



## Government 2306- Spring 2016

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### Introduction to Texas Government- CRN# 89644

Alief-Hayes – Room B110 8:00-9:30 a.m. Monday/Wednesday

**Instructor: Gary LeBlanc**

**Instructor Contact Information: 3 hour lecture course**

**PHONE:** (713) 718-5842 (Voice Mail)    **E-Mail:** [gary.leblanc@hccs.edu](mailto:gary.leblanc@hccs.edu)    **Office:** C408

**OFFICE HOURS:** 7-8:00 and 1:00-2:00    Monday/Wednesday ...other times by appointment  
8:00-9:30 and 2-3:00    Tuesday/Thursday .....other times by appointment

**Department Chair:** Evelyn Ballard **713.718.2490** [evelyn.ballard@hccs.edu](mailto:evelyn.ballard@hccs.edu)

Must have passed ENGL 1301 (Composition 1) or co-enrolled in ENGL 1301 as a co-requisite

**COURSE DESCRIPTION:** Government 2306 is one of two courses designed to introduce students to the politics of government at the national, state and local levels. This course is fully transferable to other colleges and universities. The course curriculum will include the following areas: Origin and development of the Texas Constitution, structure and powers of state and local government, intergovernmental relations, political participation, the election, public policy and the political culture of Texas. The course will basically be divided into three components or modules each resulting in test to evaluate learning outcomes. We will certainly include high profile current events and issues.

Your participation and involvement in the learning process and class activities in highly encouraged. Not only is this part of the required curriculum competencies, but this will be an essential ingredient in your enjoyment and success in this class. This course is designed to go far beyond the mere presentation, memorization and testing of data. It will promote each student's involvement in the learning process both in and out of class. I will encourage you to take an active role by listening, reading, completing assignments, independent learning exercise, as well as participation in classroom activities

### Learning Outcomes

Upon successful completion of this course, students will:

1. Explain the origin and development of the Texas constitution
2. Describe state and local political systems and their relationship with the federal government
3. Describe separation of powers and checks and balances in both theory and practice in Texas
4. Demonstrate knowledge of the legislative, executive, and judicial branches of Texas government

5. Evaluate the role of public opinion, interest groups, and political parties in Texas
6. Analyze the state and local election process
7. Identify the rights and responsibilities of citizens
8. Analyze issues, policies and political culture of Texas

**Core Objectives**

The Higher Education Coordinating Board (THECB) mandates that the core curriculum must ensure that students will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life. Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Students enrolled in GOVT 2305/2306 core curriculum courses will complete assessments designed to measure the following core objectives:

- o **Critical Thinking Skills**—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- o **Communication Skills**—to include effective development, interpretation and expression of ideas through written, oral and visual communication
- o **Personal Responsibility**—to include the ability to connect choices, actions and consequences to ethical decision-making
- o **Social Responsibility**—to include the ability to connect choices, actions, and consequences to ethical decision-making

Student assessment of proficiencies mandated by THECB may include testing, projects, or assignments.

**Government Program Student Learning Outcomes**

1. Identify and describe the institutions of American national government. GOVT 2302/2305
2. Identify and describe the institutions of the State of Texas government. GOVT 2302/2306
3. Identify and evaluate information sources for political news, data, and opinion. GOVT 2306
4. Analyze the effects of the historical, social, political, economic, and cultural forces on politics and government. GOVT 2306
5. Recognize and assume the responsibilities of citizenship by developing one’s critical thinking skills, engaging in public discourse, and by obtaining information through the news media. GOVT 2305

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**Government 2306- Course Outline-  
Tentative Schedule**

The following is an outline of our course activities and a tentative schedule of those activities. Completion of this material will cover the educational objectives for the Social Sciences core curriculum identified earlier in the Syllabus.

