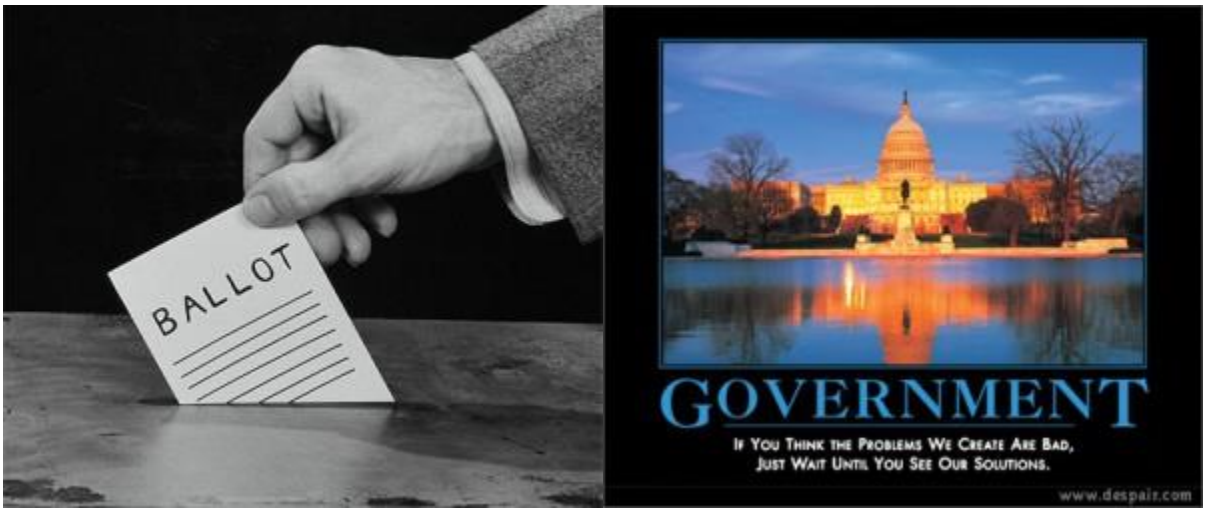


# *POS 3272 Civic Engagement*
# *Course Syllabus*

Professor AJ Quackenbush
Fall 2024
Three Credit Hours
World Wide Web

## Instructor Contact

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| **Instructor** | Professor AJ Quackenbush |
| **Office** | Howard Phillips Hall, Room 302. |
| **Office Hours** | **On Campus:** Faculty Center, CB1 room 207: Monday from 8:30 – 10 A.M.<br>**Online, not in office**: Wednesday from 10:00 A.M. – 12:00 P.M.<br>Students should contact me via the WebCourses message system and I can make myself available via the Chat function. |
| **Phone** | (407) 823-2608 (Political Science Department) |
| **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 |

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| | **Note:** E-mail to this personal account is to be used for emergencies only (i.e. if you have no WebCourses message access);<br><br>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:<br><br>https://webcourses.ucf.edu/courses/1465858 |

**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: 9781506318028.

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

# *Course Accessibility*

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations 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). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and 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. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

# *Academic Integrity*

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

a. Academic misconduct is defined as any submitted work or behavior that obstructs the instructor of record's ability to accurately assess the student's understanding or completion of the course materials or degree requirements (e.g., assignment, quiz, and/or exam). Examples of academic misconduct include but are not limited to: plagiarism, unauthorized assistance to complete an academic exercise; unauthorized communication with others during an examination, course assignment, or project; falsifying or misrepresenting academic work; providing misleading information to create a personal advantage to complete course/degree requirements; or multiple submission(s) of academic work without permission of the instructor of record.
b. Any student who knowingly helps another violate academic behavior standards is also in violation of the standards.
c. Commercial Use of Academic Material. Selling of course material to another person and/or uploading course material to a third-party vendor without authorization or without the express written permission of the University and the instructor of record. Course materials include but are not limited to class notes, the instructor of record's slide deck, tests, quizzes, labs, instruction sheets, homework, study guides, and handouts.
d. Soliciting assistance with academic coursework and/or degree requirements. The solicitation of assistance with an assignment, lab, quiz, test, paper, etc., without authorization of the instructor of record or designee is prohibited. This includes but is not limited to asking for

answers to a quiz, trading answers, or offering to pay another to complete an assignment. It is considered Academic Misconduct to solicit assistance with academic coursework and/or degree requirements, even if the solicitation did not yield actual assistance (for example, if there was no response to the solicitation).

