

Dual Credit GOVT 2305 Syllabus Spring 2024  
Coronado High School and South Plains College  
Owen Rust, MPA, MSFE

Welcome to dual credit Federal Government at Coronado High School in Lubbock ISD, taught in partnership with South Plains College. This is an academically rigorous course that presents college-level material to advanced seniors in high school. It is a one-semester course that will be followed in college by Texas Government (GOVT 2306)

**Statement of the SPC Social Science Department's  
Government/Political Science Division for  
GOVT 2305 Common Course Syllabus**

*(As required by the Texas Legislature and Texas Higher Education Coordinating Board  
and approved by Texas Higher Education Coordinating Board and SPC)*

Department: Social Sciences

Discipline: Government

Course Number: GOVERNMENT 2305

Course Title: Federal Government (Federal Constitution and Topics)

Credit: 3 Lecture, 0 Lab

Satisfies a core curriculum requirement? Yes, Social Science and ALL Undergraduate Degrees

Prerequisites: TSI compliance in Reading

Available Formats: Conventional, INET, ITV

Campus: Levelland, Reese, ATC, Plainview

Textbook: Varies according to instructor, (but for ALL dual credit classes: *Living Democracy*;  
Authors: Shea, Green, and Smith; Publisher: Pearson) Refer to each instructor's instructions  
for textbook requirements.

Course Specific Instructions: Each instructor will attach his/her course with specific instructions.

Course Description: This course is a survey of fundamental principles of political science, including the American system of government and the origins and development of the constitutions of the United States. This course satisfies the Legislative requirements for teacher certification.

Course Purpose: Government 2305, as taught at South Plains College, is a reading intensive course designed to acquaint the learner with the origin and development of the US Constitution, structure and powers of the national government including the legislative, executive, and judicial branches, federalism, political participation, the national election process, public policy, civil liberties and civil rights. This course meets the statutory requirements as set forth by the State of Texas.

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Course Requirements: To maximize a student's potential to complete this course, he/she should attend all class meetings, complete all homework assignments and examinations in a timely manner, and complete all other projects or papers as assigned in the instructor's specific instructions.

Course Evaluation: See the instructor's course information sheet for specific items used in evaluating student performance.

Attendance Policy: Whenever absences become excessive and in the instructor's opinion, minimum course objectives cannot be met due to absences, the student will be withdrawn from the course. Each instructor will have additional information about attendance on his/her course information sheet.

Student Learning Outcomes (SLO):

Students who have completed this course will:

1. Explain the origin and development of constitutional democracy in the United States.
2. Demonstrate knowledge of our 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.
6. Analyze the election process.
7. Describe the rights and responsibilities of citizens.
8. Analyze issues and policies in U.S. Politics.

Fundamental Component Areas (FCA):

Students will be expected to perform satisfactorily in four FCA.

1. Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information by:
  - a. Generating and communicating ideas by combining, changing, or reapplying existing information,
  - b. Gathering and assessing information relevant to a question,
  - c. Analyzing, evaluating, and synthesizing information.
2. Communication – to include effective development, interpretation and expression of ideas through written, oral or visual communication by:

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Developing, interpreting, and expressing ideas through written, oral, or visual communication.

3. Social Responsibility Skills – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities by:
  - a. Demonstrating intercultural competence,
  - b. Identifying civic responsibility,
  - c. Engaging in regional, national, and global communities.
4. Personal Responsibility – to include the ability to connect choices, action, and consequences to ethical decision-making by:
  - a. Reading, understanding and affirming agreement and acceptance of principles, guidelines and requirements set forth in the “Statement of Personal Responsibility of Students” (Attached)
  - b. Evaluating choices and actions and relating consequences to personal decision-making
  - c. Accepting personal responsibility for decisions and actions taken or not taken

