

Govt. 100G, American National Government, Sec. M70, CRN 57663, Fall II 2018)

Instructor Information

William J. Corbett



NMSU Email: wcorbett@nmsu.edu

Office Hours: Our office hours are live Tuesday and Thursday from 2 to 3:30 p.m. via telephone (575) 646-4352, although leaving telephone messages, using Canvas email (messaging) and the Questions for the Instructor Discussion Board inquiries are welcome anytime.

Teaching Philosophy

My teaching philosophy always has been to provide students with necessary substantive course material and to then expand into facilitating critical thinking skills and reasoned analysis and, finally, to formulating informed views and active participation in our democracy. With online students, I strive to facilitate a feeling and sense of community with the other online students; this is done with student-to-student and faculty-to-student discussion boards, messaging, assignments, instructor announcements, and class-encompassing discussions. I have found that online students truly enjoy interacting with their colleagues and sharing ideas, experiences, and knowledge to mutually assist one another throughout the class.

Student will receive their scores for graded discussions, assignments and examinations within 48 hours of the final due date of each graded item. Individual feedback will be provided to every student for each graded discussion and assignment that has been submitted. Student inquiries will be addressed by the end of the next business day and students will understand their grades to date throughout the semester.

I endeavor to make the online classes easy to follow for the students and, absent exceptional circumstances, I will not deviate from the schedule/calendar of events set forth at the beginning of the semester.

Course Information

American National Government

Fall II 2018

Log in URL: Log into Canvas at <http://Learn.nmsu.edu> using your NMSU username and password

Course Description

This course surveys the basic concepts of American national government; the theory of democracy; the structure and function of political institutions; the American constitutional system; the legislative, executive, and judicial processes; and popular and interest group influence on government.

Course Delivery Method

Our course is delivered via the LMS Canvas. It is an asynchronous course that is driven by modules and paced. Students cannot work ahead.

My expectations of our students are that students complete the required readings prior to the date that the material is discussed, that students submit their assignments and discussions on time (I strongly suggest submitting work on the first, not the second day, an assignment or discussion is due), and that students not miss exams or dates that written work is due. It is best to read at least one week ahead to allow for unexpected emergencies.

Course Goals/Objectives

Upon completing this course, you will be able to:

- CO 0. Discover information about your classmates and how our course functions
- CO 1. Describe how politics affect government
- CO 2. Assess the significance of the various constitutional provisions of and need for the Declaration of Independence and the United States Constitution
- CO 3. Describe the structure and function of the United States government's executive branch
- CO 4. Describe the structure and function of the United States government's legislative branch
- CO 5. Describe the structure and function of the United States government's judicial branch
- CO 6. Point out the significance of and need for civil liberties and civil rights
- CO 7. Explain the significance of political parties, elections, and voter behavior on American government
- CO 8. Debate the impact of interest groups and the media on the political process

Textbooks and Materials

Required textbook Wasserman, Gary, *The Basics of American Politics*, 15th ed. (2015), Pearson Longman, New York, New York. ISBN-10: 0-13-381543-9 ISBN-13: 978-0-13-381543-6. The textbook is not available in e-book or digital format. There are videos and PowerPoint slides in

the various substantive modules. Reading the textbook and viewing the PowerPoints slides and videos is required in this course.

It is also required that each student keep informed of national and international political events by viewing national news websites such as www.cnn.com or www.nytimes.com, throughout the course on a daily (M-F) basis. Spending ten minutes per day on the news website suffices.

Communication

I will communicate with students via the Announcement tool and Canvas messaging (email). Students should communicate with me via Canvas messaging or the discussion board's "Questions for Instructor." In addition, I conduct live telephonic office hours.

Announcements

Each week, the homepage will be updated with the assigned reading and graded tasks listed for the upcoming week. In addition, all students will receive a weekly announcement and weekly email with the assigned reading and graded tasks listed for the upcoming week

Since I use Announcements to send time sensitive information to the entire class. Because you can set your own notification preferences in Canvas, you will need to make sure you receive announcements daily. You are required to set your notifications for New Announcements to be "Right Away."

