**June 2, 2019**

*Each department will propose a multi-section plan to implement Writing Enriched Curriculum by responding to the following questions. These Writing Plans might include appendices with summarized survey data, curriculum maps, and any other departmentally-created data sources that were used in creating the plan.*

*In addition to a cover page, Unit/Department profile, and necessary signatures departments participating in the WEC program would provide a 1-page Writing Plan Narrative/Executive Summary of the information that would be detailed in the following sections:*

**Executive Summary:**

Over the last academic year, the Department of Political Science has conducted an evaluation of our students’ writing abilities and needs, as well as developed a plan to assist our students so that they write at a college-level in our discipline by the time they graduate. In order to accomplish this, we gathered data from our existing students, professors, and professionals who have hired our students; we held four department-wide meetings to discuss each stage of the process and collectively determine the best manner by which to address our student’s needs; we discussed thoroughly the abilities necessary for student success in political science; and we collectively came to a consensus about the interventions we should implement as a department.

The WEC initiative has created a space in which our faculty have engaged in focused and productive conversation about the strengths and weaknesses of both our students writing and our own curriculum. Through these conversations we have already learned a great deal from one another. This process has helped us understand the similarities and differences that exist among our faculty, our students, and our disciple, as well as how we can work together to ensure our students understand these differences and use that understanding as a path to success. Bringing focus and deliberate writing interventions into our program will help make these efforts tangibly beneficial for all actors involved.

As a department, we identified that the most essential writing abilities for political science majors at FAU are the following: *analyze/evaluate; summarize/report; hypothesize; correct grammar and mechanics usage; know audiences; write clearly, efficiently, concisely, and with transitions*.

The Department of Political Science proposes to use the WEC initiative funds to implement the following to support these essential abilities over the next two years:

1. Create and share teaching resources that identify and provide a means for evaluating the identified desired abilities.
2. Hold a workshop for faculty to identify discipline best practices.
3. Develop a new 3000-level required course designed to introduce majors to discipline norms for implementation in fall 2020.
4. Identify, train, and hire outstanding majors to work as writing center political science experts whom our students can visit for discipline specific writing assistance.

The following seven sections explain the key characteristics and abilities identified, our current curriculum, the assessment process for determining which interventions were appropriate for our identified abilities, our department, and our discipline, our proposed implementation plan, as well as a discussion of our process and decision-making over the last year. Appendices are provided for reference.

**Section 1: Discipline-specific Writing Characteristics**

*What characterizes academic and professional communication in this discipline?*

As a department, we determined that the following are the most essential characteristics (adjectives) for our students. Our curriculum is horizontal in order to support the range of approaches and subjects examined in political science. Regardless of approach or subfield, however, these characteristics apply and should describe our students writing upon graduation.

1.       Evidence Based

2.       Interpretive

3.       Critical

4.       Thesis Driven

5.       Explanatory

6.       Innovative

7.       Original

8.       Descriptive

9.       Evaluative (quality of evidence)

**Section 2: Desired Writing abilities**

With which writing abilities should students in this unit’s (department’s) major graduate?

As a department, we also determined the following abilities to be most critical to our student’s success. Appendix 1 includes a table that explains how to identify the level at which each student is engaging these abilities. We categorize these described levels of mastery as *target, acceptable,* and *unacceptable.*

1. Analyze (evaluate): knowing ideas, texts, events; being able to take information and understand/analyze is probably the most important thing that we do as political scientists. Students should learn how to identify strengths and weaknesses of arguments, synthesize information, and determine key takeaways from both individual papers/books, as well as entire bodies of work.
2. Summarize/Report: being able to take information and repurpose it in useful ways. This includes identifying what is relevant and what is not.
3. Hypothesize: using evidence and theory to identify expectations about phenomena studied in political science.
4. Correct grammar/mechanics/usage (including use of terms appropriately): using college level writing skills developed outside political science, basic grammar and structure.
5. Know Audiences: we write for a variety of reasons in political science. Our students should learn how to identify and distinguish between academic, policy, and opinion focused writing.
6. Write Clearly, Efficiently, Concisely, and with Transitions: concise, direct, and clear, writing, good topic and transition sentences. A good paper has a thesis and each idea has a logical connection to that thesis. Writing for research means being able to find evidence, marshal that evidence, and to test it in an objective way.

**Section 3: Integration of Writing into Undergrad. Curriculum**

*How is writing instruction currently positioned in this unit’s undergraduate curriculum (or curricula)? What, if any, structural plans does this unit have for changing the way that writing and writing instruction are sequenced across its course offerings? With what rationales are changes proposed and what indicators signify their impact?*

Our curriculum is best described as horizontal.  Our three required courses for our major bare the greatest burden with regard to writing, especially Research Methods. The manners by which other courses incorporate writing are at the discretion of the professor. We acknowledge there are benefits and disadvantages to this design. On the one hand, focusing on the required courses allows for greater diversification with regard to individual student’s path of study. On the other hand, it creates a sort of bottleneck where students may not gain the skills they need prior to taking the required upper-level courses.

