

**LOS ANGELES MISSION COLLEGE**  
**Political Science 1: Government of the United States**  
Section 0304, Summer 2009 Semester from June 22, 2009 to July 26, 2009

<b>Instructor: Mr. Som Chounlamountry, MA</b> <a href="mailto:chounlam@usc.edu">chounlam@usc.edu</a>   <a href="http://www.chounlam.pbworks.com">www.chounlam.pbworks.com</a> <a href="http://www.lamission.edu/~chunls">http://www.lamission.edu/~chunls</a>	<b>COMPLETELY ONLINE</b> <b>ETUDES-NG Website</b> <a href="https://etudes-ng.fhda.edu/portal">https://etudes-ng.fhda.edu/portal</a>
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**COURSE SYLLABUS**

**I. Los Angeles Mission College Catalog Course Description**

This course is an analytical study of politics and political institutions in the United States and the state of California. It investigates human behavior within the framework of those political institutions and further understanding of the roles of the mass media and of the economy in American politics. It deals with how the U.S. Constitution and the government meet democracy's challenge in a world of change. The latter part of the course will focus on California, paying particular attention to political, economic, cultural and demographic trends.

This course is completely online using the ETUDES-NG class management system. Tutorials can be found at the end of this syllabus. The course requires self discipline. Please login daily and schedule your time wisely. Please stay in contact with me and let me know how I may help you.

If you need further assistance with the online component, please contact Mr. Kelly Scandlyn, Bungalow D, telephone: (818) 364-7600 ext. 4129, email: [kps70@hotmail.com](mailto:kps70@hotmail.com)

**STUDENT LEARNING OUTCOMES**

1. Understand the roles, responsibilities, and limitations of the duties of Federal, state, and local governments and the impact on individuals.
2. Differentiate initiatives, referendums and recalls in California Constitution and laws.
3. Develop skills to assess news sources and to become an informed citizen and voter.

**II. Required Texts**

1. **Required:** Greenberg and Page; *America's Democratic Republic*. (2nd edition for LAMC) (ISBN: 978-0-536-43110-3)
2. **Required:** Field, M.; *California Government and Politics Today*, 12th Edition, Longman (ISBN: 978-0205620074)

Textbooks available at the Los Angeles Mission College Bookstore  
<http://www.lamissionbookstore.com/>

### III. Course Objectives

**Content Knowledge** — Upon completion of this course the student will have an understanding of, or be able to apply, the following principles and concepts:

1. The influence of representative government on our daily lives, and of the citizens with their respective values upon the policies and institutions of government.
2. The basic constitutional principles of separation of powers and check and balance between the three branches of government.
3. A respect for The Bill of Rights and the evolution of American Civil Rights.
4. An understanding of the interaction and relationships between federal, state, and local governments as they operate in different national and cultural contexts.
5. An understanding of basic political processes and instructions at all levels in a way that empowers them with a critical thinking ability to gain access in a democracy.

**Exit Skills** — Upon completion of this course the student have the following skills:

1. To be able to critically analyze state, local and national news.
2. To be able to explain and discuss how federal, state and local government interrelate and impact the lives of its citizens.
3. To critically analyze issues to be voted on in a ballot.
4. To be able to comfortably work in, or run, and election campaign.
5. To have the knowledge of how to influence legislation, and write legislators.
6. To know how your rights as a citizen, and the protections afforded by the Bill of Rights, along with the Civil Rights and Voting Rights Acts.

### IV. Grading & Assessments

Assessment to Date Due	Due Date	Points 400 Total
ONLINE MIDTERM EXAM (Take only once)	July 9 <sup>th</sup> , Thurs. by 11 PM	80 points
RESEARCH PAPER INTEGRATING 5 SOURCE	July 16 <sup>th</sup> , Thurs. by 11 PM	100 points
ONLINE FINAL EXAM (Take only once)	July 26 <sup>th</sup> , Friday by 11 PM	100 points
Online Quizzes Check ETUDES-NG	Thursdays of Various Weeks	120 points
EXTRA-CREDIT ASSIGNMENTS	See ETUDES-NG	+40 points

Grade	Point Totals	Assessment Criteria
A	360-400 points	Indicates mastery of the relevant course standards
B	320-359 points	Indicates above average proficiency of the relevant course standards
C	280-319 points	Indicates satisfactory proficiency of the relevant course standards
D	240-279 points	Indicates partial proficiency of the relevant course standards
F	0-239 points	Indicates little or no proficiency of the relevant course standards

**\*Extra-Credit Also Available**

## V. Community Service & Other Extra-Credit Assignments

To help ensure that students can obtain and maintain good grades, students are encouraged to complete Extra-Credit Assignments include and Volunteering. Students can earn up to **one whole grade** improvement for the course. Students can earn the maximum points by volunteering for 8 hours. Each hour is worth a **+5 points** improvement. Volunteering and other Extra-Credit Activities can be combined but **+40 Points** is the maximum. Please check the ASSIGNMENTS AREA for more details and additional Extra-Credit assignments.

### Community Service Rules:

- All volunteer work must be performed at a nonprofit community & political organization which directly represents and/or benefits local residents. For example: it could be done at schools, the local office of a Congressperson, State Senator, City-Council Person; the local chapter of the Red Cross, League of Women Voters, Anti-Defamation League, American Civil Liberties Union, Mexican American Legal Defense and Education Fund, AARP, etc..
- **Prior authorization from me is required regarding the selection of such an organization for Service Learning credits.**
- A one page, typed, double-spaced, and proof-read essay delineating the specific experiences you encountered and how it made you feel. Submit this essay as an **Assignment** along with the supervisor's contact information.
- Please ask that the supervisor email me at [chounlam@usc.edu](mailto:chounlam@usc.edu) a confirmation of your hours and their contact information.

