POS 4700 Teaching American Politics and Government
Syllabus
Fall 2016 Section 0001
Three Credit Hours
Monday, 6-8:50pm CB1 120

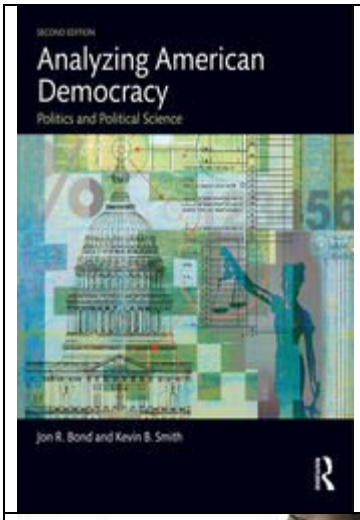
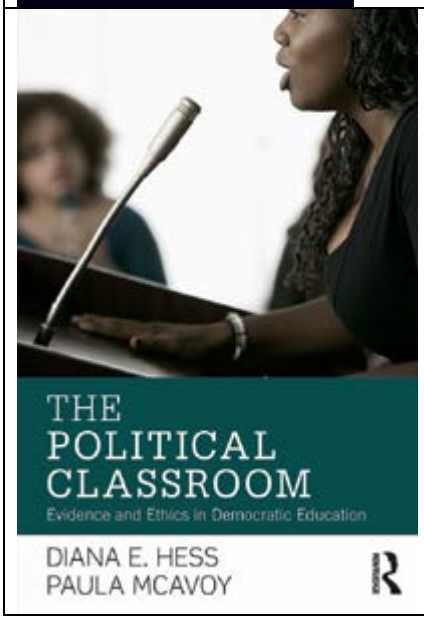
Dr. Terri Susan Fine

The purpose of this course is to introduce students to the core content and pedagogical and assessment orientations linked with teaching U.S. government and politics.

Instructor Contact

Instructor	Dr. Terri Susan Fine Professor of Political Science Associate Director, Lou Frey Institute of Politics and Government
Office	Phillips Hall 302K Second office: Lou Frey Institute (Orlando Tech Center, 12443 Research Parkway, 400 Building, Suite 406)
Office Hours	Monday 1:30-5:30pm and by appointment (Phillips Hall 302K) Appointment only (Lou Frey Institute) Note: Appointments available in the political science department on the main campus or at my Lou Frey Institute office in the Research Park (easy parking and no parking permit needed). The #9 UCF Shuttle will take you there (Stop #2 —Florida Institute of Government stop), or we can meet by telephone. **Appointments are readily available and flexible—feel free to meet with me as the need arises.**
Phone	407-823-2081 (Political Science Department) 407-823-3636 (Lou Frey Institute)
Course mail	Available through the "inbox" function on the course home page (upper right). Contacting me through the course insures no SPAM and faster responses.
Personal e-mail	terri.fine@ucf.edu **Note:** E-mail to this personal account is to be used for emergencies only (i.e. if you have no Blackboard/Canvas access); All regular communication must go through the course "inbox" function. Non-emergency e-mail submitted to my personal account will not receive a response.
Course page	Available through Webcourses2@ucf at: https://webcourses2c.instructure.com

Required Texts

	*Analyzing American Democracy: Politics and Political Science* Authors: Jon R. Bond and Kevin B. Smith Publisher: Taylor and Francis ISBN: 9781317301301 Published 2016 **<u>Be certain to purchase this textbook only and not older or alternate editions.</u>**
	*The Political Classroom: Evidence and Ethics in Democratic Education* Authors: Diana E. Hess and Paula McAvoy Publisher: Taylor and Francis ISBN: 978-0415880992 Published 2015 **<u>Be certain to purchase this textbook only and not older or alternate editions.</u>**

Additional Readings

The following readings are available online and on the course home page in the "Additional Readings" folder unless otherwise noted:

