

## **ITV—THE WEEKEND COLLEGE**

### **LOS ANGELES COMMUNITY COLLEGE DISTRICT**

#### **ITV Political Science 1: Government of the United States, Section 7933**

Spring Semester 2008 Session B, UC:CSU, 3 Units

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**Instructional Television, 13356 Eldridge Avenue, Sylmar, CA 91342, (818) 833-3594**

### **COURSE SYLLABUS (REVISED 08 APRIL. CHECK ETUDES-NG FOR LATEST VERSION)**

#### **1. 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 how 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 has been approved for credit transfer to the University of California and the California State University systems.

Integral to this course is the video series FRAMEWORK FOR DEMOCRACY which probes concepts that are basic to the introductory course in American government. The course combines 26 half-hour videos with the recognized textbook WE THE PEOPLE (Patterson) to encourage learners to think about and debate many questions and challenges confronting our democracy. This course has been approved for credit transfer to the University of California and the California State University systems.

There are 3 Components to this ITV course: Weekend Class Meetings, Videos, and Online Contents. Students are expected to be in attendance and participate in the Video Discussions online and submit assignments and take quizzes online. Please have reliable access to a computer with internet access.

**\*\*NOTE: PLEASE FOLLOW ALL INSTRUCTIONS AND PROCEDURES.**

#### **2. COURSE OBJECTIVES AND LEARNING OUTCOMES**

**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, an 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.

### 3. CLASS MATERIALS

1. **Required:** Patterson, T. E.; *We the People: A Concise Introduction to American Politics*, McGraw-Hill, 7<sup>th</sup> Edition. (ISBN-13 9780073403861) or 6<sup>th</sup> edition (ISBN 0-07-319774-2) or 5th edition (ISBN:0-07-28 1733-X). From now on, referred to as **WTP**.
2. **Required:** Field, M.; *California Government and Politics Today*, Longman, (ISBN-13: 978-0205521159) 11th or 10th edition (ISBN: 0-321-12962-8). From now on, referred to as **California**
3. **Required:** Video Series: *Framework for Democracy: On Common Ground*. Students may—**Buy the Videos for \$16** from <http://www.piercebookstore.com/> or <http://www.lamissionbookstore.com/>. Rent the video series from ACT/RMI Media: [www.rmimedia.com](http://www.rmimedia.com) or 800-745-5480. **Watch the Videos on Campus:** Videos may be viewed at the Learning Resource Centers of Pierce, Valley, City, Southwest, and [Mission](#) Colleges. You must bring your fee receipt with you to watch them. **Or Watch them on channel LA36:** Video broadcasts airs on cable channel LA36 Thursdays April 17 at 10:00 AM – 12:00 PM. Live streaming video also available from [www.la36.org](http://www.la36.org).

Save \$\$, Buy used Book\$ <http://www.lamissionbookstore.com/>

### 4. Important Dates to Remember

First Day to Enroll	Nov. 29, 2007
Last Day to Add Classes by STEP or Online	April 06, 2008
Last Day to ADD by FAX or In-Person	April 17, 2008
Last Day to Drop or Change Classes Without Incurring Fees	April 12, 2008
Last Day to Drop Without a "W"	April 23, 2008

## 5. Grading Scale

Grade	Point Totals	Assessment Criteria
A	540-600 points	Indicates mastery of the relevant course standards
B	480-539 points	Indicates above average proficiency of the relevant course standards
C	420-479 points	Indicates satisfactory proficiency of the relevant course standards
D	360-419 points	Indicates partial proficiency of the relevant course standards
F	0-359 points	Indicates little or no proficiency of the relevant course standards

To help ensure that students can obtain and maintain good grades, students are encouraged to volunteer for extra-credit. SERVICE LEARNING (Volunteering for the Community). Students can earn up to one whole grade improvement for the course. Extra Credit cannot be used to substitute for missing required work. Please contact instructor for details.

