

GOVERNMENT/POLITICAL SCIENCE
Student Learning Outcome Alignment Form

Course Prefix/Number: GOVT 2305

Course Title: Federal Government

| Core Objective | Course SLO | General Learning Activities | Assessment |
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| Critical Thinking Skills | 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 | Working in groups, students will decipher the U.S. Constitution and identify the content of 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. | Group and individual papers (samples attached) and the Government 2305 Comprehensive Final Exam. Rubric: Attached |
| Communication Skills | 6. Explain the different types of elections and why and how people participate in the electoral process. | 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 | Written paper, group discussion, and individual presentation (samples attached) and the Government 2305 Comprehensive Final Exam Rubric: Attached |

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| | | about their own political socialization . | |
| Social Responsibility | <p>4. Examine the evolving history and character of civil liberties and civil rights in America</p> <p>6. Explain the different types of elections and why and how people participate in the electoral process</p> | <p>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.</p> | <p>Written assignment (sample attached), group discussions, and class presentations, and the Government 2305 Comprehensive Final Exam</p> <p>Rubric: Attached</p> |
| Personal Responsibility | <p>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</p> | <p>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 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</p> | <p>Written assignments (samples attached), class presentations, and Government 2305 Comprehensive Final Exam.</p> <p>Rubric: Attached</p> |

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| | | styles and approaches of candidates in addition to their issue positions. | |
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Civil Liberties Case Study Questions

Committee _____

Name of Case or Issue _____

1. What civil liberty does the issue or case concern?
2. What is the specific question arising from the issue or case?
3. What are the arguments **FOR** and **AGAINST** with the issue or case?
4. As a group, can you agree on what the outcome should be? Explain your position(s).
5. How do you envision this case or issue impacting society?

Electoral College Assignment

The winner-take-all Electoral College system has profound effects on how elections are waged. In a system based directly on the popular vote, candidates could wage broad national campaigns and attract voters from everywhere to build a winning national majority. In the winner-take-all Electoral College, however, candidates must win voter majorities to win a state's electoral vote, so candidates **MUST** focus on winning individual states. Moreover, candidates must focus on states that they have a chance of winning, and basically ignore the rest. If a state is a sure victory for one party or the other (often called "safe states"), it does not make sense for candidates to spend resources competing there. Instead, candidates must determine which states are truly up for grabs (called "battleground" or "swing" states) and must spend most of their effort there.

Go to the website www.270towin.com. Republican states (states in which a Republican won the electoral vote) are represented by red, and Democratic states are represented by blue. Using the drop down menu, select the different elections from 1960 to 2012, and answer the following questions:

1. Understanding the numbers: **(USE 2012 NUMBERS for this part.)**

Total number of electors _____

Number of electors for Texas _____

Number of electors for Arkansas _____

Number of electors it takes to win the presidency _____

Minimum number of electoral votes a state can have _____

2. When was the last time Texas' electoral votes went to a Democratic presidential candidate? (Click on the state and scroll down for the analysis.) Who was it?
3. Bush versus Gore in 2000 proved to be an historic election with the United States Supreme Court ultimately deciding the winner. What was the popular vote in 2000? What was the electoral vote?
4. What was the pattern across the country in 2008?
5. Predict what you think the electoral vote will be in 2012.

**Federal Government Assignment - Due Wednesday, August 29, 2012
at the beginning of class**

Go to the Pew Research Center @ pewresearch.org

At the top center of the page, you will see a graphic entitled "The Political Party Quiz: Where Do You Fit?" Click on it and answer the 12 questions as truthfully as you can. When you finish, click on "see where you fit" at the bottom of the page. Write a very short paper in which you tell me what you thought about the quiz, what you thought about your placement on the liberal/conservative line, and if you were surprised by the findings. Your paper should be typed if at all possible and should include your name and class time.

Federal Government Supreme Court Case Studies - from Slip Opinions

1. Who are the parties in the case?
2. From which court did it come to the Supreme Court?
3. When was the case argued before the Supreme Court?
When was the case decided?
4. Who delivered (wrote) the opinion of the Court?
5. Were there any concurring opinions?
Were there any dissenting opinions?

In-Class Writing Assignment - Fed Gov - Fall, 2012

For the article that you read, please write a brief paper (a page or so) in which you discuss the following:

1. What is the constitutional right that is in question with this issue?
2. What are the arguments for each side?
3. Government often plays a role in encouraging/pressuring self-regulation by industry groups. Do you think there is a constitutional role for government in encouraging private companies to self-regulate content, or do such practices constitute a chilling effect on free speech?
4. In what ways does the First Amendment contribute to diversity in American society? Is that a good thing or a bad thing?

Federal Government - Interest Groups

Types of Groups

Business Groups

Trade Associations

Labor Unions

Professional Associations

Agricultural Groups

Racial and Ethnic Minority Rights Groups

Religious Groups

Citizen, Advocacy, and Cause Groups

Citizen

Advocacy

Cause

Strategies and Tactics of Interest Groups

Electioneering

PAC's

Friendly Incumbent Rule

Bundling

Citizens United v. Federal Election Commission

Lobbying

Creating Public Pressure

Protest Demonstrations

Litigation

Political Violence

Strength of Interest Groups

Resources

Alliances

Public Opinion

Opposition

Federal Government Assignment – Political Ideology

Go to <http://typology.people-press.org/typology/>

“Beyond Red v. Blue” is a non-partisan political ideology quiz that was devised by the highly respected Pew Research Center.

