

East Georgia State College
A Unit of the University System of Georgia
131 College Circle
Swainsboro, Georgia 30401-2699
912- 623-2415

Fall 2020

POLS 1101- American National Government

**Sections: #80411, M,W,F - 9a -950 &
#80414, M,W,F - 12n - 1250p**

*Due to COVID 19, you MUST wear a COVID-19 approved mask to class each class session. You will also be asked to social distant and sit in assigned seating. Please see the USG policy below under my Office Hours. Likewise, fall scheduled Friday (F) classes will be held online. Even though you must access and use D2L for this class, I will also be lecturing synchronously via ZOOM or GOOGLE each Friday class session. All scheduled classes will also be recorded via GOOGLE audio. I will discuss this in detail the first 2 days of class.

Now, pending student enrollment, I will split the class where half of you will come to class on Monday and the other half on Wednesday. I will send you an e-mail message in D2L (as well as CATMAIL) and post an Announcement in D2L before the 1st day of class pertaining to who will come to class on Monday and who on Wednesday. Again, this all depends on student enrollment so please check your D2L e-mail before the first day of class. Unless stated otherwise, you will not have to be on campus for any scheduled Friday classes this Fall 2020 semester. Again, all Friday classes will be in a synchronous, online manner. I will advise of such delivery method in class.

I. Instructor: Dr. Tom Caiazzo

II. Office Information:

GS Campus -(Office, TBD)

-8a - 9a, M/W, Telephone Contact Only, 912-531-4663

-10a - 12p, M/W, Telephone Contact Only, 912-531-4663

-1p - 430p, M/W, Telephone Contact Only, 912-531-4663

-Other hours by appointment and online. Office Hours subject to adjustment due to health and safety reasons.

Office Phone: 912-623-2415 E-mail: tcaiazzo@ega.edu

***The USG has set a policy for all colleges and universities in the system that students, faculty, and staff are required to wear face masks while indoors (with the exception of your dorm room).**

A protective face covering is appropriate if it covers both the mouth and nose of the individual, fits over the chin, fits snugly against the sides of the face, is securely attached to the individual's face, is made of cloth or other tightly woven fibers or similar materials, and significantly limits the aerial transmission of respiratory droplets from the wearer's mouth or nasal cavities to others in close proximity to the wearer.

Students and employees desiring or needing to wear a face shield for medical reasons will need to go through the accommodation process.

It is important for your health and the health of those around you that you follow this policy at all times. Failure to follow this policy will lead to you being asked to leave for a first offense; if it happens a second time, you will be reported to the student conduct officer for disorderly conduct. You are also expected to maintain a distance of 6 feet from others at all times while on campus including during lectures and labs. Your professor will also ask you to continue to sit in the same seat each time you attend class in person in case there is a need for contact tracing. The combination of these efforts is designed for the health and well-being of everyone on campus.

III. Course Description: In this course, we will examine the history, institutions, processes, documents, and players in the American political system. The course will be taught via many different class formats including but not limited to the Socratic method of instruction; textbook and reserved readings; group activities; cyberspace and the virtual classroom; and, service learning.

IV. Prerequisite: English 0097, 0098; Reading 0099. It is not recommended that you take this course until you have exited these learning support classes.

V. Textbook: Since the department of political science received an Affordable Learning Georgia grant, you will be required to use the following **FREE online textbook:** American Government, Second edition. **This an openstax free text and the ISBN is 978-1-947172-66-1. You can also go here and either browse or download in PDF:**

<https://openstax.org/details/books/american-government-2e>
(PDF): https://d3bxy9euw4e147.cloudfront.net/oscms-prodcms/media/documents/AmericanGovernment2e-OP_WpMZUKx.pdf

VI. Course Learning Outcomes with linkages to General Education Student Learning Outcomes:

You should exit this course with a basic familiarity and understanding of the processes and institutions associated with the American political system. The course is taught from a theoretical and policy-oriented perspective, meaning that you should be able to grasp and understand the underpinnings of the American political process. Emphasis is placed on the

role of government as both an arena and arbiter among various groups vying for power in an environment of scarce resources. In this environment, government assumes the role of decision-maker. In a more practical sense, you should come away with a basic understanding of how government impacts your daily life, through the formulation and the implementation of public policy, and the study of how government decides who gets what.

