Course Information
Richland College
School of Learning Enhancement and Academic Development (LEAD)
Office: C243
Phone: 972-238-6395
GOVT 2305-83412 and
GOVT 2305-93414, Federal Government, 3 credit hours
Spring 2015
Online Distance Learning, with no on campus requirement
1/20 – 3/6/2015
Professor Patrick Moore
office: WH132
e-mail: patrickmoore@dccc.edu
phone: 972/238-3709
Office Hours:
Monday: 11:30 – 1:30 (12:30-1:30 is a “Virtual Office Hour” for DL students)
Tuesday: 9:30 – 10:30 (in the Learning Center)
Wednesday: 11:30 – 12:30
Thursday: 9:30 – 10:30 (in the Learning Center)
Course Description and Prerequisites
GOVT 2305 (3 Credit Hours)
Federal Government
This is a Texas Common Course Number.
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. (3 Lec.)
Coordinating Board Academic Approval Number 4510025125
Compliance with Core Curriculum Guidelines
The Texas Higher Education Coordinating Board has established six core objectives – Communication (Written, Oral, and Visual), Critical Thinking, Empirical and Quantitative Skills, Teamwork, Social Responsibility, and Personal Responsibility that are to be taught throughout the 42-hour Texas Core Curriculum. Students are expected to gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for learning. In this course, you should learn:

**Critical Thinking Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication

**Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication

**Personal Responsibility** – to include the ability to connect choices, actions and consequences to ethical decision-making

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

**Perspectives in the Core Curriculum**
The objective of disciplinary studies within a core curriculum is to foster multiple perspectives as well as to inform and deliver content. An imperative of a core curriculum is that it contains courses that help students attain the following perspectives:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in culturally and ethnically diversified world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving and
8. Integrate knowledge and understand the interrelationships of the scholarly disciplines.

**Additional Learning Outcomes:**
Students who successfully complete this class will be able to:

1. Understand and follow directions: both written and oral.
2. Demonstrate the importance of understanding opposing viewpoints in communication.
3. Demonstrate the ability to critically evaluate an argument to determine its validity
4. Apply knowledge and learning skills outside of the classroom in order to create a sustainable local and global community.
5. Understand what constitutes academically accepted sources and work.
Course Objective
The objective for this course is to allow students to learn the basics of our governmental system, including:
* the constitutional basis of the federal government,
* federalism and how it impacts policy-making and the legal system,
* civil rights and civil liberties,
* the responsibilities and interrelatedness of the branches of the federal government, and
* the activities and interplay of political parties, interest groups and the media.
The class will also incorporate writing practice, development of critical and analytical thinking, and experience in debating sensitive topics in an enthusiastic but respectful way.

How to Contact Me
To contact me: e-mail - patrickmoore@dccc.edu; phone 972/238-3709; office WH-132
You may also contact me through the LEAD Division office. The office is located in C-243.

Always include your name and your section (GOVT 2305-81004, for example, though you should use the correct course and section) in the subject line of any e-mail you send me.
- an appropriate subject line would therefore be (This is just a sample!):
  Frodo Baggins, GOVT 2305-81004
It would be even better if you’d include just a couple of words about the topic of the e-mail as well, but you can get away with not doing that.

You must follow these guidelines every time you send an e-mail!
That includes any e-mail for any reason. If you do not follow this format, I will not open and read the e-mail, and will delete it. I know this seems harsh, and I’m sorry to be that way, but with so many students sending regular e-mails about many topics, I find I have difficulty keeping up with them unless the subject line is clear.
When you contact me I will respond within 24 - 36 hours. If you haven't heard from me by this time, I probably haven't gotten your message, and you might want to try again. Be sure that if you've e-mailed you've used the correct subject line, because if you haven't, I will likely have deleted it! :-(
When you send an e-mail, please remember that we are in an academic scholarly environment. You should use sentences with punctuation. You should use appropriate capitalization. You should, in short, write the same way you would on any assignment.
Please get in the habit of doing this, and you will benefit not only in my class, but in all your future classes.

Please confirm your email address
And speaking of email, one thing you should do is confirm that your email address in the system is correct. Every semester it seems I have one or two students whose emails from me always bounce back. Please go to eCampus and, once you’ve signed in, look on the
left side of the page for the “Personal Information” link. Click it, then click “Edit Personal Information,” and confirm that your email is the one you check most often. That way you’ll be able to stay up-to-date.

