COURSE SYLLABUS

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>POS 4703</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite(s):</td>
<td>Junior or senior standing.</td>
</tr>
<tr>
<td>Course Credit:</td>
<td>3</td>
</tr>
<tr>
<td>College:</td>
<td>College of Arts &amp; Sciences</td>
</tr>
<tr>
<td>Department:</td>
<td>History &amp; Political Science</td>
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<tr>
<td>Course Title:</td>
<td>Scope and Methods</td>
</tr>
<tr>
<td>Course Hours:</td>
<td>3</td>
</tr>
<tr>
<td>Supplies:</td>
<td>Required text book and computer</td>
</tr>
<tr>
<td>Faculty Name:</td>
<td>Annie Speights</td>
</tr>
<tr>
<td>Term and Year:</td>
<td>Fall 2007</td>
</tr>
<tr>
<td>Place and Time:</td>
<td></td>
</tr>
<tr>
<td>Office Location:</td>
<td>Tucker Hall 316</td>
</tr>
<tr>
<td>Telephone:</td>
<td>(850) 412-5548</td>
</tr>
<tr>
<td>E-mail:</td>
<td><a href="mailto:aspeights22@aol.com">aspeights22@aol.com</a></td>
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Office Hours:

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
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<tbody>
<tr>
<td>8:00 a.m.– 12:00 p.m.</td>
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Course Description

POS 4703 Scope and Methods of Political Science - An inquiry into the nature and objectives of political science and the extent to which the scientific method is appropriate for the study of the political phenomenon; methods of political inquiry.

Course Purpose

The purpose of this course is to teach students about political science, specifically focusing on the scientific approach to political science.

Conceptual Framework

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework.
### DIVERSITY

- **CF 1**
- **Through this focal area, the FAMU professional education candidate will:**

<table>
<thead>
<tr>
<th>CF: 1.1 (K)</th>
<th>Understand diverse backgrounds of individuals.</th>
<th>F: 5</th>
<th>I: 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 1.2 (S,D)</td>
<td>Acquire the skills &amp; dispositions to understand &amp; support diverse student learning.</td>
<td>F: 5, 8</td>
<td>I: 3, 8</td>
</tr>
<tr>
<td>CF: 1.3 (S,D)</td>
<td>Accepts and fosters diversity.</td>
<td>F: 5</td>
<td>I: 3, 8</td>
</tr>
<tr>
<td>CF: 1.4 (S)</td>
<td>Practice strategies such as: acceptance, tolerance, mediation &amp; resolution.</td>
<td>F: 5</td>
<td>I: 3</td>
</tr>
<tr>
<td>CF: 1.5 (K, S)</td>
<td>Establish a comfortable environment in which all students can learn.</td>
<td>F: 5</td>
<td>I: 5</td>
</tr>
</tbody>
</table>

### TECHNOLOGY

- **CF 2**
- **Through this focal area, the FAMU professional education candidate will:**

<table>
<thead>
<tr>
<th>CF: 2.1 (S)</th>
<th>Use of available technology and software to support student learning.</th>
<th>F: 4</th>
<th>I: 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 2.4 (K)</td>
<td>Understands fundamental concepts in technology.</td>
<td>F: 2</td>
<td>I: 6</td>
</tr>
<tr>
<td>CF: 2.5 (S)</td>
<td>Use fundamental concepts in technology</td>
<td>F: 2</td>
<td>I: 6</td>
</tr>
</tbody>
</table>

### VALUES

- **CF 3**
- **Through this focal area, the FAMU professional education candidate will:**

| CF: 3.4(D) | Be committed to individual excellence. | F: 4, 8 | I: 5, 9 |
CRITICAL THINKING

• CF4
  • Through this focal area, the FAMU professional education candidate will:

| CF: 4.1 (K) | Understand a variety of instructional/professional strategies to encourage students development of critical thinking and performance. | F: 4 | I: 4 |
| CF: 4.2 (S) | Use a variety of instructional/professional strategies to encourage students’ development of critical thinking and performance. | F: 2, 4 | I: 4 |
| CF: 4.3 (D) | Values critical thinking and self-directed learning as habits of mind. | F: 4 | I: 1, 4 |
| CF: 4.5 (S) | Demonstrate the use of higher order thinking skills. | F: 8 | I: 4 |

PROFESSIONALISM

• CF 5
  • Through this focal area, the FAMU professional education candidate will:

| CF: 5.1 (K) | Knows the content | F: 8 | I: 1 |
| CF: 5.2 (S) | Use the appropriate pedagogy to provide all students with the opportunity to learn. | F: 4, 8 | I: 4, 7 |
| CF: 5.3 (D) | Demonstrate commitment to professional growth & development. | F: 5 | I: 9 |
| CF: 5.5 (S) | Construct learning opportunities that support student development & acquisition of knowledge & motivation. | F: 1, 8 | I: 5 |
| CF: 5.6 (S) | Display effective verbal & non-verbal communication techniques to foster valuable interaction in the classroom. | F: 2 | I: 6 |
| CF: 5.7 (S,D) | Display appropriate code of conduct including dress, language, and respective behavior. | F: 2 | I: 6, 9 |

Overall Goals of the Course

Students will fully understand the how to research and write reviews on the scientific approach to the study of political science.

