**ESSEX COUNTY COLLEGE**

**Course Outline**

**Student Learning Outcomes (SLO) Assessment Summary Sheet**

**Course Prefix & Number**: POL 104 **Course Title**: American Government

**Credit Hours**: 3.0 **Contact Hours**: 3.0 **Name of Person Completing this Form**: Linda McDonald Carter

**Type of Course:** (Check **all** that apply.)

Developmental Not required for any program (not a major or additional requirement)/Other

AA program major requirement AS program major requirement AAS program major requirement

(Paralegal Studies & Criminal Justice)

AA program additional requirement AS program additional requirement AAS program additional requirement

General Education affirmed course – if so, indicate the foundation category/ies the course is **affirmed** by GECC as addressing:

Written and Oral Communication Humanistic Perspective

Quantitative Knowledge and Skills Historical Perspective

Scientific Knowledge and Reasoning Global and Cultural Awareness of Diversity

Technological Competency/Information Literacy Ethics

Society and Human Behavior

**Student Learning Outcomes (SLOs)**:

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| --- | --- | --- | --- |
|  | **Detailed Goal (SLO)** | **Assessment Method** | **Introduction (I) or**  **Mastery (M)**  **of SLO** |
| **Course Goals** | Describe and examine citizenship in the changing democracy. |  | not applicable |
| Describe and examine the US Constitution. |  |
| Describe and examine federalism. |  |
| Describe and examine civil liberties in America. |  |
| Describe and examine civil rights in America. |  |
| Describe and examine public opinion in America. |  |
| Describe and examine political participation. |  |
| Identify, describe, and examine interest groups in America. |  |
| Describe and examine political parties and campaigns (i.e., citizens and the electoral process in America). |  |
| Describe and examine the differences between the media and the press. |  |
| Describe and examine the role of Congress. |  |
| Describe and examine the role of the President and the executive branch of government. |  |
| Describe and examine bureaucracy. |  |
| Describe and examine the courts and judicial power in a democratic setting. |  |
| Define and examine public policy. |  |
| Define and examine foreign and defense policies. |  |
| **Program Goals\***  (if course is a major requirement) | Demonstrate skills in critical thinking, problem-solving and  effective communication. (Paralegal Studies) | Vocabulary assessment activities will be conducted where students must demonstrate oral use of specific words relevant to POL 104 content. These activities will be evaluated by the instructors according to a checklist rubric. | I |
| Demonstrate knowledge of the American legal system. (Paralegal Studies) |  | M |
| Demonstrate basic knowledge of criminal law and the rights  of individual citizens. (Criminal Justice) |  | I |
| Recognize social and political trends within society that  influence areas of criminal justice. (Criminal Justice) |  | I |
| Analyze the impact of societal diversity on the criminal justice  system. (Criminal Justice) |  | I |
| Demonstrate effective communication skills. (Criminal Justice) |  | I |
| Explain the theory, structure and function of courts. (Criminal Justice) |  | M |
| **Gen Ed Goals\***  (if course is a Gen Ed course) | **Society and Human Behavior**: Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens. | Students will prepare a chart that includes at least 5 of the different components of the American government structure and system and define the purpose and describe the function of each component. These charts will be evaluated by the instructors according to a rated-scale rubric. | I |

**\*** addressed by **THIS** specific course