Government/
Political Science
1. This request is submitted by (department name): **Political Science**

2. Course prefix and number: **POLS 206**

3. Texas Common Course Number: **GOVT 2305**

4. Complete course title: **American National Government**

5. Semester credit hours: **3**

6. This request is for consideration in the following Foundational Component Area:
   - Communication
   - Mathematics
   - Life and Physical Sciences
   - Language, Philosophy and Culture
   - Creative Arts
   - American History
   - Government/Political Science
   - Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - Yes
   - No

8. How frequently will the class be offered? **every term**

9. Number of class sections per semester: **1-15 (usually about 10)**

10. Number of students per semester: **100-2500 (usually about 2000)**


This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. **Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.**

13. Submitted by: [Signature]

14. Course Instructor

15. Approvals:

   - Department Head [Signature] [Date: 3/8/13]

   - College Dean/Designee [Signature] [Date: 3/13/13]

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.

**Associate Provost for Undergraduate Studies**

**MAR 18 2013**

**340**

**Texas A&M University**
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Government/Political Science

In the box below, describe how this course meets the Foundational Component Area description for Government/Political Science. Courses in this category focus on the consideration of the Constitution of United States and the constitution of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

POLS 206 (American National Government) is half of a two-course required sequence (the other is POLS 207, State and Local Government, which covers Texas). The course surveys American national government, politics, and constitutional development. In addition to the week explicitly devoted to the Constitution, two weeks are devoted to the deeply constitutional issues of federalism, civil liberties and civil rights; moreover, such issues reoccur throughout the course. Governmental institutions are explicitly treated in weeks covering Congress, the Presidency, the Bureaucracies, and the federal Judiciary. Political behavior is covered in the weeks devoted to interest groups, political parties, elections, public opinion, voting behavior, and participation. Civic engagement is emphasized throughout the course, but particularly in the week devoted to participation. The political and philosophical foundations of American national government are explicitly covered in the first five weeks of the course, including a full week on "the promise of democracy."

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

The course includes critical thinking explicitly among its goals. Creative thinking is encouraged in class during simulations and exercises (for example, students have to come up with reasons justifying the Miranda process and discuss them in class). Students practice innovation when they defend each other from unjust exclusion during the civil liberties lecture; they also come up with innovative responses to contemporary political issues in open discussion. Inquiry occurs as the students use the original documents and case studies in the textbook to deepen their understanding of the policy process. Analysis is central to this course: students learn to analyze the conditions under which different types of policy and political outcomes occur (for example, when they study interest groups, they learn to identify situations in which free riding is likely to occur and how to overcome it). Students evaluate information when they make use of the many sources of political data from the textbook, website, and provided in lecture (for example, they are provided with many different possible correlates of voter turnout). Synthesis of information happens in class when students complete exercises or engage in discussion with the lecturer, and at the end of each block of topics (the Constitutional Framework, Connecting Citizens to Government, and Official Decision Making). This learning is evaluated mainly by student performance on exams, but also collectively as the class engages in exercises together (for example, the instructor provides feedback orally on how well the class as a whole defended the rights of one of their number). The final exam includes questions that require critical analysis and synthesis of the issues raised in the course. The last section of the course focuses on critical assessment of the performance of American democracy.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Most communication in this course happens between the instructor and students in lecture, and between the students and instructor on exams. However, there is also communication among the students and with the supplemental instructor. Students develop ideas through reading the text and considering the "key questions" and "takeaway points. They also develop ideas in class by interacting orally with the instructor. Students interpret ideas through engagement with original texts such as James Madison's Federalist Papers 10 and 51. They also engage with visual information in class as the instructor frequently presents quantitative analysis of topics in American politics. Students express ideas frequently in class in response to instructor queries, as well as on exams. The difficult, controversial topics in the course encourage communication in many directions, both in class and among students themselves as they grapple with the evaluation of American democracy. For example, students read and analyze the text of the U.S. Constitution.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities):

Social Responsibility is a central aspect of this course in American National Government. Students gain intercultural competence by learning about the many diverse cultures participating in American government (sections of the text specifically focusing on intercultural competence include "Conflicting Values: A Delicate Balancing Act," "Diversity and Difference," "Ideology and Partisanship," Agreement, Disagreement, and Compromise at the Convention," "Civil Rights" (which includes sections on African Americans, Latinos, Native Americans, Women, The Disabled, and Gays and Lesbians), and "Racial and Gender Bias." Students learn about civic responsibility throughout the course, including in-class exercises focusing on duties to fellow citizens; sections in the text devoted to civic responsibility include "The Promise of Democracy," "Civil Rights," "Why People Join Interest Groups," "Membership in American Political Parties," "Facilitate Participation," "Information and Civic Engagement," "Forms of Political Participation," and "The Right to Vote." The course directly addresses students' ability to engage effectively in regional, national, and global communities, both in lecture and in the textbook (for example, students learn how to contact their representatives on the local, state, and federal levels, learn how the different levels of government are connected, and learn how U.S. policies are related to international politics). All of these sections are included on the section exams and the final exam.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision - making):

Personal Responsibility is a central topic for this course in American National Government. In class, students participate in challenging ethical exercises (having to come up with reasons to respect rights across difference, for example). In the textbook, students engage with the ethical commitment that motivated the founders, as well as the differences among the founders themselves on matters of ethics. For example, students consider alternatives to democratic rule such as autocracy and oligarchy. They engage with the tension between American commitments to equality on the one hand and individual rights on the other. These ethical tensions are illustrated with policy examples throughout the course (for example, students study free speech jurisprudence). The sections on voting, juries, and political participation also engage students with issues of personal responsibility. The four exams include questions testing students' understanding of the ethical issues of personal responsibility as they relate to American Government.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
SYLLABUS

Spring 2013
Political Science 206
American National Government

Instructor: Jon R. Bond
Office: Allen Bldg. 2071
Hours: Monday 10:00-11:30; Wednesday 2:00-3:30 (in my office)
Other times by appointment


I. The Subject: Objectives and Methodology
This is a course about American National Government.
A. Course goals:
1. Develop an understanding of the institutions and political processes of the American political system;
2. Encourage critical thinking about political events; and
3. Introduce students to the discipline of Political Science and how political scientists study politics scientifically.

