Course information

Course Title: American National Government
Course number: POL 1113
CRN: 17149
Classroom and building: LA 213
Meeting time and days: 3:30 p.m. – 4:45 p.m. TR
Semester and year: Fall 2011
Department: Political Science

Instructor contact information
Instructor’s Name: Elizabeth S. Overman, Ph.D.
Office telephone number: 405-974-5530
Office location: LA 206
UCO E-mail address: eoverman@uco.edu
Office hours: 5:00 p.m. – 6:00 p.m. T; Or, by appointment

Course Description
Catalog description: An introductory analysis of the origin, structure, and functions of the United States national government.

Prerequisites: A desire to learn and grow.

Objectives, Activities, and Assessments

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<tr>
<th>Objectives</th>
<th>Activity</th>
<th>Assessment</th>
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</table>
| 1. Assess the American form of representative democracy and the unique relationship between the federal, state and local governments. | Examinations: mid-term & final (Optional activity depending on time: Critique Readings: Federalist Paper #10 and #51) | Test
| 2. Evaluate, with a more nuanced understanding, current public issues. | Discuss case studies that reflect current political developments. | 7 One minute in-class essays |
| 3. Interpret the workings of the federal system of government and the application of public policy. | White Paper 3 page typed essay on collective action | Papers identify principles learned in class & are graded using a rubric |
| 4. Exercise the responsibilities of U.S. citizens by engaging in the American political process. | Register to vote; write essay explaining how Americans register to vote Write an editorial | Bring voter registration card to class Submit editorial to professor/TA |
| 5. Prepare a white paper that will be disseminated to your class colleagues in which you and your team develop a solution to a current public policy problem as identified in the New York Times. | Class power point presentation of white paper. Class critique of public policy solution developed by the team. Team submits a written paper for evaluation. | Presentation and written paper are evaluated using rubrics. Class discussion of the public policy solution. |
| 6. Write an essay paper, based on a New York Times news article or NYT editorial, that demonstrates an understanding of how collective action influences American public policy. | Generation of an original paper. | Rubric for essay paper |

Transformational Learning Objectives

The University of Central Oklahoma is a learning-centered organization committed to transformative education through active engagement in the teaching-learning interchange, scholarly and creative pursuits, leadership, global competency, healthy lifestyles, and service to others. This course satisfies: 1) discipline knowledge; 2) problem solving; 3) global and cultural competencies; 4) leadership; and 5) healthy lifestyles. Studies show that there is a correlation between the level of education and health. Healthy people are usually more highly educated. So, by taking this class you are not only learning about our national government, enhancing your problem solving skills, developing critical global and cultural competencies and leadership abilities; but, you are also improving your health. This course addresses all of the transformational learning objectives and goals.

1 “A large and persistent association between education and health has been well-documented in many countries and time periods and for a wide variety of health measures. In their paper, "Education and Health:
Evaluating Theories and Evidence," presented at the National Poverty Center conference "The Health Effects of Non-Health Policy." David M. Cutler and Adriana Lleras-Muney review literature and conduct statistical analyses on the relationship between education and health. They find a clear association between education and health that cannot be fully explained by income, the labor market, or family background indicators. The authors note that the relationship between health and education is a complicated one, with a range of potential mechanisms shaping the connection between education and health. The mechanisms by which education influences health are complex and are likely to include (but are not limited to) interrelationships between demographic and family background indicators, effects of poor health in childhood, greater resources associated with higher levels of education, a learned appreciation for the importance of good health behaviors, and one’s social networks.”
http://www.npc.umich.edu/publications/policy_briefs/brief9/
Collective Action Paper Due: Nov. 10

13: Nov. 15 & 17
Conclusion: The Prospects for Institutional Reform
One Minute Essay
Kernell, Jacobsen and Kousser, pp. 672-700

14: Nov. 22
Review for the final examination
Make Up Any Missed Exams
Kernell, Jacobsen and Kousser, pp. 696-725

