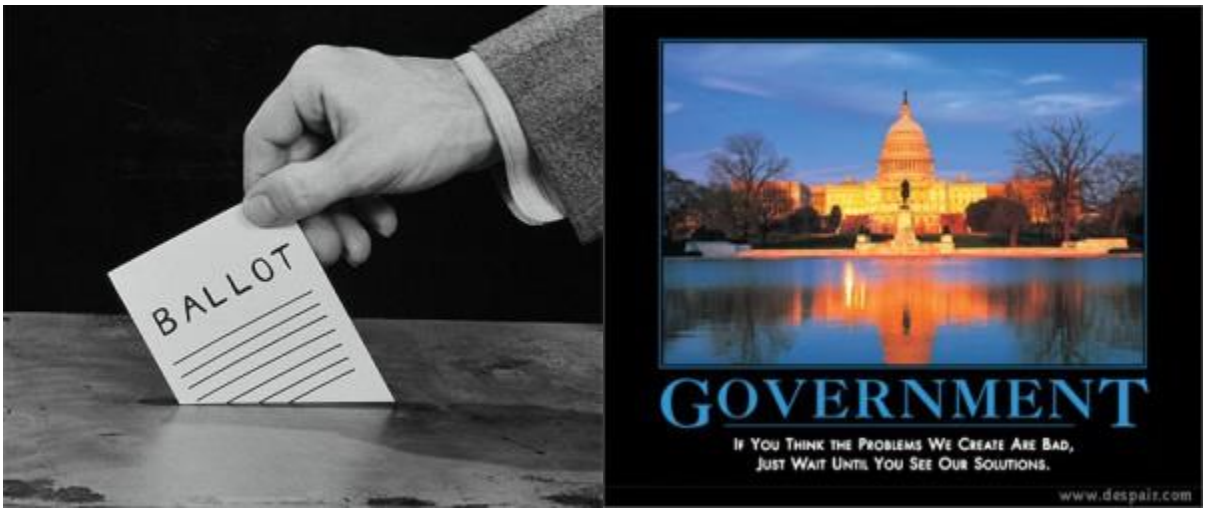

POS 3272-OW60 Civic Engagement
Course Syllabus

Professor AJ Quackenbush
Fall 2023
Three Credit Hours
World Wide Web

Instructor Contact

Instructor	Professor AJ Quackenbush
Office	Howard Phillips Hall, Room 102.
Office Hours	On WebCourses and via email on Monday, Tuesday, Wednesday, and Thursday from 3:00 – 4:00 P.M and by appointment.
Phone	(407) 823-2608 (Political Science Department, Howard Phillips Hall, Room 302)
Course mail	Available through the "inbox" icon on the course home page (left side menu). Contacting me through the course insures no SPAM and faster responses.
Personal e-mail	Alvin.quackenbush@ucf.edu **Note:** E-mail to this personal account is to be used for emergencies only (i.e. if you have no WebCourses message 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/1440901

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: 9781544395852.

Graham, Senator Bob with Chris Hand. 2016. *America, The Owner's Manual: You Can Fight City Hall-and Win*, Washington, DC: CQ Press. ISBN: 9781506350585.

Other materials as assigned

University Policies

Academic Integrity:
Students should familiarize themselves with UCF's *Rules of Conduct*. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.

Commercial use of academic material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

Falsifying or misrepresenting the student's own academic work including: Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.

Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.

Helping another violate academic behavior standards.

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices".

Responses to Academic Dishonesty, Plagiarism, or Cheating:
Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule*. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation consult *The Golden Rule*.

Course Accessibility Statement:

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) (Ferrell Commons 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. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement for Students in Online-Only Courses:
Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.
To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
Students with special needs related to emergency situations should speak with their instructors outside of class.

Make-Up Assignments for Authorized University Events or Co-curricular Activities:
Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied.

Religious Observances:
Students must notify their instructor in advance if they intend to miss class or an assignment deadline for a religious observance. One week advance notice is required at which point we will negotiate appropriate deadlines for assessments that will be missed.