Take the quiz, answering questions as thoughtfully and honestly as you can. At the bottom, it will ask you for whom you voted in 2012—and “too young to vote” is one of the options (which will apply to many of you). Click “calculate my results” and see what your placement is.

Write a short paper (one-half to one page) analyzing what you thought about the quiz and how your results came out. Discuss whether or not you believe that you have a sound understanding of the liberal and conservative labels that are used so frequently today.

The paper should be typed if at all possible. It is due at the beginning of class on October 4.

Political Socialization Assignment - Spring, 2013

Federal Government - Dr. Candy Stevens Smith

Political Socialization is the process through which we acquire political knowledge, attitudes, and beliefs. It begins in early childhood and continues throughout life. Write a one-page paper (typed; 11 or 12 pt. font; 1 1/2 or double-spaced) in which you analyze your own political socialization. Keep in mind that your socialization process does not have to be one of participation and discussion of politics; in fact, it could be just the opposite. Please evaluate your political socialization from early childhood to present, and include comments about how you think being a college student is or is not changing that process. This paper is due **at the beginning of class on Thursday, March 7. Late papers will receive half credit.**

Political Theory

1. Give a current example of Plato's theory that the state must promote justice.
2. Give a current example of Hobbes' theory, focusing on the statement, "Without the powerful state watching over us, we are likely victims in a world of predators."
3. Give a current example of Aristotle's definition of democracy: "Rule by the many in the interests of the rulers."
4. Give a current example of John Stuart Mill's theory that "individuals should be allowed to judge ethical questions for themselves."
5. Give an example of the fundamentalist theory that "government should uphold the moral position on policy questions."

Government 2305: Federal Government Learning Objectives

This course is designed to increase students' interest in and knowledge of how America's federal government operates.

Learning Outcome #1: The student will define government, politics, and democracy, and explain why America is considered a representative democracy rather than a pure democracy.

Learning Objectives: After completing this section of the course, the student should be able to:

1. Define government (1)
2. Define politics (2)
3. Understand the differences between a direct democracy and a representative democracy or a republic (3, 4)

Learning Outcome #2: The student will 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.

Learning Objectives: After completing this section of the course, the student should be able to:

1. Name the person who had a philosophy of natural rights that influenced the author of the Declaration of Independence (5)
2. Name the person who is considered the Father of the Constitution (6)
3. Identify when and where the Constitutional Convention was held (7)
4. Identify the problems associated with the Articles of Confederation (8)
5. Define the two major compromises of the Constitutional Convention, the Great Compromise and the 3/5 Compromise (9, 10)
6. Explain separation of powers and checks and balances (11)
7. Explain the positions of the Federalists and Anti-Federalists and the Federalist Papers (12, 13)
8. Define Bill of Rights (14)

Learning Outcome #3: The student will understand the meaning of the federal system.

Learning Objectives: After completing this section of the course, the student should be able to:

1. Define federalism (15)
2. Define delegated and implied powers (16, 17)
3. Define national supremacy and identify the Supreme Court decision that established it (18)
4. Define reserved powers (19)
5. Define federal mandate (20)

Learning Outcome #4: The student will examine the evolving history and character of civil liberties and civil rights in America.

Learning Objectives: After completing this section of the course, the student should be able to:

1. Define civil liberties (21)
2. List the First Amendment rights (22)
3. Understand the concept of due process of law (23)
4. Identify which branch of government determines how rights are applied (24)
5. Explain the decision in *Roe v. Wade* (25)
6. Explain the decision in *Engle v. Vitale* (26)
7. Identify the purpose of the Americans with Disabilities Act of 1990 (27)
8. Understand the Miranda Warning (28)
9. Define Affirmative Action and Reverse Discrimination (29, 30)
10. Explain the decision in *Plessy v. Ferguson* (31)
11. Explain the decision in *Brown v. Board of Education* (32)
12. Define de jure and de facto discrimination (33, 34)
13. Explain the decision in *Gideon v. Wainwright* (35)

Learning Outcome #5: The student will 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.

Learning Objectives: After completing this section of the course, the student should be able to:

1. Define socialization (36)
2. Define public opinion (37)
3. Define public opinion poll (38)
4. List the socioeconomic factors that influence public opinion (39)
5. Define interest group (40)
6. Define political party (41)
7. Define lobbying (42)
8. Define political action committee or PAC (43)
9. Know whether or not the Constitution mentioned political parties (44)
10. Define party platform (45)
11. Identify characteristics of typical supporters of the Republican and Democratic parties (46, 47)
12. Define liberal and conservative (48, 49)
13. Explain the positions liberals and conservatives would take on major issues (50, 51, 52)
14. Define print media (53)
15. Define shield law (54)
16. Define sound bite (55)

Learning Outcome #6: The student will be able to explain the different types of elections and why and how people participate in the electoral process.

Learning Objectives: After completing this section of the course, the student should be able to:

1. Define general elections (56)
2. Define primary elections (57)

3. Name the type of election with the highest participation rate (58)
4. Define straight-ticket voting (59)
5. Identify demographics of people who are more likely to vote (60)
6. Identify demographics of people likely to be politically active (61)

Learning Outcome #7: The student will be able to describe the structure and function of the three branches of the U.S. Government and to contrast their constitutional authorities.