15: Nov. 29 & Dec. 1
White Paper Presentations

16: Dec. 6 & 8
White Paper Presentations

17: Dec. 13
Final Examination 3:00-4:50 (Tuesday)
Reflection on Course

Number of requirements & points for each requirement:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Sept. 13 – Test 1</td>
<td>15</td>
</tr>
<tr>
<td>Oct. 11 – Mid-term</td>
<td>20</td>
</tr>
<tr>
<td>Nov. 3 – Test 3</td>
<td>15</td>
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<tr>
<td>Dec. 13 - Final</td>
<td>20</td>
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<tr>
<td>Seven 1-Minute Essays: Aug. 25; Sept. 8; Sept. 22; Oct. 6; Oct. 20; Oct. 27; Nov. 17</td>
<td>17</td>
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<tr>
<td>Film Analysis: Sept. 13; Sept. 22; Oct. 13; Oct. 3; Nov. 10</td>
<td>17</td>
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<tr>
<td>Collective Action Paper: Due Nov. 10</td>
<td>24</td>
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<tr>
<td>Editorial – Due Oct. 20</td>
<td>16</td>
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<tr>
<td>White Paper Presentations: Nov. 29, Dec. 1; Dec. 6; Dec. 8</td>
<td>20</td>
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<tr>
<td>All white papers will be due on Dec. 13, the day of the final examination.</td>
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<tr>
<td>June 6 – 30: Class Participation</td>
<td>20</td>
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<tr>
<td>Blog: answer questions for test review</td>
<td>16</td>
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<tr>
<td>TOTAL</td>
<td>200</td>
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</tbody>
</table>

Grading categories are divided into the letter grade and the points needed for each grade:

- **A**: 180-200 (90%+)
- **B**: 160-179 (80%+)
- **C**: 140-159 (70%+)
- **D**: 120-139 (60%+)
- **F**: 119 - 0

**Course Point Summary**: Letter grades will be assigned based on the percentage of points earned. As course instructor, I reserve the right to make changes to the course assignments, requirements, point schedule, and so on, as I see how the course develops throughout the semester.

**Instructions**:

1. There will be four tests covering material in the textbook. The examinations are scheduled for: Sept. 13, Oct. 11 (mid-term), Nov. 3, and Dec. 13 (final). These exams will be multiple choice, short answer and short essay.
2. If you attend class on any of the following days, you will have an opportunity to write a one-minute essay on an issue discussed in class (Aug. 25; Sept. 8; Sept. 22; Oct. 6; Oct. 20; Oct. 27; Nov. 17). Only students who are in class at the time of the assignment can write the essay. You will be given credit for writing the essay. The essays will not be evaluated in terms of grades.
3. Final: The chapters covered on the final will be announced in class by the professor. The final will be multiple choice, short answer and short essay.
4. Film is one of the primary ways that people in our culture learn about the political history of our republic. If you are in class on the days the films are shown and participate in the discussion you will do a political analysis of the film. I will provide you with the forms. The films will be shown on the following days: Sept. 13; Sept. 22; Oct. 6; Oct. 20; Oct. 27; Nov. 17. You will get credit for filling out the analysis form.
5. Individually each of you will write two papers. One is a two page typed collective action paper and the other is a one page typed editorial. Both will deal with public policy problems that you identify in *The New York Times*. You will find rubric below that will explain how these assignments/assessments will be graded.
6. White paper: A white paper is an authoritative report that helps solve a problem. Everyone in the class will identify a policy issue in *The New York Times*. Don’t forget to check the editorial page for ideas. Learn as much as you can about your policy issue and be prepared to make a persuasive argument to your peers about why they should join you and develop a white paper or authoritative report that helps solve a problem about policy issue you have chosen. It is up to each of you to persuade others to join your group around your policy issue. There is a rubric below that explains how your team project will be graded. Once groups are formed they become teams. Each team will develop a five page typed report that explains the policy issue and provides a solution to the problem. Each team will also
develop a power point presentation that explains the issue to the class and discusses the proposed solution. At the end of the term each team will make their presentation and submit their five page paper.

