

- 1 Instructor: Thomas R. Bower  
2 Office: Technical and Industrial Building (TI) – Room 214 N  
3 Office Hours: Upon request by appointment  
4 Telephone: 734-429-0657  
5 E-mail: <[trbower1@wccnet.edu](mailto:trbower1@wccnet.edu)>  
6 Web Page: <<http://www-instruct.wccnet.edu/~trbower1/>>

7 **Behavior Expectations**

8 Washtenaw Technical Middle College (WTMC) students study in an adult environment on the  
9 Washtenaw Community College (WCC) campus. While on the WCC campus, students will do  
10 the following:

- 11           • Follow the rules and procedures of WCC and WTMC  
12           • Respect the rights of everyone on campus to be in a learning environment  
13           • Exhibit non-disruptive behavior that is academically learning focused  
14           • Show respect and care in the use of WCC and WTMC facilities and equipment

15

16 **Learning Expectations**

17 This is a challenging college level course with rigorous academic and soft skills requirements.  
18 Essentially it is the equivalent of a two-semester Advanced Placement American Government  
19 class compressed into a 15-week semester. Each student will do the following:

- 20           • Take responsibility for the quality and depth of learning  
21           • Do work that represents best effort  
22           • Accept and act positively upon feedback from others  
23           • Assess and reflect on academic performance, interests, motivation, abilities and  
24           soft skills

1 **Course Purposes**

2 This course identifies students ready to successfully transition to WCC PLS 112 Introduction to  
3 Political Science (PLS 112). It also prepares transitioning students to pass PLS 112 with a grade  
4 of C or better. This course does not fully prepare students for the Michigan MEAP Social  
5 Studies test because it does not cover Michigan history, economics, or geography. To enhance  
6 performance on that test, students are encouraged to complete the following WCC courses: HST  
7 200 Michigan History, ECO 110 Introduction to Economics, and GEO 101 World Regional  
8 Geography.

9  
10 **Grade Scale**

|    |    |         |     |       |
|----|----|---------|-----|-------|
| 11 | A  | = > 93% | C+  | =>77% |
| 12 | A- | = > 90% | C   | =>73% |
| 13 | B+ | = > 87% | Lcr | =>50% |
| 14 | B  | = > 83% | Lnc | =>01% |
| 15 | B- | = > 80% | F   | =>00% |

16 **Note: A grade of incomplete is not available for this course.**

17 **Extra Credit**

18 Extra credit is not available for this course.

19 **Missed, Incomplete, Late Work; Arriving Late for a Test or Exam; Retaking Tests**

20 Work for this course includes tests, exams, and any other assignments with specified due dates.

21 Late work is not accepted for this course. Late work is any work that is not completed or  
22 handed-in during class on the specified day, at the specified time and in the specified media type.

23 In class tests and exams must be completed during class on the dates shown on the course  
24 calendar. Take home tests and exams must be handed-in at the beginning of class on the  
25 specified day. A student not in the classroom when an in class test or exam commences as

1 indicated by the teacher stating to the class “Begin Test” or “Begin Exam” shall not be permitted  
2 to complete the test or exam and a grade of zero shall be entered on Power School for that test or  
3 exam. Alternate dates or times for tests and exams are not available for this course. Make-up  
4 tests and exams are not available for this course. A grade of zero will be entered on Power  
5 School for each in class test or exam not completed and handed-in during class on the date  
6 specified on the course calendar or for each take home test or exam not handed-in at the  
7 beginning of class on the specified date. A grade of zero will be entered on Power School for  
8 each assignment or portion of an assignment with multiple parts that is not handed-in during  
9 class at the beginning of class on the specified date and in the specified media format. Tests and  
10 exams for this course are summative which means retaking a test or exam is not available.

11

### 12 **Use of Notes, Study Maps or Other Information When Completing Tests or Exams**

13 Unless stated otherwise in this syllabus, tests or exams are “closed” and students are not  
14 permitted to use or refer to any notes, study maps, or any information when completing the test  
15 or exam other than the information appearing on the test or exam document or information  
16 distributed or provided by the instructor during the test or exam.

