

OUTCOMES BASED LEARNING MATRIX

Course: American National Government (GOVT105)

Department: History/Government

Course Description: “This course examines the government and politics of the United States. Major attention is given to the Constitution of the United States and the Amendments and the historical development of the national government. The powers and actions of the Congress, the President, and the Courts are covered. Consideration is given to federalism, political parties and elections, and the influence of special interest groups and the media on American political culture. This course emphasizes reading, writing, and critical thinking. Prerequisites: Preparing for College Reading II (ENGL092) and Introductory Writing (ENGL099), or waiver by placement testing results or Departmental approval.”

Approved by Department:

Date:

While completing the table below, remember that the individual outcomes you list in the first column should answer this question: **What must the learner know and be able to do at the end of the course?** Items in the third column should answer the question: **How do we know?** The second column is where teachers can be most creative; it's for pedagogy. Each rectangle in column one should contain just one outcome; the corresponding rectangles in columns two and three, however, may contain more than one item. Using the code at the end of the matrix, indicate the core competencies being strengthened by the outcomes activities and the assessment tools.

| *COURSE OUTCOMES | OUTCOMES ACTIVITIES | ASSESSMENT TOOLS |
|---|---|--|
| Students should . . . Be able to identify individuals and the role they played in the creation and operation of the American national government. Be able to demonstrate detailed | Actively read the text and documents and web sites, using such techniques as underlining, highlighting, and notes to identify key individuals and events. (R & CT & TS) | Quizzes, Tests, Questions and Answers, Discussion (R & CT & W & OC) Assessment at this level focuses on factual content (e. g., who what when, and how) |

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| <p>knowledge of the United States Constitution and the Amendments.</p> <p>Be able to demonstrate knowledge of individuals and events in the development of the American government over more than 200 years.</p> <p>Be able to demonstrate this knowledge in specific areas, including,</p> <ul style="list-style-type: none"> --the Revolution and Declaration of Independence; --the Constitutional Convention and ratification debates; -- the articles and amendments of the Constitution; --the Congress, the President, and the Courts; --federalism; --political parties and elections; --special interest groups and media. | <p>Take notes on lectures to understand the importance of key individuals and events. (CT & W)</p> <p>Use instructor's study guides and publisher's materials and other sources to focus on key material. (R & CT & TS)</p> <p>Intensively read the key documents of American government. (R & CT)</p> <p>Use primary sources, web sites, films, and other sources to broaden knowledge. (R & CT & TS)</p> | |
| <p>Students should . . .</p> <p>Be able to demonstrate an understanding of the dynamic quality of the American government. Examples:</p> | <p>Actively read the text and supplements and documents and web sites, as above, particularly to focus on broad themes as well as to integrate material from different sources and with different points of</p> | <p>Quizzes, Tests, Questions and Answers, Discussion (R & W & CT & OC)</p> <p>Book Reviews, Reaction Papers (R & W & CT & TS)</p> |

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| <ol style="list-style-type: none"> 1. Changes in the formal structure of the government caused by amendments, wars, individuals, and domestic and foreign events; 2. Shifts in the powers of the three branches over time; 3. Development of parties, and shifts in political influence over long periods of time; 4. Transformations in civil rights and civil liberties; 5. Wider role of special interest groups and media. | <p>view. (R & CT & TS)</p> <p>Take lecture notes, concentrating on broad themes and developments over space and time. (R & W & CT)</p> <p>Do research to gain more knowledge about key individuals and events. (R & CT & TS)</p> <p>Prepare Reports, Reviews, and Papers. (R & W & CT & TS & OC)</p> | <p>Class Presentations (R & W & CT & TS & OC)</p> <p>Research Papers (R & W & CT & TS)</p> <p>Assessment at this level focuses on biographies, broad themes, long periods of time, and more complex issues (e. g., review, explain, compare/contrast).</p> |
| <p>Students should . . .</p> <p>Be able demonstrate a depth of understanding of the American National Government, so they can appreciate the evolution of the institutions of government and of politics and the role individuals and events played in this fundamental part of American life.</p> | <p>Use a variety of materials to examine and analyze government institutions, political organizations, social and ethnic groups, and individuals in the past and in contemporary American society.</p> | <p>Quizzes, Tests, Discussion, Reviews, Reaction papers, Class Presentations, Research Papers (R & W & CT & TS & OC)</p> <p>Assessment at this level focuses on complex individuals, broad themes, long periods of time, and difficult issues (e. g., analyze, defend, criticize, compare/contrast).</p> |
| <p>To strengthen Core Competencies** in order to increase success in this and other courses and in the workplace.</p> | <p>Referenced above</p> | <p>Referenced above.</p> |

*Try to express an outcome as an infinitive phrase that concludes this sentence: **At the end of the course, the students should be able to . . .** Finding the line between too general and too specific can be difficult. In an English Composition course, for instance, it is probably too general to say, "The student should be able to write effective essays." It is probably too specific to say, "The student should be able to write an introductory paragraph of at least 50 words, containing an attention-getting device, an announcement of the narrowed topic, and an explicit thesis sentence." Just right might read, "The student will write introductions that gather attention and focus the essay."

**Indicate the Core Competencies that apply to the outcomes activities and assessment tools: Critical Thinking (CT); technology skills (TS); oral communications (OC); quantitative skills (QS); reading (R); writing (w).