

Upper Iowa University Independent Study Program

PS 100-09 U.S. GOVERNMENT

Please read this introduction carefully before starting the course and refer to it for guidance as you proceed through the course.

COURSE DESCRIPTION:

A survey of the basic constitutional principles, political institutions and public policies of American national government. Three semester credits.

COURSE OBJECTIVES:

Upon completion of this course, a student will understand:

1. Identify the structure and daily functioning of the federal government.
2. Identify how political, economic, social, and cultural influences affect government process.
3. Define the individual's economic and political rights in the constitutional context of due process.
4. Demonstrate understanding of the individual's role in the legislative process.
5. Recognize the political, economic, social, and cultural effects of federal government action on the economy.
6. Demonstrate understanding of the judicial system's role in federal governance.

SKILLS:

Upper Iowa's general education courses reinforce those skills and competencies required for students' success beyond the classroom in the rapidly changing environment of the 21st Century. This course reinforces critical reading and thinking, problem solving, and reasoning skills.

GENERAL EDUCATION TASK:

In this course a student will complete the following general education task for behavioral sciences:

Use a theory or set of concepts to analyze a feature or consequence of a social institution, an interpersonal process, or an intra-personal state. A student will complete this task either in each of two separate disciplines or in sequence within a single discipline.

GENERAL EDUCATION TASK ESSAY ASSIGNMENT:

James Madison in *Federalist Paper* Number 51, see appendix c in the textbook, explained the necessity of a division of power among the branches of government and a federal structure of

government as the best protections against tyranny. Prepare an essay on the concepts of federalism and the separation of powers, and to what degree the functioning of these concepts in today's U.S. government matches Madison's ideals set forth in *Federalist Paper* Number 51. This assignment is part of Unit 4 of the course and is due when Unit 4 is submitted for grading.

The essay should be 500 to 750 words in length and typed using a 12 point typeface. The essay will be graded using UIU's standard grading criteria (see the grading system criteria found later in this syllabus).

REQUIRED COURSE MATERIALS:

1. Textbook: *American Government and Politics Today: The Essentials*, 2009 – 2010 edition, by Barbara A. Bardes, Mack C. Shelley II, Steffen W. Schmidt (Boston, MA: Wadsworth, Cengage Learning, 2010). ISBN-10: 0-495-57170-9 or ISBN-13: 978-0-495-57170-4
It is vital that you have this particular edition of the textbook. Do not attempt to complete this course using a different edition.
2. Syllabus

You may purchase your textbook through MBS Direct by calling their toll free number at: 800-325-3252 or through the UIU homepage: www.uiu.edu. Click on the link for current students then select order textbooks from the options in the left hand column. Follow the link and select Independent Study for your location.

WRITING PROFICIENCY:

It is recommended that all papers and research are done in the APA style. We expect appropriate writing skills of proper grammar, punctuation, sentence structure, paragraph development, and logical sequence of thought in all written work, and exams.

It is recommended that all students purchase the APA guide/manual listed on the UIU website. *Publication Manual of the American Psychological Association*. \$27.00 new.

CITATION:

Encyclopedias of any kind, including the very popular Wikipedia, are not primary sources and should not be cited or used in constructing academic papers at the graduate or undergraduate level. They can, however, be useful to help gather some background information and to point the way to more reliable sources.

OTHER HELPFUL WEBSITES:

Research and Writing: <http://owl.english.purdue.edu/> . Contains tips on how to write a research paper.

Bartleby.com: www.bartleby.com/reference. This site has excellent references, such as *American Heritage Dictionary*, *Roget's Thesaurus*, *Elements of Style* and *Bartlett's Quotations*.

Britannica.com: www.britannica.com. Plug in any subject, get articles and related Web sites.
Google: www.google.com. This site is a great all-purpose search engine on the Web.

The Internet Public Library: www.ipl.org. A great site to start research and has reference, newspaper, and magazine links. Also contains archives of academic papers and tutorials on how to improve writing.

