



# Course Syllabus

## American National Government

POS 2041 / CRN: 82436 / Fall 2026

A Session (8.17.2026 – 12.10.2026)

Credit Hours: 3

Pre-requisites: None

### Contact Information

#### Instructor

Lisa A. Nixon Mabry, MS | BS  
Adjunct Instructor  
[lnixonmab@gulfcoast.edu](mailto:lnixonmab@gulfcoast.edu)

Office: Social Sciences 113  
Office Hours: Before & After Class  
T | 6p-6:30p; 9:15p-9:45p  
Please email for additional meeting  
options.  
Response Time: 24-48 hours

#### Division Chair

Robert Saunders, Jr., PhD.  
Professor and Chair  
[rsaunder2@gulfcoast.edu](mailto:rsaunder2@gulfcoast.edu)  
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### Course Information

## Important Note

For any syllabus posted prior to the beginning of the term, the instructor reserves the right to make minor changes prior to or during the term. The instructor will notify students via e-mail or Canvas announcement when changes are made in the requirements and/or grading of the course.

## Catalog Description:

In this course, students will investigate how the national government is structured and how the American constitutional republic operates. It covers the philosophical and historical foundations of American government, including but not limited to: the Declaration of Independence, the US Constitution and its amendments, and *The Federalist Papers*. The course examines the branches of government and the government's laws, policies, and programs. It also examines the ways in which citizens participate in their government and ways their government responds to citizens.

## Student Learning Outcomes:

- Students will demonstrate an understanding of the basic principles and practices of America's constitutional republic.
- Students will demonstrate knowledge of the nation's founding documents, including the Declaration of Independence, the US Constitution and its amendments, and *The Federalist Papers*.
- Students will demonstrate knowledge of landmark US Supreme Court cases, landmark legislation, and landmark executive actions.
- Students will demonstrate knowledge of the history and development of the American federal government and its impact on law and society.
- Students will demonstrate an ability to apply course material to contemporary political issues and debates.
- Students will demonstrate an ability to engage in discussion and civil debate on American politics that are associated with multiple points of view.

## Course Materials & Resources:

OpenStax, [American Government 4e](#), Web Version Last Updated: April 23, 2026.  
ISBN-10 (Digital pdf): 978-1-961584-79-2 OR ISBN-13 (Print): 979-8-385190-66-9

The OpenStax textbook for this course is a completely free, online, and downloadable text. “*American Government 4e* aligns with the topics and objectives of many government courses. The authors have worked to develop meaningful and memorable explanations, narratives, and examples regarding the actions, workings, and outputs of government. The offering focuses on the real-world impact of government and presents the importance and benefits of civic engagement by students.”

License: *American Government 4e* by OpenStax is licensed under Creative Commons Attribution License v4.0

#### Delivery Method:

This course meets face-to-face. Course material, assignments, and announcements may be offered via Canvas as a supplemental approach to learning at the discretion of the instructor. Please make sure that you have access to a computer with a webcam and internet service in the event a change in course delivery is needed.

**Remember:** This course is not one in which students may work at their own pace. Each week, there are learning modules, assignments, online lectures, online discussions, and/or online exams with due dates. Refer to the schedule within this syllabus and within Canvas for more information.

### Attendance and Make-Up Policies for this Course

#### Attendance Policy:

Regular class attendance and participation are significant factors that help to promote success in college. In face-to-face courses, students are required to be in class at the beginning of each class session, as attendance will be taken at this time. If a student arrives late, it is his/her responsibility to inform the instructor after class of his/her presence. Failure to do so may result in the student being marked as "Absent." Students are expected to remain for the entire class. Unexcused early departures or late arrivals will negatively impact attendance. Students do not receive full attendance credit for partial physical attendance. Students are considered adults in this class, and permission for restroom and other breaks is unnecessary. Take them as needed. Barring emergencies, return to class unless otherwise discussed and approved to avoid attendance penalties. Should an emergency arise that hinders attendance, please reach out as soon as possible to make alternate arrangements.

