



## Contact Information

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### Dean Contact Information

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Course Title:	Honors Texas Government	Term and Year:	Spring 2018
Course Subject:	GOVT		
Course Number:	2306-5001	Class Days & Times:	Mon, Wed 1:30-2:50 PM
Credit Hours:	3		
Lecture Hours:	3	Class Room Location:	CASA 217
Total Contact Hours: (All hrs. x 16)	48		

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### Catalog Description:

Origin and development of the Texas Constitution, structure and powers of state and local government, federalism and inter-governmental relations, political participation, the election process, public policy, and the political culture of Texas.

### Student Learning Outcomes:

- Explain the origin and development of the Texas constitution.

- Describe state and local political systems and their relationship with the federal government.
- Describe separation of powers and checks and balances in both theory and practice in Texas.
- Demonstrate knowledge of the legislative, executive, and judicial branches of Texas government.
- Evaluate the role of public opinion, interest groups, and political parties in Texas.
- Analyze the state and local election process.
- Identify the rights and responsibilities of citizens.
- Analyze issues, policies and political culture of Texas.

Additional Outcomes (unique to this honors course):

- Critique secondary source materials; more specifically, the arguments and evidence offered by different authors.
- Explore a figure, issue, movement, phenomenon, or event connected to our state or local government.

As an Honors College section, the following outcomes are also stressed. Students will...

- Develop...
  - ...written communication skills, including the ability to make effective use of the information and ideas they learn;
  - ...effective oral communication skills;
  - ...the ability to analyze and synthesize a broad range of material.
- Understand how scholars think about political and social problems, formulate hypotheses, research those problems, and draw conclusions about them; and to help students understand how professional academics produce an original work.
- Become more independent and reasoned thinkers, demonstrating the ability to use knowledge and logic when discussing an issue or an idea, while considering the consequences of their ideas, for themselves, for others, and for society.

In our efforts to prepare students for a changing world, students may be expected to utilize computer technology while enrolled in classes, certificate, and/or degree programs within LSCS. The specific requirements are listed below:

- D2L
- MS Word
- Internet

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Prerequisites:	Prerequisite: ENGL 0305 or ENGL 0365 AND ENGL 0307 or ENGL 0375 OR higher level course (ENGL 1301) OR placement by testing
Co-requisites:	None.
Required Material:	Mora, S., Ruger, W. (2017). <i>The state of Texas: Government, politics, and policy</i> . New York, NY: McGraw Hill Education.
	Machiavelli, N. (1992). <i>The prince</i> . New York, NY: Dover Publications, Inc. (Original work published 1513)
	Keltner, D. (2016). <i>The power paradox: How we gain and lose influence</i> . New York, NY: Penguin Press.
Optional Materials or Reference Texts:	None

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# Guidelines and Policies

## OVERVIEW

Texas is an extraordinary state for a wide variety of different reasons, including its distinctive identity, historical past, level of diversity, political culture, and industrial development. As a result, we will examine both the institutions that compose the government while exploring a number of immediately relevant policy issues that have received media attention. Undoubtedly, these are exciting times for us, as residents, and we can choose to engage the democratic process to influence our social, economic, and political direction. Change often presents major challenges. Here we need to consciously think about our respective roles as we shape our state's destiny.

## THEME: POWER

Even in a state like Texas where skepticism of governing institutions runs deep, public officials at all levels have certain power in their respective positions. So, what is power? Where does it originate? How should officials employ it to lead us? Lastly, how much do we have as everyday residents? This course will explore the issue of power through reading two notable works: *The Prince* by Niccolo Machiavelli and *The Power Paradox: How We Gain and Lose Influence* by Dacher Keltner.

## INSTRUCTION

First, there will be presentations on some of the course material because I feel that this method of instruction still has a place. My recommendation: download the PPT slides to your computer or tablet (or print out a copy and place them in a three ring binder) and bring them to our class meetings. While I will outline certain ideas and concepts, you are expected to read the assigned textbook chapters, articles, documents, and/or excerpts to supplement what I talk about. Secondly, as a strong believer in student-centered teaching and learning, it is imperative that you develop your own understanding of the content and engage one another. This is precisely why relevant discussions are so important following a thorough reading of the assigned materials (list in the course calendar). My intention is to facilitate discussions using the Socratic Method, i.e. prompting students with questions. Here I expect you to do a large portion of the talking.

