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## ASU Dual Credit U.S. GOVERNMENT & Politics Syllabus

# ASU Syllabus Statements

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### Contents

Student Disability Services .....	1
Title IX Statement.....	2
Student Absence for Observance of Religious Holy Days .....	2
Incomplete Grade Policy .....	2
Student Conduct Policies .....	2
Academic Integrity .....	2
Plagiarism .....	2
Copyright Policy .....	2
General Policies Related to This Course.....	3

### Student Disability Services

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 Office of Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student's responsibility to initiate such a request by contacting:

[Ms. Dallas A. Swafford](#)

Director of Student Disability Services

- 325-942-2047
- [dallas.swafford@angelo.edu](mailto:dallas.swafford@angelo.edu)
- [Houston Harte University Center](#)

## **Title IX Statement**

Angelo State University is committed to the safety and security of all students. If you or someone you know experience sexual harassment, sexual assault, domestic or dating violence, stalking, or discrimination, you may contact ASU's Title IX Coordinator:

[Michelle Nicole Boone, J.D.](#)

Director of Title IX Compliance

[Michelle.boone@angelo.edu](mailto:Michelle.boone@angelo.edu)

325-486-6357

[Mayer Administration Building](#) 204

## **Student Absence for Observance of Religious Holy Days**

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for [Observance of Religious Holy Day](#) for more information.

## **Incomplete Grade Policy**

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 [Grading Procedures](#) for more information.

## **Student Conduct Policies**

### ***Academic Integrity***

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

[Academic Integrity](#)

### ***Plagiarism***

Plagiarism is a serious topic covered in ASU's [Academic Integrity policy](#) in the Student Handbook. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality via Turnitin. Resources to help you understand this policy better are available at the [ASU Writing Center](#).

### ***Copyright Policy***

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

## General Policies Related to This Course

All students are required to follow the policies and procedures presented in these documents:

- [Angelo State University Student Handbook](#)
- [Angelo State University Catalog](#)

### Course Readings:

**Textbook – Edwards, George C. III, Martin P. Wattenberg, and Robert L. Lineberry.**  
***Government in America: People, Politics, and Policy, 2016 Presidential Election AP Edition Ed.***  
***New York: Longman, 2016.***

### **Readers:**

**Woll, Peter, *American Government: Readings and Cases.* 18<sup>TH</sup> Ed. New York: Person Longman, 2009.** Edited by Peter Woll

**Cigler/Loomis, *American Politics: Classic and Contemporary Readings.* 7<sup>th</sup> Ed. New York Houghton Mifflin Company**

**Canon, Coleman, Mayer, *The Enduring Debate. Classic and Contemporary Readings in American Politics.* 3<sup>rd</sup> Ed. New York W. W. Norton & Company**

Current political issues and commentary from the Wall Street Journal, Washington Post, New York Times, television, and the Internet are utilized in daily coursework. Readings will be supplemented with classroom handouts throughout the semester.

### I follow the AP College Board Course Curriculum Requirements:

CR1 The course includes the Foundations of American Democracy Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).

CR2 The course includes the Interactions Among Branches of Government Unit and addresses all related big ideas (BIs) and enduring understandings (EUs). •

CR3 The course includes the Civil Liberties and Civil Rights Unit and addresses all related big ideas (BIs) and enduring understandings (EUs). •

CR4 The course includes the American Political Ideologies and Beliefs Unit and addresses all related big ideas (BIs) and enduring understandings (EUs). •

CR5 The course includes the Political Participation Unit and addresses all related big ideas (BIs) and enduring understandings (EUs). •

CR6 The course integrates public policy within each unit.

CR7 The course addresses the big ideas by connecting enduring understandings across one or more units.

CR8 The course provides opportunities to analyze and compare political concepts.

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CR9 The course provides opportunities to analyze and interpret quantitative data to explain what the data implies or illustrates about political principles, institutions, processes, and behaviors.

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CR10 The course provides opportunities to analyze and interpret qualitative sources (primary and secondary sources including the nine required foundational documents) to explain how they relate to political concepts.

CR11 The course provides opportunities to analyze and interpret visual information to explain how the elements of the visual illustrate or relate to political principles, institutions, processes, and behaviors. •

CR12 The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios.

CR13 The course provides opportunities to develop an argument in the form of an essay, supported by relevant evidence, about a concept described in the *AP U.S. Government and Politics Curriculum Framework*. •

CR14 Students are provided with an opportunity to engage in a political science research or applied civics project tied to the *AP U.S. Government and Politics Curriculum Framework* that culminates in a presentation of findings.