**Textbook**
Title: Faultlines, 4th edition
Author: David Canon
Publisher: W.W. Norton
ISBN: 9780393921595

In addition, we are using free online course materials you can access through the “Online Course Materials” link on eCampus. Yes, it’s important that you have the 4th edition. Earlier editions will not have all the material you need.

**Testing and Evaluation**
This term will have 5 tests. These tests are not comprehensive. They will cover material as specified in the (color-coded!) Course Schedule. My tests are all structurally the same. I always have roughly 30-35 "objective" questions, like multiple choice, true/false, or matching. Then I'll generally have one or two short essays.

When you answer the essays, you will earn more points for more complete answers. So, the more you write, the better your grade, except that "the more you write" only counts for substantive content. If you write 1000 words, but don't really say anything, or repeat the same things over and over, I'll notice, and it won’t help you.

The objective questions will only infrequently have more than one "possible" answer, but when they do, you should choose the best of the answers.

**Evaluation**
Students will have the opportunity to earn 725 points during the semester, consisting of the following elements:
- 400 points for 5 tests, one of which is the final exam
- 150 points for 5 online Discussion Boards
- 60 points for 2 one-page current event summaries
- 50 points for an essay on civil rights
- 15 points for a personal introduction you’ll post online
- 15 points for a Learning Essay
- 15 points for a personal reflection on learning in the course
- 10 points for a syllabus quiz
- 10 points for a course evaluation survey

725 points Total

You may check your grades at any time on eCampus and determine your grade up to that point by calculating the percentage of points you’ve earned compared to possible points you could have earned.

At the end of the semester, your final grade will be calculated on the following basis:
A = 90 - 100%, or 653 – 725 points
B = 80 - 89%, or 580 – 652 points
C = 70 - 79%, or 508 – 579 points
D = 60 - 69%, or 435 – 507 points
F = 0 - 59%, or Fewer than 435 points

I will work to have grading as up to date as I can. In most cases, grading should be complete within 48 hours of the final due date. On some longer written work, I may be a bit slower. If you ever have a question about grades, of course you should contact me, and I’ll let you know what’s going on.

**Late work: I do not accept late work.** It is very important for you to keep up, and get work done ahead of time. You need to plan for the unforeseen. Things like a crashing computer or the internet going down will not be excuses for turning in an assignment late. For that matter, nothing else is an excuse either.

**Course Outline**
(This information may also be found under the “Course Schedule” link in eCampus.)

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Online Course Materials</th>
<th>Faultlines &amp; Other</th>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan</td>
<td>Wed</td>
<td>21</td>
<td>Syllabus Quiz</td>
<td>10</td>
<td></td>
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<tr>
<td>Fri</td>
<td>23</td>
<td>1. Roots of American Government</td>
<td>p. 3 Eric Liu</td>
<td>Introduction</td>
<td>15</td>
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<tr>
<td>Mon</td>
<td>26</td>
<td>2. American Political Culture</td>
<td>p. 12 Steven Warshawsky</td>
<td>DB1 Initial</td>
<td></td>
</tr>
<tr>
<td>Wed</td>
<td>28</td>
<td>3. The US Constitution</td>
<td></td>
<td>Leaarning Essay</td>
<td>15</td>
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<tr>
<td>Fri</td>
<td>30</td>
<td>4. Federalism</td>
<td></td>
<td>Current Event 1</td>
<td>30</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>DB1 Final</td>
<td>30</td>
</tr>
<tr>
<td>Feb</td>
<td>Mon</td>
<td>2</td>
<td>Test 1</td>
<td>75</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>DB2 Initial</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed</td>
<td>4</td>
<td>5. Congress</td>
<td>p. 135 Antonin Scalia</td>
<td></td>
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<tr>
<td>Fri</td>
<td>6</td>
<td>6. The Presidency</td>
<td>p. 144 Stephen Breyer</td>
<td>DB2 Final</td>
<td>30</td>
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<tr>
<td>Mon</td>
<td>9</td>
<td>7. The Judiciary</td>
<td></td>
<td>Test 2</td>
<td>75</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>DB3 Initial</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Page</td>
<td>Author</td>
<td>Assignment</td>
<td>Points</td>
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<tr>
<td>Fri 13</td>
<td>10. Campaigns and Elections</td>
<td>p. 190</td>
<td>Hans von Spakovsky</td>
<td>DB3 Final</td>
<td>30</td>
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<td>Wed 18</td>
<td></td>
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<td></td>
<td>Test 3</td>
<td>75</td>
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<tr>
<td>Fri 20</td>
<td>14. Civil Liberties</td>
<td>p. 73</td>
<td>Ross Douthat</td>
<td>DB4 Final</td>
<td>30</td>
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<td>Mon 23</td>
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<td></td>
<td></td>
<td>DB5 Initial</td>
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<td>Wed 25</td>
<td>15. Civil Rights</td>
<td>p. 79</td>
<td>Jonathan Rauch</td>
<td>Civil Rights Essay</td>
<td>50</td>
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<td>Fri 27</td>
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<td></td>
<td></td>
<td>Test 4</td>
<td>75</td>
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<tr>
<td>Wed 4</td>
<td>17. Social Policy</td>
<td>p. 303</td>
<td>Paul Miller</td>
<td>Survey</td>
<td>10</td>
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<td>Fri 6</td>
<td>18. Foreign Policy</td>
<td></td>
<td></td>
<td>Test 5</td>
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</tbody>
</table>