## VI. Class Policies

**Email Etiquette:** Your real name will be identified as "Sender."

**Use the Subject Line:** All email in this course must be addressed as if it were a business letter, including on the subject line the student's **Full Name, Class Number and Topic** of the correspondence. The content must be formatted as a business letter, including a Real Name Signature and Phone Number. Emails not fulfilling these requirements will be considered spam or spyware and may not be opened by the instructor. Again, be sure that your real name appears as the sender, not the email address. Barring technical difficulties, I will usually respond within 24 hours, except for the weekends. Please follow up with another email if there is no response.

**Late Assignments, Early Exams and Exam Make-ups:** Late assignments will result in a lower score, unless otherwise noted one grade level per school day for that assignment. Early exams are not allowed except under conditions of a make-up exam. Make-up assignments will be available only in cases of demonstrated medical emergencies, religious holidays, or university business. Typically a make-up exam may have a different format than the original. Please contact instructor immediately should you have any problems.

**Plagiarism and Cheating Policy:** As university students, you are a member of an academic community that strives to maintain the highest standards of academic quality. Students engaging in cheating or plagiarizing, will receive zero (0) points for that assignment or exam. Further disciplinary action may be taken, including failing the class and/or reporting to the college. To avoid plagiarism, please cite all information that is not yours.

**Policy on Withdrawals:** You are responsible for withdrawing from courses in which you enrolled. College policy on withdrawals applies. Please refer to current Catalog and Schedule of classes for more detailed guidelines. **IF YOU DO NOT MAKE PROGRESS YOU MAY BE DROPPED BY THE END OF THE SECOND WEEK ON DURING EXCLUSION WEEK.**

**Policy on reasonable accommodations for students with disabilities:** The Students with Disabled Student Programs and Services can be reached on (818) 364-7732. For students with disabilities the DSPS office provides special assistance areas like: registering for courses, specialized tutoring, note-taking, mobility assistance, special instruction, testing assistance, special equipment, special materials, instructor liaisons, community referrals, and job placement.

**Lecture Notes:** Lecture Notes from Fall 2008 semester presented at California State University, Long Beach are available in the RESOURCES area. The notes were prepared to parallel the textbook WE THE PEOPLE by Patterson along with current events. While the contents are similar, they are meant to guide you in your readings and should be used conscientiously. I want you to have additional resources to help with the class. Not all the information will apply to your specific class. See your syllabus.

## **VII. Assessment Descriptions**

**Online Quizzes:** All the quizzes will be AVAILABLE according to the ETUDES-NG schedule. Students may take the quizzes anytime during the AVAILABLE period. Once a student has elected to OPEN a quiz, it must be completed within 30 to 60 minutes. Please read the description of each quiz carefully. It is important to have reliable access to the internet and to be able to log on to ETUDES-NG. Although the quizzes are open most of the semester, it is recommended that all quizzes be completed by the due date in preparations for Exams. Lecture notes are available in the RESOURCES area.

**Online Exams:** Both the Midterm and the Final Exam will be given online Please see the review sheet for details. You will have 3 hours to finish each exam once opened. You may use your textbook and lectures notes. TAKE EACH ONLY ONCE. IF YOU HAVE PROBLEMS, EMAIL [chounlam@usc.edu](mailto:chounlam@usc.edu) IMMEDIATELY.

**Research Paper Integrating 5 Sources:** Each student will write a 4 to 5 page research paper based on scholarly sources on a current topic of international politics to be assigned by the instructor. All papers must be double-spaced, and paginated, 12 fonts (Times New Roman), have standard margin, and use APA or MLA citations, but use (AUTHOR, YEAR), such as (Smith, 2006), in text citations. See below and the ASSIGNMENTS area for more details.

**NERVOUS ABOUT THE RESEARCH PAPER?** If you would like help and additional tips on the research paper, please contact me. I have many suggestions and detail steps to ensure that overcome the Research Paper fears.

## VIII. Calendar of Assignments and Important Dates

\*subject to adjustments

Assignments and Quizzes due by Thursdays by 11pm.