Virtual Office Hours (MST)

Our office hours are live Tuesday and Thursday from 2 to 3:30 p.m. via telephone (575) 646-4352, although leaving telephone messages, using Canvas email (messaging) and the Questions for the Instructor Discussion Board inquiries are welcome anytime.

Email

wcorbett@nmsu.edu Students can expect a response no later than the next business day. However, the preferred email method of communication is via our Canvas course's email (messaging), not NMSU's email.

Phone Number

(575) 646-4352 This phone number contains voicemail. However, the preferred method of communication is via our Canvas course's email (messaging), not NMSU's email or telephone.

Prerequisites

None

Online Preparation

Since this is an eight-week mini semester course, students should devote 10 to 12 hours per week in completing assigned reading, writing assignments, drafting discussion posts and completing examinations.

There is a tool for you to self-assess your readiness to take an online course. Examples of self-assessments include preparation self-tests such as this one at the [Distance Education website](#). >

Required Technical Skills

Taking an online course requires a number of technical skills as well as other soft skills. However, at a minimum you will need to meet certain technology responsibilities to complete work for this course. If you have questions about technical requirements for the course, please contact me immediately.

To begin in this course, you must:

- Be able to obtain access to an internet connection, preferably broadband, and a working computer for the duration of this course.
- Be Proficient with Microsoft® Office applications.
- Be able to conduct research searches on the Internet; see the [libguide for this course](#), the [NMSU Library](#) and [Research Help for Students](#)
- Find resources on the Internet; see [Internet Tutorials](#)
- Be able to send and receive emails and email attachments in an out of class.
- Know how to change your Canvas Notification settings.
- Know how to read email in Canvas.
- Maintain backups of all work you create for this course.

Course Expectations

My expectations are that students will do the assigned reading before each week begins, submit graded material on time and actively participate in our class discussions. Please read the syllabus carefully and contact me immediately if you have any questions. You are responsible for the content, reading and graded material in the syllabus.

Netiquette

All of your freedoms (especially those of speech and thinking) are highly protected and encouraged in class. Just keep our discussions civil (i.e., do not launch personal attacks (a.k.a. “flaming”), be mindful of not offending anyone and so forth). We must build a constructive thinking and learning community and everyone should feel welcome and included. Please let me know if I can tear down some obstacles for the flourishing of our learning environment.

Here are some simple Netiquette rules to follow to ensure your participation and engagement in the learning process:

- Ask questions: If you don't know the answer, someone else will. The discussion board is the area for asking questions related to content OR any problems (related to the class) you are having. Make sure that you have clearly indicated the subject of your message.

- Reach out to others: Offer a fact, article, link, or other item that can help others learn something you can share.

- Be appropriate: The online classroom is not the place for insulting or insensitive comments, attacks, or venting. Inappropriate behavior can be subject to disciplinary action, as well.

- Be diplomatic: When sending messages on emotionally charged topics, I recommend that you write the message and then walk away for at least an hour before re-reading the message and then sending it. Re-reading emotionally charged messages ensures that they are constructive instead of destructive. Think of the person at the other end.

- Stay focused: Stay on topic to increase the efficiency of your learning. If you start one assignment, finish it and do not continue until you are done with past work.

It is also important to share a word of caution, so we can become wiser about interpersonal distance learning communications. When communicating electronically, many of the feelings or impressions that are transmitted via body language in face-to-face communications are lost. Consequently, interpreting emotions and innuendos is much more difficult. Only what is written, or drawn, carries the message. Often, excitement can be misinterpreted as anger or insult. It is important that we all keep this in mind as we communicate. Words in print may seem harmless, but they could emotionally injure us when working at a distance. Hence, it is vitally important that we are conscious of how we communicate while working at a distance.

For example, avoid the use of ALL CAPS in your electronic messages, as wording in caps comes across as shouting.

Standard Netiquette practice for participation in networked discussion requires that all participation be focused on the topic at hand, not become personalized, and be substantive in nature. (Translation: you may certainly disagree with others, but you must do so respectfully; you may express strong beliefs or emotions, but do not become so emotional that you lose all perspective on the course itself.)

