COURSE DESCRIPTION:
The Constitution. Structure and function of the national government: proper citizenship, civil rights, elections, and party organizations.
3 semester hours

CAMILLE A. KRAMER MISSION STATEMENT:
As an educator, writer, and business professional, it is my personal goal to spark in my students the love of learning and discovery as a lifelong passion and to empower and facilitate their journey. To this end, I am committed to a student-centered environment of helping my students achieve their own personal educational goals and encouraging them to enlarge their vision about what is possible for them.

REQUIRED TEXT: (used throughout the course)

To order textbooks, go to the bookstore website: https://bridgeport.textbooktech.com/textbook

COURSE GOALS:
By the conclusion of this course students should:
• Understand the significance of the U.S. Constitution; the Articles outlining the powers of the Executive, Legislative, and Judicial Branches of the federal government; and the concept of separation of powers and checks-and-balances.
• Have explored the Bill of Rights and Amendments to the U.S. Constitution
• Be able to identify some Landmark Supreme Court Decisions and have researched one in depth.
• Identify, understand, and appreciate the evolution of basic Constitutional civil rights and liberties
• Recognize the importance of public opinion, voting and political activism
• Understand the role the media plays in U.S. elections and governance

STUDENT LEARNING OUTCOME GOALS:
By the conclusion of this course students should:
• Achieve a broad overview of the American Government from its beginnings to the present.
• Feel more confidence in understanding political topics affecting their lives.
• Appreciate the merits of primary documents, original materials from the period, in gaining a personal understanding of historical and political events.
• Attain a level of comfort expressing informed opinions on issues, both in online discussions with classmates and in formal paper writing, by supporting arguments with textual and factual references.
• Recognize their personal contribution to the collaborative learning experience of the class by sharing their work and ideas in online discussions.
• Gain additional experience in writing and researching and perfecting the use of MLA or APA style.
• Realize that throughout the course they have greatly improved in these three vital areas: critical thinking, writing, and communication skills, which form the foundation for success and solid intellectual achievement that will serve them in all areas of their lives.

COURSE REQUIREMENTS:
This online class is conducted on Canvas. There will be weekly readings, weekly writing assignments to be posted on Discussions, Reaction/Response papers, Essay papers, and a Research paper. MLA or APA Style required for all papers. Students must use Canvas to access all class related materials and to submit assignments.

CLASS PREPARATION:
Students are expected to:
• Participate in and complete the online orientation prior to first online course.
• Spend a minimum of nine-twelve hours per week on course material. This is required by the School of Professional Studies and is essential due to the nature of the accelerated format.
• Complete and submit all assignments by the due dates.
• Actively participate in discussions online.

MICROSOFT OFFICE 365 FREE FOR STUDENTS:
Students and teachers are eligible for Office 365 Education, which includes Word, Excel, PowerPoint, and OneNote, plus additional classroom tools. All you need to get started is a valid school email address.

TURNITIN:
Turnitin, UB’s plagiarism detection tool, will be enabled for paper submissions. It is the student’s responsibility to view their score and to make absolutely sure all material that is not their original work is cited properly and that a Turnitin Score has been generated.

CHECKING EMAILS:
It is the student’s responsibility to access UB email account on a daily basis as per the University’s policy of sending written information only to and from the UB account.
• UBMail: http://www.bridgeport.edu/academics/ub-support-services/technology-campus/ubmail/
  Help Desk: (203-576-4606) or helpdesk@bridgeport.edu
• Smartphone Access to UB email: How?
  o Sync Exchange Account- iPhone:
  o Sync Exchange Account-Android:

CANVAS:
The Learning Management System (LMS) through which all work is performed is Canvas.
• Canvas Login: http://www.bridgeport.edu/academics/online-programs/current-students/login-canvas/
• Canvas Support: https://bridgeport.instructure.com/courses/829447/
• Canvas Student Tutorial https://bridgeport.instructure.com/courses/985903
• Help Desk: (203) 576-4606 or helpdesk@bridgeport.edu

NOTIFICATIONS IN CANVAS:
It is the student’s responsibility to set up their Canvas Notifications so that they will very quickly receive any messages from the Professor (Announcements, Submission Comments, etc.). Instructions for Canvas Notifications:
• Log into Canvas
• Top Left Select Account (your photo is here if one is posted)
• Select Notifications
• Make sure both your UB email is listed as well as your personal email (if you use that frequently)
• For each of the categories under both UB email and personal email I recommend selecting "notify me right away" (the check mark)
• How do I set my Canvas notification preferences as a student? [https://community.canvaslms.com/docs/DOC-10624](https://community.canvaslms.com/docs/DOC-10624)

ASSIGNMENT LATENESS:
• One day late reduces grade by 10%
• Two days late reduces grade by 20%
• After two days, the assignment “times out” and the grade is zero.

