

San José State University
College of Social Sciences/Department of Political Science
Political Science 101, S: American Government for Teachers
Fall 2022

Course and Contact Information

Instructor(s): Faith Daly
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Office Hours: Monday 4:45 pm to 5:45 pm
Class Days/Time: Monday 6:00 pm to 8:45 pm
Classroom: Dudley Moorehead 208

Course Description

Introduction to the institutions and processes of American and California governments with emphasis on meeting CCTC Teacher Preparation Standards. Topics include U.S. Constitution, federalism, political participation, civil rights and liberties, Congress, the presidency.

Course Format

POLS 101 will meet in person on Mondays, 6pm to 8:45 pm. Readings on the syllabus should be completed before class. Additional assignments will be assigned and completed during class.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](#). You are responsible for regularly checking with the messaging system through [MySJSU](#) on [Spartan App Portal](#) (or other communication system as indicated by the instructor) to learn of any updates.

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to demonstrate:

1. An understanding of the foundations of the political system, including the evolution of the philosophies of the U. S. and California Constitutions, political culture, separation of powers, bureaucracy, federalism and relations among various levels of government within an international, comparative context.
2. An understanding of the links between the people and government, including participation and voting, political parties, interest groups, public opinion and socialization. Students should be able to analyze the rights and obligations of citizens, the tension between various freedoms of expression and due process and the maintenance of order and efforts to end racial and gender discrimination in both the public and private sectors of society.
3. An understanding of the operation of the U.S. and California governments, including the similarities and differences between the California and U.S. Constitutions, the relationship between state and local government in California, the basic issues of California politics and a careful assessment of the impact of demographic changes on the history and politics of the state and nation.
4. An understanding of the California History/Social Science Standards and Framework as well as the California Common Core Standards for Grades 9-12 as they specifically relate to teaching government and civics.

5. The ability to create a lesson plan based on the California Standards for grade 12.

Required Texts/Readings

Textbook

Social Studies Alive. *Government Alive! Power, Politics, and You*. Teacher's Curriculum Institute. 2020.

You may purchase a hard copy of the text here: <https://shop.teachtci.com/social-studies/ss-hs/gov/gov-2020>. We will not be using the student subscription service.

Other Readings

“History-Social Science Content Standards for California Public Schools: Kindergarten Through Grade Twelve.” California State Board of Education, October 1998. Pages 54-59.

<http://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf>

“History-Social Science Framework For California Public Schools: Kindergarten Through Grade Twelve.” Sacramento: California Department of Education, 2017. Chapter 17. Grade Twelve, Principles of American Democracy. <https://www.cde.ca.gov/ci/hs/cf/documents/hssfwchapter17.pdf>

“Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects for California Public Schools Kindergarten Through Grade Twelve.” California State Board of Education, August 2010, Updated March 2013.

<http://www.cde.ca.gov/re/cc/index.asp>

Course Requirements and Assignments

All activities and assignments are designed with the purpose of understanding American and California government, mastery of the California Content Standards and Framework, and exploration of pedagogical tools to successfully teach Grade 12 Government with a focus on equity, inclusion, and culturally-sustaining pedagogies.

Interactive Notebook

Students are expected to arrive in class on time, having completed the reading and preparation assignments for the day. This will include **reading assignments** as well as **Interactive Notebook** reflections on the assigned reading. Due dates are listed in the calendar below.

Reading Quizzes

Periodically during class, students will complete quiz assignments to check for understanding on the reading assignments. Students may use their Interactive Notebook to help complete the quiz, but may not use electronic devices, the textbook, or other notes or aids.

Class Activities

Learning activities during class will be broken up into two portions. The first portion of class will be spent on a content and skill-based lesson modeling how one might teach the concepts in a Grade 12 Government course. Themes, content, and skills will be explored using a variety of activities, including but not limited to lecture, small and large group discussion, creative projects, document analysis, simulations, and writing exercises. The second portion of class will include a variety of

discussion protocols and reflections analyzing pedagogy surrounding the teaching of Government. This can include informal discussions, Socratic Seminars, FishBowl Discussions, group projects, and other formats. Work completed during class time will be submitted for either completion credit or content assessment.

Current Events

All students will complete a current events assignment that analyzes a current event in government and politics from multiple journalistic perspectives. Students will lead a class discussion on their topic. Topic signups will occur via Canvas in October.

Model Lesson Plan

Students will create a Model Lesson Plan (details, template, and rubrics on Canvas) that demonstrates their ability to create a lesson aligned with the California History-Social Science Content Standards and Framework for Grade 12. All students will present their Model Lesson during the second to last class of the semester.

Midterm and Final Examination

Students will complete a Midterm and a Final Examination that demonstrate their mastery of the content for the course through multiple modalities. Students will respond to multiple choice and short answer questions, as well as essay prompts. Notes are not permitted on the Midterm or the Final Examination.