Founding Documents Available at: http://avalon.law.yale.edu/subject_menus/fed.asp
Federalist Paper #10 Federalist Paper #51 Federalist Paper #70 Federalist Paper #78 Declaration of Independence U.S. Constitution

United States Supreme Court Case Opinions
Brown v. Board of Education (1954) *Brown v. Board of Education* (1955) *Dred Scott v. Sandford* (1857) *Gideon v. Wainwright* (1963) *Mapp v. Ohio* (1961) *Miranda v. Arizona* (1966) *Plessy v. Ferguson* (1896)

Other Readings
Next Generation Sunshine State Standards Civics and Government Benchmarks Florida Department of Education Civics Test Item Specifications Roosevelt, Eleanor, "Good Citizenship: The Purpose of Education", 1930. (Available at: http://www.gwu.edu/~erpapers/documents/)

Course Overview	This course focuses on core approaches to teaching politics and government in the United States. Both national and state-level content requirements will be considered.

Course Goals and Objectives	This course focuses on the knowledge and understanding needed to teach U.S. and Florida government and civics at the elementary, middle and high school levels including Advanced Placement U.S. Government. The coarse goals and objectives are as follows: Students will understand: • That effective civics and government teaching requires

	content knowledge and pedagogical skills • That teaching civics and government requires curricular, co-curricular, and extra-curricular knowledge and experiences that promote critical and higher-order thinking and "life-long learner" skills • Core concepts of U.S. and Florida politics and government Students will know: • Engaging content for elementary, middle and high school civics and government curricula, including Advanced Placement U.S. Government, and addresses state/national civics and government standards • Tools for teaching U.S. and Florida political concepts Students will be able to: • Engage in critical reflection on the teaching and learning of civics and government in elementary, middle and high school, including Advanced Placement • Evaluate how scholars and activists consider the role of civics and civics education across the lifespan • Outline curricular expectations in civics and government at the national and state levels giving particular attention to Florida • Utilize freely available Internet resources for the civics and government classroom

Academic Honesty/Student Code of Conduct:

Plagiarism and cheating of any kind on an examination or assignment will result in an F **for the course** and will be subject to referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information (Available at: http://www.goldenrule.sdes.ucf.edu/).

Disability Statement:

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Assessment, Assessment Rubric and Grading:

The course will be assessed using a combination of assessment types:

Assessment Type	Course Objectives Met	Component of Final Grade
Class discussion and participation	Critique the role that civics and government plays across the lifecycle	1200 points Note: Class discussion and participation will be recorded three times during the semester; each recording will be worth up to 400 points
Papers	Critique the role that curricular, extra-curricular and co-curricular factors play in teaching and learning civics and government in elementary, middle and high school including Advanced Placement U.S. Government administered by the College Board. Analyze civic and government teaching and learning in the United States	Three 1250-1500 word papers (500 points each)
Written Reflections	Reflect on content, pedagogy and assessment strategies associated with teaching civics and government.	Six 600-750 word papers (250 points each)
Assessing Civics	Develop sample multiple choice questions for assessing civics	200 points
Chapter quizzes	Identify core concepts of civics and government in the U.S.	Sixteen chapter quizzes (100 points each) Each quiz includes 25 multiple choice questions; each correct response earns four points
Optional Extra Credit	Develop sample multiple choice questions for assessing civics	25 points

Determining Final Grades

Final grades are determined based on the total number of points accumulated as follows:

Final Grade	Total Number of Earned Points	Final Grade	Total Number of Earned Points
A	5700-6000	C	4400-4599
A-	5400-5699	C-	4200-4399
B+	5200-5399	D+	4000-4199
B	5000-5199	D	3800-3999

B-	4800-4999	D-	3600-3799
C+	4600-4799	F	3599 and below

Course Policies

Attendance will be taken regularly. One missed class period is allowed without penalty. Unreasonably late arrival and early departure count as absences; this means that arriving late for class or leaving before class is dismissed are considered absences. Partial credit is not given for partial attendance on any given day. It is best to "save" your absence as you may find that emergencies arise after you have used your allowed absence for non-emergency reasons.