PARTICIPATION/ATTENDANCE:
• Participation in an online course consists of the interaction among students, between faculty and students, and the collaboration in learning that results from these interactions. Grading for engaging and active participation is incorporated into the grading structure of the assignment.
• Attendance in an online course is measured by timely submissions of assignments which include active participation on the Discussion Board as well as the quality and completeness of the work. Grading for attendance is incorporated into the Assignment Lateness Policy posted on the Syllabus.

ACADEMIC POLICIES:
Academic Policies are posted on Canvas under Modules. It is the students’ responsibility to familiarize themselves with this document. It contains Attendance Policy, Online Netiquette Guidelines, Drop Procedures, Academic Integrity Policy, and Course Cancellations.

GRADING AND EVALUATION

Grading System:
Two Reaction/Response Papers: 16.5%  (8.25 pts x 2 = 16.5 pts)
Two Essay Papers: 16.5%  (8.25 pts x 2 = 16.5 pts)
Research Paper Topic: 2%  (2 pts x 1 = 2 pts)
One Research Paper: 16.5%  (16.5 pts x 1 = 16.5 pts)
Twenty-Five Discussions 48.5%  (2.5 pts x 18 = 45 pts) (0.5 pts x 7 = 3.5 pts)

GRADING RUBRICS: Listed below the Class Schedule section AND: On Canvas: Modules

Letter Grading Scale:

<table>
<thead>
<tr>
<th>% of Points Earned</th>
<th>Letter Grade</th>
<th>% of Points Earned</th>
<th>Letter Grade</th>
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<tr>
<td>100-94</td>
<td>A</td>
<td>76-74</td>
<td>C</td>
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<td>93-90</td>
<td>A-</td>
<td>73-70</td>
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<td>89-87</td>
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<td>69-67</td>
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<td>86-84</td>
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<td>83-80</td>
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<td>63-60</td>
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<td>79-77</td>
<td>C+</td>
<td>Below 60</td>
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### WEEK 1: OCTOBER 23, 2017

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<tr>
<th>Assignment #/ Category</th>
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<th>Due by</th>
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<tbody>
<tr>
<td>#1: Discussion (Introduce Yourself):</td>
<td>1. Tell the class a little bit about yourself. (250-word minimum) <strong>Suggested items to include:</strong> What are you doing in addition to going to school? How did you come to be here at University of Bridgeport? How far along are you in the School of Professional Studies Program? Is this your first online class? What are your hopes and aspirations once you earn your undergraduate degree? What are the challenges you face returning to school as an adult? Why did you select this particular class? What are your hopes for achievement? What are your expectations for this class? Do you feel you are better equipped to be a serious student now than you were when you started college for the first time? What skills and life lessons do you believe you already bring with you? And what strategies and new techniques do you hope to get from this course? 2. Reply to the postings of two other students (more if you like). (each 100-word minimum) 3. Must address classmates by name. <strong>Note:</strong> How to check word count? Type or copy and paste your words into a word document. Word displays the word count on the status bar at the bottom of the workspace. If you don't see the word count in the status bar, right-click the status bars, then click Word Count.</td>
<td>Mon Oct 23</td>
<td>2.5</td>
</tr>
<tr>
<td>#4: Viewing/Reviewing:</td>
<td>Refresh your understanding of Primary Sources:  a) Primary vs Secondary Sources YouTube 2.5 min.  <a href="https://www.youtube.com/watch?v=cqXH07bTPnw">https://www.youtube.com/watch?v=cqXH07bTPnw</a>  b) Mr. D's Class - Sources: Primary vs. Secondary YouTube 2 min.</td>
<td>Tues Oct 24</td>
<td>–</td>
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</table>
#5: Discussion (Your Own Article):
Find your own online article about any aspect of this week’s topic.
1. Give the Article Name, Author, Date, and URL link (link must work and must not require a log in).
2. Then explain what you found interesting about this article. (250-word minimum)
   Note: Make sure you do not use an article already posted by one of your classmates
3. Reply with comments to postings of two other students (more if you like). (each 100-word minimum)
4. Must address classmates by name.