## ASSESSMENT

**T-Charts:** Make a list of the arguments and evidence on both sides of an issue for *every* pair or set of articles we read (which are posted on D2L). Extract the authors' exact words (don't paraphrase or interpret). Think of the assignment like this: Someone who hasn't read the articles should be able to read your t-chart and come away understanding each author's reasoning for his or her position. You must bring two copies of the t-chart the day of our discussion. Immediately turn in one copy to me right before class begins and hold onto the other. Also, make sure that you bring copies of the articles (paper or electronic) with you. Each t-chart should be as long as necessary and is worth 10 points. You *must* complete all of them. Total: 2 x 10 = 20 points.

Please keep in mind:

- Political issues are often complex and there are different ways of looking at them;
- You need to be weighing the evidence to determine who is more compelling (note: you are encouraged to share your interpretation during the in-class discussion part of this exercise).

When completing these assignments you must:

- Do them on your own (i.e. not with a partner or as a group);
- Type up your work;
- Use the t-chart template (that I posted on D2L) or a very similar approach that I can easily read and grade;
- List each argument and piece of evidence in sequence, i.e. the order they appear in the article (note: headings are not specific items);
- Pay close attention to context;
- Include the page number where each item came from.

Rubric:

+10 points	= Most or all of the authors' arguments and pieces of evidence appear
+8-9 points	= Many of the authors' arguments and pieces of evidence appear
+6-7 points	= Some of the authors' arguments and pieces of evidence appear
+5 points and below	= Few of the authors' arguments and pieces of evidence appear

Note: I will deduct points if you do not follow the directions above. For example: -1 for not including page numbers for each item.

Q&A Papers: You must read additional excerpts and write short papers answering a question that I pose on each of them (the PDF files of the excerpts and questions are posted on D2L). Note: These assignments do not involve outside research, so please don't incorporate additional sources. All of your papers should be 2 pages (maximum), double-spaced. They are worth 20 points each. Total: 4 x 20 = 80 points.

When completing these writing assignments:

- Answer the question I ask, not the question you want to answer;
- Think about the question I ask before reading each piece because then you will know what to look for;
- Highlight and write in the margins as you read each piece;
- Avoid pulling any quotes directly from the text (no block quotes are allowed). It is imperative that you process the author's ideas and explain them in your own concise words, i.e. paraphrase. Note: Brief quotes (i.e. the author's exact words) and any paraphrased sections that include major ideas (i.e. your words) require a simple parenthetical citation inside of the period at the end of the sentence.
  - Quote example: "...author's word author's word author's word author's word," (p. 75).
  - Paraphrase example: ...your word your word your word your word (p. 75).
- Never quote an author's quote from another source (note: always paraphrase in this situation);
- Use the Times New Roman 12 point font. Margins should be 1 inch;
- Do not use unspecific words (e.g. things, stuff), contractions, slang, profanity, or text message lingo anywhere in your papers.

Note: I will deduct points if you do not follow the directions above.

Theme Lists: For all of our seven (7) seminar discussions about power, you must type a list of the major themes, issues, points, and/or concepts from the sections of *The Prince* and *The Power Paradox* that you have been assigned for each class meeting. Pull the words directly from the text; don't summarize. Be surgical in your extraction, i.e. be precise. Don't include headings and don't pull whole paragraphs. Also, please include a page number in parentheses at the end of each item. These lists should not exceed two (2) pages in length. Lastly, please look for connections between the themes in the respective books and any in your textbook and/or state and local news (note: don't include the connections in your list; mention them in class). Total: 7 x 10 = 70 points.

Pop Reading Quizzes: There will be five (4) unannounced reading quizzes on the assigned textbook chapters during the semester. They will be administered right at the beginning of our class meeting (note: you will receive 10 minutes). Each is worth 10 points and they cannot be made up for any reason. If you are late and miss the quiz, then you earn a zero. If you are absent and miss the quiz, then you earn a zero. Total: 4 x 10 = 40 points.

Research Paper Topic and Question: You need to come up with your own topic and research question to drive your project. Please keep in mind that you should be interested in the subject matter and there must be enough primary and secondary source material available for a paper of this length. Total: 1 x 10 = 10 points.

Research Paper List of Sources: Please submit a list of primary and secondary sources in APA format like a formal reference section, i.e. alphabetical order by author. Please indicate which is primary and which is secondary with a "P" or an "S" in the left margin. Total: 1 x 20 = 20 points.

Research Paper Draft Copy: A rough draft of the paper must be submitted by the date specified in the course calendar below. No exceptions. This is an "all or nothing" grade, i.e. 50 points (if you submit a copy) or 0 points (if you don't submit a copy). Also, each draft will receive detailed feedback as well as a letter grade (that will be noted

however it is not permanent). If you plan to improve upon this grade, then you must follow my suggestions. Total:  $1 \times 50 = 50$  points.