#### Make-Up Work Policy:

Missing assignments may prevent course completion. If you foresee any difficulty (i.e., illness, employment change, etc.) which may prevent completion of the course and its requirements, notify the instructor as soon as possible. Failure to do so will result in assignment and/or course failure. If I have not heard from you by the assignment deadline date, no make-up work will be allowed (unless extraordinary circumstances exist, such as hospitalization). Requests for extension must be made in advance and accompanied by appropriate written documentation. "Computer problems" is not an acceptable excuse. Any approved late work submitted will receive a 10% penalty per day after it is late (unless excused or other arrangements approved). This extends to a maximum of three (3) days, after which late work will not be accepted.

## AI Policy for this Course

### Generative AI Use with Permission and Disclosure

Students may use basic assistive technologies for spelling, grammar, and formatting (e.g., PaperRater or SpellCheckPlus). Generative AI tools (e.g., ChatGPT, Copilot, Grammarly's AI function, etc.) may also be used for classes and/or assignments where instructors have given explicit permission. Students must clearly disclose and properly cite any AI-generated content used in their work, following course guidelines. Students are permitted to use AI only in the manner and means described by the instructor. Unacknowledged or unauthorized AI use will be treated as a violation of academic integrity and may result in penalties, including a zero on the assignment and additional disciplinary actions as outlined in the college's academic integrity policy.

## Student Expectations

Communication and feedback within the course will occur through various channels, including GCSC email, Canvas Inbox, Canvas Announcements, Canvas Discussions, Microsoft Teams or Zoom, assignment feedback, and/or instructor office hours.

Additionally, as a student at Gulf Coast State College, you are expected to:

- **Adhere to Course Guidelines:** Follow the instructions within the course syllabus along with any additional instructions provided by the instructor. Be certain you understand the course objectives, grading criteria, and academic policies.
- **Maintain Regular Contact:** Keep in touch with your instructor via your GCSC email or other designated communication channels. Regular contact helps clarify doubts, share ideas, and foster a collaborative learning environment.
- **Active Participation:** Engage actively in the course and submit assignments on time. Your active participation is crucial for your academic success and contributes to a deeper learning experience.

As your instructor, my commitment to you is to:

- **Provide Timely Feedback:** I will review and provide feedback on your assignments and submissions promptly. My goal is to help you understand your strengths and areas for improvement.
- **Respond Via Canvas Inbox:** I will respond to your emails or messages within 24-48 hours, excluding weekends, unless otherwise noted. I understand the importance of clear and timely communication in addressing your questions and concerns.
- **Post Regular Announcements:** Announcements will be posted to keep you updated and help you manage your time. These reminders will include important dates, upcoming assignments, and any changes to the course schedule.
- **Maintain Weekly Office Hours:** I will maintain regular weekly office hours, but I can also be available by appointment. This is to ensure I'm available for any questions or concerns that may come up during the week.

## Course Requirements:

### Professor:

- Students enrolled in this section of POS 2041 can expect a comprehensive, highly detailed, and balanced study of American National Government from inception to the present.
- I have taught American National Government since 2015 in the Social Sciences Division at Gulf Coast State College. I worked at the Bay County Supervisor of Elections office from 2006 to 2011, leading the Absentee (Vote by Mail) process, processing voter registrations, and leading community Special Projects, including community voter registration efforts. In addition to teaching at Gulf Coast, I currently work as Clerk and Assistant Clerk at polling locations during elections through the Supervisor of Elections. I have worked on numerous political campaigns at local and national levels, including two presidential campaigns.
- My Master of Science focused on Applied American Politics and Policy, where I learned skills needed to work in multiple facets of political campaigns, government fields, and how to run for political office. My education and experience have led to expertise in the theory and application of American Government, its politics, and policies, in understanding how it impacts citizens' daily life and how they can engage in the process and, therefore, discuss current news items in relation to the current class topics.

### Student(s):

- This face-to-face course is organized into weekly modules, each consisting of reading assignments, supplemental materials links, term lists, quizzes to help prep students for exams, a semester project, and relevant films/documentaries.
- Students are expected to use Canvas, the textbook, and their GCSC email address for accessing learning materials for this course and for all internet-based communication.
- The primary learning activities will be attending class, reading all assigned pages within the textbook, contributing to any class discussion, and completing assignments.
- Students enrolled in this course will be required to:
  - Attend class.
  - Read all the textbook pages with each Learning Module.
  - Submit all assignments as due.
  - Complete all exams **as scheduled** (see the course schedule in Canvas).
  - Contact the instructor via email at once with any problems, issues, or questions. I cannot handle problems unless you make me aware of them. Students can expect to receive replies to emails and Canvas messages within 24–48 hours during the week and 48 hours on weekends, barring unforeseen emergencies.