B. Learning Outcomes. Each student should:
1. Learn the concepts and terms relevant to the study of American politics;
2. Understand and apply the major concepts and theories in the study of American politics; and
3. Understand the promise and performance of American democracy.

C. Method of instruction: assigned reading, lectures emphasizing and expanding on material in assigned reading, and class discussion.

II. Required Text
[I have arranged for my students to get the textbook directly from the publisher at a discounted price of $76.00 at the following website: www.cengagebrain.com/micro/tamupols206. Shipping is free and you can get 7-day free access to the eBook while the book is being shipped. In addition, I have posted pdf files of chapters 1 and 2 on e-learning in case you have difficulty getting the book. You also have an option to purchase an eBook of the 10th edition $47.99 for 6-months access.

The discounted price for the book is available only at this website. If you choose to get a used book from another source, be sure it is the 10th edition (ISBN-10: 0-495-91374-X). Previous editions are out of date and do not contain material included in the 10th edition.]

III. Grades
A. Exams and Weights:

<table>
<thead>
<tr>
<th>Exam</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXAM 1 (55 questions)</td>
<td>55 points</td>
<td>27.5%</td>
</tr>
<tr>
<td>EXAM 2 (65 questions)</td>
<td>65 points</td>
<td>32.5%</td>
</tr>
<tr>
<td>EXAM 3 (80 questions)</td>
<td>80 points</td>
<td>40.0%</td>
</tr>
<tr>
<td></td>
<td>200 points</td>
<td></td>
</tr>
</tbody>
</table>

Exams are multiple-choice with questions from both lectures and assigned reading.

B. Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>180-200 pts</td>
<td>(90-100%)</td>
</tr>
<tr>
<td>B</td>
<td>160-179 pts</td>
<td>(80-89%)</td>
</tr>
<tr>
<td>C</td>
<td>140-159 pts</td>
<td>(70-79%)</td>
</tr>
<tr>
<td>D</td>
<td>120-139 pts</td>
<td>(60-69%)</td>
</tr>
<tr>
<td>F</td>
<td>0 - 119 pts</td>
<td>(0-59%)</td>
</tr>
</tbody>
</table>

C. There is NO extra credit in this class
IV. Miscellaneous Policies:

A. Attendance: You decide for yourself whether to attend class or not. I believe class attendance is important and students who do not attend class tend to make low grades. Although, I will take attendance on a regular basis, there is NO EXTRA PENALTY OR REWARD ASSOCIATED WITH ATTENDANCE. If you choose not to attend, you are still responsible for everything discussed in class.

B. Missed Work and Make-up Policy: You are eligible to make-up missed exams if and only if you satisfy all of the following conditions (Texas A&M University Student Rules, sects 7.1-7.3, http://student-rules.tamu.edu/rule07):
1. You must have a UNIVERSITY RECOGNIZED EXCUSED ABSENCE (sect. 7.1),
2. You must provide the required documentation (sect. 7.1 & 7.2), and
3. You must notify your instructor in writing (acknowledged e-mail message is acceptable) prior to the date of exam or by the end of the second working day after the exam is given (sect. 7.3). If you are unable to notify me personally, you should have someone call or e-mail for you. If I am not in, you can leave a message at the Political Science Department office (845-2511).

To be clear, you are eligible to take a make-up exam if and only if (1) the absence is on the University list as excused, (2) you provide the necessary documentation, and (3) you notify me by the end of the second working day after the exam. If the reason for the absence is not listed in section 7.1 of the University rules or if you fail to provide timely notification and documentation, the absence is NOT excused and make-up work is NOT available. No exceptions.

Except for the final exam, which is given at the assigned time during finals week, exam dates listed on the Assignment page are tentative. Exact exam dates will be announced in class at least one week in advance. The “regular make-up exam” is multiple-choice and is offered in my office at 4:00 p.m. the second working day after the exam is given (e.g., for exams given on a Wednesday, the make-up is the following Friday at 4:00). Students with excused absences who cannot attend the regular make-up are eligible for alternative make-up work to be determined in consultation with the instructor. The typical alternative is an essay exam. The make-up for students with excused absences for the final is on the day after the end of finals week.

C. Special Problems and Changing Grades: The only reason for changing a grade is if I make an error in computation. Special circumstances (e.g. “I’m on probation and need a “C” to stay in school,” “I must have an “A” to keep my scholarship,” etc.) may be important to you. But to be fair to all students, I will not change a grade for any reason except errors in computation.

D. Class disruption: Disrupting class is a serious violation of Texas A&M University rules and regulations. Cell phones are disruptive if they “beep” during class. If you bring your cell phone to class, please be sure it is turned off. I will take appropriate action to remove any disruptions from the class.

E. Cheating: The Aggie Code of Honor states: “An Aggie does not lie, cheat, or steal or tolerate those who do.” Accordingly, cheating will not be tolerated. If I can prove cheating, I will apply the severest penalty permitted given the circumstances. If I suspect cheating but cannot prove it, I will require you to take another exam.

F. The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact the Department of Disabilities Services in Cain Hall, Room B118. e-mail: disability@tamu.edu; phone: (979) 845-1637.