7. Participation: There is a correlation between class attendance and success in college. This class starts at 3:30 p.m. and ends at 4:45 p.m. on Tuesday and Thursday. Attendance is required for the duration of the class. Missing three class reduces the letter grade by one. Missing six classes results in an “F” grade for the class.

8. Blog: A blog is being developed for you so that you can answer questions as part of your preparation for the tests. You will receive credit for answering the questions on the blog and submitting them as directed by the blog.

How to access The New York Times: The newspapers are available free on the UCO campus. One of the distribution sites is located inside the north entrance to the Liberal Arts Building.

How to write a white paper:

1. Follow the public policy issues raised in the front section of The New York Times and on the editorial pages. Identify one that is of interest to you and that requires a collective solution to the problem. Using the frameworks developed in your textbook, particularly chapter 1, develop a collective action solution.

2. When you write your white paper, be sure that it has an introduction, a middle section and a conclusion or a summary. Your paper must be a minimum of five pages. You can make it longer if you wish. Consult the American Political Science Association web page style guide so that you can cite your sources correctly. You must have a minimum of 10 citations. Five of them should be from The New York Times.

How to access the blog:

1. Go to Learn.uco.edu or http://learn.uco.edu
2. Log in with university user name and password.
4. Open the discussion section located in the right hand margin.
5. Reviews for some tests will be posted on the blog. You need to answer each question of the review and submit your answers.
6. You will also find all of the power points and other materials used in the class at this site.

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**White Paper Rubric**

**Excellent – 4 = A**
- The essay has an introduction, a body and a conclusion or summary.
- The description of the public policy issues is accurate.
- The policy solution(s) involves collective action.
- The essay displays logical, germane thinking.
- The documentation is cited correctly.

**Very Good – 3 = B**
- The essay has an introduction, a body and a conclusion or summary.
- The description of the public policy issue is clearly explained.
- The policy solution(s) involves mainly collective action.
- The essay is logical, but the thinking is not germane.
- The documentation is cited correctly.

**Basic – 2 = C**
- The basic components of an essay are not evident.
- The description of the public policy issue is vaguely outlined.
- The policy solution(s) involve limited action.
- The essay is somewhat logical.
- Most of the documentation is cited correctly.

**Minimum – 1 = D**
- There is no evidence of the basic components of an essay.
- There is no adequate description of the public policy issue.
- The policy solution(s) are muddled.
- The essay is not logical.
- There is no documentation.

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**Essay Grading Rubric**

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<tr>
<th>CRITERIA</th>
<th>Points</th>
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<tbody>
<tr>
<td>Name: __________________________________________</td>
<td>Essay Title: ____________________________</td>
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</tbody>
</table>
**THESIS and CONTENT (Development)**
The essay has a thesis—a single, central point that is interesting, original, striking and substantial. The central idea is developed in the essay through well-chosen, appropriate, concrete details that show originality and freshness. Author shows rather than merely tells. Generalizations and assertions are defended. Arguments are logical.

**ORGANIZATION**
The essay is organized and well structured (there is a beginning, a body, and a conclusion). The essay exhibits a clear strategy for persuasion and pattern of development (chronological order, spatial order, comparison/contrast, etc.). The organization works with the thesis so that the thesis and the organization contribute to serving the purpose of the essay. Essay does not digress from central point. Transitions help the paper flow smoothly. Introductory paragraph(s) is (are) interesting and appropriate. Concluding paragraph is satisfying.

**PARAGRAPHS**
Paragraphs are organized, unified and coherent. Each supporting paragraph has a controlling idea (which may be expressed in a topic sentence). In supporting paragraphs, topic idea helps further the thesis.

**STYLE**
Sentences are mature and parallel. Writer avoids modifier problems. Sentences show variety of pattern and are rhetorically effective. The essay is written in a style and tone appropriate to the audience, topic and purpose. Words are appropriate and well chosen. Writer avoids jargon and sexist language. Writer seems to be speaking in an authentic voice. Paper is enjoyable and interesting.

