

## UNO INTRODUCTION TO AMERICAN NATIONAL GOVERNMENT- PSCI 1100

(Fulfills AP U.S. Government and Politics Credit in High School)



This UNO course has been approved by UNO faculty to be offered for dual credit, and this syllabus meets disciplinary outcomes as reflected in UNO's master syllabus. ***Students must submit a dual credit application and meet all registration, academic, and other institutional requirements according to established deadlines in order to receive UNO course credit.*** Please visit [dualenroll.unomaha.edu](http://dualenroll.unomaha.edu) for additional information.

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**Class location/time:** Air and Space Room 210 (Block 2) / Portable 6 (Block 6)

### Textbook:

**Title:** Government in America – 2016 Elections and Updates Edition

**Authors:** Edwards, Wattenberg, and Howell

**Publisher:** Pearson

**ISBN-13:** 978-0-13-458657-1

**Citation:** Edwards, G. C. (2018) *Government in America: People, Politics, and Policy*. New York: Pearson Higher Education.

**Course Description:** This course introduces students to the foundational principles, institutions, processes, and policies of national government in the United States

### UNO General Education Student Learning Outcomes (Social Science)

This course also fulfills a UNO General Education requirement and is aligned with the following General Education Student Learning Outcomes (SLOs). After completing the course, successful students shall be able to do the following:

- demonstrate an understanding of the diversity of interactions between human motivations, institutional forces, and/or social behavior;
- use critical thinking and reasoning skills to analyze theories, perspectives, and/or concepts relative to the discipline(s) studied;
- identify multiple methods and modes of inquiry and their appropriate application; and
- communicate ideas and explain concepts and analyses using the language of the discipline(s).

## Grading

### OPS Secondary Grading Practices\*

All coursework and assessments are judged based on the level of student learning from “below basic” to “advanced.” This course will provide multiple opportunities to achieve at the “proficient” to “advanced” levels. Students are evaluated based on a proficiency scale or project rubric. Proficiency scales for this course are available upon request (teacher will identify location such as portal, teacher website, attached, etc.)

### There are three types of coursework\*

- ***Practice*** – assignments are brief and done at the beginning of learning to gain initial content (e.g., student responses on white boards, a valid sampling of math problems, keyboarding exercises, and diagramming sentences, checking and recording resting heart rate). Practice assignments are not generally graded for accuracy (descriptive feedback will be provided in class) and are not a part of the grade. Teachers may keep track of practice work to check for completion and students could also track their practice work. Practice work is at the student’s instructional level and may only include Basic (2) level questions.
- ***Formative (35% of the final grade)*** – assessments/assignments occur during learning to inform and improve instruction. They are minor assignments (e.g., a three paragraph essay, written responses to guiding questions over an assigned reading, completion of a comparison contrast matrix). Formative assignments are graded for accuracy and descriptive feedback is provided. Formative work may be at the student’s instructional level or at the level of the content standard. Formative assessments/assignments will have all levels of learning – Basic (2), Proficient (3), and Advanced (4), which means that for every formative assessment/assignment, students will be able to earn an Advanced (4). Teachers will require students to redo work that is not of high quality to ensure rigor and high expectations. The students score on a formative assessment that was redone will be their final score.
- ***Summative (65% of the final grade)*** – assessments/assignments are major end of learning unit tests or projects used to determine mastery of content or skill (e.g., a research paper, an oral report with a power point, major unit test, and science fair project). Summative assignments are graded for accuracy. Summative assignments assess the student’s progress on grade level standards and may not be written at the student’s instructional level. Summative assessments/assignments will have all levels of learning – Basic (2), Proficient (3), and Advanced (4), which means that for every formative assessment/assignment students, will be able to earn an advanced (4).

To maintain alignment of coursework to content standards, which is a key best practice for standards-based grading, teachers will utilize a standardized naming convention for each of the standards within a course. The content standard will be marked on each assignment entered into Infinite Campus (District Grading Program) using all capital letters followed by a colon. After the colon will be the title of the coursework.

At the end of the grading period, scores are converted to a letter grade using this grading scale.

A = 3.26 – 4.00

B = 2.51 – 3.25

C = 1.76 – 2.50

D = 1.01 - 1.75

F = 0.00 – 1.00

**Tentative Schedule – subject to change at instructors discretion**

<b>Unit</b>	<b>Exam Weighting (Multiple-Choice Section)</b>
Unit 1: Foundations of American Democracy (3 Weeks)	15%–22%
Unit 2: Interactions Among Branches of Government (5 Weeks)	25%–36%
Unit 3: Civil Liberties and Civil Rights (3 Weeks)	13%–18%
Unit 4: American Political Ideologies and Beliefs (3 Weeks)	10%–15%
Unit 5: Political Participation (3 Weeks)	20%–27%

**Academic Integrity:** *“The maintenance of academic honesty and integrity is a vital concern of the University community. Any student found responsible for violating the policy on Academic Integrity shall be subject to both academic and disciplinary sanctions.”* Via [studentlife.unomaha.edu/integrity](http://studentlife.unomaha.edu/integrity)