Research Paper Final Copy: Everyone is expected to individually write a research paper (also referred to as a project) that demonstrates an ability to (1) summarize the secondary literature and (2) analyze primary source material, i.e. offer an original interpretation that contributes to what others have written in a field. I will provide a detailed handout that includes specific directions as well as a rubric. It will be posted on D2L. Note: YOU HAVE TO PASS THE PAPER IN ORDER TO PASS THE CLASS. Fail paper = fail class. Total:  $1 \times 100 = 100$  points.

Research Presentation: After completing your individual research project, you will write a short presentation (no more than 10 minutes) using MS PPT that includes the major components of the paper you submitted. Please be prepared to answer questions from the audience. This means that you need to know your primary and secondary materials well enough to explain them to people who don't know anything about your topic. I will provide a detailed handout that includes specific directions as well as a rubric. It will be posted on D2L. Total:  $1 \times 35 = 35$  points.

Note: You must attend the presentations given by your classmates. I would like you to participate in the discussion of their findings. Total:  $2 \times 5 = 10$  points.

Campus Events: All honors students are required to attend four campus-wide events during the semester. We want you to contribute to the campus community outside of the classroom. Such events include, but are not limited to, those organized by the Center for Civic Engagement, Think Factory, Honors College (e.g. TED Talk, not a research skills workshop), Lone Star College/Harris County Public Library, etc. You must sign in when you go so that I have proof that you were there. No proof = no credit. Make sure that you plan accordingly, i.e. watch the calendar so that you can choose events of interest. Total:  $4 \times 10 = 40$  points.

Please note:

- Instances where an event is a substitute for a class meeting do not count;
- You must email your list of events to me by the end of the semester.

Power Symposium: Instead of a final exam, you will write a short paper and participate in an in-class discussion that you must be present for to earn credit. You will have read both *The Prince* and *The Power Paradox*. Who is more compelling and why (+0-5 points)? Also, please choose one theme from either work and connect it to a state or local political development from the last five years (+0-10 points). Where do you look for this information? News sites. I will give you a list of media outlets to consult. Make sure that you cite your source(s). Note: Clarity and grammar matter (+0-5 points). Total:  $1 \times 20 = 20$  points.

## EXPECTATIONS

Attendance: Every class meeting I take roll. Then, at the end of the semester, I submit these records to my Division Office where they are kept on file. So, yes, I monitor who's physically present and who skips class meetings. Reflecting on my years as a student and as a teacher, I know that being in class increases the likelihood that you'll learn the content because you hear my explanation of concepts and have the opportunity to ask questions in real time. If you can't regularly make it to class, then you should pick a different section. Please exhibit some emotional maturity and plan a schedule that fits your life. It doesn't make sense to enroll in a class that you will rarely attend, not know what we're talking about when you do show up, and then earn a D or F.

Reading: A thorough calendar is provided below for your benefit and you should pace yourself. Do not put off the chapter, articles, and excerpts because it will show when you are called upon.

Participation: Everyone will have the opportunity to speak and I promise to call on you at some point. Nobody should dominate class discussion to ensure that we hear a variety of perspectives on any given issue. Also, if you disagree with someone's view(s), then let's make sure we are respectful. Lastly, don't be afraid to share your informed opinions with the class because there's a chance we might walk out of the room better people that day.

Dates: No late work will be accepted. The only exceptions are severe illness and injury or a death in your family. Here you will have to provide proof, i.e. documentation. If you plan to be absent for any reason, the assignment

MUST be submitted by the class meeting time (i.e. due date) when everyone else is submitting it. Send it as an email attachment. If I don't receive it by the class meeting time (and yes, the time stamp on the email message matters – I always look for that), then you will receive a zero in the grade book.

Misconduct: Plagiarism and cheating will not be tolerated. Anyone caught taking information from other sources or another person and trying to pass it off as his or her own will receive a zero on the assignment or exam. If it happens a second time, then you fail the course. A copy of all materials will be kept on file, and, when necessary, forwarded to the dean (i.e. my supervisor) so that he/she is informed of the situation.

Electronic Devices: Please set your cell phone to silent and put it away. If yours is a distraction, then I will ask you to leave – no, I'm not kidding. Tablets or computers of any kind may only be used for note taking or viewing my presentation slides (not gaming or surfing the web, i.e. gambling, shopping, watching or downloading pornography, etc.). I won't compete for your attention.