The course poses several philosophical questions and are the political science student learning outcomes:

- 1. Describe the historical and philosophical roots of the U.S. Constitution and government*
- 2. Explain the structure, powers, and processes of the three branches of the U.S. Government*
- 3. Articulate the features and roles of main actors in the U.S. political system such as interest groups and political parties*
- 4. Describe major domestic and foreign policy issues in U.S. politics*

You are expected to integrate the required readings with class lectures. East Georgia State College assesses student learning based upon the achievement of seven general education outcome electives which are listed below and are also available on the EGSC webpage:

- 1. Students will demonstrate college-level writing proficiency in written exposition, analysis, argumentation, interpretation, and evaluation using properly researched sources of information. (Writing Competency Area).*
- 2. Students will demonstrate college-level proficiency in using basic numerical, symbolic, graphical, and mathematical functions for analyzing data and solving quantitative problems with the aid of appropriate technology. (Quantitative Competency Area).*
- 3. Students will demonstrate necessary organization of materials for effective vocal and physical presentations in varied speaking contexts. (Oral and Multi-media Presentation Competency).*
- 4. Students will demonstrate use of the principles of critical thinking including the gathering, analysis, and evaluation of information to formulate substantive and creative perspectives on challenging events in one's history and experience. (Critical Thinking Competency).*
- 5. Students will demonstrate the recognition of important works of literature or art and the periods in history when they were created and analyze basic characteristics and differences among their different forms. (Humanities Competency).*
- 6. Students will demonstrate familiarity with basic nomenclature, theories, investigative practices, and laboratory work in the sciences as well as the functional components and use of the scientific method in natural science research. (Scientific Competency).*
- 7. Students will demonstrate recognition of the basic principles and theories of human behavior, social organizations, government, laws and policies, behavioral and social*

*deviance, and social scientific research methods.
(Social Science Competency).*

To assess and measure student learning outcomes in this class, the following criteria will be used through a major Institutional Power Point and Oral Analysis that will demonstrate proficiency in the three criteria:

*1. Students will demonstrate necessary organization of materials for effective vocal and physical presentations in varied speaking contexts.
(Oral and Multi-media Presentation Competency)*

*2. Students will demonstrate use of the principles of critical thinking including the gathering, analysis, and evaluation of information to formulate substantive and creative perspectives on challenging events in one's history and experience.
(Critical Thinking Competency)*

*3. Students will demonstrate recognition of the basic principles and theories of human behavior, social organizations, government, laws and policies, behavioral and social deviance, and social scientific research methods.
(Social Science Competency)*

The Oral and Multi-media Presentation Competency, the Critical Thinking Competency, and Social Science Competency are incorporated into the objectives of this course

VII. Evaluation: In most semesters, you will formally evaluate the course and the instructor (me) near the end of the semester (not applicable for summer classes).

VIII. Grading: Here are the course evaluation themes below:

1. 2 Exams at 100 points each or 200 in total. You will have two major exams this semester - a mid-term and a final. Exam material will come from class notes, current events, & your text. All exams will be taken ONLINE in D2L unless stated otherwise. There are no make-ups whatsoever. Exams are worth one-hundred points, or 200 in total.

2) 5 Online Quizzes at 40 points each or 200 in total. You will have five online Quizzes this semester. These quizzes will be self-explanatory and writing/research intensive regarding a variety of different topics of American Governments. You will submit them online and they are time sensitive. They will probably always be due on Friday's. There are no make-ups whatsoever. Each assignment is worth forty points, or 200 in total.

3). Interest Group Assignment at 100 points.

- Pick one of the interest groups listed below. You are free to pick another group if you have a different choice.

1. Go to that group's web site. Also, go to News Google and search for information on your group. That will help you find what issues they've been involved in recently. With this information, answer the following. Make sure you address each part of the question.
 - a. What are the issues your group is concerned with?
 - b. What are some examples of legislation your group supports or opposes?
 - c. What actions does your group take to try to influence policy and the public agenda? Give specific examples: (e.g. use of the media, law suits, direct lobbying, public information contributions, etc.)
 - d. What is the group's political ideology? Does it favor one political party over the other?
 - e. If so, does it have a history of supporting certain political candidates? What is it doing to support their favored candidates? Make the connection between their political ideology, the legislation they support, and the party they support. If you think your group is neutral, say so. Many interest groups are neutral.
 - f. Assess your group: How successful is your group? What are its strengths and weaknesses? How effective is it in achieving its agenda? Back up what you say with at least one specific example demonstrating their effectiveness or lack thereof.
2. You will then present your interest group findings orally in class or via the approved electronic technology platform (i.e. Power Point, ZOOM, etc). We will make these presentations dynamic. This assignment will be graded in the course rubric and I expect you to make an "A" on this relevant contemporary project!