Course Organization

Our course consists of four modules. The schedule in this syllabus indicates the dates that we cover each module, the reading assignments, the graded discussions, the examinations and the graded discussion. The module can be accessed via the left navigation paper on the homepage or via the Modules icon on the homepage. The modules are covered sequentially and the course is paced so that the reading and graded material is spread evenly throughout the course.

Grading Policy

This course consists of a total of 200 points as follows:

Graded Items	No. of Items	Points Each	Points Total	% of Grade
Discussions	5	10	50	25%

Assignments (Papers)	5	10	50	25%
Exams	2	50	100	50%
Total			200	100%

Extra Credit: None

Grading Criteria

Student will be able to see their grades via the “Grades” tab on the left navigation bar on the homepage. All examinations, written assignments and graded discussion posts will be available within 48 hours of the final due date for each item.

The course grading scale is as follows, based on 200 possible course points:

179–200 points =A

159–178 points =B

139–158 points =C

119–138 points =D

0-118 points =F

Graded Assignments

Exams--graded

There will be two non-cumulative, multiple-choice examinations. Each exam consists of 50 points and there is a 60-minute time limit for each exam. Although the exams are open book, there will not be enough time to refer to the textbook during the exam. Each exam must be taken on the date listed in the course schedule. I strongly advise taking the exam early in the day instead of waiting until the evening. The exams are strictly timed and each must be completed within 60 minutes.

There is to be no collaboration with anyone else on taking exams, completing assignments and posting discussions. Each student’s work is to be his or her own work and not the work of anyone else.

Discussions (Discussions 1 through 5)--graded

Each discussion has exactly two postings (no more, no less): an original discussion posting by the student in response to the discussion topic that I post and a reply to the discussion original posting of another student. Therefore, each week, exactly two discussions are to be posted by each student: an original discussion posting by the student and a reply posting to the original

discussion posting of another student. Replies provide additional information that agrees or disagrees with the original posting of another student.

Original discussion postings must be at least 150 words. Reply discussion postings must be at least 75 words. Please use at least two or three paragraphs and type your name at the end of the last line of the postings (original and reply).

Points are deducted for discussion postings that are not responsive to the topic that I ask you to discuss, do not follow directions, contain poor punctuation, syntax, grammar, or spelling, or are not an accurate and reasoned analysis of the topic. Students are not to collaborate with or receive help from anyone else in these discussions. See the comments regarding academic misconduct below.

Do not post more than two postings (an original and a reply) for each discussion topic. Be courteous and professional in all postings. “Flaming” another student with a discourteous or nonprofessional posting will result in a zero points for that discussion topic.

Each discussion, consisting of an original posting and a reply posting, is worth a maximum combined total of 10 points. Late discussion postings are not accepted unless there is a reason that I have approved. See “Makeups” below. It is strongly recommended that discussions be submitted in the morning of the first, not the second, day they are due.

Discussion Grading Rubric (total possible points: 10 per discussion topic)

	Excellent (Points)	Satisfactory (Points)	Unsatisfactory (Points)
Content of Discussion	4 Very good clear content; good support of positions, good critical thinking demonstrated	3 Reasonably clear content; some support of positions; some critical thinking demonstrated	0 Content not responsive to the question(s); unsupported positions; little or no critical thinking demonstrated
Organization of Discussion	3 Very well-organized; clear presentation of viewpoints and positions	2 Some problems with organization, presentation of viewpoints and positions	0 Poor organization; unclear presentation of viewpoints and positions
Following syllabus directions re: number of posts, length and format, and use of	3 All syllabus directions followed; grammar,	2 Moderate problems following the syllabus	0 Significantly failed to follow the syllabus

proper grammar, punctuation, etc.	punctuation, etc., have virtually no problems	directions and using good grammar, punctuation, etc.	directions and use appropriate grammar, punctuation, etc.
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Additional Discussion Boards—not graded

The Discussion Board has three additional components: Introductions, Questions for the Instructor, and Questions for Fellow Students. These three Discussion Boards are not a graded aspect of the course; they are simply tools to improve the educational experience for our class.

