



RIO SALADO COLLEGE
A MARICOPA COMMUNITY COLLEGE

American National Government

POS110 31216 Fall 2020
Start Date: Sep 21, 2020
End Date: Dec 18, 2020
Credits: 3
Modality: In Person

Instructor Information

Name:

Leah Hurguy

Contact Information:

Email: leah.hurguy@dvusd.org

Phone: (623) 376-3241

Location: CC310 or ZOOM

Office Hours: Monday-Friday 7:00-7:30 am and Tuesday/Thursday 2:15-3:00 pm.

Please double check with Ms. Hurguy before you plan to come in, so that if there is a meeting that interferes you can work together to find an alternate time that works for both schedules.

Website: <https://www.dvusd.org/domain/4796>

Course Competencies

Official Course Description

Study of the historical backgrounds, governing principles, and institutions, of the national government of the United States. Prerequisites: None.

Official Course Prerequisites

None

Official Course Competencies

1. State the causes of the American Revolution. (I)
2. Explain why the American Revolution is consistent with British constitutional values. (II)
3. List the main weaknesses of the government of the United States that operated under the Articles of Confederation. (III)
4. Identify three historians who interpreted the Philadelphia Constitutional Convention, and state briefly their main concepts or theories. (IV)
5. Identify the four major compromises agreed to by the participants at the Philadelphia Constitutional Convention. (IV)
6. Indicate the votes in the "big four" states for and against the adoption of the new constitution. (IV)
7. State the titles held by persons elected to leadership positions in both the U.S. House of Representatives and the U.S. Senate. (V)
8. Trace the steps involved when a bill becomes a law in the U.S. Congress. (V)

9. State the main aspects of the Congressional support staff and describe their general duties. (V)
10. Identify constitutional duties of the chief executive officer of the United States, and indicate whether they make high, moderate, or low demands on the office. (VI)
11. Identify the five major support systems of the President of the United States. (VI)
12. List the major steps involved in the formation of the U.S. national budget from its beginning in the Office of Management and Budget to its final passage by Congress. (VI)
13. Describe the composition of a "typical" U.S. board or commission, and the general powers given to such a board or commission by congress. (VI)
14. Explain the process by which a person is nominated and appointed to serve on the U.S. Supreme Court bench. (VII)
15. Present the main points in the judicial review case, Marbury vs. Madison. (VII)
16. Describe the structure of the lower federal courts. (VII)
17. Explain how an amendment is added to the U.S. Constitution. (VIII)
18. Explain how procedural rights differ from substantive rights. (IX)
19. Indicate values held by each of the two major political parties in the United States. (X)

Course Materials

Required Course Materials

Title	Edition	Author	ISBN
We the People	12th	Benjamiin Ginsberg, Theodore J. Lowi, Margaret Weir, Caroline J. Tolbert, Andrea L. Campbell	9780393679670

Other Primary Materials:

The Constitution <https://www.archives.gov/founding-docs/constitution-transcript>

Course Material Information:

Single Subject College Ruled Notebook
 Writing Utensils
 Ipad

Standards and Expectations

This dual enrollment college course is intended for high school students at the junior and senior level.

Time Requirement:

You will need to dedicate significant time to this college course. For each credit hour, plan to spend at least two hours a week on homework in addition to class presentation time.

Class Structure:

This class will be held according to Deer Valley Unified School District policies. Currently, classes are to be held virtually until October 14th, 2020. Under this policy students will meet every other day with their instructor in 2 hour blocks on ZOOM. There will be direct interaction with the instructor such as direct instruction, discussions, presentations or class activities at least 1.25 hours of each block. The other .75 hours may be used by students to complete: individual work, assessments or group activities directly related to the competencies. Teacher will be present all 2 hours and guide student learning and retention of information.