#### Email Policy

- I respond to messages received Sunday through Thursday within 24-48 hours. If I receive a message on a Friday, Saturday, or Sunday, then you will usually hear back from me the following Monday or Tuesday.
- In the event that I get sick and have to miss class, my response time will most likely be delayed. Please keep an eye on the D2L newsfeed if this happens because I will post updates there.
- Always check the syllabus before sending a message that pertains to assignments and/or due dates.
- Email correspondence with me should be done using the college system using your college email account to (1) ensure security and (2) prevent messages from being stopped by the firewall.
- Threats and harassment in any form will not be tolerated. I will report this behavior to my department chair, the dean, and campus police if necessary.

Here's a short list of qualities that I respect:

- Honesty
- Thoughtfulness
- Ownership
- Commitment
- Diligence

How to be successful in this course:

1. Read and study your assigned textbook;
2. Show up to every class meeting and show up on time;
3. Bring a copy of the presentation slides to each class meeting so you're able to listen more and ask questions when needed;
4. Review your presentation slides at least 2-3 times per week so you more thoroughly understand the information and commit it to long term memory;
5. Print out and mark up all supplemental materials that are tied to assignments;
6. Watch the calendar and start working on assignments a week or two before they're due so you have time to revise and speak to me if you're having difficulty;
7. Make an appointment during office hours if you're having problems so we can discuss ways to increase the likelihood that you will be successful. Also, never be afraid to visit the Writing Center for tips on how you can write more effectively;
8. Read my feedback and make changes going forward.

Please be advised of the following before reading the course calendar:

- Extra credit will not be provided in this course.
- You can't submit one assignment in place of another. Moreover, I don't create additional assignments for students to earn more points.
- Mere completion of any assignment or exam does not automatically translate into full credit.
- Students *earn* their grades in a class. Faculty members do not "give" students grades.
- If you are a half percent (or less) away from the next highest grade at the very end of the semester, then I will round up. For example: 79.5% will be rounded up to an 80%.

**GRADE DETERMINATION:**

<b>Your grade will be determined by the following</b>	<b>Details</b>	<b>Points (if applicable)</b>	<b>Percent of Final Average</b>
T-Charts	See the assessment section above.	2 x 10 = 20	4%
Q&A Papers	See the assessment section above.	4 x 20 = 80	16.2%
Theme Lists	See the assessment section above.	7 x 10 = 70	14.1%
Pop Reading Quizzes	See the assessment section above.	4 x 10 = 40	8%
Research Paper T and Q	See the assessment section above.	1 x 10 = 10	2%
Research Paper Source List	See the assessment section above.	1 x 20 = 20	4%
Research Paper Draft Copy	See the assessment section above.	1 x 50 = 50	10.1%
Research Paper Final Copy	See above and handout.	1 x 100 = 100	20.2%
Research Presentation	See above and handout.	1 x 35 = 35	7.1%
Presentation Attendance	See above.	2 x 5 = 10	2%
Campus Events	See above.	4 x 10 = 40	8%
Power Symposium	Paper and Discussion	1 x 20 = 20	4%
Total:		495	100%

**LETTER GRADE ASSIGNMENT:**

<b>Letter Grade</b>	<b>Final Average in Percent</b>
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below

**Tentative Instructional Outline:**

**COURSE SCHEDULE**

<b>Session</b>	<b>Major Topic(s)</b>	<b>Due Dates for Reading, Writing, and Other Assignments</b>
Week 1 Monday 1/15	Martin Luther King, Jr. Holiday	Monday 1/15 Class will not meet.