During the first and second week, you are encouraged to post a discussion under Introductions to discuss any research you’ve done or experience you’ve have working in politics or government.

Thereafter, feel free to post any Questions for the Instructor, and I will endeavor to answer your questions. Finally, the Questions for Fellow Students is an opportunity for students to engage in informal discussions, questions, comments, etc., with one another.

Assignments (Assignments 1 through 5)--graded

There are 5 assignments to be completed during the course. Assignment issues will be made available during the two days of the week that the assignments are due. Students must complete the assignments and submit them no later than 11:50 p.m. of the second day that the assignment is due. I strongly recommend submitting on the first, not the second, day that an assignment is due.

Each assignment that a student submits is to be over one full page and up to two full pages in length (no more, no less), at least three paragraphs per full page, with double-spacing, MS Word’s default margins, and 12 pt. Times New Roman font in MS Word format. All assignments then are to be saved and submitted in “PDF format” (.pdf), not as MS Word, MS Works, WordPerfect, etc. A .pdf format ensures that the files can be opened and read by your instructor. If you need help saving as .pdf, call the ICT help telephone numbers on the homepage.

At the top of the first page, the student is to provide his or her name as it appears on the class roster with the assignment number and the date of the submission, in a one-line header, e.g.:

John Sanchez, Assignment 1, September 20

The first double-spaced paragraph then follows below. Points are deducted for assignments that are not responsive to the topic(s) that I ask you to discuss in each assignment, do not follow directions, contain poor punctuation, syntax, grammar or spelling, or are not an accurate and thorough analysis of the topic. Students are not to collaborate with or receive help from anyone else with these assignments. See the information regarding academic misconduct in the syllabus.

Each assignment is worth a maximum of 10 points. Late assignments are not accepted unless there is a reason that I have approved with documentation. See “Makeups” in the syllabus.

Assignment Grading Rubric (total possible points: 10 per assignment)

	Excellent (Points)	Satisfactory (Points)	Unsatisfactory (Points)
Content of Assignment	4 Very good clear content; good support of assertions, good critical thinking demonstrated	3 Reasonably clear content; some support of assertions; some critical thinking demonstrated	0 Content not responsive to the question(s); unsupported assertions; little or no critical thinking demonstrated
Organization of Assignment	3 Very well-organized; clear presentation of events and reasoning	2 Some problems with organization, presentation of events, and reasoning	0 Poor organization; unclear presentation of events and reasoning
Following syllabus directions re: length and format, and use of proper grammar, punctuation, etc.	3 All syllabus directions followed; grammar, punctuation, etc., have virtually no problems	2 Moderate problems following the syllabus directions and using good grammar, punctuation, etc.	0 Significantly failed to follow the syllabus directions and use appropriate grammar, punctuation, etc.

Late/Makeup Work

Absent documented emergencies and instructor approval, there are no makeups for the exams, assignments, or discussions, and early submission of graded work is not permitted.

If a student has a truly exceptional circumstance or an “authorized absence,” a makeup exam, paper submission, or discussion submission may be possible, at the instructor’s discretion. However, the student must notify the instructor by messaging/email or in person before the relevant due date, makes up the work on the first day in which he or she is physically able, and the reason for the late submission must be documented in writing, scanned, and messaged/emailed to the instructor:

1. By the student in the event of the death of a parent, spouse, sibling, grandparent, or child, including the obituary.
2. By a doctor in the event of a medical emergency or hospitalization. Illnesses resulting in a request to submit late work or take a makeup exam not accompanied by a visit to the doctor or hospital would not be sufficient for a makeup opportunity. The dates of the medical disability must be included in the doctor's note.
3. By the appropriate university representative in the event of a university-sponsored activity.
4. By the student in the event of an instructor-approved exceptional, unpreventable, emergency.

Note: Job, travel, moving, work conflicts, visiting, caring for, or providing transportation for others, computer hardware or software problems, ISP problems, or caring for others are not exceptional circumstances that would allow a makeup exam, late paper submission, etc.