17

### 18 **Course Activities**

- 19
- Improve students’ reading for information comprehension skills by learning and  
20 practicing SQ4R (Scan-Question- Read-Recite-Review-Reflect)
  - Improve students’ critical thinking skills by practicing current public policy  
21 discussion and analysis, written and audio lecture content analysis, and  
22 documentary film analysis.  
23

- 1           • Improve students’ listening and note writing skills while listening to CD lectures  
2           and viewing documentary films
- 3           • Improve students’ note reformulation skills by transforming classroom notes into  
4           individual and group study maps
- 5           • Improve students’ information comprehension skills by learning and practicing  
6           individual and group study mapping to transform college level text, college level  
7           aural information as well as student generated notes
- 8           • Students write in class notes and create individual and group study maps for in  
9           class CD lectures and documentary films; these may be graded by the instructor  
10          without prior notice; each graded assignment is worth a maximum of 20 points;  
11          there are 42 assignments of this type that may be graded with a total possible  
12          point value of 840
- 13          • Students complete three in class tests covering the course’s written lectures; these  
14          tests consist of identifying in a multiple-choice question format the correct  
15          definitions for five of the terms listed and defined in the Major Concepts section  
16          at the end of each written lecture, answering multiple-choice questions, and  
17          identifying statements as true or false; Test 1 is an open book test, covers written  
18          lectures 1 – 4 and is worth a maximum of 60 points; Test 2 is an open book test,  
19          covers written lectures 5 – 8 and is worth a maximum of 60 points; Test 3 is a  
20          closed book test, covers written lectures 9 – 14 and is worth a maximum of 90  
21          points

- 1           • Students complete an in class Core Democratic Values Test; students need to  
2           memorize the 20 core democratic values discussed in written lecture 1 and write  
3           them to complete this test and earn 100 possible points
- 4           • Students complete an in class Declaration of Independence Test; students need to  
5           memorize the natural rights section and fill-in 45 important missing words to earn  
6           225 possible points
- 7           • Students complete an in class 50 multiple-choice question U. S. Constitution Test  
8           to earn 100 possible points
- 9           • Students complete an in class U. S. Constitution Preamble Test; students need to  
10          memorize the preamble and fill-in 31 missing words to earn 155 possible points
- 11          • Students complete a Significant Primary Source Public Policy Documents  
12          Inventory (“PPDI”); This assignment requires researching, selecting, reading,  
13          understanding, analyzing, evaluating, and writing about writing five federal (U.S.)  
14          significant primary source public policy documents from 1965 to 2005 and five  
15          State of Michigan primary source public policy documents from 1965 to 2005 to  
16          earn 200 possible points
- 17          • Students complete twelve Preparation for Real Engagement with Public Policy  
18          (“PREPP”) writing assignments; these assignments require researching,  
19          understanding, applying knowledge, analyzing information, synthesizing  
20          information, and creating new knowledge to earn 500 possible points
- 21          • Students complete 60 open book, take home Final Exam multiple-choice  
22          questions covering written lectures 1 – 14 to earn 60 possible points

23

1 **Academic Skills**

2 Academic skills include language arts (listening, reading, writing, speaking), remembering,  
3 understanding, critical thinking (applying, analyzing, synthesizing), and creating knowledge.  
4 Course activities will develop and assess students' academic skills.

5

6 **Soft Skills - Standards**

7 Soft skills include attendance, preparation, follow-through, communication, and responsibility.

8 **Satisfactory soft skills for the semester are indicated by a student achieving all of the**  
9 **following: no more than seven attendance miscues, no more than three preparation**  
10 **miscues, no more than three follow-through miscues, no more than three communication**  
11 **miscues, no more than three responsibility miscues, and a cumulative course grade of at**  
12 **least 73%.** Attendance miscues include, but are not limited to, the following behaviors: arriving  
13 more than ten minutes late to class, leaving and not returning to class, or arriving late to class  
14 after the fourth instance of being late to class. Communication miscues include, but are not  
15 limited to, the following behaviors: eating or drinking in the classroom, audible cell phone ring  
16 occurring in the classroom during class, listening to personal audio devices in the classroom  
17 during class, wearing headphones in the classroom during class, using (includes talking, text  
18 messaging, using video functions) a cell phone in the classroom, using a computer for non-  
19 academic related activities in the classroom during class, uttering comments without being  
20 recognized by the instructor to speak, side conversations, epithets, talking (other than asking the  
21 teacher a question) during tests or exams once the instructor has announced the test has begun,  
22 profane speech, hate speech, speech or behaviors that disrupt, threaten, harass or intimidate, and  
23 speech or behaviors reasonably considered inappropriate in an academic environment.

