

# POS 2041: UNITED STATES FEDERAL GOVERNMENT

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**Course:** POS 2041: United States Federal Government

**CRN:** 21844 Section W56

**Term:** Spring 2018 (201820)

**Location:** West Campus Building 11 Room 217

**Duration:** January 08 – April 30

**Class Time:** Friday 1000 - 1245

**Instructor:** Professor John D. Granger

**Email:** jgranger@valenciacollege.edu

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## Overview:

In this course basic aspects of the federal government are studied. Emphasis is placed upon content and interpretation of the Constitution, Federalism, Congress, the Presidency, the federal court system and the citizen's connection to the federal government by means of elections, political parties, interest groups and public opinion. This course partially satisfies the writing requirement of S.B.E. 6A-10.030.

## Enrollment Requirements:

Prerequisite: ENC 1101 with a grade of "C" or higher or corequisite ENC 1101.

## Course Materials:

Patterson, Thomas E. *We the People: An Introduction to American Government, 11<sup>th</sup> Edition*. New York: McGraw Hill, 2015

ISBN: 9780078024795

New: \$177.00

Used: \$132.75

Rent New: \$115.05

Rent Used: \$79.65

Florida law, 6A-14.092 Textbook Affordability, requires instructors to post course textbook information prior to the start of each term, giving students the time needed to locate and purchase their books at the lowest price. By utilizing resources such as textbook rental companies and online bookstores, students can significantly defray the cost of their textbooks each semester.

Pursuant to Section 1004.085, F.S., institutions within the Florida College System shall:

- (1) Adopt textbooks no later than forty-five (45) days prior to the first day of classes to allow sufficient lead time to bookstores to work with publishers so as to confirm availability of the requested materials and to ensure maximum availability of used books. Where courses are added after this forty-five (45) day deadline, textbooks for such courses shall be adopted as soon as is feasible to ensure sufficient lead time.
- (2) Pursuant to Section 1004.085(3), F.S., for those classes added after the thirty (30) day notification deadline, institutions shall post textbook information on their websites immediately as such information becomes available.
- (3) Collect and maintain, before textbook adoption is finalized, written or electronically transmitted certifications from course instructors attesting:
  - (a) That all textbooks and other instructional items ordered will be used, particularly each individual item sold as part of a bundled package; and,
  - (b) The extent to which a new edition differs significantly and substantively from earlier versions, and the value of changing to a new edition.
- (4) Provide assistance as requested by the statewide textbook affordability workgroup established by the Department of Education to recommend policies and strategies that address the availability of required textbooks to students otherwise unable to afford the cost. The workgroup shall consist of nine representatives from institutions within the Florida College System chosen based on variable student enrollment (small and large student populations), geographic location (north, central and south) and economic status of student body (high population receiving need-based financial aid). A report shall be submitted by the workgroup to the State Board of Education by December 1, 2009, that identifies the policies.

**Course Grading:**

100 – 90 A, 89 – 80 B, 79 – 70 C, 69-60 D, 60 and below F

**Grade Composition:**

Midterm Exam	300 points
Final Exam	300 points
Assignments	300 points
Attendance	100 points
Total Points	1,000 points

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## Section I - Blackboard:

Blackboard is Valencia College's course platform (<https://Atlas.valenciacollege.edu>). Students are required to familiarize themselves with the course's Blackboard site the first week of class. Students can find the course assignments, notes, and assessments in Blackboard.

The following screenshot (SS-1) shows the, class notes, assignment-projects and assessment folders under the heading POS 2041: Content: Assignment-Projects, Class-Notes, Assessments.

### SS-1 (Folders in POS 2041: Content: Assignment-Projects, Class-Notes, Assessments)

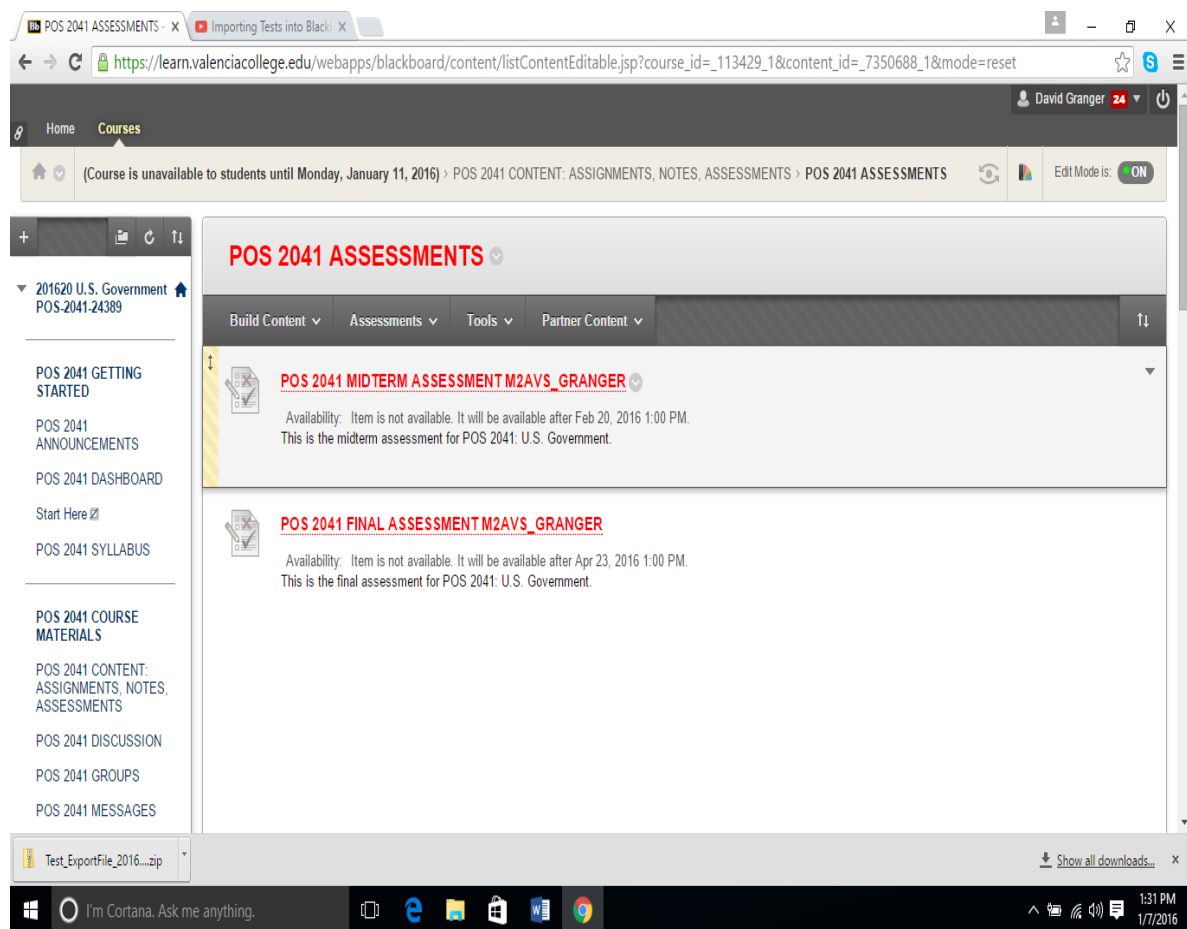
## Section II - Assessments:

Students will take two assessment exams, a midterm and a final assessment, worth 250 points each. The exams are posted in Blackboard for students to take at their own convenience. There is an opening and a closing date for each exam provided in the course schedule. Exams open at a specified date allowing students a window of up to five days to take the exam. Students may take the exam at any time during the window. However, once the exam is begun, it must be completed. The amount of time allotted to

take the exam once begun is three hours. Students cannot log out of the exam and return at a later time to take the exam. It is strongly recommended that students take the exam on a compatible computer and not at their place of employment. Employers often have protocols that prohibit unauthorized uses as well as software that may prevent students from accessing Blackboard. If you have doubts about the compatibility of your computer, please take the exam in the West Campus Atlas Lab located in SSB-102. I do not provide a study guide for the assessments; however, I do provide an in-class review during the class before the window opens. It is your responsibility to attend the review, acquire and print-out the notes, etc. If you fail to take the assessment on time, see Section X – Make-Up Policy.

The following screenshot (SS-2) shows the, assessment folders under the heading POS 2112: State and Local Politics Assessments.

**SS-2 (Midterm and Final Assessment Folders in POS 2041: U.S. GOVERNMENT Assessments)**



### Section III – Assignment-Projects:

Students have four assignment-projects to complete. Each of these assignments is related to a theme covered in the course and is designed to strengthen the four competencies of Think, Value, Act and Communicate. The assignments are posted in Blackboard where students can access the instructions, articles, and questions. There is an opening and closing date for each assignment provided in the course schedule. Students will not be able to access the assignments after the window closes without permission from the instructor. It is recommended that students print out the materials for the assignment and provide a hard copy of the completed assignment to the instructor in class.

The following screen shot (SS-2) shows the assignments for the course in the POS 2041: U.S. Government Assignments-Projects folder.

#### SS-2 Assignment-Projects in the POS 2041: U.S. Government Assignment-Projects Folder

The screenshot displays the Blackboard interface for the course POS 2041: U.S. Government Assignments-Projects. The main content area shows three assignment project folders:

- POS 2041 ASSIGNMENT-PROJECT I: DEMOCRACY**
  - Enabled: Statistics Tracking
  - This folder contains the documents for Assignment-Project I: "Democracy and Ralph's Pretty Good Grocery: Elections, Equality, and Minimal Human Being"
  - Folder Contains:
    1. Article
    2. Questions
    3. Student Examples
    4. In-Class Response Sheet
- POS 2041 ASSIGNMENT-PROJECT II: CIVIL LIBERTIES & CIVIL RIGHTS**
  - Enabled: Statistics Tracking
  - This folder contains the documents for Assignment-Project II: Secretary of State Clinton's Speech before the United Nations on Civil Rights of LGBTs.
  - Folder Contains:
    1. Transcript of Speech
    2. Questions
- POS 2041 ASSIGNMENT-PROJECT III: FEDERAL ELECTED OFFICIALS**
  - Enabled: Statistics Tracking
  - This folder contains the documents for Assignment-Project III: Federal Elected Officials.
  - Folder Contains:

The left sidebar contains navigation links for the course, including "POS 2041 GETTING STARTED", "POS 2041 ANNOUNCEMENTS", "POS 2041 DASHBOARD", "POS 2041 SYLLABUS", "POS 2041 COURSE MATERIALS", "POS 2041 CONTENT: ASSIGNMENTS, NOTES, ASSESSMENTS", "POS 2041 DISCUSSION", "POS 2041 GROUPS", "POS 2041 MESSAGES", "POS 2041 RESOURCES", "POS 2041 MY GRADES", "POS 2041 TUTORING", "Student Resources", and "Valencia 101".

### Section IV - Notes:

The notes used in the classroom are accessible from the course Blackboard site. You are strongly encouraged to download, print out the notes, and bring them to class. The notes are from the textbook and provide a chapter-by-chapter synopsis. Some topics covered in the course utilize my notes.

The following screen shot (SH-3) shows the Notes for the course in the POS 2041: U.S. Government Class Notes folder.

## SS-3 Notes in the POS 2041: U.S. Government Class Notes Folder

The screenshot displays a Blackboard course page titled "POS 2041 CLASS NOTES". The page is organized into a sidebar on the left and a main content area on the right. The sidebar contains navigation links for "201620 U.S. Government", "POS 2041-24389", "POS 2041 GETTING STARTED", "POS 2041 ANNOUNCEMENTS", "POS 2041 DASHBOARD", "Start Here", "POS 2041 SYLLABUS", "POS 2041 COURSE MATERIALS", "POS 2041 CONTENT, ASSIGNMENTS, NOTES, ASSESSMENTS", "POS 2041 DISCUSSION", "POS 2041 GROUPS", "POS 2041 MESSAGES", "POS 2041 RESOURCES", "POS 2041 MY GRADES", "POS 2041 TUTORING", "Student Resources", and "Valencia 101".