Learning Objectives: After completing this section of the course, the student should be able to:

1. Define bicameral (62)
2. Identify the major differences in the House and Senate (63, 64, 65)
3. Identify which branch of government confirms presidential appointments and approves treaties (66)
4. Name the constitutional presiding officer of the U.S. Senate (67)
5. Identify the leadership positions in the House and Senate (68, 69)
6. Define filibuster (70)
7. Understand the purpose of congressional committees (71)
8. Define conference committee (72)
9. Define gerrymandering (73)
10. Know who redraws district lines and how often (74, 75)
11. Know the qualifications to run for president (76)
12. Know the order of succession to the presidency (77)
13. Identify the provisions of the Twenty-Second Amendment (78)
14. Understand the Electoral College and how it works (79, 80, 81, 82, 83)
15. Explain the impeachment process and the history of presidential impeachment in the United States (84, 85)
16. Know the constitutional powers of the presidency (86)
17. Define executive agreement (87)

18. Know the provisions of the Twenty-Fifth Amendment (88)
19. Know the number of cabinet-level federal departments (89)
20. Explain how cabinet secretaries are selected (90)
21. Know the number of justices on the U.S. Supreme Court (91)
22. Define judicial review (92)
23. Explain the decision in *Marbury v. Madison* (93)
24. Know who nominates and approves federal judges (94)
25. Know the term of office of federal judges (95)
26. Define writ of certiorari (96)
27. Define concurring and dissenting opinions (97, 98)
28. Know the difference between civil and criminal matters (99, 100)

**GOVT 2305: Federal Government
Student Learning Objective Test
Revised - May 2011**

1. Which of the following is the institution with the authority to set policy (make laws) for society?
 - A. politics
 - B. public policy
 - C. government
 - D. policy implementation

2. The way in which decisions for a society are made is the process of
 - A. politics
 - B. public policy
 - C. government
 - D. campaigning

3. A representative democracy is a system of government in which
 - A. the people participate directly in the making of public policy.
 - B. power is exercised by representatives of the dictator.
 - C. Republicans will have more power than Democrats.
 - D. the will of the majority is expressed through smaller groups of individuals elected by the people.

4. A direct democracy is a system in which
 - A. the elite make decisions for the society.
 - B. representatives meet to discuss policy and make decisions.
 - C. the masses have certain rights, but decisions are made by a council.
 - D. all members of the society meet to discuss policy and make decisions.

5. Which of the following had a philosophy of natural rights that influenced the authors of the Declaration of Independence?
 - A. John Locke
 - B. Thomas Paine
 - C. James Madison
 - D. Thomas Jefferson

6. Which of the early leaders has often been called the Father of the Constitution?
 - A. Benjamin Franklin
 - B. James Madison
 - C. Thomas Jefferson
 - D. George Washington

7. The Constitutional Convention was held
 - A. in Boston in 1776.
 - B. in New York in 1787.
 - C. in Connecticut in 1791.
 - D. in Philadelphia in 1787.

8. Which of the following was NOT a major criticism of the government created by the Articles of Confederation?
 - A. It limited freedom of the press, frequently arresting newspaper editors who printed stories critical of the government.
 - B. It lacked the power to regulate commerce among the states.
 - C. It lacked the power to levy taxes, having to rely instead on contributions from the states.
 - D. It lacked the power to create a standing army.

9. The final plan of the Constitutional Convention, with a two-house Congress made up of a House of Representatives determined by population and a Senate determined by equality among the states, was suggested by
 - A. the Three-Fifths Compromise.
 - B. the Commerce Compromise.
 - C. the Great Compromise.
 - D. the Legislative Compromise.

10. The plan to allow the partial counting of slaves in determining population was the
 - A. Three-fifths Compromise.
 - B. Great Compromise.
 - C. Two-for-one Compromise.
 - D. Slave Credit Compromise.

11. The principle of checks and balances and separation of powers
 - A. gives the Supreme Court almost complete control over the federal government.
 - B. prevents any single branch of the government from becoming too powerful.
 - C. gives Congress the power of running the government.
 - D. is not an important aspect of the Constitution.

12. Generally, the Anti-Federalists felt that the government created by the Constitution was
 - A. an insufficient check on the power of the states.
 - B. too strong and too centralized.
 - C. too liberal.
 - D. not powerful enough to prevent fighting among the states.

13. The Federalist Papers were written
 - A. in support of the new constitution.
 - B. in opposition to the new constitution.
 - C. to criticize the Articles of Confederation.
 - D. to support the British perspective.

14. The Bill of rights is largely concerned with
- A. restricting state power.
 - B. protecting individual liberties.
 - C. restructuring executive-legislative relations.
 - D. protecting private property.
15. The division of power between national and state governments is known as
- A. efficacy.
 - B. federalism.
 - C. nationalism.
 - D. confederation.
16. Article I, Section 8 of the U.S. Constitution declares that Congress has the authority to coin money. Coining money is an example of which of the following?
- A. delegated powers
 - B. implied powers
 - C. checks and balances
 - D. concurrent powers
17. Which of the following is the constitutional basis for the doctrine of implied powers?
- A. the Tenth Amendment
 - B. the due process clause of the Fourteenth Amendment
 - C. the Fourth Amendment
 - D. the necessary and proper clause (elastic clause)
18. The Supreme Court case that established national supremacy was
- A. McCulloch v Maryland
 - B. Marbury v Madison
 - C. Brown v Maryland
 - D. Hubbard v Morse
19. What amendment reserves to the states the powers not delegated to the federal government?
- A. Tenth Amendment
 - B. First Amendment
 - C. Fourth Amendment
 - D. Twenty-fifth Amendment
20. A legal requirement placed on a state and local government by the national government requiring certain policy actions is a
- A. federal grant.
 - B. federal mandate.
 - C. mandatory authorization.
 - D. program grant.

