Instructor: Gabriela Caro Bundy
Office: Wylie High School, Room 414
School Phone: 325-690-1181 (please use e-mail when possible)
E-Mail: gbundy@wylie.esc14.net
Remind 101: POLS/ECON/PSYC; Enter this number 81010; Text this message @2h96c7
Website: https://blackboard.angelo.edu
Technical Support: The Technology Service Center (TSC) may be contacted by calling 325-942-2911 or 1-866-942-2911, or by email at helpdesk@angelo.edu.


Technology: The student must have access to a computer with speakers, and a reliable and speedy Internet. The student will retrieve materials and complete assignments on Blackboard every week. Students are permitted to bring laptops/tablets to the classroom for note taking, but will lose such privileges if the student is using the laptop/tablet for something other than its intended purpose in the classroom.

Course Description: Origin and development of the Texas constitution, structure and powers of state and local government, federalism and intergovernmental relations, political participation, the election process, public policy, and the political culture of Texas.

Core Objectives:
Critical Thinking: gather, analyze, evaluate and synthesize information relevant to a question or issue.
Communication: develop, interpret and express ideas through effective written communication.
Social Responsibility: demonstrate knowledge of civil responsibility.
Personal Responsibility: demonstrate the ability to evaluate choices, actions and consequences as related to ethical decision-making.

Course Learning Outcomes:
Upon successful completion of this course, the student will be able to:

1. Student will demonstrate knowledge about Texas government and politics.
2. Student will explain the origin and development of the Texas Constitution.
3. Student will explain the origins and evolution of the Texas political system, with a focus on growth of political institutions, the key components of the Texas political system, and federalism.
4. Student will describe the ways in which different political systems divide and share power between the state and local governments.
5. Student will demonstrate knowledge of the legislative, executive, and judicial branches of Texas government.
6. Students will evaluate the role of public opinion, interest groups, political parties, campaigns and elections in the Texas political system.
7. Students will describe the rights and responsibilities of citizens and be able to comment on the role of civic engagement in Texas politics.
8. Student will analyze political issues, demonstrate critical thinking skills, and develop a critical approach to the study of policies and political culture of Texas.
Summary Matrix:
The table below details which core requirements are applicable to this course, the activities to develop the skills in the required areas, mastery assessment, and the level of expertise the student must demonstrate.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>University SLO</th>
<th>Course SLO</th>
<th>Assignment</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Critical Thinking</strong></td>
<td>CT1: Gather, analyze, evaluate and synthesize information relevant to a question or issue.</td>
<td>Students will develop critical thinking skills and the ability to critically understand Texas politics and government.</td>
<td>Reflective writing samples based on lectures, class discussion, required class readings, and assigned movies that assess if the student can think critically about Texas politics and government.</td>
<td>VALUE Rubric for Critical Thinking</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>CS1: Develop, interpret and express ideas through effective written communication.</td>
<td>Students will gain and be able to demonstrate a basic knowledge of Texas political system, federalism, and workings of the legislative, executive, and judicial branches, of Texas government.</td>
<td>Reflective writing samples based on lectures, class discussion, required class readings, and assigned movies that assess if the student can effectively communicate a basic knowledge of the development of the Texas state political system and governmental institutions involved in the policymaking system, and federalism using a written artifact.</td>
<td>VALUE Rubric for Written Communication</td>
</tr>
<tr>
<td><strong>Social Responsibility</strong></td>
<td>SR2: Demonstrate knowledge of civic responsibility.</td>
<td>Students will evaluate the role of public opinion, interest groups, and political parties in Texas as well as describe the rights and responsibilities of citizens.</td>
<td>Reflective writing samples based on lectures, class discussion, required class readings, and assigned movies that assess if the student can demonstrate an understanding of the rights and responsibilities of citizens and political institutions for civic engagement in the Texas political system.</td>
<td>VALUE Rubric for Civic Engagement-local and global</td>
</tr>
<tr>
<td><strong>Personal Responsibility</strong></td>
<td>PR1: Demonstrate the ability to evaluate choices, actions and consequences as related to ethical decision-making.</td>
<td>Students will describe one’s own participation in civic life by demonstrating an understanding of the political issues, policies, political culture of Texas.</td>
<td>Reflective writing samples based on lectures, class discussion, required class readings, and assigned movies that assess if the student understands ethical decision making by demonstrating knowledge of civic engagement, Texas political culture, and means of political participation using a written artifact.</td>
<td>Value Rubric for Ethical Reasoning</td>
</tr>
</tbody>
</table>
Educational and critical thinking objectives for students:
1. The student should NOT accept any assertion of fact on its face value. The student must listen carefully
to different sides in a debate, preparing to see the logic in what people of different viewpoints have to say.