The main content area lists four chapters, each with a document icon and a dropdown arrow:

- POS 2041 CHAPTER 1**  
Enabled: Statistics Tracking  
Attached Files: WTP9\_Shorter\_Lecture\_Ch01.ppt (5.833 MB)  
Class Notes for Chapter 1.
- POS 2041 CHAPTER 2**  
Enabled: Statistics Tracking  
Attached Files: WTP9\_Shorter\_Lecture\_Ch02.ppt (7.504 MB)  
Class Notes for Chapter 2.
- POS 2041 CHAPTER 3**  
Enabled: Statistics Tracking  
Attached Files: WTP9\_Shorter\_Lecture\_Ch03.ppt (6.417 MB)  
Class Notes for Chapter 3.
- POS 2041 CHAPTER 4**  
Enabled: Statistics Tracking  
Attached Files: WTP9\_Shorter\_Lecture\_Ch04.ppt (6.622 MB)  
Class Notes for Chapter 4.

The Windows taskbar at the bottom shows the time as 1:09 PM on 1/7/2016.

### Section V - Rubrics:

The rubrics for assignments and short answers on exams is provided below. The rubric for assignments takes into account the elements of: thesis, logic, structure, mechanics, and sources. Each of these is weighted equally at twenty percent. The rubric for short answer questions is not as extensive and takes into account: relevancy (Did the student understand and address the questions?), clarity (depth, reflection, and insight), incorporation of information (lectures, assignments, etc.), organization, and mechanics.

The following illustration is the rubric guideline for essays and short-answers.

<b>RUBRIC FOR ESSAY ORIENTED ASSIGNMENTS</b>						
<b>ELEMENTS</b>	<b>WEIGHT</b>	<b>LEVELS OF ACHIEVEMENT</b>				
		<b>D-F</b>	<b>C</b>	<b>B</b>	<b>A-</b>	<b>A</b>
		<b>60%</b>	<b>70%</b>	<b>80%</b>	<b>90%</b>	<b>95%</b>
		<b>FAILS</b>	<b>NEEDS IMPROVEMENT</b>	<b>SATISFACTORY</b>	<b>GOOD</b>	<b>EXEMPLARY</b>
<b>THESIS</b>	<b>20%</b>	No identifiable thesis or thesis shows lack of effort or comprehension of assignment.	Difficult to identify, inconsistently maintained, or provides little around which to structure essay.	Somewhat defined though it may be too broad or unclear, Topic may be addressed but essay digresses at times.	Promising but may lack insight or originality.	Easily identifiable, interesting, plausible, novel, sophisticated, insightful, and clear.
<b>LOGIC &amp; ARGUMENTATION</b>	<b>20%</b>	No effort made to construct a logical argument. Failure to support thesis.	Little attempt to offer support for key claims or to relate evidence to thesis. Reasons offered may be irrelevant. Little to no effort to address alternative perspectives, etc.	Arguments of mediocre quality, undeveloped reasons offered in support of key claims. Counterarguments mentioned without rebuttal.	Argument is clear and flows logically and makes sense. Some counter-arguments acknowledged, though not addressed fully.	Arguments are identifiable, reasonable, and sound. Clear reasons are offered in support of key claims. Author anticipates and successfully grapples with counter-arguments.
<b>STRUCTURE &amp; STYLE</b>	<b>20%</b>	No evident structure or organization. No transitions between major points.	Unclear, unfocused, disorganized, lacking in unity, transitions abrupt or confusing, context unclear.	Generally unclear, unfocused, readers around. Few or weak transitions. Does not provide sufficient information, explanation, and context for readers.	Generally clear and appropriate, though may wander at times. May have some unclear transitions or lack of coherence. Provides some appreciation of reader's need for information, explanation, and context.	Evident, understandable, appropriate for thesis. Essay is focused and unified. Words chosen effectively. Excellent transitions between points. Anticipates reader's needs for information, explanation, and context.
<b>MECHANICS</b>	<b>20%</b>	Difficult to understand because of significant problems with sentence structure, grammar, punctuation, and spelling.	Several problems with sentence structure, grammar, punctuation, and spelling.	Some problems with sentence structure, grammar, punctuation, and spelling.	Sentence structure, grammar, punctuation, and spelling are strong despite occasional errors.	Correct sentence structure, grammar, punctuation, and spelling.
<b>SOURCES (When applicable)</b>	<b>20%</b>	No attempt made to incorporate information from primary and secondary sources.	Very little information from sources. Poor handling of sources.	Moderate amount of source information incorporated. Some key points supported by sources. Quotations may be poorly integrated. Some possible lapses with source citations.	Draws upon sources to support main points. Some evidence may not support the thesis or may appear where inappropriate. Quotations integrated well into paragraphs. Sources cited correctly.	Draws upon primary and secondary source information in useful and illuminating ways to support key points. Excellent integration of quoted material into paragraphs. Sources cited properly.

<b>RUBRIC FOR SHORT ANSWER EXAM QUESTIONS AND QUIZZES</b>		
<b>UNSATISFACTORY</b>	<b>COMPETENT</b>	<b>EXEMPLARY</b>
Fails address the question or demonstrates an inadequate or partial grasp of the question.	Demonstrates an adequate understanding of the question.	Demonstrates an accurate and complete understanding of the question.
Answers lack clarity, may be confused, omit significant facts or is otherwise incomplete.	Answer displays basic knowledge of the issue.	Answer displays clarity of thought, depth of reflection, and insight.
Does not incorporate pertinent information from lectures or assigned readings.	Incorporates some information from lectures and assigned readings but not in an overly thorough manner.	Incorporates pertinent details from lectures and assigned readings, providing evidence for key claims when needed.
Substantially digresses from the central issue.	Usually maintains focus may occasionally digress from the central issue.	Maintains focus, avoids being sidetracked.
Significant problems with clarity, concision, and organization making the information presented difficult to comprehend.	Presents information fairly clearly and concisely, may have minor organization problems.	Presents answer clearly and concisely, in an organized manner.
May merely restate the question and offer an irrelevant or undeveloped response.	Does more than merely restate the question and offer a brief response.	Does much more than merely restate the question and offer a brief response.
May contain enough distracting grammar, spelling, etc. errors to make it substantially incomprehensible.	Uses acceptable style and grammar (contains one or a few errors)	Uses elements of style and grammar well.

