Independent Study Online Course Syllabus

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**Number of Graduate Semester Units:** 3  
**Target Grade Level:** 6th - 12th grade  
**Course Access:** ce-connect.fresno.edu

**Course Description**

Examines various government systems and political ideologies from around the world. The governments of six countries will be used as case studies: Great Britain, China, Iran, Russia, Mexico, and Nigeria. Emphasis will be placed on each country's government structure, economic system, elections, political parties, sources of tension, social movements, and current policy challenges. This course addresses National Board for Professional Teaching Standards; Common Core Standards for Literacy & Writing in History/Social Studies; College, Career, and Civic Life Framework for Social Studies State Standards; National Standards for World History; and the National Standards for Civics and Government.

**Required Texts and Course Materials**


- **Note:** Students are responsible for purchasing their own textbook, analyzing the content, and applying what they learned to the course assignments. You can order the book directly from the publisher or from one of several discount aggregators (for example): http://books.nettop20.com

**Online Resources:** Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are utilized throughout the course and will link to the appropriate information when clicked. These include videos, podcasts, worksheets, online activities, journal articles and other resources.

**Moodle:** Moodle is a web-based course management system used to support flexible teaching and learning in both face-to-face and distance courses (e-learning).  

**Course Dates**

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks (one week per credit), to complete the course.

**Standards Addressed in This Course**

- National Board for Professional Teaching Standards  
  - Propositions 1-4  
- Common Core Standards for Literacy in History/Social Studies (grades 9-10, 11-12)
o Key Ideas and Details
o Craft and Structure
o Integration of Knowledge and Ideas
o Range of Reading and Level of Text Complexity

- Common Core Standards for Writing in History/Social Studies (grades 9-10, 11-12)
  o Text Types and Purposes
  o Production and Distribution of Writing
  o Research to Build Present Knowledge
  o Range of Writing

- College, Career, and Civic Life (C3) Framework for Social Studies State Standards
  o Dimensions 1-3

- National Standards for World History (grades 9-12)
  o Era 9 - The 20th Century Since 1945: Promises and Paradoxes
    ▪ 1A - The student understands major political and economic changes that accompanied post-war recovery.
    ▪ 1B - The student understands why global power shifts took place and the Cold War broke out in the aftermath of World War II
    ▪ 2C - The student understands how liberal democracy, market economies, and human rights movements have reshaped political and social life.
    ▪ 2D - The student understands major sources of tension and conflict in the contemporary world and efforts that have been made to address them.
    ▪ 3A - The student understands major global trends since World War II.

- National Standards for Civics and Government (grades 9-12)
  o I - What are Civic Life, Politics, and Government?
    ▪ A - What is civic life? What is politics? What is government? Why are government and politics necessary? What purposes should government serve?
    ▪ B - What are the essential characteristics of limited and unlimited government?
    ▪ C - What are the nature and purposes of constitutions?
    ▪ D - What are alternative ways of organizing constitutional governments?
  o IV - What is the Relationship of the United States to Other Nations and to World Affairs?
    ▪ A - How is the world organized politically?
    ▪ B - How do the domestic politics and constitutional principles of the United States affect its relations with the world?
    ▪ C - How has the United States influenced other nations, and how have other nations influenced American politics and society?
  o V - What are the Roles of the Citizen in American Democracy?
    ▪ A - What is citizenship?
    ▪ B - What are the rights of citizens?
    ▪ C - What are the responsibilities of citizens?
    ▪ E - How can citizens take part in civic life

- Advanced Placement Comparative Government and Politics Content Areas
  o I – Introduction to Comparative Politics
  o II - Sovereignty, Authority and Power
  o III – Political Institutions
  o IV – Citizens, Society, and the State
  o V – Political and Economic Change
  o VI – Public Policy