1 Additional descriptions and examples of appropriate and inappropriate soft skills behaviors are  
2 found in the *WTMC Life Skills for College and Career a Soft Skills Workbook* and are  
3 incorporated by reference herein. All students receive, complete, and retain the *WTMC Life Skills*  
4 *for College and Career a Soft Skills Workbook* during their first semester at WTMC.

#### 6 **Soft Skills and Transitioning to WCC Courses**

7 Although soft skills are not included in the final grade calculation for this course, they are a  
8 significant factor in the credentialing process that determines students' readiness to be successful  
9 in WCC courses. Experience suggests a significant association between less than satisfactory  
10 academic performance (cumulative grade in this course less than 73%) and soft skills needing  
11 improvement. **Low academic performance in this course (cumulative grade less than 73%)**  
12 **is closely associated with deficiencies in one or more of the five soft skills areas. For that**  
13 **reason, a student shall not be considered to have satisfactory soft skills for this course if a**  
14 **student's cumulative grade in this course is less than 73%.** For example, the essence of  
15 satisfactory preparation for this course is demonstrating an understanding of the subject matter  
16 by completing knowledge assessment instruments for this course with a cumulative grade of at  
17 least 73%. **Therefore, a student with a cumulative grade 51% to < 73% (Lcr – less than**  
18 **proficient with credit) in this course shall have a soft skills rating of "N" which means the**  
19 **student's soft skills need to improve. A student with a cumulative grade of 1% to 50% (Lnc**  
20 **- less than proficient, no credit) or 0% (F) in this course shall have a soft skills rating of**  
21 **"U" which means the student's soft skills are unsatisfactory. According to WTMC**  
22 **procedures, a student with an end of semester soft skills rating of "N" or "U" in any**  
23 **WTMC course or BASE is prohibited from enrolling in any WCC course the following**

1 **semester. Further, if this condition exists at the end of the student’s second semester at**  
2 **WTMC, the student will be exited from the WTMC program.**

3

4 **Transitioning to WCC Courses Requires More Than Excellent Academic Performance**

5 At the time students’ provisional credentialing as ready for WCC PLS 112 is determined by the  
6 instructor (“Provisional Credential”) at the end of week eight (fall and winter semesters) it is  
7 possible a student may have a grade of “A” in this course, but not achieve a Provisional  
8 Credential for one or more of the following reasons: failure to meet the soft skills credentialing  
9 requirements for this course, failure to be soft skills credentialed (soft skills ratings of “S” or  
10 “R”) in **all** other WTMC courses and BASE, or failure to have college level COMPASS test  
11 scores for reading ( $\Rightarrow$ 82) and writing ( $\Rightarrow$ 81).

12

13 **Standards for Provisional Credential Ready for WCC PLS 112**

14 At the end of the eighth week (fall and winter semesters), students in this course meeting **all** of  
15 the following requirements will achieve a Provisional Credential (soft skill rating of “R”) ready  
16 for WCC PLS 112:

17

- Minimum COMPASS scores of 82 for reading and 81 for writing
- Current course grade  $\Rightarrow$  83%
- Soft skills provisional credential (soft skill rating of “R”) for this course
- Soft skills ratings of “S” or “R” in **all** other WTMC courses and BASE

18

19

20

21

22 **Students not meeting the above requirements at the end of the eighth week (fall and winter**  
23 **semesters) will not achieve a Provisional Credential ready for WCC PLS 112, will not be**

1 **permitted to enroll in WCC PLS 112 during the next semester, and may return to a**  
2 **WTMC College Prep American Government course or other appropriate course.**

3

4 **Final Credential Ready for WCC PLS 112**

5 At the end of the semester, only students who achieved a Provisional Credential ready for WCC  
6 PLS 112 at the end of the eighth week (fall and winter semesters) and only students meeting **all**  
7 of the following requirements as of the **final day** of the current semester will achieve a Final  
8 Credential ready for WCC PLS 112:

- 9 • Minimum COMPASS scores of 82 for reading and 81 for writing
- 10 • Final course grade => 83%
- 11 • Soft skills final credential (soft skill rating of “R”) for this course
- 12 • Soft skills ratings of “S” or “R” in **all** other WTMC courses and BASE

13

14 **Loss of Provisional Credential; Failure to Achieve Soft Skills Rating of “S” or “R”**