As a department, we are considering creating a new 3000-level course called The Science of Politics that would be required of all students and designed to introduce discipline specific vocabulary, writing styles, and other discipline norms. This would allow our research methods course to become optional for those students who want a quantitative focus. As it stands, every student in our department must take research methods, which focuses heavily on a quantitative approach to conducting research in Political Science. Other approaches, however, exist and are practiced by the faculty members in our own department. Designing this new course would allow the department to focus on writing abilities, as well as basic discipline literacy so that our students are prepared to write in their subsequent classes. The discussions we’ve had as a department centered around the writing enrichment curriculum process have helped us identify this problem and propose this solution. The current required courses for our major are:

Government of the USA — POS 2041 (3 credits)
Comparative Politics — CPO 3003 (3 credits)
Research Methods\* — POS 3703 (3 credits)

\*The Science of Politics will replace this course once created.

**Section 4: Assessment of Student Writing**

*How does this unit currently communicate writing expectations (see section 1 &2) to undergraduate students? How satisfied is the unit faculty that students are adequately familiar with these expectations? How satisfied is the unit faculty that student writers are successfully meeting the identified expectations by the time they graduate? Why? If less than satisfied, what plans does the unit propose for closing the gap?*

The department currently uses a flight plan (Appendix 3), syllabi, individual assignments, and the research methods class to communicate writing expectations. We do not have one document that outlines or identifies the general expectations of the student with specific regard to writing skills. The document we created in Appendix 1 will be made available to students as an online resource so that they know what abilities are essential for their academic success in political science.

We determined that the faculty are generally less than satisfied with our student’s writing abilities. Our student’s problems range from lacking fundamental grammar skills to misunderstanding the audience for whom the writing is intended. This is partly because half our students are transfer students and do not take their lower-level courses at FAU.

Assessment protocol: two senior level courses will be evaluated (the new course and one existing required course) that focus on teaching a majority of the identified abilities. We will have three raters for the assessment process, one outside and two internal reviewers. The WEC liaison and one of the faculty that teach the courses being evaluated will participate in the assessment process. Our outside person might be someone from WEC, but we need to discuss this further. Our assessment will be conducted every other year.

We need to conduct a preassessment of the chosen abilities to establish a baseline. We will do this during the fall 2020 semester.

We will also conduct pre and post assessments during the first year of implementation for at least one class. We will ask students to answer a series of short-answer questions during first week of class, which we will then assess from a format and writing skills perspective. We will repeat this process at the end of the semester and compare the two writing samples.

**Section 5: Summary of Implementation Plans and Requested Support**

*Based on above discussions, what does the unit plan to implement during the period covered by this plan? What forms of instructional support does this unit request to help implement proposed changes? What are the expected outcomes of named support? What kinds of assessment support does this unit request to help assess the efficacy of this Writing Plan? What are the expected outcomes of this support?*

The Department of Political Science proposes to use the WEC initiative funds to implement the following to support these essential abilities over the next two years:

1. Create and share teaching resources that identify and provide a means for evaluating the identified abilities. One of the things we learned from the meetings we held this last academic year is that we have a lot of resources we can share with each other, and we need to create a platform for doing so. During the next academic year, the WEC liaison will gather resources from all of the faculty in the department to create a Canvas site for us to share best practices with each other. This is not intended for direct use by students, but rather as a resource to faculty.

We will also work with the library and e-Learning to create short videos that answer questions students ask repeatedly. Some of these will focus on things like how to properly cite material, how to identify appropriate sources for your project, how to find material to explore a particular topic, and how to present information. We will also improve our website to make it more accessible and instructive.

1. Hold a teaching and pedagogy workshop for faculty for dealing with recurring writing errors and issues. We will identify and bring in an expert in political science pedagogy and/or undergraduate writing to hold a workshop for faculty. The workshop will center on ideas for solving some of the more frustrating, but recurring problems we see among our majors.
2. Develop a new required course designed to introduce majors to discipline norms to be implemented fall 2020. We would like to develop a new course which is been referenced several times throughout this document called The Science of Politics. We believe that the creation of this course would help solve our political science literacy problem and provide an opportunity through which we will introduce students to writing earlier than we currently do in our program. Many of our majors wait until their senior year to take the research methods class where most of our writing instruction occurs, and at that point students are more focused on graduating than they are learning how to write properly. Further, this shouldn’t be the focus of research methods. By this point, students should be writing at a higher-level.

The development of this course requires the creation of a small committee of a few faculty members who we would like to pay a small stipend for their work (2 at $500/each, WEC liaison will also be on committee).  We also discussed the possibility of team teaching this course as a way of introducing students to the various types of political science work that exist in the discipline. This is only a possibility at this point, but will be decided by the committee formed. This course will offer instruction on most, if not all of the essential abilities identified for successful writing in political science.

1. Identify, train, and hire outstanding students to work as writing center political science experts who our students can visit for targeted writing assistance. The costliest intervention we would like to undertake is the identifying, training, and hiring of outstanding undergraduate or graduate students that will work in the writing center and tutor our students. During the spring 2019 semester, one of our majors Jeffrey Coltman-Cormier worked for the writing center as his work assignment. Angela Nichols recommended to her research methods students that they make an appointment with him and get help from him specifically. She has always used the writing center as a resource, but this semester it has been much more effective. Evidence from other departments also confirms that when individuals are offering advice who are familiar with the material, the feedback is more focused and beneficial to the student.