**Section VI - Attendance:**

Attendance is required and will be taken at the start of each class. Attending class is an integral part of success in the course. The attendance record is also important in terms of administrative, scholarship, and employment requirements, inter alia. Repeated absences will affect your grade. Each class begins with the coverage of administrative matters related to the syllabus and schedule-agenda, etc. If you arrive late, you will miss the coverage of administrative matters, and I will not repeat the administrative matters covered again.

**Section VII - Late Policy:**

Continual tardiness will not be tolerated. If you arrive late, you will be noted in the record as absent that day. Make allowances to attend class on time: employment, childcare, etc. are not viable excuses for continual tardiness. It is understandable that circumstances, *casus fortuitis*, do happen. Simply tell the instructor and provide a note, etc. if necessary. If you leave the classroom without permission, do not come back. If you need to leave the classroom for an emergency, raise your hand and ask permission from the instructor. If you continually leave the class without permission in absence of an emergency, then I may recommend that you withdraw from the course or I may refer you to the dean for possible removal from the class. Leaving and reentering the classroom is a distraction to the instructor and students as well as rude and unprofessional.

If the instructor does not arrive to the classroom on time, in the absence of a “class-cancelled” notice posted on the door, you are instructed to wait twenty minutes for the instructor to arrive. If the instructor does not arrive after twenty minutes you may leave and you will not be penalized for attendance. The instructor will reschedule the agenda for the class and will make a good faith effort to notify students by email.

**Section VIII - Withdrawal Policy:**

Per Valencia College’s Policy 4-07 (Academic Progress, Course Attendance and Grades and Withdrawals), a student who withdraws from class before the withdrawal deadline, March 30, 2018, will receive a grade of “W.” It is your responsibility to withdraw yourself from the class. If you wish to withdraw after the deadline of March 30, 2018, you will need to gain approval from the instructor or the college to do so. No withdrawals, for any reason, can be made after April 22, 2018.

If you are inadvertently withdrawn due to non-payment or other financial-aid related reasons, you will not be automatically reenrolled in the class. It is your responsibility to settle matters concerning financial-aid, etc. Once you have settled your matter, obtain the appropriate documentation and contact me if you wish to reenroll.

**Section IX – In-Class Participation:**

Participation in this course is largely discursive. Accordingly, students are encouraged to discuss the topics and issues related to the study of U.S. Government and state and local politics. Students are encouraged to voice their theories, thoughts, and opinions. However, it is asked that students show respect towards the opinions, beliefs, and sentiments of other students. Because this course covers topics and themes related to politics and government, coverage of controversial and debatable issues cannot be avoided. Discursion of such issues is not only part-and-parcel of any political science, government, or civics course, but part-and-parcel of democracy. Sustainable and viable democracy requires a citizenry that is capable of and willing to provide a voice to issues. If a topic or issue covered or debated in class affects you in a detrimental way, please feel free to discuss the matter with the instructor by appointment or before or after class.



**Section X - Make-Up Policy:**

If you miss an assessment, *casus fortuitous*, you have the opportunity to take a substitute, paper-based assessment available in the testing center located in Building 11-142. The period of time that you can take the substitute assessment will be determined by the instructor based on assessment of the circumstances concerning the missed assessment. After you receive permission to take the substitute assessment, it is your responsibility to follow through with taking the substitute assessment within the window of time determined by the instructor. If you fail to follow through with taking the substitute assessment, withstanding *casus fortuitous*, you will not be afforded a second opportunity.

If you fail to provide an assignment on time, you will generally not be allowed to turn it in late. It is your responsibility to organize your time concerning assignment due dates. Excuses concerning academic workload, employment, inter alia will not suffice. Albeit, circumstances, *casus fortuitous*, do happen. Such circumstances often involve accidents, acute illness, deaths of family members and friends, inter alia. It is your responsibility to notify the instructor as soon as possible should such a circumstance happen. I do not give extra credit as it is not fair to those students who act responsibly.

**Section XI - Academic Progress:**

Academic progress is recorded in my spreadsheet and attendance is updated on a weekly basis. At the approximate midpoint of the class, after the midterm assessment and Assignment-Projects I and II are due, your midterm grade for the class will be available. I encourage you to review your midterm grade and ask questions about your academic standing in the course at the time.

**Section XII – Student Conduct:**

This syllabus constitutes a contractual agreement. Concerning conduct, you are obligated to uphold all of Valencia College’s policies regarding classroom conduct. Students are strongly encouraged to familiarize themselves with the Valencia College Code of Conduct as provided in the handbook. The link for the handbook is provided below. [http://valenciacollege.edu/osd/documents/Handbook2012\\_2013.pdf](http://valenciacollege.edu/osd/documents/Handbook2012_2013.pdf). See college policy 6HX28: 10-16 and 6HX28:10-18. Violation of the Student Code of Classroom Conduct shall constitute grounds for student disciplinary action as provided by policy HX28: 10-14.

Upon entering the classroom, students are subject to the following rules of conduct. Students are expected to behave respectfully towards the instructor and other students. Once the class begins do not chat with other students. Turn off cell phones or place cell phones on vibrate and answer only emergencies. If it is an emergency, inform the instructor and leave the classroom to answer the call. Do not surf the internet, play games, chat, make calls, text, etc. with electronic devices in class. The instructor will ask you to stop. If you continue, the instructor will ask you to leave the class and disciplinary

measures may be taken. Do not listen to or play music, etc. upon entering the class. Remove earbuds, headphones, and bluetooth devices upon entering the classroom. If you do not remove them, I will ask you to remove them. If you do not comply, I may ask you to hand me the device for the duration of the class, ask you to leave the class, or refer you to the dean for possible removal from the class. Do not work on assignments from other classes, etc. in class. Do not consume snacks, food, or meals in the classroom; however, you can bring a beverage as long as the container has a lid. Do not bring children, friends, or guests to class. You may not have someone act as a substitute for you in your absence from class. You may not sleep in class. If you cannot stay awake in class, then either leave the classroom for the duration of the class or ask the instructor for permission to leave to get a caffeinated beverage, etc. Sleeping in class is extremely rude and unbecoming as a student. Do not act belligerent or rude towards the instructor. If you have a class-related issue to discuss with the instructor, speak to the instructor before or after class or make an appointment. If you act verbally or physically aggressive towards the instructor or other students, security will be notified immediately. If you continually violate any of the rules of conduct, I will give you an in-class warning, ask you to leave the class, or refer you to the dean for possible removal from the class. I reserve the right as the instructor to call you out in class for conduct issues if the behavior or action disrupts the learning environment or makes the instructor or students uncomfortable.