## Assignments/Assessment Instruments

Below is a list of this course's required assignments that correspond with the grading rubric and may be found in the Module section in Canvas and below. Make a note of each assignment and its due date to ensure on-time submissions. Module weeks are Monday through Sunday.

Assignments are due on Sunday at the end of the module's week/module. All due dates/times are based on Central Daylight / Standard Time Zone. All assignments will be submitted via Canvas.

There are three (3) grade sections: Participation (30%), Exams (30%), and a Semester Project (40%). The following detail assignments in each section.

**Extra Credit:** Extra credit will be available for those who wish to take advantage of it and will be added to exam grades.

## I. Participation (30%)

You are expected to participate through timely assignment submission, being prepared, and in-class discussion. This class is what you make it. American National Government can be interesting and exciting. Be ready to learn! This section stems from multiple sources.

### 1. **Roll Call Attendance**

Class attendance is required in face-to-face courses and, as such, attendance is mandatory and will be taken at the start of each course. Additionally, participation in class discussion or the lack thereof may hinder your "presence" in class.

### 2. **Assignment Submission Percentage**

Submission of all assignments is expected and required. Submissions will be regularly checked and calculated. There are an estimated 15 assignments. e.g., 100% assignment submission on time (or otherwise excused, if late) = 100% for this assignment. e.g., 75% assignment completion = 75% C for this grade at the end of the term. e.g., If you complete 14 out of 15 assignments, this grade section would be 93.33~A.

### 3. **Two-Part Discussion Board – Student Self-Introduction | Two (2) Classmate Responses**

The first semester assignment is a two-part discussion board in which students will answer required questions posted within the assignment and respond to at least two (2) classmate posts of their choice.

### 4. **Syllabus Quiz**

The second semester assignment is to attend Day 1 of class, read the syllabus, and then pass the Canvas 10-question Syllabus Quiz with an 80% or higher (8 out of 10 correct questions). This ensures you have read and understood the syllabus and class expectations.

### 5. **Washington Times "U.S. Citizenship" Quiz**

The Washington Times created an online quiz: [U.S. Citizenship Test - Could You Pass?](#)

According to the Washington Times:

"An important part of the application process for becoming a US citizen is passing a civics test, covering important U.S. history and government topics.

There are 100 civics questions on the naturalization test.

During the interview process, applicants are asked up to 10 questions and must be able to answer at least 6 questions correctly.

Here is a sampling of what may be asked. How would you do?"

- 1) Take the online quiz via the Washington Times site.
- 2) Take a screenshot of your results with the date and time stamp visible.
- 3) Start the assignment and upload the image via this assignment. Complete and get full credit for completion. You can find the quiz here: [U.S. Citizenship Test – Could You Pass?](#)

\*NOTE: This is not the actual U.S. Citizenship Test.

#### **6. National Constitution Center: “Name That Founder” Quiz**

The National Constitution Center has this [quiz](#) to see how well you know the Founding Fathers.

- 1) Take the online quiz via the National Constitution Center site.
- 2) Take a screenshot of your results with the date and time stamp visible.
- 3) Start the assignment and upload the image via this assignment. Complete and get full credit for completion.

You can find the quiz here: [Name That Founder Constitution Center Quiz](#).

#### **7. National Constitution Center: U.S. Constitution Signers' Hall Virtual Tour & Canvas Quiz**

The National Constitution Center has a virtual tour of their U.S. Constitution Signers' Hall in Philadelphia, the signing location of the U.S. Constitution.

- 1) Visit their webpage here: [National Constitution Center Signers' Hall](#)
- 2) Take the [National Constitution Center Signers' Hall Virtual Tour](#).
- 3) Answer the questions via this Canvas Quiz.

#### **8. Google Arts & Culture: Women’s History Virtual Exhibit & Canvas Quiz**

Women's History Month is March 01 - 31.

National Constitution Center Exhibit - The 19th Amendment: How Women Won the Vote

"Throughout Women’s History Month, the [\[National Constitution\] Center](#) recognizes extraordinary American women throughout history, including those featured in our exhibit, *The 19th Amendment: How Women Won the Vote*. This exhibit traces the triumphs and struggles that led to the ratification of the 19th Amendment, and features some of the many women who transformed constitutional history—including Elizabeth Cady Stanton, Alice Paul, and Ida B. Wells—and allows visitors to better understand the long fight for women’s suffrage. We’ll also look at the accomplishments of American women who fought for freedom, equality, and equal rights for all Americans."