We would like to hire our majors to work in this capacity. As this is a trial period and we are building a new course, and we have limited funds, we will implement the writing center support incrementally. During the first two semesters, we will hire one student per semester. This student will be based at the Boca campus, but will be available for online consultations with the Davie campus. During the second year of the trial period, two students per semester will be hired to work at the writing center. These students will continue to be available online. This costs $2,250 per student per semester for a total of $13, 500 over the two-year trial period.

**Timeline**

*Fall 2019*

Faculty Workshop

Writing Center Student (1)

Establish committee to create new course.

Establish baseline upon which improvements in writing will be assessed.

*Spring 2020*

Create videos

Writing Center Student (1)

Committee completes new course design and submits for approval.

*Fall 2020*

Writing Center Student (2)

*Spring 2021*

Writing Center Student (2)

Assess new course and comparative politics for improvements.

**Budget**

*Item Cost*

Video Creation $3,500

Faculty Workshop $2,000

New Course Development $1,000

Writing center student $13, 500 2,250 per student/semester

 *Total for year one* $11,000

 *Total for year two* $9,000

**Section 6: Process used to create this Writing Plan**

*How, and to what degree, were stakeholders in this unit (faculty members, instructors, affiliates, teaching assistants, undergraduates, others) engaged in providing, revising, and approving the content of this Writing Plan?*

One of the first things we did as part of this process was create and circulate a survey to faculty members, instructors, affiliates, undergraduates, graduate students, and employers of our former students or alumnus. This served as a means of determining what abilities our students need, what abilities they think they need, and what abilities we think they need. The surveys covered questions ranging from the student’s demographics to how much time they spend writing. Other examples of questions include, but are not limited to the importance of writing to the scholarly and professional work done in the discipline according to the person taking the survey; as well as whether or not students have been assigned 10 pages of writing in their courses.

These surveys prompted a very lengthy conversation that eventually led to our implementation plan. During the faculty meeting in which we discussed the survey results, we also discussed and identified the abilities and characteristics necessary for our students in our major.

Some key takeaways from this meeting follow:

* About half our student population is made up of transfer students, making it difficult for us to be confident that even if we offer more writing in 2000-level courses it will prepare *our* students.
* We acknowledged that the faculty in our department range a great deal in the degrees and types of writing assigned in their classes.
* We discussed the importance of revising work and how difficult it is to provide meaningful feedback for writing when writing fundamentals are missing from the student’s capabilities. This led to conversations about curriculum and writing center and other forms of enrichment that might be useful for our students.
* This meeting also led to a productive conversation about the different ways in which the faculty teach and how we might share those resources.
* We observed that the affiliates want different things than the faculty. They desire practical skills, and they also want students to be able to defend an argument. We addressed this in our identification of essential abilities.
* We identified critical thinking skills and the capability to analyze complex arguments and synthesize information as an essential skill or ability for our students.
* We examined writing samples that were distributed to the faculty prior to the meeting. We looked at answers from exams, writing examples from a law class, literature reviews for research methods, and other writing samples.
* A lot of this conversation is what prompted us to begin discussing creating a new course to offer in require of our majors.
* We also discussed how it is important to create different flight plans for our students. Currently, we have one flight plan. We would like to create a variety of flight plans based on the focus of the student. Students in political science can choose to focus on American politics, comparative politics, or international relations. In addition to those substantive differences, our students range in post-graduate goals from attending law school to working on campaigns to pursuing PhD’s. There is more than one way to write in our discipline, making it essential for students to understand when particular forms of writing are appropriate.
* Appropriate language was discussed. Students are unfamiliar with disciplinary norms or discipline specific language, another reason the creation of a new course would be useful.
* During our third meeting, we discussed the assessment process and how the department wants to evaluate the improvement of student work based on changes we make through the initiative. We developed Appendix 1 during this meeting. This figure lists the identified necessary abilities for our major as well as the target, acceptable, and unacceptable criteria used to assess level of understanding for each of the characteristics.
* We again discuss the conversation of creating a new class. We discussed how it would give us a way to draw in majors who might be afraid of the quantitative side that we offer. We can still keep the quantitative class as an option for students who opt into that path. The new class will provide a fuller representation of scope and expectations of political science thinking, research, and writing (and also potentially, what political science majors can do).
* We discussed using the new course, as well as one of the other required courses as a means of assessing our progress with increasing students’ level of mastery of our identified abilities.

*Number of participants in survey conducted to assess writing abilities of students*

**Undergraduate Students n = 122**

**Graduate Students n = 16**

**Employers n = 6**

South Florida Field Director for the congressional Leadership Fund. Opened a field office in Kendall in support of U.S. Congressman Carlos Curbelo's re-election.

Regional Director for For Our Future, Manage Palm Beach and St. Lucie's Community Organizers.

Associate Director - College Student Services Office

Political Consultant. Help people get elected.

Founder of Gripd. Digital marketing firm.

President of a political consulting and public relations firm

**Section 7: Student Learning Outcomes**

*Briefly, please describe the ways that the ideas contained in the Undergraduate Writing Plan address the University’s student learning outcomes.*

The writing plan we propose addresses many of the university specified intellectual foundation program learning outcomes. The first foundation addresses written communication. Our plan attempts to provide interventions for our majors so that they are better able to write with clarity, coherence, comprehensiveness, and mechanical correctness, as well as analyze, interpret, and evaluate information to formulate critical conclusions and arguments appropriate for political science. Three of our identified abilities focus on these skills: Analyze (evaluate); Correct grammar/mechanics/usage (including use of terms appropriately); and Write Clearly, Efficiently, Concisely, and with Transitions. These are among the most important abilities political science majors should develop and as such are a focal point of our implementation plan. The resources we develop to share with each other via a Canvas site, the resource videos we create, as well as the workshop we will hold are all centered on making it easier to provide our students with solutions to recurring problems associated with falling short of proficiency in these essential abilities.