21. The protection of the individual from the unrestricted power of government is the definition for which of the following?
- A. selective incorporation of the Bill of Rights
 - B. fundamental rights
 - C. civil rights
 - D. civil liberties
22. Which constitutional amendment protects freedom of speech, press, and religion?
- A. first
 - B. fourth
 - C. sixth
 - D. tenth
23. The constitutional provision holding that government must follow certain legal procedures before depriving someone of life, liberty, or property is known as
- A. the due process clause.
 - B. the equal protection clause.
 - C. the privileges and immunities clause.
 - D. the exclusionary rule.
24. Although the Bill of Rights is the fundamental charter of American liberties, which of the following determines how those rights will be defined and applied?
- A. the Congress
 - B. the President
 - C. the State Legislatures
 - D. the Supreme Court
25. In *Roe v Wade*, the Supreme Court ruled that the concept of privacy included the right to
- A. receive birth control information.
 - B. have a legal abortion.
 - C. refuse to be interviewed by television news reporters.
 - D. all of the above.
26. Which Supreme Court case outlawed officially composed prayers in public schools?
- A. *Roth v U.S.*
 - B. *Engle v Vitale*
 - C. *Escobedo v Illinois*
 - D. *Roe v Wade*
27. The legislation that requires that all public buildings and services be accessible to persons with disabilities is the
- A. Rehabilitation Act of 1973.
 - B. Education for All Handicapped Children of 1975.
 - C. Americans with Disabilities Act of 1990.
 - D. Reasonable Accommodation Act of 1995.

28. You have the right to remain silent. Anything you say can and will be used against you in a court of law. You have the right to an attorney. These statements constitute
- A. the preferred position doctrine.
 - B. the clear and present danger test.
 - C. the Miranda warning.
 - D. the fairness doctrine.
29. A program designed to ensure equal opportunities in employment and college admissions for racial minorities and women is known as
- A. affirmative action.
 - B. principle of comparable worth.
 - C. strict judicial scrutiny.
 - D. separate-but-equal.
30. In *Regents of the University of California v Bakke* (1978), Allan Bakke claimed that he was a victim of
- A. Jim Crow laws.
 - B. de facto segregation.
 - C. a new separate-but-equal doctrine.
 - D. reverse discrimination.
31. The Supreme Court established the separate-but-equal doctrine in
- A. *Brown v Board of Education of Topeka* (1954).
 - B. *Plessy v Ferguson* (1896).
 - C. *Brown II* (1955).
 - D. *Missouri v Jenkins* (1995).
32. The Supreme Court overturned the separate-but-equal doctrine in
- A. *Brown v Board of Education of Topeka* (1954).
 - B. *Plessy v Ferguson* (1896).
 - C. *Brown II* (1955).
 - D. *Missouri v Jenkins* (1995).
33. Segregation that occurs because of laws or decisions by government agencies is _____ segregation.
- A. de facto
 - B. de jure
 - C. reverse
 - D. affirmative
34. Segregated schools are often a result of residential patterns. This type of segregation is called _____ segregation.
- A. de facto
 - B. de jure
 - C. reverse
 - D. affirmative

35. In which of the following cases did the Supreme Court rule that states must provide attorneys for indigent defendants charged with serious crimes?
- A. Gideon v Wainwright
 - B. Gregg v Georgia
 - C. Furman v Georgia
 - D. Miranda v Arizona
36. The process whereby individuals acquire political attitudes, knowledge, and beliefs is known as which of the following?
- A. political efficacy
 - B. political trust
 - C. political science
 - D. political socialization
37. The combined opinions of adults toward politics, government, and political or social issues is a definition for
- A. public opinion.
 - B. political socialization.
 - C. agents of political socialization.
 - D. political efficacy.
38. The mechanism that is used to measure and analyze public opinion is
- A. a political poll.
 - B. television coverage.
 - C. political socialization.
 - D. quota sampling.
39. Which of the following factors is likely to affect an individual's political opinions and political philosophy?
- A. gender
 - B. race and ethnicity
 - C. religion
 - D. all of the above
40. A private group which attempts to influence government policies to protect the interests of the groups is
- A. a political party.
 - B. a political faction.
 - C. an interest group.
 - D. an elite.
41. A group that has as its goal the winning of political office is
- A. a political party.
 - B. a political faction.
 - C. an interest group.
 - D. a PAC.