I prefer that you not use your laptop computer or similar electronic devices in class. If you absolutely must use these devices for learning purposes, i.e. note-taking, then notify me beforehand. I reserve the right to check on your use of the laptop or electronic devices during class even if I gave you permission to use them. If you do not comply with the policy, you will be warned, asked to leave the class, or referred to the dean for possible removal from the class.

In classes of long duration, greater than 50 minutes, a break of five minutes will be given on the hour. Use the break to revitalize if necessary by getting a caffeinated beverage, going to restroom, etc. Be mindful of the time and make a good faith effort to return to class on time. I will promptly restart the class after five minutes. If I forget to give you the break on the hour, please feel free to remind me about it.

### **Section XIII – Academic Integrity:**

Academic integrity refers to the ethical standards and policies that govern how students produce work in a university or college. Instructors should create an environment in which honesty is encouraged, dishonesty discouraged, and integrity is openly discussed. Students are obligated not only to follow these principles, but also to take an active role in encouraging other students to respect them.

Instructors often ask students to work collaboratively with others on written projects, oral presentations, inter alia. The guidelines for collaborative work differ substantially from course to course, but in most cases part or all of a collaborative project must be completed independently. The Instructor will make clear, in writing, expectations for collaborative

work. Students should make sure they understand what is expected of them; they are responsible for knowing when collaboration is permitted, and when not. Handing in a paper or project written entirely by a member of one's collaborative group, except when given permission to do so by the instructor, is an act of academic dishonesty.

Almost all the types of academic dishonesty described below have to do with working with others or using the work of others. This is not to suggest that working with others or using their work is wrong. Indeed, the heart of the academic enterprise, learning itself, is based on using the ideas of others to stimulate and develop your own. In this sense, almost all academic work is collaboration; therefore, academic integrity focuses on those acts that demean or invalidate fruitful collaboration.

The following are some types of academic dishonesty.

- Cheating involves using or attempting to use unauthorized materials in any academic exercise or having someone else do work for you. Examples of cheating include looking at another student's paper during a test, bringing an answer sheet to a test, obtaining a copy of a test prior to the test date or submitting homework borrowed from another student.
- Fabrication is inventing or falsifying information. Examples of fabrication include inventing data or statistics for an experiment you did not do or did not do correctly or making reference to sources you did not use in a research paper.
- Facilitating academic dishonesty involves helping someone commit an act of academic dishonesty. This includes giving someone a paper or homework to copy from or allowing someone to cheat from your assessment. It can also include other acts such as soliciting answers or asking others or a service to write a paper, do a project, etc.
- Plagiarism. Using the words or ideas of another writer without attribution. Plagiarism ranges from copying someone else's work word for word, to rewriting someone else's work with only minor word changes, to summarizing work without acknowledging the source. The instructor and the writing center can help you with clarifying what constitutes plagiarism.
- Multiple submission is the submittal of work you have done in previous classes as if it were new and original work. Although the instructor may occasionally be willing to let you use previous work as the basis of new work, the instructor expects you to do new work for each class. Students seeking to submit a piece of work to more than one class must have the written permission of both instructors.
- Abuse of academic material include harming, appropriating or disabling academic resources so that others cannot use them. This includes cutting tables and illustrations out of books to use in a paper, stealing books or articles and deleting or damaging computer files intended for others' use.

- Deception and misrepresentation concerns misrepresenting your work, academic records or credentials. Examples of deception and misrepresentation include forging signatures, forging letters of recommendation and falsifying credentials in an application. Of particular concern, given the current popularity of collaborative projects, is taking credit for group work to which you did not contribute significantly or meet your obligations. In a collaborative project, all members of the group are expected to do their share. Group members may work together on each phase of the project or they may divide the tasks--one person might do background research; another might take charge of the lab experiments; another might be responsible for drafting the report. Even in a modular project, however, each member of the group is responsible for being familiar and involved with the entire project. The instructor will provide clear instructions on your individual and collective responsibilities.
- Electronic dishonesty involves using network access inappropriately, in a way that affects a class or other students' academic work. Examples of electronic dishonesty include using someone else's authorized computer account to send and receive messages, breaking into someone else's files, gaining access to restricted files, disabling others' access to network systems or files, knowingly spreading a computer virus or obtaining a computer account under false pretenses.
- Carelessness occurs when students make minor mistakes in completing academic assignments. Mistyping one of many endnotes in a long paper, for example, may in most cases be considered a careless mistake, rather than an act of deliberate dishonesty. When students make multiple mistakes in acknowledging sources, however, these mistakes cannot be considered simply careless. Students who copy long passages from a book or a Web source, for example, make a deliberate choice to do so. Such students have taken a short cut; instead of explaining the source of their ideas, they have simply stolen ideas from others. In such cases, carelessness is a form of dishonesty.

If you notice an act of academic dishonesty, report it to the instructor. Valencia College's Policy 6Hx28:8-11 notes the following:

Anyone observing an act of academic dishonesty may refer the matter to the professor, as an academic violation, and/or to the Dean of Students or designee, as a violation of the Student Code of Conduct (6Hx28:8-03). When the professor has reason to believe that an act of academic dishonesty has occurred, the professor may proceed in one of three ways:

- A. The professor may choose to consider the act of academic dishonesty to be an academic offense, and using his/her academic judgment may assign an academic sanction to the responsible student, following a discussion of the matter with the student and any other appropriate persons. Academic penalties may include, without limitation, one or more of the following: loss of credit for an assignment, examination, or project; withdrawal from course; a reduction in the course grade; or a grade of "F" in the course. If the student disagrees with the decision of the professor, the student

may seek a review of the decision subject to and in accordance with Policy 6Hx28:8-10, Student Academic Dispute and Administrative Complaint Resolution.

