

**ITV—THE WEEKEND COLLEGE
 LOS ANGELES COMMUNITY COLLEGE DISTRICT
 ITV Political Science 1: Government of the United States, Section 7043
 Fall Semester 2009 Session B, UC:CSU, 3 Units**

Instructor: Som Chounlamounry, MA
 Email: professorsom@gmail.com | Office Hours: Tues. 1-5 & 6-8 pm | 818-364-7600 x 7151
Instructional Television, 13356 Eldridge Avenue, Sylmar, CA 91342, (818) 833-3594
 For my information, please see <http://lamission.edu/itv/schedules/7043.html>

COURSE SYLLABUS

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. Classroom Location Schedule

(Pick only one per weekend to attend)

Day	Campus	Time	Location
Saturday	L.A. Southwest College	09:00 AM - 12:00 PM	Lecture Lab Bldg., Rm. 203
Saturday	L.A. City College	01:30 PM - 04:30 PM	Da Vinci Hall, RM. 306
Sunday	L.A. Valley College	09:00 AM - 12:00 PM	Foreign Language, Bldg. Rm. 106
Sunday	L.A. Pierce College	01:30 PM - 04:30 PM	Village , Rm 8111

Class Meeting Oct. 31 & Nov. 1
 Class Meeting Nov. 7 & 8
 Class Meetings Nov. 14 & 15
 Midterm Exams Nov. 21 & 22

No Class Meetings Nov. 28 & 29
 Class Meeting Dec. 5 & 6
 Class Meeting Dec. 12 & 13
 Final Exams Dec. 19 & 20

3. 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, 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.

4. Class materials

Required: Patterson, T. E.; *We the People: A Concise Introduction to American Politics*, McGraw-Hill, 8th Edition: (ISBN: 978-0-0733-7896-1). From now on, referred to as **WTP**.

Note: The WTP 7th Edition. (ISBN-13 9780073403861) or 6th edition (ISBN 0-07-319774-2) or 5th edition (ISBN:0-07-28 1733-X) is also acceptable for this class.

2. **Required:** Field, M.; *California Government and Politics Today*, Longman, 12th Edition (ISBN: 978-0-2056-2007-4).

(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/>. **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 on Fridays 8:00AM to 10:00AM starting November 06, 2009. Live streaming video also available from www.la36.org. Video Streaming can be purchased at: <http://www.iriseducation.org/b2c/laccd/>

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

5. Assessments and Points

Assessment to Date Due	Due Date	Points
Online Discussion: Self Introduction	Week 1	10 Points
Online Discussion: Research Paper Topic & Sources	Week 3	10 Points
Eight Online Video Discussions	Various	80 Points
Eight Online Quizzes from the Tasks, Tests and Surveys	Various	100 Points
Midterm Exam	Week 4	100 Points
Research Paper	Week 6	100 Points
Final Exam	Week 8	100 Points

6. Course Grading Scale

Grade	Point Totals	Assessment Criteria
A	450-500 points	Indicates mastery of the relevant course standards
B	400-449 points	Indicates above average proficiency of the relevant course standards
C	350-399 points	Indicates satisfactory proficiency of the relevant course standards
D	300-349 points	Indicates partial proficiency of the relevant course standards
F	0-299 points	Indicates little or no proficiency of the relevant course standards