|            |  |
|------------|--|
| January 20 | First day of class<br>Discussion of Syllabus                   |
| January 25 | Political, social and economic ideologies<br><b>Discussion</b> |

|             |   |
|-------------|---|
| January 27  | Introduction- Political culture and policy-making environment<br><b>TPT- Ch. 1</b>                            |
| February 1  | Texas Constitution<br><b>TPT- Ch. 3 pp. 55-62</b><br><b>Syllabus Quiz</b>                                     |
| February 3  | Continue Texas Constitution<br><b>TPT-Ch. 3 pp. 62-77</b>   |
| February 8  | Complete Texas Constitution   |
| February 10 | Interest Groups<br><b>TPT- Ch. 6 pp. 138-148</b>  |
| February 15 | <b>President's Day Holiday-No Classes</b>   |
| February 17 | Political Parties<br><b>TPT-Ch. 5 pp. 113-126</b>   |
| February 22 | <b>TPT- Ch. 5 pp. 126-137</b><br>Begin voting, campaigns and elections<br><b>Discussion</b>                   |
| February 24 | Complete voting, campaigns and elections<br><b>TPT- Ch. 4 pp. 78-94</b><br>Review for Test                    |
| February 29 | <b>TEST 1 and due date for Assignment #1</b>  |
| March 2     | Legislative Branch<br><b>TPT- Ch. 7 pp. 164-180</b>   |
| March 7     | Legislative Branch<br><b>TPT- Ch. 7 pp. 180-198</b>   |
| March 9     | Executive Branch<br><b>TPT- Ch. 8 pp. 199-210</b>   |
| March 14-18 | <b>Spring Break- No classes</b>   |
| March 21    | Complete Executive Branch<br>State Bureaucracy<br><b>TPT- Ch. 8 pp. 210-23</b>                                |
| March 23    | *Exercise to review material covered prior to Spring Break<br>Judicial System<br><b>TPT- Ch.9 pp. 232-245</b> |
| March 25    | <b>Holiday- No Classes</b>  |
| March 28    | Judicial System<br><b>TPT- Ch. 9 pp. 245-256</b>  |

|          |   |
|----------|---|
| March 30 | Complete Voting/ Elections<br><b>TPT</b> Ch. 4 pp. 94-112<br>Review for Test                        |
| April 4  | <b>TEST 2 and due date for Assignment #2</b>  |
| April 5  | <b>Last date to Drop/withdraw</b>   |
| April 6  | Public Policy/Economics<br><b>TPT-</b> Ch. 12 pp. 314-324   |
| April 11 | Public Policy-Economics and Education<br><b>TPT-</b> Ch. 12 pp. 324-338                             |
| April 13 | Public Policy/Education<br><b>Discussion</b>  |
| April 18 | Public Policy/ Health and Human Services<br><b>TPT-</b> Ch. 12-pp. 338-346                          |
| April 20 | Public Policy-Transportation<br><b>TPT-</b> Ch. 12 pp. 346-356<br><i>Due date for class project</i> |
| April 25 | Local government<br><b>TPT-</b> Ch. 11 pp. 286-299  |
| April 27 | Local government<br><b>TPT-</b> Ch. 11 pp. 299-312  |
| May 2    | Federalism<br><b>TPT-</b> Ch. 2 pp. 29-38   |
| May 4    | Last day of instruction<br>Federalism<br><b>TPT-</b> Ch. 2 pp. 38-54<br>Review for Test             |
| May 11   | <b>Final Exam (TEST 3) and due date for Assignment #3</b>   |

### **TP- Texas Politics Today**

**Note:** The last date for make-up exams is **Monday-May 2, 2016**

Any student who has not taken a make-up by this date will receive a **ZERO** for the applicable exam(s).

### **Instructional Methods**

**TESTING:** The major test will comprise the largest percentage of your grade. Each test will consist of approximately **70-80%** objective involving multiple-choice questions. There will be no True/False questions. The remaining **20-30%** will consist of narrative questions such as short- answer, discussion or essay questions. Every

test will have a significant narrative/writing component. Some class time will be devoted to review test expectations before the first exam. Test questions will come from lecture, independent reading assignments, class discussions and other classroom activities. At a minimum, ninety percent of the test will be based on materials covered in class. This means that you will have to take individual responsibility for individual and independent preparation for some portion of the test materials. I would suggest that you maintain your class preparation activities on a systematic and consistent basis in order to be more successful on the test. Most evidence indicates that "cramming" usually *not* result in success in your grade or the actual retention of information. Just as in the nature of the course, the test will *not* emphasize memorization but real understanding and critical thinking. You should be prepared to apply, evaluate, and analyze in the testing process. The three tests will account for **63%** of your final grade.