**COURSE SPECIFIC INSTRUCTIONS (CORONADO HIGH SCHOOL)**

**Materials Needed for the Course:**

- **Your LISD-supplied Chromebook.**
  - All assignments and assessments will be completable online through **Google Classroom** or **Eduphoria**.
    - Google Classroom is accessible from any laptop or smart device.
    - There is the possibility that the school will require an assessment on Eduphoria that can only be completed on an LISD Chromebook. Therefore, at school students should bring their LISD Chromebooks and not get used to bringing other laptops.
- **A one-subject spiral notebook and writing utensils.** We will take [\*focused notes\*](#) as advocated by the AVID program and put other materials in this spiral notebook to create an **interactive notebook**.
  - This spiral notebook will be turned in at least once per grading period for an assessment grade.
  - Bonus points may be given for note-taking that is colorful, highlighted, and especially neat.
  - Specific information on how to receive full credit for a notes grade will be given prior to turn-in and be posted on Google Classroom.

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- Do not use a multi-subject spiral notebook, as these are too large to allow students to store them in the classroom and may not be returned for up to two school days after being turned in for grading.
- Classroom access to the **textbook**:
  - Wolfford, D. (2019). *AMSCO Advanced Placement United States Government & Politics*. Des Moines, IA: Perfection Learning.
- For additional learning, this **online textbook** is posted on Google Classroom:
  - Krutz, G. & Waskiewicz, S. (2019). *American Government 2nd Edition*. OpenStax. Retrieved from <https://avidopenaccess.org/resource/digital-focused-note-taking-strategies-and-to-ols/>
- Regular email access to receive class updates and communicate with the instructor.
  - Teacher always available at [owen.rust@lubbockisd.org](mailto:owen.rust@lubbockisd.org)
  - Teacher available for dual-credit specific questions at [orust@southplainscollege.edu](mailto:orust@southplainscollege.edu)

### **Grading Policies**

- AP/DC Government will have two 9-week grading periods that result in a cumulative semester average.
  - All assessments will be equally weighted, with none counting more than 15% of the total grade.
  - Lubbock ISD grading policies will be in effect regarding:
    - UIL eligibility
    - Retakes of grades below 80
    - Late work (one-time penalty of 11 points applies)
    - Missing and incomplete work
      - Missing grades (M) count as a zero.
      - Incomplete grades (I) count as a 60, but must be completed within one week of being listed as incomplete in the Lubbock ISD TEAMS Gradebook (<https://teams.lubbockisd.org/selfserve/EntryPointHomeAction.do?parent=false>)
  - Extra credit may be provided at the sole discretion of the teacher, but will not raise a student's grade above one letter grade.
  - After a period of time, as determined by the teacher, a missing assignment may no longer be academically enriching, and thus must be replaced by a new assignment covering current academic content. To receive credit and replace an M, the student must complete the new assignment.
    - This also minimizes *academic dishonesty*.

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**Types of Assessments: Tests, Weekly Bellringers, Notes Grades, In-Class FRQs, Others**

**Tests**

- Unit tests will consist of approximately 25 multiple-choice AP released questions (MCQs) and one or more free response question (FRQ) sections. Unless students are absent and have discussed it with me beforehand, tests will be completed on paper rather than Chromebook.
  - An in-class review day will be given before a test day.
  - Tests are designed to be completed in a 50 minute class period.
  - Like the AP exam in May, the total test grade will come 50% from the multiple choice section and 50% from the free response question(s).
  - Students may rate/grade each other's FRQ responses - with names omitted for FERPA anonymity - using a College Board rubric for that specific FRQ.
    - This will help familiarize students more with FRQs, which is the tougher of the two sections for most students.
  - Tests will not be open note or open book; only a pen or pencil will be needed.
  - Cell phones, air pods, and smart watches are not allowed out of backpacks while any test is still in session. When done with the test, students may read or work on schoolwork.
    - This simulates the testing conditions of the AP exam in May, where no electronic devices are permitted in the testing room.

**Weekly Bellringers**

- At the beginning of every class period, students will use their Chromebooks to complete daily work.
  - This will typically consist of released AP MCQs, short answer questions from pre-2018 FRQs, quickwrites, and other manipulatives from the Google Suite (Google Slides or Google Sheets).
  - They are designed to be completed in the first 10 minutes of class.
  - Students who do not finish them in class may work on them outside of class.
  - Chromebooks will typically be put away when the bellringer time ends, unless the day's learning component uses them.
- Bellringers will typically be turned in every Friday, or the last day of a school week.
- Grading will primarily be based on completion.
  - Because correct answers are usually given in class, or can easily be found, students can lose points for not correcting their incorrect initial answers.