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

Week	Readings & Deadline due by Friday 11pm before class meetings Note: Video Episodes air Fridays 10am to 12pm starting 11/4 on Cable Channel LA36 which is also streaming live from www.la36.org	Class Meetings & Topics
Week 1	<p>A. Read: WTP Chapter 1: American Political Culture</p> <p>B. Email Som professorsom@gmail.com THE FOLLOWING INFORMATION: On the subject line write: ITV PS1 7043 WELCOME Full Name Student Id Number Semester Class Section Phone Email Birth Date How Many Online Classes You Have Taken Joke Or Secret</p> <p>C. Take Quiz <u>Quiz1: Welcome Quiz. (Download Syllabus) 30 Points. NO MATERIAL NEEDED.</u></p> <p>D. POST 1 BIOGRAPHICAL REPLY & 2 QUOTES in the SELF INTRODUCTION DISCUSSION</p>	<p>Oct. 31 & Nov. 1</p> <p>Welcome, Syllabus to Course Overview, ETUDES-NG Types of Government Principles of US Govt Power and Authority The Political System</p>
Week 2	<p>A. Read the Following</p> <p>1) WTP Chapter 2: Constitutional Democracy; 2) WTP: The US Constitution & Declaration of Independence (see Appendix) 3) WTP Chapter 3: Federalism</p> <p>B. Take Quizzes <u>1. Quiz2: WTP Chps 1, 2 to 3: Political Culture, Constitutional Democracy, Federalism. 10 Points</u> <u>2. Quiz3: Matching the Bill of Rights. 10 Points</u></p> <p>C. Watch Video Episodes 1-4</p> <p>D. POST 1 REPLY & 2 QUOTES of your choice from Episodes 1-4 in Discussion Forum under VIDEO DISCUSSION 1. 10 Points.</p>	<p>Nov. 7 & 8</p> <p>Before the Constitution Negotiating Toward a Constitution Limited Government Self-Government National and State Sovereignty Supremacy Clause</p>

Week	Readings & Deadline due by Friday 11pm before class meetings Note: Video Episodes air Fridays 10am to 12pm starting 11/4 on Cable Channel LA36 which is also streaming live from www.la36.org	Class Meetings & Topics
Week 3	<p>A. Read the Following</p> <ol style="list-style-type: none"> 1) WTP Chapter 4: Civil Liberties 2) WTP Chapter 5: Equal Rights 3) WTP Chapter 6: Public Opinion and Political Socialization <p>B. Take Quizzes</p> <p><u>1) Quiz4: WTP Chaps 4, 5, to 6: Civil Liberties, Equal Rights, Opinion to Socialization. 10 Points</u></p> <p>C. Watch Video Episodes 5-8</p> <p>D. POST 1 REPLY & 2 QUOTES of your choice from Episodes 5-8 in Discussion Forum under VIDEO DISCUSSION 2.</p>	<p>Nov. 14 & 15</p> <p>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</p>
Week 4 MID- TERM EXAM	<p>A. Review ALL ASSIGNED READINGS for In Class Midterm Exam.</p> <p>B. Study Review Sheet is in this Syllabus</p> <p>C. Watch Video Episodes 9-12</p> <p>D. POST 1 REPLY & 2 QUOTES of your choice from Episodes 9-12 in Discussion Forum under VIDEO DISCUSSION 3.</p>	<p>Nov. 21 & 22: Midterm Exam</p> <p>Review all the Selected Chapters from WTP and Quizzes</p> <p>Please bring Photo ID, Bluebook & Scantron form 882-e</p>
Week 5	<p>A. Read the Following</p> <ol style="list-style-type: none"> 1)WTP: Chapter 11: Congress 2) WTP: Chapter 12: The Presidency 3) WTP: Chapter 14: The Federal Judicial System <p>B. Take Quizzes</p> <p><u>1. Quiz5: WTP Chaps 11, 12 & 14: Congress, President & Judiciary. 10 Points</u></p> <p><u>2. Quiz6: Matching Significant Supreme Court Cases. 10 Points</u></p> <p>C. Watch Video Episodes 13-16</p> <p>D. POST 1 REPLY & 2 QUOTES of your choice from Episodes 13-16 in Discussion Forum under VIDEO DISCUSSION 4.</p>	<p>Nov. 28 & 29 No Class Meetings</p> <p>Congress as a Career Congressional Leadership How a Bill Becomes Law Judicial Review Judicial Activism Judicial Constraint Court Cases</p>

