

SSC 108: Introduction to American Government

School of Health and Social Sciences

5 Credits

Effective Date: 10/1/2023

Grading Type: Decimal

List any Pre-requisite or Co-Requisite: N/A

Access to the Internet is required.

All written assignments must be in Microsoft-Word-compatible formats.

See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

Faculty Information

Professional experience information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

Contact Information

Contact information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

Course Description

This course is an introductory look at the American government for the beginning political science student. Topics include constitutional principles, rights and liberties, the political process, the making of national laws and policy, and the nature of policy-making institutions. Laws, policies, and local, state, and national politics have a substantial impact on students' private and professional activities. Understanding these systems and processes can give learners a competitive advantage in any field.

Course Resources

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). Access is provided through the *Reading List* link in your online course as well as from the library homepage ("Find Your Reading List" button).

Note: Required resources that must be purchased by the student are tagged "Purchase from a vendor of your choosing." Required resources with a direct link, "Available through CityU Library", are available electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

Course Outcomes

This course will prepare students to:

- Evaluate the intentions of the framers of the American Constitution and how those intentions have been implemented (Amendments to the Constitution Paper).

- Outline the constitutional structure of American federalism (Amendments to the Constitution Paper, Civic Engagement Presentation).
- Analyze the influence of political parties, special interest groups, and the media over governmental policy (Civic Engagement Experience Log, Civic Engagement Presentation).
- Classify the American governmental system of checks and balances among the executive, legislative, and judicial branches (Amendments to the Constitution Paper, Civic Engagement Experience Log, Civic Engagement Presentation).

Grading Scale

The grades earned for the course will be calculated using City University of Seattle's decimal grading system, found in the current [University Catalog](#).

Grading rubrics with details on how each assignment will be graded are located under *Assignments* and/or in *My Grades* in the online course menu. Students should review the rubric for each assignment prior to completing their work in order to understand how it will be assessed.

Course Assignments and Grading

Overview of Required Assignments	% of Final Grade
Course Activities	20%
Quizzes	20%
Civic Engagement Experience Log	15%
Civic Engagement Presentation	20%
Amendments to the Constitution Paper	25%
TOTAL	100%

Course Activities (20% of Final Grade)

Class participation through discussion is an integral part of this online course, although it is typically less formal than other work submitted throughout the course. Participation is defined as active engagement in a discussion or other online activity.

To provide a structure for balanced participation and allow students to maximize the benefit of the discussion boards, it is recommended that students follow these guidelines:

1. Post responses to discussion questions during the first three days of a module (Monday through Wednesday).
2. Post three or more thoughtful and topic-relevant comments to responses made by classmates during the last four days of a module (Thursday through Sunday).
3. Respond to any questions that the instructor or peers have regarding the original post by the end of a module.

<i>Grading Components</i>	<i>% of Grade</i>
Quality of Responses	25%
Quantity of Responses	25%
Style and Mechanics	25%
Timeliness	25%
TOTAL	100%

Quizzes (20% of Final Grade)

Students take weekly equally weighted online quizzes to reinforce the course materials. The quizzes test students' ability to utilize course concepts and terminology. All quizzes are closed book and notes.

Civic Engagement Experience Log (15% of Final Grade)

Civic engagement is a sustaining factor in modern democracies. In this assignment, students will prepare for their Civic Engagement Project by choosing to participate or observe a component of local government. Students may attend state or local council meetings (in-person or virtual), observe a court case open to the public, or volunteer to work for a local outreach or advocacy group. Students may also attend a protest; however, it should be discussed with the instructor beforehand to ensure the safety of the student. After the student has decided on their activity, they must fill out an experience log that includes the event(s) they attended, the date and time spent participating, and a short personal reflection about the experience. Students should also collect any notes, recordings, artifacts, pamphlets, literature, or other types of evidence of their participation during the event. These artifacts will be used in the Civic Engagement Presentation. The experiences that students gain by participating in the local government or organization will form the basis for their Civic Engagement Presentation.

<i>Grading Components</i>	<i>% of Grade</i>
Completeness of Experience Log	50%
Collection of notes and evidence of participation	50%
TOTAL	100%

Civic Engagement Presentation (25% of Final Grade)

The Civic Engagement Presentation builds on experiences that students gain by participating in local government or an organization. After students collect all of their evidence and complete the Civic Engagement Experience Log, they will prepare a 5–7-minute voiceover slide presentation that compares their civic engagement experiences with course concepts and academic research. The slide presentation should also showcase the artifacts, photos, interviews, or other evidence collected during the project. Students synthesize the experiences they had with 3 reliable sources apart from their textbook to create a cohesive presentation that connects research, course concepts, and personal experience. For example, if a student attends a public judicial hearing, they could research sources to understand decisions of similar cases and compare them to what was learned in class about the constitutional protections of accused citizens. In addition, the student could also compare and reflect on what happened in the court vs the ideals of the judicial system learned in the course modules.