Week & Dates	Readings & Deadline	Topics
Week 1: 6/22  <b>Email Som</b> <a href="mailto:chounlam@usc.edu">chounlam@usc.edu</a> Full Name, email, phone Class & Section #, Brief Bio, Major, and Joke <b>June 22, 2009</b> Summer Classes Begin <b>June 25, 2009</b> Last day for refund & Last day to add.	ADR Chapter 1: American Democratic Republic ADR Chapter 2: The Constitution ADR Chapter 3: Federalism ADR: Read Declaration of Independence ADR: Read US Constitution & Declaration of Independence * <b>Quiz1-Quiz2 Due by Thurs by 11pm</b> <b>Quiz1: Welcome Quiz. 20 Points (No material needed)</b> <b>Quiz2: Matching the Constitution &amp; Amendments. 30 Points</b>	Welcome, Syllabus to Course Overview Types of Government Principles of US Govt Power and Authority The Political System Before the Constitution Negotiating Toward a Constitution Limited Government Self-Government National and State Sovereignty Supremacy Clause
Week 2: 6/29  <b>July 01, 2009</b> Last day to drop without a "W".  <b>July 03, 2009</b> Fourth of July (Holiday College closed )	ADR Chapter 4: Civil Liberties ADR Chapter 5: Civil Rights ADR Chapter 6: Public Opinion and Political Learning * <b>Quiz4 &amp; Quiz5 Due by Thurs by 11pm</b> <b>Quiz3: ADR Chps 1, 2 to 3: Political Culture, Constitutional Democracy, Federalism. 10 Points</b> <b>Quiz4: ADR Chaps 4, 5, to 6: Civil Liberties, Equal Rights, Opinion to Socialization. 10 Points</b> <b>Optional: Extra-Credit Discussion: Racism or Terrorism</b> <i>The due dates for these assignments will be flexible for the first 2 weeks. Please ensure that you finish them, or you may be dropped from the class.</i>	Freedom of Expression Freedom of Religion The Right of Privacy Rights of the Accused Rights and War on Terrorism Struggle for Equality Civil Rights Movement Equality Under Law Equality of Results Public Opinion Political Socialization Political Ideology
Week 3: 7/6 <b>July 09, 2009</b> Last day for section transfer	<b>Midterm Exam: submitted by Thursday July 09<sup>th</sup> by 11:00pm</b> <b>Quiz5: Course Evaluation. Take it for 10 Points.</b>	<b>Review all the Selected Chapters from ADR and Quizzes</b>
Week 4: 7/13  <b>July 16, 2009</b> Last day to drop with a "W"	ADR: Chapter 11: Congress ADR: Chapter 12: The Presidency ADR: Chapter 14: The Courts * <b>RESEARCH PAPER due Thurs by 11pm</b> * <b>Quiz6 &amp; Quiz7 Due by Thurs by 11pm</b> <b>Quiz6: ADR Chaps 11, 12 &amp; 14: Congress, President &amp; Judiciary. 10 Points</b> <b>Quiz7: Matching Significant Supreme Court Cases. 10 Points</b>	Congress as a Career Congressional Leadership How a Bill Becomes Law Choosing the President Presidential Leadership Predicting Performance Judicial Review Judicial Activism Judicial Constraint Court Cases
Week 5: 7/20  <b>July 26, 2009</b> Summer Session Ends.	California Chapter 1-7 California Chapter 8-15 * <b>EXTRA CREDIT ASSIGNMENTS AND VOLUNTEERING due by Thurs by 11pm</b> * <b>Quiz8 &amp; Quiz10 due by Thurs by 11pm</b> <b>Quiz8: CA1—Chps 1-7: CA, People, History, Equality, Media, Parties, Campaigns. 10 Points</b> <b>Quiz9: CA2—CA Chps 8-15: Legislative, Executive, Budget, Judiciary, Laws, Cities, Counties, Future. 10 Points</b> <b>Optional: Extra-Credit Discussion: Presidential Character or CA Prisons</b> <b>TURN IN ALL EXTRA-CREDIT ASSIGNMENTS</b>	California History Freedom and Equality Media Influence and Interest Groups Political Parties Campaigns and Elections The California Legislature Plural Executive The Budget The Judiciary Justice and Civil Laws City Government Beyond Cities California's Future
<b>July 24, 2008</b> Final Exam last day of class Summer I.	<b>Final Exam: Submitted by Friday, July 24th completed by 11:00pm</b>	<b>Review all the Selected Chapters from ADR and CA Book</b>

### IX.A. Research Paper Integrating 5 Sources Requirements

1. 4 to 5 pages (at least 5 fully developed paragraphs) of typed, double-spaced, and paginated, 12 fonts (Times New Roman), standard margin and proofread paper on select topics.
2. Your paper shall be graded based on substance and form. Please refer to the grading rubric and guidelines.
3. Your research should focus on **reputable articles**. (These articles cite other authors and must have a WORKS CITED or REFERENCE PAGE).

**YOU MUST GET AT LEAST FIVE (5) SOURCES FROM THE FOLLOWING SOURCES ONLY:**

**1. EBSCOhost 2. Opposing Viewpoints 3. CQ Researcher** See Below.

You may use additional reputable sources after your 5 sources. (If you use WIKIPEDIA, you will receive a C or lower)

4. I accept any type of styles — MLA, APA, Chicago, etc. — Please be consistent with a single style throughout your paper. Please use (AUTHOR, YEAR) such as (ADAMS, 2008) when citing.

Please refer to

[http://www.tcc.fl.edu/about\\_tcc/academic\\_affairs/division\\_of\\_library\\_services/research\\_guides/a\\_pa\\_mla\\_turabian\\_citation\\_guides](http://www.tcc.fl.edu/about_tcc/academic_affairs/division_of_library_services/research_guides/a_pa_mla_turabian_citation_guides) for citing guidelines and examples.

## IX.B. Research Process

### 1. YOU MUST GET ALL SOURCES FROM THE FOLLOWING SOURCES:

1. EBSCOhost
2. Opposing Viewpoints
3. CQ Researcher

### 2. DO NOT USE ANYTHING ELSE.

- A. NO WIKIPEDIA.COM; NO GOOGLE.COM; NO WEBSITES
- B. **I REALLY MEANT NO OTHER!**

**NOTE: IF YOU USE WIKIPEDIA YOU WILL GET A “C” OR LOWER.**

### PASSWORDS AND LOGIN INSTRUCTIONS:

Los Angeles Mission College Library Passwords (818) 364-7600 ext. 7105

Mission College Library provides students and staff from Mission College access via the Internet to online databases. All can be accessed from any computer on campus. EBSCOhost, National Newspapers and other databases are also available from your home computer.

1. Point your browser to the Library Home Page, [www.lamission.edu/library](http://www.lamission.edu/library)
2. Click on Library Resources
3. Select a database to search by clicking the title
4. Enter User ID and/or Password if using a computer off campus

- EBSCOhost provides indexing for over 3,100 periodicals and full text for over 1,500.

User ID: mission

Password: la

Remember to UNCHECK [AT MISSION], CHECK [FULL-TEXT] and CHECK [PEER REVIEWED] if you want Scholarly Sources only.

- Opposing Viewpoints Includes articles with arguments for and against controversial topics.

Password: mission

- CQ Researcher published by Congressional Quarterly, provides full text articles on issues and topics currently in the news.