**GRAMMAR, SPELLING, MECHANICS**
Subtract points for errors in grammar (comma splices, fragments, fused sentences, agreement, etc.), spelling, and mechanics (margins, format, etc.).

<table>
<thead>
<tr>
<th>Score</th>
<th>3 points</th>
<th>2 points</th>
<th>1 point</th>
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<tbody>
<tr>
<td>Editorial is persuasive</td>
<td>Position of the paper is convincing</td>
<td>...partially convincing</td>
<td>...unconvincing</td>
</tr>
<tr>
<td>Editorial displays knowledge of the issue</td>
<td>The paper displays a full command of the issues</td>
<td>The paper doesn’t demonstrate that the author has all the facts</td>
<td>The author doesn’t know what he/she is talking about</td>
</tr>
<tr>
<td>Length</td>
<td>300 words</td>
<td>260-299...</td>
<td>Below 200 words</td>
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**Class Management Information**

**Attendance Policy:** Students are expected to attend all classes. The attendance policy for this class is tied to class participation.

Policy for late assignments, make-up work and missed exams: Late assignments will be penalized one letter grade for each day they are late. The first three misses result in a letter grade reduced by one letter grade. If anyone misses six classes or two days, they will fail the class.

Turnitin.com Plagiarism Syllabus Statement: UCO subscribes to the Turnitin.com plagiarism prevention service. Students agree that by taking this course, all required assignments may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted assignments will be included as source documents in the Turnitin.com restricted access reference database for the purpose of detecting plagiarism of such assignments. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com website. Turnitin.com is just one of various plagiarism prevention tools and methods which may be utilized by your faculty instructor during the terms of the semesters. In the UCO Student Handbook, there is a process for contesting any plagiarism allegations against you.

**UCO Policies:**

**STUDENT INFORMATION SHEET AND SYLLABUS ATTACHMENT**

**ACADEMIC INTEGRITY STATEMENT**

Each student is expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Academic dishonesty includes, but is not confined to: plagiarizing; cheating on tests or examinations; turning in counterfeit reports, tests, and papers; stealing tests or other academic material; knowingly falsifying academic records or documents of the institution; accessing a student’s confidential academic records without authorization; disclosing confidential academic information without authorization; and, turning in the same work to more than one class without informing the
instructors involved. Any student found responsible of academic dishonesty will be subject to disciplinary action. To help ensure academic integrity, faculty may employ a variety of tools, including, but not limited to, university-sanctioned Turnitin.com. More information concerning this policy can be found on page four of the UCO Student Code of Conduct located at: http://www.uco.edu/conduct/code.html.

UCONNECT Statement: The University of Central Oklahoma News and Networking Educational Communication Tool (UCONNECT) is a secure web site providing UCO student, faculty, and administrative staff with up-to-the-minute campus communications, single log-on connections to check grades, check schedules, add or drop classes, and access online course information. In a nutshell, UCONNECT is UCO's campus portal. As the official communication tool of the university, students are expected to access their UCONNECT accounts regularly to remain current of campus information and activities and to receive e-mail communication from faculty and administrative offices. In conjunction with UCONNECT, UCO provides a learning management system (LMS) for academic use. The LMS will be used for many course-related functions, including but not limited to, course communications, lecture material, turnitin.com assignments, group discussions, course assessments, and assignment submission. LMS use is at the discretion of each faculty member. Contact Technology Support at support@uco.edu or (405)-974-2255 for additional information.

ADA Statement regarding special accommodations: “The University of Central Oklahoma complies with Section 504 of the Rehabilitation Act of 1973 and the American 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 309. Students should also notify the instructor of special accommodation needs by the end of the first week of class.”

INCOMPLETE GRADE: The grade “I” may only be given for work not completed because of circumstances beyond the student’s control and in which further class attendance is not required. The student must have satisfactorily completed a substantial portion of the required course work for the semester. An “I” may only be changed to a letter grade by the instructor when work has been successfully completed outside the classroom and no longer than one year after the “I” was assigned as determined by the instructor. An “I” is not given simply because a student wants extra time to complete assignments or wants to earn a higher grade. A formal written agreement must be signed by the student and the instructor and filed in the department/school office, clearly identifying what work is to be completed and the timeline within which the work is to be completed.