- B. The professor may choose to consider the act of academic dishonesty to be a violation of the Valencia Student Code of Conduct, and may refer the matter for resolution in accordance with Policy 6Hx28:8-03. Disciplinary penalties for academic dishonesty may include, without limitation, warning, probation, suspension and/or expulsion from the College. Any appeal of disciplinary sanctions will occur subject to and in accordance with Policy 6Hx28:8-03.
- C. The professor may choose to consider the act of academic dishonesty as warranting both an academic and disciplinary sanction. In this case, a professor should refer the matter for resolution in accordance with Policy 6Hx28:8-03, Student Code of Conduct, and when appropriate, should withhold any academic sanctions until such time as the disciplinary process is concluded and the student has been found responsible for violating college policy. If the student is found responsible for violating the Student Code of Conduct, the professor may then assign academic sanction in addition to any assigned disciplinary sanction. Any appeal of disciplinary sanctions will occur subject to and in accordance with Policy 6Hx28:8-03, and any review of academic sanctions will occur subject to and in accordance with Policy 6Hx28:8-10.

#### **Section XIV - Students with Disabilities:**

Students with disabilities that require accommodations should inform the instructor at the beginning of the semester. The contact information for the Office of Student Disabilities on the West Campus is SSB, Rm. 102 Ph: 407-582-1523 (<http://valenciacollege.edu/osd/>).

The Americans with Disabilities Act gives students the right to use assistive technology or a suitable alternative, in both the classroom and in the taking of assessments, etc., if this has been determined to be an appropriate accommodation for their disability. ADA procedures require that such accommodations be reached by the campus ADA coordinator in consultation with the student and that they be communicated in writing to the instructor with the student's consent. Instructors may work with students and the ADA coordinator to determine the most effective way to implement the accommodation. Whenever possible, students should be allowed to use the assistive technology without disclosing their disability. For advice and guidance please consult with Valencia College's ADA Coordinator.

#### **Section XV – Desired Learning Outcomes:**

The desired outcome for this course is to increase student competency in terms of Thinking, Valuing, Communicating, and Acting as they relate to U.S. Government. For most students, this is their first and last academic experience with U.S. Government. Therefore, it is important that the course focus on providing a basis for practical application. In terms of **THINKING**, students will review and critique the theories and institutions of democracy. Students will review and critique the U.S. Constitution and the paradoxes of federalism in

U.S. history and government. Students will learn to **VALUE** democratic government while comparing it to alternative regime types. Students will exercise **COMMUNICATION** skills through discourse on themes. Students will **ACT** as political participants based on their knowledge of U.S. government.

The keys to success in this course are as follows:

- Organize and plan time for the class (Professionalism)
- Attend each class and arrive on time. (Professionalism)
- Pay attention and participate. (Attentiveness)
- Ask questions for clarification of policy matters, academic progress, etc. Speak up; do not make assumptions. (Assertiveness)
- Turn assignments in on time and accept responsibility for lapses of judgment. (Professionalism)
- Accept constructive criticism. (Professionalism)
- Understand that learning is not just for employment. Learning is a part of growing as a person and participating as an informed citizen. (Personal Growth)

#### **Section XVI - Computer/Equipment Use Policy:**

Use of computers in the Business, IT, and Public Service classrooms at Valencia State College is restricted to those activities designated by the instructor to enhance the class materials. Any other use is forbidden. Inappropriate use includes, but is not limited to,

- Use of the computer to send email or access internet sites not specifically assigned in class.
- Use of the computers for job, internship, homework or other activities not assigned in class.
- Modifying any hardware or software system configuration or setting.
- Activities not in accordance with the Valencia Student Code of Conduct.

Computer use is remotely monitored; any student using computers inappropriately may be subject to dismissal from class or banishment from the lab. Subsequent offenses may require referral to the campus administration for further disciplinary action.

#### **Section XVII - Valencia College Identification Cards:**

Your Valencia student identification card is required in order to access the LRC, Testing Center, and IMC. No other form of identification at those locations will be accepted.

## Section XVIII - Privacy Policy:

Valencia College is committed to the protection of students' privacy rights. These rights are covered under the 1974 Family Educational Rights and Privacy Act (FERPA). FERPA grants four specific rights to college students. Section 1002.22, Florida Statute, substantially enacts provisions of FERPA as a matter of state law, with minor variations. Information is also available at <http://www.ed.gov/offices/OI/fpc/ferpa/> Students should become familiar with their FERPA rights as it relates to the protection of their academic and student records.

- the right to see the information that the institution is keeping on the student
- the right to seek amendment to those records and in certain cases append a statement to the record
- the right to consent to disclosure of his/her records
- the right to file a complaint with the FERPA Office in Washington

### Notification of Rights under FERPA Valencia College

The Family Educational Rights and Privacy Act (FERPA) afford students certain rights with respect to their education records. These rights include:

(1) The right to inspect and review the student's education records within 45 days of the day the College receives a request for access.

A student should submit to the registrar, dean, head of the academic program, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request should be addressed.

(2) The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask the College to amend a record should write the College official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If the college decides not to amend the record as requested, the College will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

(3) The right to provide written consent before the College discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

The College discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the College or its Foundation in an administrative, supervisory, academic or research, or support staff position; a person or company with whom the College has contracted as its agent to provide a service instead of using College employees or officials (such as an attorney, auditor, or collection agent); a person serving on the District Board of Trustees or the Foundation Board of Directors or a student or other person serving on an official committee, including without limitations disciplinary, grievance, or scholarship committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional or official responsibilities for the College. Upon request, the College also discloses education records without consent to officials of another school in which a student seeks or intends to enroll or is already enrolled, when the disclosure is for purposes related to the student's enrollment or transfer.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-5901

Instructors and other College personnel cannot disclose or release academic information - including grades, attendance record, inter alia - to anyone other than the student. Even though the person inquiring may be the student's parent, FERPA recognizes students in post-secondary education as adults, regardless of age. The instructor will assume that the student is an adult who is entitled to privacy, even from parents. Under state law, parents may assert their rights to the records if the student is a dependent according to the tax code, and the college has their tax records on file in the Financial Aid Services office.