#6: Viewing/Reviewing:
Decide whether you will do your papers in APA Style OR MLA Style.
   a) If you choose APA Style do the following:
      • Watch the APA Style “refresher” video: (9 minutes)
        APA Format Citations-Sixth (6th) Edition
        [video link]
      • Review APA Style Paper Quick Reference: Posted on Canvas – Modules
      • Review APA Style Sample Paper: Posted on Canvas – Modules
   b) If you choose MLA Style do the following:
      • Watch the MLA Style “refresher” video: (10 minutes)
        MLA Style Essay Format – Word Tutorial
        [video link]
      • Review MLA Style Paper Quick Reference: Posted on Canvas – Modules
      • Review MLA Style Sample Paper: Posted on Canvas – Modules

#7: Discussion (Text):
Choose a topic within this week’s reading that is of particular interest to you. Then write about it following the below instructions.
1. Five Paragraphs to the Discussion (250-word minimum)
   Paragraph 1: Introduce the text, author, and the chapter assigned this week from which you have chosen a specific topic of interest to write about.
   Note: In the weeks where a paper is also due, must choose a topic that is different from that of the paper
   Example: This discussion is based on the readings from chapter(s) _____ (add the chapter numbers) in the text Government By the People, 2014 Elections and Updates Edition by Magleby, Light, and Nemacheck. The topic I was particularly interested in was _______________. (Note: this is just an example; you use your own words)
   Paragraph 2: Tell a little about the topic that you found interesting
   Paragraph 3: What information about this topic was new to you?
   Paragraph 4: What information about this topic did you already know?
   Paragraph 5: Did you have strong feelings or opinions about this topic?
   Paragraph 5: If you wanted to find out more information about that specific topic of interest, where might you search?
2. Reply with comments to postings of two other students (more if you like). (each 100-word minimum)
3. Must address classmates by name.
#8: Reviewing:

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<tr>
<td>In preparation for writing Reaction/Response Papers, Essay Papers, and a Research Paper, please read and familiarize yourself with the following documents that are posted on Canvas: Modules – Quick Reference</td>
<td>Thurs Oct 26</td>
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<tr>
<td>- Research Paper Quick Reference</td>
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<tr>
<td>- Reaction-Response Paper Quick Reference</td>
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<td>- Essay Paper Quick Reference</td>
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#9: Discussion (Primary Source Posting):

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<th>Details</th>
<th>Due</th>
<th>Pts</th>
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<tr>
<td>Find a primary source online based on either this week’s topic or the American Government in general.</td>
<td>Fri Oct 27</td>
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<tr>
<td>- Post the following 4 items:</td>
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<tr>
<td>1. Primary Source Name</td>
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<tr>
<td>2. Author</td>
<td></td>
<td></td>
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<tr>
<td>3. Date</td>
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<td>4. URL link (link must work and must not require a log in)</td>
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<td>Example:</td>
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<td>o Primary Source Name: The Declaration of Independence</td>
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<tr>
<td>o Author: Primarily Thomas Jefferson</td>
<td></td>
<td></td>
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<tr>
<td>o Date: July 4, 1776</td>
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<tr>
<td>o URL link: <a href="https://www.archives.gov/founding-docs/declaration">https://www.archives.gov/founding-docs/declaration</a></td>
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<td>Note: Tip on how to find: Go to Google, Type in: Primary Source + Topic</td>
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WEEK 2: OCTOBER 30, 2017

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<th>Assignment #/ Category</th>
<th>Details</th>
<th>Due</th>
<th>Pts</th>
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<tbody>
<tr>
<td>#1: Reading (Text):</td>
<td>1. Read Chapter 4: The American Political Landscape pages 102-109 and Review 125</td>
<td>Mon Oct 30</td>
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<td>3. Read Chapter 6: Political Parties: Essential to Democracy pages 162-170, 176-179 and Review 189</td>
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<tr>
<td>#2: Paper (Reaction/Response Paper):</td>
<td>(Submit word document)</td>
<td>Tues Oct 31</td>
<td>8.25</td>
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<td>- Write a two-to-three-page Response/Reaction Paper in MLA or APA Style based on your particular area of interest in this week’s assigned chapter(s).</td>
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<td>- Follow the guidelines for this type of paper in the Response/Reaction Paper Quick Reference posted on Canvas – Modules.</td>
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<td>- Also, refer to the Grading Rubric to ensure you include all the required elements.</td>
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<td>- See more related reference materials on Canvas – Modules</td>
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<td><strong>Note:</strong> Paper will go through Turnitin, a plagiarism detection program. It is the student’s responsibility to:</td>
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<td>o Ensure that the paper was successfully submitted on Canvas (make sure see submission successful)</td>
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<tr>
<td></td>
<td>o Ensure that there is no plagiarism on paper by checking Turnitin score and making sure everything that needed to be cited was cited properly.</td>
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<td>o How to view:</td>
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</table>
#3: Discussion (Response/Reaction Paper):
1) Post 3 or 4 comments about your Response/Reaction Paper explaining your reaction. (250-word minimum)
2) Comment on postings of two other students (more if you like). (each 100-word minimum)
3) Must address classmates by name.