Due Date: October 30, 6p. 2020 (you will submit online in D2L). I will discuss this more in class.

The Fortune Power 25: Top 25 Lobbying Groups (All listed are linked to their webpage for further information): [AARP](#)

[ACLU](#)
[AFL-CIO](#)
[American Bar Association](#)
[American Conservative Union](#)
[American Farm Bureau](#)
[American Israel Public Affairs Committee](#)
[American Medical Association](#)
[Americans for Democratic Action](#)
[Association of Trial Lawyers of America](#)
[The Business Roundtable](#)
[Center for Equal Opportunity](#)
[Christian Coalition](#)
[Club For Growth](#)
[Council on American-Islamic Relations](#)
[Eagle Forum](#)

[Emily's List](#)
[Environmental Defense Fund](#)
[Green Peace](#)
[Handgun Control, Inc](#)
[Independent Women's Forum](#)
[NAACP](#)
[NARAL](#) (Pro Choice America)
[National Association of Manufacturers](#)
[National Association of Manufacturers](#)
[National Organization for Women](#)
[National Resources Defense Council](#)
[National Right to Life](#)
[NEA](#) (National Education Association)
[NRA](#) (National Rifle Association)

[PETA](#) (People for the Ethical Treatment of Animals)
[Pharmaceutical Research & Manufacturers of America](#)
[Veterans of Foreign Wars](#)

[Public Citizen](#)
[Sierra Club](#) (Environment)
[U.S. Chamber of Commerce](#)

***Extra Credit** - there MAY BE SOME extra credit opportunities this semester that will include service learning, stewardship, and community engagement. Check your e-mail early and often.

Grade Distribution

2 Exams: 100 points each = 2@ 100 points = 200 points **5 Online Quizzes** = 5@ 40 points = 200 points **Interest Group Assignment** = 100 points
Total Points = 500 points

Grading Scale:

*500 - 450 = A (90-100%) *449 - 400 = B (80-89%) *399 - 350 = C (70-79%)
*349 - 300 = D (60-69%) *299 - 0 = F (0 - 59%)

GRADE POLICY: The grade you receive is based on your performance without regard to how others score in the class. In other words, grades in this course are not based on a curve, and whatever the total number of points you earn, then this is the grade that you will receive. You will be treated equally and fairly and there will be no capricious grading on my behalf. Under no circumstances are grades changed, except in cases of an error in computation, And I also suggest you don't share your grades with any other students.

IX. Attendance Policy: You should make a conscious effort to attend every class session, as well as be early. I will be taking roll and follow the college's attendance policy. You may be asked to withdraw from the class for excessive absences. If you happen to miss a class for an emergency reason, please contact me via e-mail and keep me updated on your situation. If I happen to miss a class, I will do the same by e-mail, so please try to check your e-mail daily, and especially before the start of class.

****Reminder: Due to COVID 19, all F (Friday) classes will be held online. See above.***

X. Make-Up Policy: There are no make-ups for ANY of the work that is due in this class (see section, VIII. grading). **Period! None! Attending college and being a scholar requires taking your studies serious and being academically accountable and responsible.** If there is an extenuating circumstance, however, which means an emergency (such as an accident or medical situation, not missing class because you got back from out of town late or over-sleeping), I will determine the make-up. Before any decision is made, proper written documentation is required.

XI. Plagiarism & Academic Dishonesty: please see EGSC Student Handbook:
<http://www.ega.edu/counseling-center/handbook2008.pdf>

XII. ADA Statement: can be found at:
<http://www.ega.edu/counseling-center/disabilityaccomodations.htm>

XIII. Course Withdrawal Policy Statement: Students are responsible for their own academic progress. Decisions regarding withdrawal from courses should only be made after consultation with an academic advisor. Before withdrawing from a course, students should meet with a Financial Aid representative to discuss their personal financial aid situation. More information regarding withdrawal from courses can be found in the EGSC catalog at:
<http://www.ega.edu/registrar/catalog/Catalog0809.pdf>