All work must be made up for excused absences; alternative assignments will be provided in order to make up for excused absences beyond the allowed absence. Alternative assignments may be completed provided that the instructor is notified no later than 48 hours before a missed class day or assignment deadline. The 48 hour requirement does not apply if it can be documented that notifying the instructor within the 48 hour window was impossible.

One full letter grade will be taken for each unexcused class. In other words, two unexcused absences after the first one will calculate to a two full letter grade (i.e. B to D) penalty to the final grade. Attendance will be taken beginning Monday August 29.

Students are responsible for any materials covered in class. A short meeting with the instructor to review any announcements or questions is encouraged for those whose absences are excused; such an option is not available for students with unexcused absences. Students who miss class for any reason are encouraged to meet with at least two other students to get notes and other needed materials.

Changes in the syllabus and/or schedule may be made at any time during the term. A revised syllabus may be issued at my discretion. Readings and assignments should be completed for the day listed.

Please see me if you have any problems about the reading load, tips on getting the most from your reading, or the course in general. My office hours are listed above.

All assignments are due no later than the day and time posted; late assignments may be submitted with prior arrangement with the instructor and submission of documentation explaining why submitting the assignment on time was not possible. The instructor must be notified within 48 hours of the missed assignment (unless doing so is impossible and the reason is documented) in order to be eligible to submit that assignment late.

Schedule

Class Week	Assigned Reading	Assignments/Notes/ Announcements/Class Activities
August 22-August 26	No Assigned Reading Course Introduction and Overview Civic Health in the United States	Syllabus Quiz due 8/26 11pm **Note:** The syllabus quiz will not count toward your final grade. **All students must complete the Syllabus Quiz in order to fulfill federal financial aid requirements whether or not they are receiving federal financial aid.**
August 29-September 2	Bond and Smith Chapter 1 The Basics of Democracy Bond and Smith Chapter 2 The American Constitution The Declaration of Independence The U.S. Constitution Roosevelt, Eleanor, "Good Citizenship: The Purpose of Education", 1930. Available at: http://www.gwu.edu/~erpapers/documents/	Bond and Smith Chapter 1 Quiz due 9/2 11pm Bond and Smith Chapter 2 Quiz due 9/2 11pm Class Activities: Discuss assigned readings Paper #1 overview Six Proven Practices for Effective Civic Learning
September 5-September 9		**No class meeting** **UCF is closed for Labor Day**
September 12-September 16	Bond and Smith Chapter 3 Federalism	Bond and Smith Chapter 3 Quiz due 9/16 11pm Paper #1-"Teaching Civics in Florida" due 9/16 11pm **Note: There will be no class meeting as the instructor will be presenting at a professional conference in the United Kingdom**

September 19-September 23	Bond and Smith Chapter 4 Civil Liberties U.S. Supreme Court case opinions: Gideon v. Wainwright (1963) Mapp v. Ohio (1961) Miranda v. Arizona (1966) Next Generation Sunshine State Civics and Government Standards Federalist Paper #10	Bond and Smith Chapter 4 Quiz due 9/23 11pm Class Activities: Discuss assigned readings Written Reflection #1 "Teaching Federalist Paper #10" overview Free Exercise U.S. Supreme Court simulation
September 26-September 30	Bond and Smith Chapter 5 Civil Rights	Bond and Smith Chapter 5 Quiz due 9/30 11pm Written Reflection #1: "Teaching Federalist Paper #10" due 9/30 11pm **Note: There will be no class meeting as the instructor will be attending a meeting of the Florida Department of Education.**
October 3- October 7	U.S. Supreme Court case opinions: Dred Scott v. Sandford (1857) Plessy v. Ferguson (1896) Brown v. Board of Education (1954) Brown v. Board of Education (1955)	**Note: Office hours are canceled on Monday, October 3** Class Activities: Discuss assigned readings Voting Rights Act experiential learning activity
October 10- October 14	Bond and Smith Chapter 6 Bond and Smith Public Opinion Chapter 7 The Media Hess and McAvoy: Chapters 1-4	Bond and Smith Chapter 6 Quiz due 10/14 11pm Bond and Smith Chapter 7 Quiz due 10/14 11pm Class Activities: Discuss assigned readings Florida Department of Education Civics Test Item Specifications Written Reflection #2 "Civic Engagement in the Classroom" overview "Assessing Civics" overview