The presentation must include the following elements:

- An analytical reflection of the student's experience in civic engagement
- Inclusion of artifacts in the slide presentation (this includes photos taken, information from recordings or transcripts of interviews, notes, brochures, or other publications from the event.)
- Integration of course concepts and a discussion of how those concepts relate to the experiences of the student
- A synthesis of experiences, course concepts, and 3 reliable sources apart from the textbook

Students must cite the sources of all ideas, facts, and information used that are not their own even if they have put the information into their own words. Failure to do so is a violation of the Academic Integrity Policy even if the oversight is unintentional.

Students should also submit a recap or script of their presentation and a references page.

Grading Components	% of Grade
Organization, coherence, and APA	20%
Integration of evidence of participation	25%
Analysis	25%
Visual design	10%
Synthesis of reliable sources	20%
TOTAL	100%

Amendments to the Constitution Paper (20%)

The Bill of Rights as well as the other amendments to the Constitution have played an important role in protecting its citizens and residents. In this paper, students will evaluate one of the 27 amendments to the U.S. Constitution and analyze its impact on U.S. legal and social history.

This paper must address three main sections to be considered complete:

- The historical and ideological foundations of the chosen amendment
- A landmark Supreme Court case that is related to the chosen amendment
- A modern political or social movement that relates to the amendment

Here is an example of a paper topic:

The landmark case of *Miranda vs Arizona* focused on informing detained individuals of their 5th and 6th Amendment rights. Students could focus their paper on the background of the 5th Amendment, explain the role of the amendment in the *Miranda* decision, and relate it to a contemporary social movement. The “Ban the Box” organization would be a good example of a social movement that is related to *Miranda* and the 5th Amendment.

The paper must include the following elements:

- Title page
- 4-5 pages of content
- Reference page with at least three reliable and trusted sources other than the textbook
- APA 7th format

In their papers, students are expected to combine their own thoughtful analysis of the topic with information found in a minimum of three scientifically trusted sources other than a textbook. This can include sources, such as news articles from trusted publications. Students need to keep in mind that this is to be an analytical paper, not simply a summary of their reading. Therefore, as in any academic writing, students should not merely copy information from another author or from an Artificial Intelligence writing technology but use evidence to support the contentions they have drawn from their findings and critically analyze related literature. This paper must meet APA requirements of format and style. Students must cite the sources of all ideas, facts, and information used that are not their own, even if they have put the information into their own words. Failure to do so is a violation of the Academic Integrity Policy, even if the oversight is unintentional.

<i>Grading Components</i>	<i>% of Grade</i>
Organization and coherence	10%
Analysis of ideological and historical foundations	20%
Evaluation of landmark Supreme Court case	30%
Synthesis of concepts and modern social movement	30%
Style, mechanics, and APA	10%
TOTAL	100%

Course Policies

Late Assignments

Per School of Health and Social Sciences policy, undergraduate students are required to submit all assignments by the due dates stated in the syllabus. A late assignment is one that is submitted after the due date and time or after any extension has expired.

If circumstances prevent a student from meeting the due date, the student is obliged to contact the instructor and request an extension at least 48 hours prior to the date the assignment is due. Emergency situations will be considered on a case-by-case basis. Being busy, pressured with outside work, or having competing academic commitments are not valid reasons to grant extensions. A student who receives an extension in advance of the due date and abides by the agreement with the instructor is not subject to late penalties.

Without prior arrangement with the instructor, students who submit assignments late will receive a 15 percent deduction in grade each day or part of the day that the assignment is late. For example, if the assignment is submitted two days late, 30 percent of the grade will be deducted. No late submission is accepted beyond 48 hours past the final day of the course, without instructor approval. Coursework received after one week (seven days) will not be graded and will receive a zero grade.

Participation

Participation is an active engagement in class discussions and activities in the form of sharing new ideas, examples and resources, as well as constructive disagreement and incorporation of course materials and concepts in comments. This requires frequent monitoring of the discussion forum, timely responses, integration of course material and other sources, and ongoing conversations that extend, modify, and add to understanding, creating a vibrant learning community.

