



**Political Science Department**

**AMERICAN NATIONAL GOVERNMENT**

**(ANG)**

**POL 1113 SPRING 2018**

**CRN: 27153**

**MWF 9:00 am - 9:50 pm**

**LA Rm. 120**



**The University of Central Oklahoma complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students with disabilities who need special accommodations must make their requests by contacting Disability Support Services, at (405) 974-2516. The DSS Office is located in the Nigh University Center, Room 305. Students should also notify the instructor of special accommodation needs as soon as possible. Per Title IX of the Education Amendments of 1972 (“Title IX”), pregnant and parenting students may request adjustments by contacting the Title IX Coordinator, at (405) 974-3377 or TitleIX@uco.edu. The Title IX Office is located in the Lillard Administration Building, Room 114D.**

## **American National Government - SPRING 2018**

**Instructor: Prof. Deborah Ferrell-Lynn, B.A. / M.P.A. - University of Oklahoma**

**About the Instructor:** Professor Ferrell-Lynn holds a B.A. (Gen. Honors) in Political Science and a Masters in Public Administration from the University of Oklahoma. She was appointed to a full time UCO Lecturer position (created in the fall of 2014) after having taught as a UCO Adjunct Instructor since 1998 (she has also taught at the University of Oklahoma, the University of Science and Arts of Oklahoma, and Oklahoma Christian University). Prof. Ferrell-Lynn served on the Board of Trustees of the Oklahoma City National Memorial and Education and Outreach Committee for a number of years and still serves on the Memorial's Conscience Committee. She is the past Chairperson of the Outreach Committee of the Memorial Institute for the Prevention of Terrorism (MIPT). As a 10-year management employee of The City of Oklahoma City, Prof. Ferrell-Lynn worked in the Court Administration, Budget, and Personnel departments. She has participated in the College Board Advanced Placement - U.S. Government and Politics scoring sessions along with several hundred other (high school and university) educators for the past 13 years. She scores essays for the Graduate Record Exam program in her spare time and has been a substitute teacher in Edmond and Oklahoma City public schools. **Prof. Ferrell-Lynn received the College of Liberal Arts 2008-2009 Adjunct Faculty Member of the Year Award. She is currently in her first year of a research doctoral program through a partnership between UCO and the U. Of Swansea (Wales - UK).**

**Publications:** "Municipal Government" in *Oklahoma Government & Politics* (2005, 2006, 2012, 2014 editions)  
"Recommendations and Proceedings of the Joint Homeland Security Task Force" in *Oklahoma Policy Studies Review* (2004)

**Course Textbook:** "Gateways to Democracy" by Geer, Schiller, Segal, and Glencross w/ MindTap (UCO's bookstore has the text and MindTap information). 4<sup>th</sup> Edition

**Office Location/Phone:** Political Science Department Offices, first floor, NE side of the Liberal Arts Building. Office hours are held in my office. On campus - x5523 / Off campus - 974-5523

**Office Hours:** Please use these times to discuss class matters with me. I usually do not have time to discuss anything in between my classes.

**MWF 11:00 am - 11:30 am / 3:00 pm - 3:30 pm / W only : 5:30 pm - 5:50 pm**

**And by appointment**

There is always the possibility that I need to shorten or cancel my office hours at the last minute due to emergencies, meetings, etc. I apologize in advance for any inconvenience.

**Weekly Announcements:** These will be posted on D2L in the "Announcements" module sometime after 5 pm on Fridays (they may be posted on Saturday, depending on my personal schedule). Students are responsible for making themselves aware of the information posted as announcements may include a change in an assignment due date, comments on exams, etc. **Please get in the habit of checking announcements on a weekly basis as these are provided to (a) make sure all students get the exact same information, and (b) help you stay informed.**

**Contact Information:**

**The best way to contact me is via D2L e-mail (dferrelllynn@d2lmail.uco.edu).** I try to check my D2L e-mail several times a day during the M-F workweek, so if you do not receive a reply from me 24 hours after sending your message, try again. **Please do NOT contact me via regular UCO e-mail.** I want to keep students' e-mail separate from all of the other e-mail correspondence I receive on a daily basis. **I usually do not check my e-mail after 5 pm.**