**Late Bellringers**

- No Bellringers will be accepted after the test for that unit. Students will have to complete an FRQ-based assignment from the current unit to make up points.

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### **Notes Grades**

- At least once per grading period, students will turn in their spiral notebook for a grade on their focus notes (more information posted on page 1).

### **In-Class FRQs**

- Students will complete in-class FRQs that will be rated/graded - with student names removed for FERPA anonymity - by other students using a College Board rubric.
  - These will be FRQs designed to be completed within a 50-minute period.
  - These FRQs will likely be handwritten on paper.
  - Students will be able to use their notes to assist.
  - Some In-Class FRQs will be group work, with small teams working together to craft good, well-written responses.

### **Others**

- There may be other assessments as needed, especially if pertinent government/political issues or topics arrive during the semester.
- A likely “other” assessment would be a letter to the editor, written on a Google Doc.

### **Communication/Contact Info**

- I am always available via email: [owen.rust@lubbockisd.org](mailto:owen.rust@lubbockisd.org)
  - If a student has been absent and needs assistance with classwork or has questions about lessons, please email me as soon as possible!
    - Communication is key to success. Do not procrastinate! Teachers are here to help students succeed. Our goal is to make sure that everyone is caught up and clear on what is needed for high grades.
- Information about upcoming class days will always be sent via email. **It is expected that students check their email at least once per day.**
  - Students will have an opportunity at the beginning of the semester to provide their preferred email address.
    - Their Lubbock ISD email address will also be used.
      - Students and parents are not required to keep any of my daily emails about the day's assignments or upcoming assignments; they are simply to provide a heads-up. However, students cannot then claim that they did not know about the assignments.

### **Classroom Rules**

- See Room 503 Orientation PowerPoint on Google Classroom, on the Classwork tab, under Course Material.

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**Course Content (Six Units)**

**Unit 1: Foundations of American Democracy**

You'll learn how the men who created the U.S. Constitution set up a structure of government intended to stand the test of time, and how the compromises they made left some questions unresolved that continue to be debated today.

Topics may include:

- The ideals of democracy as shown in the Declaration of Independence and the Constitution
- Federalist and Anti-Federalist views on central government and democracy
- Separation of powers and "checks and balances"
- The relationship between the states and the federal government (federalism)
- How federalism has been interpreted differently over time

**Unit 2: Interactions Among Branches of Government**

You'll continue to explore how the government sets and administers policy, and you'll learn about the complexities of this process.

Topics may include:

- The structures, powers, and functions of each house of Congress
- The roles and powers of the president
- The roles and powers of the Supreme Court and other federal courts
- The roles of the federal bureaucracy (departments, agencies, commissions, and government corporations)

**Unit 3: Civil Liberties and Civil Rights**

You'll connect what you've learned about the founding principles of our government to the debates over how best to balance freedom and order.

Topics may include:

- The intent of the Bill of Rights
- The First Amendment (freedom of speech, freedom of religion, and freedom of the press) and how the Supreme Court has interpreted it
- The Second Amendment (the right to bear arms) and how the Supreme Court has interpreted it
- Supreme Court interpretations of other amendments
- How the due process and equal protection clauses of the Fourteenth Amendment have motivated social movements

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**Unit 4: American Political Ideologies and Beliefs**

You'll explore the various beliefs that U.S. citizens hold about government, how these beliefs are shaped, and how they affect which policies citizens support.

Topics may include:

- How cultural and social factors affect citizens' beliefs about government
- How polls are used to gather data about public opinion
- The ideologies of the Democratic and Republican parties
- How political ideologies affect policy on economic and social issues

**Unit 5: Political Participation**

You'll learn about the many ways that U.S. citizens can influence the decisions the government makes.

Topics may include:

- Laws that protect the right to vote
- Why it's hard for third parties and independent candidates to succeed
- Interest groups and their influence
- Campaign finance and its role in elections
- The media's role in elections