It is expected that students take each test at the regularly scheduled time. If you do miss an exam, it is the responsibility of the student to contact the instructor to schedule a make-up exam. You should contact me as quickly as possible to facilitate the scheduling. This is particularly important since some make-ups may have to be scheduled in the testing and assessment center. You should be able to present a reasonable explanation for missing the exam. You may be asked to provide written documentation to support such reasoning. It will be your responsibility to set up an appointment in the Testing Center at the Alief-Hayes campus @**713.718.6991** and submit an e-mail confirmation of the scheduled appointment to me. **No student may take more than one make-up exam without the permission of the instructor!**

As noted, I will give make-up exams; however, you should **not** take this lightly. There are certainly valid reasons for make-up exams; however, it is certainly not a good idea to choose to take a make-up. You should also note that the structure and nature of this exam will be different than the original test and will become a predominately narrative test with a greater emphasis on short answers and essays.

**Project:** You should note that my grading system is comprehensive and includes a method of evaluation of each identified competency area. If test taking is not one of your strengths, you have the opportunity to improve your status in class with the other graded activities. There will be one project worth **60 points**. You will be given a choice of several options or topics related to the course material. You will have the opportunity to submit a paper or a PowerPoint presentation addressing your chosen topic. You will also have the opportunity to submit a "hybrid" that could include both a narrative and PowerPoint presentation. I will provide the topic options and additional instructions on my Learning Web page in the very near future. The due date for the **Project is due on Monday-April 20, 2016. I will not accept projects after Monday-April 25, 2016 and there will be a 30% deduction if the project is submitted late.**

**ASSIGNMENTS:** You will be given an assignment related to each section of test materials that will count **24 points** each. These will self paced assignments and you will have more than ample time to complete them. They will be given to you at the beginning of each section of test materials and you will turn them in on the applicable test date. They will be based on class lecture and independent reading assignments. **Eleven points** will be deducted for each class session the assignments are turned in late. I will *not* accept assignments more than one class session after their original due date except in rare and unusual circumstances. Assignments are considered late if they are turned in after I request their submission. Their primary purpose will be to assist you in the study and preparation process. This is not just busy work. They can serve as a valuable tool to get you invested in the learning process. I would suggest that you work on these on a regular and consistent basis to obtain their maximum benefit.

**QUIZZES:** The purpose of the quizzes is to ensure that you come to class on time and prepared. This means that you should maintain your reading assignments according to the schedule. This is also intended to discourage the practice of "cramming" the night before the test. I want you to be a part of the class discussions and I want you to retain the material. These quizzes should facilitate this process. In the past, students have indicated that the quizzes have actually served as a helpful tool in their overall grade. They will be short and will take place at both the beginning, as well as the end of class. If you are absent or late, you will miss the quiz. If you miss the quiz for any reason, you miss the points. There will be no make-ups. In total, there will be **nine** quizzes that will count **four points** each. You will be allowed to drop **one** quiz. If you come to class and take the quiz and leave early without notification/approval, your quiz score will *not* count. You will receive a zero for that particular quiz. **All quizzes are unannounced and will focus on the reading assignments as opposed to the materials covered in class. Some quizzes may be interactive and there may also be bonus quizzes. Again, there are no make-ups for these quizzes.**

## **Instructional Materials**

### **TEXTBOOK:**

Maxwell, William; Crain, Ernest; Jones, Mark P; **Texas Politics Today**: 2015-2016 (17th Edition)  
(Boston: Cengage, 2014).