Wednesday 1/17	Syllabus Research Project	Wednesday 1/17 You don't have an assignment to complete.
Week 2 Monday 1/22	Research Skills	Monday 1/22 *Research Paper: Topic and Question  Meet in LRNC Room #105 for a research workshop.
Wednesday 1/24	Origins, political culture, war, demographics	Wednesday 1/24 Read: The State of Texas, Chapter 1 -Post-Reconstruction Texas -Current Challenges: Texas Today  Q&A Paper #1: Women and the Texas Revolution. (Note: The excerpt and question are posted on D2L. Please bring a copy of the excerpt to class so you can reference it during our discussion.)
Week 3 Monday 1/29	Origins, political culture, war, demographics continued	Monday 1/29 You don't have an assignment to complete.
Wednesday 1/31	Federalism, branches of state government, civil rights, attitudes	Wednesday 1/31 Read: The State of Texas, Chapter 2 -Culture Drives Institutions -Important Sections of the Texas Constitution  Q&A Paper #2: Big, Hot, Cheap, and Right: What America Can Learn from the Strange Genius of Texas. (Note: The excerpt and question are posted on D2L. Please bring a copy of the excerpt to class so you can reference it during our discussion.)  Read: "Jamba Juice moving to Texas from Bay Area" (Note: Found in the News Articles module on D2L. Bring a copy to class. This does not require a t-chart or paper; however, you must be prepared to discuss it.)
Week 4 Monday 2/5	Federalism, branches of state government, civil rights, attitudes continued	Monday 2/5 *Research Paper: List of Primary and Secondary Sources (APA Format)
Wednesday 2/7	Continued	Wednesday 2/7 T-Chart #1: "Should Government Intervene in a Capitalist Economy?" Please bring two copies of your t-chart along with the articles for our class discussion. (Note: The articles and t-chart template are both posted on D2L. You will need the two column t-chart template for this assignment.)  Read: "After Plant Explosion, Texas Remains Wary of Regulation" (Note: Found in the News Articles module on D2L. Bring a copy to class. This does not require a t-chart or paper; however, you must be prepared to discuss it.)

		Read: "Many Fertilizer Plants are Poorly Located and Regulated, Says Report on 2013 Blast" (Note: Found in the News Articles module on D2L. Bring a copy to class. This does not require a t-chart or paper; however, you must be prepared to discuss it.)
Week 5 Monday 2/12	Texas Legislature (representation, organization)	Monday 2/12 Read: The State of Texas, Chapter 3 -General Characteristics of the Legislature -Reapportionment and Redistricting Issues -Procedures
Wednesday 2/14	Seminar Discussion 1: Power	Wednesday 2/14 Read: The Prince, p. 1-24 (Note: Please bring the book to class.) Themes List #1 (Note: No more than two pages.)
Week 6 Monday 2/19	Seminar Discussion 2: Power	Monday 2/19 Read: The Prince, p. 24-47 (Note: Please bring the book to class.) Themes List #2 (Note: No more than two pages.)
Wednesday 2/21	Seminar Discussion 3: Power	Wednesday 2/21 Read: The Prince, p. 47-71 (Note: Please bring the book to class.) Themes List #3 (Note: No more than two pages.)
Week 7 Monday 2/26	Governors, bureaucracy	Monday 2/26 Read: The State of Texas, Chapter 4 -Formal Powers of the Governor  *Research Paper: Complete Rough Draft (i.e. abstract, four major sections, citations, references)
Wednesday 2/28	Seminar Discussion 4: Power	Wednesday 2/28 Read: The Power Paradox, p. 1-40 Theme List #4 (Note: No more than two pages.)
Week 8 Monday 3/5	Research Papers (Individual Conferences)	Monday 3/5 You don't have an assignment to complete.
Wednesday 3/7	Seminar Discussion 5: Power	Wednesday 3/7 Read: The Power Paradox, p. 41-97 Theme List #5 (Note: No more than two pages.)
Spring Break 3/12-3/18	N/A	Class will not meet. Enjoy yourself.

<p>Week 9 Monday 3/19</p> <p>Wednesday 3/21</p>	<p>Seminar Discussion 6: Power</p> <p>Seminar Discussion 7: Power</p>	<p>Monday 3/19 Read: The Power Paradox, p. 99-136 Theme List #6 (Note: No more than two pages.)</p> <p>Wednesday 3/21 Read: The Power Paradox, p. 137-164 Theme List #7 (Note: No more than two pages.)</p>
<p>Week 10 Monday 3/26</p> <p>Wednesday 3/28</p>	<p>The Texas Judicial System (courts, rights, incarceration, law, punishment)</p> <p>Continued</p>	<p>Monday 3/26 Read: The State of Texas, Chapter 5 -The Structure of the State Courts -The Legal System</p> <p>Read: The State of Texas, Chapter 12 -Correction and Rehabilitation</p> <p>Wednesday 3/28 Q&amp;A Paper #3: Hell is a Very Small Place. (Note: The excerpt and question are posted on D2L. Please bring a copy of the excerpt to class so you can reference it during our discussion.)</p>
<p>Week 11 Monday 4/2</p> <p>Wednesday 4/4</p>	<p>Campaigns and Elections, Texas Style (voting, turnout, disclosure, spending)</p> <p>Political Parties (loyalty, function, local, state)</p>	<p>Monday 4/2 Read: The State of Texas, Chapter 8 -Political Differences between Open and Closed Primary Systems -Campaigns</p> <p>Wednesday 4/4 Read: The State of Texas, Chapter 9 -Party Realignment in Texas -Third-Party Movements</p>
<p>Week 12 Monday 4/9</p> <p>Wednesday 4/11</p>	<p>Organized Interests (formation, types, activism, litigation)</p> <p>Continued</p>	<p>Monday 4/9 *Research Paper: Complete Final Draft</p> <p>Read: The State of Texas, Chapter 10 -Techniques Used by Interest Groups -Factors Influencing Strength of Interest Groups</p> <p>Wednesday 4/11 T-Chart #2: Thomas Van Orden v. Rick Perry [Author A is Justice Rehnquist and Author B is Justice Souter]. (Note: The articles and t-chart template are both posted on D2L. You will need the two column t-chart template for this assignment.)</p> <p>Read: "Supreme Court on a Shoestring..." (Note: Found in the News Articles module on D2L. Bring a copy to class. This does not require a t-chart or paper; however, you must be prepared to discuss it.)</p>