The instructor's policy, in light of student privacy protections under FERPA, is to not release academic or personal information to anyone other than the student. The student must receive the information in person. I will not provide academic or personal information by email, phone, or other communication mediums. According to Section XI of this syllabus, you will have the opportunity to review your academic status in the course at the approximate midpoint of the semester.

Student information protected under FERPA can be in any form that is directly related to a student and maintained by the college and by those acting for the college. This information may include:



- personal information
- enrollment records
- grades
- schedules

The following are not educational records protected under FERPA.

- Records of instructional, supervisory and administrative personnel kept in the sole possession of the maker of the record and not revealed to anyone other than the maker's substitute;
- Records of a campus law enforcement unit created and maintained by that unit and used solely for law enforcement purposes;
- Employment records, maintained apart from educational records, relating to persons who are employees;
- Records kept and maintained by a health care professional, used solely in connection with treatment and disclosed only to individuals providing treatment; or
- Records which include information about an individual after he or she is no longer a student.

Valencia College may disclose directory information upon request without consent. Valencia College has identified the following as directory information:

- student's name
- major field of study
- dates of attendance
- dates of degrees and awards received

An eligible parent or eligible student has the right to refuse to let the College designate any or all of those types of information about the student as directory information. If you refuse to permit the College to release any or all of those types of directory information, you must inform the Admissions/Records Office in writing within forty five (45) days of the first day of classes of each session. Your decision to refuse the release of any or all of those types of directory information also means that your name will not appear on recognition lists or in news releases, etc. Thereafter, you must provide written consent for the release of information to second parties. The confidential hold will remain on your record until you submit your written consent to release the hold.

### **Section XIX – Communication Policy:**

The primary means of communication for this course will be by email. My official email is [jgranger@valenciacollege.edu](mailto:jgranger@valenciacollege.edu). A secondary, emergency email is [jdgranger26@gmail.com](mailto:jdgranger26@gmail.com). You may discuss course matters with me in person on Thursdays from 0830 to 0930 by appointment. I do not provide my personal cellular number. If you should acquire my cellular number by trolling, etc. please do not call me. I will make a good faith effort to check my email on a daily basis. Questions concerning the course can also be asked before

or after class. I strongly encourage you to ask me first about any issues, academic or policy, concerning the class. If we cannot resolve the issue at this level, I will direct you to an appropriate person or office.

### **Section XX – Outside Help:**

If you require some assistance in academic matters related to the course, the tutoring center and writing lab may be able to help you. The West Campus Tutoring Center is located in Building 7-240 and the URL is <http://valenciacollege.edu/learning-support/tutoring/>. The writing center is located in Building 5-155A and the URL is <http://valenciacollege.edu/learning-support/communications/writing.cfm>. I strongly recommend that you take advantage of the help offered by these centers if you have deficiencies in certain skills areas or need guidance in writing, etc. You will need to make an appointment to use these centers.

### **Section XXI – Emergencies:**

Valencia College, per its website, defines an emergency as the illness or injury of an individual while on campus or any disturbance on campus that, if immediate action were not taken, could result in a serious injury or possible death.

In case of an emergency, the West campus Security Office (407-299-5000 x1000) should be contacted immediately. Telephones are located in each building and in the parking lots for emergency use. If 911 has been called directly, security still needs to be contacted in order to direct emergency services to the scene. Campus Security personnel are on duty 24 hours a day to provide for the safety and welfare of students, faculty and staff, and to control traffic and parking. The Security Department publishes a brochure about services, programs, and crime statistics, as required by the Federal Crime Awareness and Campus Safety Act. It is available free of charge on any campus in any campus Security Office, Student Services, and Student Development Office, as well as in the Human Resources Department and in the student LifeMap handbook. In addition, crime statistics are available through the Valencia Web site: [valenciacollege.edu/security](http://valenciacollege.edu/security).

Valencia assumes no responsibility for payment of expenses related to medical treatment or transportation to a medical facility.

Before registration each term, you will be asked to update your emergency contact information and mailing address in Atlas.

Valencia College provides a service called Valencia Alert, which notifies students of a crisis, emergency, or weather situation on campus. Should such a situation occur, Valencia Alert notifies students by email or text message and provides real-time updates, instructions on where to go and what to do, whom to contact, etc. Valencia College assumes no liability for messages that are not received by students.

**Section XXII – Fair Use of Course Materials:**

All of the materials – including but not limited to articles, speeches, and Power Point notes - used by the instructor in the course are considered “Fair Use.” Fair use is the right to use portions of copyrighted materials without permission for purposes of education, commentary, or parody. Material used in this course is for pedagogical and educational purposes only. Articles and other documents provided on the course Blackboard site are marked “For classroom use and educational purposes only.”

Fair Use is defined in the United States federal statutes (17 U.S. Code § 107) as:

“Notwithstanding the provisions of sections 106 and 106A, the fair use of a copyrighted work, including such use by reproduction in copies or phonorecords or by any other means specified by that section, for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research, is not an infringement of copyright. In determining whether the use made of a work in any particular case is a fair use the factors to be considered shall include—

- (1) the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
- (2) the nature of the copyrighted work;
- (3) the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
- (4) the effect of the use upon the potential market for or value of the copyrighted work.

The fact that a work is unpublished shall not itself bar a finding of fair use if such finding is made upon consideration of all the above factors.