Week	Readings & Deadline due by Friday 11pm before class meetings Note: Video Episodes air Fridays 10am to 12pm starting 11/4 on Cable Channel LA36 which is also streaming live from www.la36.org	Class Meetings & Topics
Week 6	<p>A. Read the Following WTP: Chapter 12: The Presidency (Review)</p> <p>B. Review James David Barber Diagram</p> <p>C. Watch Video Episodes 17-20</p> <p>D. POST 1 REPLY & 2 QUOTES of your choice from Episodes 17-20 in Discussion Forum under VIDEO DISCUSSIONS 5.1 & 5.2</p> <p>Note: There are TWO (2) separate DISCUSSIONS for this week.</p>	<p>Dec. 5 & 6</p> <p>Choosing the President Presidential Leadership Predicting Performance</p>
Week 7	<p>A. Read the Following California Chapter 1-7 California Chapter 8-15</p> <p>B. Take Quizzes</p> <p><u>1. Quiz7: CA1—Chps 1-7: CA, People, History, Equality, Media, Parties, Campaigns. 10 Points</u></p> <p><u>2. Quiz8: CA2—CA Chps 8-15: Legislative, Executive, Budget, Judiciary, Laws, Cities, Counties, Future. 10 Points</u></p> <p>C. Watch Video Episodes 21-24</p> <p>D. POST 1 REPLY & 2 QUOTES of your choice from Episodes 21-24 in Discussion Forum under VIDEO DISCUSSION 6.</p> <p>E. Submit RESEARCH PAPER as ASSIGNMENT</p>	<p>Dec. 12 & 13</p> <p>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</p>
Week 8 FINAL EXAM	<p>A. Review for ALL ASSIGNED READINGS for In Class Final Exam.</p> <p>B. Study Review Sheet located in this Syllabus.</p> <p>C. Watch Video Episodes 25-26</p> <p>D. POST 1 REPLY & 2 QUOTES of your choice from Episodes 25-26 in Discussion Forum under DISCUSSION 7.</p>	<p>Dec. 19 & 20: Final Exam</p> <p>Review all the Selected Chapters from WTP and CA Book</p> <p>Please bring Photo ID, Bluebook & Scantron form 882-e</p>

7. Assessment Descriptions

Online Discussions of the Video Series: Students are required to participate in online discussions base upon the Framework of Democracy video series. 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 [using copy (CTRL+C) and paste (CTRL+V)] your response to the Assignment section and also the Discussion Forum. Please read other students comments and reactions. It is required each student QUOTE and comment on another student’s reaction. Please note that the weekly discussion forums will have limited availability to allow for grading.

Online Discussions of the Video Series 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. Please note that the online quizzes will have limited availability to allow for grading.

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: If you are a student with a disability and require classroom accommodations, please see me to discuss arrangements. The sooner I am aware that you are eligible for accommodations, the quicker I will be able to provide them. If you have not done so already, you may also wish to contact the DSP&S Office on your home campus. Students taking classes only with ITV/The Weekend College may contact the DSP&S Office at Mission College in Instructional Building 1018 (818.364.7732 TTD 818.364.7861) and bring a letter stating the accommodations that are needed.

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.

9. 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 margins.
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/apa_mla_turabian_citation_guides for citing guidelines and examples.

10. The Research Process

1. You Must Get All Sources From the Following Sources:

1. Ebscohost
2. Opposing Viewpoints
3. CQ Researcher

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
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