XIV. Campus Emergency Policy: a. In the event the fire alarm is sounded, everyone must evacuate the building at once and in a calm and orderly fashion, using the nearest exit. In the event of a severe weather warning, which will be delivered verbally, everyone must proceed immediately to the nearest designated shelter area which are marked by a small tornado symbol. All severe weather shelter locations are posted on the EGSC website. Each student should, on the first day of class, determine the location of the nearest exit and the nearest designated shelter area for each of his or her classrooms. If you have difficulties locating either ask your instructor to assist you.

b. The **Connect-ED** system is a communication service that enables East Georgia College administrators and security personnel to quickly contact all East Georgia State College students, faculty and staff with personalized voice and text messages that contain emergency-related campus information (e.g., campus closing, campus threat, health scare, etc.). With **Connect-ED**, East Georgia State College students can be reached and provided with vital instructions anywhere, anytime, through their cell phones, home phones, e-mail, TTY/TDD receiving devices, or other text-receiving devices:
<http://www.ega.educonnected.pdf>

c. EGSC students should make themselves familiar with Georgia Southern University's Emergency Response Plan,
<http://services.georgiasouthern.edu/ess.Emergency%20Response%20Plan.pdf>
- In the event of an emergency, EGSC students should follow the instructions of EGSC faculty and staff members and GSU campus officials.

XV. Additional Course Requirements: 1. You must complete all assigned reading material prior to class. You **MUST** purchase the current edition of the required textbook - lecture and test material will come from this specific book- it is **ONLY** available at the East Georgia State College bookstores. If you are experiencing any difficulties, please see me immediately. Do not wait until the day before or after an exam, or at the end of the

semester. I am here for you, but I can't do the readings for you. If you happen to miss any class, it is your responsibility to attain the missed material and any relevant handouts from another member of the class. Also, for each class session you will need to bring your textbook, notebook, paper, and pen.

2. **You will need access to a computer** because all out-of-class assignments and projects must be typed. The campus computer laboratory at both EGSC and GSU provides open lab hours when you can use the equipment. Please do not wait for the last minute to complete your projects. Diskettes/CDs can have errors, printers can break down, computers may malfunction, beetles may eat your assignment, etc., so please plan ahead. I will not accept any late papers, so be smart and be academically responsible.

3. **Tardiness Policy:** a) **Simple: Do not be late!!!** College policy requires that the door stays locked, so be EARLY. DO NOT PEEK IN OR KNOCK ON THE DOOR. Those gestures are rude and disrespectful. If your class starts at 11:00am, I would expect you in the classroom at least five minutes before - and make sure you social distant. This will give you time to gather your learning materials and get ready for class. Also, do not pack your stuff up at the end of the class until I say that the class session is over. Again, it is just rude to others and I have a legal responsibility to provide a comfortable learning environment.

b) If you are for whatever reason **late for an emergency reason** and for whatever out of the ordinary reason that the door happens to be open, please don't cross in front of me or other students. Take the nearest seat to the door.

c) Again, **never enter late on any scheduled exam day**. Rather, see me during my office hours and/or e-mail me immediately after the exam session is over for direction and options, if any.

d) I also want you to **be accountable and responsible** with your pursuit of a higher education. Do not enroll for this or any course if you must be at work ten minutes after the class session is over or if "your ride can't get you to class" until one minute before class. And please do NOT blame the buses or bus routes - take an earlier one. PLAN AHEAD, too many things can happen & I don't want you leaving early or coming in late. Prepare your class schedule accordingly and be proud and serious about your decision to attend college.

e) You will never be automatically dropped or withdrawn from this class for non-attendance. It is your responsibility, not my duty, to ensure that the proper forms are

completed. If you do decide to withdraw or I have asked you to withdraw for excessive absences, continual tardiness, and/or academic reasons, please complete all the paperwork and follow the proper procedures to protect the integrity of your academic record.

f) Due to new and updated Guidelines because of COVID 19, social distancing will be followed. It is also recommended that you wear a mask to class. If you feel sick DO NOT come to class. I also personally suggest you bring some Clorox wipes and clean your seating area in class, as well as wash your hands with warm water and soap for at least 60 seconds. I would also bring to class and regularly use hand sanitizer. Please be familiar with all other local, state, and federal guidelines associated with the spread of past, current, and future infectious diseases.

aa. The College is encouraging its community to practice the following CDC recommendations (CDC, 2020a):
o Wear a face covering.
o Wash hands frequently with soap and water; use hand sanitizer that contains at least 60% alcohol when soap and water are not available.
o Stay home or self-quarantine when sick or if you have had contact with someone who has COVID-19.
o Maintain at least a 6-foot distance between yourself from others.

g) These policies are not designed to badger or offend you, but rather to advance individual self-respect and respect for the discipline, procedures, institution, professor, and fellow students.