15 Students having achieved a Provisional Credential but having failed to achieve a Final Credential  
16 ready for WCC PLS 112 will be de-credentialed and, if already registered for a WCC PLS 112  
17 course, will be pulled-back (withdrawn) from that course and registered for a WTMC College  
18 Prep American Government course or other appropriate course which may require changes in a  
19 student’s course schedule that may affect enrollment in other WCC courses. In addition, if a  
20 student’s final soft skills rating this semester in this course, any other WTMC course, or BASE is  
21 “N” or “U”, then the student will remain in all WTMC courses the next semester; however, if the  
22 current semester is the student’s second WTMC semester, the student will be exited from the  
23 WTMC program pursuant to WTMC procedures.

1 ***College Prep American Government Lectures 1 – 14***

2 All fourteen written lectures are available at <<http://www-instruct.wccnet.edu/~trbower1/>>.

3 Each lecture contains the following information: definitions of the major concepts that students  
4 will be asked to identify on the three tests covering the 14 lectures and answers to the 60  
5 multiple-choice final exam questions. Students must memorize the definitions of the major  
6 concepts that are found at the end of each lecture in the section entitled “Major Concepts” and be  
7 able to identify the correct definition of each major concept in a multiple-choice question format.

8 At minimum students should read each lecture, complete a study map (SM), identify the answers  
9 to the multiple-choice questions and true/false statements contained in the corresponding practice  
10 tests, memorize the definitions of each of the terms found in the Major Concepts section at the  
11 end of each lecture, and identify the answers to the final exam questions (FEQ), if any, contained  
12 in the lecture. At the top of each lecture page “FEQ” followed by one or more numbers refers to  
13 the corresponding numbered practice final exam multiple-choice question or questions answered  
14 by that lecture. All 60 final exam multiple-choice questions are available at

15 <<http://www-instruct.wccnet.edu/~trbower1/>>

16

17 ***Practice Tests***

18 These documents contain the following information: all the possible multiple-choice questions  
19 and true/false statements that may be on the three tests covering written lectures 1-14; the U. S.

20 Constitution Test; the 60 multiple-choice questions that will appear on the Final Exam; The

21 *Practice Tests* documents are available at <<http://www-instruct.wccnet.edu/~trbower1/>>.

22

23

1 **Practice Tests for Written Lectures 1 - 14**

2 These fourteen practice tests are available at <<http://www-instruct.wccnet.edu/~trbower1/>>.

3 Students are advised to complete and study these multiple-choice and true/false tests. These

4 practice tests have the same multiple-choice questions and true/false statements as the actual

5 tests covering lectures 1 – 14. These practice tests are the best way to prepare for the multiple-

6 choice questions and true/false statements found in the three tests covering lectures 1 – 14.

7 Again, these are the same questions from which the actual multiple-choice questions and

8 true/false statements appearing on the three tests covering lectures 1 – 14 will be selected.

9 Students should note, however, that these practice tests do not include any of the major concept

10 identification questions found in Tests 1 – 14. Tests 1 and 2 covering written lectures 1 – 8 are

11 open book tests, therefore students do not need to memorize the definitions of the major concepts

12 that are found at the end of those written lectures. On the other hand, Test 3 covering written

13 lectures 9 – 14 is a closed book test; therefore, students should memorize the definitions of the

14 major concepts that are found at the end of written lectures 9 – 14 in the section entitled “Major

15 Concepts” and be able to identify the correct definition of each major concept in a multiple-

16 choice question format for Test 3.

17

18 **CD Lectures and Films**

19 Throughout the semester during class students will listen to 28 CD lectures and view 14 films.

20 Noted historian Joseph J. Ellis teaches seven lectures from his course entitled *Brotherhood of the*

21 *American Revolution*. Presidential historian and Bancroft Prize winning author Robert Dallek

22 teaches two lectures from his course entitled *The Presidency in the Twentieth Century*. History

23 professor Kermit L. Hall teaches eleven lectures from his course entitled *Landmark Cases of the*

