



## Course Syllabus

SOCS 5690	01	Lary Baker	larybaker@sbcglobal.net
COURSE NUMBER AND SECTION	INSTRUCTOR	E-MAIL ADDRESS	
<b>American Government</b>	<b>SP1</b>	<b>3</b>	
COURSE TITLE	TERM	CREDIT HOURS	
<b>WGHS</b>			
SITE			

1. Course Description: (provide details of student focus, rationale, scope, and prerequisites)

**American Government will seek to explore the two major questions about politics: who governs, and to what ends? The class will study the major political institutions that comprise the United States government, their history, and how they function at both the State and Federal levels. In addition, this being a Presidential election year, the class will pay close attention to the major issues that are of importance to the voting public.**

2. Learning Outcomes: (goals, objectives, course outcomes, etc.) Identify any MOSTEP or professional standards that are met by each learning outcome.

Course Outcomes	Program Goals	SOE Goals, SOE Dispositions, and MoSTEP/Prof Standards Addressed
<b>1. To understand how government in the United States impacts upon the lives of the citizenry.</b>	Based on inquiry and scholarship, demonstrate advanced knowledge of the specialty areas in the Social Sciences and their development as a member of a diverse community.	MoSTEP Standards: 1, 2, 3, 4, 5, 6  MoSTEP Benchmarks: 1a, 1b, 1c, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 6a, 6b, 6c, 6d
<b>2. To be knowledgeable about the political processes of both local and federal branches of government.</b>	Based on content, current events, best practices, research, and theory, engage in continuous reflection of learning, content areas, and instructional strategies that are responsive to Students' thinking, prior experience, and interactions in our world	
<b>3. To be knowledgeable about the political processes of both local and federal branches of government.</b>	Through collaboration with colleagues, parents, counselors, and community resources, reflect on the roles that educators take as leaders of change and how the social sciences impact these	

	interrelationships to foster community action	
<b>4. To learn the basic Constitutional Laws that govern the United States political institutions.</b>	To strengthen the concept of citizenship so that students develop an appreciation and awareness of how government impacts their daily lives.	
<b>5. To learn how to be a participant in the democratic processes which make up the United States political institutions.</b>		
<b>6. To learn what resources are available to help citizens of the United States better understand the workings of the political process; newspapers, periodicals, television news casts, journals et al.</b>		

Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

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**The course will be based upon reading selected chapters in the text: American Government by James Q. Wilson and John J. Dilulio, Jr. Handouts will be provided throughout the course. Homework will be collected weekly. There will be a Mid-Term as well as a Final Exam. Attendance and class participation are expected and will be included into the final grade. Students are expected to remain apprised of national political news through the use of newspapers, magazines (e.g. Time/Newsweek etc.) as well significant television newscasts.**

The Missouri Show-Me Standards are addressed within the content of this course. Identification of specific standards are included within course assignments. Integration of Missouri Assessment Program (MAP) standards and grade levels will be integrated into this course when appropriate.

**1. The pre-service teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.**

**2. The pre-service teacher uses an understanding of individuals and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.**

**3. The pre-service teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.**

- Resources/Texts:

**American Government by James Q. Wilson and John J. Dilulio, Jr.**

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

**Examination(s) – 50%**

**Class Participation – 15%**

**Homework – 25%**

**Final Exam – 10%**

6. Supplements: (Study Guide, Sample Tests, Project outlines may be attached.)
7. 3 Hour Courses: Students taking an 8 week course for 3 credit hours will complete the following additional assignments and/or attend the following additional class meetings:
  - a. Lab
  - b. Curriculum Project
  - c. Paper(s)
  - d. AV Project
8. Final Projects:

**Final projects/papers will be returned to students in the following manner:**

**Projects/Papers will be returned during the last meeting period.**

**Students should provide a self-addressed envelope (appropriate size and postage) to the instructor so project/paper can be returned.**

**NOTE; Papers will not be available for pick up from the School of Education Office.**

- This syllabus is subject to change at the discretion of the instructor.