Course Calendar

Weeks	Unit and Lessons	Chapters	Assessments/Activities	Competencies
1-5	<p><u>Unit 1 Roots of the Constitution</u></p> <ul style="list-style-type: none"> • John Locke • Causes of the American Revolution • The American Revolution as a constitutional revolution • US government under the Articles of Confederation • The Philadelphia Constitutional Convention of 1787 • Federalists vs. Anti-Federalists • Constitution Analysis • Constitutional change and the amendment process • Civil liberties in the Unites States 	Chapter 2,3,4	<ul style="list-style-type: none"> • Stranded • Common Sense • Declaration of Independence Analysis • Week 3 Quiz • Article of Confederation Simulation • Constitutional Compromises Comparison • Constitutional Scavenger Hunt • Bill of Rights application • Rights vs. Liberties • Unit 1 Exam 	1,2,3,4,5,6,17
6-9	<p><u>Unit 2 Politics and Congress</u></p> <ul style="list-style-type: none"> • American political parties and participatory politics • Redistricting and Gerrymandering • Leadership and voting systems • Lawmaking process 	Chapters 6, 8, 9, 12	<ul style="list-style-type: none"> • Political Spectrum Quizzes • Media bias • Fake news paragraph • Voting rights • Political Party Essay • Gerrymandering Adventure • Congressional leadership scavenger hunt • Bill Making Simulation • Congressional Powers • Implied/Expressed/Reserved paragraph • Federalism Paragraph • Week 8 Quiz 	7, 8, 9, 19

	<ul style="list-style-type: none"> • Lobbies and support staff roles in Congress 		<ul style="list-style-type: none"> • Midterm 	
10-13	<p><u>Unit 3: The Executive Branch of Government</u></p> <ul style="list-style-type: none"> • Election Systems • Special interest groups • Powers of the office • Organization of the office • Budget and finance from the oval office • The 44 standing U.S. Commissions 	Chapters: 10, 11, 13, 14, 18	<ul style="list-style-type: none"> • Primaries and Caucus Scavenger Hunt • Electoral College Argumentative Essay • SuperPac Essay • Article 2 Powers activity • War Powers paragraph • Presidential Cabinet Scavenger Hunt • Budget creation activity • Presentation • Unit 3 Exam 	10, 11, 12, 13
14-18	<p><u>Unit 4: The Judicial Branch</u></p> <ul style="list-style-type: none"> • Nomination process • Judicial review • 1st Amendment Claims (religion vs. speech) • Due Process cases • Lower courts 	Chapter 5, 15, 17	<ul style="list-style-type: none"> • 1st Amendment Judgements • Supreme Court Justice report • Marbury vs. Madison • Supreme Court Reenactment • Gobitis vs. Barnett compare and contrast • Miranda v. Arizona • Freedom of Speech vs. Religion claims • Week 16 Quiz • Final Exam 	14, 15, 16, 18

Grading Standards

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	Below 60%

Attendance Standards

Student's attendance in class whether it is in person or online is mandatory. Students are expected to be in class on time and remain engaged in class throughout the duration. MRHS attendance policy will be followed and excessive absences or tardy marks may result in conversations with the student, parents and/or administration.

Late Policy

General Late Policy: All assignments should be turned in by the due date. Late assignments will be taken for up to one week (7 days) after the posted due date but the student will lose 10% of the points for each day it is late. This does not apply to assignments that have already had extended deadlines, long-term projects, group projects, written assessments or debates which must be completed by the due date for credit.

Absences: After an absence, a student has one school day for each day missed to make up work/tests, regardless of the number of days absent. If many days were missed, please schedule an appointment with me to formulate a plan for the completion of make-up work. The late policy does not apply to assignments being redone as make-up work. Make-up work for extended absences (over 3 days) may be requested through the Counseling Office and picked up there.

Equipment Use Policy

Daily Device Use (iPads)

Students should come to school with their iPads charged and ready to use in each class every day. Within each classroom, there are three possible technology environments. Teachers will identify for students the environment expected during their class period. These environments are described below:

Red: No device use allowed. Devices are to be off and put away. If a device is out and being used at this time, students may receive disciplinary consequences and/or zeroes if appropriate. This environment may be necessary for testing or non-electronic based assessments.

Black: Limited device use allowed. Students may use devices in accordance with teacher instruction in a prescribed manner. Students may be asked to place devices face down on their desk until appropriate to use. Teachers may ask to see students' open apps and require that all apps are closed with the exception of a specific one or two. Games should not be open in this environment unless the teacher indicates a specific game may be used.

Green: Open device use. Students may use their device independently to take notes, complete assignments, conduct research, communicate with the teacher, check grades, and other appropriate educational uses of the device. Students should not access inappropriate content or cause disruption in this environment.

