on government processes and current policy debates.
5. Recognize the key determinants of political participation and understand the national election process.
6. Articulate the outcomes of different electoral systems and their impact on the role and strength of political parties.
7. Have a more nuanced awareness of the interrelationship of federal, state and local government.
8. Confidently discuss a variety of contemporary public policy issues relating to all the foregoing objectives and shall possess a heightened sense of their rights and duties as citizens. Students should also be able to critically assess the strengths and weaknesses of the American political system in light of changed historical circumstances.

CVC Learning Signature
CVC’s Learning Signature is *One College Transforming Lives*. Cedar Valley College establishes clear expectations for students through engagement and empowerment leading to excellence.

CVC Faculty and Staff expect students to:
1. Take responsibility for their own learning.
2. Commit to achieving high academic performance.
3. Be meaningfully engaged in the campus community.

CVC Faculty and Staff expect to:
1. Provide students a clear pathway of instruction
2. Establish clear learning outcomes
3. Serve as role models and mentors for students

Exemplary Educational Objectives (EEO) in Social and Behavioral Sciences
The DCCCD Core Curriculum includes Government 2305 (GOVT 2305). As such, it advances the following Exemplary Educational Objectives in social and behavioral sciences developed by the Texas Higher Education Coordinating Board:

1. To develop and communicate alternative explanations or solutions for contemporary social problems.
2. To analyze the effects of historical, social, political, economic, cultural and global forces on the area under study.
3. To comprehend the origins and evolution of the U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights.
4. To understand the evolution and current role of the U.S. in the world.
5. To analyze, critically assess, and develop creative solutions to public policy problems.
6. To recognize and assume one’s responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy.
7. To identify and understand differences and commonalities within diverse cultures.

Core Curriculum Intellectual Competencies (CCC)
The DCCCD Core Curriculum includes Government 2305 (GOVT 2305). This course allows students to develop the following competencies:

1. Reading: The ability to analyze and interpret a variety of printed materials—books, documents and articles—above the 12th grade level.
2. Writing: The ability to produce clear, correct and coherent prose adapted to purpose, occasion and audience—above the 12th grade level.
3. Critical Thinking: The ability to think and analyze at a level where evaluation of the information along with reflection on its significance is included.
4. Computer Literacy: The ability to understand our technological society, use computer-based technology in communication, solve problems and acquire information.
VI. Grading System and Course Evaluation

The grading scale is based on a point system. There are a total of 1040 points possible in this class. Grades will be awarded according to the following distribution, which corresponds to approximately the standard grading scale where 90% to 100% earns an A, etc.

<table>
<thead>
<tr>
<th>Points Required</th>
<th>Percentage</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>900 - 1050</td>
<td>90% - 105%</td>
<td>A</td>
</tr>
<tr>
<td>800 - 899</td>
<td>80% - 89%</td>
<td>B</td>
</tr>
<tr>
<td>700 - 799</td>
<td>70% - 79%</td>
<td>C</td>
</tr>
<tr>
<td>600 - 699</td>
<td>60% - 69%</td>
<td>D</td>
</tr>
<tr>
<td>0 - 599</td>
<td>0% - 59%</td>
<td>F</td>
</tr>
</tbody>
</table>

**Note:** Grades will not be "adjusted" favorably (or unfavorably) for students who are close to the cut-off between grades. Students have extra credit options (see below) to insure themselves against close calls.

The distribution and accumulation of points is illustrated in the evaluation scale below.