Our plan also addresses the foundations of society and human behavior. Specifically, the application of appropriate disciplinary methods and/or theories to the analysis of social, cultural, psychological, ethical, political, technological, or economic issues or problems. The interventions we have identified are centered on helping our majors understand political science norms and standards earlier and more completely than they currently do. The *know audience* ability we identified is central to this and an aspect that will be greatly focused in the new course to be developed as part of our implementation plan. Further, the hypothesize ability addresses identifying and describing patterns of behavior and relationships which are also aspects of the foundations of society and human behavior. Lastly, applying appropriate disciplinary methods and/or theories to the analysis of social, cultural, psychological, ethical, political, technological, or economic issues or problems is an aspect of the society and human behavior foundation. Our implementation plan seeks to assist our majors in their writing so that they are able to accomplish this at a higher level. To this end, our interventions incorporate this foundation. The new course, as well as the assistance from fellow majors at the writing center are aimed at addressing these abilities.

The student learning outcomes and existing assessment procedures identified and used by the Department of Political Science are specified in Appendices 4 and 5. The university specified Intellectual Foundation Program learning outcomes are provided in Appendix 6. These outcomes incorporate the state mandated learning foundations.

**Appendix 1**

**WEC Abilities**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Target** | **Acceptable** | **Unacceptable** |
| **Analyze** | Writing effectively identifies key concepts and ideas from existing work and applies those concepts and ideas. | Writing attempts to identify key concepts and ideas from existing work and applies those concepts and ideas, but does so inconsistently or ineffectively.  | Writing fails to identify key concepts and ideas from existing work. |
| Seamlessly and appropriately incorporates and explains the accuracy and relevance of data/ quotations/paraphrases/visuals; offers evidence from a variety of sources, including counterarguments/contrary evidence. No evidence is perfunctory. | Incorporates data/ quotations/ paraphrases/visuals without much explanation, and offers limited evidence with few or no counterarguments/ contrary evidence. Evidence is typically perfunctory. | Fails to incorporate data/ quotations/ paraphrases/visuals, and offers little or no evidence with no counterarguments/ contrary evidence. Evidence is missing or perfunctory. |
| Effectively identifies potential intellectual contributions to broader literature. Builds on extant literature  | Attempts to identify potential intellectual contributions to broader literature. Incorporates some extant literature, but does not build on work. | Does not identify potential intellectual contributions to broader literature. Incorporates little or no extant literature. |
| Exhibits substantial depth, fullness, and complexity of thought supported by sophisticated ideas/analysis. Demonstrates comprehension of material presented. Thinking expresses views without discriminatory, socially offensive, or illogical thinking. | Exhibits some depth, fullness, and complexity of thought; a reasoned response, but the reasoning and presentation of evidence may be somewhat simplistic and/or repetitive. Demonstrates some comprehension of material presented. Thinking may express slightly discriminatory, socially offensive, and/or illogical views throughout the paper. | Exhibits little or no depth, fullness, and complexity of thought; lacks clear reasoning, and supporting ideas, or evidence may be contradictory, repetitive, or inadequately linked to objective. Demonstrates little or no comprehension of material presented. Thinking is driven by discriminatory, socially offensive, and/or illogical views. |
| **Summarize/Report/Integrate** | Summary/report is well established in broader context of topic.  | Summary/report is superficially established in the context of topic. | Summary/report is not established in the context of topic. |
| A substantial number of articles are selected, each specifically relate to the theme or subject of assignment. | A limited number of articles are selected and related to the theme or subject of the assignment. | A couple of articles are selected; some minimally related to the inquiry question.  |
| The conclusion of the assignment summarized the knowledge found from this assignment and related the knowledge gain to the inquiry question. | The conclusion of the assignment attempts to summarize the knowledge found from this assignment, but does so incompletely. Knowledge gain is not related to inquiry question.  | The conclusion of the assignment did not summarize the knowledge found from this assignment.Knowledge gain is absent or unclear.  |
| The references are cited using APA, Harvard, or Chicago style. | The references are listed, but did not follow a consistent format. | The references are not listed or cited appropriately.  |
| **Hypothesize** | There is a logically consistent progression to argument that results in a clear and concise expectation(s).  | There are gaps in the logic and argument which results in a lack of clarity; expectation(s) may be unclear.  | No logical consistency to argument. Expectations are either not mentioned or unclear.  |
| Direction and magnitude of expected relationship are clear. Conceptualizations and operationalizations of variables are logical and consistent.  | Expected relationship is expressed, but unclear. Conceptualizations and operationalizations of variables are mostly logical and consistent with some errors.  | No expected relationship is expressed. Conceptualizations and operationalizations of variables are haphazard and inconsistent with many errors.  |
| **Correct grammar/Mechanics** | There are few grammatical, spelling and/or punctuation errors and transitional phrases are used to guide the reader throughout the text. | There are some grammatical, spelling and/or punctuation error that did not impede understanding.  | There are several grammatical, spelling and/or punctuation errors that impede the reader from the content of the writing.  |
| Sentences consistently phrase thoughts clearly. As a reader, I don’t have to work to understand sentences.  | Sentences may, at times, be wordy and contain unclear phrasing and vocabulary. As a reader, I have to do too much work to understand sentences. | Sentences are frequently wordy and frequently contain unclear phrasing and vocabulary. As a reader, I can’t typically follow what the reader is saying. |
| **Know Audiences** | Intention is clear. Organization and language reflect the intended audience. Students understand the purpose of various writing and research approaches and apply as necessary. | Intention is mostly clear. Organization and language are mostly appropriate, but are sometimes used superficially. Distinctions among various writing styles are mostly understood, but sometimes confused.  | Intention is unclear. Organization and language are haphazard. Student does not understand the differences that exist among various writing styles and purposes in political science.  |
| Fully adheres to disciplinary conventions and format appropriate for intended audience.  | Attempted, but awkward and inappropriate adherence to disciplinary conventions and format.  | Fails to adhere to disciplinary conventions and format. |
| **Write Clearly, Efficiently, Concisely, and with Transitions** | Sentences are varied, convincing, and nuanced. Sentences convey information clearly, providing definitions and explanations when necessary.  | Sentences are not always varied or convincing. Language is not nuanced, but it does not generally interfere with communication. Sentences convey information clearly most of the time. | Sentences are not varied or convincing and are usually overly simplistic. Lack of nuance generally interferes with communication. |
| Tone is mature and consistent. Uses specialized terms accurately and consistently. | Tone may have inconsistencies in tense and person and may lapse at times to colloquial discourse. Specialized terms, if present, are used superficially. | Tone is superficial and stereotypical; oral rather than written language patterns predominate. Specialized terms, when present, are typically misused. |
| The argument’s focus is clear to the reader, and paragraphs logically and coherently build upon each other through the complete and fluent use of transitions and/or headings.  | The argument’s focus is somewhat unclear to the reader. Some, mostly formulaic, transitions and/or headings are used, providing little or no sense of direction. | The argument’s focus is absent or unclear. Transitions, headings, and sense of progression are absent.  |