Google Arts and Culture Exhibit - The 19th Amendment: Women Fight for Rights (1848-1877) Requirements

- 1) Visit the online Google Arts and Culture exhibit titled: [The 19th Amendment: Women Fight for Rights \(1848-1877\)](#).

- a. This online exhibit—part one of a three-part series—mirrors the first section of the National Constitution Center's exhibit, "The 19th Amendment: How Women Won the Vote."
- 2) Answer the questions via this Canvas Quiz.

### 9. Write Your Legislature Assignment:

Political and Voter Participation: An important part of political and voter participation is reaching out to your elected officials when an issue arises.

- 1) You will choose a news story/subject that has been in your local\* news at some point in the last six (6) months. \*Local is anywhere in the state of Florida.
  - a. Choose something you're passionate about and care about or that interests you.
  - 2) Write a letter to your elected official regarding the chosen news coverage.
    - a. This should be addressed to the respective elected official who would handle / address said subject.
      - i. e.g., state or U.S. Senator, state or U.S. House of Representative member, local elected officialLet me know if you have trouble figuring out who this is.
    - b. This should be written appropriately per the Writing Assignment details in the Modules as indicated in class.
      - i. e.g., Times New Roman, 12-point font, etc.
  - 3) Reference the news coverage in your letter.
    - a. You must be able to prove it was local coverage within the last six (6) months.
  - 4) Back up your position with two (2) additional sources about the issue at hand. This adds weight and legitimacy to the point you're making to the legislature / elected official.
  - 5) Provide the article or coverage and additional sources via an MLA-formatted work citation on a second page as a Works Cited page.
    - a. The first (1st) source is the news coverage.
    - b. The other two (2) need to be a .org, .gov, or .edu website, an additional news source, or our book.
  - 6) You must show proof that you "mailed" your letter to the respective official.
    - a. e.g., photo of the addressed and postage applied envelope as you put it in the mail screenshot of it in your Sent email

NOTE: Be sure you included your sources in your letter to the official, not just to me.

- 7) When you've completed everything, you should have the following uploaded as attachments within the Canvas assignment:
  - a. One (1) Completed Letter Addressed to your Elected Official.
  - b. One (1) Image Proving the Letter has been sent to your Elected Official(s).

- c. Works Cited page with:
  - i. One (1) Legitimate Timely LOCAL News Coverage.
  - ii. Two (2) Additional Legitimate Sources Supporting the News Coverage and Your Position on the Subject.

Bonus: If you show proof that you've contacted more than one (1) elected official, you'll receive an additional three (3) points per official on Exam 4.

## II. Exams (30%)

You are expected to attend class, participate in class discussions and lectures, read the chapters and information throughout the modules, and take each Exam. There will be one (1) practice quiz per chapter to help you prepare for the exams by serving as regular review and your exam study guides.

- There are four (4) exams covering each unit of the book that will be taken via Canvas.
- The lowest grade of the first four (4) exams will be dropped.
- The last exam is considered the “final” and cannot be dropped.
  - 1) The four exams will consist of multiple-choice, true-false, matching, and a few fill-in-the-blank questions.
  - 2) Each exam will require the use of Respondus Lockdown Browser and will be available for a specific time period. See the course Canvas for information regarding Respondus and the course schedule in this syllabus (and within Canvas) for the dates during which time the exams will be available.
  - 3) The exams will be delivered online via Canvas.
  - 4) The exams will be timed; each is strictly closed-book and closed-notes.
  - 5) See the exam instructions within the course Canvas page for the time limit.

## III. Project (40%)

Think of this like a job interview. What would a Founding Father's professional documents look like if they put their accomplishments together and were presenting themselves for a job opportunity?

### **Founding Father | Founder Project (25%):**

You will choose a Founding Father from a provided list. You will present your project about your Founder face-to-face in class. A rubric will be provided. Additional details will be provided in a recorded lecture and in class.