<table>
<thead>
<tr>
<th>Evaluation Scale</th>
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<tbody>
<tr>
<td><strong>Required Points:</strong></td>
</tr>
<tr>
<td>Discussion Board: Meet and Greet</td>
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<tr>
<td>Discussion Board: Thought Sessions</td>
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<tr>
<td>Chapter Quizzes</td>
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<tr>
<td>Constitutional Literacy Quizzes</td>
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<tr>
<td>Exams</td>
</tr>
<tr>
<td>Analytical Paper</td>
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<tr>
<td><strong>Total required points</strong></td>
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<tr>
<td><strong>Extra Credit Points:</strong></td>
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<tr>
<td>Book Review</td>
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<tr>
<td>Film Review</td>
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<tr>
<td>Discussion Board: Course Review</td>
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<tr>
<td><strong>Total possible points</strong></td>
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</tbody>
</table>

**Exams (4 @ 100 points each = 400 points)**
Each of the four exams will be worth 100 points (400 total points) and includes 80 multiple-choice questions with up to five choices. Each question is worth 1.25 points, and you will have two hours (120 minutes) to complete each exam. Each exam will cover a “Unit,” typically comprising three to four chapters from the textbook as well as any other materials assigned. Exams will not be cumulative, meaning that you will only be responsible for information covered between exams for any particular exam. *Exams may be taken only once.* Exams are located by unit under the eCampus “Assignments” tab. **Note:** Occasionally, technical problems can disrupt an exam attempt. This results in a lock on the exam. You will be allowed to reattempt the exam in such circumstances on the condition that you contact me requesting a re-take within three days of the first attempt.

**Chapter Quizzes (13 @ 20 points each = 260 points)**
You will take thirteen (13) quizzes, one for each chapter. The quizzes are designed to help prepare you for the examinations and keep you on track. Every chapter has its own quiz that must be taken prior to that Unit’s exam. Each quiz has 20 multiple-choice questions and is worth 20 points (260 total points). These quizzes make up 26% of the final course grade. Quizzes are taken online and have a 30-minute time limit. Each quiz must be completed once it is launched; you can’t save it and finish later. *Five attempts are allowed per quiz.* You will get different questions each time, and the score on your last attempt is the one
used in computing your final course grade. These quizzes are located by unit/lesson under the eCampus “Assignments” tab in the Graded Quiz folder. Note: There are practice quizzes preceding the graded quizzes. These are not required and do not count toward your grade in the course. Unlimited attempts are allowed on the practice quizzes. You will be able to see the questions, your answers, the correct answers and the score you earn on these practice quizzes; however, these scores are not used in computing your final course grade. The practice quizzes are simply for you to practice before taking the graded quizzes, which are limited to five attempts.

Constitutional Literacy Quizzes (2 @ 20 points each = 40 points)
Two quizzes, based on Articles 1 through 7 of the Constitution and the Bill of Rights, respectively, are required. Each quiz is worth 20 points (40 total points). These quizzes are taken online and have a 30-minute time limit. These quizzes are located within Units 2 and 4 under the eCampus “Assignments” tab.

Discussion Board Participation - “Meet and Greet” and “Thought Sessions” (1 @ 20 points and 2 @ 40 points each = 100 points)
Read carefully! You will participate in three required online discussion boards (not counting the “Course Review,” which is for extra credit). The first “Meet and Greet” session, where you introduce yourself to the class, is worth 20 points. The other two are thought sessions and will be centered on a particular theme and are worth a possible 40 points each (80 total points). To receive credit for participation on each Thought Session, you must make two posts, each worth approximately 20 points. The first post must respond to the original question, while the second post must respond to at least one other student’s response by the due date. The response to another student can indicate agreement or disagreement or other comment but must be substantive in explaining the reasons for the comments. Each post should be a “micro” essay of several thoughtful paragraphs. Students who post only 9 or 10 sentences in a single post will receive no credit at all. This is the bare minimum for credit and does not guarantee full credit or even a passing grade. However, quality is more important than quantity. Please see example-model posts from prior course participants. They can be found under the eCampus “Course Information” and “Writing Resources” tabs. Note: No late discussion board postings will be accepted or graded. Period.