**Please put ANG and your class time in the message line or body of the message ( EX: ANG 9 am) so that I do not have to search 4 class roll sheets ( I teach 4 sections of ANG) to find out which class you are in.**

**Students need to use a formal style of e-mail correspondence:**

Casual: "hey dr. lynn! this is \_\_\_\_\_ I was hoping you could give me my grade for now. im not sure what my grade is. can you tell me what my grade is and how I can do better thanks!"

Formal: "Prof. Ferrell-Lynn, this is \_\_\_\_\_ from your 9:00 am class. I would like to make an appointment for Monday at 11:00 am to discuss how I can improve my grade. I will also have a grade check for you to sign. Please let me know if this is convenient for you. Thank you."

**Please don't e-mail sloppy messages with typos, poor-to-no punctuation, etc., that suggest a lack of care. Take the time and effort to construct a quality correspondence if you want a reply.**

**Good Reasons to Contact Me Via D2L or During Office Hours:**

- 1) Situations (ex: surgery, military commitment) that may prevent you from attending class for a **lengthy** period of time ( week or more). We will need to discuss the situation.
- 2) Missing a **regularly scheduled exam** if you have a **confirmable** emergency / official university / other absence (**see pg. 5 for a list of what I consider "excused" emergencies / absences**).
- 3) Questions about written documentation to confirm the reason for an excused absence.
- 4) Specific questions **that cannot be answered** via the material contained in this Handbook or other class resources (handouts, announcements, e-mails from me).
- 5) Setting up a meeting to discuss the subject matter, how to improve your performance / grade, etc.
- 6) Discussing your grade. Grades are posted on D2L. **If you want to discuss your performance / grade in the course, see me during office hours or make an appointment to meet with me.**
- 7) Requesting a "grade check," as in, you need me to sign a form confirming your grade for an organization or UCO activity, a scholarship, etc.

**DO NOT Contact Me About:**

- 1) Missing a regular class session. **I don't really need to know this unless you are requesting an excused absence - if that is the case, just use the form at the end of the Handbook.**
- 2) What you missed in class or what we will be doing in the next class session - **Get this information from a classmate.**
- 3) The date of the next exam or the chapters on the next exam, etc.- **the dates / chapters are in the Handbook.** Any changes will be sent to students via a special e-mail or posted on D2L in Announcements AND announced in class (which is another reason why students should attend). Exam chapters are those covered in class, and each will have a study guide.
- 4) Specific information **that can be answered** via the material contained in this Handbook or other class resources (ex: "Where is your office?" "Is the final comprehensive?" "Do I need a Scantron?" "Is the final in this classroom?").
- 7) Requesting other assignments I can come up with to help you pass the course, **because I DON'T create additional assignments.** Dedicate your efforts towards doing well on the exams, attending class, etc.

**Why are these lists important?**

Effective use of this information will help you meet your responsibilities as a student in this class. As your instructor, I am charged with facilitating students' education in this subject and helping them develop academic skills that will contribute to success throughout their university experience and in the workplace. Information is provided through this Handbook and other course materials and the weekly posted Announcements. **It is each student's responsibility to attain and use these resources and not ask an instructor to act as a personal assistant / secretary.** This would be a poor use of the instructor's time and suggests poor effort on the part of the student to assume responsibility.

In addition, I **strongly recommend** that you develop supportive relationships with classmates. You do not need to have a social relationship, but it is a good idea to have two or more classmates to communicate with regarding announcements, assignments, subject matter understanding, etc. Use your **UCO** e-mail address and **always meet in a public place, like the UCO library or a restaurant.** **This is for EVERYONE'S PROTECTION.**

**Attendance:** I will begin officially taking roll on the first class day. Late enrollees: I will start with the first class day after you enrolled.