CR15 Students are provided opportunities to analyze the 15 required Supreme Court cases as described in the *AP U.S. Government and Politics Curriculum Framework* and connect them to other non-required landmark cases.

### **GENERAL COURSE DESCRIPTION & EXPECTATIONS:**

Advanced Placement/Dual Credit U.S. Government and Politics will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. Politics and the analysis of specific contemporary examples. It also requires students to familiarize themselves with the various institutions, groups, beliefs, and ideas that constitute our political system. The major topics covered are:

- ◆ Constitutional Underpinnings of United States Government
- ◆ Political Beliefs and Behaviors
- ◆ Political Parties, Interest Groups, and Mass Media
- ◆ Institutions of National Government
- ◆ Public Policy
- ◆ Civil Rights and Civil Liberties

Because this course is the equivalent of a college course, and in order for students to perform well on the AP National Exam or receive Dual Credit *students must meet the high expectations for the course*

and share the responsibility for mastery of the course objectives. This involves careful reading of the textbook, class participation, cooperation, and collaboration.

### **READING:**

The text is designed for college and university students. In order to be successful in a course of this type, students need to maximize their efforts, through proper organization and time management to complete all assigned reading prior to class discussions. The required reading, along with class discussions, will figure prominently in your formal evaluation. In addition to the text, students will be required to read and understand numerous articles from various supplemental readers.

### **Grading and Course Requirements:**

**GROUP WORK:** For the purpose of presentations over assigned readings from the Reader and class handouts, students will be placed in groups. Group work and collaboration is a course requirement. Establishing a positive and cooperative attitude within the group, properly dividing work responsibilities, and effective time management has proven to be a key to success in managing the amount of reading required for this course.

### **Test:**

Tests over the six units will consist of fifty (50) multiple-choice questions and one to two essay questions.

◆ **GRADING POLICY AND PROCEDURE:** Per BISD Grading Policy. All unit tests will constitute **50%** of each nine-week' grade. In-class essays will be graded according to a rubric [CR9] designed for that topic or assignment. Quizzes for the assigned text readings, presentations, and other daily work will constitute the other **50%** of the nine-week' grade.

◆ This is a college level course thus **re-tests for a maximum grade of a 70 will be writing prompts administered the first Wednesday after the test in WES covering the same material as the test.**

**Late work will not be accepted for Reading Assignments Only:** If you are absent and an assignment is due you may take a picture of the completed assignment and email it to me the night before or on the day it is due. This will ensure you will receive full credit for that assignment when you bring it to class after an absence. All due dates are announced in advance and are listed on my class calendar.

**Policy Paper:** To ensure the writing component for this course is met you are required to submit a four-page policy paper. This assessment is mandated by Northwest Vista and a copy of your paper will be submitted to the college via Canvas. The parameters and grading rubric for this paper will be located in Canvas and on my google classroom.

### **Papers and Plagiarism**

In the written work to be submitted you must use a citation or note whenever you:

1. Use a direct quote;
2. Paraphrase the idea or argument of another;
3. Cite specialized data or numerical figures not generally known.

If you fail to do this, you are plagiarizing and that will not be acceptable. Your policy paper will be submitted using Turnitin.com, a Web-based resource that compares the text of student papers to an extensive electronic database.

**Absences:** According to District Policy: Students will not be required to take a quiz or test on the day returning to class from an absence if the quiz or test was announced during the student's absence. **However, the student will be expected to turn in assignments/projects and take a quiz/test on the day he/she returns to school if the assignment/test and due date were announced prior to the day the student was absent.**

**Note:** All of my due dates for projects, readings, homework assignments; tests, quizzes etc. are considered announced because they are located on my semester calendar. The course calendar is on my website and each student will receive a copy on the first day of class.

**Class Behavior and Cell Phones:** It is expected that all students will be considerate of others in the class. A good discussion often means disagreements, but respect for each other's viewpoint is required. Use of cell phones, text messaging, or recording devices will not be permitted in class. All students are expected to place their cell phones on the cell phone charging station located in my classroom until the end of the class period.