User Name: mission

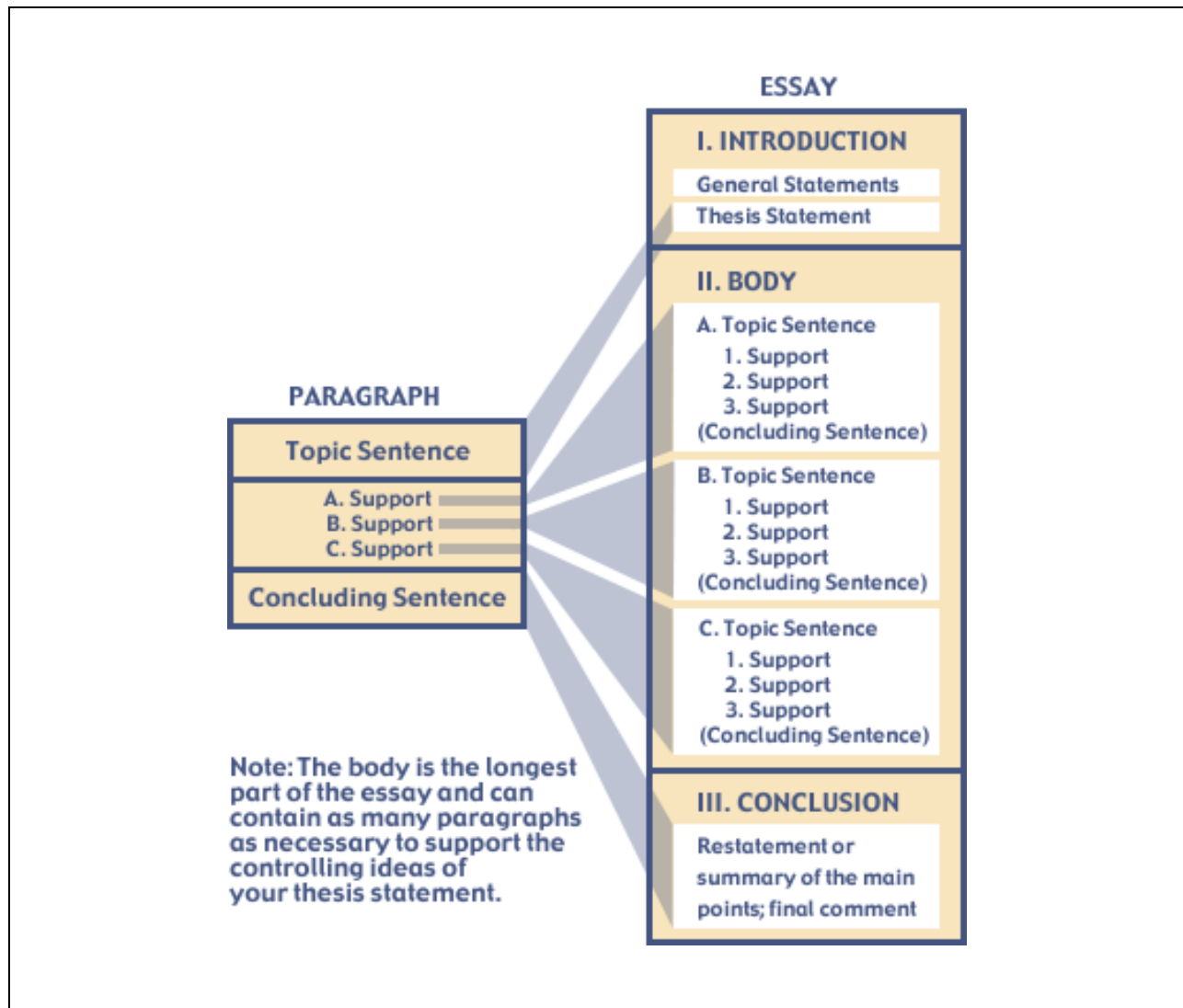
Password: la818

**OPTIONAL: CHALLENGE YOURSELF BY USING ONLY SCHOLARLY SOURCES.** In University courses, you will be asked to write an academic research paper using scholarly sources for support and evidence. **Scholarly articles** are generally written by people who are experts on a subject. These articles **always have bibliographies or footnotes** that back up the research and point you toward other useful information on a particular topic. Sometimes they are in journals that are "**scholarly**," "**peer reviewed**," or "**refereed**," which means a panel of experts has approved many of the articles before they are published in the journal. These articles are often written with a specific audience in mind, for example: students, specialists, or researchers in a certain field.