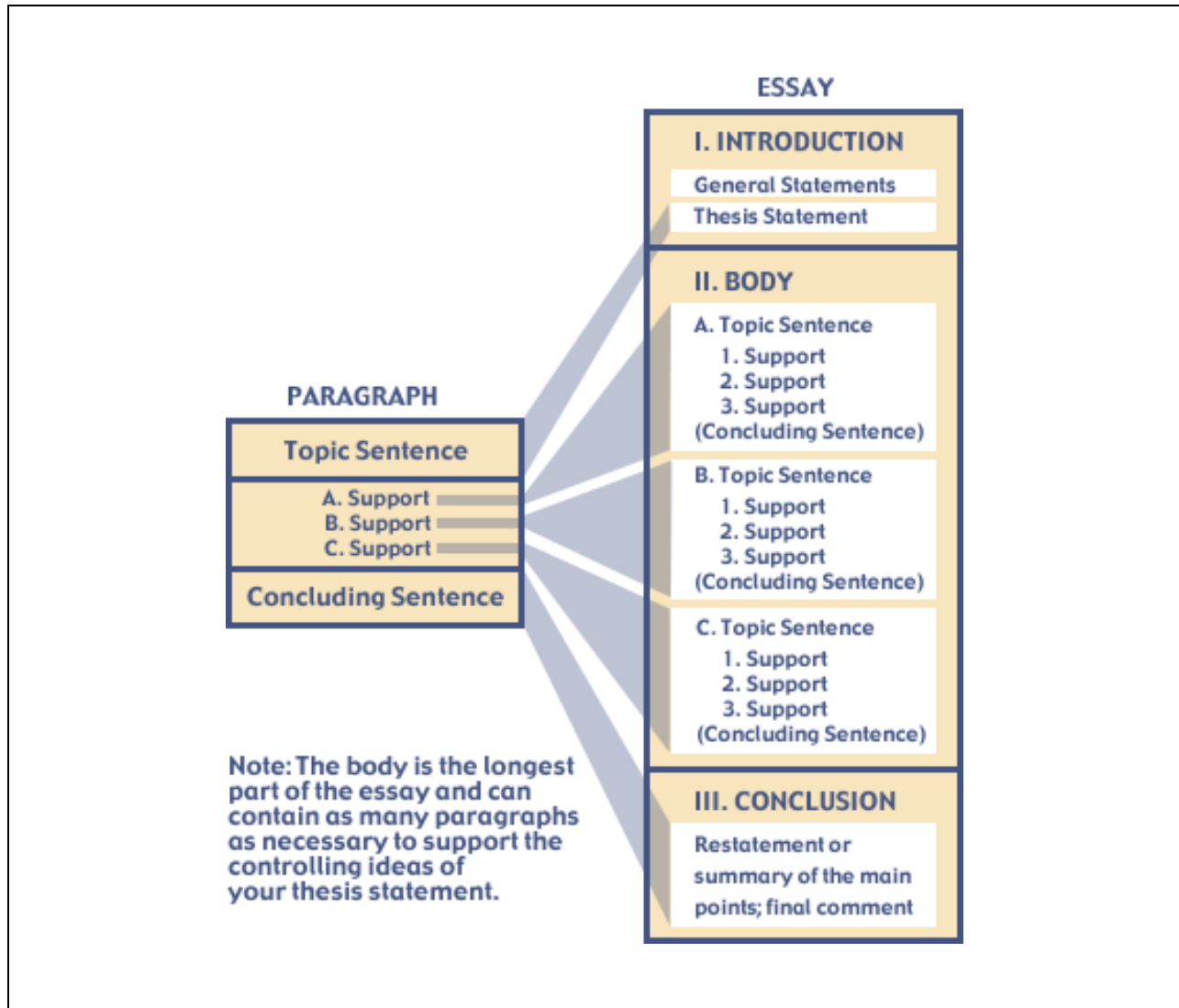
Password: la818

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.

11. Topics for Research Paper Integrating 5 Sources

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

12. 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. Your 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:

13. 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!

14. 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 professorsom@gmail.com
- [Tour 6 - Discussion Forums Overview](#)
- [Tour 7 - Tests, Tasks and Surveys Area Overview](#)