**Students are expected to attend class on a regular basis. GOOD Attendance is regarded as:**

- **Being in compliance with Project Persist requirements. Absences are reported to Project Persist administrators.**
- A demonstration of commitment to learning and better understanding the subject matter. Generally speaking, students who attend regularly perform better on exams and written assignments and benefit from, discussions, lectures, Bonus Point opportunities, etc.
- An indication that these students are exercising self-discipline and good time management.
- A demonstration of respect for my efforts and one of the goals of a university, i.e., to serve as a place of higher learning through instructor - student and student - student direct interaction.

**Students in my classes can miss 3 classes for any reason without penalty.** 10 points will be deducted from your final grade for every unexcused absence after the 3<sup>rd</sup> one has been recorded. For example, a student who misses 8 classes will lose 50 points. Use your “free” absences wisely. **“Skipping” class is bad idea.**

*Several of my students failed this course in previous semesters because they had excessive absences, NOT because they did poorly on exams and assignments. I hate having to assign failing grades for that reason, but it is the student’s choice to be absent, and a consequence of that may be failing this course. Keep track of your absences and accept responsibility for the choice you make to be present or absent.*

**Excused Absences:** I consider these “outside your control” absences and am willing to excuse them without penalty with proper documentation.

- University approved activities (ROTC, Debate Team, Athletics, etc.)
- Illness that requires medical attention / preventative care (doctor, dental, surgery, etc.) that can be confirmed through verifiable sources.
- Vehicular accidents
- Jury Duty
- Military Duty
- Death of Personal Relation
- Funeral
- Other (approved by me)

**Please note that employment (work) responsibilities are not included in this list.**

If you are requesting an excused absence, complete the “Excused Absence Request Form” provided you at the end of the Handbook and attach a letter-sized copy of documentation confirming your reason for missing a class. If you are unsure of what documentation to provide, contact me.

**Please Note:** I have had students miss more than a week of classes due to long-term illness or other factors that fall into the “excused” category. I will need to speak individually with students who are missing a significant number of classes (missing more than 3 weeks is equal to missing 2 chapters of subject matter) to determine if they should continue in or withdraw from the course.

**Graded Assignments:** Your course grade is determined primarily by how well you do on the following:

- 1) **Four regular exams, each worth 100 points.** Each exam covers 2 chapters with the exception of the Final Exam (3 chapters).  
You are encouraged to register for MindTap and complete all of the “focus activities” (see separate handout). Your overall MindTap grade will replace your worst regular exam grade IF it is higher than the exam grade.
- 2) **A final exam** worth 100 points.
- 3) **A writing assignment** worth a maximum of 100 points. **Total possible pts. = 600**

**BONUS POINTS -**

Ten bonus point questions will be available on each exam. Questions will cover ANG trivia and current events discussed in class, so this is another good reason to regularly attend. These points will be added to your exam grade.

**EXTRA CREDIT -**

A (possible) 25 points may be earned and added to a student's final point total through submitting extra credit. Extra Credit will involve attendance at this year's LA Symposium on March 28. More information will be provided in a separate handout. This is the only extra credit opportunity that will be provided.

**PERFORMANCE MEASURES**

**These will be used in determining your final grade.**

**GRADE EARNED (for example) Suppose a student earns these points per exam:**

Exam 1	78 / 100 points
Exam 2	69 / 100 points ( lowest exam grade is replaced by MindTap grade)
Exam 3	79 / 100 points
Exam 4	70 / 100 points
<b>(MindTap</b>	<b>83 /100 points)</b>
Writing Assignment	70 / 100 points
Final Exam	80 / 100 points
Extra Credit	10/25 points

**Total Points Earned / Total Points Possible = 470 / 600 = C (78.3%)**

This student would normally be assigned a C. ***However, I would assign a "B" as the final grade*** for that student if he/she did not earn any attendance penalty points and because the student has taken advantage of every opportunity to improve the grade.