4. You can record the lectures on audiotape as a study aid and they should be used for your own personal use. You MAY NOT share, distribute, sell, etc. my lectures and discussions without prior permission or authorization.

5. The posting of your grades is prohibited by the: a) Buckley Amendment and; 2) the Families in Education Right to Privacy Act. FERPA (1974) is a federal law that grants students the right to inspect, to obtain copies, to challenge, and to a degree control the release of information contained in his or her education records. Students are urged to acquaint themselves with these laws and guidelines.

6. Since this course encourages and is designed for your involvement, you should participate without rancor, inappropriate behavior, or harassment of any type. Rancor is defined as deep hatred, intense ill will, antagonism, animosity, antipathy, enmity, and hostility. So, please no rancor. This expression will not be permitted, and if violated, you will be asked to leave the class/room. I do support your freedom of speech and crave your

opinions and comments in class but when it is rancorous, we must have respect for the law.

However, and ***I want you to be clear about this fact***, the discipline of political science deals with ***controversial and opposing viewpoints which are healthy to analytical classroom discussions***. If you are easily offended by this constitutionally protected speech, it is highly recommended that you reconsider taking this course. Controversial ideas, which are framed in an academic and appropriate manner, are coveted and ***needed to promote thought and stimulate dialogue***. It is imperative that you are both tolerant and understanding of opposing viewpoints. If you happen to be part of a Group Project and you are not carrying "your duties," I will remove you from the Group and assign you with a "0" for the work. I also don't want you to bully any members of your group or in the class. This policy is not intended to hinder academic thought, but rather to respect the civil liberties & rights of all students and me.

7. If you need a progress report or personal sheet signed by me regarding your progress (for purposes such as athletics, employment, etc), please visit with me during my office hours. Due to time restraints and other academic matters before/after class, I will be glad to accommodate you during my office hours.

8. As a college student, you are expected to behave in a courteous and mature manner. Sleeping in class, leaving class early, horseplay, eating, drinking, tobacco products, licensed/authorized and/or unauthorized firearms/weapons, cellular/smart phones (please put them on "low" vibrate if you are expecting an infrequent phone call or you have a child at home and/or in school), and other improper classroom equipment is unacceptable. **Put them up as soon as you enter the classroom.**

9. By law I can't foster an academic environment that disrupts the learning environment, so please respect these rules. Again, if you expect an infrequent "emergency" phone call during class, again, please put your phone on "low" vibrate and sit near the door in case you must leave early. It would be best to leave your electronic equipment "off" during class. If it disrupts my lecture and/or the class, you will be asked to leave the room and not allowed to return until this nuisance is rectified.

10. Please do not smart off to me or another member of class, nor talk while I am talking or while another student is talking. Ever! Please speak to me and others in a clear and eloquent manner, and do not use an aggressive or degrading tone. If you cannot agree to

these fundamental rules and all other course policies, it would behoove you to immediately withdraw from the course.

11. You may not TAKE A PICTURE OF ME or your CLASSMATES before, during, or after class and post them online or on social media or anywhere else without our/my/their prior permission. Such violation will be reported to both the college and local law enforcement authorities

12. This course is also committed to civic engagement, and there will be some assignments and lectures (or even extra-credit) via the virtual classroom. The enriching experience will focus on various political science field studies through service learning. You should always check your e-mail and keep up with any course updates via D2L. When applicable, this meaningful academic opportunity will be thoroughly discussed in class. I will also be there to guide you throughout the entire task.

13. **Consultation:** You are encouraged to discuss with me any academic concerns you have regarding the course. Please visit with me during my office hours and/or make an appointment to see me. My phone number and college e-mail address is located above. If you have an inquiry that requires some time, please do not approach me before and/or after class. I don't want us to be rushed and I want to make sure that I thoroughly answer all your questions - please see above for my office location and hours. Once you arrive, I will log you in for records and address all your academic concerns. I am always here for you and want you to visit with me - so never feel hesitant to ask me questions and/or make an appointment to see me. Per my ethics and professionalism policy, only academic (no personal) inquires can be addressed.