WITHDRAWING FROM ALL CLASSES: When withdrawing from the first day of the term forward, obtain a Withdrawal Form from the Center for Undergraduate Academic Advisement, obtain the required signature approvals from Financial Aid (even if you are not receiving financial aid) and the Bursar’s office. Then take the form to Enrollment Services (Registration). You are not withdrawn until you receive a new printout from Enrollment Services (Registration) that shows the withdrawal has been processed. Do not leave the withdrawal form in any office. Withdrawal prior to the first day of the term can be done on the web or at the Enrollment Services office. International Students with an F-1 and/or J-1 student visa status must also check with the International Office before attempting to withdraw.

WITHDRAWING FROM ALL CLASSES –FEDERAL AID RECIPENTS All federal aid recipients who completely withdraw from school prior to completing at least sixty percent of the semester will have to repay some portion of the federal funds received. UCO will determine the unearned portion of the funds received. This refund policy may require the student and/or the university, on behalf of the student, to immediately pay funds disbursed for the purpose of paying educational cost. The student will be held responsible for any funds the university is required to return on the student’s behalf to the federal program. Payment arrangements will be made through the Bursar’s Office only.

EMERGENCY INDIVIDUAL CLASS DROP OR COMPLETE WITHDRAWAL: A student unable to complete a drop or withdrawal by the published deadlines may submit a written petition to the college dean. The petition must contain documentation supporting the individual’s inability to complete the term. Permission may be granted if proper evidence exists to show that the drop or withdrawal could not be completed during the required time and the instructor confirms the absence. Poor academic performance will not be a consideration. Regardless of the circumstances, withdrawals after the deadline will be reflected on the student’s transcript as “W” if passing or “F” if failing. Drop and withdrawal deadlines are determined by the length of the individual class (generally, 71/6th of the length of the class). Deadlines for irregular classes meeting less than the full semester are proportional.

IMPORTANT DATES (Summer Semester): Payment Due on All Courses 6/03/11 First Day of Late Enrollment Fee of $40 6/08/11 Classes Begin Summer Semester and Block 1 classes 6/06/11 Block 2 begins 7/05/11 Last Day to Enroll or Add classes 6/08/11 Last Day to drop Summer Classes in person 7/15/11 Classwork Ends 7/28/11 Final Examinations 8/01/11-8/02/11 See final exam schedule on the web at: http://www.uco.edu/summer/registration/schedule/exams894.html

SUMMER SEMESTER HOLIDAYS: Independence Day (Office closed) 7/04/11

SUMMER LIBRARY HOURS: The Max Chambers Library will be open the following hours during the summer semester: http://library.uco.edu/about/index.cfm Monday – Thursday 7:30 a.m. – 10:00 p.m. Friday 7:30 a.m. – 6:00 p.m. Saturday 10:00 a.m. – 6:00 p.m. Summer 2011 Sunday 12:00 noon – 10:00 p.m.

WEATHER RELATED INFORMATION: Students, faculty, and staff may call the UCO Closing Line at (405) 974-2002 or check the UCO Home Page at www.uco.edu. You may also check with local media. On occasion, classes have to be canceled or starting times delayed. When daytime classes are canceled or a late starting time is announced, local media are called by 8:30 a.m. If evening classes are canceled, calls to the media are made beginning at 4:00 p.m. in time for the 5:00 clock news.

EMERGENCIES DURING FINALS STATEMENT: If a university emergency occurs that prevents the administration of a final examination, the student’s final course grade will be calculated based on the work the course completed to that point in time and the faculty member’s considered judgment. Final exams will not be rescheduled, and a grade of “I” will not be given as a result of the missed exam.