Assignment/Assessment	Points	Percent of Grade	CLO Assessed
Interactive Notebook & Reading Quizzes	200 points	20 percent	CLO 1, 2, 3
Class Activities & Current Event	200 points	20 percent	CLO 1, 2, 3, 4, 5
Midterm and Final Exams	300 points	30 percent	CLO 1, 2, 3
Model Lesson Plan Final Assignment	300 points	30 percent	CLO 1, 2, 3, 4, 5

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Grading Information

Assignments are due on the dates indicated, but equity issues will be considered. Students may contact the instructor to request an extension. Reduction in grades may occur if assignments are turned in late without requested permission prior to the deadline, or if the instructor deems it

essential that assignments be submitted on the due date. Students may attend office hours and/or contact the instructor if additional help is needed to complete assignments.

Please see the detailed rubrics for papers and other major assignments on our Canvas course page. You may, and are highly encouraged, to self-assess your own work using these rubrics prior to formally submitting your assignments for grading.

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	<i>960 to 1000</i>	<i>96 to 100%</i>
<i>A</i>	<i>930 to 959</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>900 to 929</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>860 to 899</i>	<i>86 to 89 %</i>
<i>B</i>	<i>830 to 859</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>800 to 829</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>760 to 799</i>	<i>76 to 79%</i>
<i>C</i>	<i>730 to 759</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>700 to 729</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>660 to 699</i>	<i>66 to 69%</i>
<i>D</i>	<i>630 to 659</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>600 to 629</i>	<i>60 to 62%</i>

Classroom Protocol

Attendance is critical to success in any class. Students are expected to arrive on time and ready to participate fully in class activities. While attendance is not graded, activities completed during class time will make up a portion of the grade.

Respect for self, classmates, and the instructor are necessary to foster a productive learning environment. While you may not always agree with others in the room, if we can express ourselves in a manner that is both intelligent and respectful, we can learn much from each other.

Cell phones should be silenced and put away during class, except for academic use or emergencies.

Laptops and tablets are encouraged, and will sometimes be required for class activities. If a laptop or tablet is required on a specific day, it will be noted on Canvas. Laptops and tablets should be closed when not in use for class activities.

University Policies

Per [University Policy S16-9](#), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

POLS 101, Fall 2022, Course Schedule

Date	Topics	Readings, Assignments, Deadlines
8/22	Introductions Overview of the History/Social Science Framework and Content Standards Above and Beyond the Standards Emancipatory education through anti-racist/anti-oppressive & culturally sustaining pedagogies	Readings: " H/SS Framework ", chapter 17 & " H/SS Content Standards ", p. 54-59
8/29	Comparative Governments and the Challenges of Democracy	Readings: H/SS Content Standard 12.9 H/SS Framework p. 450-454 Textbook: Unit 1, Lessons 1-2, p. 1-39
9/5	No class Labor Day [Campus Closed]	None
9/12	Fundamental Principles of American Democracy	Readings: H/SS Content Standard 12.1 H/SS Framework p. 433-436 Textbook: Unit 2, Lessons 3-4, p. 43-81
9/19	Rights and Responsibilities of Citizens in a Democracy	Readings: H/SS Content Standard 12.2 H/SS Framework p. 436-438 Textbook: Unit 2, Lesson 5, p. 83-97 AND Unit 3, Lesson 7, p. 123-137
9/26	Federalism - Balancing National, State, and Local Government	Readings: H/SS Content Standard 12.7 H/SS Framework p. 447-448 Textbook: Unit 2, Lesson 6, p. 99-119
10/3	Fundamental Principles of Civil Society	Readings: H/SS Content Standard 12.3 H/SS Framework p. 438 Textbook: Unit 3, Lesson 8, p. 139-153
10/10	The Role of the Media in American Public Life	Readings: H/SS Content Standard 12.8 H/SS Framework p. 449 Textbook: Unit 3, Lesson 9, p. 155-169
10/17	The Electoral Process Midterm Exam	Readings: H/SS Content Standard 12.6 H/SS Framework p. 445-447 Textbook: Unit 3, Lesson 10, p. 171-191 Midterm Completed During Class

10/24	The Three Branches of Government – The Legislative Branch	Readings: H/SS Content Standard 12.4.1, 12.4.2, 12.4.3 H/SS Framework p. 439-440 Textbook: Unit 4, Lessons 11-12, p. 197-229
10/31	The Three Branches of Government – The Executive Branch	Readings: H/SS Content Standard 12.4.4 H/SS Framework p. 441-442 Textbook: Unit 5, Lessons 13-14, p. 233-267
11/7	The Three Branches of Government – The Judiciary	Readings H/SS Content Standard 12.4.5 & 12.4.6 H/SS Framework p. 442 Textbook: Unit 6, Lessons 15-16, p. 271-307
11/14	Interpreting the Constitution – Landmark Supreme Court Cases	Readings: H/SS Content Standard 12.5 H/SS Framework p. 443-445 Court Case Summaries on Canvas
11/21	The United States and the World	Readings: Readings: H/SS Content Standard 12.9 H/SS Framework p. 450-454 Textbook: Unit 7, Lessons 17-18, p. 311-341
11/28	Compelling Questions and Contemporary Issues – Teaching Current Events Teaching through a Social Justice lens	Readings: H/SS Content Standard 12.10 H/SS Framework p. 454-456 Current Events Assignments Due
12/5	Student Presentations of Model Lessons	Model Lessons Due
12/12	Final Exam	Final Exam Completed During Exam Period (5:15-7:30 PM)