G. The handouts used in this course are copyrighted. By “handouts,” I mean all materials generated for this class and distributed in class or posted on the class homepage, which include but are not limited to syllabi, quizzes, exams, in-class materials, and lecture outlines. You may reproduce copyrighted material for your own personal use, but you do not have the right to sell or distribute the handouts to anyone else, unless I expressly grant permission. Violating U.S. Copyright laws is an Honor Code violation.
V. Assignments:  
I have divided the course into 13 topics. We will spend between 1 and 4 class periods on each topic. You should do the assigned reading for a topic before we discuss it in class.

<table>
<thead>
<tr>
<th>Topic #</th>
<th>Topic Title</th>
<th>Reading Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Introduction</td>
<td>Read the syllabus</td>
</tr>
</tbody>
</table>

### Part One: Constitutional Framework

<table>
<thead>
<tr>
<th>Topic #</th>
<th>Topic Title</th>
<th>Reading Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Promise of Democracy</td>
<td>Chap. 1</td>
</tr>
<tr>
<td>2</td>
<td>The American Constitution</td>
<td>Chap. 2; <em>U.S. Constitution &amp; Federalist #51</em> (appendix)</td>
</tr>
<tr>
<td>3</td>
<td>Federalism</td>
<td>Chap. 3; Federalist #10 (appendix)</td>
</tr>
<tr>
<td>4</td>
<td>Civil Liberties &amp; Civil Rights</td>
<td>Chaps. 4 &amp; 5</td>
</tr>
</tbody>
</table>

**Exam 1 over Topics 1-4**  
55 multiple choice questions  
Approximate Date: February 20

### Part Two: Connecting Citizens to Government

<table>
<thead>
<tr>
<th>Topic #</th>
<th>Topic Title</th>
<th>Reading Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Interest Groups</td>
<td>Chap. 6</td>
</tr>
<tr>
<td>6</td>
<td>Political Parties</td>
<td>Chap. 7</td>
</tr>
<tr>
<td>7</td>
<td>Nomination &amp; Election of the President</td>
<td>Chap. 10 (skip pp. 358-370 on congressional elections)</td>
</tr>
<tr>
<td>8</td>
<td>Public Opinion &amp; Socialization</td>
<td>Chap. 9</td>
</tr>
<tr>
<td>9</td>
<td>Voting Behavior &amp; Participation</td>
<td>Chap. 11</td>
</tr>
</tbody>
</table>

**Exam 2 over Topics 5-9**  
65 multiple choice questions  
Approximate Date: April 3

### Part Three: Official Decision Making

<table>
<thead>
<tr>
<th>Topic #</th>
<th>Topic Title</th>
<th>Reading Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Congress</td>
<td>pp. 358-370 in Chap. 10, &amp; Chap. 12</td>
</tr>
<tr>
<td>11</td>
<td>The Presidency</td>
<td>Chap. 13</td>
</tr>
<tr>
<td>12</td>
<td>The Bureaucracies</td>
<td>Chap. 14</td>
</tr>
<tr>
<td>13</td>
<td>The Federal Judiciary</td>
<td>Chap. 15</td>
</tr>
</tbody>
</table>

**Final Exam over Topics 10-13**  
80 multiple choice questions  
**Monday, May 6**  
3:30-5:30  
BLOC 102

(Final Exam Make-up time for students with documented excused absences is Thursday, May 9 from 9:00-11:00 a.m., Allen 2071)
# Final Examination Schedule — Spring 2013

<table>
<thead>
<tr>
<th>Final Exam Day</th>
<th>Final Exam Time</th>
<th>Class Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 3, Friday</td>
<td>7:30-9:30 a.m.</td>
<td>MW 5:45-7:00 p.m. or later MW 6:20-7:35 p.m. or later</td>
</tr>
<tr>
<td></td>
<td>10 a.m.–noon</td>
<td>MWF 8-8:50 a.m.</td>
</tr>
<tr>
<td></td>
<td>12:30-2:30 p.m.</td>
<td>TR 9:35-10:50 a.m. TR 10:20-11:35 a.m.</td>
</tr>
<tr>
<td></td>
<td>3-5 p.m.</td>
<td>TR 11:10 a.m.-12:25 p.m. TR 11:55 a.m.-1:10 p.m.</td>
</tr>
<tr>
<td>May 6, Monday</td>
<td>8-10 a.m.</td>
<td>MWF 9-10 a.m.</td>
</tr>
<tr>
<td></td>
<td>10:30 a.m.-12:30 p.m.</td>
<td>MWF 12:40-1:30 p.m. MWF 1:15-2:05 p.m.</td>
</tr>
<tr>
<td></td>
<td>1-3 p.m.</td>
<td>TR 8-9:15 a.m. TR 8:45-10 a.m.</td>
</tr>
<tr>
<td><strong>May 6, Monday</strong></td>
<td><strong>3:30-5:30 p.m.</strong></td>
<td><strong>MW 4:10-5:25 p.m.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>4:10-5:25 p.m.</strong></td>
<td><strong>MW 4:10-5:25 a.m.</strong></td>
</tr>
<tr>
<td>May 7, Tuesday</td>
<td>8-10 a.m.</td>
<td>MWF 10:20-11:10 a.m. MWF 10:55-11:45 a.m.</td>
</tr>
<tr>
<td></td>
<td>10:30 a.m.-12:30 p.m.</td>
<td>MWF 3:30-5:30 p.m. MWF 3:35-4:25 p.m.</td>
</tr>
<tr>
<td></td>
<td>1-3 p.m.</td>
<td>TR 3:55-5:10 p.m. TR 4:40-5:50 p.m.</td>
</tr>
<tr>
<td>May 7, Tuesday</td>
<td>3:30-5:30 p.m.</td>
<td>MWF 1:50-2:40 p.m. MWF 2:25-3:15 p.m.</td>
</tr>
<tr>
<td>May 8, Wednesday</td>
<td>8-10 a.m.</td>
<td>TR 12:45-2 p.m. TR 1:30-2:45 p.m.</td>
</tr>
<tr>
<td>May 8, Wednesday</td>
<td>10:30 a.m.-12:30 p.m.</td>
<td>MWF 11:30 a.m.-12:20 p.m. MWF 12:05-12:55 p.m.</td>
</tr>
<tr>
<td>May 8, Wednesday</td>
<td>1-3 p.m.</td>
<td>TR 2:20-3:35 p.m. TR 3:05-4:30 p.m.</td>
</tr>
<tr>
<td>May 8, Wednesday</td>
<td>3:30-5:30 p.m.</td>
<td>TR 5:30-6:45 p.m. or later TR 6:15-7:30 p.m. or later</td>
</tr>
</tbody>
</table>