*If you purchase a new textbook, you will receive an access code for MindTap. This is not mandatory but should serve as a supplement to the learning process. There are a number of features that might be useful to you but there will be no mandate for usage or any points associated with any of the activities included. Additional information will be included on the Learning Web at a later date.*

**Learning Web:** <http://learning.hccs.edu/faculty/gary.leblanc>

### **HCC Policy Statement: ADA**

Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc) who needs to arrange reasonable accommodations for the classroom and/or testing must contact the appropriate HCC Disability Support Service (DSS) Counselor at the beginning of each semester. Faculty is authorized to provide only the accommodations requested by the Disability Support Services Office. Students who are requesting classroom and/or testing accommodations must first contact the DSS office for assistance prior to the beginning of each semester: Title IX of the Education Amendments of 1972 requires that institutions have policies and procedures that protect students' rights with regard to sex/gender discrimination. Information regarding these rights are on the HCC website under Students-Anti-discrimination. Students who are pregnant and require accommodations should contact any of the ADA Counselors for assistance. Title IX of the Education Amendments of 1972 requires that institutions have policies and procedures that protect students' rights with regard to sex/gender discrimination. Information regarding these rights are on the HCC website under Students-Anti-discrimination. Students who are pregnant and require accommodations should contact any of the ADA Counselors for assistance.

It is important that every student understands and conforms to respectful behavior while at HCC. Sexual misconduct is not condoned and will be addressed promptly. Know your rights and how to avoid these difficult situations. Log in to: [www.edurisksolutions.org](http://www.edurisksolutions.org) . Sign in using your HCC student e-mail account, then go to the button at the top right that says **Login** and enter your student number. **Disability Support Services Offices: Northwest: 713.718.5667**

### **HCC Policy Statement: Academic Honesty**

A student who is academically dishonest is, by definition, not showing that the coursework has been learned, and that student is claiming an advantage not available to other students. The instructor is responsible for measuring each student's individual achievements and also for ensuring that all students compete on a level playing field. Thus, in our system, the instructor has teaching, grading, and enforcement roles. You are expected to be familiar with college policy on Academic Honesty, found in the catalog. What that means is: If you are charged with an offense, pleading ignorance of the rules will not help you. Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by College System officials against a student accused of scholastic dishonesty. "Scholastic dishonesty": includes, but is not limited to, cheating on a test, plagiarism, and collusion. Please check with me if you do not understand these concepts.

**Cheating** on a test includes:

- Copying from another students' test paper;
- Using materials not authorized by the person giving the test;
- Collaborating with another student during a test without authorization;

- Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of a test that has not been administered;

**Plagiarism** means the appropriation of another's work and the unacknowledged incorporation of that work in one's own written work offered for credit.

**Collusion** mean the unauthorized collaboration with another person in preparing written work offered for credit. Possible punishments for academic dishonesty may include a grade of 0 or F in the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College System. (See the Student Handbook) <http://central.hccs.edu/students/student-handbook/>

## HCC Policy Statements

**Attendance:** It is important that you come to class. Regular attendance is an important factor in your success in this class. Research has shown that the single most important factor in student success is attendance. Simply put, going to class greatly increases your ability to succeed. You are expected to attend on a regular basis and you are still responsible for the information that you missed

Since we sometimes go beyond the textbook in class, the information that is discussed in class is important in the learning process. Poor attendance often contributes to poor grades. If you miss any class, **you are responsible for all material missed.** It is a good idea to find a friend or a buddy in class who would be willing to share class notes/discussions or be able to assist you in some other way if you unavoidably miss a class. Also, you can always visit during my office hours to "catch up" on the material you missed. Again, **class attendance is an important component to your success.**

**HCC Course Withdrawal Policy:** Each student should be aware that both state law and college policy has changed. The state legislature has recently passed a law limiting the number of withdrawals during a student's academic career. The intent is crystal clear.... You must become more responsible for making academic decisions. You should indeed maintain contact with your instructor, be aware of your grade status, and seek out assistance regarding study habits, tutorials, etc... that might assist you. If you wish to withdraw from this course, contact me or a counselor before doing so

HCCS policy allows an instructor to drop or withdraw a student in they miss more than six hours of classroom instruction. I will indeed follow that policy. **You should note that you may be withdrawn from class if you miss more than those six hours of classroom instruction, but you should never take this as a certainty.** Under these circumstances, it is imperative that you maintain appropriate communication with your instructor. If you choose to drop/withdraw from class on your own accord, you must be responsible for completing the process by the applicable date from this class. **The last scheduled drop/ withdrawal date this semester is Tuesday-April 5, 2016.** You should also note that instructors will no longer be able to assign a (W) after the designated drop date.