For those who accept the prevailing traditions and opinions as matters of blind faith, the meaning of new
and challenging ideas and experiences may frighten them and are rejected out of hand. New experiences
are subconsciously distorted and serve only to reinforce previously held assumptions.

2. The student must have arguments to support their case. The student does not convenience others by
simply saying “I feel this way”.

For example, students should not argue whether stem cell research is good or bad, instead they study the
arguments various parties have made about stem cell research.

3. College students should go beyond tradition and opinions that fit into their comfort zone, to question,
to reason and make conscious choices based on knowledge and understanding. The classroom should be
where political agendas are analyzed, not embraced.

Attendance and Participation: Students are expected to attend all classes. Excessive absences will
jeopardize final grade for the course, and may result in removal from dual credit course.

Prompt and regular class attendance is considered necessary for satisfactory work. The instructor keeps an
accurate, complete, and clearly comprehensive record of attendance.
- 5 non-school related absences will result in dropping one full letter grade.
- 7 non-school related absences will result in dropping another full letter grade.
- 9 non-school related absences will result in being dismissed from the dual credit course and
placed in a regular government class.

*An absence is excused if a doctor’s note (on letterhead) is turn in. Students must turn in a copy to both
the attendance office and the instructor.

Method of Evaluation:
Discussion Forums (one per chapter) 20%
Article Review (1) 20%
Quizzes (one per chapter) 20%
Midterm (1) 20%
Final Exam (1) 20%

Discussion Forums – Each chapter will have discussion forums on Blackboard. Each forum assignment
requires one initial response supported by at least one source, and one substantive reply to another
student’s post. The criterion for substantive reply includes the following:

1. The reply is in complete sentences and paragraphs.
2. The reply genuinely adds new information or fresh insight.
3. It does not simply summarize what another student has said. Example: “I really like your
   post, especially when you said…”
4. The reply is supported by at least one source, similar to the original Forum response.
5. Discussion forums are due by 11:59 pm on the due date.

Students are required to utilize proper citation in all written assignments. Students should refer to
an APA style manual.
Article Review – Students will identify, summarize, and evaluate the ideas and information the author presented. Students are to make judgments, positive or negative, about the content of the article. This requires the student to read the selected article in detail and other related articles, in order to present an objective and educated evaluation. The case study is due by 11:59 pm on the due date.

Quizzes – Each chapter will have a quiz which will consist of multiple choice questions on Blackboard. The questions will be drawn from the readings, class lectures, assigned videos, discussions, and assignments on Blackboard. Quizzes are due by 11:59 pm on the due date.

Midterm – The midterm will be administered in the classroom, which must be completed during the class period. The midterm will consist of multiple choice questions, fill in the blanks, and essays. The questions will be drawn from the readings, class lectures, assigned videos, discussions, assignments on Blackboard, and previous quizzes.

Final Exam – The final exam will be administered in the classroom, which must be completed during the class period. The final exam will consist of multiple choice questions, fill in the blanks, and essays. The questions will be drawn from readings, class lectures, assigned videos, discussions, assignments on Blackboard, and previous quizzes.

Grading Scale: A = 90 or above; B = 80 – 89; C = 70 – 79; D = 60 – 69; F = 59 or below

Taking Assessments after an Absence: Absent students must report to the instructor during morning tutorial the first back to school following the absence to take any missed assessments, per the instructor’s discretion. This does not include assessments on Blackboard. Assessments on Blackboard must be completed on time; otherwise the student will receive a zero for that assessment.

Late work will NOT be accepted. If the student is absent, the assignment must be turned in on the due date, which will require submission through Blackboard. The student will receive a message confirming that the instructor received the assignment.

No re-testing for quizzes, midterms, and final exam.

No extra credit work available.

Accommodations for Disability: ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA), and subsequent legislation. The Student Affairs Office is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting the Student Affairs Office, Suite 112 of the Houston Harte University Center, at 325-942-2047 (phone) or 325-942-2211 (fax) or by email at studentservices@angelo.edu to begin the process. The Student Affairs Office will establish the particular documentation requirements necessary for the various types of disabilities.

Students who qualify for specific accommodations under the Americans with Disabilities Act (ADA) should notify the instructor the first week of class. It is the student’s responsibility to provide the necessary documentation to the Office of Student Affairs.
Religious Observances: As stated in the Angelo State University Operating Policy and Procedure (OP 10.19 Student Absence for Observance of Religious Holy Day), a student who intends to observe a religious holiday should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.

