**Download this Word document to customize.**

Please personalize this Syllabus by using ‘you’ and ‘I’- in second person and not ‘student’ and ‘instructor/faculty’

*If you would like some portions of this template to be removed, please email* *prasanthi.pallapu@bhsu.edu*

*If this syllabus document is being shared with the students, after filling it in,*

* *please remove any information like the standards etc. (they are added for guidance)*
* ***convert it as a PDF document***
	+ *so that the areas that were completed* ***do not show up in yellow***

Standard VII.1 (REQUIRED) is met in the online course under the ‘BHSU Resources’ tab in D2L.

**Note:** The following REQUIRED Standards that were NOT covered in this sample syllabus can be met online in D2L.

1. I.1 – Provide a ‘Read Me First’ or a ‘Start Here’ document
2. I.3 – The instructor facilitates and participates in an interactive introduction activity with students during the first week of the course
3. IV.1 - Provide instructional materials that support the stated learning outcomes, and have sufficient breadth, depth, and currency, for the student to learn the subject.
4. IV.2 - Instructional materials are presented in a format appropriate to the online environment, are easily accessible to and usable by the students, and are consistent in organization.
5. VI.3 – Provide clear instructions - If using third-party tools/content, make sure that they/it is/are easily accessible to students, and clear instructions are provided to articulate to access/utilize them.
6. VIII.2 – If any third-party tools and/or content are utilized by the course, they are compliant with accessibility standards, or equally effective accessible alternatives are provided.
7. VIII.3 – The course is compliant with current accessibility standards.

**Online Course Syllabus**

**Course Title**

**Course Number – BT1, 3 Credit hours**

**Semester**

Course Duration: **Start – End dates 2025**

Course Location:[**Online in D2L**](https://adfs.sdbor.edu/adfs/ls/?SAMLRequest=jdE7T8MwEADgHYn%2fEHmPH3nXSipVsFQqSwsMLMhxLm2kxA4%2bB%2fHzcagqGNnuoZO%2bu6t3i7%2bYI3wsgD7aPzYE1TS6a%2f5eqDYvO91nfZVlRV62vEy56kGlndj0vSLRKzgcrGlIQjmJ9ogL7A16ZXwo8SSPeREL%2fiwqyYUUKU2rrMpL8UaiHSI4H2YfrMFlAncC9zloeDkeGnLxfkbJWJeMFLvWOgrdsmZsnJkKZDba82DYij2sEQ09En1No8GGLM5Iq3BAadQEKL2Wp93TQQajnJ31VtuRbO%2fvoqj%2bEbv%2fDKqbl2xvuiwRUIkqiaHjbZx1vI83qVZh4SRVaVvqTaGpBxOugbR1w%2fnicVYaqLbTL71mV0QA1ezvO7bf)

Census Dates

1. Last Day to Add/Drop Course without transcript entry – xxxx
2. Last Day to Drop Course with an automatic “W” – xxxx
3. IDEA Surveys administered – xxxx

Instructor’s Contact Information

**Name: Dr. Doe**

 **Office Location**: **Jonas 000**

 **Office Hours**:(Standard V.3 – Required) As this is an online course, please send me an email to schedule an appointment. We will meet via Zoom.

**Phone Number:** (Standard V.3 – Required) 123-456-7890 (Mountain Time). Email me instead of a phone call with any questions. It is a more sure and efficient way to contact me. However, you are welcome to call. If there is no answer, please leave a message. Remember to provide your name and course name for easy identification.
 **Email Communication: (**Standard V.3 – Required) John.Doe@bhsu.edu.

All communication will occur using your university email account. Make sure you communicate using your university email vs. non-university email accounts as they might go to the junk mail, and I will not be able to receive them.

 **Availability:** (Standard V.3 – Required) I will try to answer your questions within 24 hours during the week or within 48 hours over the weekend. You are welcome to leave me a voicemail, but email is a more sure and efficient way to contact me.
 **General Course Questions:** (Standard V.3 – Required)

Sample Statements

If you have a question, first check the course syllabus and the course online in D2L for the answer. If you do not find the answer, submit questions to the ‘General Course Questions’ discussion area online in D2L as others benefit from your questions too. If you know the answer, kindly respond.