**Continuing Education Program Student Learning Outcomes**

<p>| CE 1 | Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use. |
| CE 2 | Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts. |</p>
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>CE 3</td>
<td>Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.</td>
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<td>CE 4</td>
<td>Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.</td>
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<td>CE 5</td>
<td>Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.</td>
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<td>CE 6</td>
<td>Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.</td>
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<thead>
<tr>
<th>Student Learning Outcomes in this course</th>
<th>Standards Addressed</th>
<th>CE Program SLOs</th>
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<tbody>
<tr>
<td>1. Students will be able to utilize essential social science techniques and terminology to compare the governments of Great Britain, Russia, China, Mexico, Iran, and Nigeria.</td>
<td>National Standards for World History (grades 9-12): Era 9:1B, 2C, 2D, 3A National Standards for Civics and Government (grades 9-12) I:A-D; IV:A-C; V:A-C,E Advanced Placement Comparative Government and Politics Content Areas I-VI</td>
<td>2</td>
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<tr>
<td>2. Students will be able to analyze the advantages and disadvantages of various government types in order to challenge mainstream assumptions about those systems and better understand the American political system.</td>
<td>National Board for Professional Teaching Standards (Prop 2)</td>
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<tr>
<td>3. Students will be able to exhibit proficient written communication through persuasive arguments about government types and proficient research of primary and secondary sources to explore new ideas.</td>
<td>National Board for Professional Teaching Standards (Prop 2)</td>
<td>1 and 6</td>
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<td>4. Students will be able to reflect on and apply their learning in the contexts of personal and professional life—both in terms of growth and values.</td>
<td>National Board for Professional Teaching Standards (Props 1-4) Common Core Standards for Literacy and Writing in History/Social Studies (grades 9-10, 11-12) College, Career, and Civic Life (C3) Framework for Social Studies State Standards (Dim 1-3)</td>
<td>3 and 5</td>
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<td>5. Students will be able to apply their new knowledge and skills through more effective lesson and instructional planning.</td>
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* Please refer to the section on National Standards Addressed in This Course
** Please refer to the section on Continuing Education Program Student Learning Outcomes

Topics, Assignments, and Activities

**Module 1 – Introduction to terms, concepts, and ideas used for comparing governments / Great Britain**

- Read Smith, Ch. 1-4.
- View lectures for Introduction to Comparing World Governments.
- View lectures and complete current events response for Great Britain.
Module 2 – Russia, China, and Mexico
- Complete country summary on the British government
- Read Smith, Ch. 5-8.
- View lectures and complete current events responses for Russia, China, and Mexico
- Complete country summaries on the Russian, Chinese, and Mexican governments

Module 3 – Iran and Nigeria
- Read Smith, Ch. 9-12.
- View lectures and complete current events responses for Iran and Nigeria
- Complete country summaries on the Iranian and Nigerian governments

Module 4 – Synthesis
- Complete the persuasive response
- Complete the multimedia presentation

Module 5 – Reflection
- Complete the Thinking about Professional Standards Lesson
- Complete the reflective essay

Module 6 – Application
- Complete the Common Core Primers
- Complete the Common Core Primers
- Complete the lesson plan
- Submit Assignments