**POINTS BREAKDOWN - Out of a Maximum 600 points**

540 - 600	= A
480 - 539	= B
420 - 479	= C
360 - 419	= D
359 or less	= F

**Exam Materials:**

Students must provide their own Scantrons (**Form # 882-E or a compatible form**) and **No. 2 pencils** to be used in taking exams. **Please buy Scantrons as soon as is possible - they can be purchased at the NUC bookstore (Barnes and Noble) and Ratcliffe's (west of the campus).**

**Study Guides** will be posted on **D2L**. These will help you focus on important topics and prepare effectively for exams. A hard copy of the first study guide is being made available to you in print form today so that I can make comments regarding how to effectively use these.

**All exams, including the final exam , are administered in this classroom during the regular class time or the required final exam start time** (don't just show up at one of my other ANG classes and expect to take the exam). Exceptions to this will be at my discretion based on the reason for your request, which must be verifiable. **See me in advance.**

**DSS STUDENTS:** please provide me with your letter from DSS as soon as is possible so that I am aware of accommodations and exam needs.

*I will not approve student requests to take early exams (including the final exam) except for unavoidable reasons (ex: military deployment, surgery, etc.) with documentation that confirms the reason (ex: copy of orders, letter from physician).*

**NOTE: Please inform parents /guardians that vacation plans that conflict with exams are NOT considered unavoidable, so early / late exams will not be given for this reason. This includes the final exam!**

**Please see UCO rules for requesting changes to final exams** (see: UCO Information Sheet web address in this Handbook or refer to the handout I am providing in class).

**Make-up exams:** I will only allow a **full credit** make-up exam if a student's absence is from the "excused absence" list **AND** required documentation is attached to the Request form (pg. 15). This means that the exam will be worth the full 100 points.

If a student misses an exam and does **NOT** provide documentation of an excused absence, then he/she may take the exam, but an automatic 20 point deduction will be applied. This means that the student who earned an 80 on the exam would receive a 60 as his/her grade. **Some points are better than NO points!**

***All make-up exams MUST be taken within 1 week of the regularly scheduled exam on days and times that are convenient for either me or a Political Science Teaching Assistant or staff person.***

**YOU MUST contact me THROUGH D2L E-MAIL to request a Make-Up Exam**

**ONLY 1 make-up exam per student will be allowed.**

(Don't miss 2 exams or the second one will automatically be scored a "0"!)

You are **strongly encouraged** to contact me to discuss your future in this class if you do not pass the first exam. There may be a very correctable reason(s) for your not doing well, but unless you take action, you may have a similarly disappointing outcome on the next exam. Don't wait!!! — I frequently have students who approach me near the end of the semester asking me what they can do to pass the course.

**I tell these students to study hard for the final.**

**FREE TUTORING IN THIS SUBJECT WILL BE AVAILABLE: Details later.**

## **IN CONCLUSION:**

The grade you receive is the grade **YOU EARN**. My responsibility is to facilitate learning, **NOT** to **GIVE** you “a good grade” or ensure that you achieve a goal outside this class. I cannot allow my assessment of your performance in this class to be influenced by your personal needs. I can appreciate students' difficult situations, but it would be unethical for me to let personal situations influence my decisions regarding grades. **If you are having difficulty in this class: contact me ASAP.**

## **Additional Information:**

**UCO Student Information Sheet:** <http://www.uco.edu/academic-affairs/index.asp> (Click on the link in the blue box in the left-hand column). Please refer to this VERY IMPORTANT information this week and during the semester.

## **Arriving Late / Leaving Early:**

Please make every effort to arrive on time. I plan on having each class session begin and end promptly. **If you arrive late, quietly and quickly take a seat. Do not walk in front of me unless absolutely avoidable as this is generally considered rude and can be distracting.** If you must leave early, sit in a desk near the classroom door and leave quietly. See me after class if you arrive late so that I can record your attendance. **I will speak with students who consistently arrives 10 minutes or later after class begins to determine if a problem exists.**

## **Missing Class:**

If you are unable to attend a class, contact a classmate to get the notes for the class you missed as I don't permit copying of my lecture notes and I am not going to repeat the lecture for a student. **“MPA” next to my name stands for “Master of Public Administration,” NOT “My Personal Assistant.”**

## **Academic Integrity:**

Don't cheat and don't plagiarize . The definition of “plagiarize” is: “To steal and pass off (the ideas or words of another) as one's own : to use (another's production) without crediting the source” (Merriam-Webster online). If I suspect a student of cheating or if a student is accused of cheating by another student, I will discuss this privately with the student and determine if a “0” will be recorded for his / her exam. Same goes with plagiarism - a “0” may be recorded for the submitted paper .