**Total** 725

**Written assignments:** Most written assignments for the class will be turned in via “SafeAssign.” To submit these assignments, go to the corresponding button on the left find the course listed on eCampus, find the appropriate assignment, click "view/complete" and follow the directions. SafeAssign simultaneously places your paper into the proper course, scans for viruses, and checks for plagiarism. Your paper will receive a score from the system indicating how closely it resembles pre-existing material, so you should be careful not to include material from other sources without proper citation.

Once you have submitted the assignment you will be able to view the report compiled by SafeAssign showing its evaluation of your paper. This is not your grade, which I will assign. If the percentage is more than about 10 percent I will look at your paper to evaluate whether too much is taken from other sources and whether it is appropriately cited. Keep in mind that even if it is cited correctly, your work should be your work. Too high a percentage of copied material will result in negative consequences for your grade, and may be considered plagiarism.
When you turn in written assignments, the only acceptable file formats are:

- `.doc` or `.docx` (MS Word)
- `.rtf` (rich text format)
- `.odt` (Open Office format)

Open Office is an outstanding software package containing word processing, spreadsheet and slideshow applications. It is safe and free to download and use.

As a Richland College student you also have access to Microsoft Office for free home use. See the sign-in page of eCampus for information.

Please do not submit files in the following formats:

- `.wps` (Wordperfect)
- `.wks` (Microsoft Works)
- `.pdf` (Adobe Acrobat), or
- any other format not listed above as acceptable.

**Writing Expectations:** Although this is not an English class, you are expected to write in grammatically-correct “formal register” English, suitable for an academic or professional office environment, and points will be deducted if you don't. You should, for example, write in sentences rather than outlines, you should use appropriate capitalization and punctuation, and you should never use text messaging abbreviations. "People" is not spelled "ppl," and people are not "peeps." The personal pronoun “I” is ALWAYS capitalized. Creativity is encouraged; excessive informality is inappropriate. Be mindful of the fact that your writing is academic work in an academic environment. I am not your "bro," for example. I will judge whether you have made a good faith effort to write correctly.

In addition, you should avoid common word-choice mistakes. For example, you need to know the difference between their, there and they're, and you’re and your and its and it’s and you must use them properly.

All of those writing suggestions apply to everything you do for this class. Everything you submit to me and to your other instructors, including e-mail, should be written in a more formal way than if you were texting to your friends.

If you need help with a writing assignment, of course you may come to me. Another resource you may use is the Writing Center (in Medina 216), which is not just for English students but is for any student who would like help with any writing assignment.