**Appendix 2**

## **B.A. in Political Science Degree Requirements**

### **The Department of Political Science, Florida Atlantic University**

A student pursuing a Bachelor of Arts Degree in Political Science must meet the following requirements:

1. All baccalaureate degree requirements, including the foreign language requirement [check the Degree Requirements section of the University Catalog]. Students who enter FAU with **fewer than 30 credits** must complete **Introductory Statistics (STA 2023)**.
2. Complete a **total of 36 credits in political science** with a grade of "C" or better.
	1. Complete the following required courses (nine credits):

Government of the USA — POS 2041 (3 credits)
Comparative Politics — CPO 3003 (3 credits)
Research Methods — POS 3703 (3 credits)

* 1. **Complete 27 credits of upper-division coursework, with at least**: **9 credits** from **Section A**: "American Politics, Political Theory, and Public Policy" and **6 credits** from **Section B**: "World Politics".

**Appendix 3**

**4 YEAR FLIGHT PLAN:**

**B.A in Political Science**

FAU is committed to your success as a student. One way we define student success is efficient and effective progression through your degree program.

This Flight Plan is a tool to assist you in planning the courses you should complete and the milestones you should reach during your undergraduate studies so you may graduate on time. It is our intention that you complete this planning tool in *collaboration with an academic advisor* to ensure good understanding of:

* Which graduation requirements you have satisfied
* Which Intellectual Foundations and elective courses match your career plans
* How to balance coursework with your other responsibilities (e.g., employment) and optional activities (e.g., mentored research, study abroad, student organizations, leadership)
* How to get the most from your academic experience at FAU

Your academic advisor will help you customize and maintain your Flight Plan during the next four years so that you stay on track for success at FAU. In order to graduate on time, you will need to:

* Complete an average of 30 credit hours per year
* Earn 120 credit hours, at least 45 in the upper division (3000 or 4000 level)
* Earn at least 9 credit hours in summer coursework (or equivalent)

Your advisor will help you identify what additional milestones apply to you, as well as how you may even graduate early or enter an accelerated graduate program. If you have any questions at all about your FAU Flight Plan, feel free to contact any of the following individuals for assistance. They are here to help!

|  |
| --- |
| *University Advising Services* |
| Office Location: | Student Support Services building (SU80), Room 201 |
| Email Address, Phone Number: | advisingservices@fau.edu, 561-297-3064 |
| Additional Information: | [www.fau.edu/uas](http://www.fau.edu/uas) |
| *College/Program Advisor* |
| Office Location: | AH 213 |
| Email Address, Phone Number: | 561-297-3800 |
| Additional Information: | <http://www.fau.edu/artsandlettersadvising/> |
| *Academic Program Information* |
| Office Location: | SO 392 |
| Email Address, Phone Number: | politicalscience@fau.edu; 561.297.3210 |
| Additional Program Information: | <http://www.fau.edu/politicalscience/> |
| Career/Professional Development | <http://www.fau.edu/cdc/students/majors/> |

**Your Academic Advising Professionals**

*This unofficial guide is to be used in conjunction with regular academic advising appointments. Your Degree Audit is the final and official documentation of degree requirements that have been met. For more information, see your advisor.*