If you plan on withdrawing from class, you **should** discuss this with a HCC counselor or your professor prior to withdrawing (dropping) the class for consultation and this must be done **PRIOR** to the withdrawal deadline to receive a "W" for the course. ***Remember to allow a 24-hour response time when communicating via email and/or telephone with a professor and/or counselor. Please note that you have the individual responsible of completing this process if you choose to drop/withdraw. Remember: the policy indicates I may drop you, but do not automatically assume you will automatically be dropped. This is not a certainty and you should never take this for granted. Please take individual responsibility to know your status in class.***

**Assessment:** It is important that you understand your grades status at all times during the semester. I would certainly encourage you to contact or visit with me if you are not comfortable with the material being presented or you did not do well on the quizzes and/or test. This is particularly important to do early in the semester. I will also provide an opportunity for such a grade evaluation prior to the drop date.

## Repeat Course Fee

Students who take a course for the third time or more must now pay significant tuition/fee increases at HCC and other Texas public colleges and universities. At HCC it is an additional \$50 per credit hour. If you are considering

course withdrawal for any reason, confer with your instructor/counselor as early as possible. Both can provide assistance and advice.

**Classroom Behavior**

As your instructor and as a student in this class, it is our shared responsibility to develop and maintain a positive learning environment for everyone. Your instructor takes this responsibility very seriously and will inform members of the class if their behavior makes it difficult for him/her to carry out this task. As a fellow learner, you are asked to respect the learning needs of your classmates and assist your instructor achieve this critical goal.

**Technology: Please be careful about the use of technology in the classroom.** However, I will not prohibit them and urge you to use them for classroom purposes only. I do the same for cell phones. Generally, I discourage them in the classroom. They will only present a problem if you are using them as a disruption to the learning process or they serve to diminish you engagement in the class. That means you should not be using them for Instagram, Facebook, Snap-chat on-line dating or posting pictures your lunch. If I determine that you are using them for non-class purposes using and other non-class related websites, I will ask that you discontinue usage in class. **The most important thing that you should avoid is “texting,” as well as the abuse of social media during class time.**

**GRADING:** You will have the opportunity to earn a maximum of **474** points. Grades will be determined by the percentage of total points you earn based on the scale of 90-100%-A, 80-89%-B, 70-79%-C, 60-69%-D and 59% and below an F. The minimum number of points for each letter grade is as follows:

**A-424 points... B-377 points... C-330 points... D- 282 points... F-281 points and below**

*The following is the distribution of the point system:*

|                       |                     |           |       |
|-----------------------|---------------------|-----------|-------|
| Test 1.....100 points | Assignment(s) ..... | 72 points | (14%) |
| Test 2.....100 points | Project.....        | 60 points | (12%) |
| Test 3*...100 points  | Quizzes.....        | 32 points | ( 6%) |
| *non-comprehensive    | Syllabus Quiz.....  | 10 points | ( 2%) |

**Final Notes:** I want to encourage you to keep an open line of communication with me relative to your academic success. Please let me know if you have obstacles to being successful. I would also encourage your seeking assistance when necessary. If I cannot help you, I might be able to refer you to someone who can. I want to encourage you to access the Writing Lab. I will also establish a schedule for tutoring and will post that schedule on my Learning Web. Finally, I would encourage you to become involved in various campus activities. I will give you more information about other activities as the semester progresses. *I ask that you generally not use email as a form of submitting assignments and papers; however, there may some exceptions. In those cases, always follow-up the email with the presentation of a hard copy in person. I will only grade the hard copy version of any assignment or paper.*

At Houston Community College, professors believe that thoughtful feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and their division chair for continual improvement of instruction. Look for the survey as part of the Houston Community College System online near the end of the term.

*Thanks and have a great semester. Gary LeBlanc*

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|----------------------------|-------------|-------|-------|-------|---------------|-------|
| <b>RECORD YOUR GRADES:</b> | Test        | _____ | _____ | _____ | Syllabus Quiz | _____ |
|                            | Assignments | _____ | _____ | _____ | Project       | _____ |
|                            | Quizzes     | _____ | _____ | _____ |               |       |
|                            |             | _____ | _____ | _____ |               |       |