

SYLLABUS

AMERICAN GOVERNMENT 2305 AMERICAN NATIONAL GOVERNMENT EARLY HIGH SCHOOL

FALL, 2010

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RANGER COLLEGE

**EARLY HIGH SCHOOL
FALL 2010**

COURSE NUMBER AND TITLE: Government 2305 - American National Government
CREDIT HOURS: 3

Name of Instructor: Douglas Chandler **Office location:** Early High School
Phone: 325-643-5729

I. Catalog Description

This course is a study of the federal constitution; the organization and administration of the federal system; political participation by the individual, and the principles which underlie American democracy.

II. Course Goal

Students successfully completing this course will have the knowledge to more readily understand how public officials are elected, how the governmental bureaucracy functions, the role of the judiciary among the executive and congressional branches, the importance of our foreign and military policies and the civil rights of the various ethnic groups. The student will understand that active participation in our political process is mandatory for responsible American citizens.

III. Required Background/Prerequisites

Passing score on TASP reading section or equivalent alternate test.

IV. Wilson, James Q. American Government. Brief Version, 8th edition. Boston, Massachusetts: Houghton Mifflin Company.

V. Methods of Instruction

Lecture, discussion, audio-visual materials, etc.

VI. Exemplary Educational Objectives

Social and Behavioral Sciences (S)

to develop and communicate alternative explanations or solutions for contemporary social issues (S-4);

to analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study (S-5);

to comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, civil and human rights (S-6);

to understand the evolution and current role of the U.S. in the world (S-7);

to differentiate and analyze historical evidence (documentary and statistical) and differing points of view (S-8);

to analyze, critically assess, and develop creative solutions to public policy problems (S-10);

to recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy (S-11).

VII. Basic Intellectual Competencies

- B4 Listening: the ability to analyze and interpret various forms of spoken communication, possess sufficient literacy skills of writing, reading—above 12th grade.
- B2 Writing: the ability to produce clear, correct and coherent prose adapted to purpose, occasion and audience—above 12th grade level.
- B1 Reading: the ability to analyze and interpret a variety of printed materials—books, documents, and articles—above 12th grade level.
- B5 Critical Thinking: the ability to apply both qualitative and quantitative skills analytically and creatively to subject matter to evaluate arguments and construct alternative strategies.

VIII. Course Objectives

Analyze the federal system of government including the three branches at the national level in connection with their relationship to the states. (S3,S7,S11,B1, B2,B4,B5)

Compare and contrast the various forms of democracy, and with an emphasis on representative democracy and the uniqueness of the American system of government. (S5,S6,S7,S10,B1,B2,B4,B5)

Differentiate between the two major political parties and their impact on policymaking. (S5,S6,S10,S11,S12,B1,B2,B4,B5)

Identify various governmental agencies and their functions. (S4,S10,B1,B2,B4,B5)

Study the role of the judiciary in the decision-making process. (S2,S4,S10,S11,B1,B2,B4,B5)

IX. Course Calendar (See attached Appendix I)

X. Classroom Policies

1. The absence policy as specified in the college catalog and the high school catalog will be followed to the letter. Additionally, students will be expected to be punctual in all class attendance.
2. All students are expected to participate in class discussions.
3. Examinations missed because of official absences may be made up within a two week period. Students must consult the instructor regarding dates and times.
4. A “no tolerance” policy is in effect for cheating or plagiarism in any form. Students may be permanently dismissed from class and/or receive a grade of “F” for the semester.
5. Disruptive behavior will be dealt with according to the Early High School handbook.

XI. Assessment

Your final grade will be determined by averaging your 3 six week grade and your final grade. Your final grade will be worth 25% of your grade.

Each six week grade will be determined by averaging chapter tests (60%), daily work and quizzes (30%) and a six week project (10%).

ADMISSION, EMPLOYMENT, AND PROGRAM POLICIES OF RANGER COLLEGE ARE NON-DISCRIMINATORY IN REGARD TO RACE, CREED, COLOR, SEX, AGE, DISABILITY AND NATIONAL ORIGIN.

SEMESTER CALENDAR

Week 1	Introduction to class, outline semester objectives, reading responsibilities, Declaration Preamble Quiz 1
Week 2	Discuss Chapter 1 and 2, Test over Chapter 1 and 2, Declaration Preamble Quiz 2
Week 3	Discuss Chapter 3
Week 4	Discuss Chapter 4, Test over Chapter 3 and 4
Week 5	Discuss Chapter 5
Week 6	Test over Chapter 5, Editorial Project due
Week 7	Discuss Chapter 6
Week 8	Discuss Chapter 7, Test over Chapter 6 and 7
Week 9	Discuss Chapter 8, Test over Chapter 8
Week 10	Discuss Chapter 9
Week 11	Continue Chapter 9 Discussion, Test over Chapter 9
Week 12	Discuss Chapter 10, Test over Chapter 10, Editorial Project due
Week 13	Discuss Chapter 11
Week 12	Discuss Chapter 12, Test over Chapter 11
Week 13	Discuss Chapter 13, Test over Chapter 12 and 13
Week 14	Discuss Chapter 14 and 15
Week 15	Test over Chapter 14 and 14, Review for Final, Final Exam