When a student is scheduled for three final examinations in one day, the student may request rescheduling of one of the examinations through his/her dean. The dean, department head, and faculty member will make every effort to accommodate the student when such a request is made. Please see Texas A&M University Student Rules, [http://student-rules.tamu.edu/rule98](http://student-rules.tamu.edu/rule98).

My policy is to treat three final examinations scheduled in one day as an excused absence. I will need to see a copy of your class schedule to verify the three regularly scheduled finals on one day. Final Exam Make-up time for students with documented excused absences is Thursday, May 9 from 9:00-11:00 a.m., Allen 2071.
Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a Course to be Considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Political Science

2. Course prefix and number: POLS 207

3. Texas Common Course Number: GOVT 2306

4. Complete course title: State and Local Government

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   - [ ] Communication
   - [ ] Mathematics
   - [ ] Life and Physical Sciences
   - [ ] Language, Philosophy, and Culture
   - [X] Government/POLITICAL SCIENCE
   - [ ] Creative Arts
   - [ ] American History
   - [ ] Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - [ ] Yes
   - [ ] No

8. How frequently will the class be offered? every term

9. Number of class sections per semester: 1-15 (usually about 10)

10. Number of students per semester: 300-3000 (usually about 2500)


This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

13. Submitted by:

   Course Instructor

   [Signature]

   Date 3-6-13

14. Department Head

   [Signature]

   Date 3-8-13

15. College Dean/Designee

   [Signature]

   Date 3-13-13

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Government/Political Science

In the box below, describe how this course meets the Foundational Component Area description for Government/Political Science. Courses in this category focus on the consideration of the Constitution of United States and the constitution of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

POLS 207 (State and Local Government) is the second half of a two-course sequence in Government and Political Science (the other half is POLS 206, American National Government). The course is a survey of state and local government and politics with special attention to the government and constitution of the state of Texas. Governmental institutions are analyzed throughout the course, but especially in the sections on American Federalism, Government Finance, Local Government, State Legislatures, State Executives, State Courts, and State and Local Policy. Political behavior is the focus of the weeks on Participation in Politics and Parties and Interest Groups, in addition to being an ongoing theme. The course addresses civic engagement throughout the semester, but especially in the section on participation, where the theme of "the individual in democratic government" is treated. The political and philosophical foundations are the focus of the first two weeks of class, the section on "the origins of concern with government," as well as an ongoing subject of discussion.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Among the learning outcomes on the syllabus are "demonstrate critical thinking," specified with ":a. Appreciate that political actors and analysts do not share a common vocabulary and sometimes use unique definitions," and ":b. identify biased or incomplete use of empirical information." Thus one of the main ways in which students exercise critical thinking during the course is by learning to be critical consumers and savvy producers of quantitative information about state and local government. This is modelled in lecture with innovative real-time animated simulations, among other modes of instruction. Each chapter of the textbook encourages creative thinking about the material with a series of stimulating questions for further thought. Students practice innovation by being provided with multiple sources of raw data about state and local government which they can manipulate to answer their own original questions (these are provided for every topic in the course). Using these data sources as well as the material in the main articles and original sources included in the textbook, students inquire about state and local government. Throughout the course and the text, students are prompted to think critically about their knowledge of government (for example, they learn to identify spurious relationships early in the course). Evaluation of information is a particular focus of this course, as students are introduced to better and worse methods of data analysis in class and in the textbook. A late section of the text prompts students to consider the fact that "causality is difficult to determine." Students synthesize what they have learned in class discussion and on exams.
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

This course features an innovative communication system in which the instructor uses a tablet computer to maintain constant communication with the large group of students in class in real time. Students who might not ordinarily raise their hands to ask questions or post queries by email, or text, and the instructor responds to everyone in real time. Most communication in this course happens between the instructor and the students in lecture or via email, and between the students and the instructor on exams. However, there is also communication among the students and with the supplemental instructor. The syllabus encourages students to prepare for exams by writing out answers to essay questions provided in the textbook and discussing these with each other and the supplemental instructor. Students develop ideas in class in interaction with the instructor, who presents data in both raw form and analyzed. The text includes a large number of opportunities for individual interpretation of data; for example, a series of state-by-state comparisons on various measures are presented for the students to compare and draw their own conclusions. Students express their ideas about state and local government in class discussion and on examinations. In addition, visual communication is central to both the in-class and text experience, as students repeatedly draw inferences about government by translating raw data into structured comparisons. Students synthesize what they have learned in class discussion and on exams.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Social Responsibility is a central aspect of this course in State and Local Government. Intercultural competence is developed in the sections on "wealth differences," "demographic differences," "social problems," "political culture differences among the states," "other political differences," "race and ethnicity requirements," and "the past affects the present." Knowledge of civic responsibility is fostered in the sections on "participation in elections," "the individual in democratic government," "seeking public office," "attending public meetings," "communicating with representatives," "making a choice at the polls," "democracy in local government," "volunteers," and "state and community governments matter to you." The ability to engage effectively in regional, national, and global communities is stressed in the entire course, especially the sections on "fifty states and 90,000 local governments," "politics among the states," "centralization of government," "confederacy and federalism," "possible forms of public participation," and "the first active government: that at the local level." Students synthesize what they have learned in class discussion and on exams.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