### **Selecting Your Founder**

"The original states, except Rhode Island, collectively appointed 70 individuals to the Constitutional Convention. *A number of these individuals did not accept or could not attend, including Richard Henry Lee, Patrick Henry, Thomas Jefferson, John Adams, Samuel Adams, and John Hancock.* In all, 55 delegates attended the Constitutional Convention sessions, but only 39 actually signed the Constitution. The delegates ranged in age from Jonathan Dayton, aged 26, to Benjamin Franklin, aged 81, who was so infirm that he had to be carried to sessions in a sedan chair."

- 1) Choose one (1) Founding Father to present about from this [list](#) on the National Archives site.
- 2) Do **not** choose someone with an asterisk (\*) next to their name as they did **not** sign the Constitution.
- 3) Please note that once someone has been selected, they are no longer an option for the remaining students. There are 39 signers, so there are plenty of people available for each student to do someone different.

### **Create and Upload the Following Sections:**

Upload **each** of the following items **separately** as documents into the Assignment submission.

- Note: Separate document uploads are **preferred**. If created or saved in an online source, i.e., Google, Microsoft online, Canva, etc., **download** the completed document and upload it as an **attachment**.
  - If you submit it in links, you **must** change the link settings so that anyone with the link may view the document.
1. **Chosen Founder's Name and State in which they were a Constitutional Delegate**
  2. **Headshot**
    - 1) image of founder from about the chest up, not a full body shot, known as a portrait
  3. **Resume**
    - 1) Include typical things included in resumes:
      - a. Education
      - b. Work backgrounds, i.e., military, judge, elected official, etc.
      - c. Accomplishments/achievements
  4. **Work Portfolio**
    - 1) These are examples of their work, certifications, education, etc.
      - a. These are visuals, **not** written summaries by students
        - i. Ex: images of: signature on Constitution, written letters, photo of their birthplace, college, etc.
  5. **Elevator Speech**
    - 1) Meant to be short and pithy, no more than **20 seconds**
    - 2) It's an **attention grabber**, not a summary of the person
  6. **Visual Aid**
    - 1) Ex.: PowerPoint Presentation
    - 2) Other visual aid – upload images or a presentation
  7. **[Works Cited \(MLA Format\)](#)**
    - 1) Links alone are **not** citations. See the link above and the instructional video for details.

### **Classmate Project Critiques (15%):**

You will respond to at least two (2) pre-assigned fellow classmates' projects via the project discussion board with thoughtful feedback on their presentations after presentations in class. A rubric will be provided. Additional details will be provided in class.

### **Create and Upload the Following Sections:**

Create the following in an office document, i.e., Word, Pages, etc.

1. Create two (2) documents - one (1) for each classmate you're critiquing.
  - 1) Each document should have the critique written in essay form on one page and the Works Cited on a separate page within the same document.
  - 2) Follow the above rubric to ensure you're following the requirements.
2. **[Works Cited \(MLA Format\)](#)**
  - 1) One (1) Required Source Per Classmate Response – Minimum
    - a. Cannot be .com, Wikipedia
    - b. Can be .gov, .org, .edu, etc.

- c. Can be the class book
- d. Must be a new source, not one the classmate already used.
  - i. It should be something that adds to the classmate's project.
- Once completed and saved, upload responses documents under your assigned classmate's project submission as a reply attachment.