14. **Pick-Up Your Papers:** If you do not pick up your corrected papers on the day, I return them to the class, it is your responsibility to retrieve them in a timely manner.

15. **Laptop/Electronics Policy:** Laptops can be used in class ONLY for note taking, although I don't recommend them because they are a distraction to you. Likewise, if the "typing" disrupts the class, I will ask you discontinue using your laptop in class. Any student found using his/her laptop (or any other piece of electronic equipment) for browsing, email, etc. will be asked to leave. As for any other electronic device, please put them on vibrate and/or turn them off as soon as I enter the room or class starts. If you violate this policy, you will be asked to leave the classroom.

16. **Classroom Etiquette:** Once again, our class is a professional, government-type environment conducive to active learning, and any distractions will undermine this purpose. So, as a matter of respect for your peers and your instructor (me), please be in your seats at least two minutes before class starts. If work circumstances require you to arrive 10 minutes late or leave early once or twice a semester, please do so unobtrusively and without disruption to other members of the class; and more importantly, notify me of such situation. Please do not bring any food to class. Water and beverages in sealed containers are fine; **noisy, aromatic foods** are not allowed.

17: Sending E-Mails (Proper Email Etiquette When Writing to Me/Professor):

1. **YOU MUST CREATE A **SIGNATURE LINE** TO SEND ME E-MAILS with your NAME, STUDENT ID#, and the CLASS SECTION* Trust me, this will be a benefit to everyone at EGSC, especially you**

2. *For this class, we will **ONLY** use D2L e-mail for class interaction and communication. However, you may also send me an e-mail from your CATMAIL.*

a. **Use your D2L e-mail and your EGSC CAMAIL email.** This marks the message as legitimate and not spam. It also gives the professor an idea of who's sending the message. It also saves you from looking uncouth to me because of your off-color personal email username. (Using an email address like 'superfeak2005@mail.com' is not a way to make a positive impression on your professor or anyone else for that matter.)

b. **Always use subject lines.** When filling the subject line, make sure that you mention what the email is for or in regard to. You don't want it to seem like a randomly generated subject and end up in my spam folder.

c. **Address me Directly.** Don't just launch straight into a request. Examples: 'Dear Dr. Caiazzo', 'Hi, Dr. Caiazzo I hope all's well with you...' Respect the salutation and address me as "Dr." or "Professor" not "Mr."

d. **Include your full name and student id #, as well as your class section and meeting time.**
Example: 'This is John Cena from your 11a, M.W.F American Government class.'

e. **Be Polite.** Don't make demands, don't accuse, remember to write please and thank you.

f. **Be Concise and Succinct:** Keep your message short and to the point. I literally get hundreds of email messages to wade through each day. Just get to the point and politely, respectfully, ask your request.

g. **Be Specific:** This may seem to conflict with the previous step, but it needn't be. Make sure you are as clear as possible about what it is you need to ask me without writing a novel.

h. **E-Mail Emotion.** Do not use your email to **argue** and **never send an email when angry**. As professional student that I may be, you still want to be sure that you maintain a professional demeanor.

i. **Missing Class.** If you're going to have to miss class, offer to bring written proof up front, don't make your professor have to ask.

j. **Concluding your E-Mail.** Close your email with something polite like 'Thanks', 'Thanks for your time', 'See you in class Wednesday', 'regards', etc. Then **re-type your first name**.

k. **Grammar and Spell check.** Prior to sending your email, be sure that you proofread your message. You shouldn't write your email as though you are texting your friend. Make sure it's got full sentences, proper grammar, and real spelling.

l. **Do not write in all capital letters.** This is generally interpreted as SHOUTING.

18. **Critical Thinking Defined:** To think critically is to compare, to contrast, to analyze, to synthesize, and to see the world in fresh new ways. A critical thinker may make use of inference, analogy, metaphor, or experiment, or may recast an old idea in new and novel ways. A critical thinker has formed the reading habit and reads with a critical eye, recognizing that much that has been written is subject to interpretation and appraisal. A critical thinker is reflective and does not rush to judgment. A critical thinker is dispassionate but recognizes that emotion and sentiment often color human events and cannot be ignored. A critical thinker is able to weigh all available facts and to come to a defensible conclusion tempered by reason, the best available knowledge and any relevant experience. Finally, a critical thinker must know the limits of knowledge, must have a certain intellectual humility, must be flexible, must be tolerant and open-minded, and must be willing to admit error.