OR
If you have a question, first check the course syllabus and the course online in D2L for the answer. If you do not find the answer, email me.

**Feedback and Grades:** (Standard V.3 – Required)You will receive feedback and grades within a week after the submission due date.
OR

Typically, all assignments will be graded within a week after the posted deadline.

**Responsibilities:**

It is my responsibility to facilitate your understanding of the course content, evaluate your performance, and provide meaningful feedback that assists you in meeting the student learning outcomes.

It is your responsibility to participate in the learning and assessment activities to provide me with the information that demonstrates mastery of the course content. All assessments should be submitted BY the specified due date - find more information in the Course Schedule and course in D2L.

**Course Description**

 **Catalog Description:** (Standard I.2 – Required) [Black Hills State University - Campus Catalog™](https://catalog.bhsu.edu/index.php)

A study of the basic principles of the American system of government with emphasis on problems relating to governmental structure and policies.

  **Additional Course Description** (Optional)

Many people are frustrated with the state of politics and the political system in the United States. Who is to blame? Politicians? Parties? The Media? Interest Groups? The Voters? Certainly, we can fault the behavior exhibited by each of these groups. The irony is that the design of our political system (as found in the U.S. Constitution) contributes to the behaviors that cause us so much frustration with our political system. In other words, if you want politicians, parties, the media, interest groups, and voters to behave differently, you have to change the system. Alternatively, if you like the system, then you should understand how it encourages specific behaviors (that many find frustrating) among politicians, parties, the media, interest groups, and voters. This thesis logically begs the question – how might we change the system to eliminate the things that make politics so very frustrating? Alternatively, how might we learn to live with the things we find frustrating if we find the solutions to be worse? How would you change the US Constitution if you were given the opportunity? What criteria will you use to assess potential changes offered by others?

**Course Prerequisites**

**Previous Courses/Experience** If any add from: [Black Hills State University - Campus Catalog™](https://catalog.bhsu.edu/index.php) If not, use the following statement: There are no prerequisites for this class.

**Technology Skills/Resources**

* (Review and Delete the information that is not needed for this course) Have access to reliable Internet to access this course on D2L.
* Have access to, and be proficient at using email - [Sign in to your Black Hills State University (BHSU) email account](https://login.microsoftonline.com/common/oauth2/v2.0/authorize?client_id=9199bf20-a13f-4107-85dc-02114787ef48&scope=https%3A%2F%2Foutlook.office.com%2F.default%20openid%20profile%20offline_access&redirect_uri=https%3A%2F%2Foutlook.office365.com%2Fmail%2F&client-request-id=bf49a47d-5ffe-e616-c36d-ad4ceacec2c4&response_mode=fragment&client_info=1&prompt=select_account&nonce=01975b02-d56c-7070-be8c-3e12dc29f6ad&state=eyJpZCI6IjAxOTc1YjAyLWQ1NmMtN2Y4Ni1hNzlhLTc4MWVkOTk1NWI2ZSIsIm1ldGEiOnsiaW50ZXJhY3Rpb25UeXBlIjoicmVkaXJlY3QifX0%3D&claims=%7B%22access_token%22%3A%7B%22xms_cc%22%3A%7B%22values%22%3A%5B%22CP1%22%5D%7D%7D%7D&x-client-SKU=msal.js.browser&x-client-VER=4.12.0&response_type=code&code_challenge=WBf4pFjg20FLeUUMU83oyIEbGxapZ9IGSRynjlrhYpg&code_challenge_method=S256)
* Have access to a working computer that can connect to the Internet
* Know how to download and upload documents
* Microsoft Office is **FREE** through the University.
	+ Go to [Downloading Microsoft Office](https://support.bhsu.edu/TDClient/30/Portal/KB/ArticleDet?ID=15) for assistance.
* If you need to convert documents to PDF, you can use
	+ Print option in MS Word
	+ Can download CutePDF for free <http://www.cutepdf.com/>
* **Zoom**:Zoom is a videoconferencing tool that we will use during the semester. You will access the Zoom recorded lectures via D2L in your course. You may be emailed a link to a recorded Zoom lecture or made available in D2L. Use these resources - [Signing into Zoom](https://support.bhsu.edu/TDClient/30/Portal/KB/ArticleDet?ID=461) and [Scheduling a Zoom Meeting through the Web Client](https://support.bhsu.edu/TDClient/30/Portal/KB/ArticleDet?ID=500)
* **Respondus Lockdown Browser & Monitor:** Respondus Lockdown Browser & Monitor will be used in this course. LockDown Browser is a locked browser for taking tests in D2L. It prevents from printing, copying, going to another URL, or accessing other applications during a quiz/test/exam. Monitor allows to take online assessments from a remote location, all while ensuring the integrity of the assessment process. You will be prompted to download the tool when taking the quiz/test/exam.
	+ *To test this, you will take a* **sample quiz** *at the beginning of the semester*.
* **Use of Turnitin:** Turnitin will be used for some or all of the writing assignments in this course. It helps improve writing skills. It is an educational tool that provides a ‘similarity index’ as it finds matching text and the percentage of similarity with other sources – websites, student papers, articles, journals, periodicals & books.