42. Communication with legislators and other government officials to try to influence their decisions is the definition of
- A. political socialization.
 - B. political polling.
 - C. gerrymandering.
 - D. lobbying.
43. The political fund-raising arm of corporations, unions, or interest groups is called a
- A. political faction.
 - B. political action committee (PAC).
 - C. political party.
 - D. all of the above.
44. Which of these is a TRUE statement about political parties?
- A. The Constitution established a one-party system.
 - B. The Constitution established a two-party system.
 - C. The Constitution established a multi-party system.
 - D. The Constitution did not mention political parties.
45. A ___ is a statement of party principles and issue positions.
- A. party's constitution
 - B. party platform
 - C. party loyalist
 - D. party declaration
46. The Republican party has traditionally drawn its support from
- A. those of lower education and lower income.
 - B. the average workers.
 - C. minorities.
 - D. the wealthier business class.
47. The Democratic Party has traditionally drawn its support from
- A. the wealthier business class.
 - B. those who are in upper management.
 - C. minorities.
 - D. those in the upper income bracket.
48. The political philosophy that favors the use of government power to promote political equality, social justice, and economic prosperity is
- A. Conservatism.
 - B. Liberalism.
 - C. Populism.
 - D. Libertarianism.

49. The political philosophy that government power undermines the development of the individual and diminished society as a whole is
- A. Conservatism.
 - B. Liberalism.
 - C. Populism.
 - D. Libertarianism.
50. Liberals are typically supportive of
- A. gun ownership rights.
 - B. the right of censorship.
 - C. a laissez-faire economy.
 - D. protecting the environment.
51. Conservatives are typically supportive of
- A. civil liberties.
 - B. strong law and order.
 - C. government programs to assist the poor.
 - D. affirmative action.
52. Which of the following issues would you expect lower-income people to support?
- A. the death penalty
 - B. government spending for healthcare
 - C. increased defense spending
 - D. gay rights
53. An example of print media is
- A. National Public Radio.
 - B. network evening news shows.
 - C. the New York Times.
 - D. CNN.
54. A statute that protects journalists from being forced to disclose confidential information in a legal proceeding is known as
- A. a sound bite.
 - B. off-the-record.
 - C. the fairness doctrine.
 - D. a shield law.
55. Read my lips. No new taxes. This was taken from George H.W. Bush's presidential campaign speech and used on newscasts. It is an example of which of the following?
- A. objective journalism
 - B. attack journalism
 - C. the equal-time rule
 - D. a sound bite

56. Which of the following elections always takes place in November of even numbered years?
- A. general elections
 - B. primary elections
 - C. bond elections
 - D. special elections
57. What is a political primary?
- A. a preliminary party election for the nomination of candidates for office
 - B. a closed meeting of party leaders to select party candidates
 - C. the process of drawing boundaries for state and congressional regions
 - D. a survey of public opinion on various issues
58. In Which of the following elections would you anticipate having the highest participation rate of eligible voters?
- A. an election for president
 - B. an election for congress
 - C. an election for governor
 - D. an election for mayor
59. Mr. Porter decides to cast his ballot for all of the Republican candidates in this fall's general election. Mr. Porter's actions would be an example of which of the following?
- A. retrospective voting
 - B. straight-ticket voting
 - C. split-ticket voting
 - D. the coattail effect
60. Which of the following groups is disproportionately represented among nonvoters?
- A. older adults
 - B. people who attend church regularly
 - C. college graduates
 - D. younger voters
61. Which of the following individuals would you expect to be most active politically?
- A. a 20-year-old college student
 - B. a 40-year-old college professor
 - C. a 30-year-old factory worker
 - D. an 18-year-old high school senior
62. Which of the following is a term used to describe a two-house legislature?
- A. unicameral
 - B. federal
 - C. confederate
 - D. bicameral

63. Which of the statements correctly describes the size of the two houses of Congress?
- A. the House has 435 members, the Senate 100
 - B. the House has 438 members, the Senate 100
 - C. the House has 535 members, the Senate 100
 - D. the House has 100 members, the Senate 50
64. Members of the House of Representatives serve ___ year terms, while Senators serve ___ year terms.
- A. 6; 2
 - B. 4; 6
 - C. 2; 4
 - D. 2; 6
65. Members of the House of Representatives serve constituents in a ____; Senators serve constituents in a ____.
- A. district; state
 - B. state; district
 - C. voting precinct; state
 - D. ward; state
66. Which of the following confirms presidential appointments and approves treaties?
- A. U.S. House of Representatives
 - B. U.S. Senate
 - C. Supreme Court
 - D. State Legislatures
67. According to the Constitution, who is the presiding officer in the U.S. Senate?
- A. Speaker
 - B. Majority Leader
 - C. President pro tempore
 - D. Vice president
68. The presiding officer of the U.S. House of Representatives is the
- A. Vice-president
 - B. Speaker
 - C. Attorney General
 - D. Chief Justice
69. Assume that the party balance in the U.S. Senate is 55 Democrats and 45 Republicans. Which of the following individuals would be a Republican?
- A. Chair of the Senate Judiciary Committee
 - B. Senate Majority Leader
 - C. Senate Minority Leader
 - D. Chair of the Senate Armed Services Committee