Personal Responsibility is an important topic for this course in State and Local Government. Students are encouraged throughout the course and in the textbook to become active, critical consumers of information about government. They learn to use social science to make empirically informed comparisons among different governments and policies. Ethical decisions and personal consequences are dealt with especially in sections on policies (for example, speed limit policies). The philosophical underpinnings of government are covered in the section on the origins of concern with government, while individual ethical choice is highlighted in "the individual in democratic government." Students are prompted to engage in ethical reflection in the last chapter especially, which includes sections on "state and community governments matter to you," "do we have a democracy, or even a republic?" and "the present affects the future." Students synthesize what they have learned in class discussion and on exams.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Pols 207-506
State and Local Government Syllabus
Tuesday and Thursday, 9:35-10:50, Blocker 102

Professor Harvey J. Tucker
Allen 2084
Office Hours: before and after class in the classroom
Spring 2013
Office hours in Allen 2084 by appointment
Texas A&M University
845-8589

Texts
Harvey J. Tucker and Norman R. Luttbeg, Comparing the States and Communities, Revised 8th edition, Fall 2011, available for purchase only at the MSC Bookstore in G. Rollie White. The Fall 2011 printing corrects errors and updates some information from earlier printings. There is more than 90% overlap in all printings of the Revised 8th edition.
A booklet of lecture materials is available for purchase at the MSC Bookstore in G. Rollie White only.

Learning outcomes
By the end of this course, students should be able to:
1. Demonstrate social and cultural competence
   - Define, understand, and use concepts and terms relevant to the study of state and local government in the United States;
   - Comprehend origins and evolution of state political systems with a special emphasis on Texas including a study of political institutions, constitutions, and federalism;
   - Understand the opportunities for citizens to participate in government at the state and local level by understanding differences in mechanisms and patterns of participation thus making them more responsible citizens.
2. Demonstrate critical thinking
   - Appreciate that political actors and analysts do not share a common vocabulary and sometimes use unique definitions;
   - Identify biased or incomplete use of empirical information.

Course Web Site
http://elearning.tamu.edu/

Email Communications
Send email to H-TUCKER@TAMU.EDU. To receive a response, each email message must have Pols 207-506 and your name (as listed by the University Registrar) in the message subject line and must be sent from a TAMU email address. The TAMU email address helps identify TAMU students. Pols 207-506 and student names in the message subject line help identify students enrolled in the class and help me keep track of messages. Email communications must meet the spelling, grammar and punctuation standards of formal business communications. Do not expect an answer to questions answered on this course syllabus. Expect inquiries about and requests for alternatives to the grading criteria below to be posted online and/or forwarded to the dean of your academic college.

During class, you can send emails about the lecture to tucker207@pols.tamu.edu.

Reading Assignments

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Tests and Eligibility to Take Tests

Students are responsible for material covered in assigned readings and in classroom lectures and discussions. There will be three tests during the semester and no final exam. Each test will emphasize material covered since the previous one. The tests are scheduled for February 12, March 21 and April 23. Tests will not be administered before scheduled dates. These three scheduled tests will be administered during class time in the classroom. They will consist of 42 multiple-choice questions. Test scores will be calculated as Number correct/40 and recorded to one decimal place. Students must bring gray 8½ by 11 inch Scantron forms, number 2 pencils, and one of these picture identification cards: a TAMU student ID card with legible name and photo, driver’s license or passport. Students will have 60 minutes to complete tests.

Students enrolled in the class are eligible to take scheduled tests if they are in the classroom with required picture identification, Scantron form and number 2 pencils before the end of the class period. Students who miss tests and do not document absences approved by university policy will receive grades of zero.

Excused Absences

University attendance policy as defined in Student Rules 7 will be strictly followed http://studentrules.tamu.edu/rule07. Only the excused absences explicitly listed in Rule 7.1 and 7.2 are acceptable. For injuries or illnesses, students must provide written confirmation of a visit to a health care professional from the professional. It must specify the date and time of the visit and also specify that the medical service was for an acute injury or illness that made it necessary for a student to be absent from class.

Rule 7.3 specifies deadlines for notifying instructors and providing documentation satisfactory to instructors. The notification deadline is by end of the second working day after the absence. Notifications after absences must include an explanation of why prior notice could not be sent. The deadline for providing documentation that is satisfactory to the instructor is within one week of the last date of the absence. Students who delay sending documentation run the risk of missing this deadline if the documentation is not satisfactory.

Students may submit documentation of an excused absence for (1) participation in an activity appearing on the university authorized activity list, (2) observance of a religious holy day or (3) acute injury of illness requiring absence from class either to me or to the associate dean for undergraduate programs, or the dean’s designee, of their colleges. For participation in university authorized activities, I accept documentation from a sponsoring university official. For observance of a religious holy day, students should send me an email communication stating the name of the religious holy day. I will reply by email if I need additional information. For acute injuries or illnesses, the only documentation I accept is written confirmation of a visit to a health care professional from the professional. It must specify the date and time of the visit and also specify that the medical service was for an acute injury or illness that made it necessary for a student to be absent from class. Students who choose to submit documentation to me must scan or photograph (cell phone) their documentation of excused absences and email them to me from their TAMU email accounts by the required deadlines. Make sure the digital file is of sufficiently large size and high quality that it can be read clearly when opened. I will let students know if I need to see the original documents or if I need further explanation or information.