**Flight Plan: B.A. in Political Science**

**NOTE: Some students may be required to maintain a GPA of 2.75 or higher** to remain eligible for scholarships or to be stronger candidates for admission to internships, graduate programs, and professional schools. Please confirm your required GPA with your academic advisor.

|  |
| --- |
| **YEAR 1** |
| **Semester 1:** ( ) Summer ( X ) Fall ( ) Spring |
| **Courses and Credit Hours** | **Milestones** | **Advising Tips** |
| ENC 1101 College Writing 1 (*req)* | 3 | 1. Select your Math course from Group A or B
2. Declare your major by end of semester.
3. One math course must contain the prefix MAC or MGF. Consider MGF1106 or MAC1105, prereqs for STA2023
 | 1. Complete Major Knowledge, print out and bring to advising appointment.
2. Create student profile in OWL CareerLink.
3. Meet with your UAS academic advisor.
 |
| Foundations of Society and Human Behavior: POS 2041 Government of the US – *required* | 3 |
| Foundations of Mathematics course | 3 |
| Foreign Language 1 | 4 |
| Free elective | 3 |
| **Total** | **16** |
| Balance/Other Commitments & Activities: |
| **Semester 2:** ( ) Summer ( ) Fall ( X ) Spring |
| **Courses and Credit Hours** | **Milestones** | **Advising Tips** |
| ENC 1102 College Writing II (*or equiv.)* | 3 | 1. For Foundations courses, be sure to take *at least one* course from Group A | 1. Develop Individual Learning Plan for career development.
2. Attend Carnival of Majors Fair.
3. Confirm/declare your major.
4. Meet with your UAS academic advisor.
5. Formalize your academic major
6. Maintain good academic standing.
 |
| Foreign Language 2 | 4 |
| Foundations of Humanities | 3 |
| Foundations of Science & Natural World | 3 |
| **Total** | **13** |
| Balance/Other Commitments & Activities: |
| **Semester 3:** ( X ) Summer ( ) Fall ( ) Spring |
| **Courses and Credit Hours** | **Milestones** | **Advising Tips** |
| Foundations in Global Citizenship: INR 2002 Intro to World Politics | 3 |  | 1. Maintain good academic standing |
|  |  |
|  |  |
| **Total** | **3** |
| Balance/Other Commitments & Activities: |

*This unofficial guide is to be used in conjunction with regular academic advising appointments. Your Degree Audit is the final and official documentation of degree requirements that have been met. For more information, see your advisor.*

|  |
| --- |
| **YEAR 2** |
| **Semester 4:** ( ) Summer ( X ) Fall ( ) Spring |
| **Courses and Credit Hours** | **Milestones** | **Advising Tips** |
| Foundations of Mathematics: STA 2023 Intro Statistics  | 3 |  | 1. Explore internship opportunities through OWL Career Link.
2. Meet with your DFSCAL SAS academic advisor to transition from UAS.
3. Explore study abroad opportunities in Office of International Programs
4. Maintain good academic standing.
 |
| Foundations of Society & Human Behavior (Group B) | 3 |
| Foundations in Global Citizenship (WAC) | 3 |
| Free elective | 3 |
| **Total** | **12** |
| Balance/Other Commitments & Activities: |
| **Semester 5:** ( ) Summer ( ) Fall ( X ) Spring |
| **Courses and Credit Hours** | **Milestones** | **Advising Tips** |
| Foundations of Science & Natural World (lab) | 3-4 | 1. For your Foundations courses, be sure to take *at least one* course from Group A | 1. Maintain good academic standing. |
| CPO 3003 Comparative Politics –*required* | 3 |
| Foundations of Humanities (WAC) | 3 |
| Free Elective | 3 |
| **Total** | **12-****13** |
| Balance/Other Commitments & Activities: |
| **Semester 6:** ( X ) Summer ( ) Fall ( ) Spring |
| **Courses and Credit Hours** | **Milestones** | **Advising Tips** |
| American Politics or Political Theory course (*upper division*) | 3 |  | 1. Maintain good academic standing. |
| Free elective | 3 |  |
| **Total** | **6** |  |
| Balance/Other Commitments & Activities: |

*This unofficial guide is to be used in conjunction with regular academic advising appointments. Your Degree Audit is the final and official documentation of degree requirements that have been met. For more information, see your advisor.*

|  |
| --- |
| **YEAR 3** |
| **Semester 7:** ( ) Summer ( X ) Fall ( ) Spring |
| **Courses and Credit Hours** | **Milestones** | **Advising Tips** |
| POS 3703 Research Methods -*required* | 3 |  | 1. Attend job/graduate school fairs.
2. Meet with your DFSCAL SAS academic advisor.
3. Maintain good academic standing.
 |
| World Politics course (*upper division*) | 3 |
| Free elective | 3 |
| Free elective | 3 |
| **Total** | **9** |
| Balance/Other Commitments & Activities: |
| **Semester 8:** ( ) Summer ( ) Fall ( X ) Spring |
| **Courses and Credit Hours** | **Milestones** | **Advising Tips** |
| American Politics or Political Theory course (*upper division*) | 3 |  | 1. Visit with career counselors for job search or graduate school planning.
2. Maintain good academic standing.
3. Consider applying for Political Science Honors-in- the-Major program.