15. 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>

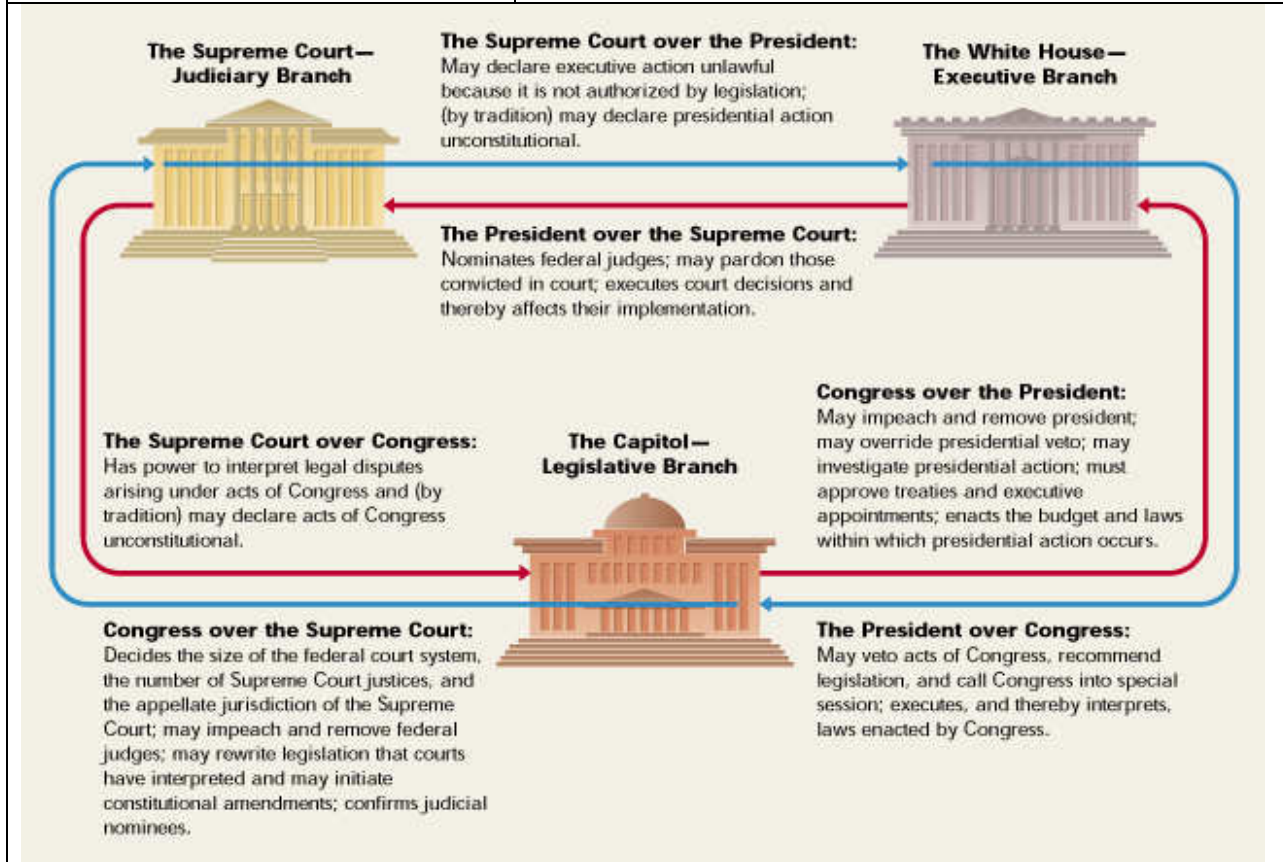
VIDEO 3 of 3

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

16. 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

1		15	
2		16	
3		17	
4		18	
5		19	
6		20	
7		21	
8		22	
9		23	
10		24	
11		25	
12		26	
13		27	
14			

MIDTERM REVIEW SHEET 2

3. Recreate the Following Diagrams	
US Federal System	Political Ideology Chart

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 US Constitution Amendments Court Cases Review your QUIZZES!

MIDTERM REVIEW SHEET 3

POSSIBLE MIDTERM ESSAYS

INSTRUCTIONS AND GRADING: OUTLINE (~30%) & WRITTEN ESSAY (~70%)

1. Create an outline to respond to the specific question (~30% of grade will be for the outline.)

The outline of the essay is the body of your paper. It can be presented either in the form of diagram or in the point form. The point form gives you opportunity to evaluate the order of presentation of the main ideas, to attest the logic of your presentation and to spot down gaps or facts that are irrelevant for your assignment.

See: <http://www.bestessaytips.com/> for more tips.

The typical outline should comprise:

- The statement of your thesis.
- The most important points of your argument.
- Sub-points of your topic.
- The evidence for each topic of the argument.