Rule 7.2 indicates the associate dean for undergraduate programs, or the dean’s designee, of the student’s college may verify a student’s absence as excused for the absences listed in Rule 7.1. Although Rule 7.2 refers to a letter from the dean or designee to take to instructors, I will accept emails and telephone calls in lieu of letters. A communication from a dean or designee verifying an absence as excused per Rule 7.1 is always satisfactory documentation. A communication asking “please treat an absence as excused” is not satisfactory documentation. The deadline for providing satisfactory documentation from a dean or designee is within one week of the last date of the absence.

I will send emails to authorizing students to take makeup tests after I receive documentation specified above by deadlines.

Makeup Tests

Makeup tests are available only for students with excused absences that have been approved by the instructor or students’ deans and who have been authorized by the instructor to take a makeup. The makeup for Test 1 will be 9:35-10:35 AM February 26. Report to room 2029 of the Allen Building; if the location must be changed, there will be
information posted outside room 2029. The makeup for Test 2 will be 9:35-10:35 AM April 4. Report to room 2029 of the Allen Building; if the location must be changed, there will be information posted outside room 2029. The makeup for Test 3 will be held in the classroom during the first hour time scheduled by the university for final exams in courses that meet TR 9:35; Friday, May 3. 12:30-1:30 PM. Make-up tests will have 42 multiple-choice questions on the same material as the tests they substitute for, but not necessarily the same questions. The same materials required for original tests are required for makeup tests.

Grading
Scores from the three tests will be averaged to determine final course grades. Semester averages of 89.5 and higher will receive grades of A; 79.5 to 89.4 grades of B; 69.5 to 79.4 grades of C; 59.5 to 69.4 grades of D; lower than 59.5 grades of F. Students who want to criticize or challenge test questions on a test must do so immediately after all students have completed the test. If there are problems with test questions, editing or reproduction, they will be taken care of with adjustments to scores for individual tests.

There are no options for grading other than those listed above. There is no curving. There are no additional tests, no special projects, and no grades for attending lectures, no extra credit opportunities whatsoever. The professor must assign the same course grade to every student who has the same test scores. The professor does not have the authority to award grades on a basis other than described in this syllabus. TAMU Student Rule 48 http://student-rules.tamu.edu/rule48 lists university officials who are authorized to give students grades other than those awarded by course instructors.

Reporting of Test Grades
Test scores and individual error reports tests will be posted on ELearning.tamu.edu. Students may review answer keys and their individual error reports before and after class or at the makeup test opportunity as follows: Test 1, February 14 and 19; Test 2 March 26 and 28; Test 3 April 25. Students must bring printed versions of individual error reports and one of the three picture ID cards listed above to review answer keys. Makeups tests on May 3 will be graded in the classroom before test takers leave and will be reported to test takers. If you need assistance with ELearning, contact TAMU Instructional Technology Services at 862-3977 or its@tamu.edu.

Student Responsibilities
Students are expected to have completed all assigned reading before class lectures. Those who do will find the lectures easier to understand. While some lecture material will review assigned readings most will not. Students are encouraged to ask questions about the assigned readings when germaine topics are covered in lectures.

Classroom Behavior
Texas A&M University regards attendance as an individual student responsibility. You are expected to attend all classes. Attendance will play no role in course grades. If you attend class you should behave appropriately in the classroom. After the lecture begins, this means, among other things, not conversing with other students, not reading, not working puzzles, not telephoning, not texting, not using your computer for anything other than taking notes on the lecture, and not sleeping. Your fellow students and instructor regard these as disruptive behavior discussed in Student Rule 21, http://student-rules.tamu.edu/rule21.

Americans with Disabilities Act (ADA) Policy Statement
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Disability Services in Cain Hall B118, call 845-1637, or e-mail disability@tamu.edu.

Aggie Honor System Office
It is the mission of the Aggie Honor System Office to serve as a centralized system established to respond fairly to academic violations of the honor code at Texas A&M University. Prohibited academic misconduct is defined and discussed on their web site: http://www.tamu.edu/aggiehonor/definitions.php.
FREQUENTLY ASKED QUESTIONS
POLS 207 Professor Tucker

CLASS MEETINGS
Where does the class meet?
Blocker 102.

When does the class meet?
Tuesday and Thursday, 9:35-10:50.

Where will tests be administered?
In the room where the class meets.

When will tests be administered?
During class time.

Where will makeup tests be administered?
That information is above.

SYLLABUS
Why is this course syllabus so long?
- To help students learn to acquire information through written documents;
- To save students the time and trouble of asking the instructor;
- To save the instructor the time and effort of answering the same questions to hundreds of students.

In a typical semester, what proportion of questions do students ask concerning course procedures that are answered on the course syllabus?
More than 98%.

How do you know what questions students are going to ask?
Past students have already asked them.

What do you do when students ask questions concerning course procedures that should be answered on the course syllabus but are not?
- I answer the students;
- If appropriate, I discuss the questions and answers in class;
- If appropriate, I email the questions and answers to students registered in the course.

Do you appreciate questions that you think should be answered on the course syllabus but are not answered on the course syllabus?
I appreciate the questions and I appreciate the students who ask them.

Do you solicit questions that are answered on the course syllabus?
No.

Do you intend to answer questions students ask this semester that are answered on this syllabus?
No.

Why do you not intend to answer questions students ask this semester that are answered on this syllabus?
- To help students learn to acquire information through written documents;
- To save students the time and trouble of asking the instructor;
- To save the instructor the time and effort of answering the same questions to hundreds of students.