## **Politeness, or, “Classroom Decorum”:**

Sadly, there are many in society today who do not understand that two people can disagree with each other without being hostile, intimidating, or overly-aggressive. This leads to anger, demonizing, and destruction of civility. Please be respectful in how you speak and listen. No ugly words or insults (you are free to think them...just try not to express them). I will always encourage respectful verbal discourse (though I might shut it down if we are straying off subject or monopolizing time), but I promise you...there will be some emotional subjects discussed in class. Instead of attacking the other person for having an opposing position, try to reasonably state your opinion using facts and logic. **For example...**

**Acceptable:** “**I don't think Donald Trump is a very good president because he makes foolish statements.**” Another example: “**Democrats should treat the President with respect even though they lost the election.**” (These comments are respectfully made.)

**Unacceptable:** “**Donald Trump is a stupid buffoon!**” or “**Democrats are whiney liars!**” (These comments “demonize” competing views.)

**Distracting / Disruptive Behavior:**

- **Talking during the lecture, discussion, etc.** - This may distract others around you, and you may miss some important information. Please keep talking to a minimum. If this becomes a problem, students may be asked to leave the classroom.
- **Eating / Drinking in Class:** Spilled food and beverages, noisy packaging, etc., disrupt the class and interfere with students' ability to concentrate. Please do not bring a drink to class unless it has a sealed and secured lid.
- **Sleeping in Class:** You might consider having some juice, fruit, or healthy trail mix before class; avoid high sugar or high fat foods, energy drinks, and caffeinated products before class (good though they are!). Just a suggestion to help you stay alert and awake.
- **Reading a newspaper, magazine, doing other homework, etc., during class:** Students who engage in this rude behavior will be given the option of putting the material away or exiting the classroom.
- **Walking in front of me / the rest of the class after class begins (either arriving or departing):** Please sit as close as you can to the classroom door to minimize the distraction AND to be polite.

**HERE ARE THE BIG ONES...**

- **Cell phones / texting :** Please put your phone on silent during class. If the call / text is of an emergency nature, please quietly leave the class to deal with it. **If I see a student using a cell phone in class, he/she may be asked to leave the class - if this occurs, the student will be counted absent for the day. If a student states that he/she is taking notes, I will ask to see the notes. If notes are not being taken, the student will be asked to leave and will be counted as absent.**
- **Laptop / I-pad, etc., use - Laptop users must sit on the front row. Be warned: more professors are banning these from their classrooms.** I will also ban laptops if it becomes obvious that people are looking at something rather than paying attention to me and classmates as we learn and discuss the subject matter.. **If I see a student using a laptop in class and can confirm that the student is NOT using the laptop for class, he/she may be asked to leave the class - if this occurs, the student will be counted absent for the day. If a student states that he/she is taking notes, I will ask to see the notes. If notes are not being taken, the student will be asked to leave and will be counted as absent.**

**Freedom of Expression:**

While UCO promotes academic freedom and expression of many diverse viewpoints, the university also protects faculty, staff, and students from offensive behavior and speech (you should check UCO's Codes for exact policies and procedures). Please do not wear clothing that displays words, phrases, pictures, etc., of what could be interpreted as vulgar, obscene, sexually loaded, racially / ethnically / gender hostile, etc. I will not ask a student to leave the class (unless the student is in violation of University policies), but **please note that you are in an academic environment, not a bar.** Have some consideration for your classmates and instructors.