#4: Discussion (Text):
- . See Week 1 for Instructions for this Assignment Category

#5: Discussion (Primary Source Posting):
- See Week 1 for Instructions for this Assignment Category

### WEEK 3: NOVEMBER 6, 2017

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<thead>
<tr>
<th>Assignment #/Category</th>
<th>Details</th>
<th>Due by midnight</th>
<th>Pts</th>
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</table>
2. Read Chapter 8: Campaigns and Elections: Democracy in Action pages 226-231, 240-248 and Review 261  
| #2: Paper (Reaction/Response Paper): | - See Week 2 for Instructions for this Assignment Category | Tues Nov 7 | 8.25 |
| #3: Discussion (Response/Reaction Paper): | - See Week 2 for Instructions for this Assignment Category | Weds Nov 8 | 2.5 |
| #4: Discussion (Text): | - . See Week 1 for Instructions for this Assignment Category | Thurs Nov 9 | 2.5 |
| #5: Discussion (Primary Source Posting): | - See Week 1 for Instructions for this Assignment Category | Fri Nov 10 | 0.5 |
### WEEK 4: NOVEMBER 13, 2017

<table>
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<tr>
<th>Assignment #/ Category</th>
<th>Details</th>
<th>Due by</th>
<th>Pts</th>
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</table>
  2. Read Chapter 11: The Presidency pages 324-344 and Review 353  
| #2: Paper (Essay Paper): | (Submit word document)  
  DETAILS:  
  Using Class Text pages 570-574 refer to Articles I, II, and III of The Constitution of the United States. Briefly look over what each Article indicates as the powers given to each of the three branches of government. Article I outlines the powers of The Legislative Branch  
  Article II outlines the powers of The Executive Branch  
  Article III outlines the powers of The Judicial Branch  
  In the essay: IN YOUR OWN WORDS (not the words of the text)  
  • Explain who makes up the Legislative Branch, the Executive Branch, and the Judicial Branch  
  • Explain what specific powers are assigned to each branch.  
  • Quote at least part of the actual wording of each Article (very short – maybe one line).  
  • Be sure to use quotes around the cited words.  
  Additional Notes:  
  • Follow the guidelines for this type of paper in the Essay Paper Quick  
  • All papers Paper will go through Turnitin (See Week 2 assignment for paper for more details on Turnitin) | Tues Nov 14 | 8.25 |
| #3: Discussion (Essay Paper): | 1) Post 3 or 4 comments about your Essay Paper explaining what you wrote about. (250-word minimum)  
  2) Comment on postings of two other students (more if you like). (each 100-word minimum)  
  3) Must address classmates by name. | Weds Nov 15 | 2.5 |
<p>| #4: Discussion (Text): | • . See Week 1 for Instructions for this Assignment Category | Thurs Nov 16 | 2.5 |
| #5: Discussion (Primary Source Posting): | • See Week 1 for Instructions for this Assignment Category | Fri Nov 17 | 0.5 |</p>
<table>
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<tr>
<th>Assignment #/ Category</th>
<th>Details</th>
<th>Due by midnight</th>
<th>Pts</th>
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</table>
2. Read Chapter 14: Civil Liberties: Protections Under the Bill of Rights pages 414-428, 431-436, 339-440 and Review 441  
| Note: No Paper due this week.  
Start working on research for your Research Paper |
| #2: Research Paper Topic: | (Submit word document)  
1. See Week 8 Research Paper Assignment for all the Landmark Supreme Court Cases that you can choose from to write about.  
2. State what Landmark Supreme Court Case you have chosen as your topic for the Research Paper (use the full official name as listed on the choices)  
3. Explain why you have chosen this particular case. Why is it of interest to you? | Tues Nov 21 | 2 |
| #3: Discussion (Research Paper Topic): | 1. Five Paragraphs to the Discussion (250-word minimum)  
Paragraph 1: Tell what you have chosen as your Research Paper topic and why you have chosen it  
Paragraph 2: What particular items are you thinking of including?  
Paragraph 3: What information about this topic do you already know?  
Paragraph 3: What information about this topic do you hope to learn?  
Paragraph 4: Do you have strong feelings or opinions about this topic?  
Paragraph 5: Name three places you will try to find information on this topic?  
2. Reply with comments to postings of two other students (more if you like). (each 100-word minimum)  
3. Must address classmates by name. | Weds Nov 22 | 2.5 |
| #4: Discussion (Text): | . See Week 1 for Instructions for this Assignment Category | Thurs Nov 23 | 2.5 |
| #5: Discussion (Primary Source Posting): | . See Week 1 for Instructions for this Assignment Category | Fri Nov 24 | 0.5 |