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<tr>
<th>Assignment Descriptions</th>
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<tr>
<td><strong>READING</strong></td>
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<tr>
<td>Textbook Readings</td>
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<tr>
<td>Current Events/Opinion Articles</td>
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<tr>
<td><strong>ASSIGNMENTS</strong></td>
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<tr>
<td>Descriptive Country Summaries</td>
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<tr>
<td>- Essay Option - Students will complete a 2-page (APA format) descriptive summary of each country’s governmental and political characteristics. Information should include the major concepts covered in Module 1, Lesson 1.</td>
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<tr>
<td>- Documentary Option – Students may also create 5-10 minute documentaries that summarize each country’s governmental and political characteristics. Information should include the major concepts covered in Module 1, Lesson 1.</td>
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<tr>
<td>Current Events Responses</td>
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<td>- Students will locate one current event news or journal article for each country and provide a 1-page response that connects the article to what has been learned in class.</td>
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<tr>
<td>Persuasive Response</td>
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<td>- Essay Option - Students will write three 2- to 3-page essays that argue for the most effective governmental systems (presidential, parliamentary, semi-presidential, oligarchy, theocracy), ideologies (communist, socialist, classical liberal, or fascist), and electoral systems (first past the post, proportional, mixed, or non-competitive). Students should argue these ideas in specific contexts (i.e., Which is best in war or peace? Which is best at keeping order? Which is best for protecting civil liberties? Etc.).</td>
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<tr>
<td>- Debate Script – Students may also address the above requirements through a fictional debate script between opposing sides. This may be written, audio, or video.</td>
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### Comparison Multimedia Presentation
- **Students will create a PowerPoint or video presentation that compares three concepts (see Module 1, Lesson 1) between two countries.** PowerPoints are to contain a minimum of 12 slides that have at least one media element per page, such as a picture, map, or chart. Videos should be about 5-7 minutes long and have audio or music. Students may use any program with which they are comfortable (e.g., iMovie, Premiere, Vegas, etc.), and your creative options are unlimited. This presentation should be grade-level specific and may be utilized in the lesson plan for Module 6.

### Reflective Essay
- **Students will construct a 2- to 3-page essay on how knowledge from the course has impacted their opinions on American government and the teaching profession.** Reflection on how the NBPT standards can be implemented in the classroom must be addressed.

### Lesson Plan on Governments of the World
- **Students will create a lesson plan for the 9-12 grade level of their choice.** Students should follow their own school's instructional plan, but the following criteria are required:
  - The lesson must incorporate selected professional and content standards
  - The lesson must address either the Common Core literacy or writing standards for History/Social Studies.

| Total | 110 |

### Grading Policies and Rubrics for Assignments
- Assignments will be graded per criteria presented in the course grading rubrics.
- Students must earn a minimum of 80% to received credit for the assignment.
- A = 90-100% and B= 80-89%, (anything below 80% will not receive credit.)
- Grading Policies:
  - The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted (see assignment rubrics).
  - Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.
  - All assignments must be completed to receive a grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

### Writing Requirements
This is a sample which you can use, but will need to be aligned to the grading rubrics for your assignments.
- **Superior:** Writing is clear, succinct, and reflects graduate level expectations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling.
- **Written assignments and papers need to follow APA formatting** (1” margins, Times New Roman font - size 12, double spaced; centered title, student first and last name on paper. Instructors may add additional APA writing requirements as needed.)

### Discussion Forum Requirements
This is a sample which you can use, but will need to be aligned to your grading rubrics for discussion forum assignments.
- **Superior:** Response was at least 1 page (3 fully developed paragraphs) in length. Thoroughly answered all the posed questions, followed all the assignment directions, correctly followed APA formatting, proper grammar and no spelling errors. Language is clear, concise, and easy to understand. Uses terminology appropriately and is logically organized.
• **Standard:** Response was less than 1 page in length (less than 3 fully developed paragraphs). Answered all the questions but did not provide an in-depth analysis, followed some of the assignment directions, minor APA formatting issues, proper grammar and no spelling errors. Language is comprehensible, but there are a few passages that are difficult to understand. The organization is generally good.

• **Sub-standard:** Response was only ½ page in length (1-2 paragraphs). Did not answer all the required questions and/or statements or responses were superficial, vague, or unclear, did not follow many of the assignment directions or submitted response late, many APA formatting errors, many grammatical and spelling errors. Is adequately written, but may use some terms incorrectly; may need to be read two or more times to be understood.

**Services for Students with Disabilities**

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Students with disabilities should contact the Academic Support Center to discuss academic and other needs as soon as they are diagnosed with a disability. Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to [https://www.fresno.edu/students/academic-support/services-students-disabilities](https://www.fresno.edu/students/academic-support/services-students-disabilities).