70. An attempt to talk a bill to death and thus prevent it from coming to a vote in the Senate is a
- special rule.
 - discharge petition.
 - cloture.
 - filibuster.
71. The detailed work of Congress takes place in which of the following stages of the legislative process?
- in committee and sub-committee
 - on the floor
 - in conference committee
 - in member's offices
72. The U.S. House passes a bill dealing with healthcare reform. The Senate passes a bill that is similar but not identical to the House bill. What becomes of the legislation?
- Both bills go to the President, who chooses which one to sign.
 - The legislation dies.
 - A conference committee would likely be formed to attempt to reach a compromise between the two bills.
 - The Senate version goes to the president, the House version dies.
73. The redrawing of district lines to intentionally benefit one group over another is known as
- one person - one vote
 - filibuster
 - cloture
 - gerrymandering
74. Which of the following governing bodies redraws the district lines from which members of the U.S. House of Representatives are elected after the census?
- state legislatures
 - the U.S. House of Representatives
 - the U.S. Senate
 - the U.S. Supreme Court
75. How often must legislative district lines be redrawn?
- every 2 years
 - every 10 years
 - every 5 years
 - every 20 years
76. Which of the following individuals is constitutionally qualified to serve as president?
- a 30-year-old construction worker born in Chicago
 - a 42-year-old engineer who immigrated to the United States from Germany in 1989 and hopes to eventually become an American citizen
 - a 40-year-old school teacher born in Ft. Worth, Texas
 - a 50-year-old musician who immigrated to the United States 25 years ago from her native Austria and became an American citizen in 1977

77. Should the president dies or resign, which of the following is the correct order of succession?
- A. Vice president, Speaker of the House, President pro tempore of the Senate
 - B. Vice president, Secretary of State, Speaker of the House
 - C. Vice president, Speaker of the House, Senate majority leader
 - D. Vice president, President pro tempore of the Senate, Speaker of the House
78. Which amendment limits the president to two terms or a maximum of ten years in office?
- A. fifteenth
 - B. nineteenth
 - C. twenty-first
 - D. twenty-second
79. The Electoral College is
- A. the school attended by delegates to the party conventions.
 - B. the system established in the Constitution for indirect election of the president and vice president.
 - C. the school Congressmen attend when first elected to Congress.
 - D. a committee of Congressmen who set the election rules and district boundaries for upcoming elections.
80. Each state has as many electoral votes as it has
- A. residents over the age of 18.
 - B. U.S. Senators and Representatives.
 - C. Senators.
 - D. members of the House of Representatives.
81. For the most part, the Electoral College is a winner-take-all system which means that
- A. the candidate who receives the largest popular vote in a state gets all of that state's electoral votes.
 - B. electoral votes are distributed in proportion to the number of popular votes received.
 - C. a candidate must win all of the electoral votes to become president.
 - D. the candidate who receives the most popular votes nationwide receives all of the electoral votes.
82. If no candidate receives a majority vote of the Electoral College, what body chooses the president?
- A. the Senate and House of Representatives in a joint session of Congress
 - B. the U.S. House of Representatives
 - C. the Supreme Court
 - D. the U.S. Senate
83. How many electoral votes must a candidate win in order to be elected president?
- A. 435
 - B. all of them
 - C. 270
 - D. 535

84. Which of the following is NOT part of the process of impeachment and removal?
- A. The House votes to impeach the president by a majority vote.
 - B. The Senate tries the president on charges of impeachment brought by the House.
 - C. The Chief Justice presides over the trial in the Senate.
 - D. The justices of the Supreme Court must vote to remove the president by a two-thirds margin.
85. The only president to have resigned the office was
- A. Ronald Reagan.
 - B. Gerald Ford.
 - C. Richard Nixon.
 - D. Bill Clinton.
86. Which of the following constitutional powers does the president NOT have?
- A. to declare war
 - B. to faithfully execute the laws of the United States
 - C. to veto legislation passed by Congress
 - D. to give an annual state-of-the-union address
87. Executive agreements differ from treaties in that they
- A. do not require congressional approval.
 - B. are not binding on the United States.
 - C. do not involve very significant arrangements.
 - D. do require congressional approval.
88. The 25th Amendment to the U.S. Constitution
- A. provides that the Cabinet shall appoint a vice president if that office becomes vacant.
 - B. limits the president to two terms in office.
 - C. provides that the U.S. Supreme Court shall rule on presidential disability.
 - D. provides for the vice president to act as president in case of presidential disability.
89. The number of cabinet-level federal departments is
- A. ten
 - B. twelve
 - C. fifteen
 - D. twenty-one
90. Members of the Cabinet are
- A. nominated by the president and approved by the Senate.
 - B. nominated by the Supreme Court and approved by the president.
 - C. nominated by the House and approved by the Senate.
 - D. nominated by the president and approved by the Supreme Court.
91. The total number of justices on the U.S. Supreme Court is
- A. 7
 - B. 9
 - C. 11
 - D. 13

92. The power of the Supreme Court to declare acts of Congress, or actions by the executive branch unconstitutional is known as
- A. habeas corpus.
 - B. equity.
 - C. stare decisis.
 - D. judicial review.
93. The power of judicial review was firmly established by the Supreme Court in the case of
- A. Dred Scott v Sanford.
 - B. Marbury v Madison.
 - C. McCullough v Maryland.
 - D. Plessy v Ferguson.
94. Federal judges are nominated by the ____ and approved by the ____.
- A. Attorney General; Senate
 - B. Secretary of State; Congress
 - C. President; Senate.
 - D. U.S. House of Representatives; Senate.
95. What is the term of office for federal judges?
- A. until a new president takes office
 - B. life
 - C. until age 70, when they must retire
 - D. ten years
96. If the Supreme Court grants certiorari, what has the Court done?
- A. ruled in favor of the plaintiff in a case
 - B. agreed to hear arguments and rule on a case appealed to the Court
 - C. refused to hear a case appealed to the Court
 - D. allowed an indigent defendant to file an appeal without paying full fees
97. The Supreme Court rules six to three to decide a case. Justice A is a member of the majority but disagrees with the reasoning presented in the majority opinion. What action might Justice A take?
- A. write a concurring opinion
 - B. write a dissenting opinion
 - C. write a per curiam opinion
 - D. write an amicus curiae opinion
98. The Supreme Court decides a case with a seven to two ruling. Justice B is one of the two justices who disagreed with the majority. What action might Justice B take?
- A. write a concurring opinion
 - B. write a dissenting opinion
 - C. write a per curiam opinion
 - D. write an amicus curiae opinion