<p>Week 13 Monday 4/16</p> <p>Wednesday 4/18</p>	<p>Public Policy and Administration</p> <p>Continued</p>	<p>Monday 4/16 Read: The State of Texas, Chapter 11 -Policy Areas... *Health Care Policy *Primary and Secondary Education in Texas *Social Policy</p> <p>Wednesday 4/18 Q&amp;A Paper #4: "Bourdieu and African American's Park Visitation: The Case of Cedar Hill State Park in Texas" (Note: The excerpt and question are posted on D2L. Please bring a copy of the excerpt to class so you can reference it during our discussion.)</p>
<p>Week 14 Monday 4/23</p> <p>Wednesday 4/25</p>	<p>Transforming Texas (oil and gas, environmental policy, immigration)</p> <p>Local Government in Texas (county, cities)</p>	<p>Monday 4/23 Deliberative Dialogue: "Immigration in America: How Do We Fix a System in Crisis?" An issue guide is posted in D2L. Please read it and bring a copy to class for the activity.</p> <p>Read: "Everything you need to know about Texas' 'sanctuary cities' law" (Note: Found in the News Articles module on D2L. Bring a copy to class. This does not require a t-chart or paper; however, you must be prepared to discuss it.)</p> <p>Read: "Texas back in federal court over anti-'sanctuary cities' law" (Note: Found in the News Articles module on D2L. Bring a copy to class. This does not require a t-chart or paper; however, you must be prepared to discuss it.)</p> <p>Wednesday 4/25 Read: The State of Texas, Chapter 6 -Types of City Government -County Governments</p> <p>Read: "Potholes, Pensions, and Politics" (Note: Found in the News Articles module on D2L. Bring a copy to class. This does not require a t-chart or paper; however, you must be prepared to discuss it.)</p>
<p>Week 15 Monday 4/30</p> <p>Wednesday 5/2</p>	<p>Research Projects: Round 1</p> <p>Research Projects: Round 2</p>	<p>Monday 4/30 Research Presentations. A sign-up sheet will be circulated. First come, first serve. I expect everyone to attend each day whether or not you are presenting your own work. No excuses.</p> <p>Wednesday 5/2 Research Presentations. A sign-up sheet will be circulated. First come, first serve. I expect everyone to attend each day whether or not you are presenting your own work. No excuses.</p>
<p>Week 16</p>		

Wednesday 5/9	Research Projects: Round 3  Symposium: Power	Wednesday 5/9 Research Presentations. A sign-up sheet will be circulated. First come, first serve. I expect everyone to attend each day whether or not you are presenting your own work. No excuses.  Themes of Power Paper/Discussion. 1-2:50 PM
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**Lone Star College-CyFair is committed to your success! One of our cultural beliefs is Students Matter!**

If you are experiencing challenges achieving your academic goals, please contact your advisor or instructor. Advisors can provide assistance with questions related to academics, while the Counseling office can assist with ADA accommodations and personal barriers. All concerns related to classroom instruction must first be addressed with the instructor.

**Evaluation of Instruction**

Lone Star College-CyFair is committed to acting intentionally about student success. As part of its institutional effectiveness efforts, our instructors are assessed in several ways. For the continuous improvement of our instruction, all students are encouraged to provide input for each course they take each semester using the Course Evaluations Questionnaire, which can be accessed through your myLonestar account. This occurs approximately half way through your course, and you will be notified when surveys are available for completion. Instructions on how to access and complete the Course Evaluations Questionnaire can be found by logging into your MyLoneStar Account and clicking on the Quicklinks – “How To” Documents. The college deans review these evaluations each semester. Additionally, the deans and/or department chairs may visit each instructor’s class at some time during the semester to observe the instructional environment being provided and complete an assessment of the instructor.