**‘Check Similarity Index Here’ Assignment folder** will be available for you to submit any drafts of assignments throughout the semester to check the similarity index. The purpose of the folder is to provide an opportunity to revise the assignment before it is submitted for grade. Any assignment submitted to this folder will not be graded. So please make sure that you submit your assignments to the appropriate assignment folders for a grade.

**Other Skills** You need the following general skills.

* Be able to manage time independently and well
* Know how to meet deadlines
* Be able to ask for help when needed

**Description of Instructional Methods**

(Standard I.2 – Required) Desire2Learn (D2L) will be used to deliver the course content; hence, you will access all course materials and complete all coursework in D2L.

Some of the Instructional Methods include (Standards V.1 & 2 – Required) (Student-Content/Student/Instructor interaction)

* Readings
* Online Discussions
* Assignments
* Quizzes
* Research Papers

**Course Requirements**

 **Required Textbook(s) and other materials**

You are responsible to purchase the textbook for this course within the first week of class.

(Standard I.2 – Required - [2-14-Textbook Adoption policy](https://bhsu.edu/university-resources/PDFs/policies-procedures/2-14-TextbookAdoption.pdf))Lowi, Theodore, Benjamin Ginsberg and Stephen Ansolabehere. 2013. American Government: Purpose and Power, Core Fourteenth Edition. W.W. Norton and Company.

ISBN 978-0-312-92245-5 (Paperback).

You can order the textbook(s) from the Black Hills State University Bookstore. <https://www.bhsubookstore.com/>

Or
if you are using Day 1 Access Ebook – please use the following statement
This course uses an E-Book with “Day 1 Access” delivered online via D2L from the BHSU Bookstore. Please check your institutional email account for a detailed email from the Bookstore.

A fee is assessed for the “Day 1 Access” digital text through SDepay (The University billing system).

Important Note: If you wish, you may “opt out” of this and the fee will be removed.

**Supplementary Materials**

* Additional assigned readings at no cost will be available in your online course.
* (Standard VII.3 – Recommended - Remove this information if you are not using this. If you are using a specific style provide that information – For example:)APA Format should be used to complete the assignments in this course.
	+ <http://www.citationmachine.net/apa>
	+ <https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html>

**Online Class Attendance Policy**

* (Standard I.2 – Required)
* D2L will be used for all coursework.
* Taking an online course does not mean that you do not have to be present.
	+ Active participation and contribution are considered as attendance in this course.
* Participation means
	+ complete the course requirements
	+ post your initial responses to the discussion topics, if any
	+ respond to your classmates’ initial responses in the discussion areas
* Check your Yellowjackets email and D2L regularly for any updates.

 **Make-up Policy - During the Semester**

* It is critical that you turn in your work on time. Late submissions will not be accepted unless you have made prior arrangements with me before they are due.
* It is also critical that you participate in the online discussions on time. If you wait until the last minute to post your response, then the rest of the class will not be able to incorporate your postings into their responses.
* Please note that you will not be able to make up late Discussions – by the end of the week the rest of the class has moved on to the next topic and your participation in the Discussion after that occurs does not benefit the class.
* Certainly, I understand that sometimes things interfere with our ability to complete things on time including university-approved excused absences/extended deadlines for personal/family emergencies. If that happens to you, do not wait. Please contact me as soon as possible. We might be able to make alternate arrangements for the assignments.