## 6. Assessments and Points

Assessment to Date Due	Points	Your Grade
SELF INTRODUCTIONS DISCUSSION	10 Points	
MIDTERM EXAM	100 points	
7 Online Discussions: Various Due Dates. See ETUDES-NG.	70 points	
9 Online Quizzes Check ETUDES-NG. See ETUDES-NG.	90 points	
RESEARCH PAPER 1-3: TOPIC PROPOSAL & OUTLINE, PRELIMINARY RESEARCH, DETAILED OUTLINE, FIRST DRAFT, FINAL DRAFT	100 points	
POLITICAL SCRAPBOOK	100 points	
FINAL EXAM	130 points	
<b>TOTAL</b>	<b>600 points</b>	

## 7. Calendar of Assignments (\*Please check ETUDES-NG for Details)

Week & Dates	Readings & Deadline due by Friday 11pm before class meetings Note: Video Episodes air Thursdays 10am to 12pm starting 4/17 on Cable Channel LA36 which is also streaming live from <a href="http://www.la36.org">www.la36.org</a>	Class Meetings & Topics
Week 1	<input type="checkbox"/> A. Read: WTP Chapter 1: American Political Culture <input type="checkbox"/> B. Email Som <a href="mailto:chounlam@usc.edu">chounlam@usc.edu</a> THE FOLLOWING INFORMATION: On the subject line write: ITV 7933 WELCOME 1) FULL NAME 2) SECTION NUMBER YOU ARE ENROLLED IN 3) PHONE NUMBER 4) EMAIL ADDRESS 5) MAJOR AND EXPECTED DATE OF GRADUATION 6) BIRTH MONTH AND DAY 7) A CLEAN JOKE OR SECRET <input type="checkbox"/> C. Take <a href="#">Quiz1: Welcome Quiz. 10 Points</a> NO MATERIAL NEEDED. <input type="checkbox"/> D. POST 1 REPLY & 1 QUOTE of your choice from Discussion Forum under <b>SELF INTRODUCTIONS</b> . <input type="checkbox"/> D. Online Discussion: See Test Center for Details <input type="checkbox"/> E. Copy & Paste your reply as PROOF in the Test Center Assignment as <b>SELF INTRODUCTIONS</b> .	<b>April 12, 13</b> Welcome, Syllabus to Course Overview, ETUDES-NG Types of Government Principles of US Govt Power and Authority The Political System
Week 2	<input type="checkbox"/> A. Read the Following 1) WTP Chapter 2: Constitutional Democracy; 2) WTP: The US Constitution & Declaration of Independence (see Appendix) 3) WTP Chapter 3: Federalism <input type="checkbox"/> B. Take Quizzes 1. <a href="#">Quiz2: WTP Chps 1, 2 to 3: Political Culture, Constitutional Democracy, Federalism. 10 Points</a> 2. <a href="#">Quiz3: Matching the Bill of Rights. 10 Points</a> <input type="checkbox"/> C. Watch Video Episodes 1-4 <input type="checkbox"/> D. POST 1 REPLY & 1 QUOTE of your choice from Episodes 1-4 in Discussion Forum under <b>DISCUSSIONS 1</b> . <input type="checkbox"/> E. Copy & Paste your reply as PROOF in the Test Center Assignment as <b>DISCUSSIONS 1</b> .	<b>April 19, 20</b> Before the Constitution Negotiating Toward a Constitution Limited Government Self-Government National and State Sovereignty Supremacy Clause