WEEK 6: NOVEMBER 27, 2017

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<th>Assignment #/ Category</th>
<th>Details</th>
<th>Due by midnight</th>
<th>Pts</th>
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<tbody>
<tr>
<td>#1:</td>
<td>1. Read Chapter 16: Making Economic Policy pages 474-486, 491-495 and</td>
<td>Mon</td>
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</table>
### Reading (Text):

1. Review 501
2. Read Chapter 17: Making Social Policy pages 504-516, 525-526 and Review 527

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<tr>
<th>Reading (Text):</th>
<th>Nov 27</th>
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### #2: Paper (Essay Paper):

- Submit word document
- Write a two-to-three-page Essay Paper in MLA or APA Style based on The Amendments to The Constitution of the United States of America and how they affect our lives.

**DETAILS:**

Using Class Text pages 575-578 refer to The Amendments to the Constitution of the United States. Briefly look over what each Amendment covers. Select any ONE of the 27 Amendments that you are the most interested in and which you feel a strong impact on your own life.

In the essay:

- State the Amendment you are discussing
- Explain it in your own words
- Quote at least part of the actual wording of the Amendment (very short – maybe one line).
- Be sure to use quotes around the cited words.
- Then IN YOUR OWN WORDS (not the words of the text), explain why you consider this Amendment important to your own life and how it personally affects you.

**Additional Notes:**

- Follow the guidelines for this type of paper in the Essay Paper Quick
- All papers Paper will go through Turnitin (See Week 2 assignment for more details on Turnitin)

| #2: Paper (Essay Paper): | Tues Nov 28 | 8.25 |

### #3: Discussion (Essay Paper):

1) Post 3 or 4 comments about your Essay Paper explaining what you wrote about. (250-word minimum)
2) Comment on postings of two other students (more if you like). (each 100-word minimum)
3) Must address classmates by name.

| #3: Discussion (Essay Paper): | Weds Nov 29 | 2.5 |

### #4: Discussion (Text):

- See Week 1 for Instructions for this Assignment Category

| #4: Discussion (Text): | Thurs Nov 30 | 2.5 |

### #5: Discussion (Primary Source Posting):

- See Week 1 for Instructions for this Assignment Category

| #5: Discussion (Primary Source Posting): | Fri Dec 1 | 0.5 |

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**WEEK 7: DECEMBER 4, 2017**

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<tbody>
<tr>
<td>#1:</td>
<td>1. Read Chapter 18: Making Foreign and Defense Policy pages 528-550</td>
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</table>
| Reading (Text): | Review 551  
2. Read Conclusion: Sustaining Constitutional Democracy pages 554-561 | Dec 4 |
| --- | --- | --- |

**Note:** This week will have no papers just Discussions. You should be working on your Research Papers.

| #2: Discussion (Relating to Research Paper): | 1. Post comments about anything relating to your Research Paper. Examples: How is it going? Do you have research ideas to share? Do you want suggestions for your own paper? Anything related to the Research Paper is appropriate. (250-word minimum)  
2. Reply with comments to postings of two other students (more if you like). (each 100-word minimum)  
3. Must address classmates by name. | Tues Dec 5 2.5 |
| --- | --- | --- |

| #3: Discussion (Supreme Court Decision): | Have you seen the movie “Loving”? [http://www.imdb.com/title/tt4669986/](http://www.imdb.com/title/tt4669986/)  
Well, it is based on a true story about an interracial marriage in 1960s Virginia and the 1967 Supreme Court Decision, Loving v. Virginia. In this decision, the prohibition against interracial marriage was ruled unconstitutional, 9-0 for Loving.  
1. Read the Supreme Court Decision on these sites: [https://www.oyez.org/cases/1966/395](https://www.oyez.org/cases/1966/395)  
2. Post your understanding of this decision. You can mention the movie in your discussion if you saw it. But the primary thoughts must be about the Supreme Court decision itself. (250-word minimum)  
3. Reply with comments to postings of two other students (more if you like). (each 100-word minimum)  
4. Must address classmates by name. | Weds Dec 6 2.5 |
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<thead>
<tr>
<th>#4: Discussion (Text):</th>
<th>• See Week 1 for Instructions for this Assignment Category</th>
<th>Thurs Dec 7 2.5</th>
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<tr>
<th>#5: Discussion (Primary Source Posting):</th>
<th>• See Week 1 for Instructions for this Assignment Category</th>
<th>Fri Dec 8 0.5</th>
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**WEEK 8: DECEMBER 11, 2017**