**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 respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

# *Title IX*

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 Let's Be Clear and UCF Cares.

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

- Title IX – OIE – Office of Institutional Equity & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services – Student Accessibility Services & sas@ucf.edu
- Access and Community Engagement (including the Ginsberg Center for Inclusion and Community Engagement, Military and Veteran Student Success, and HSI Initiatives)
- UCF Compliance and Ethics Office – Compliance, Ethics, and Risk Office & complianceandethics@ucf.edu
- The Ombuds Office is a safe place to discuss concerns.

# *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.

## *Reporting an Incident or Issue*

If you believe you have experienced abusive or discriminatory behavior by any faculty of staff member, contact the Office of Institutional Equity online or at 407-823-1336. You can also choose to report using the UCF Integrity Line and can report anonymously or as yourself at 1-855-877-6049 or using the online form. UCF cares about you and takes every report seriously. For more information see the Reporting an Incident or Issue Webpage.

## *Campus Safety*

At UCF Public Safety and Police, safety is the top priority. Emergencies on campus are rare, but if one should arise, it's important to be familiar with some basic safety and security concepts.

- In an emergency, always dial 911.
- Every UCF classroom has an **Emergency Procedure Guide** posted on a wall near the door, which will show you how to respond to a variety of situations. This guide can also be found online here.
- In the event of an active threat, remember **AVOID, DENY, DEFEND**. Choose the best course of action and act immediately. Watch the video here to learn more.
    - **AVOID**. Pay attention to your surroundings and have an exit plan. Get as much distance and as many barriers between you and the threat as quickly as possible.
    - **DENY.** When avoiding is difficult or impossible, deny the threat access to you and your space. Lockdown by creating barriers, turning the lights off and remaining quiet and out of sight. Make sure your cell phone is silenced, but do not turn it off.
    - **DEFEND.** When you are unable to put distance between yourself and the threat, be prepared to protect yourself. Commit to your actions, be aggressive and do not fight fairly. Do whatever it takes to survive.
- For emergencies on campus, UCF will utilize the UCF Alert system. All UCF students, faculty and staff are automatically enrolled to receive these email and text alerts, however, it's a good idea to frequently ensure your contact information is up to date.

## *Financial Aid Accountability*

All instructors/faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete this activity by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

## 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, one low discussion grade, and one low module grade**). The WebCourses gradebook will automatically calculate your grade dropping these scores and the specific score that is dropped may change as you submit your work.

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| **Internet Learning Modules (8)** | 400 points each |
| **Quizzes (19)**<br>**(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<br><br>2.Quizzes are due no later than 11pm on the due date<br><br>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 |

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| | grade (and not the average of the two). |
| Discussions | 1. All discussion submissions are due no later than 11pm on the due date.<br>2. Discussions are completed in three parts.<br>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.<br>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.<br>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.<br>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.<br>4. Discussion credit is earned (full credit for the discussion) or no credit (0 points for the discussion).<br>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 |

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| | 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 19 – 25 | Course Syllabus | Syllabus Quiz due 8 /23 at 5pm<br><br>**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.** |