COURSE OVERVIEW:

Students taking U.S. Government will complete the following:

1. Read chapters 1 - 4 (Unit I of the course) in the textbook and answer the syllabus questions for these chapters. An answer sheet is included.
2. Submit the answers for Unit I for grading (see the section "SUBMITTING YOUR WORK FOR GRADING"). Please attach an assignment cover sheet if you are submitting your answers by mail or by fax. Assignment cover sheets are included in this syllabus. Refer to specific instructions included in the syllabus for submitting your lessons via e-mail.
3. Read chapters 5 - 8 (Unit II of the course) in the textbook and answer the syllabus questions for these chapters. An answer sheet is included.
4. Submit the answers for Unit II for grading (see the section "SUBMITTING YOUR WORK FOR GRADING"). Please attach an assignment cover sheet if you are submitting your answers by mail or by fax. At the time of submission, the first examination may be requested. Examination request forms are included in this syllabus. Refer to specific instructions included in the syllabus for submitting your lessons via e-mail.
5. Take the First Examination on Units I and II (chapters 1 - 8).
6. Read chapters 9 - 12 (Unit III of the course) in the textbook and answer the syllabus questions for these chapters. An answer sheet is included.
7. Submit the answers for Unit III for grading (see the section "SUBMITTING YOUR WORK FOR GRADING"). Please attach an assignment cover sheet if you are submitting your answers by mail or by fax. Refer to specific instructions included in the syllabus for submitting your lessons via e-mail.
8. Read chapters 13 - 15 (Unit IV of the course) in the textbook and answer the syllabus questions for these chapters. An answer sheet is included.
9. Complete the General Education Task Essay.
10. Submit the answers for Unit IV for grading (see the section "SUBMITTING YOUR WORK FOR GRADING"). At the same time, submit the General Education Task Essay for grading.

Please attach an assignment cover sheet if you are submitting your answers by mail or by fax. At the time of submission, the second examination may be requested. Refer to specific instructions included in the syllabus for submitting your lessons via e-mail.

11. Take the Second Examination on Units III, and IV (chapters 9 - 15).

COURSE FORMAT:

Unit I (four chapters)

Chapter One: The Democratic Republic

Chapter Two: The Constitution

Chapter Three: Federalism

Chapter Four: Civil Liberties

Unit II (four chapters)

Chapter Five: Civil Rights

Chapter Six: Public Opinion and Political Socialization

Chapter Seven: Interest Groups

Chapter Eight: Political Parties

First Examination (Units I and II)

Unit III (four chapters)

Chapter Nine: Campaigns, Elections and the Media

Chapter Ten: The Congress

Chapter Eleven: The President

Chapter Twelve: The Bureaucracy

Unit IV (three chapters)

Chapter Thirteen: The Courts

Chapter Fourteen: Domestic and Economic Policy

Chapter Fifteen: Foreign Policy

General Education Task Essay

Second Examination (Units III, IV)

STUDY UNIT INFORMATION:

I suggest this approach for success in this course:

1. Familiarize yourself with the chapter questions for this chapter.
2. Read the chapter.
3. Answer the questions.

For the short answer questions, try to provide three or four complete sentences for each question. Answer all parts of an question. Partial answers receive partial credit. Do not simply copy from the textbook. Put the answer into your own words.

If you have concerns about the length of your answers, err on the side of providing too much information. I will not penalize you for providing too much information.

While it is helpful if you type your answers, it is not necessary. Just remember to keep your handwriting neat and legible. However, the General Education Task Essay must be typed.

EXAMINATION INFORMATION:

There are two proctored examinations: a first examination covering the first two study units and a second examination covering material from the last two study units.

NOTE: In order to pass this course, you must get a passing grade (“D” or better), on at least one of the examinations and have enough cumulative points to earn a passing grade.

Each examination consists of a combination of multiple choice and short answer questions selected from the study unit questions. The first examination consists of 150 multiple choice questions and 5 short answer questions. You have THREE hours to complete the FIRST examination. The second examination consists of 150 multiple choice questions and 5 short answer questions. You have THREE hours to complete the SECOND examination. The second exam only covers Units 3 and 4. It does NOT cover Units 1 and 2.

NO MATERIALS (textbook, syllabus, graded study unit answers, notes, etc.) MAY BE USED DURING THE EXAMINATION.

The best way to prepare for these examinations is to review the textbook material and especially study your graded answers of the unit assignments. Examination questions are taken from the set of questions found in the study units.

Examination request forms are included in this syllabus.

SUBMITTING YOUR WORK FOR GRADING:

For this particular course you may submit your completed units for grading by one of three methods:

Method 1: Mail your work (Be sure to attach an assignment cover sheet.)

Address:

Independent Study Program
Upper Iowa University
P.O. Box 1861
Fayette, IA 52142-1861

Method 2: Fax your work. (Be sure to attach an assignment cover sheet.)