1 *U. S. Supreme Court*. Sociology professor James W. Loewen author of the best selling *Lies My*  
2 *Teacher Told Me: Everything Your High School History Textbook Got Wrong* which won the  
3 Oliver Cromwell Cox Award for Distinguished Anti-Racist Scholarship teaches eight lectures  
4 from his course entitled *Everything You've Been Taught Is Wrong*. The fifteen films include the  
5 following documentaries: *Why We Fight*, *The Fog of War*, *Africans in America*, *Reconstruction:*  
6 *The Second Civil War*, *The Corporation*, *America and the Holocaust*, *Citizen King*, *Eyes on the*  
7 *Prize*, and 1973 Academy Award winner *Hearts and Minds*. In addition students will view and  
8 critically assess D. W. Griffiths' classic silent film *Birth of a Nation* and its controversial  
9 interpretation of the Civil War and Reconstruction. Students will actively listen and view these  
10 lectures and films as they write notes that capture the important concepts presented in these  
11 lectures and films. In addition, students will transform their in class notes into individual and  
12 group study maps. Students' notes and individual study maps may be reviewed and graded at the  
13 instructor's discretion without prior notice. Therefore, students need to have with them in class  
14 each day all of their notes and study maps for each CD lecture and film. Notes and study maps  
15 for each CD lecture or film have a maximum point value of 20 per assignment. For example, the  
16 notes and study maps for *The Fog of War* have a maximum point value of 20. There are 43 CD  
17 lecture and film assignments that may be graded totaling 860 possible points. Practicing active  
18 listening, note taking, and post-lecture note reformulation study skills will improve students'  
19 abilities to understand and critically analyze and evaluate college level material. Although not  
20 required, students may purchase the CD lectures along with course guides at Barnes & Noble as  
21 part of its Portable Professor series. Although not required, students may purchase the films  
22 which are readily available from commercial distributors such as Barnes and Noble and Border's  
23 Books.

1 **U.S. Constitution Test – 100 points**

2 The questions for this test appear at <<http://www-instruct.wccnet.edu/~trbower1/>>. The answers  
3 to these questions are found in the U. S. Constitution which is readily available on-line. For  
4 example see <<http://www.house.gov/Constitution/Constitution.html>>. The U. S. Constitution is  
5 also available in reference and circulating materials in the WCC Library. Students are not  
6 permitted to refer to any materials while completing the U. S. Constitution Test.

7  
8 **U. S. Constitution Preamble Test – 155 points**

9 Students complete this test in class by filling-in 31 missing words. Students need to memorize  
10 the preamble of the U. S. Constitution to prepare for this test.

11  
12 **Declaration of Independence Test – 225 points**

13 Students complete this test in class by filling-in 45 important missing words. Students need to  
14 memorize the natural rights section of the Declaration of Independence to prepare for this test.

15  
16 **Core Democratic Values Test – 100 points**

17 Students complete this test in class by listing the 20 core democratic values listed and discussed  
18 in written lecture 1. Students need to memorize the 20 core democratic values listed and  
19 discussed in written lecture 1 to prepare for this test.

20

21

22

23

1 **Final Exam Multiple-Choice Questions – 60 points**

2 These questions are available at <<http://www-instruct.wccnet.edu/~trbower1/>>. These Final  
3 Exam Multiple-Choice questions are the same questions that appear on the Final Exam Multiple-  
4 Choice document for this course, but are in altered numerical order. This is an open book, take  
5 home exam and students may refer to any materials while completing the Final Exam Multiple-  
6 Choice questions. The answers to the Final Exam Multiple-Choice questions are contained in  
7 written lectures 1 – 14 available at <<http://www-instruct.wccnet.edu/~trbower1/>>.

8

9 **Significant Primary Source Public Policy Documents Inventory (noted as PPDI on Power**  
10 **School) – 400 points**

11 This assignment requires students choose five significant federal (U. S.) public policy primary  
12 source documents from the period 1965 to 2005 and five significant State of Michigan public  
13 policy primary source documents from the period 1965 to 2005. A policy is a course of action  
14 decided upon by a government – or by any organization, group, or individual – that usually  
15 involves a choice among competing alternatives. When policies are shaped by government  
16 officials, or are, additionally, in the case of a state rather than a federal policy, the result of an  
17 initiative or referendum process, the result is called public policy. The outputs of a political  
18 system are chiefly the binding decisions it makes whether in the form of laws, executive orders,  
19 regulations, or judicial decisions. These constitute public policy. For the purposes of this  
20 assignment, public policy primary sources include laws, treaties, executive orders, court  
21 decisions, and administrative agency rules. Examples of public policy secondary sources include  
22 books and articles about public policy. Each student will assemble a Significant Primary Source  
23 Public Policy Documents Inventory (“PPDI”). The first five documents shall be federal (U. S.)