**Technical Help**

If you need help with any computer-related part of the class, such as e-mail or submitting assignments on eCampus, you can go to [technical support](#) or call 1-866-374-7169. They will be more help than I could ever be.
In my experience, using Internet Explorer can present problems. You should use Firefox or Google Chrome to submit assignments or take tests. If you find that something that has worked in the past is not working or if you can’t figure out why you can’t see something or if an assignment doesn’t go through when you submit it, try these two things first:

1) Close out of eCampus, restart it and try again;
2) Try a different browser. Whichever one you’re using, try another one. Don’t worry if that doesn’t seem to make sense; just try it. Trust me on this.

**Class Discussions**

I like to have open, honest forthright discussions whether in class or online. Sometimes these discussions will be on controversial topics. It is my practice when I do enter into discussions to disagree with students. In some cases I may actually disagree with you in real life. On the other hand, I may just be “playing devil’s advocate.” Similarly, I may seem to be following one political philosophy or another, even though I’m just pretending. One of my goals in class is to force you to look at issues from different perspectives and not to accept things you are told unless there is adequate evidence to support them. Instead I suggest that you “Take a step back, take a deep breath, and think.”

You won’t typically know what my opinion is, even if you think you do. Your grade will never be affected by agreement (or disagreement) with my opinion and you should never tailor what you say or write trying to guess what you think I want to hear.

**Netiquette**

All online work must be respectful in tone. It is particularly important when you are online to remember that people reading your contributions to the class do not have the usual visual and verbal clues to give them the nuances of meaning that face-to-face communication provides. It is very easy for your writing to sound harsh, dogmatic and even insulting, even if saying the same things in a conversation would not be interpreted that way. Be careful to ensure that your writing is thoughtful and moderate, making your point without “flaming” or being disrespectful. For in-depth discussion of “Netiquette,” please visit [http://www.richlandcollege.edu/dl/netiquette.php](http://www.richlandcollege.edu/dl/netiquette.php). Any work not adhering to the requirement of a respectful tone will be removed and no credit will accrue.

**Other Useful and Important Information – CRITICAL TO READ!!**

**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 DCCCD Code of Student Conduct. A copy of the Code may be found at [http://www.richlandcollege.edu/conduct](http://www.richlandcollege.edu/conduct). Any violation of this policy will result in a grade of zero on the work involved, and other penalties or sanctions, as determined by the instructor or as described in the catalog.

**Plagiarism** is using someone else's words or ideas without giving credit and is a serious academic offense. It can range from:

- Turning in a paper any part of which you did not write,
- Cutting and pasting a paper together from various sources without attributing the sources correctly,
- Changing a few words but keeping most of the words and sentence structure of the original,
• Using the ideas of another without giving credit to the person who originally had the idea,
• Using the exact words of the source without using quotation marks even if you give the name of the source,
• Turning in a paper most of which is quoted, even if you correctly cite it. The idea is to have the paper be your work. If too much of your paper is quoted, it’s not your work.

You are encouraged to visit the Richland College Library and take the course (it’s offered in person and online) dealing with plagiarism. If you take this course I will give you 5 points of extra credit for the class, as described earlier in this syllabus.

Collusion is working with someone so closely on your paper that large sections have been reworded by someone other than you. Collaboration with others is encouraged in the writing process (getting ideas, planning, revision, editing), but the final paper should be entirely your own writing, and edited mostly by you. For example, you may get help with editing questions from the Learning Center personnel, but the grade you get for editing your paper should reflect your ability to edit—not someone else's.

Both plagiarism and collusion are serious academic offenses. Consequences could include
• performance grade of "0" for the assignment or test,
• documenting the incident in your DCCCD file, or
• referral to the School Dean and/or the Vice President of Student Development for disciplinary action.

Drop Policy: **Stop Before You Drop -- 6Drop**
For students who enrolled in college level courses for the first time in the fall of 2007, 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/6drop](https://www1.dcccd.edu/6drop)

**Drop Date:** Last day to drop a class with a "W" - Tuesday, February 24.

Withdrawal Policy: If you are unable to complete this course, it is your responsibility to withdraw formally. The withdrawal request must be received in the Registrar’s Office by the semester drop date, shown above. 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. For more information about drop deadlines, refer to the current printed Credit Class Schedule, contact the Admissions/Student Records office at 972-238-6100 or 6101 (Thunderduck Hall, T170), or contact the division office.