**Section XXIII - Letter Grades:**

- An “A” (90 -100%) represents distinction and excellence. An A is not impossible to achieve but is rare and difficult to come by. An A grade means that the student went above and beyond the requirements of the course and exhibited a broad understanding of the themes in the course. It shows that the student paid attention to details in terms of answers provided, essays, etc. and prepared for and presented presentations in a professional manner. It shows that the student participated actively in class discussions, attended all or most classes, and that the student was able to connect the themes of the class to other classes or areas of knowledge.
- A “B” (80-89%) signifies levels above average accomplishment. A B grade means that the student not only met the basic requirements of the course but exhibited deeper understanding as noted in class discussions, answers to assignments, etc. The student made an effort to proofread answers and prepare for and present

presentations in a professional manner. The student was a modest participant in class discussions and attended most classes.

- A “C” (70 – 79%) signifies baseline accomplishment. A C grade means that the student met the basic requirements of the course but did not exhibit substantive understanding as noted by very limited or no participation in class discussions and in the relevance and completeness of answers to assignments, etc.
- A “D” (60-69%) signifies below baseline achievement in the course. A D grade means that the student has not met the minimal requirements of the course in terms of exhibiting understanding of the themes, etc. The student exhibited no participation in class discussions, did not proofread answers, and exhibited no preparation for presentations.
- An “F” (0-60%) is reflective of unsatisfactory work in the course. An F grade reflects a failure to follow the policy guidelines, inadequate or no attention to details in assignments, no participation in class discussions, inter alia. The student’s performance in the course is inadequate and not worthy of credit towards the degree.

#### **Section XXIV – Grade Calculation:**

The grades for the course, referred to as GRATT, are categorically based on Attendance (100 points), Assignment-Projects (300 points), and Assessments (600 points). Together the total points that can be earned is 1,000.

The Attendance-Participation formula is as follows:

Number of days in the course divided by current attendance expressed as percent and multiplied by 100. Thus, 13 days attended divided by 15 total days in the course is  $0.8866 * 100$  or 86.66 points out of a possible 100.

The Assignment-Projects formula is as follows:

There are three assignments and each assignment is worth 100 points. Add the points out of one hundred for a total number of points out of a possible 300 points. Thus, assignments with grades of 65, 89, and 50 equals 204 points out of a possible 300 points.

The Assessments formula is as follows:

There are two assessments worth a total of 600 points (300 points each). Multiply the exam scores by 3.0. Add the scores of the two assessments and divide by 600 which yields a percent. Multiply the percent by 600 for the total points earned. Thus, assessment scores of 175.00 and 161.25 equal 336.25 divided by 600 yields 0.56041.  $0.56041 * 600 = 336.246$  points.

\*The assessments are 35 question exams that are converted to 250 points. Thus, 30 questions worth two points each would yield a score of 60% and 5 short answer questions worth 8 points each would yield a score of 40 percent. If a student got 13 out of 30 questions correct, then they would get a 43% and got 30 out of 40 points possible on the short-answers, then they would get 75 percent. The grade for the exam would be 59 percent. Thus,  $59 \times 3.0 = 177.00$  points out of a possible 300 points.

Add the points for each of the categories together.

Attendance:	86.66 / 100
Assignment-Projects:	204.00 / 300
Assessments:	336.25 / 600
Total Points:	626.91 / 1000
Percent:	62.691%
Letter:	D

### **Section XXV - Disclaimer:**

This syllabus is a contractual agreement about the policies of the course. The instructor reserves the right to alter or amend the syllabus as needed from time-to-time. The instructor will make a good faith effort to notify students of changes. The policies provided in the syllabus are non-negotiable. If you have a problem with the policies in this course, you are encouraged to speak with me or drop the course. This course generally has a high failure rate and is for serious students only. Universities and colleges are institutions of higher learning whose mission is to educate students by providing a learning environment. Your cooperation in policy matters is integral to supporting a viable learning environment.

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**Course Outline:**

	<b>DATE</b>	<b>COVERAGE</b>	<b>ASSIGNMENT</b>
1	January 12	Introduction to class (Syllabus, Blackboard); Chapters 1, 2: "The Citizen & Government"; "The Founding & the Constitution" Components of Political Science	Read syllabus and familiarize with course Blackboard site.
2	January 19	Chapter 2: Structures and Powers of the Constitution	
3	January 26	Chapter 2: Structures and Powers of the Constitution	
4	February 2	Chapter 3: Federalism	No Class on February 9: College Learning Day
5	February 16	Chapter 3: Federalism	
6	February 23	Democracy: Origins and History and Flaws	
8	March 2	Review Assignment-Project 1; Democracy: U.S. and Third Wave; review for mid-term assessment	Assignment 1: "Democracy & Ralph's Pretty Good Grocery" Due Midterm Exam Window opens 1300 Saturday March 2 and closes 2459 Friday March 8.
9	March 9	Chapter 4: Civil Liberties & Civil Rights	No Class on March 16: Spring Break Holiday
10	March 23	Chapter 4: Civil Liberties & Civil Rights	
11	March 30	Chapter 4: Civil Liberties & Civil Rights	Assignment 2: Gay Rights Due
12	April 6	Chapter 4: Civil Liberties & Civil Rights	
13	April 13	Chapter 7: Political Parties, Participation, and Elections	Assignment 3: Elected Officials Due
14	April 20	Chapter 7: Political Parties, Participation, and Elections	Final Exam Window opens 1300 April 20 and closes 2459 Friday April 26.
9	March 9	Chapter 4: Civil Liberties & Civil Rights	No Class on March 16: Spring Break Holiday

14	April 20	Chapter 7: Political Parties, Participation, and Elections	Final Exam Window opens 1300 April 20 and closes 2459 Friday April 26.

I have read the syllabus for POS 2041: U.S. Government and understand and acknowledge the policy guidelines provided by Valencia College and the instructor concerning this course.

I agree to abide by the policies of Valencia College and the instructor concerning this course. I understand that the policy guidelines of Valencia College and the instructor do not preclude me from asking questions or making inquiry when clarification is required but that decisions of the instructor concerning policy related to the course are to be followed. If I should disagree with the decision of the instructor, then I may ask for referral to the chair or dean of the department.

I understand that it is my responsibility as a student in an institution of higher learning, which strives to provide a viable learning environment, to take responsibility for my academic progress and my conduct.

I agree to take care of this syllabus and understand that I should refer to the syllabus first when I have questions concerning the course.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Student Name