Deployed Active Duty Military Students:
Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Diversity and Inclusion: One way to promote a safe and caring classroom community is to encourage each student's unique voice, perspective, and presence. The following diversity statement gives professors language for explaining how students' contributions will be valued:

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology,

education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at www.shield.ucf.edu and http://cares.sdes.ucf.edu/.

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact Student Accessibility Services.

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – OIE – http://oie.ucf.edu/ & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services – http://sas.sdes.ucf.edu/ & sas@ucf.edu
- Diversity and Inclusion Training and Events – www.diversity.ucf.edu
- Student Bias Grievances – Just Knights response team – http://jkrt.sdes.ucf.edu/
- UCF Compliance and Ethics Office – http://compliance.ucf.edu/ & complianceandethics@ucf.edu

Ombuds Office – http://www.ombuds.ucf.edu

UCF Health and Wellbeing Services: UCF is no longer participating in COVID contact tracing or required notifications. All are encouraged to follow the guidance of their physician. If you have questions, please email covid19questions@ucf.edu

- UCF Student Health Services – 407/823-2701 or https://studenthealth.ucf.edu/
- UCF CARES – 407/823-5607 or https://cares.sdes.ucf.edu/ – student services for safety, wellbeing, mental health
- UCF's Health and Wellness Resources (including information about the Employee Assistance Program (EAP) that provides 24/7 personal support)– https://hr.ucf.edu/current-employees/benefits/health-wellness-resources/

In Case of Faculty Illness: If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

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: (**I will drop your two lowest quiz grades, 1 low discussion grade, and 1 low module grade**). The WebCourse gradebook will automatically calculate your grade dropping these scores and the specific score that is dropped may change as you submit your work.

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	4550 and higher	91%
A-	4400-4549	88%
B+	4200-4399	84%
B	4050-4199	81%
B-	3850-4049	77%
C+	3700-3849	74%
C	3500-3699	70%
C-	3350-3499	67%
D+	3150-3349	63%
D	3000-3149	60%
D-	2800-2999	56%
F	2799 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. A. **PART ONE-INITIAL POST**: A one paragraph response to the prompt posted on the course discussion board. Each paragraph must include at least three substantial sentences. 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 assigned for that discussion to be eligible for credit. B. **PART TWO-RESPONSE POST ONE:** The second part of the discussion is a one paragraph (at least three substantial sentences) response to one other Initial Posting response posted by another student in the class. C. **PART THREE-RESPONSE POST TWO:** The third part of the discussion is a one paragraph (at least three substantial sentences) response to one other Initial Posting response posted by another student in the class. 3. 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. 4. Discussion credit is earned (full credit for the discussion) or no credit (0 points for the discussion). 5. 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.

Late Work Policy: All assignments are due on the day and time posted. However, students can submit late work for up to three days with a 10% penalty. No late work will be accepted after three days and students will receive a zero for those assignments.

The only exception to the late work policy is due to medical or other reasonable documented emergencies. In those instances, work may be submitted with prior arrangement with the instructor. The instructor must be notified within 48 hours (before or after) the missed assignment (unless doing so is impossible and the reason is documented) in order to be eligible to submit that assignment without a late penalty. Granting extensions on assignments is at 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.

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.

Schedule

Class Week	Assigned Reading	Assignments/Notes/Announcements
Week 1: August 21 – 27	Course Syllabus	Syllabus Quiz due 8 /25 at 5pm **Note: The syllabus quiz will not count toward your final grade. However, all students <u>must</u> complete the Syllabus Quiz in order to fulfill federal financial aid requirements.**

