**Department of Exceptional Student Education**

**College of Education**

**Florida Atlantic University**

**Instructor:** **Office**:

**Phone:** **E-mail**:

**Office Hours**: **Class Day/Time:**

Insert instructor picture here:

Course Number: ISS 1120

**Course Title: Community Citizenship**

**Catalog Description:**

This course focuses on concepts and approaches for teaching about citizenship and voting, including both rights and responsibilities. It emphasizes the rationale for governance, the history of voting and the process of civic participation through voting.

INSTRUCTOR INTRODUCTION TO THE COURSE: Students will have the opportunity to learn about the rationale and basis for government, including classroom rules, community laws, and the process and act of voting. During this semester, students will be engaged in the study of voting in a democracy, a short history of voting in America, and will have the opportunity to examine sample candidates and to practice with sample ballots. The course will culminate with voter registration.

**PREREQUISITE or COREQUISITE:**

No prerequisite or corequisite.

REQUIRED TEXTS:

We the People, Level 1, 3rd edition. Center for Civic Education: Calabasas, CA, 2011.

[www.flrea.org](http://www.flrea.org) (Florida Law Related Education Association) or through FAU bookstore.

All materials will be provided by instructor in class or on Blackboard. Materials will be provided in multiple formats as appropriate.

Supplemental materials:

Biacke, K. (2012). *The election activity book: Dozens of activities that help kids learn about voting, campaigns, our government, presidents, and more*. New York: Scholastic Resource Center.

Powerpoint on Florida voting (Dr. Margery Marcus and Ms. Janie Kozura)

TECHNOLOGY:

E-mail: Your FAU email address will be used.

[Alternative Materials sources]

<http://www.civiced.org/resources/publications/student-texts/upper-elementary-level-1>

<http://www.icivics.org/games/do-i-have-right>

<http://www.icivics.org/election_resources_2016>

<http://www.icivics.org/teachers/lesson-plans/one-big-party>

Computer: This course will be web assisted through FAU Blackboard site. Some handouts, forms, handbook and resources may be available on the website. Go to the website: <http://blackboard.fau.edu> (Do not type www).

Videos:

*Voting in America: 9 Short Documentaries About Why Some People Don't Vote and How Others are Trying to Change Their Minds.* (2004). Berkeley, CA:Swell Cinema.

**COURSE OBJECTIVES:**

1. Students will comprehend the purpose, rationale, and goals of the voting process.

2. Students will participate in creating classroom rules in order to understand larger community laws through examples.

3. Students will demonstrate their knowledge of the importance and history of voting in America.

4. Students will recognize political manipulation (e.g. propaganda, political advertising, overstatement) and identify valid criteria for analyzing information.

5. Students will become aware of the rights and responsibilities of a participatory citizen.

6. Students will register to vote with confidence in their abilities to carry out their vote.

Content Outline:

COURSE REQUIREMENTS:

1) Attendance & Participation

 This class depends on having you there to talk and learn. You have to come to class and be ready to talk about the topic of the day. Read the assigned materials and be ready to work on the activities presented in class.

2) Five Vocabulary Quizzes

 Just to make sure you are getting the language of our government, you will be quizzed on the vocabulary used in talking about voting, legislation, civil rights and the democratic way of governing. Yes, you will have to study. Yes, you will have to work hard, but you can do it. There will be 5 quizzes to test your vocabulary and understanding of the basic vocabulary of citizenship.

3) Voter Registration

 The last activity that is part of this class is to register to be a voter. If you are over 18, you wil be helped to register to vote. An exciting and important part of being an American citizen.

4) Weekly Jouranl Entries

 Completion of weekly journal entries as described by the instructor for the class. Students will use the vocabulary in context and earn extra points if they find the vocab in the media.

**ASSESSMENT PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Points Earned** | **Possible** |
| Vocabulary Quizzes (5) 15 points each |  | 15 |
|  |  | 15 |
|  |  | 15 |
|  |  | 15 |
|  |  | 15 |
| Voter registration |  | 25 |
| Weekly Journal Entries |  | 75 |
| Attendance and Participation |  | 25 |
| TOTAL= 200 |  |  |

**GRADING (FAU GRADING SCALE):**

Activity scores are cumulative and the grade scale represents percentage of total points earned.