## IX.C. Topics for Research Paper Integrating 5 Sources

Topics	Required Article. (Read these first!) You must include the required article as part of your research. <b>Go to <a href="http://library.cqpress.com/cqresearcher/">http://library.cqpress.com/cqresearcher/</a> username: mission password: la818</b>
<b>Abortion</b>	Jost, K., to Koch, K. (2006, September 22). Abortion showdowns. <i>CQ Researcher</i> , 16, 769-792. Retrieved January 30, 2007, from CQ Researcher Online, <a href="http://library.cqpress.com/cqresearcher/cqresrre2006092200">http://library.cqpress.com/cqresearcher/cqresrre2006092200</a> .
<b>Alternative Fuels</b>	Cooper, M. H. (2005, February 25). Alternative fuels. <i>CQ Researcher</i> , 15, 173-196. Retrieved January 30, 2007, from CQ Researcher Online, <a href="http://library.cqpress.com/cqresearcher/cqresrre2005022500">http://library.cqpress.com/cqresearcher/cqresrre2005022500</a> .
<b>Campaign Finance Reform</b>	Cooper, M. H. (2000, March 31). Campaign finance reform. <i>CQ Researcher</i> , 10, 257-280. Retrieved January 30, 2007, from CQ Researcher Online, <a href="http://library.cqpress.com/cqresearcher/cqresrre2000033100">http://library.cqpress.com/cqresearcher/cqresrre2000033100</a> .
<b>Civil Liberties and the War on Terror</b>	Jost, K. (2003, October 24). Civil liberties debates. <i>CQ Researcher</i> , 13, 893-916. Retrieved January 29, 2007, from CQ Researcher Online, <a href="http://library.cqpress.com/cqresearcher/cqresrre2003102400">http://library.cqpress.com/cqresearcher/cqresrre2003102400</a> .
<b>Climate Change</b>	Clemmitt, M. (2006, January 27). Climate change. <i>CQ Researcher</i> , 16, 73-96. Retrieved January 30, 2007, from CQ Researcher Online, <a href="http://library.cqpress.com/cqresearcher/cqresrre2006012700">http://library.cqpress.com/cqresearcher/cqresrre2006012700</a> .
<b>Death Penalty</b>	Jost, K. (2005, September 23). Death penalty controversies. <i>CQ Researcher</i> , 15, 785-808. Retrieved January 30, 2007, from CQ Researcher Online, <a href="http://library.cqpress.com/cqresearcher/cqresrre2005092301">http://library.cqpress.com/cqresearcher/cqresrre2005092301</a> .
<b>Electoral College</b>	Jost, K., to Giroux, G. (2000, December 8). Electoral College. <i>CQ Researcher</i> , 10, 977-1008. Retrieved January 30, 2007, from CQ Researcher Online, <a href="http://library.cqpress.com/cqresearcher/cqresrre2000120800">http://library.cqpress.com/cqresearcher/cqresrre2000120800</a> .
<b>Future of the Supreme Court</b>	Jost, K. (2005, January 28). Supreme Court's future. <i>CQ Researcher</i> , 15, 77-100. Retrieved January 29, 2007, from CQ Researcher Online, <a href="http://library.cqpress.com/cqresearcher/cqresrre2005012800">http://library.cqpress.com/cqresearcher/cqresrre2005012800</a> .
<b>Human Cloning</b>	Hansen, B. (2004, October 22). Cloning debate. <i>CQ Researcher</i> , 14, 877-900. Retrieved January 30, 2007, from CQ Researcher Online, <a href="http://library.cqpress.com/cqresearcher/cqresrre2004102200">http://library.cqpress.com/cqresearcher/cqresrre2004102200</a> .
<b>Medical Marijuana</b>	Marshall, P. (2005, February 11). Marijuana laws. <i>CQ Researcher</i> , 15, 125-148. Retrieved January 30, 2007, from CQ Researcher Online, <a href="http://library.cqpress.com/cqresearcher/cqresrre2005021100">http://library.cqpress.com/cqresearcher/cqresrre2005021100</a> .
<b>Minimum Wage and Poverty</b>	Katel, P. (2005, December 16). Minimum wage. <i>CQ Researcher</i> , 15, 1053-1076. Retrieved January 29, 2007, from CQ Researcher Online, <a href="http://library.cqpress.com/cqresearcher/cqresrre2005121600">http://library.cqpress.com/cqresearcher/cqresrre2005121600</a> .
<b>Right to Die and Assisted Suicide</b>	Jost, K. (2005, May 13). Right to die. <i>CQ Researcher</i> , 15, 421-444. Retrieved January 30, 2007, from CQ Researcher Online, <a href="http://library.cqpress.com/cqresearcher/cqresrre2005051301">http://library.cqpress.com/cqresearcher/cqresrre2005051301</a> .
<b>Stem Cell Research</b>	Clemmitt, M. (2006, September 1). Stem cell research. <i>CQ Researcher</i> , 16, 697-720. Retrieved January 30, 2007, from CQ Researcher Online, <a href="http://library.cqpress.com/cqresearcher/cqresrre2006090100">http://library.cqpress.com/cqresearcher/cqresrre2006090100</a> .
<b>Universal Health Care</b>	Epstein, K. (2002, June 14). Covering the uninsured. <i>CQ Researcher</i> , 12, 521-544. Retrieved January 30, 2007, from CQ Researcher Online, <a href="http://library.cqpress.com/cqresearcher/cqresrre2002061400">http://library.cqpress.com/cqresearcher/cqresrre2002061400</a> .
<b>US Energy Policy</b>	Cooper, M. H. (1999, March 5). The politics of energy. <i>CQ Researcher</i> , 9, 185-208. Retrieved January 30, 2007, from CQ Researcher Online, <a href="http://library.cqpress.com/cqresearcher/cqresrre1999030500">http://library.cqpress.com/cqresearcher/cqresrre1999030500</a> .
<b>Voting and Participation</b>	Katel, P. (2006, September 15). Voting controversies. <i>CQ Researcher</i> , 16, 745-768. Retrieved January 30, 2007, from CQ Researcher Online, <a href="http://library.cqpress.com/cqresearcher/cqresrre2006091500">http://library.cqpress.com/cqresearcher/cqresrre2006091500</a> .

## IX.D. Components of the Research Paper



Include: Name and ID #; CLASS, SECTION, SEMESTER Title of Paper

I. Introduction: Define your topic. Thesis statement.

II. Main Part of Paper:

This is the longest part of your paper.

Describe what you found. Citing information (AUTHOR, YEAR) Parenthetical Citation EVERYTHING you did not know, when you started your paper, should be cited (See the Patterson Book as an Example). (Author's Last Name, Year: Page if applicable), e.g. (Smith, 2005: 121).

III. Conclusion

V. "Works Cited" or "References" page:

List all materials you have **CITED (quoted or referred to)** in your research paper. You must have a WORKS CITED page listing all your sources in alphabetical order. Works Cited Page with only the sources you cited in the paper:

## IX.E. Research Paper Integrating 5 Sources Grading Guidelines

**NOTE:** Papers not citing at least 5 sources in the body of the paper will be given a "C" overall grade! See the **ASSIGNMENT** area for examples.