## Course Schedule

Dates	Module	Module Assignments
<b>17-23 Aug</b> Class: <b>18 Aug</b>	1	<b><u>Chapter 1: American Government and Civic Engagement</u></b> <b>Textbook Readings:</b> Intro   Chapters 1 & 2   Modules 1 & 2 <b>In-Class:</b> Course Intro.   Syllabus   Student Intros, Project, Legislature Assignments Review <b>Assignments:</b> Student Intro DB   Syllabus Quiz   Project Founder Choice, Headshot     <b>Due 23 Aug 2026</b>
<b>24-30 Aug</b> Class: <b>25 Aug</b>	2	<b><u>Chapter 2: The Constitution and its Origins</u></b> <b>Textbook Readings:</b> Chapter 3   Module 3 <b>In-Class:</b> Chapter 1 & 2 <b>Assignments:</b> "Citizenship" Quiz   Name That Founder Quiz   Signers' Hall Tour & Quiz     <b>Due 30 August 2026</b>
<b>31 Aug-06 Sep</b> Class: <b>01 Sep</b>	3	<b><u>Chapter 3: American Federalism</u></b> <b>Textbook Readings:</b> Chapter 4   Module 4 <b>In-Class:</b> Chapter 3 <b>Assignments:</b> Work on Project, Write Your Legislature
<b>05-07 Sep   Sa-M</b>	*	<b>Labor Day   Student Holiday   No Classes</b>
<b>07-13 Sep</b> Class: <b>08 Sep</b>	4	<b><u>Chapter 4: Civil Liberties</u></b> <b>Textbook Readings:</b> Chapter 5   Module 5 <b>In-Class:</b> Chapter 4 <b>Assignments:</b> Women's History Tour & Quiz     <b>Due 13 Sep 2026</b>
<b>14-20 Sep</b> Class: <b>15 Sep</b>	5	<b><u>Chapter 5: Civil Rights</u></b> <b>Textbook Readings:</b> Chapter 6   Module 6 <b>In-Class:</b> Chapter 5 <b>Assignments:</b> Work on Project, Write Your Legislature
<b>21-27 Sep</b> Class: <b>22 Sep</b>	6	<b><u>Chapter 6: The Politics of Public Opinion</u></b> <b>Textbook Readings:</b> Chapter 7   Module 7 <b>In-Class:</b> Chapter 6 <b>Assignments:</b> Work on Project, Write Your Legislature
<b>28 Sep-04 Oct</b> Class: <b>29 Sep</b>	7	<b><u>Chapter 7: Voting and Elections</u></b> <b>Textbook Readings:</b> Chapter 8   Module 8 <b>In-Class:</b> Chapter 7 <b>Assignments:</b> Exam 1 (Chapters 1-5)     <b>Open 02-04 Oct 2026</b>
<b>05-11 Oct</b> Class:	8	<b><u>Chapter 8: The Media</u></b> <b>Textbook Readings:</b> Chapter 9   Module 9

06 Oct		<b>In-Class:</b> Chapter 8 <b>Assignments:</b> Work on Project, Write Your Legislature
08-09 Oct   Th-F	*	<b>Fall Break   Student Holiday   No Classes</b>
12-18 Oct Class: 13 Oct	9	<b><u>Chapter 9: Political Parties</u></b> <b>Textbook Readings:</b> Chapter 10   Module 10 <b>In-Class:</b> Chapter 9 <b>Assignments:</b> Write Your Legislature    <b>Due 18 Oct 2026</b>
19-25 Oct Class: 20 Oct	10	<b><u>Chapter 10: Interest Groups and Lobbying</u></b> <b>Textbook Readings:</b> Chapter 11   Module 11 <b>In-Class:</b> Chapter 10 <b>Assignments:</b> Exam 2 (Chapters 6-10)    <b>Open 23-25 Oct 2026</b>
26 Oct-01 Nov Class: 27 Oct	11	<b><u>Chapter 11: Congress</u></b> <b>Textbook Readings:</b> Chapter 12   Module 12 <b>In-Class:</b> Chapter 11 <b>Assignments:</b> Work on Project
02-08 Nov Class: 03 Nov	12	<b><u>Chapter 12: The Presidency</u></b> <b>Textbook Readings:</b> Chapter 13   Module 13 <b>In-Class:</b> Chapter 12 <b>Assignments:</b> Founding Father Project <b>Due 08 Nov 2026</b>
09-15 Nov Class: 10 Nov	13	<b><u>Chapter 13: The Courts</u></b> <b>Textbook Readings:</b> Chapter 14   Module 14 <b>In-Class:</b> Chapter 13 <b>Assignments:</b> Project Presentations
11 Nov   Wed	*	<b>Veteran's Day   Student Holiday   No Classes</b>
16-22 Nov Class: 17 Nov	14	<b><u>Chapter 14: State and Local Government</u></b> <b>Textbook Readings:</b> Chapter 15   Module 15 <b>In-Class:</b> Chapter 14 <b>Assignments:</b> Project Presentations   Exam 3 (Chapters 11-14)    <b>Open 20-22 Nov 2026</b>
23-29 Nov Class: 24 Nov	15	<b><u>Chapter 15: The Bureaucracy</u></b> <b>Textbook Readings:</b> Chapter 16   Module 16 <b>In-Class:</b> Chapter 15 <b>Assignments:</b> Project Presentations
25-29 Nov Wed-Sun	*	<b>Thanksgiving   Student Holiday   No Classes</b>
30 Nov-06 Dec Class: 01 Dec	16	<b><u>Chapter 16: Domestic Policy</u></b> <b>Textbook Readings:</b> Chapter 17   Module 17 <b>In-Class:</b> Chapter 16 <b>Assignments:</b> Project Presentations   Critiques <b>Due 06 Dec 2026</b>
07-10 Dec Class: 08 Dec	17	<b><u>Chapter 17: Foreign Policy</u></b> <b>Textbook Readings:</b> Review Chapters 15-17 <b>In-Class:</b> Chapter 17 <b>Assignments:</b> Exam 4 (Chapters 15-17)    <b>Open 08-10 Dec 2026</b>