**Make-up Policy – After the Semester** No late work will be accepted after the term.

**Emergency Alert Communication**

*Even though the following policy does not pertain to you, as an online student, it is for your information.*

In the event of an emergency arising on campus under BOR Policy 7:3, your Regental Home Institution will notify the campus community via the emergency alert system. It is the responsibility of the student to ensure that their information is updated in the emergency alert system. The student’s cell phone will be automatically inserted if available and if not, their email address is loaded. Students can at any time update their information in the student alert system.

If we are unable to come to campus to meet for class, please check BHSU Website immediately. D2L and Zoom will be used for class meetings and class discussion will take place on the discussion board. If BHSU is in session, your attendance and participation will be expected regardless of method course delivery.

**Time Commitment**
Being enrolled in an online course does not mean that you will spend less time working on the coursework than you would for an on-campus face-to-face course. It means that you will have the flexibility to schedule how/when you complete the coursework.

According to the SDBOR guideline No. 2.4.3 – Definition and Assignment of Credit Hours [1587670](https://public.powerdms.com/SDRegents/documents/1587670)

* (B.1.) **Contact Hour**: Defined as a measure that represents an hour of scheduled instruction given to students. The Board of Regents requires that for every credit hour, one (1) hour of contact shall be assigned to a course (e.g., a typical three (3) credit hour course, fifteen (15) weeks = forty-five (45) contact hours).
* (B.2.) **Credit Hour**: Under Federal Law, defined as
	1. One (1) hour of classroom or direct faculty instruction and a minimum of two (2) hours of out of class student work each week for approximately fifteen (15) weeks for one (1) semester or the equivalent amount of work over a different amount of time; or
	2. At least an equivalent amount of work as required in paragraph (a) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.
* (D.1.) At least fifteen (15) contact hours of recitation, lecture, discussion, seminar, or similar experience, as well as a minimum of thirty (30) hours of student homework, is required for each credit hour;

 **Netiquette Policy**

As online communication is non-verbal, any communication in this online course including initial responses and postings to discussions area should be professional. Your body language and tone will not be communicated as your instructor/classmates read something that was typed and so messages can often be misinterpreted.

* Always address your instructor with a proper title – Dr./Mr./Ms.
	+ Unless the instructor specifies, do not refer to the instructor by the first name.
* Be respectful of your instructor and your classmates as you communicate in this course
	+ Even in email or in online discussions or any other communication.
* Remember that all communication at the college level should be professional with correct spelling and grammar.
	+ Avoid all forms of emoticons, abbreviations, slang, and online jargon.

(Standard I.4 – Recommended) “The Cybersmile Foundation” website provides some information on Netiquette - <https://www.cybersmile.org/help-center/netiquette/>

**Course Goals**

Students completing this course will have met the South Dakota Board of Regents General Education Goal 3: Students will understand the organization, potential, and diversity of the human community through the study of the socialsciences.

**Student Learning Outcomes:** You will be able to:

(Standard III.1 – Required) All student learning outcomes are assessed through discussions, assignments, quizzes, papers, and an exam.

1. (Use Measurable Action verbs for Student Learning **Outcomes** [Measurable Action Verbs](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.utica.edu%2Facademic%2FAssessment%2Fnew%2FBlooms%2520Taxonomy%2520-%2520Best.pdf&data=05%7C02%7CPrasanthi.Pallapu%40bhsu.edu%7Ccb1fd2ff4841423309c808dda82d48ca%7C9bfcf28b3a114fd7a8138f519cdb0db2%7C0%7C0%7C638851634635355745%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=zBBH%2BZ2RmKFkC%2BFo9M02%2F%2BUf%2B2YhQG2Kyt5ocbdIEes%3D&reserved=0)- Standards II.1, 2 & 3 – Required) Identify and explain basic concepts, terminology, and theories of the selected social science disciplines from different spatial, temporal, cultural, and /or institutional contexts.
2. Applyselected social science concepts and theories to contemporary issues.
3. Identify and explain the social or aesthetic values of different cultures.
4. Examine the origin and evolution of human institutions (specifically U.S. political institutions).