Fax number: (563) 425-5353

Method 3: E-mail your work. (Be sure to include in your e-mail message the information normally contained on an assignment cover sheet. **Do NOT include your social security number.**

E-mail address: kunzej@uiu.edu

(If you choose this method, I will e-mail you a reply when I receive your submission, and I will e-mail you the material when graded.)

COMPOSITION OF GRADE:

Study Unit One (chapters 1 - 4)

120 multiple choice questions @ 1 point =	120 points
12 short answer questions @ 3 points =	36 points
Study Unit One Total Points	156 points

Study Unit Two (chapters 5 - 8)

120 multiple choice questions @ 1 point =	120 points
12 short answer questions @ 3 points =	36 points
Study Unit Two Total Points	156 points

First Examination (Units One and Two)

150 multiple choice questions @ 2 points =	300 points
5 short answer questions @ 6 points =	30 points
Mid-Term Exam Total Points	330 points

Study Unit Three (chapters 9 - 12)

120 multiple choice questions @ 1 point =	120 points
12 short answer questions @ 3 points =	36 points
Study Unit Three Total Points	156 points

Study Unit Four (chapters 13 - 15)

90 multiple choice questions @ 1 point =	90 points
9 short answer questions @ 3 points =	27 points
General Education Task Essay =	100 points
Study Unit Four Total Points	217 points

Second Examination

150 multiple choice questions @ 2 points =	300 points
5 short answer questions @ 6 points =	30 points
Final Exam Total Points	330 points

TOTAL POINTS FOR ENTIRE COURSE	1345 points
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GRADE DETERMINATION:

This course consists of four units of instruction, plus two exams.

Total score at the end of the course will determine your grade as follows:

GRADE	PERCENTAGE	POINTS EARNED
A	100 – 93%	1345 – 1245
A-	92 – 90%	1244 – 1204
B+	89 – 88%	1203 – 1177
B	87 – 82%	1176 – 1097
B-	81 – 80%	1096 – 1070
C+	79 – 78%	1069 – 1043
C	77 – 72%	1042 – 962
C-	71 – 70%	961 – 935
D+	69 – 68%	934 – 908
D	67 – 62%	907 – 828
D-	61 – 60%	827 – 801
F	59 – 0%	800 – 0

GRADE CRITERIA

A= Clearly stands out as an excellent performer.

Has unusually sharp insight into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines; anticipates next steps in progression of ideas.

Example: “A” work should be of such a nature that it could be put on reserve for all students to review and emulate. The “A” student is, in fact, an example for others to follow.

A - = Stands out as an excellent performer.

Has sharp insight into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines; anticipates next steps in progression of ideas.

Example: “A-” work should be of such a nature that it might be put on reserve for other students but with reservations; an “A-” should be considered a very high grade.

B+ = Grasps subject matter at a level considered to be very good.

Participates consistently in class discussion. Writes very well. In on-ground environments, speaks very well. Accomplishes much more than the minimum requirements. Produces consistently high quality work.

Example: “B+” work indicates a very high quality of performance and is given in recognition for solid work; a “B+” should be considered a high grade.

B = Grasps subject matter at a level considered to be good.

Participates actively in class discussion. Writes well. In on-ground environments, speaks well. Accomplishes more than the minimum requirements. Produces high quality work. This is the minimum passing grade for graduate work.

Example: “B” work indicates a high quality of performance and is given in recognition for solid work; a “B” should be considered a very good grade.

B - = Often grasps subject matter at a level considered to be good.

Often participates in class discussion. Often well. In on-ground environments, speaks well. Accomplishes more than the minimum requirements. Usually, but not always, produces high quality work.

Example: “B-” work indicates very good performance and is given in recognition for usually solid work; a “B-” should be considered a good grade.

C+ = Demonstrates a just more than satisfactory comprehension of the subject matter.

Accomplishes all of the minimum requirements, and displays above average initiative. Communicates orally and in writing at an above average level for a college student. Has an understanding of all basic concepts.

Example: “C+” work represents above average work. A student receiving a “C+” has more than met the requirements, including deadlines, of the course.

C= Demonstrates a satisfactory comprehension of the subject matter.

Accomplishes only the minimum requirements, and displays little or no initiative. Communicates orally (on-ground environments) and in writing at an acceptable level for a college student. Has an acceptable understanding of all basic concepts.

Example: “C” work represents average work. A student receiving a “C” has met the requirements, including deadlines, of the course.

