

DELAWARE TECHNICAL & COMMUNITY COLLEGE

COLLEGEWIDE COURSE SYLLABUS

CAMPUS: Terry Campus
DEPARTMENT: Social Sciences
COURSE: POL 111 Political Science
INSTRUCTOR NAME: Telephone: Email:
PREREQUISITES: ENG 051, RDG 051
CO-REQUISITES: None
COURSE HOURS and CREDITS: 3:0:3

COURSE DESCRIPTION:

This course focuses on the organization and operation of government at the various levels emphasizing involvement in the democratic process. The major purpose of the course is to provide the student with a working understanding of the structure and functioning of the formal political system on the local, state, national and international levels. The course is also designed to foster student involvement in the political process and to assist the student's clarification of his/her personal political value system.

TEXT: Wilson, American Government: Brief Version., 9th edition, Prentice Hall.
MATERIALS: None
METHOD of INSTRUCTION: Campus Classroom, Telecourse
MANUALS: None
DISCLAIMER: None

CORE CURRICULUM COMPETENCIES (CCC)

(Approved by President George and President's Council 8/25/98; Rev. 4/27/06)

The graduate will be able to:

1. Communicate clearly and effectively both orally and in writing.
2. Demonstrate effective problem solving and reasoning skills.
3. Work effectively in groups of people from diverse backgrounds.
4. Demonstrate ethical and professional understanding and conduct.
5. Apply appropriate information literacy skills to locate, evaluate and use information effectively.
6. Use computer technology appropriate to the field.
7. Use scientific and mathematical reasoning appropriate to the technology.

The Core Curriculum Competencies apply to all Associate Degree programs at the College. These are incorporated into each curriculum either by a course or by being integrated into coursework. These competencies are incorporated into each program review employer survey.

COLLEGEWIDE CORE COURSE PERFORMANCE OBJECTIVES: (CCPO)

The student will be able to:

1. Discuss the ideological foundations of American (United States) democracy. (CCC 1, 2, 8)
2. Outline the development of democratic thought by tracing contributions of major social contract philosophers. (CCC 1, 2, 8)
3. Identify how the three branches of government evolved, interrelate and function. (CCC 1, 2)
4. Describe the factors affecting participation in the political process. (CCC 1, 2, 8)
5. Analyze the issues of civil liberties, rights and responsibilities within the diverse socio-political context. (CCC 1, 2, 8)
6. Express the interrelationship of international and national political issues. (CCC 1, 2, 8)
7. Describe an interdisciplinary perspective which may apply to contemporary socio-economic and political problems. (CCC 1, 2, 8)
8. Use critical thinking skills to evaluate different approaches to the study of public policy. (CCC 1, 2, 8)
9. Learn from real life experiences by participating in a political action project or attending a public meeting. (CCC 1, 2, 3, 8)
10. Formulate and express one's opinion of the political process orally and in writing. (CCC 1, 2, 8)
11. Develop an ability to critically review material related to political science. (CCC 1, 2, 5)

MEASURABLE PERFORMANCE OBJECTIVES: (MPO)

The student will be able to:

1. Discuss the ideological foundations of American (United States) Democracy.
 - 1.1 *Define the concept of the Fundamental Dilemma of government.*
 - 1.2 *Identify and discuss the ideological foundations of American democracy.*
 - 1.3 *Describe the theories of government and the resultant compromises that created the American democracy.*
2. Outline the development of democratic thought by tracing contributions of major social contract philosophers.
 - 2.1 *Name the major social contract philosophers whose body of work contributed to our democratic process.*
 - 2.2 *Compare and contrast the theories proposed by these social contract philosophers.*
3. Identify how the three branches of government evolved, interrelate, and function.
 - 3.1 *Name the three branches of our federal government.*
 - 3.2 *Discuss the constitutional basis for each branch of government.*
 - 3.3 *List the duties and responsibilities of each branch of government.*
 - 3.4 *Discuss the checks and balances system as it relates to the three branches of government.*
4. Describe the factors affecting participation in the political process.
 - 4.1 *Explain how the political socialization process has included certain groups and excluded others.*
 - 4.2 *List basic factors that affect participation in the political process.*
 - 4.3 *Discuss ways in which citizens may become active in the political process.*
 - 4.4 *Participate in a political activity at the local, state, or federal level.*
5. Analyze the issues of civil liberties, rights, and responsibilities within the diverse socio-political context.
 - 5.1 *Explain the concept of civil liberties.*
 - 5.2 *Compile a list of commonly accepted and debated civil liberties.*
 - 5.3 *Discuss both the rights and responsibilities associated with being a citizen of the United States.*