## Grading

### Grading Scale

All grades will be posted in the student grade book in Canvas and will be assigned according to the following scale:

- A 90%-100%
- B 80%-89%
- C 70%-79%
- D 60%-69%
- F 59% and below

### Calculation of Grades

30% Participation

30% Exams

- Exam 1
- Exam 2
- Exam 3
- Exam 4 Final Exam
  - The lowest of the first 3 Exams gets dropped
- 10% Remaining 3 Exams (2 of the first 3, Final)

40% Project

- 25% Project Submission | Presentation
- 15% Project Classmates Critiques

### Grading Percentage | Round Up:

Each assignment will be graded exactly to two (2) decimal places and not rounded up. This course is based on percentages by section. Your final grade will be rounded up **if** it is .50 or higher and will make the difference in a letter grade.

### Incomplete Grades

Grades of Incomplete in any course can only be assigned to students who have an emergency arise during the last two weeks of the course. To receive an Incomplete, students must:

- Submit a written request to the instructor prior to the last face-to-face class meeting. For online courses, a written Incomplete request must be received no later than the week before the Final Exam period begins.
- Have completed no less than sixty percent of the course requirements and be passing the course at the time the request for an Incomplete is submitted.

**Important Note:** The Incomplete option provides 30 days from the date grades are due to make up any missing work; if all remaining work is not submitted during this period, the grade will automatically change to an “F.”

## General GCSC Course Policies

### Accessibility Statement

Gulf Coast State College supports an inclusive learning environment for all students. If there are aspects of the instruction or design of this course that hinder your full participation, reasonable accommodations can be arranged. Prior to receiving accommodations, you must register with Student Accessibility Resources. Appropriate academic accommodations will be determined based on the documented needs of the student. Please visit [GCSC's Student Accessibility Resource \(SAR\) webpage](#) to learn more. For information regarding the registration process, email [sar@gulfcoast.edu](mailto:sar@gulfcoast.edu) or call 850-747-3243.

### GCSC Attendance Policy

Regular class attendance and participation are significant factors that help to promote success in college. Students are expected to attend all class meetings of all courses for which they are registered.

You are expected to know the instructor's specific attendance policy as stated in the syllabus for each course. In the event of absence, you should contact your instructor as soon as possible to indicate the reason and to inquire whether make-up work is possible. (Make-up work is offered solely at the discretion of your professor.)

If your absences in a class become excessive, as stated in the course syllabus, your professor can withdraw you from the course for excessive absences without your permission.

Instructors will monitor attendance at the beginning of each semester. If you are not in attendance during this period, you may be withdrawn from the course. You will be financially responsible for the course, and a "W or NS" will appear on your transcript. Withdrawal from a course may also have implications for financial aid.

### Withdrawal Policy

Two withdrawals are permitted per credit course. After that, a grade will be assigned. Please be concerned about withdrawals. When admitting students into certain programs, universities may calculate withdrawals as grades. It is your responsibility to verify the effects of enrollment and/or withdrawal upon your financial assistance (financial aid, scholarships, grants, etc.).

There are two kinds of withdrawals: student and administrative.

- **Student Withdrawal (W1)** - Students wishing to withdraw must complete the online Student Withdrawal Form before the scheduled withdrawal deadline as published in the College catalog. Student withdrawals initiated prior to the scheduled withdrawal deadline will be recorded as a grade of “W.” The withdrawal deadline for an off-term or condensed term is one week after midterm.

- **Administrative Withdrawal (W2)** – A faculty member may withdraw a student up to the published withdrawal deadline for violation of the class attendance policy, in which case the student will receive a grade of “W.” The withdrawal deadline for an off-term or condensed term is one week after midterm.