Why do you want students to learn to acquire information through written documents?
Employers (and others) expect graduates of Texas A&M University to have this skill.
COURSE WEB SITE
Where is the course web site?
http://www.ELearning.tamu.edu

COMMUNICATING WITH THE PROFESSOR
Why have you not replied to my email or telephone message?
Email messages must have Pols 207, the correct section number and your name as listed by the University Registrar in the message subject line. Email must be sent from a TAMU email address. I cannot reply to email or telephone messages until after I have received the communication. Do not expect replies to questions answered on this course syllabus. Do not expect replies to inquiries about and requests for alternatives to the grading criteria specified in the course syllabus.

Why won’t you give information about test scores and grades by telephone or email?
That could be a violation of university policy and federal law.

STUDYING AND TESTS
Will there be Supplemental Instruction sessions for this class?
Yes.

Where is information posted about Supplemental Instruction times and locations?
On the course web site.

Where is information posted about changes to Supplemental Instruction times and locations?
On the course web site.

I have not attended class and want to know whether announcements about Supplemental Instruction were made but are not yet posted on the course web site. Should I ask Professor Tucker?
No.

I have not attended class and want to know whether announcements about Supplemental Instruction were made but are not yet posted on the course web site. What should I do?
Contact students who attended class and/or keep checking the course web site.

What are the dates for tests and makeup tests?
That information is above.

What are the times for tests and makeup tests?
That information is above.

Where will tests and makeup tests be held?
That information is above.

How should I prepare for class lectures?
Read the material specified on the course syllabus before each class.

If I miss a lecture how can I get lecture notes?
Ask other students, particularly students attending Supplemental Instruction sessions, to share their notes with you.

Does Professor Tucker provide detailed notes to students who miss lectures?
No.

Have you authorized anyone to sell lecture notes?
No.

Have you authorized anyone to sell summaries of material in the textbook?
No.
Is attendance at class lectures recorded?
   No.

Must I inform the instructor in advance if I am going to miss a lecture?
   No.

Must I inform the instructor after I miss a lecture?
   No.

How will you let me know if a test will be given on a date other than those specified on the course syllabus?
   In case of emergency an email message will be sent to your Texas A&M University email address.

What should I do to prepare for tests?
   Read the material multiple times. At the end of each section of text ask yourself, "What multiple choice questions from this material would the person who wrote the material ask?"

What else should I do to prepare for tests?
   Read material multiple times before it is covered in lectures.

What else should I do to prepare for tests?
   Attend Supplemental Instruction sessions.

What else should I do to prepare for tests?
   Get together with other students and ask each other what questions will be on the test.

What else should I do to prepare for tests?
   Anything you do to help yourself think actively about what you have read will be beneficial. Answering essay questions, writing down the major points of the chapter and asking yourself what multiple choice questions could be asked are all examples.

What else should I do to prepare for tests?
   Remember that the questions are about what is written in the text and what was said during lectures.

Do I need to know all values for all states presented in all scatterplots, maps and tables in the text?
   No.

What do I need to know about the information in each scatterplot?
   • Whether or not the relationship is strong.
   • If it is strong, is the direction positive or negative.
   • Anything specifically discussed in the text about causality and/or spuriousness.

Will there be numbers and dates in some of the test questions and answers?
   Yes. But, dates and numbers in answers will not be close together. You will not be asked whether a value is 5% or 7% or 9%. You might be asked whether a value is 5% or 30% or 75%.

What should I remember as I am taking tests?
   Remember that you are seeking the best answer. More than one answer may be correct or partially correct. It is possible that no answer is completely correct. Read all answers before choosing the best answer.

Are there old tests I can review?
   No.

Why not?
   The questions tend to stay the same but the correct or best answers change.

Where can I find examples of multiple choice questions similar to those on tests?
   In the textbook.
What must I bring to tests?
   You must bring one of the following that has your photograph: TAMU student ID card, driver’s license or passport, a number 2 pencil, and a gray 8½ by 11 Scantron form.

Does the photo ID have to be a TAMU student ID?
   That question is answered immediately above.

What if I don’t bring a photo ID card to a test?
   You will not be allowed to take the test.

What should I do if I don’t bring a photo ID to a test?
   You may retrieve an existing ID or go to the General Services Complex and get a new student ID card. If you return before the first person taking a test leaves the room, you may use the remaining class time to take the test.

What should I do if all my acceptable photo identifications have been lost or stolen?
   Go to the General Services Complex and get a new student ID card. They will issue a new ID card even if you cannot pay immediately.

May I start the test if I arrange for someone to bring my photo ID card?
   No.

If I am late for a test will I have 60 minutes to complete it?
   No. Your time will end when time ends for students who were on time for the test.

Is there an exam I must take other than the three scheduled tests?
   No.

May I take tests other than the three tests specified on the syllabus?
   No.

**EXCUSED ABSENCES**

What is your policy on excused absences from tests?
   University attendance policy as defined in Student Rule 7 will be strictly followed [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07).

Will you excuse absences for reasons not explicitly listed in Student Rule 7, such as: job interviews, professional or academic conferences, weddings and other social events, advance purchase of nonrefundable goods or services, and activities related to TAMU activities but not explicitly listed as excused absences, etc.?
   No.

What is required to document an excused absence for injury or illness?
   For injuries or illnesses, students must provide written confirmation of a visit to a health care professional from the professional. It must specify the date and time of the visit and also specify that the medical service was for an acute injury or illness that made it necessary for a student to be absent from class.

What is required to document other university excused absences?
   For absences listed in Rule 7.1.1, a communication from the appropriate university official. For observance of religious holy days, send an email providing the name of the religious holy day. I will let you know if I need further information. For absences listed in Rules 7.1.2, 7.1.3, 7.1.4, 7.1.5, 7.1.7 and 7.1.8, the communication from an associate dean or designee of your college specified in rule 7.2, [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07).

Why do you want documentation of excused absences sent to you by email?
   - We both have a record of the message and when it was sent and received
   - I am less likely to misplace email with course number, section number and student name than I am to misplace a piece of paper given to me in the classroom.