A = 93-100 A- = 90-92 B+= 87-89 B = 83-86

B- = 80-82 C+= 77-79 C = 73-76 C-= 70-72

D+= 67-69 D = 63-66 D-= 60-62 F = Below 60

**POLICIES AND PROCEDURES:**

**ATTENDANCE:**

According to University policy, “Students are expected to attend all of their scheduled University Classes and to satisfy all academic objectives as outlined by the instructor.” Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class. Reasonable accommodations are made for religious observances.

**STUDENTS WITH DISABILITIES:**

In compliance with the Americans with Disabilities Act (ADA) and FAU policy, students with disabilities who require special accommodations to properly execute course work must register with FAU Student Accessibility Services (SAS) and provide the instructor of this course with a letter from SAS indicates the reasonable accommodations that would be appropriate for this course. SAS offices are located on Boca, Davie and Jupiter campuses. Information regarding SAS services and locations can be found at: <http://www.fau.edu/sas/>

**CODE OF INTEGRITY:**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see <https://www.fau.edu/ctl/4.001_Code_of_Academic_Integrity.pdf>

***COURSE SCHEDULE FOR SEMESTER***

|  |  |  |  |
| --- | --- | --- | --- |
| ***WEEK*** | ***DATE*** | ***TOPICS*** | ***ASSIGNMENTS*** |
| ***1*** |  | **Overview of Course and Why is Government Necessary?**Keep Vocabulary Journal in Class Each Week: Citizen, Citizenship, Government, Voting, DemocracyActivity: Discussion of course, introductions, review syllabus. Discussion/activity on reasons for governance, their suggestions, practice examples. Read from *We the People*.DVD/Resource:Website: | ***Vocabulary Journal*** |
| ***2*** |  | **Classroom Rules**Vocabulary: Rules, Laws, Debate, Suffrage, CandidateActivity: In groups, students will suggest and debate course rules. They will identify course rules they will follow, and will present them to the rest of the class. Students will be asked to describe and discuss the the most important rule to the rest of the class. Read from *We the People*.DVD/Resource:Website: | ***Vocabulary Journal*** |
| ***3*** |  | **Practice Voting-Classroom Rules**Vocabulary: Majority, minority, decision, deliberation, common goodActivity: Student will vote on their top five rules. Rules will be placed around the room. Students will be given five stickers. They will place them on the rules they like best. Rules will be chosen using a simple majority. Students will be asked to identify why they liked each rule. Read from *We the People*.DVD/Resource:Website: | ***Vocabulary Journal***Differentiated vocabulary & quiz. |
| ***4*** |  | **Classroom Responsibility**Vocabulary: Consideration, Rights, Individual Right to Life, Liberty, and the Pursuit of Happiness, Personal Rights, Constitution with emphasis on Bill of Rights.Activity: Instructor will begin with a discussion of how each right has an individual responsibility. Examples will be given from the list of rules, and from community laws. Students will begin to try to identify responsibilities that connect with classroom rules. Read from *We the People*.DVD/Resource:Website: | ***Vocabulary Journal*** |
| ***5*** |  | **What are Laws?**Vocabulary: Elect, Electorate. Felony, Misdemeanor, RegisterActivity: Students will be presented with age appropriate community laws. They will then have time to identify responsibilities that are appropriate with the laws. Read from *We the People*.DVD/Resource:Website: | ***Vocabulary Journal*** |
| ***6*** |  | **How are Laws made?**Vocabulary: Legislative, Executive, Judicial, House of Representatives, SenateActivity: Students will discuss the process of how an idea becomes a bill, and then becomes a law. Discussion will include readings from the Constitution. Includes Government “Tree” branch (visual)Read from *We the People*. DVD/Resource: “I’m just a Bill” Schoolhouse Rock. Website: | ***Vocabulary Journal***Differentiated vocabulary & quiz. |
| ***7*** |  | **How can I be involved? Laws**Vocabulary: Senators, Representatives, Local, State, Federal [Congress]Activity: Formalize while discussing what voting is, and how it takes place.Students will be given a choice of two books/websites to use. They will vote for their choice. Discussion of Majority and minority. Read from *We the People*.DVD/Resource:Website: | ***Vocabulary Journal*** |