1 public policy documents from the period 1965 – 2005. The last five documents shall be State of  
2 Michigan public policy documents from the period 1965 – 2005. The PPDI will include the  
3 following components and information submitted on paper media and arranged in ascending  
4 chronological order following the PPDI cover page: (1) a copy of the first page of the first  
5 federal public policy document; (2) a brief word processed summary (double-spaced, 12 point  
6 New Times Roman font) of the first federal public policy document; (3) a paragraph assessing  
7 the significance of the public policy set forth in the document; (4) a paragraph identifying the  
8 competing policy alternatives; (5) a paragraph assessing how well or badly the public policy was  
9 carried out; (6) a paragraph evaluating the effects of the public policy on relations with foreign  
10 nations as well as on domestic political, social, economic environments; (7) a paragraph  
11 assessing the relationship of the public policy to the core democratic values listed and described  
12 in written lecture 1 of this course; (8) a paragraph explaining why the student chose this public  
13 policy document. The format used for the first federal public policy document shall be repeated  
14 for each of the four remaining federal public policy documents and then for the five State of  
15 Michigan public policy documents until the PPDI is complete. Students shall use the services of  
16 WCC research librarians, as needed, to assist in locating and retrieving primary public policy  
17 documents. Students shall use the services of WCC Learning Support tutors, as needed, to assist  
18 in understanding the primary public policy documents. Students shall work with WCC Writing  
19 Center tutors throughout the writing process as students complete the writing portions of this  
20 assignment. In addition, students are advised to seek advice and guidance from their WTMC  
21 English teachers throughout the writing process. Once complete, the assignment may be handed-  
22 in prior to the assignment due date, but the assignment shall be handed-in no later than at the  
23 beginning of class on the date indicated in the course calendar found on the last page of this

1 course syllabus. This is the assignment due date. If not previously handed-in, the PPDI  
2 assignment of a student arriving late to class on the assignment due date or absent from class on  
3 that date shall be considered late work, shall not be accepted by the teacher for evaluation, and  
4 shall receive a grade of zero. “Handed-in” means a PPDI meeting the assignment specifications  
5 is delivered by the student to the instructor in room OE 162 at the beginning of class on the date  
6 indicated the course calendar found on the last page of this course syllabus.

7

8 **Preparation for Real Engagement with Public Policy (noted as PREPP on Power School) –**  
9 **500 points**

10 PREPP consists of twelve assignments submitted on paper media. All of these assignments shall  
11 be word processed using 12 point New Times Roman font. Assignments 1 – 6 shall be single-  
12 spaced and assignments 7 – 12 shall be double-spaced. Assignments 1 – 10 are worth a  
13 maximum of 30 points each with a possible total of 300 points. Assignments 11 – 12 are worth a  
14 maximum of 100 points each with a possible total of 200 points. Completing the PREPP  
15 assignments students shall use the services of WCC research librarians, as needed, for assistance  
16 in finding relevant information. Students shall use the services of WCC Learning Support tutors,  
17 as needed, to assist in understanding information. Students shall work with WCC Writing Center  
18 tutors throughout the writing process for these assignments. In addition, students are encouraged  
19 to seek the advice and guidance of WTMC English teachers throughout the writing process.

20 There are two PREPP assignment sets: (1) assignments 1 – 10; (2) assignments 11 – 12. Once  
21 an assignment set is complete, it may be handed-in prior to its assignment due date, but each  
22 assignment set shall be handed-in no later than at the beginning of class on the date indicated for  
23 that assignment set as shown in the course calendar found on the last page of this course

1 syllabus. This is the assignment due date. If not previously handed-in, the assignment set of a  
2 student arriving late to class on the assignment due date or absent from class on that date shall be  
3 considered late work, shall not be accepted by the teacher for evaluation, and shall receive a  
4 grade of zero. “Handed-in” means a PREPP assignment set meeting the assignment  
5 specifications is delivered by the student to the instructor in room OE 162 at the beginning of  
6 class on the date indicated for that assignment set as shown in the applicable course calendar  
7 found on the last page of this course syllabus. Additional specifications for PREPP assignments  
8 1 – 12 are shown below:

9 **Assignment 1**

10 Word process a ready to mail FOIA request directed to any Michigan governmental body.

11 **Assignment 2**

12 Word process a ready to mail letter directed to the U. S. House member for your  
13 congressional district. In your letter comment on an active bill sponsored or co-sponsored by  
14 the member. If the member does not have a currently active sponsored or co-sponsored bill,  
15 then comment on any currently active bill. Follow the letter writing format described in *A*  
16 *Citizen’s Guide to State Government* available at <[www.michigan.gov](http://www.michigan.gov)>.