**WARNING:** If you use WIKIPEDIA, you will receive a C or lower.

An "A" work:

- \* Answers the specific central question that was asked
- \* Incorporates pertinent and detailed information from both class discussion and assigned readings (whenever applicable), providing needed evidence.
- \* Maintains focus & avoids being sidetracked by tangents
- \* Presents all information clearly and concisely and in an organized manner
- \* Does much more than merely restate the question and offer a brief response
- \* Avoids distracting grammar/spelling/etc. problems

### **The A Paper**

- Very well written with sound grammar and spelling
- Paper has clear introductory thesis and effective topic sentences
- Demonstrates creativity
- Answers all questions from the assignment
- Analyses issues and advances an argument throughout the paper
- Draws upon at least 5 sources, citing them effectively and properly using (Author Year) format

### **The B Paper**

- Good writing skills, some grammatical/spelling mistakes
- Has an overall theme, but the arguments and evidence are not so sophisticated
- Reasonably well structured but introductory thesis and topic sentences less clear
- Answers all questions from the assignment, but lacks some critical reflection
- Draws upon at least 5 sources, citing them effectively and properly using (Author Year) format

### **The C Paper**

- Mediocre writing skills, evident grammatical and spelling mistakes
- Lacks an overall theme
- Poorly structured with no evident introductory thesis and topic sentences
- Lacks critical reflection and/or arguments not entirely clear
- Answers most questions from the assignment but not all
- Description of films lack detail, few mentioned specifically
- Poor integration of scholarly materials and readings
- Draws upon at least 5 sources, citing them effectively and properly using (Author Year) format

### **The D paper**

- Very poorly structured with no evident introductory and concluding statements
- No critical reflection and/or confusing arguments
- Very poor writing skills, replete with grammatical and spelling mistakes
- Completely lacks integration
- Does not answer all questions from the assignment
- Poor description of the movies, mostly generalities
- Very poor to no integration of source materials and readings or has less than 5 sources.

### **The F paper**

- No critical reflection and/or confusing arguments. Plagiarism!

## X. ETUDES-NG Tutorials

**ETUDES-NG:** Students are required to access the ETUDES-NG site for this course.

<http://www.lacitycollege.edu/online/menu.htm> Tutorials Courtesy of Sarah Phinney at Porterville College.



The ETUDES-NG Portal is located at <http://etudes-ng.fhda.edu/portal>

Access to classes is determined by semester start date and/or instructor preference. Student user IDs and *initial* passwords are automatically generated.

Your unique username is:

\*First two letters of your first name, plus the

\*First two letters of your last name, plus the

\*Last five digits of your NEW student identification number.

Your password is: \* The Month and Day of your birthday, *as given in the school records*, with the format MMDD

*This password information applies to students accessing Etudes for the first time. Changes you make to your account, including your password, will persist to new semesters.*

Each tour will take approximately 5 minutes to complete. For Tours 1- 5, you will need the Flash player plug-in to take these tours. If you don't have the Flash player, you can [download the free Flash player here](#).

- [Tour 1 - Logging In](#)
- [Tour 2 - Reading Modules and Participating in Discussions](#)
- [Tour 3 - Taking a Test](#)
- [Tour 4 - Submitting an Assignment](#)
- [Tour 5 - Sending a Private Message](#)
  - Note: This is for communicating with other students. Please email instructor at [chounlam@usc.edu](mailto:chounlam@usc.edu)
- [Tour 6 - Discussion Forums Overview](#)
- [Tour 7 - Test Center Overview](#)

## XI. Class Videos to Help You

I just recorded a series of videos to welcome you to the course and give you a quick tour of ETUDES-NG. This will help you with the course.

VIDEO 1 of 3

<http://www.screencast.com/users/ProfSom/folders/Jing/media/15fad7e2-c469-43ef-b51e-e788ea45c5a2>

VIDEO 2 of 3

<http://www.screencast.com/users/ProfSom/folders/Jing/media/d7f12f4d-809b-4ae9-951e-1c79e6b6eb0b>