19. **A Rationale for Critical Thinking:** Critical thinking is essential to meet demands of a rapidly changing workplace, a workplace that esteems higher order thinking and creativity. To remain competitive with the rest of the world, to preserve a robust democracy, to maintain our quality of life, we must produce thinkers, innovators, creators, and leaders—all dependent upon critical thinking. I will use this rubric below to grade your Political Tasks and Civic Engagement Projects.

XVI. Daily Course Schedule: I will present this to you by the first week in class via D2L

or in your e-mail.

XVII. Disclaimer: Course syllabus is subject to change. Students will be advised of any such changes in advance, when possible.

East Georgia State College - Holistic Critical Thinking Rubric

Criteria	Tier 1	Tier 2	Tier 3
Question – Students will question basic understanding of the topic in order to construct a thesis.	<ul style="list-style-type: none"> Fails to identify alternatives Fails to acknowledge uncertainties Fails to identify a working hypothesis 	<ul style="list-style-type: none"> Identifies a limited number of alternatives Acknowledges some uncertainty Thesis is vague 	<ul style="list-style-type: none"> Thoroughly understands alternatives Acknowledges any uncertainties inherent in the topic Thesis precisely identifies the argument
Analyze – Students will analyze primary data to determine validity and usefulness.	<ul style="list-style-type: none"> Fails to distinguish between relevant/irrelevant data Fails to identify bias Fails to make reasonable inferences Fails to identify reasons to support the thesis Fails to identify fact from opinion Fails to identify cause /effect relationships Fails to make reasonable comparisons 	<ul style="list-style-type: none"> Identifies data that may be relevant Is sensitive to possible bias Attempts to make reasonable inferences Makes some attempt to identify reasons in support of the thesis Attempts to distinguish between fact and opinion Makes a limited attempt to discuss cause/effect relationships Makes limited comparisons 	<ul style="list-style-type: none"> Focuses on the relevant data Bias does not interfere with the quality of the argument Inferences are sound and supported by the data Reasons support the argument Successfully distinguishes fact from opinion Fully addresses cause/effect relationships Comparisons are valid and strengthen the argument
Discuss – Students will be able to engage in productive verbal communication	<ul style="list-style-type: none"> Fails to acknowledge opposing viewpoints Fails to modify thesis if required Fails to enunciate ideas clearly Fails to identify fallacies Fails to construct organized arguments Fails to demonstrate knowledge of punctuation, spelling, grammar, and diction 	<ul style="list-style-type: none"> Acknowledges opposing viewpoints Shows flexibility in modifying thesis Enunciates basic ideas clearly Some awareness of fallacies Some problems with organization Paper is marred by lapses in punctuation, spelling, grammar and diction 	<ul style="list-style-type: none"> Acknowledges strengths of opposing viewpoints Modifies thesis based on new information Articulates arguments persuasively Argument is free from fallacy Arguments is organized Largely free of errors in punctuation, spelling, grammar and diction
Debate – Students will defend a cogent argument	<ul style="list-style-type: none"> Fails to distinguish between emotional and rational responses Fails to recognize possible counter arguments Fails to provide rebuttals for counter arguments 	<ul style="list-style-type: none"> Distinguishes between emotional and rational responses Recognizes counter arguments Provides rebuttals for counter arguments 	<ul style="list-style-type: none"> Effectively guides debate from the emotional to the rational Distinguishes between weak and strong counter arguments Makes persuasive use of counter arguments for rhetorical advantage
Criteria	Tier 1	Tier 2	Tier 3
Critique – Students will be able to research and	<ul style="list-style-type: none"> Fails to assess the quality of evidence 	<ul style="list-style-type: none"> Assesses the quality of evidence presented 	<ul style="list-style-type: none"> Uses evidence to strengthen argument

evaluate opposing arguments in a controversial topic	<p>presented</p> <ul style="list-style-type: none">• Fails to assess the sufficiency of the evidence• Fails to develop reasonable conclusions	<ul style="list-style-type: none">• Assesses the sufficiency of evidence presented• Develops reasonable conclusions	<ul style="list-style-type: none">• Evidence is sufficient• Conclusion is persuasive
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