

CORE CURRICULUM COMPONENT APPLICATION
Texarkana College

Part I: Course Information

Course Type

- Existing/Restructured
 New Course

Course Prefix & Number: **GOVT 2305**

Texas Common Course Number (TCCN): **2305**

Course Title: **Federal Government**

Course Catalog Description

A study of American national government with emphasis on the United States Constitution, Federalism, Congress, the Presidency, and the federal courts. Additional emphasis is placed on bureaucracy, criminal procedure, civil liberties, political parties, and voting behavior.

Course Prerequisites:

Successfully completed the reading portion of the TSI Test.

Available Online?

- Yes
 No

Part II: THECB Course Objectives [Sample Syllabus](#)

Upon successful completion of this course, students will:

1. Explain the origin and development of constitutional democracy in the United States.
2. Demonstrate knowledge of the federal system.
3. Describe separation of powers and checks and balances in both theory and practice.
4. Demonstrate knowledge of the legislative, executive, and judicial branches of the federal government.
5. Evaluate the role of public opinion, interest groups, and political parties in the political system.
6. Analyze the election process.
7. Describe the rights and responsibilities of citizens
8. Analyze issues and policies in U.S. politics.

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<p>Part III: THECB Skill Objectives</p> <p>1. Critical Thinking Skills: include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information</p> <p>2. Communication Skills: include effective development, interpretation and expression of ideas through written, oral and visual communication</p> <p>3. Social Responsibility: include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities</p> <p>4. Personal Responsibility: include the ability to connect choices, actions and consequences to ethical decision-making</p>
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<p>Part IV: Course Student Learning Outcomes (SLO) Learning Objectives, SLO Attachment & Post Test</p> <p>Upon successful completion of this course, the student will:</p> <ol style="list-style-type: none"> 1. Define government, politics, and democracy, and explain why America is considered to be a representative democracy rather than a pure democracy (Questions 1-4) 2. Describe and assess the philosophies that inspired the Constitution, the people who wrote it, the events that led up to the writing, and the contents of the Constitution (Questions 5-14) 3. Understand the meaning of the federal system (Questions 15-20) 4. Examine the evolving history and character of civil liberties and civil rights in America (Questions 21-35) 5. Discuss the influence of mass media, interest groups, and political parties on public opinion and show how they serve as institutions to connect people to government (Questions 36-55) 6. Explain the different types of elections and why and how people participate in the electoral process (Questions 56-61) 7. Describe the structure and function of the three branches of the U.S. Government and contrast their constitutional authorities (Questions 62-100)

Skill Objective:	Critical Thinking Skills: include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
THECB Course Objective	1. Explain the origin and development of constitutional democracy in the United States.
Course Student Learning Outcome	<ol style="list-style-type: none"> 1. Define government, politics, and democracy, and explain why America is considered to be a representative democracy rather than a pure democracy. 2. Describe and assess the philosophies that inspired the Constitution, the people who wrote it, the events that led up to the writing, and the contents of the Constitution
General Learning Activities	Working in groups, students will decipher the U.S. Constitution and identify the content of

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	specific Articles, Amendments, and clauses of the Constitution. They will match the list of wrongdoings of British King George III that are enumerated in the Declaration of Independence with the protections of individual rights that are listed in the Bill of Rights.
Assessment <i>Must Include Assignment & Rubric</i>	Group and individual papers (samples attached) and the Government 2305 Comprehensive Final Exam. Rubric: Attached

Skill Objective:	Communication Skills: include effective development, interpretation and expression of ideas through written, oral and visual communication
THECB Course Objective	6. Analyze the election process.
Course Student Learning Outcome	6. Explain the different types of elections and why and how people participate in the electoral process.
General Learning Activities	Working in groups on computers, students visit the website 270towin.com to apply what they have learned in class about the presidential election process to the upcoming (or most recent) presidential race. They answer a series of questions about elections of the past 50 years, including electoral vote v. popular vote, small states v. large states power in the Electoral College, and the winner-take-all-system. The written explanation is an individual assignment, then, working in groups, they discuss with classmates why they interpreted the data as they did. Finally, they stand before the class, and using the electoral map, indicate why they think a particular candidate won or will win the presidency. Students write a personal essay about their own political socialization .
Assessment <i>Must Include Assignment & Rubric</i>	Written paper, group discussion, and individual presentation (samples attached) and the Government 2305 Comprehensive Final Exam Rubric: Attached

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Skill Objective:	Social Responsibility: include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
THECB Course Objective	7. Describe the rights and responsibilities of citizens 8. Analyze issues and policies in U.S. politics.
Course Student Learning Outcome	4. Examine the evolving history and character of civil liberties and civil rights in America 6. Explain the different types of elections and why and how people participate in the electoral process
General Learning Activities	Students will study current issues , policies, and cases pertaining to liberties guaranteed in the Bill of Rights, identifying the civil liberty that is protected, naming the Amendment that protects the liberty, and offering opinions on how the issue should be resolved. They also take part in a mock party primary to understand the purpose and importance of primary elections and the timeline of the election process.
Assessment <i>Must Include Assignment & Rubric</i>	Written assignment (sample attached), group discussions, and class presentations, and the Government 2305 Comprehensive Final Exam Rubric: Attached

Skill Objective:	Personal Responsibility: include the ability to connect choices, actions and consequences to ethical decision-making
THECB Course Objective	5. Evaluate the role of public opinion, interest groups, and political parties in the political system.
Course Student Learning Outcome	5. Discuss the influence of mass media, interest groups, and political parties on public opinion and show how they serve as institutions to connect people to government
General Learning Activities	Working in groups, students develop and administer public opinion polls to gain understanding of the purpose of a poll, the content of an effective poll, and importance of the delivery/administration of a poll. They also

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	<p>take an ideology quiz and political party quiz to determine their core beliefs on key issues and to see where their beliefs place them on the ideological spectrum and party identification. They choose an interest group to study in detail and present their findings to the class with a focus on how and why their interest group attempts to shape public policy and what the outcome is likely to be. Students also watch different media outlets, answering written questions to determine the depth of reporting and to analyze the existence of bias in reporting. They then determine if their news sources are giving them the information that they need to be productive citizens. In presidential election years, students watch presidential debates and write response papers analyzing the different styles and approaches of candidates in addition to their issue positions.</p>
Assessment <i>Must Include Assignment & Rubric</i>	Written assignments (samples attached), class presentations, and Government 2305 Comprehensive Final Exam. Rubric: Attached