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| Week 2: August 26 – September 1 | Dalton Chapter 1<br>Dalton Chapter 2<br>Dalton Chapter 3 | Dalton Chapter 1 quiz due 9/1 at 11pm<br>Dalton Chapter 2 quiz due 9/1 at 11pm<br>Dalton Chapter 3 quiz due 9/1 at 11pm<br><br>Discussion 1 Initial Posting due 9/1 at 11pm |
| Week 3: September 2 – 8 | Dalton Chapter 4<br>Dalton Chapter 5 | Dalton Chapter 4 quiz due 9/8 at 11pm<br>Dalton Chapter 5 quiz due 9/8 at 11pm<br><br>Discussion 1 Response Postings due 9/8 at 11pm<br><br>Internet Learning Module #1: "Educating for Citizenship" due 9/8 at 11pm |
| Week 4: September 9 - 15 | Dalton Chapter 6<br>Dalton Chapter 7 | Dalton Chapter 6 quiz due 9/15 at 11pm<br>Dalton Chapter 7 quiz due 9/15 at 11pm<br><br>Discussion 2 Initial Posting due 9/15 at 11pm<br><br>Internet Learning Module #2: "First Amendment and Protest" due 9/15 at 11pm |
| Week 5: September 16 - 22 | Dalton Chapter 8<br>Dalton Chapter 9<br>Dalton Epilogue | Dalton Chapter 8 quiz due 9/22 at 11pm<br>Dalton Chapter 9 quiz due 9/22 at 11pm<br>Note: There is no quiz for Dalton Epilogue<br><br>Discussion 2 Response Postings due 9/22 at 11pm |
| Week 6: September 23 – 29 | Graham and Hand Prologue<br>Graham and Hand Introduction | Note: There are no chapter quizzes for Graham and Hand Prologue and Graham and Hand Introduction<br><br>Internet Learning Module 3: "Interest Groups" due 9/29 at 11pm<br><br>Discussion 3 Initial Posting due 9/29 at 11pm |
| Week 7: September 30 - October 6 | Graham and Hand Chapter 1<br>Graham and Hand Chapter 2<br>Graham and Hand Chapter 3 | Graham and Hand Chapter 1 quiz due 10/6 at 11pm<br>Graham and Hand Chapter 2 quiz due 10/6 at 11pm<br>Graham and Hand Chapter 3 quiz due 10/6 at 11pm<br><br>Discussion 3 Response Postings due 10/6 at 11pm |
| Week 8:<br>October 7 - 13 | No Assigned Reading | Internet Learning Module #4: "Young People and Campaign Activism" due 10/13 at 11pm |

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| | | Discussion 4 Initial Posting due 10/13 at 11pm |
| Week 9: October 14 - 20 | Graham and Hand Chapter 4<br>Graham and Hand Chapter 5 | Graham and Hand Chapter 4 quiz due 10/20 at 11pm<br>Graham and Hand Chapter 5 quiz due 10/20 at 11pm<br><br>Discussion 4 Response Postings due 10/20 at 11pm |
| Week 10: October 21 - 27 | Graham and Hand Chapter 6<br>Graham and Hand Chapter 7 | Graham and Hand Chapter 6 quiz due 10/27 at 11pm<br>Graham and Hand Chapter 7 quiz due 10/27 at 11pm<br><br>Discussion 5 Initial Posting due 10/27 at 11pm |
| Week 11: October 28 – November 3 | No Assigned Reading | Internet Learning Module #5: "Civic Engagement Reflection" due 11/3 at 11pm<br><br>Discussion 5 Response Postings due 11/3 at 11pm |
| Week 12: November 4 - 10 | No Assigned Reading | Internet Learning Module #6: "The Media as a Tool for Civic Engagement" due 11/10 at 11pm |
| Week 13: November 11 - 17 | Graham and Hand Chapter 8<br>Graham and Hand Chapter 9 | Graham and Hand Chapter 8 quiz due 11/17 at 11pm<br>Graham and Hand Chapter 9 quiz due 11/17 at 11pm<br><br>Discussion 6 Initial Posting due 11/17 at 11pm |
| Week 14: November 18 - 24 | Graham and Hand Chapter 10 | Graham and Hand Chapter 10 quiz due 11/24 at 11pm<br><br>Discussion 6 Response Postings due 11/24 at 11pm<br><br>Internet Learning Module #7: "Civic Engagement in International Context" due 11/24 at 11pm |
| Week 15: November 25 – December 1 | No Assignments | November 28 – 30, Enjoy your Thanksgiving Break. |
| Week 16: December 2 - 8 | No Assigned Reading | Internet Learning Module #8: "Solving a Public Problem" due 12/8 at 11pm |