99. A legal dispute concerning a private conflict between two parties such as an individual and a corporation is a

- A. civil case.
- B. criminal case.
- C. felony case.
- D. non-case.

100. A legal dispute dealing with an alleged violation of a penal law is a

- A. civil case.
- B. criminal case.
- C. appellate case.
- D. test case.

CRITICAL THINKING VALUE RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric

Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

| | Does Not Meet Any Expectations 1 | Meets Few Expectations 2 | Meets Expectations 3 | Exceeds Some Expectations 4 | Exceeds All Expectations 5 |
|---|--|---|--|---|---|
| Explanation of Issues | Did not state issue. | Issue is stated without clarification or description. | Issue is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined and/or backgrounds unknown. | Issue is stated, described, and clarified so that understanding is not seriously impeded by omissions. | Issue is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding. |
| Evidence | Does not identify the basic components of an issue | Information is taken from sources without any interpretation. Viewpoints of experts are taken as fact, without question | Information is taken from sources with some interpretation but not enough to develop a coherent analysis or synthesis. | Information is taken from sources with enough interpretation to develop a coherent analysis or synthesis. | Information is taken from sources with enough interpretation to develop a comprehensive analysis or synthesis. |
| Influence of Context and Assumptions | Did not show awareness of the issue. | Show an emerging awareness of present assumptions. | Questions some assumptions. Identifies relevant information when presenting a position. | Identifies own and others' assumptions and several relevant contexts when presenting a position. | Thoroughly analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position. |
| Student's Position | Takes no position on issue | Specific position is stated but is simplistic and obvious. | Specific position acknowledges different sides of an issue. | Specific position takes into account the complexities of an issue. Others' points of view are acknowledged within position. | Specific position is imaginative. Limits of position acknowledged. Other points of view are synthesized. |
| Conclusions and Related | Does not use previously learned information in new | Conclusion is inconsistently tied to some of the | Conclusion is logically tied to information; some related | Conclusion is logically tied to a range of information, | Conclusions and related outcomes are logical and |

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|-----------------|-------------|---|--------------------------|--|---|
| Outcomes | situations. | information discussed; related outcomes are oversimplified. | outcomes are identified. | including opposing viewpoints; related outcomes are identified clearly | reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order |
|-----------------|-------------|---|--------------------------|--|---|

Communication RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric and Making Learning Real

Definition

Written communication is the development and expression of ideas in writing.

Oral Communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Visual Communication is the use of images to persuade, entertain, inform, and enlighten an observing audience of products, ideas, and messages.

| | Does Not Meet Any Expectations 1 | Meets Few Expectations 2 | Meets Expectations 3 | Exceeds Some Expectations 4 | Exceeds All Expectations 5 |
|--|--|--|---|---|---|
| Quality of Information and Organization | Presentation lacks main points and related details. Information lacks connection to the presentation topic. Information is not organized. | Main points are not clear and lack significant detail. Some information is linked to the presentation topic. Information is loosely organized. | Main points are somewhat clear but could use more detail. Most information is linked to the presentation topic. Information is organized. | Main points are clear and detailed. Information is linked to presentation topic. Information is well organized. | Main points are very clear and very detailed. Information is directly linked to presentation topic. Information is very organized. |
| Nonverbal Communication | Speaker appears very uneasy and insecure. Speaker faces away from the audience or makes no eye contact. Speaker appears disengaged from the audience. Speaker uses few body motions or gestures or has movements that distract the audience. | Speaker appears uneasy and somewhat insecure. Speaker rarely faces the audience or makes eye contact. Speaker rarely appears to be engaging with the audience. Speaker uses few body motions or has gestures or movements that distract the audience.. | Speaker appears generally at ease and confident. Speaker sometimes faces the audience and maintains eye contact. Speaker sometimes appears to be engaging with the audience. Speaker's body motions and gestures neither support nor detract from presentation. | Speaker appears fairly comfortable and confident. Speaker generally faces the audience and maintains good eye contact. Speaker generally appears to be engaging with the audience. Speaker uses body motions and gestures well. | Speaker appears very comfortable and confident. Speaker consistently faces the audience and maintains good eye contact. Speaker consistently appears to be engaging with the audience. Speaker uses body motions and gestures very effectively. |
| Quality of Verbal Communication | Speaker's voice is consistently too weak or too strong. Speaker fails to use inflections to emphasize key points and create interest or often uses inflections inappropriately. Speaker's talking paces is consistently | Speaker's voice is frequently too weak or too strong. Speaker rarely uses inflections to emphasize key points and create interest or speaker sometimes uses inflections inappropriately. Speaker's talking pace is | Speaker's voice is generally steady strong and clear. Speaker sometimes uses inflections to emphasize key points and create interest. Speaker's talking pace is appropriate. | Speaker's voice is steady, strong, and clear. Speaker often uses inflections to emphasize key points and create interest. Speaker's talking pace is mostly appropriate. | Speaker's voice is very confident, steady, strong, and clear. Speaker consistently uses inflections to emphasize key points or to create interest. Speaker's talking pace is consistently appropriate. |