Any approved makeup exam is to be taken the first day the student returns to class. In the event of an approved late assignment or discussion, it is to be submitted the first day the student returns to class. At that time, documentation regarding the absence must be provided to the instructor via hard copy or scanned message/email attachment in order to take an exam or submit an assignment or discussion late.

Examples of absences in which a makeup may be possible:

Attending a documented funeral of a family member;
Visiting a doctor or hospital in the event of a medical emergency or hospitalization involving the student and documentation is provided, which provides a beginning and end date of the medical disability that prevented participation in an online class;
Attending a mandatory university-sponsored activity and documentation is provided by the sponsor; and
Extraordinary circumstances beyond a student's control if documented and approved by the instructor.

Examples of absences in which a makeup will not be possible:

Failure to provide documentation for an authorized makeup;
Missing class to fulfill a work, travel, or job commitment—even an unexpected one;
Missing class to visit, transport, supervise, or care for someone, including any family members;
Missing class due to a failure of transportation or due to moving/relocating;
Missing class for a permissible reason and failing to provide documentation upon returning to class; and
Computer hardware, software or ISP problems.

Incomplete Grades

The grade of "I" may only be assigned if the student is unable to complete the course due to instructor-approved circumstances beyond the student's control that develop after the last day to withdraw from the course.

Class Withdrawals

It is your responsibility to know important dates such as the final day to drop or withdraw from classes. You must officially drop or withdraw from any class that you intend to drop or withdraw.

Academic Integrity and Misconduct

Refer to the NMSU code of conduct regarding academic integrity and plagiarism. You will find information on academic integrity at these sites:

- [NMSU Library](#)
- [NMSU-Las Cruces code of conduct policy](#)
- [NMSU-DACC](#)

Academic and non-academic misconduct: The Student Code of Conduct defines academic misconduct, non-academic misconduct and the consequences or penalties for each. The Student Code of Conduct is available in the NMSU Student Handbook online:

<http://studenthandbook.nmsu.edu/>

Academic misconduct is explained here:

<http://studenthandbook.nmsu.edu/student-code-of-conduct/academic-misconduct/>

Technology Requirements

Computer Hardware & Software

- Access to a Windows or Macintosh desktop computer or laptop with internet access, sound, and speakers
- Microsoft Office 2007 or higher
- Adobe Reader (for reading PDF files)
- [Canvas Instructions](#)

Web Browsers

Use the following browsers in Canvas. Please remember to update the web browser you are using to access Canvas. Internet Explorer is not recommended for use with Canvas at this time.

- [Firefox](#)
- [Chrome](#)
- [Safari](#)

Canvas does not fully support mobile devices; while there is a free Canvas mobile app available through iTunes store, a lot of functionality is unavailable when using a mobile phone. When you take this course, it is assumed you have access to a computer or laptop for full access to

functionality in this course. It is recommended that you use a landline, not Wi-Fi when taking quizzes or examinations.

Student Support

Accessibility Support

Obtain the updated NMSU syllabus statement about accessibility services from the [NMSU-Las Cruces accessibility services website](#) or the [DACC accessibility services website](#).>

Discrimination and Disability Accommodation

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendments Act (ADAAA) covers issues relating to disability and accommodations. If a student has questions or needs an accommodation in the classroom (all medical information is treated confidentially), contact:

Trudy Luken, Director

Student Accessibility Services (SAS)
Corbett Center Student Union, Rm. 208
Phone: (575) 646-6840
E-mail: sas@nmsu.edu

Website: <http://sas.nmsu.edu/>

NMSU policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veteran status.

Furthermore, Title IX prohibits sex discrimination to include sexual misconduct: sexual violence (sexual assault, rape), sexual harassment and retaliation.