Students cannot withdraw from developmental studies courses (college-preparatory classes) after the drop/add period without written permission from their instructor and/or their academic advisor.

## Academic Integrity

Honest participation in academic endeavors fosters an environment in which optimal learning can take place and is consistent with the college’s mission. Academic misconduct, including cheating or plagiarism, is destructive to the spirit of an educational environment. GCSC professors report every instance of student academic misconduct to the college for inclusion on the student’s records.

Most course syllabi include an academic honesty policy and the consequences for violating this policy. Familiarize yourself with course policies regarding authorized or unauthorized use of AI to avoid the pitfalls of academic dishonesty.

The following definitions will apply:

"Cheating" includes but is not limited to the use of any unauthorized assistance in taking quizzes, tests, or examinations; dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; the acquisition without permission of tests or other academic materials belonging to a member of the College's faculty.

"Plagiarism" includes, but is not limited to, the use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment, as well as the purchase of papers or projects. It can also include overuse of an editing program like Grammarly or submitting work written by an Artificial Intelligence (AI) generator like ChatGPT. Make certain to consult your course syllabi for your instructor's guidelines on AI material.

"Self-plagiarism" occurs when a student submits the same or considerably similar document to fulfill requirements in different classes. For example, if a student submits a term paper in Religion that they originally wrote for an English class, this is self-plagiarism. Once a paper receives a grade in one class, it cannot be submitted again for another class.

"Generative Artificial Intelligence (AI)" is technology that uses machine learning to create new content, such as text, images, or code, based on user input. These systems are trained on vast amounts of data, including large language models and image or code generators. Common examples include ChatGPT, GitHub, Copilot, Google Gemini, Perplexity, and the Grammarly AI function.

Sanctions for incidents of academic misconduct, depending on the severity of the incident and/or its repetition, may range from receiving an F grade (or 0) for the test, assignment, or activity to failure of the course, to suspension or dismissal from the college.

### Classroom Recording

In accordance with federal and state privacy laws, students may record class lectures for their own personal educational use, in connection with a complaint to the college, or as evidence in internal or external legal proceedings. Students may not publish or upload the recordings or any components thereof without the knowledge and written permission of the faculty member.

Failure to obtain permission to publish could lead to the students' having to pay damages, attorney fees, and court costs. For more information about what can be recorded, please see the guidelines in the GCSC Student Handbook.

### Generative Artificial Intelligence (AI) Policy

The use of generative AI tools in academic work requires clear guidelines to maintain academic integrity. Please review the policy selected for this course regarding the use of AI tools such as ChatGPT, Copilot, Grammarly's AI features, and similar platforms for assignments, research, and other coursework.

See the student handbook for further information. Students with questions about acceptable use should consult their instructor.

### Anti-Discrimination Policy

Gulf Coast State College does not discriminate against any person in its programs, activities, policies, or procedures on the basis of race, ethnicity, color, national origin, marital status, religion, age, gender, sex, pregnancy, sexual orientation, gender identity, genetic information, disability, or veteran status.

All questions or inquiries regarding compliance with laws relating to non-discrimination and all complaints regarding sexual misconduct or discrimination may be directed to Amanda Reed, Executive Director of Human Resources/Title II/504/Title IX Coordinator and Employment Equity Officer, Gulf Coast State College, 5230 W. US Highway 98, Panama City, FL 32401; 850-769-1551, ext. 3516. Rules, policies, fees, and courses described in this catalog are subject to change without notice.

## Student Support Resources

Gulf Coast State College is committed to providing you with the resources you need for success as a student and beyond. View all the academic and student support resources provided at GCSC on the [Student Services web page](#).

### Course Technology & Support

To successfully participate in this online course, students must have basic computer and digital information literacy skills and meet the following technology requirements:

- Computer: Up-to-date web browser that supports the Canvas learning management system; please refer to the system requirements for compatibility and information on using the Canvas app on mobile devices.
- Internet Speed: Minimum bandwidth of 8 Mbps upload/download speed to effectively engage in online activities and access multimedia.
- Office 365 software: Available for free download through GCSC Information Technology Services (ITS).
- If you need technical support, contact the ITS Help Desk, available 24/7 at (850) 913-3303.