FINAL EXAM DAILY LIMITS: A student is not required to take more than two final examination on the same day. When three or more final examinations are scheduled on the same day, as listed in the official examination schedule, rescheduling of the excess examinations will start with the lowest course (not CRN) number(s). Online courses are excluded. To reschedule a final examination: 1) the student must petition the appropriate dean(s) using the Petition for Rescheduling Final Exams form which is available from any deans office or online at: http://www.uco.edu/academicaffairs/files/policiesandguidelines/4academicstandards/4.4FinalExamsOFFICIAL.pdf ; 2) the petition must be made no later than five calendar days prior to the beginning of exam week for the semester or term in question; 3) the approval will be delivered to the faculty member by the student; 4) dean(s) will send a copy of approved form to AVP/Enrollment Management, (Box 151); 5) the faculty member shall reschedule, with the student, a day and time agreeable to both; 6) the exam must be administered only during the official final examination week; 7) the new exam date must not interfere with the timely submission of grades for the entire class.

HOW TO CONTACT A FACULTY MEMBER: If you have questions regarding your class, speak with your instructor. Faculty usually include their office hours and/or phone number in the class syllabus. If you cannot locate this information, set a time to meet with your instructor by speaking with him/her prior to or immediately following your class session or check with the departmental office on when the instructor may be available.

CLASS ATTENDANCE IS IMPORTANT: Talk with your instructor about any absences. Many instructors consider attendance so essential that your grade may be affected by your absence. Some departments and professors have mandatory attendance policies. Check your course syllabus or ask your instructor for this information.

EXPECTATION OF WORK: Full-time college students are expected to spend approximately 40 hours each week in class attendance and study outside of class. According to Regents’ policy, for each hour in class a student is expected to spend two (2) to three (3) hours studying for the class (OSRHE II-2.34).

WE’RE HERE FOR YOU!: The administration, faculty, and staff want you to be successful in your learning experience here at UCO. If you have questions or concerns, seek help EARLY.

HELPFUL NUMBERS: Admissions Office, 974-3311, Advisement Center, 974-2342 Bookstore, 974-2736 Campus Activities and Events, 974-2383 Career Services, 974-2346 College of Business, 974-2428 College of Education, 974-5701 College of Fine Arts and Design, 974-3700 College of Liberal Arts, 974-5540 College of Mathematics and Science, 974-2481 Commuter Student Services, 974-3305 Counseling Center, 974-2215 Financial Aid Office, 974-3335 Flex Ed, 974-2393 Graduate College, 974-3141 Greek Life, 974-2580 Housing Office, 974-2766 International Services, 974-2390 Multicultural Student Services, 974-3588 Police Services, 974-2345 non-emergency, 9-1-1 emergency Residence Life, 974-2746 Student Life, 974-2384 Testing Center, 974-2398 Transportation and Parking, 974-2780 Volunteer Service Learning Center, 974-2821.
EMERGENCY EVACUATION AND DRILLS: The purpose of an Emergency Evacuation and Relocation Drill is to educate the participants in the fire safety features, shelter locations, exit routes available, and procedures to be followed in the event of a real emergency. All drills shall be treated as real events. All students will be asked to sign an attendance sheet once you are at the designated relocation point.

In the event of Severe Weather: Primary Shelter Location are - Library Basement, Liberal Arts Basement, Murdaugh Hall Basement, Thatcher Hall Basement, NUC floor north, Howell Hall Suite 118, and Central Plaza Basement. In the event you cannot reach a designated shelter area in a timely and safe manner, it is recommended that you *shelter in place* by moving to the lowest level and smallest room located in the center of the structure. An interior closet or bathroom is generally a good location. Use what you have to shield your hands and face from flying debris. Put as much space between you and exterior walls as possible and stay away from windows. *Never* take shelter in a hall that opens to the south or the west. Do not leave your shelter in place location until you are sure the danger has passed. A basement is considered the safest location in severe weather and locations on campus with accessible basements are limited.

http://www.uco.edu/administration/safetytransportation/emergencymanagement/ folder/Tornado%20Shelters%2011%20x%2017%202010.pdf

Have a great semester!

*The University of Central Oklahoma Student Information Sheet and Syllabus Attachment has been developed through a cooperative effort between the Continuous Improvement Team and the Office of Academic Affairs*