For more information on discrimination issues, Title IX, Campus SaVE Act, NMSU Policy Chapter 3.25, NMSU's complaint process, or to file a complaint contact:

Lauri Millot

Title IX Coordinator

Agustin Diaz

Title IX Deputy Coordinator

Office of Institutional Equity (OIE)
O'Loughlin House, 1130 University Avenue
Phone: (575) 646-3635
E-mail: equity@nmsu.edu

Website: <http://eeo.nmsu.edu/>

Other NMSU Resources:

NMSU Police Department: (575) 646-3311 www.nmsupolice.com

NMSU Police Victim Services: (575) 646-3424

NMSU Counseling Center: (575) 646-2731

NMSU Dean of Students: (575) 646-1722

For Any On-campus Emergencies: 911

Academic Learner Services Support

Various student academic learner services are available to students, including:

Library Services: <http://library.nmsu.edu/> Tel: 575-646-1508

Readiness Assessment: <https://distance.nmsu.edu/prospective-students/> Department of Distance Education, Tel: (575) 646-5632

Testing Services: <https://sas.nmsu.edu/testing> Student Accessibility Services, Tel: (575) 646-6840

Math Testing Services: <https://www.math.nmsu.edu/msc/> 1290 Frenger Mall, Tel: (575) 646-3901

Tutoring: Campus Tutoring: <https://campustutoring.nmsu.edu/> [Corbett Center Student Union](#), Room 206, Tel: (575) 646-6050

Writing Center: <https://towc.nmsu.edu/> Location: Clara Belle Williams Hall, Room 102

Math Center: <https://www.math.nmsu.edu/msc/> Walden Hall Room 101, Tel: (575) 646-5743

Online Orientation: <http://awo.nmsu.edu/> [Educational Services Center](#), Room 6, Tel: (575) 646-8038

For further information consult: <https://www.nmsu.edu/inside/current-students/>

Student Support Services

Various student support services are available to students, including:

Center for Advising and Academic Support: <https://advising.nmsu.edu/> Garcia Center, Tel: (575) 646-2941

Registrar's Office: <https://registrar.nmsu.edu/> Educational Services Building, Tel: (575) 646-3411

Financial Aid and Scholarship Services: <https://fa.nmsu.edu/> Tel: (575) 646-4105

Aggies Health and Wellness Services (medical, counseling and social services): <https://wellness.nmsu.edu/> Tel: (575) 646-2731

Technical Support

The ICT Customer Service Center is equipped to deal with all of your information technology (IT) and telecommunications needs at NMSU. The ICT Customer Service Center hours of

operation are from 8:00 am until 5:00 pm Monday through Friday Mountain Time. Please feel free to contact them at 646-1840 or via e-mail at helpdesk@nmsu.edu.

You can also go to the [Student Technology Help](#) web page and [Student Resources](#) located at the [Canvas](#) web page for additional information on Canvas.

Accessibility of eLearning Tools

This course uses several additional software programs and technologies. Please read the following for more information about their accessibility

- Canvas Accessibility Standards and helps: <https://www.canvaslms.com/accessibility>
- SoftChalk Accessibility Standards: <http://softchalk.com/products/cloud/accessibility/>
- YouTube Accessibility Help: <https://support.google.com/youtube/answer/189278?hl=en>>

VPAT Statements

A Voluntary Product Accessibility Template, or VPAT, is a standardized form developed by the Information Technology Industry Council to show how a software product meets key regulations of Section 508 of the Rehabilitation Act. These are the VPATS for the primary eLearning tools in this course.

- Canvas-compatible Screen Readers: [VoiceOver](#) (Mac), [JAWS](#) (PC)
- [Adobe Products: Section 508 VPATs for](#) (Adobe Connect 9, Adobe Acrobat, and more)
- [Apple Products: Section 508 VPATs for](#) (Safari Web Browser, Mac OS X, and more)
- [Microsoft Products: Section 508 VPATs for](#) (Internet Explorer, Office, Skype, and more)
- [Google Products: Section 508 VPATs for](#) (Google Earth, Chrome Web Browser, Google Docs, and more)
- [Firefox Web Browser: Section 508 VPAT](#) (version 3.5 and up)

There are no sites used in our course where students have to establish an account and password.