Course Content: College level courses may include controversial, sensitive, and/or adult material. Students are expected to have the readiness for college level rigor and content. The study, respect, and exercise of First Amendment freedoms are integral aspects of this course, class debate and discussion is encouraged. However, freedom demands responsibility; therefore, respect for the opinions and ideas of others is expected. The free exchange of information is vital to the pursuit of learning.

Student Conduct: Students are expected to take responsibility in helping to maintain a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from the time spent in class, students are prohibited from using cell phones, reading material not related to the class, sleeping, or engaging in any other form of distraction or hindrance to the instructor or fellow students. Inappropriate behavior in the classroom will result in dismissal from the course. A more detailed list of inappropriate behaviors is found in the current Wylie/Angelo student handbook. In addition, harassment of any form is strictly prohibited (Zero Tolerance), as are those remarks concerning one’s ethnicity/race, life style, religion, etc., violations of these rules will result in immediate dismissal.

Academic Honesty: Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding and complying with the university Academic Honor Code and the ASU Student Handbook. Students are responsible for understanding the Academic Honor Code.

Acts of academic dishonesty and misconduct as referenced in Angelo State University Student Handbook will be referred to the Dean of Students. The attempt of students to present as their own any work they have not honestly performed is regarded by the faculty and administration as a serious offense and renders the offender liable to serious consequences, possibly suspension. Falsified work, to include plagiarism, will result in a failing grade for that assignment, and possible dismissal from the dual credit course.

Participation Policies

Online Course Netiquette: Proper netiquette enables students to be professional while communicating online with faculty and with other students. To comply with course expectations, it is important to consider the following values during online discussions and when corresponding to the instructor and fellow students via email and discussions:

**Timeliness:** Monitor course activity and respond to communications from your instructor in a timely manner.

**Confidentiality:** When discussing topics, be sure to be discreet about how you discuss students, teachers, and aides from school. Do not use names of people or names of facilities.

**Formatting:** As a rule, do not use all caps in your emails or discussions. It is unprofessional and hard to read. Also, use standard capitalization and punctuation in all course communications, and sign your name.

**Value:** Recognize and value the experiences, abilities, and knowledge each person brings to class. Value the diversity of the class.
**Language tone:** The absence of face-to-face interaction increases the likelihood of misinterpretation. Avoid using offensive language, excessive exclamation points, all caps, humor and sarcasm, acronyms, emoticons, and slang.

**Respect:** Each student’s viewpoint is valued as an opinion. When responding to a person during online discussions, be sure to state an opposing opinion in a diplomatic way. Disagree with ideas, but do not make personal attacks. Be careful what you write because you cannot use body language or tone of voice when trying to convey ideas, intent, or thoughts.

**Brevity** Be concise when contributing to a discussion. Online courses require a lot of reading, therefore, your points may be missed if hidden in a flood of text.

**Read and proofread:** Read all discussions before you post a comment, so you do not repeat information. Proofread and spell check all messages before you send them.

**Student-to-Instructor Netiquette:** In addition to the above values, you are expected to respond to communications from your instructor in a timely manner. Any emergencies that arise due to illness, death, etc. should be reported to the instructor as quickly as possible.

**Instructor-to-Student Netiquette:** The instructor will also follow the values listed above by checking and responding to emails (Wylie account) and grading your assignments in a timely manner.
Course Schedule:

Week 1 (Jan 9) – Chapter 2 - 5

Week 2 (Jan 15) – Chapter 2 - 5

Week 3 (Jan 22) – Chapter 6

Week 4 (Jan 29) – Chapter 6

Week 5 (Feb 5) – Chapter 7

Week 6 (Feb 12) – Chapter 7

Week 7 (Feb 20) – Chapter 8

Week 8 (Feb 26) – Chapter 8

Week 9 (Mar 5) – Chapter 9

Week 10 (Mar 19) – Chapter 9

Week 11 (Mar 26) – Chapter 10

Week 12 (Apr 2) – Chapter 10

Week 13 (Apr 9) – Chapter 11

Week 14 (Apr 16) – Chapter 11

Week 15 (Apr 23) – Chapter 12

Week 16 (Apr 30) – Chapter 12

Week 17 (May 7) – Final Exam Review

Week 18 (May 14) – Final Exam

Chapter 14 will be integrated with other chapters.

Changes to the Syllabus:
The schedule and procedures in this syllabus are subject to change if deemed appropriate by the instructor.