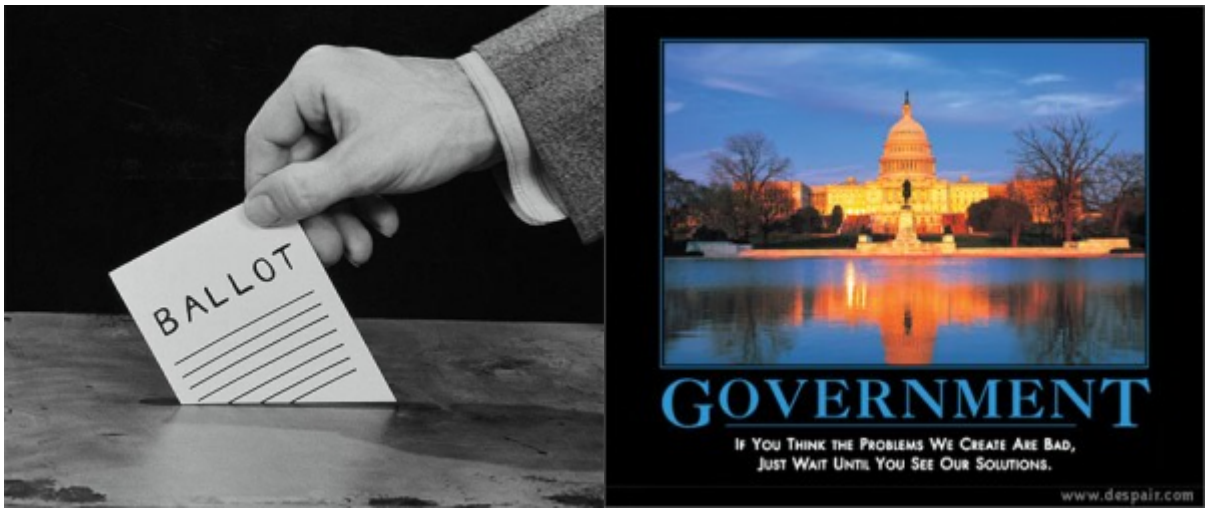

POS 3272-DW60 Civic Engagement
Course Syllabus

Dr. Terri Susan Fine
Summer 2018
Three Credit Hours
World Wide Web

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	By appointment (face to face or 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: https://webcourses.ucf.edu/courses/1259902

Course Description: Formal and informal civic engagement methods in the United States across levels of government, sectors of society, and modes of interaction.

This course examines civic engagement in the United States across levels of government, sectors of society, and modes of interaction. Students are encouraged to critically reflect on citizens' responsibilities in a democracy in their various roles across societal spheres.

Civic engagement is meant here as "people participating together for deliberation and collective action within an array of interests, institutions and networks, developing civic identity, and involving people in governance processes" (Cooper, 2005, 534; see also Cooper, Bryer, and Meek, 2006, 76). Forms and intensities of individual and collective engagement can vary across levels of government, from school board and municipal government to the federal government, as well as across sectors of society, including homeowner or tenant associations, worker unions, voluntary associations, and political parties. Engagement takes on different shapes according to mode of interaction, such as face to face, text-based, and cyber interactions, as well as the parties to an interaction, including citizen-to-citizen, citizen-to-government, citizen-to-interest group, and interest group-to-government.

Students will have the opportunity to critically examine different forms of civic engagement, observe those forms in action, and to experience those forms through civic activity.

Course Objectives:

By the end of this course, students will be able to:

Analyze the factors motivating citizens to engage in the civic and political process
Develop approaches to civic problem solving at the community, local, state, national and international levels
Describe how the First Amendment has been utilized to foster civic engagement in the U.S.
Compare public approaches to citizenship
Evaluate civic engagement efforts to address a corporate issue
Synthesize connections between the public and government through civic engagement

Course Texts:

Dalton, Russell. J. 2015. *The Good Citizen: How A Younger Generation is Reshaping American Politics*, Second Edition. Washington, DC: CQ Press. ISBN: 978-1506318028.

Graham, Senator Bob with Chris Hand. 2016. *America, The Owner's Manual: You Can Fight City Hall-and Win*, Washington, DC: CQ Press. ISBN: 978-1506350585.

Other materials as assigned

University Policies

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/).

Accessibility Statement:

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility Services (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

Assessment

Grades will be based on several Internet Learning Modules, discussions, and quizzes. The entire course will be conducted on-line; there will be no on-campus meetings.

Grades will be determined as follows:

Internet Learning Modules (8)	400 points each
Quizzes (19) **(Note: The syllabus quiz score is not factored into the overall quiz score or the final grade)**	100 points each
Discussions (6)	100 points each

Grading Procedures

Final grades are based on the overall accumulated points. Numerical grades compute into letter grades as follows:

Letter Grade	Accumulated Points	Minimum Percent of Points Needed to Earn Grade
A	5200 and higher	91%
A-	5000-5199	88%
B+	4800-4999	84%
B	4600-4799	81%
B-	4400-4599	77%
C+	4200-4399	74%
C	4000-4199	70%
C-	3800-3999	67%
D+	3600-3799	63%
D	3400-3599	60%
D-	3200-3399	56%
F	3199 and lower	Less than 56%

Assignment Specifications

Assignment Type	**Specifications**
Chapter Quizzes	1.Chapter quizzes are open for one week before the deadline 2.Quizzes are due no later than 11pm on the due date 3. Two attempts are provided for each quiz; the higher of the two scores, whether the first or second attempt, will count toward your overall quiz grade (and not the average of the two).
Discussions	1. All discussion submissions are due no later than 11pm on the due date. 2. Discussions are completed in three parts. The first part is a two paragraph response (at least three substantial sentences per paragraph) to the question posted on the course discussion board. The response to the question on the course discussion board is called the "Initial Posting". The Initial Posting requires at least two cited quotes from the assigned course readings for that discussion to be eligible for credit. 3. The second and third parts of the discussions are one paragraph (at least three substantial sentences per paragraph) responses to at least two other Initial Posting responses posted by your student colleagues in the class. These are the "Response Postings". 4. A professional presentation is critically important. Five or more typographical errors for any full discussion (the Initial Posting and the

	two Response Postings) will result in no credit earned for that discussion. 5. Discussion credit is earned (full credit) or not earned (no credit). Partial credit is not awarded for any discussion. 6. To earn discussion credit, complete the Initial Posting and the two Response Postings, cite and proofread as assigned, cohere to paragraph length requirements, and submit the discussion on time.
Internet Learning Modules	Rubrics are provided at the end of each module.