6. Express the interrelationship of international and national political issues.
 - 6.1 *Explain how discussions and policies made at the national level can affect international decisions and policies.*
 - 6.2 *Cite specific examples of the interrelatedness of national and international policy making.*
 - 6.3 *Select a current issue and discuss in detail the interrelationship of national and international politics.*
7. Describe an interdisciplinary perspective which may apply to contemporary socio-economic and political problems.
 - 7.1 *Discuss the meaning of an interdisciplinary perspective.*
 - 7.2 *Identify a major interdisciplinary perspective used to study socio-economic and political problems.*
 - 7.3 *Select a contemporary socio-economic, political issue and use the interdisciplinary perspective (7.2) to discuss the issue.*
 - 7.4 *Suggest a possible solution to this socio-economic, political issue.*
8. Use critical thinking skills to evaluate different approaches to the study of public policy.
 - 8.1 *Participate in critical thinking and problem solving activities.*
 - 8.2 *Enhance one's critical thinking and problem solving skills.*
 - 8.3 *Define the meaning of public policy.*
 - 8.4 *Discuss the importance of public policy and how it is achieved.*
 - 8.5 *Use critical thinking and problem-solving skills to determine how to evaluate the effectiveness of public policy decisions.*
9. Learn from real life experience by participating in a political action project or by attending a public meeting.
 - 9.1 *Participate in one of the politically oriented activities identified by course guidelines.*
 - 9.2 *Complete a corresponding writing assignment documenting your involvement in a politically oriented activity.*
10. Formulate and express one's opinion of the political process orally and in writing.
 - 10.1 *Formulate a personal opinion of the American political process based upon factors studied during the political Science course.*
 - 10.2 *Orally express, on an on-going basis, your opinion regarding topics being discussed.*
 - 10.3 *Complete assigned writing assignments in order to express your overall opinion of the American political process.*

11. Develop an ability to critically review material related to political science.
- 11.1 *Analyze a current political issue by reading numerous accounts of the same issue.*
- 11.2 *Complete a writing assignment which adheres to stated guidelines and conveys your understanding of a current political issue (11.1).*

EVALUATION CRITERIA:

Students will demonstrate proficiency on all Measurable Performance Objectives at least to the 75% level. The final course grade will be derived from:

Examinations: (MPOs 1-8) **60%**

You will complete three examinations. The exams may contain a variety of question types including multiple choice, matching, true/false, short answer, and essay. The questions will reflect the competencies within this course syllabus. You are expected to make up any missed exams within one week of your return to class, and to complete retests within the time parameters and guidelines of your instructor. Make-up exams may not be in the same format as the scheduled exam. You must contact the instructor for details as to where and when to complete the make-up exam.

Public Meeting: (4.4; 9.1; 9.2) **15%**

You will gain first-hand experience of the American Political System in action by attending a political meeting and completing a meeting paper. (The form for the meeting report is attached.)

OR

Debate: (4.4; 9.1; 9.2) **15%**

Many various current issues will be discussed throughout the semester and the class will determine four topics to be debated. The debate will follow the formal rules for a professional debate and each student will be responsible for research, presentation, and participation in the debate. The second part of the grade will come from scoring valid points based on what is heard during the debate time frame.

(Your instructor will assign one of the above to the class this semester.)

Magazine Summary: (11.1; 11.2) **10%**

You will write a 2-3-page magazine summary of a current national or local political issue. The information for this issue is to be obtained from multiple national or local news magazines and/or professional sources such as Newsweek, Time, U.S. News and world Report, and articles or editorials from the New York Times, the Washington Post, or the Wall Street Journal. Other sources may be used with the permission of the instructor. Attach a photocopy of the articles to the back of the summary.

You will present orally to the class a 2-5 minute report of your magazine summary and what you learned. **5%**

OR

Supreme Court Paper: (11.1; 11.2) **10%**

You will write 2-3 page summary of a Supreme Court case which will complete three tasks. 1) You will summarize the court case. 2) You will then describe the effects this case had on society during this time period and also explain the effects this case has on society in present day. 3) You will be responsible for also explaining why this particular case was chosen and explaining how this case relates to the class. A reference page must be included to detail all used sources.

You will present orally to the class a 2-5 minute report of your Supreme Court summary and what you learned. **5%**

(Your instructor will assign one of the above to the class this semester.)

Participation: (MPOs 1-11) **10%**

You will demonstrate active involvement in classroom activities. The homework and activities may include, but not be limited to announced and unannounced quizzes, in-class activities, homework, and text-based assignments, and one or more web-based activities. These activities may change from semester to semester and will be scheduled at the discretion of the instructor.

See Measurable Performance Objectives for detailed expectations and requirements.

Grades will be computed using the following scale:

92 - 100	= A
83 - 91	= B
75 - 82	= C
0 - 74	= R

Students should refer to the Student Handbook for information on Academic Standing Policy, Academic Honesty Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.