See [http://www.fau.edu/politicalscience/honors.p](http://www.fau.edu/politicalscience/honors.php) [hp](http://www.fau.edu/politicalscience/honors.php) for information on the program and admission requirements.1. See DFSCAL SAS academic advisor for graduation audit.
 |
| World Politics course (*upper division*) | 3 |
| Political Science elective course (*upper division*) | 3 |
| Free elective (*upper division*) | 3 |
| Free elective | 3 |
| **Total** | **15** |
| Balance/Other Commitments & Activities: |
| **Semester :** ( X ) Summer ( ) Fall ( ) Spring |
| **Courses and Credit Hours** | **Milestones** | **Advising Tips** |
|  |  |  |  |
|  |  |
|  |  |
| **Total** |  |
| Balance/Other Commitments & Activities: |

*This unofficial guide is to be used in conjunction with regular academic advising appointments. Your Degree Audit is the final and official documentation of degree requirements that have been met. For more information, see your advisor.*

|  |
| --- |
| **YEAR 4** |
| **Semester 9:** ( ) Summer ( X ) Fall ( ) Spring |
| **Courses and Credit Hours** | **Milestones** | **Advising Tips** |
| **Political Science elective course (*upper division*)** | 3 |  | 1. Continue job/graduate school planning.
2. Attend job/graduate school fairs.
3. Meet with your DFSCAL SAS Academic Advisor.
4. Check Graduation Application deadline for upcoming semester.
5. Maintain good academic standing.
 |
| **American Politics or Political Theory Course (*upper division*)** | 3 |
| **Free elective (*upper division*)** | 3 |
| **Free elective** | 3 |
| **Free elective** | 3 |
| **Total** | **15** |
| Balance/Other Commitments & Activities: |
| **Semester 10:** ( ) Summer ( ) Fall ( X ) Spring |
| **Courses and Credit Hours** | **Milestones** | **Advising Tips** |
| **Political Science elective course (*upper division*)** | 3 |  | 1. Submit Graduation Application by deadline.
2. Maintain good academic standing.
 |
| **Political Science elective course (*upper division*)** | 3 |
| **Free elective (*upper division*)** | 3 |
| **Free elective (*upper division*)** | 3 |
| **Free elective** | 3 |
| **Total** | **15** |
| Balance/Other Commitments & Activities: |
| **Semester :** ( X ) Summer ( ) Fall ( ) Spring |
| **Courses and Credit Hours** | **Milestones** | **Advising Tips** |
|  |  |  |  |
|  |  |
|  |  |
| **Total** |  |
| Balance/Other Commitments & Activities: |

You and your advisor will customize your Flight Plan and update it as necessary as you progress through your program.

*This unofficial guide is to be used in conjunction with regular academic advising appointments. Your Degree Audit is the final and official documentation of degree requirements that have been met. For more information, see your advisor.*

**Appendix 4**

**Department of Political Science Student Learning Outcomes**

CONTENT KNOWLEDGE (Declarative Knowledge): Students in Political Science will demonstrate an understanding of concepts, theories, and facts about political structures and processes in political institutions, political behavior, and public policy.

Students will complete CPO 3003 (Comparative Politics), in which they complete examinations and submit term papers that cover the content knowledge of the discipline.

CONTENT KNOWLEDGE (Technical Skills): Students in Political Science will use a statistical computer package to conduct data analyses.

Students will complete POS 3703 (Research Methods), in which they will complete classroom assignments using statistical computer packages to conduct data analyses.

COMMUNICATION (Written Communication): Students in Political Science will write about political science concepts and theories in a grammatically correct and logically consistent manner.

COMMUNICATION (Oral Communication): Students in Political Science will verbally convey political ideas and arguments in an effective and persuasive manner.

In CPO 3003 (Comparative Politics), students will complete written assignments such as book reviews, essay exams and research papers; students will also deliver classroom oral presentations on some of their written work.

CRITICAL THINKING (Analytical Skills): Students in Political Science will analyze information and data related to quantitative and qualitative research by applying the basic principles of scientific methodology including; (1) the nature of scientific explanations, (2) the validity and reliability of observations, (3) operationalism, (4) formulation and testing hypotheses, and (5) data analysis and interpretation.

In POS 3703 (Research Methods), students will submit a research paper that demonstrates their proficiency in employing the scientific method.

**Appendix 5**

**Assessment of Student Learning Outcomes**

State Learning Compacts



 Bachelors of General Studies

11/1F3A/2U018Assessment

Assessment Database - Dashboard

Eric Prier- Plan Reporter

Plan Period: 2017-2018

Assessment Plan Summary

College/Division

Arts & Letters

Department: Political Science | Program: BA Political Science | Plan Type: Learning Outcomes Plan

Plan Status: Plan submitted for review | Updated: 05/01/2018 | Plan developed by: Eric Prier

Plan Approvers: Aimee Arias and Kevin Wagner

This plan currently has 3 outcomes

**OUTCOME 1**

Description and Methodology | Outcome Description

Students in Political Science will demonstrate an understanding and knowledge of the major vocabulary concepts, theories, and fact s about political structures and processes in political institutions, political behavior, and public policy.