C - = Demonstrates a barely satisfactory comprehension of the subject matter.

Accomplishes only the minimum requirements, and displays less than average initiative. Communicates orally and in writing at a barely acceptable level for a college student. Has a marginal understanding of all basic concepts.

Example: “C-” work represents below average work. A student receiving a “C-” has barely met the requirements, including deadlines, of the course.

D+=Quality and quantity of work is below average, but verging on acceptable.

Accomplishes the most basic requirements of the course with skill that approaches the acceptable level.

Example: “D+” work is passing and approaches, but does not meet the average expectations.

D= Quality and quantity of work is below average and barely acceptable.

Accomplishes the most basic requirements of the course with below average skill.

Example: “D” work is passing by a slim margin and questions the student’s ability to succeed in more advanced coursework.

D - =Quality and quantity of work is well below average and marginally acceptable.

Accomplishes the most basic requirements of the course and executes them poorly.

Example: “D-“ work is passing, but strongly questions the student's ability to continue on with more advanced level of coursework.

F= Quality and quantity of work is unacceptable.

Academic credit is not earned for an F.

Example: “F” work does not qualify the student to progress to a more advanced level of course work.

CHEATING, ACADEMIC DISHONESTY AND PLAGIARISM:

Because cheating, academic dishonesty and plagiarism are affronts to the University community as a whole and a denial of the offender’s own integrity, they will not be tolerated. Cheating includes but is not limited to:

- the use of unauthorized books, notes or other sources in the giving or securing of help in an examination or other course assignments,
- the copying of other students’ work or allowing others to copy your work,
- the submission of work that is not your own or allowing others to submit your work as theirs,
- the submission of the same work for two or more classes without the approval of any instructors involved.

Academic dishonesty includes, but is not limited to:

- sharing academic materials knowing they will be used inappropriately,
- having access to another person’s work without permission,
- providing false or incomplete information on an academic document,
- changing student records without approval.
- obtaining and using texts intended for instructor use only.

Plagiarism includes, but is not limited to:

- the presentation of another’s published or unpublished work as one’s own,
- taking words or ideas of another and either copying them or paraphrasing them without proper citation of the source,
- using charts, graphs, statistics or tables without proper citation.

Detected cheating, academic dishonesty, or plagiarism will result in consequences that may, at the instructor’s discretion, include course failure. In addition, an offender may be reported to the Senior Vice President for the Extended University, the Dean of the Extended University, or designee for possible disciplinary action, which may include suspension or dismissal from the University. Upper Iowa University may make use of various plagiarism detection services. Individuals, by enrolling in courses offered by the University, consent to submission by the University of course-related assignments to such services and the retention of a copy of such assignments by the service.

Cheating, academic dishonesty and plagiarism infractions are tracked by the Dean of the Extended University, and cumulative evidence collected from multiple incidents will be considered when making suspension or dismissal decisions.

Extended University Catalog 2008/09 page 98.

http://www.uiu.edu/catalogs/eu/policies_1.html#conduct

ATTENDANCE:

Even though a student does not attend a regular classroom in the traditional sense and keep up with a set schedule of assignments, it should be pointed out how important it is to keep yourself on a regular timely schedule if possible to complete and send in units. It is too easy to set work aside and decide to do it later. Suddenly, the need to complete assignments and get them in by deadlines can become stressful and, at times, impossible. The key would be to set time aside on a regular basis and submit work in a timely manner.

LIBRARY RESOURCES:

As a student of Upper Iowa University, library resources (online journal databases, e-books, newspaper access, citation help, etc.) are available. If travel to the campus is not feasible, you can access the library through the University's website. Go to: www.uiu.edu/library. **To request usernames/passwords for remote library access contact the UIU Library either by phone (563)425-5270, (563)425-5356, or [(563)425-5261, library weekend hours] or, email library@uiu.edu** by clicking on the link. Please be sure to include your student ID number to help verify that you are an Upper Iowa University distance learner. (Hint: consider requesting accesses BEFORE you need the service.) Library help sheets can be found on myUIU.

WITHDRAWAL:

If you wish to withdraw prior to the last day of the enrollment period you must contact the Independent Study office by phone or in writing. After your original six month enrollment period you no longer have the option to withdraw from the course. You must finish the course or have a final grade assigned based on the coursework submitted.

SPECIAL NEEDS:

If you require accommodation for special needs, please provide documentation to: Academic Advising Coordinator.

This syllabus is tentative and subject to change.