**Richland College's Quality Enhancement Plan ~ Learning to Learn: Developing Learning Power:** Richland College is piloting its Quality Enhancement Plan (QEP) in select classes. The QEP provides techniques, practices, and tools to help students develop the habits, traits or behaviors needed to be effective and successful lifelong learners in college and in life. For more information, please talk to me or log onto [http://www.richlandcollege.edu/qep2013/](http://www.richlandcollege.edu/qep2013/).
Achieving your Academic Goals: I strongly encourage you to discuss academic goals and degree completion with an academic advisor or with me. Degree plan advising is available throughout the semester. Information about academic advising locations at Richland is available at under the Step 6 tab at www.richlandcollege.edu/admissions/process.php.

Journey to Success: I am participating in a program this semester to help students be more successful in their courses at Richland by using the full resources available at the college. I will do everything I can to help you be successful in my course. If you are missing class, are not participating appropriately, or are not doing well on tests and assignments and I feel that you can use additional assistance beyond what I can provide, I may contact a Success Coach to work with you. A Richland Success Coach is a person who knows about the resources available at the college and who wants to help students succeed at Richland. Our success coaches include school deans, counselors, a vice president, administrators, and other staff members who work full-time at the college. There is not just one Success Coach assigned to this class, so one person in this class may have one coach and another person a different coach. Success Coaches may communicate with you by e-mail or phone. If I refer you to a Success Coach, I will ask your coach to let me know how it’s going. You are not required to work with a Success Coach, but I strongly encourage you to do so. For information about this program you may go to www.dcccd.edu/JourneyToSuccess.

Repeating a 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. All third and subsequent attempts of the majority of credit and Continuing Education/Workforce Training courses will result in additional tuition to be charged. 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. See Third Attempt to Enroll in a Course at http://www.dcccd.edu/thirdcourseattempt/

Financial Aid: Failure to attend classes could result in loss of Financial Aid (FA). If you are receiving any form of financial aid, you should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could cause you to be in a position of repayment for the current semester. Students who fail to attend or participate after the drop date are also subject to this policy.

Financial Aid Statement For Distance Learning Classes: If you are receiving Financial Aid grants or loans and are enrolled in a Distance Learning class, you must show participation in this class prior to the certification date by either e-mailing or contacting the instructor or logging on to eCampus. 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.

Where to go if you need additional help: The Learning Center is located in Medina 216. You can receive free tutoring by appointment or on a drop-in basis. The Center offers a series of workshops throughout the semester on writing and study skills in general. Dates and times for these free workshops are posted on the door of M216. The phone number is (972)238-6180.

Obtaining Final Course Grades Using eConnect: Final Grade Reports are not mailed. Convenient access is available online at www.econnect.dcccd.edu. Use your identification number when you log onto eConnect, an online system developed by the DCCCD to provide you with timely information regarding your college record. Your grades will also be printed on your Student Advising Report, which is available in the Admissions and Student Records Office, T170.
Americans with Disabilities Act compliance: ADA Statement -- If you are a student with a disability and/or special needs who requires accommodations, please contact the college Disability Services Office at 972-238-6180 (Voice/TTY), visit Thunderduck Hall, suite T120, or go to http://www.richlandcollege.edu/dso/

Campus Emergency Operation Plan: Richland College and the Dallas County Community College District have developed policies and procedures for dealing with emergencies that may occur on campus.
* To familiarize yourself with these procedures, please take time to watch the overview video http://video.dcccd.edu/rtv/DO/emergency_dcccd.wmv
* The complete Emergency Operations Plan can be viewed and printed at the following website: http://www.richlandcollege.edu/emergency
If you have questions or concerns, please contact the Richland College Office of Emergency Management. This office can be reached by phone (972/238-3794) or by e-mail (rlcoem@dcccd.edu).

Contingency Plan: Richland College has developed an Instructional Contingency Plan for Temporary College Closing for On-Campus Courses.
If eCampus becomes unavailable for more than 24 hours, I will provide an alternate e-mail address to which you may submit assignments that are due during the outage. It will be your responsibility to know what those assignments are. To ensure you receive information from me in this case, be sure to verify that your email is correct in eCampus, as described above. Please discuss this contingency plan with me if you have questions.

Syllabus and Course Schedule revision. I may revise this Syllabus or the Course Schedule as needed during the semester.