Must I inform the instructor either before or after I miss a test?
   Yes. That is required by Student Rule 7, [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07).
When must I inform the instructor before I miss a test? When must I inform the instructor after I have missed a test? 

Are there deadlines for informing the instructor I have missed a test? 

Where can I find information about deadlines for informing the instructor I have missed a test? 

Are there deadlines for submitting documentation of an excused absence that is acceptable to the instructor? 
Yes, See Student Rule 7, http://student-rules.tamu.edu/rule07

If my documentation of an excused absence is not acceptable to the instructor, may I still provide the communication from an associate dean or designee of my college? 
If it is received by the instructor within one week of the last date of the excused absence, Yes.

If you do not accept my documentation for an excused absence, will the deadline for providing verification of an excused absence from the associate dean or designee of my college be extended? 
No.

Why do I have to provide documentation of an excused absence that is acceptable to the instructor within one week of the last date of the excused absence? 
It is required by Student Rule 7.3.

I missed both opportunities to get my MARS individual test report but I have excused absences for both class meetings. How can I get my test report? 
Document the excused absences using the procedures discussed in Student Rule 7 and above by the deadlines specified in Student Rule 7. Send me the documentation by email.

MAKEUP TESTS
Who is eligible to take a makeup test? 
Only students who have documented excused absences following the instructions above and who have received emails stating they are eligible to take a makeup test.

Are students who took a scheduled test and are unhappy with their grades eligible to take a makeup test? 
No.

What kind of questions will be makeup tests? 
That information is above.

What material will each makeup test cover? 
That information is above.

Is one of the photo IDs listed above necessary to take a makeup test? 
Yes.

TEST RESULTS AND COURSE GRADES
When can I criticize test questions and request that a different answer or more than one answer be deemed best or ask that an unfair question be excluded from grades? 
You must raise questions or issues immediately after all students have finished taking the test on its original administration.

What should I do if I think there is an error in the answer key used to grade a test? 
Inform the instructor in person or by email.

Is there a deadline for reporting suspected errors in answer keys?
Yes. Suspected errors must be reported after individual test results are available to students and answer keys are first available for review.

How are test results reported to students?
By individual error reports posted on ELearning.tamu.edu.

Where and when can I review the test questions I missed?
That information is above.

Where and when can I talk with the instructor about my test results?
At the first opportunity to review individual error reports and test keys.

What if I cannot meet with the instructor in the classroom at the times specified for talking about my test results?
Schedule an office appointment for one of the days when test results may be discussed in the classroom.

When will grades be posted on ELearning?
The same day each test is administered—unless Measurement and Research Services does not have test results available.

I think there is a mistake in my posted grade. How should I request a correction?
By email.

After I have taken a test, what can I do to improve my grades on future tests?
Review test results to see if there is a pattern to the questions you have missed. Increase the quantity and/or quality of your studying.

Given my scores on the tests I have taken, what scores do I need on remaining tests for the final course grade I want?
Texas A&M University faculty members expect Texas A&M University students to have arithmetic skills to answer this question themselves.

What if I need help finding my test results?
That information is above.

What if I can’t remember some or all of my test scores at the end of the semester?

What are the numerical cutoffs for each course letter grade?
That information is above.

Is there a final exam?
No.

Is there an exam I must take other than the three scheduled tests?
No.

Can my course grade be determined by a method other than averaging my three test grades?
No.

Will there be curving of grades at the end of the semester?
No.

DROPPING
Should I q-drop or should I take the remaining test or tests?
Academic programs at Texas A&M University set their own grade requirements for “passing” Pols 207. Some require a grade of D and others require a grade of C. Check with an academic adviser in your department, program or college about grade requirements. That adviser can explain your options for “freshman grade forgiveness” and q-dropping. Use arithmetic to calculate what scores you need on remaining tests for course letter grades at the end of the semester.
PROBLEMS
How do I find my test results?
That information is above.

I had a university excused absence to miss a scheduled test but I chose to take the scheduled test. Is it possible for me also to take the makeup test?
No.

DISSATISFACTION WITH COURSE GRADES
Does Professor Tucker know that Texas Aggies prefer higher course grades to lower grades?
Yes.

Should I communicate to Professor Tucker that I am a Texas Aggie and I prefer a higher course grade?
No. I already know.

After I have taken Test 1, Test 2 and Test 3, what can I do to receive a higher course grade?
Nothing.

Has Professor Tucker ever graded Pols 207 students on criteria other than those on his course syllabi?
No.

I have a compelling reason or explanation for why I did not have higher test scores. May I have course grade opportunities not available to other students?
No.

I have a compelling reason or explanation for why I did not have higher test scores. Can my course grade be determined by criteria not available to other students?
No.

If I explain in an email that I prefer a higher course grade, will Professor Tucker give me opportunities not available to other students or determine my course grade by criteria not available to other students?
No.

If I explain in person that I prefer a higher course grade, will Professor Tucker give me opportunities not available to other students or determine my course grade by criteria not available to other students?
No.

Professor Tucker insists on grading me the way he grades all other students. I am unhappy. Who can help me?
Communicate with the associate dean for undergraduate programs, or the dean’s designee, of your college. Ask that person to waive college grade or degree requirements or college or university deadlines, limitations or other requirements.

My college dean or designate will not waive deadlines or requirements for me. Should I ask Professor Tucker again?
No.

I want to appeal my course grade. How do I do it?

How do I discuss a course grade dispute with the instructor as specified in Student Rule 48?
Send me a written appeal by email or in a letter.

How many opportunities may I have to discuss a course grade dispute with the instructor?
One.

Why do you want to discuss grade disputes in writing rather than in person or by telephone?
• There is information about when your message was sent and/or received
• There is a record of the content of your message and my reply