Analytical Paper (200 points)
Two hundred (200) points of your final course grade will be determined by an analytical paper addressing an assigned topic. The paper will count 200 points toward your final grade and must be turned in as a Word Document by the date and time specified. Students opting for choice (b) will receive a 20 point bonus to their final point total in the course. Papers must be a minimum of four and a maximum of five pages, typed, and should use one-and-one half or double spacing with 12-font script. (Bibliographies and endnotes will not be counted against this length requirement.) Papers deviating from the guidelines above will be docked a full 10 points, more if they depart from the guidelines in a spectacular fashion. Note: Because it is brief, the paper will demand careful thought, writing and editing on your part. Lean, muscular prose will be highly prized. Rambling, pointless sentences will be punished. Every cardinal grammatical error (subject verb disagreement, sentence fragments, etc.) will be docked three (3) points. A simple use of spell and grammar check, a process taking mere minutes, will save you many points. The paper provides an opportunity for you to take advantage of the excellent services provided by Cedar Valley College’s Writing Lab. Information and submission area for the analytical paper are located below the units under the eCampus “Assignments” tab.

Extra Credit (2 @ 15 points each and 1 @ 20 points = 50 points total)
You have three opportunities for extra credit. They are as follows:
1. Book Review (worth from 0 to 15 points, depending on its merits) – You may write a book review based on a book chosen from a pre-approved bibliography. Instructions for writing the book review
and the bibliography are on eCampus under the Assignments tab. This review is worth up to 15 points of extra credit.

2. Film Review (worth from 0 to 15 points, depending on its merits) – You may play film critic and review a film chosen from a pre-approved list. Instructions for writing the film review and the film list are on eCampus under the Assignments tab. This review is worth up to 15 points of extra credit.

3. Discussion Board: Course Review (worth 20 points) – This course is a work in progress. I would appreciate your feedback so I may improve it. Complete the discussion board Course Review and earn 10 points.

The book and film review extra credit opportunities are located under the eCampus “Assignments” tab (after the analytical paper). The Course Review extra credit is located under the eCampus “Discussion Board” tab.

**Instructions for Submitting All Written Assignments**

To facilitate grading, written assignments (analytical paper/book review/film review) must be submitted through Safe Assignment as attachments under the proper Submission Area. (The information and submission area are located under the eCampus “Assignments” tab, following the units.) In your submission, specify in the title of your file the nature of the assignment, your name, and course number, including the section number. (For example, name your file “Analytical Paper- GOVT 2301-3420-John Garza). Attached documents must be submitted in a recent version of Microsoft Word or Rich Text Format. **Warning:** Academic dishonesty is a very serious matter and will not be tolerated in this class. In all writing assignments, any quotations used must be in quotation marks and the source cited. Close paraphrasing of others’ ideas should also be appropriately cited. Use Safe Assignment to check your work for plagiarism before submitting it. Any plagiarized paper, which includes work that is not your own and that does not properly identify quotes, will receive a grade of zero. See the DCCCD policy “Academic Dishonesty and Student Code of Conduct” on page 10.

**Checking Grades on eCampus**

All quizzes and exams are graded automatically upon submission and the score is posted to the eCampus Grade Center. For other work (discussion boards, analytical paper, film and book reviews), your instructor will grade and enter scores manually. After you complete and submit these items, you will see a green exclamation point (!) in the Grade Center column until they are graded by your instructor.

Check your grades by going to the eCampus Tools tab and My Grades. To view details/feedback of graded items, click on the score. For quizzes, you will see the questions, your answers, the correct answers, and any available feedback. For exams, you will see the questions and your answers. For other work, you will see only the score (contact your instructor for feedback). For the final, only the score is available.

**Retrieving Your Final Grade and eConnect**

Grade reports are no longer mailed, and telephone grades are unavailable. Convenient access is available online through eConnect. Use your 7-digit student identification number to log in.

**To check your grades online:**

1. Go to the eConnect main menu.
2. Select “Current Credit Students Menu.”
3. Select Log In. Log in using your 7-digit student identification number.
4. Select "Check My Grades (GPA)" under "My Personal Information."
5. Select the grade type you wish to review.
6. Press the submit button. All Grades for the selected grade type will be displayed.