**Evaluation Procedures of Learning Outcomes**

**Student Introductions:** (Standard I.3 & V.2 – REQUIRED / Student-Student & Student-Instructor interaction) There is a possibility that we might never meet in person, so introducing yourself to your classmates will be helpful as you take this course together. A discussion area is made available for you to introduce yourself to your classmates and instructor.

**Discussions:** (Standards V.1 & 2 – REQUIRED / Student-Student, Content & Instructor interaction)

Discussions provide an active learning environment for you to interact with the content, your classmates, and your instructor.

There are **TWO** parts for each discussion topic.

1. Initial Response for discussion topics
	* Your Initial Response is not considered Participation
2. Participation
	* Participation is when you respond to your classmates.
	* Please note that unless you submit your Initial Response, you will not be able to see others’ responses for you to participate.

**Initial Response**

* Each week, there will be a Discussion assignment with discussion prompt(s)/question(s).
* Available only for that week.
* Will open at 12:30 AM MST on Day 1 - Monday morning of the week it is due.
* You are required to submit your Initial Response to each of the Discussion questions **BY**
	+ 11:30 PM MST on Day 3 - Wednesday

**Participation**

* You are required to respond to **TWO** of your classmates’ initial responses for the discussion questions.
	+ **BY** 11:30 PM MST on Day 7 - Sunday.
* Your responses to your classmates’ Initial Responses need to be substantive.
	+ Responses like, “I agree,” or “Good point!” is not sufficient.
	+ Your response needs to add value to the conversation.
	+ You might try offering a different perspective (certainly we do not all need to agree with one another).
	+ You might extend the analysis to another situation.
	+ You might clarify a misunderstanding.
	+ You might ask a question that pushes the analysis in a new direction.

**Note:** *Set your Time Zone in D2L by following the steps - ‘My Settings > Account Settings > Time Zone’ after logging into D2L before entering your course. D2L will automatically adjust submissions' due dates/times to the course’s time zone that was set by the instructor.*

**Quizzes**

Every week, there is a true/false and multiple-choice quiz covering the assigned readings. You may complete the quiz at any time during the week.

* **Type**: Closed-book / Closed-notes quiz
* **Number of Question(s)**: 10
* **Type of Questions**: True or False / Multiple Choice
* **Randomized**: Each time you attempt, you will receive different questions in a different order from a big pool
* **Attempts**: 1
* **Time**: 5 minutes (Note the time to complete is half the number of questions)
* **Respondus Lockdown Browser & Monitor:** All quizzes use Respondus Lockdown Browser & Monitor (Remove this information if you are not using this tool)
* More details are available in the online course on D2L

**Assignments**

Each week there is an assignment. These assignments will review important concepts or will ask you to apply the material covered during the week. You may complete the assignment at any time during the week.

* These are open book/notes assignments.
* Turnitin will be used for these assignments (Remove this information if you are not using this tool)
* More details are available in the online course on D2L

**Paper 1:Letter to the Editor**

* Should be persuasive but concise
* You will use this paper to complete Paper 2 ‘Opinion – Editorial’ in the coming weeks
* Three to four paragraphs
* To be included
	+ Introduction
	+ Additional pieces of evidence supporting your argument
	+ End with some type of direction to the reader
* Turnitin will be used for this assignment (Remove this information if you are not using this)
* APA style is the required format (Remove this information if you are not using this)
* More details are available in the online course on D2L

**Paper 2: Opinion-Editorial**

* Argue for a specific change
* Perhaps you can suggest a change that will address the problem you identified in your letter to the editor.
* Your goal is to convince public policymakers and/or the general public to think a specific way about the American Political System.
	+ This is going to require some thought (and possibly some research). What kinds of arguments are most effectively employed to affect public opinion?
* 3 pages
	+ if it is much shorter you do not have enough room to persuade
	+ if it is much longer you will not get it published
* Standard rules regarding margins, 12-point Calibri, or Times New Roman font.
* APA Style is the required format (Remove this information if you are not using this)
* Bonus points if you get this published in a newspaper as an op-ed.
* Turnitin will be used for this assignment (Remove this information if you are not using this)
* More details are available in the online course on D2L

**Final Exam**

There will be a final exam at the end of the semester. It is a comprehensive exam. If you have completed the weekly quizzes, you should be well prepared to take this exam.