Participation through course activities and discussions to exchange knowledge, ideas, and thoughts is an integral, mandatory part of this course. It enhances the student's learning process and experience in this course. Lack of participation will result in a reduction in grade (see grading rubric).

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

University Policies

Students are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to

the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Harassment

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit the [CityU website](#) or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person-to-person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at [CityU in Canada](#) website.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Attendance*.

Final Assignment Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

Support Services

Disability Services Accommodations Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.239.4752 visit the [Disability Support Services](#) page in the my.cityu.edu portal or in the *Start Your Course Here* module in your course under *Support Services*. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have access to free online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a user name and password.

Course Rubrics

Course Activities

	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Percentage scale:	0-61%	62 - 74%	75 - 91%	92.00- 100%
Scaled score	0.0 – 0.6	0.7 – 1.9	2.0 - 3.6	3.7 - 4.0
Quality of responses 25%	Superficial and undeveloped analysis; No insight or thoughtfulness; Off topic; Never addresses instructor's comments to original posts; No connections are made to previous and current sessions' concepts and materials; No references to readings; Obvious grammatical or stylistic errors, making understanding difficult.	Scattered and poorly developed analysis rarely supported by academically appropriate resources; Few, if any new ideas or connections made to previous and current sessions' concepts and materials; Mostly anecdotal examples with no references to readings; Rephrases or summarizes other postings; Sometimes addresses instructor's comments to original posts; Serious grammatical errors interfering with content.	Generally competent analysis, supported by various academically appropriate resources; Some new ideas or connections to previous and current sessions' concepts and materials; Most of the time addresses instructor's comments to original posts; References materials provided by instructor; Grammatical or stylistic errors do not interfere with content.	Rich in content, thoughtful and insightful problem analysis well supported by various academically appropriate resources; Detailed new ideas with connections made to previous sessions and/or real-life situations; Always addresses instructor's comments to original posts; References materials, other than those provided by instructor.
Quantity of responses 25%	Some, or all, required quality posts are missing.	Initial post and fewer than minimum number of required quality posts.	Required minimum number of quality posts.	Exceeds minimum number of required quality posts.

Timeliness of responses 25%	All posts submitted at the last minute without allowing for response time.	Posts submitted on less than three days of the discussion time.	Posts submitted on three different days of the discussion time.	Posts submitted on more than three days of the discussion time.
Style and mechanics 25%	Obvious grammatical or stylistic errors, making understanding difficult style. Uses casual language. Includes unnecessary information. Does not reference credible sources to support ideas	Serious grammatical errors interfering with content. Mostly uses concise language and includes very little unnecessary information. Attempts to reference credible sources to support ideas	Several grammatical or stylistic errors. Uses concise language with no unnecessary information. Almost always references credible sources to support ideas	Few grammatical or stylistic errors. Uses concise and compelling language with no unnecessary information. Transitions in writing and flow are smooth and clear. Always references credible sources to support ideas

Civic Engagement Experience Log

	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Percentage scale:	0.00 – 69.99%	70 – 81.99%	82.00 - 91.99%	92.00- 100%
Scaled score	0.0 – 1.9	2.0 – 2.6	2.7 - 3.6	3.7 - 4.0
Completeness of log (50%)	Many of the components of the log are missing or log shows a relative disengagement with the activity. If most of the log is missing completed sections or student shows a high level of apathy or resistance to completing the log, a score below 50% is recommended.	Most of the components in the log are completed and show a bare minimum of engagement in the activity	All of the components of the log are completed and show active engagement in the activity.	All of the components of the log are completed and show a deep level of engagement in the activity.

Collection of notes and evidence of participation (50%)	<p>Student does not collect compelling evidence that they attended or participated in the event or activity. (Recommended score of below 50%).</p> <p>Or Student does not attach evidence that they participated in the event or activity at all. (Score this situation as zero).</p>	<p>Student collects evidence that they attended an event or activity, but it does not convey active participation or engagement. Artifacts are from one type of media such as written notes.</p>	<p>Student collects evidence that they actively participated in the activity. This evidence can include notes, recordings, or collected materials.</p>	<p>Student collects robust evidence of their deep engagement in the activity. Evidence includes artifacts that cover multiple types of media which may include voice recordings, detailed notes, photographs, or collected materials.</p>
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Civic Engagement Presentation