**From the UCO Course Catalog:**

POL 1113 - American National Government

An introductory analysis of the origin, structure, and functions of the United States national government.

**Course Description:**

This course is designed as an introductory examination of how the United States is governed at the national level. It is not only important to learn facts but to also understand concepts regarding how we are governed, the decisions made by elected and appointed government leaders, and the role we play as individuals and groups in this political system. Students will be encouraged to thoughtfully examine competing ideas about government, politics, and the players involved and should pay attention to current news to stay informed about actions involving government and politics.

**Teaching / Learning Methods:**

Learning will be facilitated through class lecture, videos, group activities and debates, question and answer opportunities, analysis of data, charts, and graphs, analysis of primary sources, and discussion. You are also encouraged to keep informed of pertinent current events via the numerous media outlets (news and commentary sources) and take advantage of the resources available in your text. Watching, reading, and listening to the news on a regular basis contributes to your education in this subject. **As with any subject, the more “real” it is to you, the greater the likelihood that you will understand it better.** I am amazed and somewhat saddened by the number of university students who do not make any attempt to learn what is going on in the world, and with the number of available news and commentary sources available today, **there is no excuse for this.**

**A list of national media and government sources is posted on the D2L page in the Administration module.**

Most of these can be accessed via the internet, and hard copies of the NY Times are usually available at the north entrance to the LA Building and the entrance to the Political Science Office. I advise you to use multiple sources to ensure that you are getting a broad view of the issues. **These and other credible sources should be used when developing your writing assignments. You should also use government websites.**

This is an **introductory** course, so achieving **expert** knowledge and understanding is not possible, nor is it expected. However, certain key facts need to be learned (ex: What is meant by “representative democracy”? What is a presidential “executive order”? How is the Constitution amended?) and issues surrounding those facts need to be understood (What if voters elect poor representatives? Should presidents be allowed to bypass Congress? Should federal judges have so much power?). Students in this class have had or will have opportunities to participate in the U.S. political process as **voters**; all students are subject to being affected by U.S. government actors and the decisions they make (or don’t make!). The political system of this nation cannot function properly if a majority of its citizens is ignorant and/or apathetic. **A current national debate concerns the “low information voter” and the negative impact this has on our nation.**

**Academic Freedom**

As an educator, I am responsible for exposing students to various ideas and points of view. I am also free to express my viewpoints as long as I (a) do not base grades on students’ agreement or disagreement with my positions, (b) do not stifle the expressing of opinions that differ from mine, and (c) do my best to ensure that the information and positions I am sharing are credible. I will do my best to provide knowledgeable answers to questions and to facilitate respectful discourse. Because the title of this class is “American National Government” and not “Professor Ferrell-Lynn’s Opinions Are Always Right,” you are not expected to agree with me, nor will you be penalized or rewarded depending on how much we differ or agree with each other. **I will make every effort to be fair to all sides and will not purposely use my authority to advance a partisan political interest.**

I have had students accuse me of being biased because I complimented or criticized elected officials and political positions they opposed or supported; I have also had students in the same classes praise me for explaining both sides of an issue and for giving students of all political viewpoints a chance to express their opinions in a risk-free environment. **I try to be reasonably objective and balanced in my comments, but this is, after all, a course that deals with political issues, and I am not a disinterested observer.**

**Course Goals:** This course is designed as an **introduction** to the American political and governmental systems. Successful completion of this course will require that a student achieves average or better fundamental knowledge of American government, factual information, understanding of concepts, and critical analysis of some of the major problems and issues that have confronted the Republic since its beginnings.

**From the College of Liberal Arts / Student Learning Objectives:** given your conscientious reading of the text and other assigned material, regular class attendance, and active participation in class discussions, you will be able to:

- Identify the essential elements of the U.S. political system (the Constitution, Congress, the Presidency, the Judiciary) and the powers allocated to each.
- Identify the political actors (Political Parties, the Public, Media, and Interest Groups) that seek to affect the electoral process.
- Identify important civil liberties and civil rights and how these act as a check on unwarranted government powers.
- Recognize the salience of ideology and political culture and of selected present-day policy debates.

