

Syllabus for  
**GOV 101—American Government and Politics**  
3 Credit Hours  
Summer 2011  
Online D2L

I. COURSE DESCRIPTION

A study of the institutions and process of American government and politics at the national, state, and local levels, with attention to policy-making and the relationship between citizenship and Christian faith. (Honors sections are available for this course.)

Prerequisites: None.

This course analyzes (1) the governing process, (2) how people affect and are affected by government, (3) the major institutions of U.S. government, (4) some issues that affect people's lives and what government might do about them, and (5) Judeo-Christian perspectives on all that is studied. The subject matter is presented through (a) live lectures, (b) required readings, (c) a weekly discussion group, and (d) a written position paper.

For the Christian, better government assists in promoting an atmosphere in which the Word of God freely goes forth (1 Timothy 2:1-4). The proper education of Christians facilitates such a government. In every person's world, we are subject to governments and laws as we minister. Whether from within one of the many fields associated with the political science discipline or externally subjecting ourselves to the authorities over us, our ministries will be more successful if we have an understanding of how government works.

II. COURSE GOALS

The purpose of this course is to enable the student to do the following:

- A. Examine power and authority relationships within human communities.
- B. Study the historical origins, institutional structures, and their ultimate impact on public policies.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

Upon successful completion of this course, the student will be able to do the following:

- A. Explain why government exists and provide examples of different types and activities appropriate to government.
- B. Describe the biblical heritage and influences on American governmental institutions.
- C. Discuss the role of Christians in public life and develop sensitivity to opportunities for service in the public realm.
- D. Develop familiarity with the electoral system and understand the roles of parties and interest groups.
- E. Describe what Congress, the President, and the judiciary committee do.

- F. Formulate oral and written evaluations of government in terms of democratic ideals such as equity, liberty, and justice; and examine citizen opportunities to act on these ideals.

#### IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

##### A. Required Materials

1. Textbooks

Branham, Sonny. (2004). *I pledge allegiance to the flag* (1st ed.). Boston: McGraw Hill. (**The Branham Lecture Notes are located at the back of this textbook.**) ISBN-13: 9780073042435

Volkmer, W. E. (2011). *American government* (13th ed.). Upper Saddle River, NJ. Pearson Prentice Hall. ISBN-13: 9780205672714

2. Other

None

##### B. Optional Materials

1. Textbooks

None

2. Other

None

#### V. POLICIES AND PROCEDURES

##### A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
  - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
  - b. Failing to meet group assignment or project requirements while claiming to have done so;
  - c. Failing to cite sources used in a paper;
  - d. Creating results for experiments, observations, interviews, or projects that were not done;
  - e. Receiving or giving unauthorized help on assignments.By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing

the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.

4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with University, school, and departmental policies regarding the Whole Person Assessment requirements. Students should consult the Whole Person Assessment handbooks for requirements regarding general education and the students' majors.
  - a. The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
  - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Course Policies and Procedures

1. Evaluation Procedures

This self-directed course consists of seven assignments and a comprehensive final examination. Each of the seven major assignments is composed of required readings and/or required viewings as well as a series of writing tasks. The final examination will consist of 100 objective questions. These questions will be drawn from all seven writing assignments and the required readings from the texts as well as the assigned video presentations.

a. Grading:

The course grade will be based on the seven assignments and the final examination:

Assignment I	25 points
Assignment II	25 points
Assignment III	50 points
Assignment IV	50 points
Assignment V	50 points
Assignment VI	50 points
Assignment VII	50 points
<u>Final Examination</u>	<u>100 points</u>
Total	400 points

b. Grading scale:

A grade will be assigned for each writing assignment based on the quality and accuracy of the work presented. The following scale will be used for the assignments, the final examination, and the cumulative grade. It is departmental policy that any student who fails the final examination also fails the course.

A=90-100%	360-400 points
B=80-89%	320-359 points
C=70-79%	280-319 points
D=60-69%	240-279 points
F=59% or below	239 points or less

2. Whole Person Assessment Requirements

All students enrolled in this course will complete Service Learning (Political Engagement) as part of this course. Please note the following:

- a. Students who do not have an ePortfolio account: The written portion of this activity should be submitted via hard copy along with the rest of Assignment II.

- b. Students with ePortfolio accounts: If you have an ePortfolio account and a general education ePortfolio assignment, the written portion of this activity is a required ePortfolio artifact for you. It should be submitted via hardcopy with Assignment II and via your ePortfolio account.
- c. For more information, consult Appendix A, “ePortfolio Instructions.”

## VI. COURSE CALENDAR

### **Weeks 1-3**

This course is divided into seven assignments, each culminating in written requirements. The first assignments (Assignments I and II) are divided into lessons built around *I Pledge Allegiance to the Flag*. Additionally, the first assignment has two writing assignments based on David Barton’s essays.

### **Weeks 4-7**

The second set of assignments (Assignments III, IV, and V) derives from the first eight chapters of the Volkmer text and entails lessons based on the appropriate chapters of that book. As part of this assignment, students will be asked to plan and engage in an activity of political engagement.

### **Week 8**

The final assignments (Assignments VI and VII) are based on the second half of the Volkmer text. These assignments are composed of lessons based on the corresponding chapters in the Volkmer text. A comprehensive final examination will provide students with an opportunity to demonstrate attainment of the course goals.

Correspondence students are given specific dates by which each assignment must be submitted on D2L. Points are deducted for late assignments.

**Course Inventory for ORU's Student Learning Outcomes  
GOV 101—American Government and Politics  
Summer 2011**

This course contributes to the ORU student learning outcomes as indicated below:

**Significant Contribution** – Addresses the outcome directly and includes targeted assessment.

**Moderate Contribution** – Addresses the outcome directly or indirectly and includes some assessment.

**Minimal Contribution** – Addresses the outcome indirectly and includes little or no assessment.

**No Contribution** – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

<b>OUTCOMES &amp; Proficiencies/Capacities</b>		<b>Significant Contribution</b>	<b>Moderate Contribution</b>	<b>Minimal Contribution</b>	<b>No Contribution</b>
<b>1</b>	<b>Outcome #1 – Spiritually Alive Proficiencies/Capacities</b>				
1A	Biblical knowledge		X		
1B	Sensitivity to the Holy Spirit		X		
1C	Evangelistic capability		X		
1D	Ethical behavior	X			
<b>2</b>	<b>Outcome #2 – Intellectually Alert Proficiencies/Capacities</b>				
2A	Critical thinking	X			
2B	Information literacy	X			
2C	Global & historical perspectives	X			
2D	Aesthetic appreciation		X		
2E	Intellectual creativity	X			
<b>3</b>	<b>Outcome #3 – Physically Disciplined Proficiencies/Capacities</b>				
3A	Healthy lifestyle			X	
3B	Physically disciplined lifestyle			X	
<b>4</b>	<b>Outcome #4 – Socially Adept Proficiencies/Capacities</b>				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences	X			
4D	Responsible citizenship	X			
4E	Leadership capacity	X			