	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Percentage scale:	0- 61%	62 - 74%	75 - 91%	92.00- 100%
Scaled score	0.0 – 0.6	0.7 – 1.9	2.0 - 3.6	3.7 - 4.0
Organization, coherence, and APA (20%)	<p>Is unclear with no or minimal organization, so ideas appear to be arranged in a random order. Few or inappropriate transitions between slides, and ideas are not developed clearly. Does not appropriately respond to the assignment.</p> <p>Format and references are incomplete and have many errors in APA style.</p>	<p>Minimal organization so ideas appear as a list. Transitions between ideas are minimal, and development of ideas may lack coherence. Not all aspects of the assignment are addressed.</p> <p>Uses relatively vague or general words and sometimes inappropriate words. Format and references have some errors in APA style and/or are incomplete.</p>	<p>Follows a logical organization. Ideas are developed but not all pertain directly to the topic. The topic is communicated clearly but not completely, and most or all aspects of the assignment are addressed.</p> <p>Format and references are complete and have few errors in APA style.</p>	<p>Uses logical structure with introduction, body, and conclusion. Sophisticated development of one idea to another, and audience is guided through the progression of ideas. Clearly communicated topic, and all aspects of assignment are addressed.</p> <p>Format and references are in correct APA style and are complete.</p>
Integration of evidence of	Evidence of participation is	Evidence is nominally used or	Evidence of participation is	Evidence of participation is

participation (25%)	<p>minimally used to show that the student played an active role in the event or activity.</p> <p>Or no evidence is used in the presentation, and the student simply expresses that they were part of the event or activity.</p>	loosely integrated. Evidence included is loosely connected to the main ideas of the presentation or is disconnected from course concepts.	mostly integrated into the presentation, and an analysis of the evidence and how it relates to the main idea is present.	integrated seamlessly into the presentation and shows an understanding of how the evidence supports the main idea of the project.
Analysis (25%)	<p>Student fails to relate experiences in civic engagement to any course concepts. And no discussion or analysis is made about what is learned in class vs what was experienced.</p>	<p>Student loosely relates experiences in civic engagement to course concepts. The student fails to draw logical comparisons or contrast their experiences with what is learned in the class.</p>	<p>Student relates experiences in civic engagement to some course concepts.</p> <p>The student also includes some reflection about the differences between concepts learned in class vs those experienced.</p>	<p>Student relates experiences in civic engagement to major course concepts. The student also draws comparisons and contrasts their experiences with what is learned in the class. A reflection is also included about the nuances between the political ideals of the course concepts and the reality of them in practice.</p>
Visual design (10%)	<p>Visuals are unattractive, unclear, and/or distracting. Visuals are unrelated to the topic and make little or no use of color, space, or the capabilities of the application. Formatting makes it very difficult to read the material.</p>	<p>Visuals are sometimes unattractive, unclear and/or distracting and are weakly related to the topic. Visuals make use of space, color and the capabilities of application in ways that are unwise and/or distracting. Formatting complements the content but is often hard to read.</p>	<p>Visuals are attractive, informative and engaging and reinforce and support the topic. Visuals make good use of color, space and the capabilities of the application without overwhelming the audience. Formatting complements the content.</p>	<p>Visuals are attractive, informative, engaging and creatively designed/applied. They reinforce, support and enhance understanding of the topic, and they make good use of color and space that maximizes the capabilities of the application without</p>

				overwhelming the audience. Formatting enhances readability and content..
Synthesis of reliable sources (20%)	Student does not use, or sources are not used to support main ideas. Sources may be out of context, or very loosely related to the main idea of the project.	Student uses fewer than the required number of sources. Sources loosely support the main ideas. Students use sources to more as statements of fact rather than as support for synthesizing new ideas.	Student uses the required number of sources. Sources are generally used to support main ideas. Sources are also used to connect the student experiences to a larger context.	Student uses more than the required number of sources. Sources are used to support main ideas seamlessly. Student uses sources to synthesize new ideas that add meaning and value to their experience. Sources are also used to connect the student experiences to a larger context.

Amendments to the Constitution Paper

	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Percentage scale:	0- 61%	62 - 74%	75 - 91%	92.00- 100%
Scaled score	0.0 – 0.6	0.7 – 1.9	2.0 - 3.6	3.7 - 4.0
Organization and coherence (10%)	Is unclear with no or minimal organization, so ideas appear to be arranged in a random order. Few or inappropriate transitions between paragraphs, and ideas are not developed clearly. Does not appropriately respond to the assignment.	Minimal organization so ideas appear as a list. Transitions between ideas are minimal, and development of ideas may lack coherence. Not all aspects of the assignment are addressed.	Follows a logical organization. Ideas are developed but not all pertain directly to the topic. The topic is communicated clearly but not completely, and most or all aspects of the assignment are addressed.	Uses logical structure with introduction, body, and conclusion. Sophisticated development of one idea to another, and reader is guided through the progression of ideas. Clearly communicated topic, and all aspects of assignment are addressed.