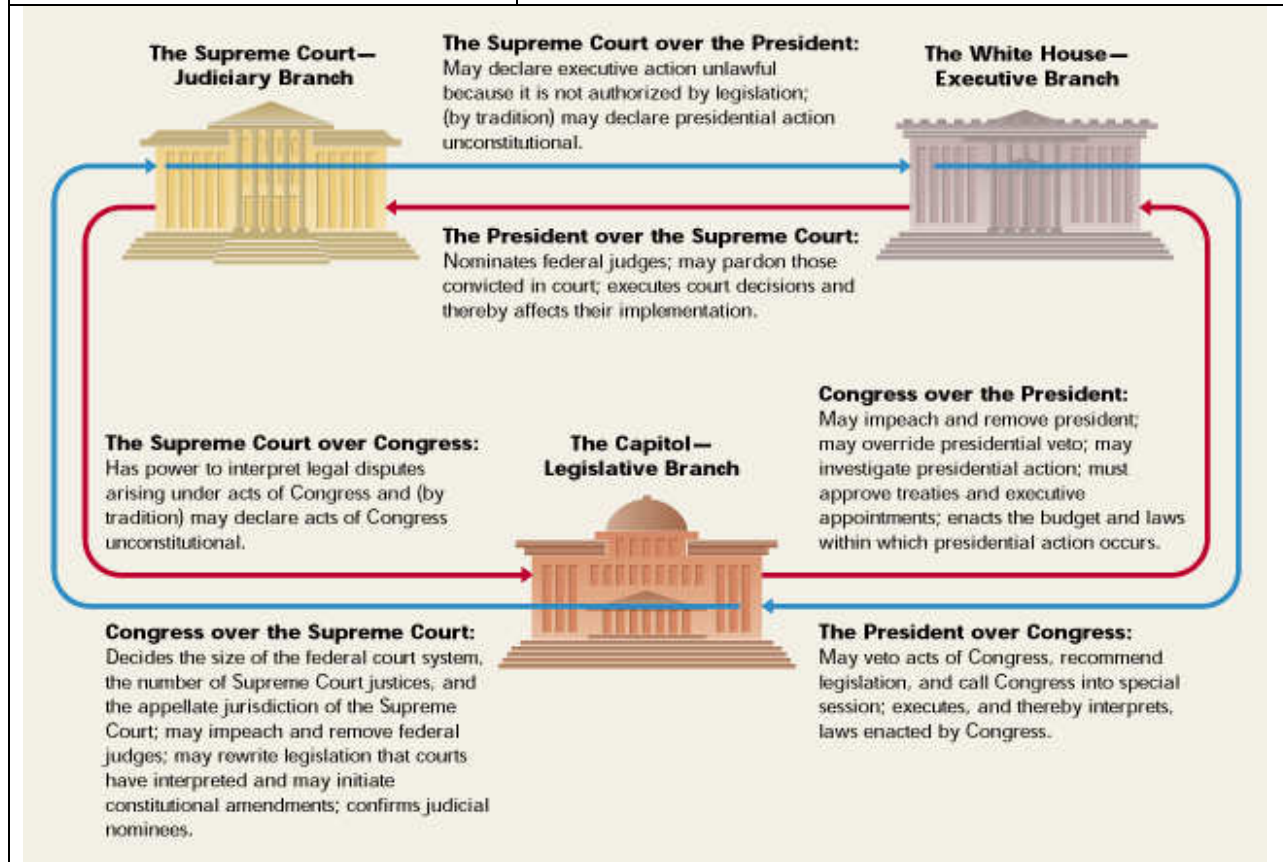
VIDEO 3 of 3

<http://www.screencast.com/users/ProfSom/folders/Jing/media/ceabebac-340b-493b-8e0d-cb82bb70f02b>