For more information about eConnect, go to [http://www.dcccd.edu/Current+Students/](http://www.dcccd.edu/Current+Students/). Web site address for eConnect is [https://eConnect.dcccd.edu/eConnect/eConnect](https://eConnect.dcccd.edu/eConnect/eConnect).
VII. Class Schedule (Course Requirements and Deadlines)

The semester can pass quickly if you are not careful. While the overwhelming majority of the coursework is "self-paced," I have included some highly recommended deadlines to help you keep pace with the course. *The only firm deadlines* are for the Meet and Greet and Thought Sessions since the latter requires you to respond to at least one other student's post. The course officially ends on May 14. Please have all work in by that date as I am expected to turn in grades within three business days after that date and will need time for both grading and correcting any errors in grade calculations that may occur.

<table>
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<tr>
<th>Due Date</th>
<th>Activity/Assignments</th>
<th>Points</th>
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<tr>
<td><strong>Unit One (February 22)</strong></td>
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<td></td>
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<tr>
<td>Readings: O'Connor, Chapters 1, 2, and 3</td>
<td></td>
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<tr>
<td>Sunday, Feb 22</td>
<td>Discussion Board: Meet and Greet</td>
<td>20</td>
<td>20</td>
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<tr>
<td>Sunday, Feb 22</td>
<td>Chapter 1 Quiz</td>
<td>20</td>
<td>40</td>
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<tr>
<td>Sunday, Feb 22</td>
<td>Chapter 2 Quiz</td>
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<td>60</td>
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<tr>
<td>Sunday, Feb 22</td>
<td>Chapter 3 Quiz</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>Sunday, Feb 22</td>
<td>Exam 1 (Unit One Exam)</td>
<td>100</td>
<td>180</td>
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<tr>
<td><strong>Unit Two (March 22)</strong></td>
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<td>Readings: O'Connor, Chapters 6, 7, and 9</td>
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<tr>
<td>Sunday, Mar 22</td>
<td>Discussion Board: Thought Session 1</td>
<td>20</td>
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<tr>
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<td>Chapter 6 Quiz</td>
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<td>Chapter 7 Quiz</td>
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<td>Sunday, Mar 22</td>
<td>Chapter 9 Quiz</td>
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<td>Sunday, Mar 22</td>
<td>Constitutional Literacy Quiz I</td>
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<td>Sunday, Mar 22</td>
<td>Exam 2 (Unit Two Exam)</td>
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<td><strong>Unit Three (April 19)</strong></td>
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<td>Readings: O'Connor, Chapters 10, 12, and 13</td>
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<td>Sunday, Apr 19</td>
<td>Discussion Board: Thought Session 2</td>
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<td>Sunday, Apr 19</td>
<td>Chapter 10 Quiz</td>
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<td>Sunday, Apr 19</td>
<td>Chapter 12 Quiz</td>
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<td>Sunday, Apr 19</td>
<td>Chapter 13 Quiz</td>
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<td>500</td>
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<td>Sunday, Apr 19</td>
<td>Exam 3 (Unit Three Exam)</td>
<td>100</td>
<td>600</td>
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<tr>
<td><strong>Unit Four (May 14)</strong></td>
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<tr>
<td>Readings: O'Connor, Chapters 4, 5, 17, and 16</td>
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<tr>
<td>Thursday, May 14</td>
<td>Chapter 4 Quiz</td>
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<td>Thursday, May 14</td>
<td>Chapter 5 Quiz</td>
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<td>Thursday, May 14</td>
<td>Chapter 17 Quiz</td>
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<td>Thursday, May 14</td>
<td>Chapter 16 Quiz</td>
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<td>680</td>
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<tr>
<td>Thursday, May 14</td>
<td>Constitutional Literacy Quiz 2</td>
<td>20</td>
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<td>Thursday, May 14</td>
<td>Exam 4 (Unit Four Exam)</td>
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<td><strong>Analytical Paper and Extra Credit (Sunday, May 10 and Thursday, May 14)</strong></td>
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<tr>
<td>Sunday, May 10</td>
<td>Analytical Paper</td>
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<td>1000</td>
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<td>Sunday, May 10</td>
<td>Book Review (Extra Credit)</td>
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<td>Sunday, May 10</td>
<td>Film Review (Extra Credit)</td>
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<tr>
<td>Sunday, May 14</td>
<td>Discussion Board: Course Review (Extra Credit)</td>
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<td>1040</td>
</tr>
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VIII. DCCCD Institutional Policies
Cedar Valley College and Dallas TeleCollege