**Withdrawal Policy**

Withdrawal from the course after the official day of record and prior to the “W” Day, will result in a final grade of “W” on your transcript. You are strongly encouraged to meet with your professor prior to withdrawing from a course, to consider all options prior to withdrawing. No credit will be awarded for a course earning a “W.” If you stop attending class, you must withdraw at the registration office prior to “W” day. If you stop attending class and do not officially withdraw, you will receive an “F” for the course.

**Six Drop Rule**

Students who enrolled in Texas public institutions of higher education as first-time college students during the Fall 2007 term or later are subject to section 51.907 of the Texas Education Code, which states that an institution of higher education may not permit a student to drop (withdraw with a grade of “W”) from more than six courses, including courses that a transfer student has previously dropped at other Texas public institutions of higher education that have already been counted against their six drop limit. Each student should fully understand this drop limit before you drop any course. Please see a Counselor or Advisor in our Student Services area for additional information and assistance. **Dropping a transitional and/or ESOL course does not count against the six drop limit.**

Lone Star College-CyFair Campus Policies

We encourage students to read the Student Handbook and LSC Catalog for a comprehensive list of policies and procedures.

**Student Behavior Expectations**

Students are expected to conduct themselves appropriately while on College property or in an online environment. Students may receive disciplinary action up to and including suspension, if they violate College rules, disrupt classes, or interfere with the opportunity of others to obtain an education. Students who pose a threat to the safety of others will be subject to immediate withdrawal from the classroom, campus environment, and/or online environment, as well as face subsequent criminal charges, as appropriate. Please refer to the Student Code of Conduct for additional information.

### **Academic Integrity**

Lone Star College-CyFair is committed to a high standard of academic integrity in the academic community. In becoming a part of the academic community, students are responsible for honesty and independent effort. Failure to uphold these standards includes, but is not limited to, the following: plagiarizing written work or projects, cheating on exams or assignments, collusion on an exam or project, and misrepresentation of credentials or prerequisites when registering for a course. Cheating includes looking at or copying from another student's exam, orally communicating or receiving answers during an exam, having another person take an exam or complete a project or assignment, using unauthorized notes, texts, or other materials for an exam, and obtaining or distributing an unauthorized copy of an exam or any part of an exam. Plagiarism means passing off as his/her own the ideas or writings of another (that is, without giving proper credit by documenting sources). Plagiarism includes submitting a paper, report, or project that someone else has prepared, in whole or in part. Collusion is inappropriately collaborating on assignments designed to be completed independently. These definitions are not exhaustive. When there is clear evidence of cheating, plagiarism, collusion, or misrepresentation, disciplinary action may include but is not limited to requiring you to retake or resubmit an exam or assignment, assigning a grade of zero or "F" for an exam or assignment; or assigning a grade of "F" for the course. Additional sanctions including being withdrawn from the course, program or expelled from school may be imposed on a student who violates the standards of academic integrity. For additional information, please read the [Academic Integrity Brochure](#).

### **Academic Appeals**

An academic appeal is a formal request by a student to change a grade or to challenge a penalty imposed for violations of standards of academic integrity such as plagiarism or cheating. Before a student brings an academic appeal, he or she should first meet with the instructor to request that a change be made. For additional information, please read the [Academic Complaint and Appeal Process](#).

### **Student Absence on Religious Holy Days**

The student must notify the faculty member in writing within the first 12 days of the semester of the intent to be absent due to a religious holy day. Under Texas Education Code 51.911, a student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time as established by the faculty member.

### **Campus Safety and Security**

Lone Star College is committed to maintaining the safety of the students, faculty, staff, and guests while visiting one of our campuses. To help ensure your safety during an emergency (safety, fire, severe weather, etc.), please follow the instructions of college officials. Safety information and resources may be found on the [Office of Emergency Management](#) website and are also posted in each classroom. In the event you wish to report an emergency, please contact the police at 281.290.5911 or utilize the red handled emergency phones located in classrooms.

The Texas Legislature enacted campus carry by passing Senate Bill 11, effective at LSC on August 1, 2017. Senate Bill 11, known as the "Campus Carry" law, amends Texas law to allow license holders to carry concealed handguns on college campuses. To carry a concealed handgun on LSC campuses, an individual must have a valid License to Carry issued by the Texas Department of Public Safety. LSC has established rules and regulations regarding enforcement of Campus Carry. Lone Star College prohibits concealed carry in some areas of LSC campuses. For more information about Campus Carry, visit the LSC [Campus Carry](#) website.