<p>Analysis of ideological and historical foundations (20%)</p>	<p>Student explores neither the ideological nor historical foundations behind the passing of the chosen amendment. Student also fails to analyze key points of the debate over passing the amendment as well as any contrary viewpoints to its inception.</p>	<p>Student explores either the ideological or historical foundations behind the passing of the chosen amendment. Student attempts to analyze key points of the debate over passing the amendment as well as any contrary viewpoints to its inception.</p>	<p>Student explores both the ideological and historical foundations behind the passing of the chosen amendment. Student covers the topic in a matter of fact way with some analysis of key arguments for and against the passing of the amendment.</p>	<p>Student explores both the ideological and historical foundations behind the passing of the chosen amendment. Student also analyzes key points of the debate over passing the amendment as well as any contrary viewpoints to its inception.</p>
<p>Evaluation of landmark Supreme Court case (30%)</p>	<p>Student exhibits a fundamental misunderstanding of the main facts of the case and the ideological motivations for the decisions of the court. The student also fails to evaluate the causes and effects of the landmark case. Student does not analyze how the supreme court case impacts the way the chosen amendment is interpreted in future rulings.</p>	<p>Student exhibits a rudimentary understanding of the main facts of the case. However, the ideological motivations for the decisions of the court are glossed over or forgotten. The student also evaluates either the causes or effects of the landmark case, but not both. Student fails to analyze how the supreme court case impacts the way the chosen amendment is interpreted in future rulings.</p>	<p>Student exhibits a general understanding of the main facts of the case and the basic ideological motivations for the decisions of the court. The student touches briefly on the causes and effects of the landmark case and generalizes how the supreme court case impacts the way the chosen amendment is interpreted in future rulings.</p>	<p>Student exhibits a deep and nuanced understanding of the main facts of the case and the ideological motivations for the decisions of the court. The student also evaluates the causes and effects of the landmark case and analyzes how the supreme court case impacts the way the chosen amendment is interpreted in future rulings.</p>
<p>Synthesis of concepts and modern social movement (30%)</p>	<p>Student subjectively judges a political or social movement that is loosely related to the chosen</p>	<p>Student attempts to analyze a political or social movement that is somewhat related to the chosen</p>	<p>Student objectively analyzes a political or social movement that is related to the</p>	<p>Student objectively analyzes a political or social movement that has been directly</p>

	amendment and landmark court case. Student fails to build some connection between the main ideology and motivations of the thought leaders of the social movement. Students expresses overt bias about social movement.	amendment or landmark court case. Student builds loose connections between the main ideology and motivations of the thought leaders of the social movement. Student expresses bias about the social movement.	chosen amendment and landmark court case. Student builds some connections between the main ideology and motivations of the thought leaders of the social movement. Student does not express any overt bias about the social movement.	impacted by the chosen amendment and landmark court case. Student builds connections between the main ideology and motivations of the thought leaders of the social movement. Student does not express any apparent bias about the social movement.
Style, mechanics, and APA (10%)	Contains spelling, punctuation, and/or grammatical errors, so understanding is difficult. Contains numerous awkward or ungrammatical sentences, and sentence structure is simple or monotonous. Misuses words or uses words that are too vague and abstract or too personal and specific for the topic. Format and references are incomplete and have many errors in APA style.	Contains spelling, punctuation, and/or grammatical errors which may temporarily confuse the reader but does not generally impede the overall understanding. Sentence structure is generally correct but may be wordy, unfocused, repetitive, or confusing. Uses relatively vague or general words and sometimes inappropriate words. Format and references have some errors in APA style and/or is incomplete.	Contains spelling, punctuation, and/or grammatical errors, but does not impede understanding. Sentences are generally clear, well structured, and focused, but some may be awkward or ineffective. Generally, uses words accurately and effectively, but sometimes may be too general. Format and references are complete and have few errors in APA style.	Almost entirely free of spelling, punctuation, and/or grammatical error. Sentences are varied, clearly structured, carefully focused, and fit the assignment's purpose and audience. Words chosen for their precise meaning and an appropriate level of specificity is used. Format and references are in correct APA style and are complete.