**Plagiarism and Academic Honesty**

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled per the procedures set forth in the Fresno Pacific University Catalogue - [https://www.fresno.edu/students/registrars-office/academic-catalogs](https://www.fresno.edu/students/registrars-office/academic-catalogs).

**Discussion Forums**

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

**Technology Requirements**

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

**Moodle:**

This course will be delivered totally online. Moodle is a learning management system that provides students access to online resources, documents, graded assignments, quizzes, discussion forums, etc. with an easy to learn and use interface. To learn more about Moodle, go to: ([https://docs.moodle.org/30/en/Student_FAQ](https://docs.moodle.org/30/en/Student_FAQ)). There are some student tutorials on the Center for Online Learning website at Fresno Pacific University — [http://col.fresno.edu/student](http://col.fresno.edu/student).

**Moodle Site Login and Passwords – (or other online course access information):**

Students will need to have internet access to log onto [https://ce-connect.fresno.edu](https://ce-connect.fresno.edu). The username and password numbers for Moodle access will be sent to you by the university using the email address you submitted at the time of registration. The instructor will then contact you with a welcome letter and login instructions. If you need help with the username and password recovery, please contact the Center for Professional Development at (800) 372-5505 or (559) 453-2000 during regular office hours - Mon-Fri 8:00 am to 5:00 pm. or email [prof.dev@fresno.edu](mailto:prof.dev@fresno.edu).
Getting Help with Moodle:
If you need help with Moodle, please contact the Center for Online Learning (COL), by telephone or the website. Help by phone (559) 453-3460 is available Mon-Thurs 8:00 am to 8:00 pm and on Fridays from 8:00 am to 5:00 pm, or by filling out a “Request Services” form at http://col.fresno.edu/contact/request-services. Please identify that you are with the “School = Continuing Education”.

Instructor/Student Contact Information
Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous discussion forums. A virtual office is utilized for class questions and students are provided with instructor contact information in the event they want to make phone or email contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

Final Course Grade and Transcripts
When all work for the course has been completed, students will need to logon to the Continuing Education website (https://ce.fresno.edu/my-account) and “Request Final Grade”. Once the instructor receives the requests and submits the grade online, students may log back in to view their Final Grade Report or order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Continuing Education Policies and Procedures at https://ce.fresno.edu/ce-policies-and-procedures.

University Policies and Procedures
Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at http://registrar.fpu.edu/catalog.

Fresno Pacific University Student Learning Outcomes

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<td><strong>Oral Communication:</strong></td>
<td>Students will exhibit clear, engaging, and confident oral communication – in both individual and group settings – and will critically evaluate content and delivery components.</td>
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<tr>
<td><strong>Written Communication:</strong></td>
<td>Students will demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others.</td>
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<td><strong>Content Knowledge:</strong></td>
<td>Students will demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.</td>
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<td><strong>Reflection:</strong></td>
<td>Students will reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and vocational improvement.</td>
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<td><strong>Critical Thinking:</strong></td>
<td>Students will apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to new situations.</td>
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<tr>
<td><strong>Moral Reasoning:</strong></td>
<td>Students will identify and apply moral reasoning and ethical decision-making skills, and articulate the norms and principles underlying a Christian world-view.</td>
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<tr>
<td><strong>Service:</strong></td>
<td>Students will demonstrate service and reconciliation as a way of leadership.</td>
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<tr>
<td><strong>Cultural and Global Perspective:</strong></td>
<td>Students will identify personal, cultural, and global perspectives and will employ these perspectives to evaluate complex systems.</td>
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<tr>
<td><strong>Quantitative Reasoning:</strong></td>
<td>Students will accurately compute calculations and symbolic operations and explain their use in a field of study.</td>
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<td><strong>Information Literacy:</strong></td>
<td>Students will identify information needed in order to fully understand a topic or task, explain how that information is organized, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.</td>
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