***Recording, sharing, or distribution of BISD class instruction is a violation of BISD intellectual copyrights. Students are prohibited from recording streamed lessons, sharing recordings of lessons, or distributing any classroom video whether streamed live or pre-recorded.***

## Reading Assignments and Course Plan:

### Unit One – Introduction to Government in America [CR1], Constitutional Foundations and Underpinnings [CR2]

Week	Lesson	Reader/Articles/ Chart/Tables	Homework (pages in text)
One	- Class procedures/Syllabus/Reading groups - Practice Citizenship test	Declaration of Independence [CR9]	2-23
	- Lecture/notes Introduction to Government - Introduce Group work		
	Quiz on Chapter One – 20 multiple choice questions	David Robinson, “The Constitution & American Destiny” [CR8]	
Two	- Lecture/notes The Constitution - Group work, Constitution Scavenger Hunt	Study Amendments and Articles for a quiz	26-45
Three	- Lecture/notes The Constitution and Amendments - Group Presentation on Robinson article - Practice Free-Response questions	Fed 10 [CR8]  Brutus 1 [CR8]	46-60
	- Quiz on Amendments - Lecture/notes Federalism - Group Presentation on Lopez case	Chart: federal/state/ concurrent powers [CR7]	65-75
	- Wrap up unit on Federalism - Federalism Video	Study for Unit Test chp. 2 & 3	
Four	Test on Unit Two – 55 multiple choice questions and two free response questions [CR9]	Federalist 51 [CR8]	

## Unit 2A – Congress [CR4 and CR5]

Week	Lesson	Reader/Articles/ Chart/Tables	Homework (pages in text)
Four	<ul style="list-style-type: none"> <li>- Group presentation on Federalist 51</li> <li>- Lecture/notes Congress part one (Reps &amp; Senators, Congressional elections) ICIVICS</li> </ul>	" Thomas E. Mann & Norman Ornstein, "The Broken Branch	Google Classroom
	<ul style="list-style-type: none"> <li>- Group presentation on Mann</li> <li>- Gerrymandering <b>[CR7]</b></li> <li>- Play the redistricting game</li> </ul>	My District homepage assignment	352-364
Five	<ul style="list-style-type: none"> <li>- Constitution Day Activities</li> <li>- Lecture/notes Congress part Two (Congress organized and making policy)</li> <li>- Can Congress Do that Activity</li> </ul>	Read Ellwood article on Pork for a quiz <b>[CR8]</b>	365-383
	<ul style="list-style-type: none"> <li>- Quiz on Article</li> <li>- Lecture/notes Congress part Three (understanding Congress)</li> <li>- Congressional Quarterly <b>[CR8]</b></li> </ul>	Current Event due next class	383-388
Six	<ul style="list-style-type: none"> <li>- Wrap up unit</li> <li>- Open note FRQ</li> <li>- Review Game</li> </ul>		
	Test on Unit 2A – 55 multiple choice questions and two free response questions <b>[CR9]</b>	Federalist 70 <b>CR8]</b>	



## Unit Two B – The Presidency and the Bureaucracy [CR4 and CR5]

Week	Lesson	Reader/Articles/ Chart/Tables	Homework (pages in text)
	<ul style="list-style-type: none"> <li>- Group Presentation on Federalist 70</li> <li>- Lecture/notes The Presidency</li> <li>- Presidential Bingo</li> </ul>	ICivics  Exec Command	392-433
Seven	<ul style="list-style-type: none"> <li>- Budget notes</li> <li>- Fiscal Ship assignment [CR7]</li> </ul>	Wilson Buro article[CR8]	436-464
	<ul style="list-style-type: none"> <li>- Group Presentation on Wilson</li> <li>- Lecture/notes The Federal Bureaucracy</li> <li>- Bureaucracy Activity</li> </ul>		466-499
Eight	<ul style="list-style-type: none"> <li>- Wrap up unit</li> <li>- Open Note FRQ</li> <li>- Review Game</li> </ul>	Study for Unit Test	
Nine	<ul style="list-style-type: none"> <li>- Test on Unit II B – 55 multiple choice questions and two free response questions [CR9]</li> </ul>	Federalist 78  [CR15]	