* **Type**: Closed-book / Closed-notes quiz
* **Number of Question(s)**: 50
* **Type of Questions**: True/False and Multiple Choice
* **Randomized**: Each time you attempt you will receive questions in a different order (Remove this information if you are not using this)
* **Attempts**: 1
* **Time**: 25 minutes (Note the time to complete is half of the number of questions)
* **Respondus Lockdown Browser & Monitor:** All quizzes use Respondus Lockdown Browser & Monitor (Remove this information if you are not using this tool)
* More details are available in the online course on D2L

**Performance standards/grading policy** (Standard III.2 – Required)

**Grading Policy**

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

**Grading Criteria**(Standard III.2 – Required) Note the weight of the multiple-choice quizzes/exams is less – only 20% of the entire grade - to help students earn their grades through other assignments than auto-graded assignments. 😊

|  |  |
| --- | --- |
| **Graded Item**  | **Total Points** |
| Student Introduction | 10 |
| Initial Response to 30 Discussion Topics (5 Points each) | 150 |
| Participation in 30 Discussions (7.5 Points each)  | 225 |
| 2 Meta-Analysis Assignments (15 Points each)   | 30 |
| 15 Assignments (15 Points each) | 225 |
| Paper 1 (60 Points) | 60 |
| Paper 2 (100 Points) | 100 |
| 15 Quizzes (10 Points each) | 150 |
| Final Exam (50 Points) | 50 |
| **Total** | **1000** |

**ADA Statement** (Standard VIII.1– Required)

Black Hills State University has adopted a commitment to accessibility in its courses. I care about your access to the learning opportunities that make up this class, and I have given thought to accessibility beyond what is required by the BHSU official policy. If some part of the class is not accessible because of your needs or circumstances, you will be helping me and future students by letting me know about it.
Here is the official BHSU syllabus statement, which I follow:

*Black Hills State University strives to ensure that physical resources, as well as information and communication technologies, are reasonably accessible to users to provide equal access to all. If you encounter any accessibility issues, you are encouraged to immediately contact the instructor of the course and the Office of Disability Services, which will work to resolve the issue as quickly as possible. Contact Jennifer Lucero, Coordinator, at or by phone at (605) 642-6099). The office is in the E.Y. Berry Library, Second Floor, Room #240.*

*Additional information can also be found at:* [*http://www.bhsu.edu/Student-Life/Student-Services/Disability-Services*](http://www.bhsu.edu/Student-Life/Student-Services/Disability-Services)

*Please note: If your home institution is not the institution you are enrolled at for a course (host institution), then you should contact your home institution’s Office of Disability Services. The disability services at the home and host institution will work together to ensure your request is evaluated and responded.*

**Freedom in Learning**

Under the Board of Regents and Regental Institutions policy, student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Discussion and debate are critical to education and professional development. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact their home institution to initiate a review of the evaluation.

**Acceptable Use of Technology** This course is also governed by the following

South Dakota Board of Regents policy related to technology:

*Acceptable Use of Information Technology Resources:* *While Regental Institutions strive to provide access to computer labs and other technology, it is the student’s responsibility to ensure adequate access to the technology required for a course. This may include access to a computer (not Chromebooks, iPads, etc.), webcam, internet, adequate bandwidth, etc. While utilizing any of the information technology systems students, faculty and staff should observe all relevant laws, regulations, BOR Policy 7.1, and any institutional procedural requirements.*

**Academic Dishonesty and Misconduct** I abide by the required academic-dishonesty policy for BHSU courses below. However, I want to add that I welcome questions about the conventions for plagiarism and original work. Some of the policies in the Student Conduct Code are intuitive to all students, but not all of them. If you wish to, we can spend some time this semester talking about plagiarism in particular. Reach out to me, if you are feeling uncertain about the rules for conduct.