17 **Assignment 3**

18 Word process a ready to mail letter directed to the Michigan House member for your district.  
19 In your letter comment on an active bill sponsored or co-sponsored by the representative. If  
20 the representative does not have a currently active sponsored or co-sponsored bill, then  
21 comment on any currently active Michigan House bill. Follow the letter writing format  
22 described in *A Citizen’s Guide to State Government* available at <[www.michigan.gov](http://www.michigan.gov)>.

23 **Assignment 4**

1 Word process a ready to mail letter to one of Michigan’s U. S. senators and comment on an  
2 active bill sponsored or co-sponsored by the senator. If the senator does not have a currently  
3 active sponsored or co-sponsored bill, then comment on any currently active Senate bill.

4 Follow the letter writing format described in *A Citizen’s Guide to State Government*  
5 available at <[www.michigan.gov](http://www.michigan.gov)>.

6 **Assignment 5**

7 Word process a ready to mail letter to the member of the Michigan Senate for your district.

8 In your letter comment on an active bill sponsored or co-sponsored by the senator. If the  
9 senator does not have a currently active sponsored or co-sponsored bill, then comment on  
10 any currently active Michigan Senate bill. Follow the letter writing format described in *A*  
11 *Citizen’s Guide to State Government* available at <[www.michigan.gov](http://www.michigan.gov)>.

12 **Assignment 6**

13 Word process a ready to mail “Letter to the Editor” of *The Ann Arbor News* about Michigan  
14 ballot Proposal 5. Follow the letter to the editor specifications required by *The Ann Arbor*  
15 *News*.

16 **Assignment 7**

17 Word process a pro/con essay about MET that provides a brief summary of MET and  
18 provides an analysis of the advantages and disadvantageous of MET contracts.

19 **Assignment 8**

20 Word process a pro/con essay about the new Michigan high school graduation requirements  
21 set forth in 2006 PA 123 and 2006 PA 124. Also in your essay indicate the minimum  
22 number of years of English, math, science and social studies required by these laws for a  
23 high school diploma.

1       **Assignment 9**

2       Word process a pro/con essay about the MCRI. Include in your essay pertinent background  
3       information about the MCRI, its primary sponsoring organization, and the organization’s key  
4       leaders and organizers. Also include a summary of the issues and controversies concerning  
5       the MCRI prior to November 7, 2006 including any Michigan and federal court decisions,  
6       Michigan Attorney General’s opinions, Michigan Civil Rights Commission hearings, and  
7       Board of State Canvasser’s actions. Be sure to include the full text of Michigan ballot  
8       Proposal 2 in your essay along with discussion and analysis of ballot proposal language  
9       preferred by opponents of MCRI. Evaluate the effects of the final ballot proposal language  
10      on the positions advocated by those supporting passage of the ballot proposal and those  
11      supporting its defeat. If completing your essay after November 7, 2006, include the election  
12      results for Michigan ballot Proposal 2 and comment on the significance of those results.

13      **Assignment 10**

14      Word process a pro/con essay about Michigan ballot Proposal 4. Include in your essay  
15      discussion of the significance of the U. S. Supreme Court’s decision in *Kelo* with respect to  
16      this ballot proposal. If completing your essay after November 7, 2006, include the election  
17      results for Michigan ballot Proposal 4 and comment on the significance of those results.

18      **Assignment 11**

19      Word process an analysis of enrollment in postsecondary courses by high school students in  
20      Michigan (dual enrollment) with respect, at minimum, to the following: (1) 1979 PA 94; (2)  
21      1996 PA 160; (3) 2000 PA 258; (4) pertinent Michigan Attorney General’s opinions; (5) the  
22      Michigan Constitution; (6) the Michigan Supreme Court’s decision in *Bond et al v Ann*  
23      *Arbor School District* (1970); (7) Michigan Department of Education dual enrollment rules

1 and guidelines; (8) whether Michigan colleges and universities must accept postsecondary  
2 course credits earned by Michigan high school students; (9) and WTMC practices.