## XII. MIDTERM REVIEW SHEET 1

### 1. US Checks and Balances System

Be able to recreate this concept by concept, word by word

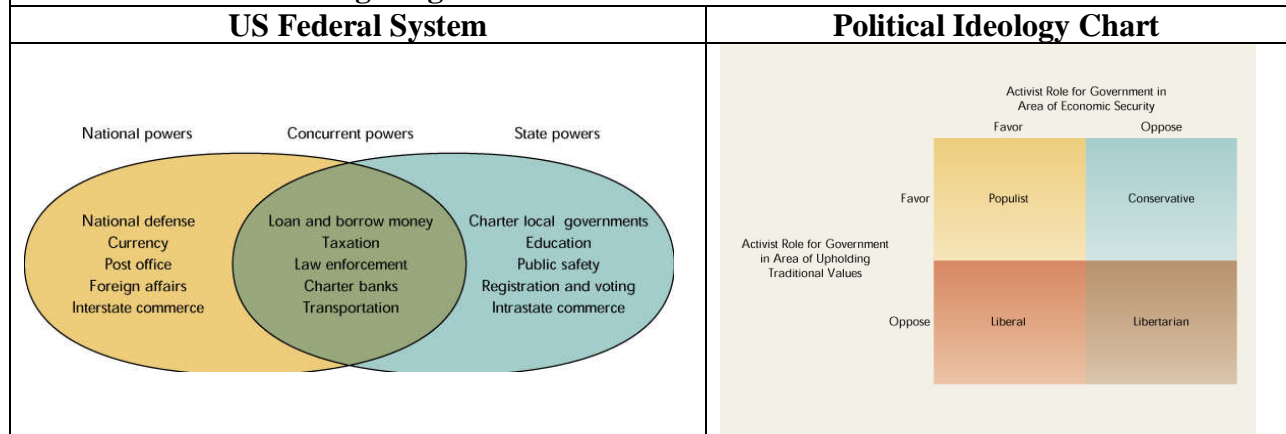


### 2. Amendments to the US Constitution: Read Them and Summarize Them

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14			

## MIDTERM REVIEW SHEET 2

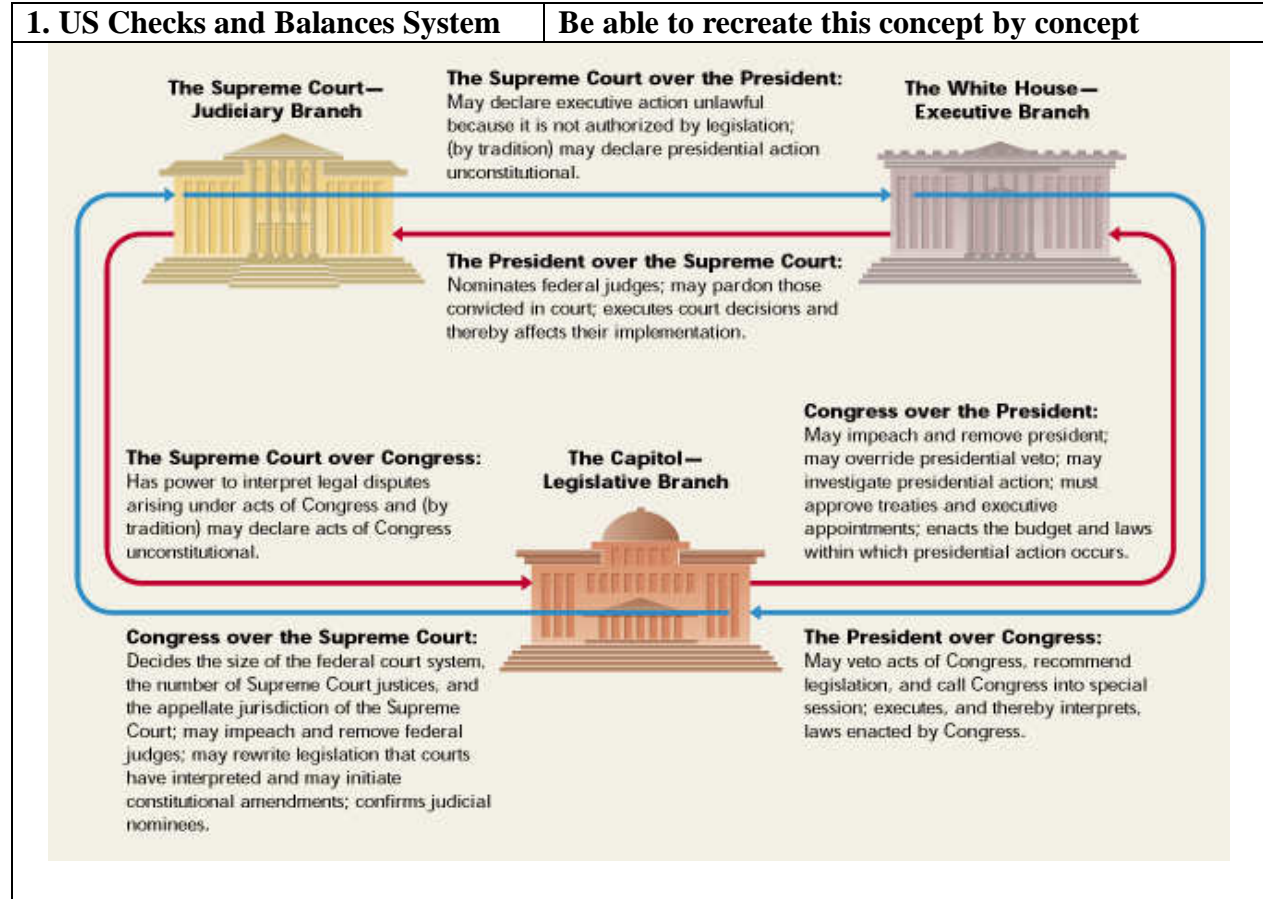
### 3. Recreate the Following Diagrams



### 4. Be Able to Define the Following Terms. STUDYING SUGGESTION: WRITE AT LEAST ONE PARAGRAPH IDENTIFYING THE TERMS AND THEIR SIGNIFICANCE TO OUR CLASS.

“Establishment clause” “Free-Exercise clause” “With all deliberate speed” Affirmative action Bill of Rights (Be able to summarize all the Amendments) Brown v. Topeka Board of Ed. (1954) Checks and Balances Congress Conservative De facto discrimination Declaration of Independence	Federalist No. 10 Filibuster Great Compromise Imminent lawless action Jefferson Judicial review Liberal Libertarian Locke Marbury v. Madison (1803) Martin Luther King, Jr. Miranda v. Arizona (1966) Montesquieu New Jersey Plan	Plessy v. Ferguson (1896) Political socialization Populist Presidency Presidential vetoes Prior restraint Racial profiling Roe v. Wade (1973) Selective incorporation Separate but equal Separation of powers Shays' Rebellion Supremacy clause Supreme Court	The Civil Rights Acts The New Jersey (small-state) Plan The Virginia Plan Three-fifths compromise US Federal System Diagram Virginia Plan  <b>US Constitution Amendments</b> <b>Court Cases</b>  <b>Review your QUIZZES!</b>
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### XIII. THE FINAL EXAM REVIEW SHEET 1



### 2. Amendments to the US Constitution: Read Them and Summarize Them

1		15	
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## THE FINAL EXAM REVIEW SHEET 2

<p><b>3. Review ALL chapters in the California book and selected chapters in America's Democratic Republic.</b></p> <p><b>Definitely know the all the Amendments to the US Constitution</b></p> <p>"With all deliberate speed"  "Establishment clause"  "Free-Exercise clause"  Affirmative action  Bill of Rights  Bills: How it becomes law in the federal level  CA Blanket Primary  California Courts and Judges  California Historical Development  Californian Legislature  Challenges for California  Checks and Balances  City Government  Congress  Conservative  Criminal Justice and Civil Law  De facto discrimination  Declaration of Independence  Federalism Diagram (We the People)  Federalist No. 10</p>	<p>Filibuster  Governor  Great Compromise  Immigration  Imminent lawless action  Interest Groups  Jefferson  Judicial review  Liberal  Libertarian  Locke  Martin Luther King, Jr.  Montesquieu  New Jersey Plan  Paying the Bills  Political socialization  Populist  Presidency  Presidential vetoes  Prior restraint  Racial profiling  Recall Election  Roe v. Wade 1973  Selective incorporation  Separate but equal  Separation of powers  Shays' Rebellion  Supremacy Clause</p>	<p>Supremacy clause  Supreme Court  The Civil Rights Acts  The New Jersey (small-state) Plan  The Plural Executive  The Progressive Movement  The Underrepresented  The Virginia Plan  The War Powers Act of 1973  Three-fifths compromise  Treaty of Guadalupe Hidalgo</p> <p><b>KNOW THESE COURT CASES</b>  Marbury v. Madison (1803)  McCulloch v. Maryland (1819)  Dred Scott v. Sanford (1857)  Plessy v. Ferguson (1896)  Gitlow v. New York (1925)  Brown v. Topeka Board of Education (1954)  Gideon v. Wainwright (1963)  Miranda v. Arizona (1966)  Roe v. Wade (1973)  Bush v. Gore</p>
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4. Recreate the Following Diagram Word For Word	
US Federal System	Political Ideology Chart
<p>The diagram shows three overlapping circles representing different levels of government power:</p> <ul style="list-style-type: none"> <li><b>National powers (Yellow circle):</b> National defense, Currency, Post office, Foreign affairs, Interstate commerce.</li> <li><b>Concurrent powers (Green circle):</b> Loan and borrow money, Taxation, Law enforcement, Charter banks, Transportation.</li> <li><b>State powers (Blue circle):</b> Charter local governments, Education, Public safety, Registration and voting, Intrastate commerce.</li> </ul>	<p>The chart maps political ideologies based on two axes:</p> <ul style="list-style-type: none"> <li><b>Vertical Axis:</b> Activist Role for Government in Area of Upholding Traditional Values (Oppose at bottom, Favor at top).</li> <li><b>Horizontal Axis:</b> Activist Role for Government in Area of Economic Security (Favor on left, Oppose on right).</li> </ul> <p>The four quadrants represent the following ideologies:</p> <ul style="list-style-type: none"> <li><b>Top-Left (Favor Traditional Values, Favor Economic Security):</b> Populist</li> <li><b>Top-Right (Favor Traditional Values, Oppose Economic Security):</b> Conservative</li> <li><b>Bottom-Left (Oppose Traditional Values, Favor Economic Security):</b> Liberal</li> <li><b>Bottom-Right (Oppose Traditional Values, Oppose Economic Security):</b> Libertarian</li> </ul>