Warning: Students Receiving Financial Aid
If you are receiving Financial Aid grants or loans, you must show participation in this class prior to the certification date by either logging on to eCampus or e-mailing your instructor. You must also continue participation after the drop deadline in order not to be marked as non-attending in the event that you fail the course. Do not drop or stop participating in any class without consulting the Financial Aid Office. Changes in your enrollment level and/or failing grades may have adverse consequences. Nonparticipation and dropping could cause you to be in a position of having to repay funds already received and may affect your eligibility to receive further financial aid. For additional information about paying for college, go to the DCCCD Paying for College web site. Note: See page 1 of this syllabus for the certification and drop deadlines.

Warning: Stop before You Drop
If you drop too many classes without having an acceptable reason, your GPA could be affected (Texas Education Code, Section 51.907). Be sure you understand how this law may affect you before you drop a class. The law applies to students who enroll in a Texas public institution of higher education (including DCCCD) for the first time in fall 2007 or later. Under this law, you may not drop more than six classes without an acceptable reason during your entire undergraduate career without penalty. If you drop or withdraw before the official drop/withdrawal deadline, you will receive a grade of W (Withdraw) in each class dropped until the seventh unacceptable drop. You will earn a grade of WF for the seventh unacceptable drop, and each unacceptable drop after that. A grade of WF will be calculated in your GPA as an F. For additional information, please see Dropping a Course or Withdrawing from College in the DCCCD catalog, read Facts about Dropping Classes and/or contact your Advising/Counseling Center.

Warning: Third Attempt to Enroll in a Course
Effective for Fall Semester 2005, the Dallas County Community College District now charges a higher tuition rate to students registering the third or subsequent time for a course. All third and subsequent attempts of credit and Continuing Education/Workforce Training courses will result in higher tuition rate with few exceptions. Developmental Studies and some other selected courses will not have the higher tuition rate charged. Third attempts include courses taken Fall 2002 and after at any of the DCCCD colleges. For frequently asked questions and additional information, please see Third Attempt to Enroll in a Course.

Drop Date and Policy
The drop date for this class is THURSDAY, APRIL 16. If you are unable to complete this class, it is your responsibility to drop it. Your instructor will not automatically drop you. Dropping is a formal procedure that you must initiate. Failure to do so will result in your receiving a performance grade, usually an “F”. The drop request must be received in the Registrar’s Office by the drop deadline. (See page 1 of this syllabus for the drop deadline.) If you drop before the official drop deadline, you will receive a “W”. For additional information about dropping, see Dropping a Course or Withdrawing from College. Note: Before making a decision to drop, carefully read the ‘Stop before You Drop,’ ‘Students Receiving Financial Aid,’ and ‘Third Attempt to Enroll in a Class’ sections of this syllabus. Also contact your instructor to discuss your plans. Students sometimes drop classes when help is available that would enable them to continue.

How can I drop this class?
Once you decide to drop the class, you can drop or withdraw from classes in three ways: (1) in person, (2) online, or (3) by mail or fax. For additional information and specific instructions on how to drop, see Dropping or Withdrawing from Classes.
Class Participation and Progress
Participation is important to any class, but this is doubly true of an online course. It is critical to the course’s instructional method and your mastery of the material. For this online class (or in this online course), participation and progress mean accessing eCampus regularly, keeping up with weekly assignments (thought sessions, quizzes, exams, analytical paper, extra credit, etc.), completing and submitting class work by the deadlines assigned, and communicating with your instructor. Some current events will be covered primarily through discussion boards, and I encourage you to participate fully in these discussions. Study after study demonstrates that participation is a strong predictor of academic performance. I invite you to test these studies at your own peril.