Week 2: August 28 – September 3	Dalton Chapter 1 Dalton Chapter 2 Dalton Chapter 3	Dalton Chapter 1 quiz due 9/3 at 11pm Dalton Chapter 2 quiz due 9/3 at 11pm Dalton Chapter 3 quiz due 9/3 at 11pm Discussion 1 Initial Posting due 9/3 at 11pm
Week 3: September 4 – 10	Dalton Chapter 4 Dalton Chapter 5	Dalton Chapter 4 quiz due 9/10 at 11pm Dalton Chapter 5 quiz due 9/10 at 11pm Discussion 1 Response Postings due 9/10 at 11pm Internet Learning Module #1: "Educating for Citizenship" due 9/10 at 11pm
Week 4: September 11 – 17	Dalton Chapter 6 Dalton Chapter 7	Dalton Chapter 6 quiz due 9/17 at 11pm Dalton Chapter 7 quiz due 9/17 at 11pm Discussion 2 Initial Posting due 9/17 at 11pm Internet Learning Module #2: "First Amendment and Protest" due 9/17 at 11pm
Week 5: September 18 – 24	Dalton Chapter 8 Dalton Chapter 9 Dalton Epilogue	Dalton Chapter 8 quiz due 9/24 at 11pm Dalton Chapter 9 quiz due 9/24 at 11pm Note: There is no quiz for Dalton Epilogue Discussion 2 Response Postings due 9/24 at 11pm
Week 6: September 25 – October 1	Graham and Hand Prologue Graham and Hand Introduction	Note: There are no chapter quizzes for Graham and Hand Prologue and Graham and Hand Introduction Internet Learning Module 3: "Interest Groups" due 10/1 at 11pm Discussion 3 Initial Posting due 10/1 at 11pm
Week 7: October 2 - 8	Graham and Hand Chapter 1 Graham and Hand Chapter 2 Graham and Hand Chapter 3	Graham and Hand Chapter 1 quiz due 10/8 at 11pm Graham and Hand Chapter 2 quiz due 10/8 at 11pm Graham and Hand Chapter 3 quiz due 10/8 at 11pm Discussion 3 Response Postings due 10/8 at 11pm
Week 8: October 9 - 15	No Assigned Reading	Internet Learning Module #4: "Young People and Campaign Activism" due 10/15 at 11pm

		Discussion 4 Initial Posting due 10/15 at 11pm
Week 9: October 16 - 22	Graham and Hand Chapter 4 Graham and Hand Chapter 5	Graham and Hand Chapter 4 quiz due 10/22 at 11pm Graham and Hand Chapter 5 quiz due 10/22 at 11pm Discussion 4 Response Postings due 10/22 at 11pm
Week 10: October 23 - 29	Graham and Hand Chapter 6 Graham and Hand Chapter 7	Graham and Hand Chapter 6 quiz due 10/29 at 11pm Graham and Hand Chapter 7 quiz due 10/29 at 11pm Discussion 5 Initial Posting due 10/29 at 11pm
Week 11: October 30 – November 5	No Assigned Reading	Internet Learning Module #5: "Civic Engagement Reflection" due 11/5 at 11pm Discussion 5 Response Postings due 11/5 at 11pm
Week 12: November 6 – 12	No Assigned Reading	Internet Learning Module #6: "The Media as a Tool for Civic Engagement" due 11/12 at 11pm
Week 13: November 13 - 19	Graham and Hand Chapter 8 Graham and Hand Chapter 9	Graham and Hand Chapter 8 quiz due 11/19 at 11pm Graham and Hand Chapter 9 quiz due 11/19 at 11pm Discussion 6 Initial Posting due 11/219 at 11pm
Week 14: November 20 – 26	No Assignments	November 22 – 25, Enjoy your Thanksgiving Break.
Week 15: November 27 – December 3	Graham and Hand Chapter 10	Graham and Hand Chapter 10 quiz due 12/3 at 11pm Discussion 6 Response Postings due 12/3 at 11pm Internet Learning Module #7: "Civic Engagement in International Context" due 12/3 at 11pm
Week 16: December 4 - 10	No Assigned Reading	Internet Learning Module #8: "Solving a Public Problem" due 12/10 at 11pm