**To accomplish these objectives, we will ask and consider important questions and examine specific aspects of the U.S. political system:**

1. Why governments are created, the functions they perform, and how government power can both enhance and constrain individual liberty. What types of government exist? How are they different?
2. The historical and theoretical origins and constitutional framework of the American Republic.
3. Competing political ideologies that affect and are affected by the American political system.
4. Factors that influence our political opinions and how these impact the political system.
5. Our role as citizens and our expectations of government.
6. The rights and liberties guaranteed through the U.S. Constitution and amendments and associated controversies and tensions.
7. The development of the federal system and the modern relationship between the national, state, and local governments.
8. How representatives at the national level are elected and how federal judges are selected.
9. The political process and the roles played by elected federal lawmakers, federal judges, appointed officials, government employees, individuals, interest groups, political parties, and the media.
10. The policymaking and governing institutions of the national government and the cooperation and conflict that can occur between them.
11. The impact that government decisions have on our lives.
12. Current events and issues that illustrate how U.S. governments and the political system work.

**Along these lines, please read and carefully consider the Transformative Learning Goals established by UCO:**

**American National Government**

Please note that the Political Science Department is committed to furthering the academic mission, vision, goals, values, and philosophy of the University community as outlined in its Academic Mission/Vision 2009.

<http://www.uco.edu/academicaffairs/MissionVision2009.pdf>.

This course directly incorporates the following **Transformative Learning Goals**:

**Discipline Knowledge** – of Government/Political Science by a thorough review of the structures and processes of American government.

**Leadership** – by examining the leadership styles and challenges faced by American presidents and other political leaders.

**Research, Scholarly and Creative Activities** – by requiring the critical analysis of current political, social, and economic issues confronting the American polity, and demonstrating the written ability to integrate course material on essay questions and/or short papers.

**Service Learning and Civic Engagement Activities** – by acquiring the knowledge to become an informed voter, and the motivation to become an active participant in one's community.

**Global and Cultural Competencies** – by examining the ways in which the United States relates with the world, and is challenged to react to global issues, such as the increasingly globalizing economy.

**TENTATIVE Course Schedule:** - "Tentative" means that this schedule is **not etched in stone**. There is always a possibility that adjustments will need to be made. Exam dates ***may be changed*** to accommodate coverage of the subject matter (**you will be notified in advance**) or for emergency reasons (ex: instructor illness, campus closing due to serious weather, etc.). Current university policy prohibits rescheduling of final exams due to unanticipated campus closings (see the UCO Student Information Sheet for details).

Jan. 8 - 28	Distribution of Handbook, Introduction to the Course Chapter 1 : Gateways to American Democracy Chapter 2 : The Constitution
Jan. 26 (Friday)	<u>MindTap Focus Activities Due by 11:59 PM</u>
★	EXAM # 1 - JAN. 29 (Monday)
<u>Martin Luther King, Jr. Day - January 15 (Monday)- NO CLASSES</u>	
Jan. 31 - Feb. 16	Chapter 3: Federalism Chapter 12: Congress
Feb. 16 (Friday)	<u>MindTap Focus Activities Due by 11:59 PM</u>
★	EXAM # 2 - FEB. 19 (Monday)
Feb. 21 - March 7	Chapter 13: The Presidency Chapter 14: The Bureaucracy
March 7 (Wednesday)	<u>MindTap Focus Activities Due by 11:59 PM</u>
★	EXAM #3 - March 9 (Friday)
March 12	<b>WRITTEN ASSIGNMENT DUE</b>
March 12- April 6	Chapter 15: The Judiciary Chapter 4: Civil Liberties LA SYMPOSIUM (March 28)* UNDERGRADUATE RESEARCH CONFERENCE (April 6)*
April 6 (Friday)	<u>MindTap Focus Activities Due by 11:59 PM</u>
★	EXAM # 4 - APRIL 9 (Monday)