Week & Dates	Readings & Deadline due by Friday 11pm before class meetings <b>Note: Video Episodes air Thursdays 10am to 12pm starting 4/17 on Cable Channel LA36 which is also streaming live from <a href="http://www.la36.org">www.la36.org</a></b>	Class Meetings & Topics
Week 3	<input type="checkbox"/> A. Read the Following 1) WTP Chapter 4: Civil Liberties 2) WTP Chapter 5: Equal Rights 3) WTP Chapter 6: Public Opinion and Political Socialization <input type="checkbox"/> B. Take Quizzes 1) <a href="#">Quiz4: Are these Scholarly Sources? 10 Points</a> 2) <a href="#">Quiz5: WTP Chaps 4, 5, to 6: Civil Liberties, Equal Rights, Opinion to Socialization. 10 Points</a> <input type="checkbox"/> C. Watch Video Episodes 5-8 <input type="checkbox"/> D. POST 1 REPLY & 1 QUOTE of your choice from Episodes 5-8 in Discussion Forum under <b>DISCUSSIONS 2.</b> <input type="checkbox"/> E. Copy & Paste your reply as PROOF in the Test Center Assignment as <b>DISCUSSIONS 2.</b>	<b>April 26, 27</b> 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
<b>Week 4 MID-TERM EXAM</b>	<input type="checkbox"/> A. Review <b>ALL ASSIGNED READINGS</b> for In Class Midterm Exam. <input type="checkbox"/> B. Study <b>Review Sheet is in Modules Area.</b> <input type="checkbox"/> C. Watch Video Episodes 9-12 <input type="checkbox"/> D. POST 1 REPLY & 1 QUOTE of your choice from Episodes 9-12 in Discussion Forum under <b>DISCUSSIONS 3.</b> <input type="checkbox"/> E. Copy & Paste your reply as PROOF in the Test Center Assignment as <b>DISCUSSIONS 3.</b>	<b>Exam May 3, 4</b>  <b>Review all the Selected Chapters from WTP and Quizzes</b>
Week 5	<input type="checkbox"/> A. Read the Following 1)WTP: Chapter 11: Congress 2) WTP: Chapter 12: The Presidency 3) WTP: Chapter 14: The Federal Judicial System <input type="checkbox"/> B. Take Quizzes 1. <a href="#">Quiz6: WTP Chaps 11, 12 &amp; 14: Congress, President &amp; Judiciary. 10 Points</a> 2. <a href="#">Quiz7: Matching Significant Supreme Court Cases. 10 Points</a> <input type="checkbox"/> C. Watch Video Episodes 13-16 <input type="checkbox"/> D. POST 1 REPLY & 1 QUOTE of your choice from Episodes 13-16 in Discussion Forum under <b>DISCUSSIONS 4.</b> <input type="checkbox"/> E. Copy & Paste your reply as PROOF in the Test Center Assignment as <b>DISCUSSIONS 4.</b>	<b>May 10, 11</b> Congress as a Career Congressional Leadership How a Bill Becomes Law Judicial Review Judicial Activism Judicial Constraint Court Cases

Week	Readings & Deadline due by Friday 11pm before class meetings <b>Note: Video Episodes air Thursdays 10am to 12pm starting 4/17 on Cable Channel LA36 which is also streaming live from <a href="http://www.la36.org">www.la36.org</a></b>	Class Meetings & Topics
Week 6	<input type="checkbox"/> A. Read the Following WTP: Chapter 12: The Presidency <input type="checkbox"/> B. Review James David Barber Diagram <input type="checkbox"/> C. Watch Video Episodes 17-20 <input type="checkbox"/> D. POST 1 REPLY & 1 QUOTE of your choice from Episodes 17-20 in Discussion Forum under <b>DISCUSSIONS 5</b> . <input type="checkbox"/> E. Copy & Paste your reply as PROOF in the Test Center Assignment as <b>DISCUSSIONS 5</b> . <input type="checkbox"/> F. Submit <b>RESEARCH PAPER COMPONENTS</b> as <b>ASSIGNMENT</b>	<b>May 17, 18</b> Choosing the President Presidential Leadership Predicting Performance
Week 7	<input type="checkbox"/> A. Read the Following California Chapter 1-7 California Chapter 8-15 <input type="checkbox"/> B. Take Quizzes 1. <a href="#">Quiz8: CA1—Chps 1-7: CA, People, History, Equality, Media, Parties, Campaigns. 10 Points</a> 2. <a href="#">Quiz9: CA2—CA Chps 8-15: Legislative, Executive, Budget, Judiciary, Laws, Cities, Counties, Future. 10 Points</a> <input type="checkbox"/> C. Watch Video Episodes 21-24 <input type="checkbox"/> D. POST 1 REPLY & 1 QUOTE of your choice from Episodes 21-24 in Discussion Forum under <b>DISCUSSIONS 6</b> . <input type="checkbox"/> E. Copy & Paste your reply as PROOF in the Test Center Assignment as <b>DISCUSSIONS 6</b> . <input type="checkbox"/> F. Submit <b>POLITICAL SCRAPBOOK</b> as <b>ASSIGNMENT</b>	<b>May 24, 25</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
Week 8 <b>FINAL EXAM</b>	<input type="checkbox"/> A. Review for <b>ALL ASSIGNED READINGS</b> for <b>In Class Midterm Exam</b> . <input type="checkbox"/> B. Study <b>Review Sheet</b> located in <b>Modules Area</b> . <input type="checkbox"/> C. Watch Video Episodes 25-26 <input type="checkbox"/> D. POST 1 REPLY & 1 QUOTE of your choice from Episodes 25-26 in Discussion Forum under <b>DISCUSSIONS 7</b> . <input type="checkbox"/> E. Copy & Paste your reply as PROOF in the Test Center Assignment as <b>DISCUSSIONS 7</b> .	<b>May 31, June 1</b> <b>Review all the Selected Chapters from WTP and CA Book</b>