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<tr>
<td>This week will have no readings. Put finishing touches on Research Paper.</td>
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| #1: Research | (Submit word document)  
• Write a three-to-four-page Research Paper in MLA or APA Style based | Tues Dec 12 16.5 |
Paper: on your choice of ONE of the below Landmark Supreme Court Decisions (your choice to have been submitted in an assignment for Week 5)

- Follow the guidelines for this type of paper in the Research Paper Quick Reference posted on Canvas – Modules.

**RESEARCH PAPER LANDMARK SUPREME COURT DECISIONS CHOICES:**

Below are Landmark Supreme Court Decisions grouped by categories to help you identify your area of interest.

Choose ONE case for the research paper:

- **Category: Discrimination based on race**
  - Dred Scott v. Sandford (1857)
  - Plessy v. Ferguson (1896)
  - Brown v. Board of Education of Topeka (1954)
  - Regents of the Univ. of Cal. v. Bakke (1978)

- **Category: Discrimination based on sex**
  - Frontiero v. Richardson (1973)
  - Craig v. Boren (1976)

- **Category: Birth control and abortion**
  - Griswold v. Connecticut (1965)
  - Roe v. Wade (1973)
  - Planned Parenthood v. Casey (1992)

- **Category: Congress’ Power to enforce civil rights**
  - Heart of Atlanta Motel, Inc. v. United States (1964)
  - Katzenbach v. McClung (1964)

- **Category: Freedom from unreasonable search and seizure**
  - Mapp v. Ohio (1961)

- **Category: Right to an attorney**
  - Gideon v. Wainwright (1963)
  - Escobedo v. Illinois (1964)
  - Miranda v. Arizona (1966)

- **Category: U.S. federalism**
  - Marbury v. Madison (1803)

- **Category: Freedom of Speech and of the Press**
  - Schenck v. United States (1919)
  - Brandenburg v. Ohio (1969)
  - Miller v. California (1973)

- **Category: Freedom of Religion**
  - Engel v. Vitale (1962)

- **Category: Right to Assemble and Petition the Government**

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#2: Discussion (Research Paper):

1. Discuss your Research Paper. Examples: Why did you pick this Landmark Supreme Court Decision? What did you find particularly interesting? What did you learn that you didn’t know before? (250-word minimum)
2. Reply with comments to postings of two other students (more if you like). (each 100-word minimum)
3. Must address classmates by name.

#3: Discussion (Evaluation):

**Background:**
The student learning outcome goals for this class as stated on the Syllabus were:
By the conclusion of this course students should:
- Achieve a broad overview of the American Government from its beginnings to the present.
- Feel more confidence in understanding political topics affecting their lives.
- Appreciate the merits of primary documents, original materials from the period, in gaining a personal understanding of historical and political events.
- Attain a level of comfort expressing informed opinions on issues, both in online discussions with classmates and in formal paper writing, by supporting arguments with textual and factual references.
- Recognize their personal contribution to the collaborative learning experience of the class by sharing their work and ideas in online discussions.
- Gain additional experience in writing and researching and perfecting the use of MLA or APA style.
- Realize that throughout the course they have greatly improved in these three vital areas: critical thinking, writing, and communication skills, which form the foundation for success and solid intellectual achievement that will serve them in all areas of their lives.

**Assignment:**
1. Please post comments about how your own personal outcomes reflected these goals. (250-word minimum)
2. Reply with comments to postings of two other students (more if you like). (each 100-word minimum)
3. Must address classmates by name.

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**GRADING RUBRICS FOR THIS COURSE:** (Also on Canvas: Modules – Grading Rubrics)

<p>| <strong>GRADING RUBRIC I: Online Discussion (all types except Primary Source Posting):</strong> |
| Total Value per assignment: 2.5% of final grade (total of 2.5 points) |</p>
<table>
<thead>
<tr>
<th>X/2.5 Pts</th>
<th>Earned Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comply with all requested items of the assignment including:</td>
<td></td>
</tr>
<tr>
<td>- Discussion 250-word minimum</td>
<td>1.5</td>
</tr>
<tr>
<td>- Reply with comments to postings of two other students (each 100-word minimum)</td>
<td>.5</td>
</tr>
<tr>
<td>- Must address classmates by name.</td>
<td>.5</td>
</tr>
<tr>
<td><strong>These discussions should not be considered “chats” with friends. Use the same type of writing that you would in a paper - free of colloquial expressions, no typos, and grammatically correct. This applies to responses to classmates as well.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total Points: (Out of Possible 2.5 Points)</strong></td>
<td>2.5</td>
</tr>
</tbody>
</table>