You are expected to regularly participate in all classes in which you are enrolled. Class participation and course progress are the responsibility of the student. It is your responsibility to consult with your instructor following a period of absence or inactivity. Once enrolled in the course, you are responsible for dropping the class should that become necessary. For additional information, see Attending Classes.

**Warning:** If you are receiving financial aid grants or loans, you must begin attendance in all classes. Do not drop or stop attending any class without consulting the Financial Aid Office. Changes in your enrollment level and failing grades may require that you repay financial aid funds.

Observance of Religious Holy Days
Absences for observance of religious holy days are excused (Texas Education Code, Section 51.911). If you observe religious holy days that will result in your missing class deadlines, please notify your instructor in writing (by e-mail) at least one week prior to the deadline. You will be allowed to make-up the missed work within a reasonable time of the missed deadline. For additional information, see Attending Classes.

Academic Dishonesty and Student Code of Conduct
The purpose of the Student Code of Conduct is to provide guidelines for the educational environment of the Dallas County Community College District. Such an environment presupposes both rights and responsibilities. Disciplinary regulations at the college are set forth in writing in order to give students general notice of prohibited conduct. Scholastic dishonesty is a violation of the Code of Student Conduct. Students should be aware of disciplinary actions for all forms of academic dishonesty. Academic (scholastic) dishonesty includes, but is not limited to, cheating on assignments or exams, plagiarism, collusion, fabrication, and facilitating academic dishonesty. As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the DCCCD Code of Student Conduct as published.

Academic dishonesty is a very serious matter and will not be tolerated in this class. In all writing assignments, any quotations used must be in quotation marks and the source cited. Close paraphrasing of others’ ideas should also be appropriately cited. Committing an act of academic dishonesty in any form will result in a grade of zero for the assignment and will usually result in a grade of “F” for this course. The incident will be immediately referred to the Vice President for appropriate disciplinary action under the DCCCD Student Code of Conduct. For additional information and the entire Student Code of Conduct and Hazing, see the DCCCD Catalog.

Americans with Disabilities Act (ADA)
The Disability Services Office offers a variety of accommodations for students with disabilities or special requirements. Services are coordinated to fit individual needs. You are responsible for documenting your needs and submitting a request to the Disability Services Office. Orientation and registration information will be provided. If you are a student with a disability and/or special needs who requires ADA accommodations, please contact your college Disability Services Office. For additional information about available services, see Disability Services.
Class Etiquette
Since the discussion board “thought sessions” require you to engage with other students, it is imperative that you use good class etiquette. To facilitate robust debate and honor academic freedom, you and the instructor will respect the views of others when expressed in online discussions. Current political events are inevitably controversial and often sensitive. Participants in the class will tolerate the views of others even though they may heartily disagree with them. While the professor will frequently direct class dialogue, the course format will be informal. While everyone is encouraged to have an open mind when listening to others, personal attacks are unacceptable, unhelpful, and are covered by the DCCCD Student Code of Conduct by which you are bound in this course as well as all others. For additional information and the entire Student Code of Conduct and Hazing, see the DCCCD Catalog.

Tutoring
Cedar Valley College may have tutors available. Contact them at 972-860-2974 or go to Room C206. For additional information, see Tutoring Center.

Change of Personal Information
If your personal information (name, e-mail address, telephone number, and/or mailing address) changes, notify your instructor and the Admissions/Registrar’s Office immediately to be certain that you receive all necessary information. This is important!

Intellectual Property Policy
All course materials created by the professor remain the intellectual property of David L. McCoy and any use of these materials other than for educational purposes by students currently registered in this class may be a violation of copyright laws.

Caveat
This syllabus is a set of guidelines for GOVT 2305, Federal Government. The instructor reserves the right to modify any course requirements and due dates as necessary to manage and conduct this class. The intent of the instructor is to promote the best education possible within prevailing conditions affecting this class. Students are responsible for contacting the instructor and seeking clarification of any requirement that is not understood.

Best wishes for your success in the course!