Devices may not be used to record or take photos of other people without their consent. Consequences for classroom disruptions and misuse of devices will follow a progressive discipline model, beginning with a phone call home and progressing to office referrals for repeated or more serious offenses. Students who have devices out during a Red environment or during testing, may lose credit on their test or quiz. See the Student Rights and Responsibilities consequence chart in the handbook for more specific descriptions of infractions and consequences.

College Policies

Extra Credit Policy:

There are no extra-credit assignments for this class. The scheduled assignments and exams are sufficient to test understanding of the materials presented in the course.

Academic Misconduct:

Academic Misconduct includes cheating, conspiring to cheat, soliciting to cheat, attempting to cheat, plagiarism, fabrication on an assignment, or other forms of dishonest presentation.

Posting assessments on an unauthorized web site, soliciting assessment answers and the unauthorized acquisition of assessments, assessment answers, or other academic material is cheating.

Plagiarism includes, but is not limited to, the use of paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling or sharing of term papers or other academic materials. Information gathered from the Internet and not properly identified is also considered plagiarism.

We expect every student to produce his/her original, independent work. Any student whose work indicates a violation of the MCCCDC Academic Misconduct Policy (including cheating and plagiarism) can expect sanctions as specified in the college catalog (2.3.11) and online at <https://district.maricopa.edu/regulations/admin-regs/section-2/2-3#11>

Rio Salado College uses software that uncovers plagiarism from student to student and other data sources on the Internet. If a student is found to have plagiarized content, grade consequences will be applied in accordance with departmental policies.

Civility Policy:

The faculty of Rio Salado place a high value on the importance of general ethical standards of academic behavior and expect that communication between students and instructors or among students shall maintain the level of formality and mutual respect appropriate to any college teaching/learning situation. Language or behavior that is rude, abusive, profane, disruptive, or threatening will not be tolerated. Activity of this type is Academic Misconduct as defined in MCCCDC Policy AR 2.3.11. Student engaging in such behavior will be removed from the course with a failing grade. Additional sanctions may be applied pursuant to AR 2.3.11.

Refund Policy:

Refunds are not automatic. Students who drop courses within the refund period are eligible for a reimbursement of appropriate tuition. Deadlines and details are available online at <http://www.riosalado.edu/cashier/Pages/refund.aspx>.

Academic Adjustment Needs & Disability Resources and Services

In accordance with Rio Salado College and Maricopa Community College District policies, all students should have equal access to course materials and technology. Please contact the Disability Resources and Services Office prior to the start date of your course at 480-517-8562 if you have any of the following needs:

- you are a student requiring an academic adjustment due to a documented disability (as protected by The Americans with Disability Act Amendment Act)
- you are experiencing difficulty accessing course materials because of a disability
- you are pregnant or parenting and would like to discuss possible academic adjustments (as protected under Title IX)

References:

1. Maricopa Community College District Administrative Regulation
2.8.1: <https://district.maricopa.edu/regulations/admin-regs/section-2/2-8>
2. Rio Salado College Disability Resources and Services
website: http://www.riosalado.edu/disability_services/Pages/default.aspx

Classroom Accommodations for Students with Disabilities

In accordance with the Americans with Disabilities Act, the Maricopa County Community College District (MCCCD) and its associated colleges are committed to providing equitable access to learning opportunities to students with documented disabilities (e.g. mental health, attentional, learning, chronic health, sensory, or physical). Visit <https://district.maricopa.edu/mandatory-drs-title-ix-syllabus-statements> for more information.

Addressing Incidents of Sexual Harassment/Assault, Dating/Domestic Violence, and Stalking

In accordance with Title IX of the Education Amendments of 1972, MCCCD prohibits unlawful sex discrimination against any participant in its education programs or activities. The District also prohibits sexual harassment—including sexual violence—committed by or against students, District employees, and visitors to campus. As outlined in District policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by District policy.

Visit <https://district.maricopa.edu/mandatory-drs-title-ix-syllabus-statements> for more information.

Tuition Assistance

Tuition Assistance is available to students enrolled in a Rio Salado College dual enrollment courses who demonstrate financial need. Details are available online at <http://www.riosalado.edu/dual/>

Student Responsibility

The student is responsible for the information outlined in the syllabus. The student is also responsible for knowing the Rio Salado College policies in the college catalog and the student handbook available online at <http://www.riosalado.edu/dual/>

Disclaimer

Course content and syllabus may vary from the course calendar listed above in order to meet the needs of the particular group in this course section.