Privacy Policies

We take protecting and honoring your privacy very seriously at NMSU. Please note that several software and technology materials are used in the course. Their privacy policies are noted below.

- Canvas Privacy Policies <https://www.canvaslms.com/policies/privacy>
- SoftChalk Privacy Policies <http://softchalk.com/about/privacy-policy/>
- YouTube Privacy Guidelines: https://www.youtube.com/static?template=privacy_guidelines
- [Adobe Reader 11 Voluntary Product Accessibility Template](#)
- [Firefox Browser Statement](#)
- [Chrome and other Google Products](#)
- [Microsoft Products](#)
- [Safari Browser and other Apple Products](#)

Course Schedule/Calendar

Course Schedule/Calendar—Govt. 100G, Fall 2018—Mini Semester II			
Class Week	Topic	Exam, Assignment, Discussion Due Dates and University Deadlines	Assigned Reading and viewing for This Class
10/8-10/12	Course Introduction (Module 1)	Buy text; review syllabus and schedule; explore all homepage links; post some information about yourself, your career ambitions, and any experience you have had working in politics or government on the Introductions Discussion Board	Syllabus, Schedule, explore all links on homepage
10/15-10/19	What is Politics (Module 1)	10/15-10/16 Submit Assignment 1 (Chap. 1);	Chap 1 text, PPT and video- <i>Crash Course U.S. Government and Politics</i> (6:46)
	The Declaration of Independence; The Constitution (Module 1)	10/17-10/18 Submit Discussion 1: a posting and a response to a posting (Appendix)	Textbook Appendix
10/22-10/26	The Constitution: Rules of the Game (Module 1)	10/22-10/23 Submit Assignment 2 (Chap. 2)	Chap 2 text, PPT and video- <i>The U.S. Constitution—Breaking down the Articles</i> (9:22)
	The Executive Branch (Module 2)	10/24-10/25 Submit Discussion 2: a posting and a response to a posting (Chap. 3)	Chap 3 text, PPT and video- <i>What Is the Executive Branch of the U.S. Government?</i> (3:30)
10/29-11/2	The Legislative Branch (Module 2)	10/29-10/30 Submit Assignment 3 (Chap. 4)	Chap 4 text, PPT and video- <i>What Is the Legislative Branch of the U.S. Government?</i> (4:28)

	The Judicial Branch (Module 3)	10/31-11/1 Submit Discussion 3: a posting and a response to a posting (Chap. 5)	Chap 5 text, PPT and video- <i>What Is the Judicial Branch of the U.S. Government?</i> (3:09)
11/5-11/9	(Module 3)	Review and prepare for Exam 1	Chap 1, 2, 3, 4, & Appendix
	(Module 3)	11/6: Exam One (Chapters 1 through 4 and Appendix)--exam available online from 12:05 am-11:10 pm	
11/12-11/16	Civil Rights and Liberties (Module 3)	11/12-11/13 Submit Assignment 4 (Chap. 6).	Chap 6 text, PPT and video- <i>Civil Rights & Liberties</i> (7:55)
	Voters and Political Parties (Module 4)	11/14-11/15 Submit Discussion 4: a posting and a response to a posting (Chap. 7)	Chap 7 text, PPT and video- <i>What are Political Parties?</i> (5:00)
No class 11/19-11/23: Thanksgiving Break			
11/26-11/30	Interest Groups and the Media (Module 4)	11/26-11/27 Submit Assignment 5 (Chap. 8)	Chap 8 text, PPT and video- <i>Interest Groups</i> (5:08)
	Who Wins, Who Loses (Module 4)	11/28-11/29 Submit Discussion 5: a posting and a response to a posting (Chap. 9)	Chap 9 text, PPT and video- <i>In America, Does Pluralist Democracy Still Work?</i> (2:00)
12/3-12/7	(Module 4)	12/4: Exam Two (Chapters 5 through 9)--exam available online from 12:05 am-11:10 pm	

Syllabus Modifications Statement

The instructor reserves the right to revise the course syllabus and schedule if necessary. Students will be notified of any such changes via a Canvas message (email) and Canvas announcement as soon as the change is made.