## 7. Assessment Descriptions

**Online Discussions of Readings and Video Series:** Students are required to participate in online discussions. It is required that you post an Original Posting consisting of at least an one-paragraph reaction to the questions posed in the Discussions and Private Messaging. It is suggested that you compose your response in a word processor and then cut and copy your response to the Assignment section and also the Discussion Forum. Please read other students comments and reactions. It is required each students QUOTE and comment on another student's reaction.

To receive credit, students will simply copy (CTRL+C) and paste (CTRL+V) their original response to the question and their reply of another student's posting into the REASON area of the appropriate ASSIGNMENT in the TEST CENTER. It will appear like a quiz, but will require a reason. Your REASON will be the proof that you copy and paste into the text box. The grading rubric is below. The instructor will review your submission and re-grade them.

### Online Discussions of Readings and Video Rubric

	Quality	Relevance	Contribution	Bigger Picture	Quote
Excellent 100%	Appropriate comments: thoughtful, reflective, and respectful of other student's postings.	Clear reference to assignment or prior posting being discussed	Furtheres the discussion with questions, or statements that encourage others to respond.	Clearly connects the posting to text or reference points from previous readings, activities, and discussions.	Appropriate comments: thoughtful, reflective, and respectful of other student's postings.
Fair 75%	Appropriate comments and responds respectfully to other student's postings,	Some reference but taken out of context, the reader would not understand.	Participates, but does not post anything that encourages others to respond to the posting.	Vague or possible connection to reference points from previous readings, activities, and discussions.	Appropriate comments and responds respectfully to other student's postings,
Poor 50%	Responds, but with minimum effort or detail. (i.e. "I agree with the statement")	Posting is attached to the right discussion board, but does not clearly reflect the assignment.	Less than required number of postings. Does not further any discussions	Mentions the videos, text or previous activity without logical link to topic.	Responds, but with minimum effort. (i.e. "I agree with Bob")

**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 minutes. 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.

## VI. ETUDES-NG to Tutorials

<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](#)

## 8. Class Policy

**Email Etiquette:** Your **Full 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 **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. Make-up assignments will be available only in cases of demonstrated medical emergencies, religious holidays, or university business. Typically a make-up exam will be taken during office hours and may have a different format than the original.

**Plagiarism and Cheating Policy:** As college 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.

**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 OR 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.

### **Grading Rubric for Assignments**

An “A” work:

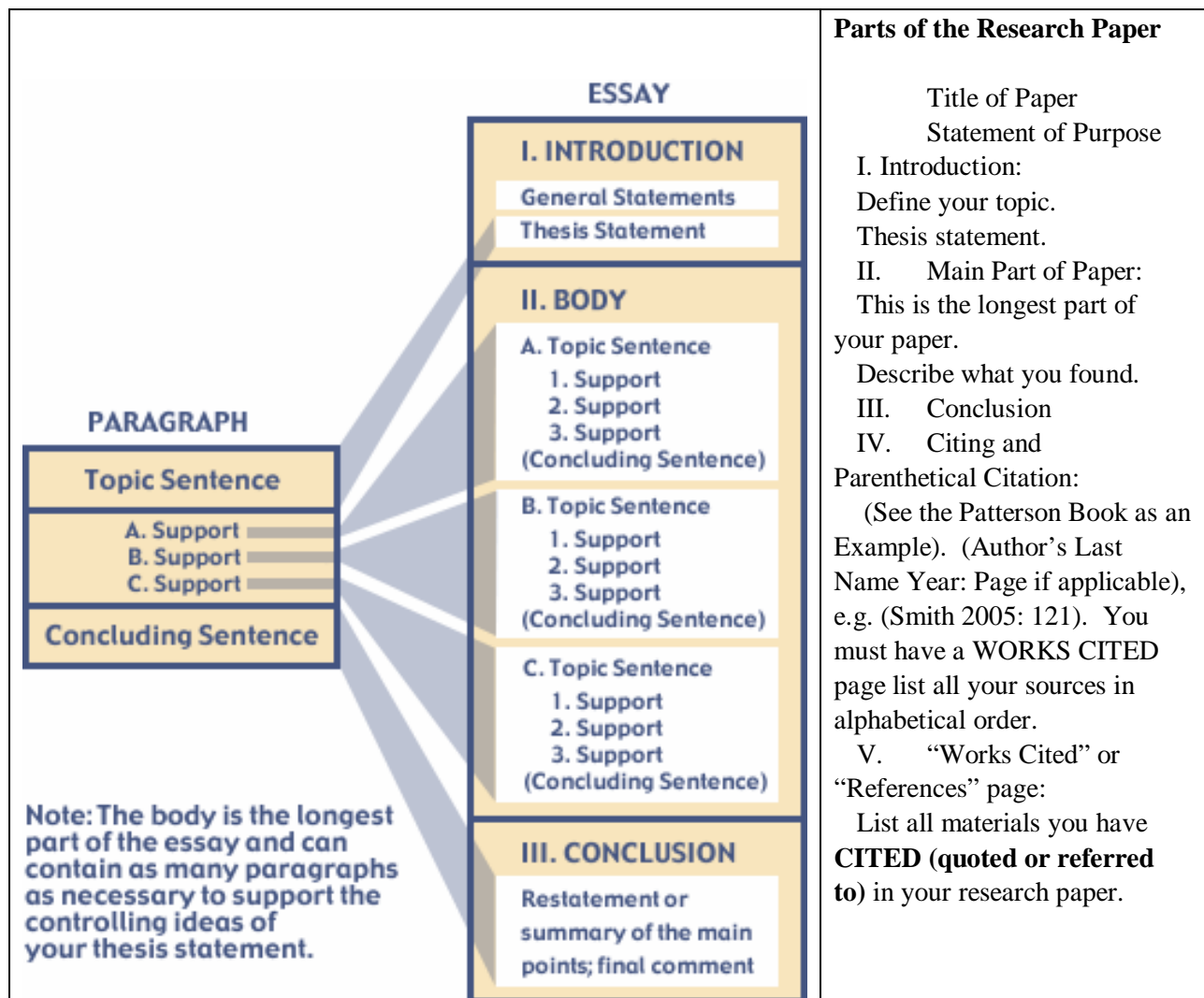
- \* Answers the specific central question that was asked
- \* Incorporates pertinent and detailed information from both class discussion and assigned readings (whenever applicable), providing needed evidence.
- \* Maintains focus & avoids being sidetracked by tangents
- \* Presents all information clearly 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

## 9. Research Paper Topics

Topics	<p><b>Required Article. (Read these first!) You must include the required article as part of your research.</b></p> <p><b>Go to <a href="http://library.cqpress.com/cqresearcher/">http://library.cqpress.com/cqresearcher/</a></b>  <b>username: mission password: la818</b></p>
<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>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>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>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. Research Paper Requirement

1. 5 to 7 pages of typed, double-spaced, paginated, 12 fonts (Times New Roman), standard margin and proofread paper on select topics.
2. Your research should focus on **scholarly journal articles**. (These articles cite other authors and must have a WORKS CITED or REFERENCE PAGE). Check the Discussion Area for Research Tips and Passwords to Journal Databases.  
**YOU MUST INTERGRATE AT LEAST TEN (10) SCHOLARLY SOURCES FROM THE FOLLOWING SOURCES:** (The ETUDES-NG has the Library Passwords)  
**1. EBSCOhost    2. Opposing Viewpoints    3. CQ Researcher**
3. I accept any type of styles — MLA, APA, Chicago, etc. — Please be consistent with one.
4. Every component of the research paper: topic selection and outline (10 pts), preliminary research (35 pts), detailed outline with sources (20 pts), first draft (25 pts), and final paper (10 pts) must be submitted online.



**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.