## Unit Three – Judicial Branch, Civil Liberties and Civil Rights [CR6]

Week	Lesson	Reader/Articles/ Chart/Tables	Homework (pages in text)
Nine	<ul style="list-style-type: none"> <li>- Group Presentation on Federalist 78</li> <li>- Lecture/notes The Federal Courts overview part I</li> <li>- Students work with each other to identify characteristics for a good Supreme Court judge</li> </ul>	Tinker v. Des Moines [CR15]	Read case
	<ul style="list-style-type: none"> <li>- Lecture/notes The Courts as Policymakers</li> <li>- Group Presentation on Lopez</li> </ul>	Study for quiz on chp. 15	Read case
	<ul style="list-style-type: none"> <li>- Quiz on Chap. 15 (Supreme Court) – 20 multiple choice questions</li> <li>- Lecture/notes Civil Liberties and Public Policy</li> <li>- Synder v. Phelps oral arguments</li> </ul>	Tinker v. Des Moines [CR15]	115-132
Ten	<ul style="list-style-type: none"> <li>- Group Presentation on Tinker</li> <li>- Individual court cases</li> <li>- First Amendment Court case chart</li> </ul>	Gideon v Wainwright [CR15]	Read case
	<ul style="list-style-type: none"> <li>-- Group Presentation on Gideon</li> <li>- Finish notes on Civil Liberties</li> </ul>		136-152
Eleven	<ul style="list-style-type: none"> <li>- Lecture/notes Civil Rights and Public Policy</li> </ul>	Letter from Birmingham Jail [CR8]	153-169
	<ul style="list-style-type: none"> <li>- Group Presentation on Ltr from Birm Jail</li> <li>- Finish Civil Rights Notes</li> </ul>		
	<ul style="list-style-type: none"> <li>- Wrap up unit</li> <li>- In class FRQ's</li> <li>- Jeopardy Review</li> </ul>	Study for Test	

Twelve	Test on Unit Four – 55 multiple choice questions and two free response questions <b>[CR9]</b>	James Madison Federalist 10 <b>[CR8]</b>	
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#### **Unit Four – Parties & Interest Groups, and Media [CR3]**

<b>Week</b>	<b>Lesson</b>	<b>Reader/Articles/ Chart/Tables</b>	<b>Homework (pages in text)</b>
	<ul style="list-style-type: none"> <li>- Lecture/notes Political Parties</li> <li>- Group presentation on Federalist 10</li> <li>- Group Activity with third political parties (assign campaign commercial project).</li> </ul>	Nowne’s Article on “Interest Groups in America”	234-260
Thirteen	<ul style="list-style-type: none"> <li>- Lecture/notes Interest Groups</li> <li>- Comparing types of Interest Groups <b>[CR7]</b></li> <li>- Group presentation on Interest Groups</li> </ul>		320-335
	<ul style="list-style-type: none"> <li>- Group presentation on Interest Groups</li> <li>- Lecture/notes on Media <b>[CR3]</b></li> </ul>	Article on the Media for a quiz <b>[CR3]</b>	
	<ul style="list-style-type: none"> <li>- Article Quiz</li> <li>- Open note FRQ</li> <li>- Third party Campaign Commercial due</li> </ul>		336-350
Fifteen	Test on Unit Five – 55 multiple choice questions and two free response questions <b>[CR9]</b>	NorthWest Vista Policy Paper Due (Health care)	172-203

#### **Unit Five – Campaigns, Elections, and Voter Behavior [CR3 and CR5]**

<b>Week</b>	<b>Lesson</b>	<b>Reader/Articles/ Chart/Tables</b>	<b>Homework (pages in text)</b>
	<ul style="list-style-type: none"> <li>- Lecture/notes Public Opinion and Political Action</li> <li>- Liberalism v. Conservatism</li> </ul>		264-292
Sixteen	<ul style="list-style-type: none"> <li>- Lecture/notes Elections and Voting Behavior (chp. 9 part one)</li> <li>- Ask for 3 student volunteers to run for office and assign a platform.</li> <li>- Group Presentations on Key</li> </ul>	Citizens United Court Case <b>[CR15]</b>	294 - 317
	<ul style="list-style-type: none"> <li>- Group Presentation on Citizens United</li> <li>- Lecture/notes Nominations and Campaigns</li> <li>- Students give Campaign speeches</li> <li>- Electoral College Activity v policy voting and Candidate centered voting</li> </ul>		320-335
	<ul style="list-style-type: none"> <li>- Lecture/notes Primaries/Caucus &amp; Camp Finance</li> <li>- Candy Caucus Activity</li> <li>- Wrap up unit</li> </ul>	Study for last unit test	336-350
Seventeen	Test on Unit Six – 55 multiple choice questions and two free response questions <b>[CR9]</b>		

	Practice Test - 55 multiple choice questions and two response questions <b>[CR9]</b>		
Eighteen	Final Exam Week		