*Cheating and other forms of academic dishonesty and misconduct run contrary to the purposes of higher education and will not be tolerated. Academic dishonesty includes, but is not limited to, plagiarism, copying answers or work done by another student (either on an exam or an assignment), allowing another student to copy from you, and using unauthorized materials during an exam. The Regental Institution’s policy and procedures on cheating and academic dishonesty can be found in your home institutions Student Handbook and the governing Board of Regents policies can be found in BOR Policy 2.9.2 and BOR Policy 3.4.1. The consequences for cheating and academic dishonesty are outlined in policy.*

**Acceptable Use of Artificial Intelligence in the Classroom**

*Resource:* [*Teaching with AI - best practices 2025.docx*](https://yellowjacketsbhsu.sharepoint.com/%3Aw%3A/r/sites/CenterforFacultyInnovation/Workshop%20Resources/Teaching%20with%20AI%20-%20best%20practices%202025.docx?d=wbccdff0cba824cb7ad1895a824dd2bde&csf=1&web=1&e=HP76zq&xsdata=MDV8MDJ8UHJhc2FudGhpLlBhbGxhcHVAYmhzdS5lZHV8MWE3NDE4YjRlYWJlNDFmYWYwNjAwOGRkZDE0NzIzMDd8OWJmY2YyOGIzYTExNGZkN2E4MTM4ZjUxOWNkYjBkYjJ8MHwwfDYzODg5NjgyNTY0Nzc3MzIwMnxVbmtub3dufFRXRnBiR1pzYjNkOGV5SkZiWEIwZVUxaGNHa2lPblJ5ZFdVc0lsWWlPaUl3TGpBdU1EQXdNQ0lzSWxBaU9pSlhhVzR6TWlJc0lrRk9Jam9pVFdGcGJDSXNJbGRVSWpveWZRPT18MHx8fA%3d%3d&sdata=OXkyZ1ZoeTZZZ2sxNjJ1S0RMSU4wSGJRVWVKYUwxUjQ3L1M4R1VTNm41VT0%3d) **Faculty are required to have a statement on AI in their course syllabus and are encouraged to consider assignment-specific statements.** These statements should include both the acceptable and unacceptable use of AI agents in coursework. All AI syllabus statements must be consistent with Board policy regarding academic misconduct. Due to reliability problems, results from AI detectors will not be considered actionable evidence of academic misconduct. Faculty are encouraged to use other means of ensuring academic honesty. Consistent with FERPA requirements, personally identifiable information (PII) may not be submitted to any AI tool that has not been approved by BOR.

**Example**: As learners, we have a responsibility to critically think through problems and potential solutions. AI can be used as a tool; however, you need to practice your critical thinking skills. AI cannot tell what your beliefs and values are.

Note that AI tools can/will produce false, biased, or misleading information. It is always your responsibility to verify any information you include in submitted work.

In this class, you are welcome to use Generative AI, to experiment with, while exploring class content and to generate ideas or other materials as you prepare assignments.

However, there are three conditions I expect students to follow:

1. Use it only when it supports your learning; not when it robs you of useful practice. I want you to learn from class activities, and that’s not going to happen if generative AI does all the thinking for you.
2. If AI is used, explain how you used AI and what tool you used on every submission. Just add a brief paragraph saying what you used and for what.
3. Use of undocumented or falsely documented AI will be considered Academic Dishonesty and will be reported as a violation of the Student Code of Conduct.

**Intellectual Property:**Refer to the Policy No. 4.9.1 - <https://public.powerdms.com/SDRegents/documents/1726707>

**Tentative Course Outline/Schedule** (Standard I.2– Required)

You will notice that your course follows a pattern. Each week, along with other specific learning activities and assessment items, you will respond to and participate in Discussion items, complete an Assignment and an Open Book Quiz. You will also notice that every three weeks there is an assignment to be completed. Please note that you do not have an assignment in Week 14 instead you will complete it during Week 16 - Review and Reflection.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Day 1** | **Day2** | **Day 3** | **Day 4** | **Day 5**  | **Day 6** | **Day 7** |
| Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |

| **Weeks** | **Topics of Study** | **Activities** | **Assessments** | **Due BY** |
| --- | --- | --- | --- | --- |
| Week 1 August 25-31 | Chapter 1: Introduction: What is American Democracy? | Course Syllabus‘About the Instructor’ in your online courseRead Chapters 1 & 2Review Week 1 Overview | Student Introductions (Discussion)Participation in DiscussionDQ 1DQ 2 AssignmentQuiz –Open Book | Day 3 Days 1 -7Day 3Day 3Day 5Day 7  |
| Week 2Sept 1-71st Labor Day | Chapter 2: The Constitution and Bill of Rights | Read Chapter 2Review Week 2 Overview | Participation in DiscussionDQ 1DQ 2 AssignmentQuiz –Open Book | Days 1 -7Day 3Day 3Day 5Day 7 |
| Week 3Sep 8-14 | Chapter 3: Federalism and Separation of Powers | Read Chapter 3Review Week 3 Overview  | Participation in DiscussionDQ 1DQ 2 AssignmentQuiz –Open Book**Meta-Analysis** | Days 1 -7Day 3Day 3Day 5Day 7Day 7 |
| Week 4Sep 15-21 | Chapter 4: Civil Liberties  | Read Chapter 4 Review Week 4 Overview  | Participation in DiscussionDQ 1DQ 2 AssignmentQuiz –Open Book | Days 1 -7Day 3Day 3Day 5 |
| Week 5Sep 22-28 | Chapter 5: Civil Rights  | Read Chapter 5Review Week 5 Overview | Participation in DiscussionDQ 1DQ 2 AssignmentQuiz –Open Book | Days 1 -7Day 3Day 3Day 5 |
| Week 6Sep/Oct 29-5 | American Political Culture  | Read from resources available online in your course on D2LReview Week 6 Overview | Participation in DiscussionDQ 1DQ 2 AssignmentQuiz –Open Book**Paper 1**  | Days 1 -7Day 3Day 3Day 5Day 7 |
| Week 7Oct 6-12 | Chapter 10: Public Opinion | Read Chapter 10Review Week 7 Overview | Participation in DiscussionDQ 1DQ 2 AssignmentQuiz –Open Book | Days 1 -7Day 3Day 3Day 5 |
| Week 8Oct 13-1913th – Native American Day | Chapter 11: Elections | Read Chapter 11Review Week 8 Overview | Participation in DiscussionDQ 1DQ 2 AssignmentQuiz –Open Book | Days 1 -7Day 3Day 3Day 5 |
| Week 9Oct 20-26 | Chapter 12: Political Parties | Read Chapter 12Review Week 9 Overview | Participation in DiscussionDQ 1DQ 2 AssignmentQuiz –Open Book**Meta-Analysis** | Days 1 -7Day 3Day 3Day 5Day 7 |
| Week 10Oct/Nov 27-2 | Chapter 13: Interest Groups | Read Chapter 13Review Week 10 Overview  | Participation in DiscussionDQ 1DQ 2 AssignmentQuiz –Open Book | Days 1 -7Day 3Day 3Day 5 |
| Week 11Nov 3-9 | Chapter 14: The Media | Read Chapter 14Review Week 11 Overview | Participation in DiscussionDQ 1DQ 2 AssignmentQuiz –Open Book | Days 1 -7Day 3Day 3Day 5Day 7 |
| Week 12Nov 10-1611th – Veteran’s Day (Tuesday) | Chapter 6: Congress | Read Chapter 6Review Week 12 Overview | Participation in DiscussionDQ 1DQ 2 AssignmentQuiz –Open Book**Paper 2** | Days 1 -7Day 3Day 3Day 5Day 7Day 7 |
| Week 13Nov 17-23 | Chapter 7: The President | Read Chapter 7Review Week 13 Overview | Participation in DiscussionDQ 1DQ 2 AssignmentQuiz –Open Book | Days 1 -7Day 3Day 3Day 5Day 7 |
| Week 14Nov 24-25 **(Short week)** | Chapter 8: The Federal Bureaucracy | Read Chapter 8Review Week 14 Overview | Quiz –Open Book | Days 1 -7 |
| Week 15Dec 1-7 | Chapter 9: The Supreme Court / The Federal Courts | Read Chapter 9Review Week 15 Overview | Participation in DiscussionDQ 1DQ 2 Quiz –Open Book | Days 1 -7Day 3Day 3Day 7 |
| Week 16Dec 8-9 **(Short Week)** No Class – 10th Dec (Wednesday) | Review & Reflection | Review & Reflection | Assignment (Review & Reflection) | Days 1 -7 |
| Finals Dec 11 – 17 |  |  | **Final Exam** | Day 7 |

This syllabus is tentative and subject to change.
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