Academic Learning Categories related to this outcome:

1) Content Knowledge including Procedural Knowledge (Technical Skills); Procedural Knowledge (Research skills); and Declarative Knowledge

2) Communication including Oral Communication; and Written Communication

3) Critical Thinking including Practical Skills; and Analytical Skills

QEP/URI Related – No \ IFP Related-No \ Data collected from online coursework? No

Relates to FAU Strategic Plan goals & objectives

Goals:

1) Quality: Continuously-assessed and evolving best practices.

2) Brand: National reputation for excellence.

Platforms (represent scholarly activities that apply to and support pillars)

1) Big Data Analytics

2) Global Perspectives and Participation

3) Peace, Justice and Human Rights

**OUTCOME 2**

Description and Methodology | Outcome Description

Students in Political Science will analyze information and data related to quantitative and qualitative research by applying the basic principles of scientific methodology including; (1) the nature of scientific explanations, (2) the validity and reliability of observations, (3) operationalism, (4) formulation and testing hypotheses, and (5) data analysis and interpretation. They must also demonstrate the ability to communicate political science knowledge in written form.

Academic Learning Categories related to this outcome:

1) Content Knowledge including Procedural Knowledge (Technical Skills); Procedural Knowledge (Research skills); and Declarative Knowledge

2) Communication including Oral Communication; and Written Communication

3) Critical Thinking including Practical Skills; Creative Skills; and Analytical Skills

QEP/URI Related – No \ IFP Related-No \ Data collected from online coursework? No

Relates to FAU Strategic Plan goals & objectives

Goals:

1) Quality: Continuously-assessed and evolving best practices.

2) Brand: National reputation for excellence.

Platforms (represent scholarly activities that apply to and support pillars)

1) Big Data Analytics

2) Global Perspectives and Participation

3) Peace, Justice and Human Rights

**OUTCOME 3**

Description and Methodology | Outcome Description

Students are expected to demonstrate knowledge of major concepts, theories and applied analysis in politics. Students will submit original research that demonstrates proficiency in employing the scientific method. Students are expected to describe specific political institutions, events, and processes in different settings as well as formulate appropriate generalizations and hypothesize causal connections.

Academic Learning Categories related to this outcome:

1) Content Knowledge including Procedural Knowledge (Technical Skills); Procedural Knowledge (Research skills); and Declarative Knowledge

2) Communication including Oral Communication; and Written Communication

3) Critical Thinking including Practical Skills; Creative Skills; and Analytical Skills

QEP/URI Related – No \ IFP Related-No \ Data collected from online coursework? No

Relates to FAU Strategic Plan goals & objectives

Goals:

1) Quality: Continuously-assessed and evolving best practices.

2) Brand: National reputation for excellence.

Platforms (represent scholarly activities that apply to and support pillars)

1) Big Data Analytics

2) Global Perspectives and Participation

3) Peace, Justice and Human Rights

Implementing Strategy:

The department will collect data on submitted writing assignments, papers, and quizzes from the two core courses required of Political Science majors that include Research Methods (POS 3703) and Comparative Politics (CPO 3003). The submitted work will be evaluated based on student output demonstrating appropriate knowledge and the scientific application of appropriate theories to particular problems/questions. At least two faculty members will meet once annually to submit pooled results.

Assessment Method:

Student papers from research and core courses will be evaluated for determining if, on average, the work meets standards. Assessment based on demonstration of satisfactory or better average performance for a sample of individual student work that is reviewed annually.

Criterion for success

Percent scores of 60 or better indicates satisfactory performance and are coded as passing for student output. Percent scores of 60 or better indicates satisfactory paper average performance for student output. Department criteria for success are ratios of 60% for submitted work.

**Appendix 6**

**Intellectual Foundation Program Learning Outcomes by Foundation Area**

I. Foundations of Written Communication Student Learning Outcomes

* Demonstrate effective written communication skills by exhibiting the control of rhetorical elements that include clarity, coherence, comprehensiveness, and mechanical correctness.
* Analyze, interpret and evaluate information to formulate critical conclusions and arguments.
* Identify and apply standards of academic integrity.

II. Foundations of Mathematics and Quantitative Reasoning

* Identify and explain mathematical theories and their applications.
* Determine and apply appropriate mathematical and/or computational models and methods in problem solving.
* Display quantitative literacy.

III. Foundations of Science and the Natural World

* Explain important scientific concepts, principles and paradigms.
* Explain how principles of scientific inquiry and ethical standards are used to develop and investigate research questions.
* Explain the limits of scientific knowledge and of how scientific knowledge changes.
* Critically evaluate scientific claims, arguments and methodology.
* After completion of the associated lab, the student will be able to:
* Demonstrate and explain how experiments are conducted.
* Analyze resulting data and draw appropriate conclusions from such data.

IV. Foundations of Society and Human Behavior

* Describe patterns of human behavior.
* Describe how political, social, cultural, or economic institutions influence human behavior and how humans influence these institutions.
* Apply appropriate disciplinary methods and/or theories to the analysis of social, cultural, psychological, ethical, political, technological, or economic issues or problems.

V. Foundations in Global Citizenship (there are no Group A or B distinction for Foundation V courses)

* Describe the origins and consequences of different individual, cultural, and national identities.
* Describe the economic, political, environmental, and/or social processes that influence human events across place and time.
* Describe the causes and consequences of interaction between and among cultures, societies and nations.

VI. Foundations of Humanities

* Reflect critically on the human condition.
* Demonstrate the theory or methods behind forms of human expression.