\*more information will be provided about these at a later date

Spring Break - MARCH 19 - 23 : NO CLASSES

April 11 - 27	Chapter 5: Civil Rights Chapter 9: Political Parties Chapter 8: Interest Groups
April 28 (Saturday)	<u>MindTap Focus Activities Due BY 11:00 PM</u> 📧

**FINAL EXAM - MAY 2 (Wednesday) from 9:00 am - 10:50 am**

**The final only covers the last 3 chapters discussed in class.**

**All exams, including the final exam, are held in *this* classroom.**

***The complete Spring 2018 final exam schedule can be found at:***

**<https://www.uco.edu/admissions-aid/enrollment-services/exam-schedules-spring>**

**THE FINAL EXAM IS MANDATORY - NO EXCEPTIONS : 100 points will be deducted from your total points earned if you do not take the final exam.**

I will only administer a make-up final exam for verifiable emergency or academic reasons (ex: concurrent students with high school exam conflicts). Forgetting the exam date and time does not constitute an emergency. If you fail to take the final exam on the due date, CONTACT ME.

Departmental policies prohibit my reporting of any grades to students via telephone, fax, e-mail, etc., unless the student makes a written or face-to-face request. I am also prohibited from reporting grades to parents, guardians, spouses, significant others, employers, etc., without the pertinent student's written or face-to-face permission. I am required to provide grade (and in some cases, attendance) information to pertinent UCO officials (ex: Project Persist, athletic coaches, the International Student Office, etc.).

**Other Helpful Information:**

- 1) **UCO LIBRARY HRS. Spring 2018 - ([library.uco.edu/about](http://library.uco.edu/about) ) check for days and hours of operation.**
- 2) **Study Guides and Strategies: <http://www.studygs.net> An online reference that will help students with strategies for all aspects of learning and academic performance. Suggestions for dealing with “test anxiety” are included. This site has multiple language translations.**
- 3) **Lost and Found - Liberal Arts Building: The Liberal Arts Dean's Office (NE corner, first floor). Please take a few minutes before you leave the classroom to make sure you have collected all of your belongings.**
- 4) **Tape recording devices are allowed in my classes. Keep your use of them as unobtrusive as possible as I will not stop the lecture while the device is maintained, cassette changed, etc.**
- 5) **The UCO Student Counseling Center (SCC) provides professional on-campus and referral counseling services to students to assist them in coping with academic and personal difficulties that negatively impact physical, emotional, and / or mental well-being. Call 974-2215 for information.**
- 6) **An excellent resource for all students is UCO's Student Support Services - <http://www.uco.edu/academic-affairs/students/sss/>**

**FERRELL-LYNN**

**ANG - Request for Excused Absence**

Print Name \_\_\_\_\_

Your Class Start Time (Circle) **9:00 am**    **10:00 am**    **1:00 pm**    **2:00 pm**

Absent Date(s) \_\_\_\_\_

**Reason for Absence: Indicate with ✓**

\_\_\_ **University approved activities (ROTC, Debate Team, Athletics, etc.)**

\_\_\_ **Illness that requires medical attention / preventative care (doctor, dental, surgery, etc.) that can be confirmed through verifiable sources.**

\_\_\_ **Vehicular accidents**

\_\_\_ **Jury Duty**

**Please note that employment (work) responsibilities are NOT included in this list.**

\_\_\_ **Military Duty**

\_\_\_ **Death of Personal Relation**

\_\_\_ **Funeral**

\_\_\_ **Other \*(indicate) \_\_\_\_\_**

\*Approved at my discretion. I may require explanation to accept the request for an excused absence.

**STAPLE documentation ( 8 x 10 original or copy) to confirm your reason for being absent to qualify for an excused absence.**

★ **This form should also be used when confirming your absence for purposes of taking a make-up exam after you have contacted me via D2L e-mail.**

**Remember that I will need to discuss excessive absences\* w/ students to discuss whether or not they should consider dropping the course. \* excused and /or unexcused**