2. Write your Essay. (~70% of total)

An “A” essay: (see http://www.cs.unc.edu/~pozefsky/COMP380_F06/rubric.html)

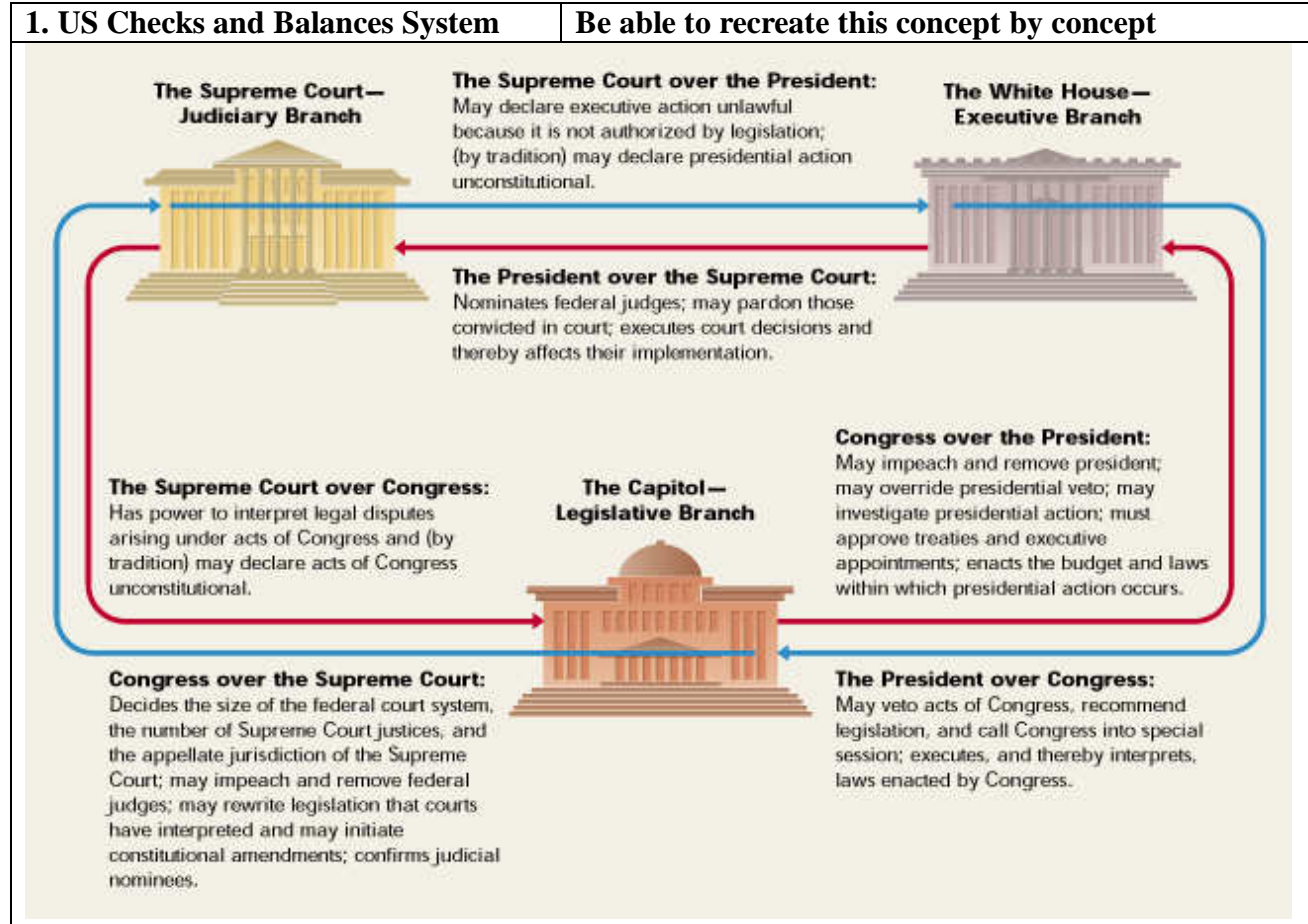
- * Answers the specific central question that was asked
- * Incorporates pertinent and detailed information from both discussion and assigned readings (whenever applicable), providing needed evidence.
- * Maintains focus & avoids being sidetracked by tangents
- * Presents all information clearly and 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
- * Cite sources properly. If you do not reference your sources, your grade will be deducted.