3  
4 **Assignment 12**

5 Word process a proposal that addresses the major issues related to the following scenario: It  
6 is 1999 and you are working as a consultant for a Michigan school district to help it improve  
7 its financial status and secure public funding sufficient to build one elementary school and a  
8 high school to replace its current high school. The district needs \$125 million to complete  
9 these projects. Unlike the current high school, the new high school will have a swimming  
10 pool that will be designed for use as a community pool as well as a competitive  
11 swimming/diving pool; in addition, the new high school will have a performing arts theatre  
12 designed for use as a community theatre as well as for school performing arts activities. The  
13 district operates a community education program that includes recreational activities for  
14 residents of the district. The district would like to increase the recreational activities –  
15 including performing arts activities, recreational activities for the district’s senior citizens,  
16 and operating a teen center – offered through its community education program. The \$125  
17 million the district seeks to borrow by issuing bonds for the construction of the two buildings  
18 is well within its borrowing capacity as defined by 1976 PA 451. The problem is that the  
19 current amount of state school aid funds received by the district will not be sufficient to  
20 cover the increased operating costs of the two buildings. In fact, the annual shortfall will be  
21 \$500,000. This is equal to the sum of the estimated annual operating costs of the new high  
22 school pool, the performing arts theatre, and the recreation component of the current annual  
23 community education budget. In addition, the expanded recreational offerings of the

1 district's community education program are anticipated to cost an additional \$500,000 each  
2 year. Therefore, concomitant with asking voters to approve the school bond ballot proposals,  
3 the district needs to also ask voters to approve a millage for additional revenue for operating  
4 expenses. Opinion polling conducted by the district suggests likely voters will not only  
5 support the construction bond millage, but will also support an increase in the school  
6 operating millage of up to 2 mills for a ten year period. The annual financial impact of this  
7 tax increase on the typical district homeowner living in this affluent community is relatively  
8 insignificant. For example, a 2 mill increase for a homeowner with a \$200,000 home will  
9 increase that homeowner's annual property taxes by only \$200 per year or only \$0.55 per  
10 day. Yet, given current property values in the school district, a 2 mill increase in the property  
11 tax rate will generate an additional \$2 million each year for the school district. Therefore,  
12 school board trustees unanimously favor asking voters to approve a 2 mill increase in the  
13 school property tax. Other constraints include the following: (1) state school aid per pupil  
14 funding will remain at its current level; (2) the district's student population will remain  
15 static; (3) the district's expenses, other than those discussed above, will remain static;  
16 (4) any increases in the district's revenue must be property tax derived; (5) an intermediate  
17 school district special enhancement millage will not be enacted. Given these constraints and  
18 given your expert knowledge of the Michigan Constitution and Michigan laws, especially  
19 1917 PA 156, you author for presentation to the district's board of education the following  
20 proposal: ....

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22  
23

1 **E-Mail Communication with Instructor**

2 The instructor reads and replies to e-mail only between 9 a.m. and 3:30 p.m. during the days

3 WTMC classes meet. The instructor does not open or read any e-mail attachments.

4

5 **Supplementary Materials**

6 During the semester students may be asked to read, listen to or view supplementary materials not

7 listed in the course syllable. Instructor may evaluate students’ understanding of these materials

8 and include the evaluations in determining students’ final course grades.

9

10

**Course Calendar – Fall 2006 Semester**

| Task  | Sept     | Oct      | Nov | Dec |
|---|----------|----------|-----|-----|
| Test 1 – 60 possible points<br>Core Democratic Values Test - 100 possible points                        | 18<br>18 |          |     |     |
| Test 2 – 60 possible points<br>Declaration of Independence Test – 225 possible points                   |          | 2<br>2   |     |     |
| Test 3 – 90 possible points   |          | 30       |     |     |
| U. S. Constitution Test – 100 possible points<br>U. S. Constitution Preamble Test – 155 possible points |          | 31<br>31 |     |     |
| PREPP assignments 1 – 10 hand-in – 300 possible points  |          |          | 20  |     |
| PPDI assignment hand-in – 500 possible points   |          |          |     | 1   |
| PREPP assignments 11 – 12 hand-in – 200 possible points   |          |          |     | 8   |
| Final Exam – 60 possible points   |          |          |     | 11  |

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