October 17- October 21	Bond and Smith Chapter 8 Political Participation and Voting Bond and Smith Chapter 9 Political Parties	Bond and Smith Chapter 8 Quiz due 10/21 11pm Bond and Smith Chapter 9 Quiz due 10/21 11pm Written Reflection #2 “Civic Engagement in the Classroom” due 10/21 11pm Class Activities: Discuss assigned readings Advanced Placement U.S. Government and Politics Topic Outline Advanced Placement U.S. Government and Politics skills
October 24- October 28	Bond and Smith Chapter 10 Campaigns and Elections Bond and Smith Chapter 11 Groups and Interests Hess and McAvoy: Chapters 5-7	Bond and Smith Chapter 10 Quiz due 10/28 11pm Bond and Smith Chapter 11 Quiz due 10/28 11pm “Assessing Civics” due 10/21 Class Activities: Discuss assigned readings Assessing Advanced Placement U.S. Government Written Reflection #3 “Comparing Teaching Practice in the Political Classroom” overview
October 31- November 4	Bond and Smith Chapter 12 Congress Federalist Paper #51	Bond and Smith Chapter 12 Quiz due 11/4 11pm Written Reflection #3 “Comparing Teaching Practice in the Political Classroom” due 11/4 11pm Class Activities: Discuss assigned readings Written Reflection #4 “Teaching Federalist Paper #51” overview What is the role of civics and government teaching for electoral participation?
November 7- November 11	Bond and Smith Chapter 13 The Presidency Bond and Smith Chapter 14 Bureaucracy in a	Bond and Smith Chapter 13 Quiz due 11/12 11pm Bond and Smith Chapter 14 Quiz due 11/12 11pm

	Democracy Federalist Paper #70	Written Reflection #4 “Teaching Federalist Paper #51” due 11/12 11pm **Note: The university is closed Friday, November 11, for Veterans Day. Consequently, the chapter quizzes and written reflection will be due on Saturday 11/12 and not Friday 11/11 this week only.** Paper #2 “Teaching Advanced Placement U.S. Government” overview Written Reflection #5 ““Teaching Federalist Paper #70” overview
November 14-November 18	Chapter 15 The Federal Courts Federalist Paper #78	Chapter 15 Quiz due 11/18 11pm Paper #2 “Teaching Advanced Placement U.S. Government” due 11/18 11pm Written Reflection #5 “Teaching Federalist Paper #70” due 11/18 11pm Class activities: Discuss assigned readings Written Reflection #4 overview Election Debrief
November 21-November 25	Hess and McAvoy: Chapters 8-10	**Note: The university is closed Thursday, November 24 and Friday November 25 for Thanksgiving.** Class activities: Discuss assigned readings Paper #3 “The 21st Century Political Classroom” overview Written Reflection #6 “Teaching Federalist Paper #78” overview
November 28-December 2	Bond and Smith Chapter 16	Bond and Smith Chapter 16 quiz due 12/2 11pm Written Reflection #6 “Teaching Federalist Paper #78” due 12/2 11pm Class activities: Discuss assigned readings “Interest Groups in the Policy Process” mock

		congressional hearing (note: Please bring a laptop, iPad/tablet or smartphone, if available)
December 12	Exam Week	Paper #3 Due: "The 21st Century Political Classroom" due 12/12 11pm