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| | too slow or too fast. | often too slow or too fast. | | | |
| Visual Tools | Visual aids demonstrate no creativity or clarity and are often difficult to read. Presentation is weakened by the visual tools. | Visual aids have limited creativity or clarity or are sometimes difficult to read. Presentation is not enhanced by the visual tools. | Visual aids are reasonably creative, clear, and easy to read. Presentation is sometimes enhanced by the visual tools. | Visual aids are usually creative, clear, and easy to read. Presentation is often enhanced by the visual tools. | Visual aids are very creative, clear, and easy to read. Presentation is consistently enhanced by the visual tools. |
| Appropriate Use of Vocabulary | Few or no terms are included in the presentation. May or may not be used appropriately. Lacks context. | Several terms are included in the presentation. May or may not be used appropriately. May lack context. | Most terms are included in the presentation. Generally used appropriately. Generally used in appropriate context. | All terms are included in the presentation. Used effectively. Used in context. | All terms are included in the presentation. Used in unique and creative ways. Used in context |
| Precision and Detail in Documents Produced | Written documents have numerous errors and lack detail. Little care taken in the production. | Documents may have some errors and show some detail. Some care has been taken in production. | Evident that written documents are correct and show a general attention to detail and accuracy. General care has been taken in production. | Clearly evident that written documents are correct, detailed and accurate. Care has been taken in production. | Documents are clear, well-constructed, accurate, and show attention to detail. Extra care has been taken in the production of written documents. |
| Overall Presentational Effectiveness | The presentation was weak and not effective. | The presentation was average and somewhat effective. | The presentation was good and effective. | The presentation was very good and effective. | The presentation was exceptional and extremely effective. |

Social Responsibility RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric

Definition

Student social responsibility is the responsibility of every student for his/her actions. It is morally binding on everyone to act in such a way that the people immediately around them are not adversely affected. It is a commitment everyone has towards the society – contributing towards social, cultural and ecological causes.

| | Does Not Meet Any Expectations 1 | Meets Few Expectations 2 | Meets Expectations 3 | Exceeds Some Expectations 4 | Exceeds All Expectations 5 |
|---|---|---|--|--|--|
| Intercultural Competence | Does not demonstrate understanding of how others may see, interpret, and experience the world differently | Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures. | Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures. | Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures. | Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity. |
| Knowledge of Civil Responsibility | Provides no evidence of her/his experience in civic engagement activities. | Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to civic identity. | Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic identity. | Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and commitment... | Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action. |
| Demonstrates an ability to engage effectively in regional, national and global communities | Does not demonstrate an understanding of the connection between the individual and the community. | Has problems differentiating between regional, national, and global communities. Has difficulty identifying the unique challenges at each | Demonstrates an understanding of how communities function at the regional, national, and global levels. | Demonstrates an understanding of the unique challenges associated with civic engagement at the different levels. | Analyzes the ability of regional, national, and global communities or organizations to solve specific problems. Cites real life examples or |

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| | | level. | | . | evidence |
|--|--|--------|--|---|----------|

Personal Responsibility RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric

Definition

Personal Responsibility is taking responsibility for your actions, accepting the consequences that come from those actions and understanding that what you do impacts those around you.

| | Does Not Meet Any Expectations 1 | Meets Few Expectations 2 | Meets Expectations 3 | Exceeds Some Expectations 4 | Exceeds All Expectations 5 |
|-------------------|---|--|---|---|---|
| Inquiry | Is unable to identify or describe simple personal dilemmas in scenarios from life situations and/or theoretical scenarios. | Difficulty describing the inquiry. Has difficulty either identifying or describing simple personal dilemmas in scenarios from life situations and/or from theoretical scenarios. | Ability to identify the inquiry. Identifies and describes simple personal dilemmas in scenarios from life situations and/or from theoretical scenarios. | Ability to express understanding of the inquiry. Identifies but is not able to describe personal dilemmas in scenarios from life or theoretical scenarios | Ability to analyze the inquiry. Identifies and fully describes personal dilemmas in scenarios from life situations and/or from theoretical scenarios. |
| Connection | Provides no connection to knowledge of the content area <u>or</u> fails to express a personal value. | Little connection to knowledge of the content area made <u>or</u> little expression of a personal value made. | Uses insights to connect actions and choices to consequences of a decision made in relation to the dilemma. | Ability to use other resources to connect actions and choices. | Uses insights and other sources to connect actions and choices to consequences of a decision made in relation to the dilemma. |
| Response | Response is poor due to lack of inquiry and connections. Fails to articulate an understanding of the personal values which influenced the decision. | Response is weak because of weak inquiry and/or limited connections. Begins to articulate personal values. | Provides an ethical response. Is able to connect personal values to responses to ethical questions. | Provides incorporated response that includes personal values. Can explain cause/relationship between personal values and decisions | Provides incorporated response that includes personal values. Thoroughly articulates an understanding of the personal values which influenced the decision. |