POSSIBLE ESSAYS. YOU WILL GET A RANDOM DRAW FROM THESE 2 OPTIONS.

A) The Swedish sociologist Gunnar Myrdal describes discrimination as “America’s curse.” Write an essay describing the struggles of minorities in America. Specifically, what main gains has our society made in terms of the law (de jure) to achieving equality? Finally, how can we collectively reduce de facto discrimination? **REMEMBER: You must 1) Outline your response for 10 points, and 2) Write a 5-paragraph essay for 25 Points.**

B) Ann Beeson has said, “No one is questioning the government’s authority to prosecute spies and terrorists, but we do not need to waive [nullify] the Constitution to do so.” Do you agree with her assessment? How do we balance the rights of the accused and the need to protect the nation? Address how the US War on Terrorism can infringe upon the rights of persons accused of crimes under the Constitution. **REMEMBER: You must 1) Outline your response for 10 points, and 2) Write a 5-paragraph essay for 25 Points.**

17. THE FINAL EXAM REVIEW SHEET 1



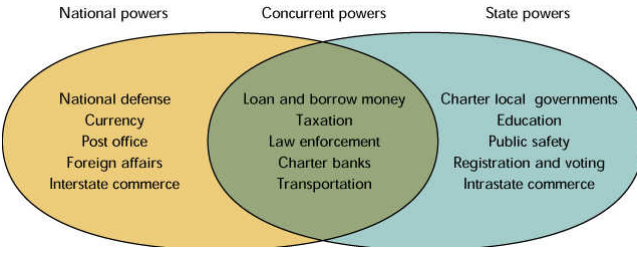
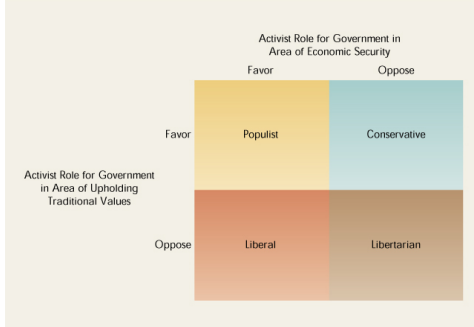
2. Amendments to the US Constitution: Read Them and Summarize Them

1		15	
2		16	
3		17	
4		18	
5		19	
6		20	
7		21	
8		22	
9		23	
10		24	
11		25	
12		26	
13		27	
14			

THE FINAL EXAM REVIEW SHEET 2

<p>3. Review ALL chapters in the California book and selected chapters in <u>We the People</u>.</p> <p>Definitely know the all the Amendments to the US Constitution</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>KNOW THESE COURT CASES</p> <p>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>
---	---	--

4. Recreate the Following Diagram Word For Word

US Federal System	Political Ideology Chart
 <p>The diagram shows three overlapping ovals representing powers. The left oval (yellow) is labeled 'National powers' and contains: National defense, Currency, Post office, Foreign affairs, Interstate commerce. The right oval (blue) is labeled 'State powers' and contains: Charter local governments, Education, Public safety, Registration and voting, Intrastate commerce. The overlapping middle oval (green) is labeled 'Concurrent powers' and contains: Loan and borrow money, Taxation, Law enforcement, Charter banks, Transportation.</p>	 <p>The chart is a 2x2 grid. The vertical axis is 'Activist Role for Government in Area of Upholding Traditional Values' (Favor at top, Oppose at bottom). The horizontal axis is 'Activist Role for Government in Area of Economic Security' (Favor at left, Oppose at right). The quadrants are: Top-Left (Favor/Activist) is Populist (yellow); Top-Right (Oppose/Activist) is Conservative (light blue); Bottom-Left (Favor/Passive) is Liberal (orange); Bottom-Right (Oppose/Passive) is Libertarian (brown).</p>