<p>| <strong>GRADING RUBRIC II: Discussion (Primary Source Posting):</strong> |
| Total Value per assignment: 0.5% of final grade (total of 0.5 points) |</p>
<table>
<thead>
<tr>
<th>X/0.5 Pts</th>
<th>Earned Pts</th>
</tr>
</thead>
</table>
Find a primary source online based on either this week’s topic or the American Presidency in general.
Post the following 4 items:
1. Primary Source Name
2. Author
3. Date
4. URL link (link must work and must not require a log in)
Example:
- Primary Source Name: The Declaration of Independence
- Author: Primarily Thomas Jefferson
- Date: July 4, 1776
- URL link: http://www.archives.gov/exhibits/charters/declaration_transcript.html

Note: Tip on how to find: Go to Google, Type in: Primary Source + Topic

Total Points: (Out of Possible 0.5 Points) 0.5

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**GRADING RUBRIC III: Reaction/Response Paper**

<table>
<thead>
<tr>
<th>Total Value per assignment: 8.25 % of final grade (total of 8.25 points)</th>
<th>X/8.25 Pts</th>
<th>Earned Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content and Development</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All key elements of the assignment are covered in a substantive way:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• MLA or APA Style used (See MLA OR APA Style Quick Reference Posted on Canvas: Under Modules – Quick Reference)</td>
<td>1.25</td>
<td></td>
</tr>
<tr>
<td>• Abstract is included if use APA Style (worth .25)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Two-to-three pages (in addition to the Abstract)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>• Key elements of Reaction/Response Paper presented (See Reaction-Response Paper Quick Reference Posted on Canvas: Modules – Quick Reference)</td>
<td>.5</td>
<td></td>
</tr>
<tr>
<td>• <strong>In first paragraph the</strong> Text, Author, Publication Date, and Chapter must be clearly stated even it is included in the Abstract.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>• Note:</td>
<td></td>
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<tr>
<td>o The title of a book should be italicized only:</td>
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<tr>
<td>Example: Government By the People, 2014 Elections and Updates Edition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• References Page included</td>
<td>.75</td>
<td></td>
</tr>
<tr>
<td>• In-text citation used (or footnotes) if any quotes are included</td>
<td>.75</td>
<td></td>
</tr>
<tr>
<td>• Major points are stated clearly; are supported by specific details, examples, or analysis; and are organized logically</td>
<td>.5</td>
<td></td>
</tr>
<tr>
<td>• The introduction provides sufficient background on the topic and previews major points.</td>
<td>.25</td>
<td></td>
</tr>
<tr>
<td>• The conclusion is logical, flows from the body of the paper, and reviews the major points. (never any new information in conclusion – just a “wrap up”)</td>
<td>.25</td>
<td></td>
</tr>
<tr>
<td><strong>Readability, Style, and Mechanics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All key elements of good writing are present:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Sentences are complete, clear, and concise</td>
<td>.5</td>
<td></td>
</tr>
<tr>
<td>• Sentences are well constructed, strong, and varied</td>
<td>.5</td>
<td></td>
</tr>
<tr>
<td>• Sentence transitions are present and maintain the flow of thought</td>
<td>.5</td>
<td></td>
</tr>
<tr>
<td>• Rules of grammar, usage, spelling, and punctuation are followed</td>
<td>.5</td>
<td></td>
</tr>
<tr>
<td><strong>Total Points: (Out of Possible 8.25 Points)</strong></td>
<td></td>
<td>8.25</td>
</tr>
</tbody>
</table>
### GRADING RUBRIC IV: Essay Paper

<table>
<thead>
<tr>
<th>Total Value per assignment: 8.25 % of final grade (total of 8.25 points)</th>
<th>X/8.25 Pts</th>
<th>Earned Pts</th>
</tr>
</thead>
</table>

#### Content and Development

All key elements of the assignment are covered in a substantive way:

- MLA or APA Style used (See MLA OR APA Style Quick Reference Posted on Canvas: Under Modules – Quick Reference)  
  .75
- Abstract is included if use APA Style (worth .25)  
  1
- Two-to-three pages (in addition to the Abstract)  
  1
- Key elements of an Essay Paper presented (See Essay Paper Quick Reference Posted on Canvas: Modules – Quick Reference)  
  .25
- **In first paragraph,** must introduce the topic being written about.  
  Note: The name of a legal document should NOT BE italicized:  
  Examples:  
  - Article III of the Constitution of the Unites States of America  
  - First Amendment to the United States Constitution  
  1

For Essay on Article I, II, and III of the Constitution:

- Explain who makes up the Legislative Branch, the Executive Branch, and the Judicial Branch  
  .5

For Essay on Amendments the Constitution:

- State the Amendment you are discussing and explain it in your own words  
  .5

For Essay on Article I, II, and III of the Constitution:

- Explain what specific powers are assigned to each branch.  
  For Essay on Amendments the Constitution:

- **IN YOUR OWN WORDS** (not the words of the text), explain why you consider this Amendment important to your own life and how it personally affects you.  
  .5

For Essay on Article I, II, and III of the Constitution:

- Quote at least part of the actual wording of each Article (very short – maybe one line).  
  For Essay on Amendments the Constitution:

- Quote at least part of the actual wording of the Amendment (very short – maybe one line).  
  .5

- References Page included  
  .25
- In-text citation used (or footnotes) if any quotes are included  
  .5
- Major points are stated clearly; are supported by specific details, examples, or analysis; and are organized logically  
  .5
- The introduction provides sufficient background on the topic and previews major points.  
  .25
- The conclusion is logical, flows from the body of the paper, and reviews the major points. (never any new information in conclusion – just a “wrap up”)  
  .25

#### Readability, Style, and Mechanics

All key elements of good writing are present:

- Sentences are complete, clear, and concise  
  .5
- Sentences are well constructed, strong, and varied  
  .5
- Sentence transitions are present and maintain the flow of thought  
  .5
- Rules of grammar, usage, spelling, and punctuation are followed  
  .5

**Total Points: (Out of Possible 8.25 Points)**

8.25
**GRADING RUBRIC V: Research Paper topic:**

<table>
<thead>
<tr>
<th>One Research Paper Topic: 2%</th>
<th>(2 points x 1 = 2 points)</th>
<th>X/2 Pts</th>
<th>Earned Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>State what Landmark Supreme Court Case you have chosen as your topic for the Research Paper (use the full official name as listed on the choices)</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Explain why you have chosen this particular case. Why is it of interest to you?</td>
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<td>1</td>
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</tr>
</tbody>
</table>

*Total Points: (Out of Possible 2 Points)*

2

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**GRADING RUBRIC VI: Research Paper**

<table>
<thead>
<tr>
<th>Total Value per assignment: 16.5% of final grade (total of 16.5 point)</th>
<th>X/16.5 Pts</th>
<th>Earned Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content and Development</strong> For General Information See Research Paper Quick Reference Posted on Canvas: Modules</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All key elements of the assignment are covered in a substantive way:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• MLA or APA Style used (See MLA OR APA Style Quick Reference Posted on Canvas: Under Modules – Quick Reference)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>• Abstract is included if use APA Style (worth .5)</td>
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<td></td>
</tr>
<tr>
<td>• Three-to-four pages (in addition to the Abstract)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>• Key elements of Research Paper presented (See Research Paper Quick Reference and Research Paper Tips Posted on Canvas: Modules AS WELL AS the actual Assignment)</td>
<td>.75</td>
<td></td>
</tr>
<tr>
<td>• At least one primary source used (Note: An actual quote from the primary source must be included in the paper)</td>
<td>.75</td>
<td></td>
</tr>
<tr>
<td>• References Page included</td>
<td>1.25</td>
<td></td>
</tr>
<tr>
<td>• In-text citation used (or footnotes)</td>
<td>1.25</td>
<td></td>
</tr>
<tr>
<td>• Major points are stated clearly; are supported by specific details, examples, or analysis; and are organized logically</td>
<td>1.25</td>
<td></td>
</tr>
<tr>
<td>• The introduction provides sufficient background on the topic and previews major points.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>• The conclusion is logical, flows from the body of the paper, and reviews the major points. (never any new information in conclusion – just a “wrap up”)</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

**Readability, Style, and Mechanics**

All key elements of good writing are present:

| | |
| • Sentences are complete, clear, and concise | 1.25 |
| • Sentences are well constructed, strong, and varied | 1.5 |
| • Sentence transitions are present and maintain the flow of thought | .75 |
| • Rules of grammar, usage, spelling, and punctuation are followed | 1.75 |

*Total Points: (Out of Possible 16.5 Points)*

16.5