All assignments are due on the day and time posted; late assignments may be submitted with prior arrangement with the instructor and submission of documentation explaining the emergency that prevented submitting the assignment on time. 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. Granting extensions on assignments is solely up to the discretion of the instructor.

Assessment, Assessment Rubric and Grading:

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

Assessment Type	Course Objectives Met
Internet Learning Modules	Demonstrate how civic engagement affects and is affected by political and electoral institutions.
Discussions	Critique the role that mass and elite level factors play in mass-level civic engagement
Chapter quizzes	Identify how civic engagement affects and is affected by political, governmental and non-governmental institutions and organizations

Recorded Final Grades

This course utilizes plus/minus grading. The recorded final grade will be one of the following: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F. There will be no A+, F+ or F-.

Grade	Grade Points	Grade	Grade Points
A	4.0	C	2.0
A-	3.75	C-	1.75
B+	3.25	D+	1.25
B	3.0	D	1.00
B-	2.75	D-	.75
C+	2.25	F	0

Course Policies:

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 contact 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.

Schedule

Class Week	Assigned Reading	Assignments/Notes/Announcements
12am May 14-11pm May 18	Course Syllabus	Syllabus Quiz due 5/18 11pm **Note: The syllabus quiz will not count toward your final grade. However, all students <u>must</u> complete the Syllabus Quiz due to federal requirements that must be fulfilled by the university.**
11pm May 18-11pm May 25	Dalton Chapter 1 Dalton Chapter 2 Dalton Chapter 3	Dalton Chapter 1 quiz due 5/25 11pm Dalton Chapter 2 quiz due 5/25 11pm Dalton Chapter 3 quiz due 5/25 11pm Discussion 1 Initial Posting due 5/25 11pm Internet Learning Module "Educating for Citizenship" due 5/25 11pm
11pm May 25-11pm June 1	Dalton Chapter 4 Dalton Chapter 5 Dalton Chapter 6 Dalton Chapter 7	Dalton Chapter 4 quiz due 6/1 11pm Dalton Chapter 5 quiz due 6/1 11pm Dalton Chapter 6 quiz due 6/1 11pm Dalton Chapter 7 quiz due 6/1 11pm Discussion 1 Response Postings due 6/1 11pm Discussion 2 Initial Posting due 6/1 11pm Internet Learning Module "First Amendment and Protest" due 6/1 11pm
11pm June 1-11pm June 8	Dalton Chapter 8 Dalton Chapter 9 Dalton Epilogue	Dalton Chapter 8 quiz due 6/8 11pm Dalton Chapter 9 quiz due 6/8 11pm Note: There is no quiz for Dalton Epilogue Discussion 2 Response Postings due 6/8 11pm Discussion 3 Initial Posting due 6/8 11pm Internet Learning Module: "Interest Groups" due 6/8 11pm
11pm	Graham and Hand	Note: There are no chapter quizzes for Graham and Hand Prologue and

June 8-11pm June 15	Prologue Graham and Hand Introduction	Graham and Hand Introduction Discussion 3 Response Postings due 6/15 11pm Discussion 4 Initial Posting due 6/15 11pm Internet Learning Module: "Young People and Campaign Activism" due 6/15 11pm
11pm June 15-11pm June 22	Graham and Hand Chapter 1 Graham and Hand Chapter 2 Graham and Hand Chapter 3	Graham and Hand Chapter 1 quiz due 6/22 11pm Graham and Hand Chapter 2 quiz due 6/22 11pm Graham and Hand Chapter 3 quiz due 6/22 11pm Discussion 4 Response Postings due 6/22 11pm Discussion 5 Initial Posting due 6/22 11pm Internet Learning Module: "Civic Engagement Reflection" due 6/22 11pm
11pm June 22-11pm June 29	Graham and Hand Chapter 4 Graham and Hand Chapter 5 Graham and Hand Chapter 6 Graham and Hand Chapter 7	Graham and Hand Chapter 4 quiz due 6/29 11pm Graham and Hand Chapter 5 quiz due 6/29 11pm Graham and Hand Chapter 6 quiz due 6/29 11pm Graham and Hand Chapter 7 quiz due 6/29 11pm Internet Learning Module: "The Media as a Tool for Civic Engagement" due 6/29 11pm Discussion 5 Response Postings due 6/29 11pm
11pm June 29-11pm July 6	Graham and Hand Chapter 8 Graham and Hand Chapter 9 Graham and Hand Chapter 10	Graham and Hand Chapter 8 quiz due 7/6 11pm Graham and Hand Chapter 9 quiz due 7/6 11pm Graham and Hand Chapter 10 quiz due 7/6 11pm Discussion 6 Initial Posting due 7/6 11pm Internet Learning Module: "Civic Engagement in International Context" due 7/6 11pm
11pm July 6-11pm July 13	No Assigned Reading	Internet Learning Module: "Solving a Public Problem" due 7/13 11pm Discussion 6 Response Postings due 7/13 11pm