THE FINAL EXAM REVIEW SHEET 3

5. James David Barber's Typology
The Presidential Character: Predicting Performance in the White House.

		WORLD VIEW / AFFECT	
		Positive	Negative
ACTIVITY LEVEL	Active	<p>ADAPTIVE: These presidents are confident & flexible; they create opportunities for action; they enjoy the exercise of power & do not take themselves too seriously; they emphasize the "rational mastery" of their environment; power is used as a means to achieve beneficial results. <i>Thomas Jefferson, F. D. Roosevelt, H. Truman, J. F. Kennedy, G. Ford</i></p>	<p>COMPULSIVE: power is used as a means to self-realization; they expend great energy on tasks but derive little joy; they are preoccupied with whether they are failing or succeeding; they have low self-esteem; they are inclined to rigidity & are highly driven; they have a problem managing aggression. <i>W. Wilson, H. Hoover, A. Lincoln, L. B. Johnson, R. Nixon</i></p>
	Passive	<p>COMPLIANT: <i>superficially optimistic</i> they seek to be loved; they are easily manipulated; they have low self-esteem which is overcome by an ingratiating personality; they react rather than initiate. <i>W. H. Taft, W. Harding, R. Reagan, W. Clinton</i></p>	<p>WITHDRAWN: they respond to a sense of duty; they avoid power; they have low self-esteem which is compensated by service to others; they respond rather than initiate; they avoid conflict and uncertainty; they emphasize principles and procedures and have an aversion to politicking. <i>G. Washington, C. Coolidge, D. Eisenhower</i></p>

James David Barber attempted to introduce the American voters to a methodology on making an informed decision about electing the President. Review the Professor Woll's PowerPoint on James David Barber's typology of Presidential Character located at http://people.brandeis.edu/~woll/barberpp_files/frame.htm

Using the typology, analyze where you would place Obama, H. Clinton and McCain and Romney. Please support your answer. Were you surprised about who won the 2008 Presidential Election and why?

- <http://www.pbs.org/newshour/vote2008/primaries/republicans.html>
- <http://www.pbs.org/newshour/vote2008/primaries/democrats.html>

THE FINAL EXAM REVIEW SHEET 4

POSSIBLE FINAL EXAM ESSAYS.

To study for the exam: I recommend preparing at least three (3) responses.

For the Final I will pair the questions into 2 SETS. The computer will randomly select one of the sets. You must answer ONLY one. Please be advised and prepare ahead of time. For great tips on taking the essay exams: <http://www.csbsju.edu/academicadvising/help/essayexm.htm>

- 1) Describe the debate over the proper role of the judiciary. Address all the following concepts: 1) judicial review, 2) the doctrine of judicial restraint and 3) the doctrine of judicial activism?
- 2) Assess the current criminal justice situation of California prison population. What reforms would you recommend to help alleviate overcrowding? What would be the challenges to the proposed reforms?
- 3) What was Proposition 13? What was the effect on Californian city revenues collected from property tax? What was the impact on city services? How did cities respond to it? Discuss the impact that it continues to have and what possible changes you would make.
- 4) Recreate James David Barber's diagram. Describe the attributes of each of the four personalities and identify a president who exemplifies those four squares. Place 2 Democratic Party and 2 Republican Party 2008 Presidential Candidates and explain why.

Instructions: OUTLINE (25%) and WRITTEN ESSAY (75%)

1. Create an outline to respond to the specific question (25% of grade will be for the outline.)

The outline of the essay is the body of your paper. It can be presented either in the form of diagram or in the point form. The point form gives you opportunity to evaluate the order of presentation of the main ideas, to attest the logic of your presentation and to spot down gaps or facts that are irrelevant for your assignment.

The typical outline should comprise:

- The statement of your thesis.
- The most important points of your argument
- Sub-points of your topic.
- The evidence for each topic of the argument.

See: <http://www.bestessaytips.com/> for more tips.

2. Write to your Essay. (75% of total)

An "A" essay: (see http://www.cs.unc.edu/~pozefsky/COMP380_F06/rubric.html)

- * 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