### **Guidelines for Children of College Students**

Children of students may not enter the classroom or lab areas. See [Board Policy Section II.D.2.04](#) for more information.

### **Equal Opportunity Statement**

Lone Star College is committed to the principle of equal opportunity in education and employment. Lone Star College does not discriminate on the basis of race, color, gender, religion, disability, age, veteran status, sexual orientation, nationality or ethnicity in its programs and activities.

## **FERPA**

The Family Educational Rights and Privacy Act (FERPA), also known as the Buckley Amendment, was established to protect the privacy rights of all students and applies to any educational facility receiving federal funds. We cannot release certain information to another person without an [Authorization to Release Student Information Form](#).

## **Library**

The Lone Star College-CyFair Library is located in the Learning Commons building and contains informational resources for both college students and community members. Not only is the library an academic library, but it is also a branch of the Harris County Public Library. Librarians are professionally trained to assist students with any aspect of research, including using the library; locating and evaluating information sources; and citing information sources. Librarians are available to assist whenever the library is open. The Library contains over 125,000 books, online information databases, 185 computers, free wireless internet, and many more information/research related amenities to ensure student success.

## **Academic Success Center ( Barker Cypress Campus - Learning Commons - 2nd Floor)**

The Academic Success Center (ASC) offers: **Tutoring**: For all disciplines or 281.290.3279, The Science Center (LRNC 203), Math Center (LRNC 205) and the Writing Center (LRNC 208). Student success seminars are also offered throughout the semester.

## **Academic Success Center Open Labs (TECH 104 & CASA 223)**

The Academic Success Center Open Labs are quiet work and study areas available to all students. Students access the labs with their LSC ID card. The ASC Open Labs are available during extended hours during all semesters. Basic software assistance, access to Mac and PC computers loaded with courseware, printing, copying, and scanning are available in TECH 104 and CASA 223. For more information, please visit the [Academic Success website](#) or contact 281.290.5980 or [cfasclabs@lonestar.edu](mailto:cfasclabs@lonestar.edu).

## **Counseling Services**

Counseling services are available to students who are experiencing difficulty with academic issues, selection of college major, career planning, disability accommodations, or personal issues. Students may contact [Counseling, Career, and Disability Services](#) at 281.290.3260, email: [CyFair.Counseling@lonestar.edu](mailto:CyFair.Counseling@lonestar.edu) or stop by CASA 109 to make an appointment.

Students may contact counseling services at the Fairbanks Center or Cypress Center. The Fairbanks Center contact is 832.782.5110, email; [Fairbanks.counselor@lonestar.edu](mailto:Fairbanks.counselor@lonestar.edu), or FBC120. The Cypress Center contact is 832.920.5029, [Lolita.B.Page@lonestar.edu](mailto:Lolita.B.Page@lonestar.edu), or CYC, or 100B.

## **Americans with Disabilities Act Statement (Disability Services)**

Lone Star College- CyFair is dedicated to providing the least restrictive environment for all students. We promote equity in academic access through the implementation of reasonable accommodations as required by the Rehabilitation Act of 1973, Title V, Sections 504 and 508, the Americans with Disabilities Act of 1990 (ADA), and the Americans with Disabilities Amendment Act (ADAAA). These laws enable students with disabilities to participate in and benefit from all post-secondary educational courses and activities.

A student requesting accommodations for a disability must contact the Counseling/Disability Services Office and register for services. The Assistive Technology Lab is available for students who benefit from its various technologies to convert text to speech, magnify items, convert text to Braille, etc. after their accommodations have been determined by the Counseling office. If possible, the student requesting services should make an initial contact with the office at least 4 weeks prior to the start of the first class. Any disability related documentation and requests for assistive technology should be submitted to the Disability Services office, which is located on the LSC-CyFair campus in CASA 109. You may contact Stephanie Dillon, Disability Services Counselor, at 281-290-3260 or 281-290-3533 or [Stephanie.g.dillon@lonestar.edu](mailto:Stephanie.g.dillon@lonestar.edu) for additional information and/or to schedule an appointment. Additional information may be accessed online at <http://www.lonestar.edu/disability-services.htm>

## **Syllabus Disclaimer**

It is the instructor's right to modify the class schedule when necessary and cover course topics as he/she feels is necessary to meet the learning outcomes, therefore this syllabus is subject to change.