| ***8*** |  | **Practice Voting**Vocabulary: Counting, Secret Ballot, Informed Voter, Campaign, Polling PlaceActivity: Students will be given a “ballot”. They will discuss the “issues” Some issues will not make sense. Students will then discuss topics, and then be given a chance to vote in the ballot box. Read from *We the People*.DVD/Resource:Website: | ***Vocabulary Journal*** |
| ***9*** |  | **Voting as a Right and a Responsibility**Vocabulary: Amendments, Discrimination, Electorate, Incumbent, CandidateActivity: Discussion of History of voting and how it has grown to be more inclusive. Includes the amendmentsRead from *We the People*. DVD/Resource:Website: www.History.org http://massvote.org/voterinfo/history-of-voting-rights/ | ***Vocabulary Journal***Differentiated vocabulary & quiz. |
| ***10*** |  | **Debating topics**Vocabulary: Affirmative, negative, proposition, rebuttal, conflict resolutionActivity: Instructor and students will discuss the debate structure and then role play and debate each other. Read from *We the People*.DVD/Resource:Website: http://idebate.org/training/resources/all | ***Vocabulary Journal*** |
| ***11*** |  | **Other Political Responsibilities**Vocabulary: Franchise, General Election, Primary, GubernatorialActivity: Discussion and reading on the political responsibilities of the Citizen Read from *We the People*.DVD/Resource:Website: <http://www.gcflearnfree.org/learnenglish/simpleenglish>https://www.nccs.net/the-responsibility-of-citizens.php | ***Vocabulary Journal*** |
| ***12*** |  | **Political Parties**Vocabulary: Partisan, party, independent, democrat, republicanActivity: https://www.isidewith.com/political-quiz Students identify their political preferences through matching belief statements.Read from *We the People*. DVD/Resource:Website: http://www.ushistory.org/gov/10a.asp | ***Vocabulary Journal***Differentiated vocabulary & quiz. |
| ***13*** |  | **Individual Responsibilities**Vocabulary: Propoganda, pollster, nominate, nominee, party platformActivity: Students will learn about different types of propaganda and will identify the types from examples.Read from *We the People*.DVD/Resource:Website: http://www.asdk12.org/depts/socialstudies/clio/4th%20Grade%20Unit/comingtoamerica/propagandastudenthandbook.pdf | ***Vocabulary Journal*** |
| ***14*** |  | **Your Representatives**Vocabulary: Govenor, state representatives, mayor, city commission, county commissionActivity:Research your elected officials, in computer lab. Read from *We the People*.DVD/Resource:Website: http://www.commoncause.org/ | ***Vocabulary Journal*** |
| ***15*** |  | **Voter Registration and Supervisor of Elections**Vocabulary: Supervisor of elections, apathy, polling place, issues, constituencyActivity: Students will complete a Voter’s Registration card, and discuss what it means to them.Read from *We the People*. DVD/Resource:Website: http://www.pbcelections.org/ | ***Vocabulary Journal***Differentiated vocabulary & quiz **Voter Registration.** |
| ***16*** |  | **Florida Voter** Activity: Presentation of “History of Voting in Florida” from League of Women Voters. Final reading from *We the People*. Register to vote!DVD/Resource:Website: http://lwv.org/ | ***Celebrate Good Times!*** |

**Bibliography**

Berson, M. J. J., Johnston, J. H., Cruz, B. C., & Duplass, J. A. (2004). *Social studies on the Internet (2nd Ed. )*. Upper Saddle River, N.J.: Pearson.

Harrison, B. & Rappaport, A. (2006). *Hip-hop U.S. history. Kennebunkport, ME: Cider Mill Press Book Publishers.*

Krey, D.M. (1998). Children's literature in social studies: Teaching to the standards. *NCSS Bulletin 95*. Waldorf, MD:National Council for the Social Studies.

Shoob, S., & Stout, C. (2007). *Teaching social studies today*. Huntington Beach, CA: Shell Education.

Wade, R.C. (2007). Community action rooted in history; The civiconnections model of service learning*. NCSS Bulletin 106.* Washington, D.C.: National Council for the Social Studies.

Wade, R. C. (2000). Building bridges: Connecting classroom and Community through Service-Learning in Social Studies*. NCSS Bulletin 97*. Washington, D.C.: National Council for the Social Studies.