Specific Behavioral Objectives

This course provides an overview of research methods in Political Science. Unlike most Political Science courses, this class does not concentrate on a particular subject area, country, or political era. Rather, this course covers how political scientists (and other social scientists) go about investigating research questions systematically. This course will increase your understanding of research that you encounter in your other courses as well as prepare you to undertake your own research.

Because social scientific research is a process, the course is organized in order of the major steps necessary for conducting research. Assignments throughout the semester will allow you to evaluate and apply your
understanding of key steps in the research process. In the second half of the class, you will pull all the steps together when you complete a research project on a social science research topic of your choice.

**National, State, and PEU Standards Addressed in the Course**

**Interstate New Teacher Assessment and Support Consortium (INTASC) Standards**

**Standard 1: Subject Matter**
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

**Standard 3: Diverse Learners**
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

**Standard 4: Instructional Strategies**
The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

**Standard 5: Learning Environment**
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Standard 6: Communication**
The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**Standard 7: Planning Instruction**
The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

**Standard 8: Assessment**
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

**Florida Educator Accomplished Practices (FEAPs)**

1. **ASSESSMENT**
   1.1 The preprofessional teacher collects and uses data gathered from a variety of sources. These sources include both traditional and alternate assessment strategies. Furthermore, the teacher can identify and match the students’ instructional plans with their cognitive, social, linguistic, cultural, emotional, and physical needs.

2. **COMMUNICATION**
   2.1 The preprofessional teacher recognizes the need for effective communication in the classroom and is in the process of acquiring techniques which she/he will use in the classroom.

3. **CRITICAL THINKING**
   4.1 The preprofessional teacher is acquiring performance assessment techniques and strategies that measure higher order thinking skills in students and is building a repertoire of realistic projects and problem-solving activities designed to assist all students in demonstrating their ability to think creatively.

5. **DIVERSITY**
   5.1 The preprofessional teacher establishes a comfortable environment which accepts and fosters diversity. The teacher must demonstrate knowledge and awareness of varied cultures and linguistic backgrounds. The teacher creates a climate of openness, inquiry, and support by practicing strategies such as acceptance, tolerance, resolution, and mediation.
8. KNOWLEDGE OF SUBJECT MATTER

8.1 The preprofessional teacher has a basic understanding of the subject field and is beginning to understand that the subject is linked to other disciplines and can be applied to real-world integrated settings. The teacher’s repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge.

Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and Skills

1. Knowledge of Political Science

1. Identify the features and principles of the United States Constitution, including the Bill of Rights, the separation of powers, checks and balances, and federalism.
2. Identify the functions of U.S. political institutions, including the executive, legislative, and judicial branches.
3. Identify the functions of political parties, elections, interest groups, public opinion, and mass media in the United States.
4. Identify the elements and functions of state and local government in the United States.
5. Analyze the guiding concepts, principles, and consequences of U.S. foreign policy.
6. Compare elements, structures, and functions of various political systems.
7. Analyze the key elements of U.S. citizenship, including rights, privileges, and responsibilities within the legal system.

6. Knowledge of Social Science and its methodology

1. Identify the social science disciplines, including anthropology, psychology, and sociology.
2. Identify social science concepts (e.g., culture, class, technology, race, gender).
3. Analyze the interrelationships between social science disciplines.
4. Interpret tabular and graphic representations of information related to the social sciences.
5. Identify appropriate strategies, methods, tools, and technology for the teaching of social science.
6. Evaluate and interpret examples of primary source documents to show historical perspective.

Topical Outline

Point Distribution
Each participant’s performance will be evaluated fairly but rigorously based on the following criteria. There will be seven main assignments and no examinations will be given in this course. These assignments are designed as building blocks for the research proposal that each participant is expected to develop and submit as a finished product at the end of the course.

Class Participation and Attendance 100 points

Topics Due September 12, 2008 100 points
Each participant is expected to come up with a research topic that will be the focus of his/her work throughout the semester. All the assignments in the course will focus on this topic. It is important that participants select a topic that is of great interest to them. Also, consider selecting a topic that has a large availability of literature on that specific topic. Before participants select their final topic, they are encouraged to review the literature to determine that they will not have a problem completing their assignments.

All topics must be approved by the Instructor. Participants are encouraged to contact the Instructor as soon as possible to get approval of his/her topic. Topics may be e-mailed to the Instructor at the above e-mail address.

Hypothesis Due September 12, 2007 100 points
Each participant will be required to submit his/her hypothesis to the Instructor via e-mail.

Annotated Bibliography Due October 3, 2007 100 points
Each participant is expected to submit a minimum of 7 annotated bibliographical entries. All entries must be from recent professional journals. Please note that newspaper and magazine sources will not be accepted. The 7 entries should be focused on the topic of your research. Cite each source in APA Format.

Please note that direct copying of information from any literary source is plagiarism and will result in a severe penalty.

An annotated bibliography is a list of citations to books, articles and documents. Each citation is followed by a brief (usually about 150 words) descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy and quality of the sources cited. This assignment will aid you in starting your research. Please note that all assignments hereafter, including the annotated bibliography, must be submitted as a paper copy. E-mailed assignments will not be accepted.

**Paper 1: Introduction to Research Proposal**
**Due October 17, 2007**
**100 points**

3 page minimum

Each section of the paper are apart of the research proposal that will be submitted at the end of the semester. Early submission of this paper will enable the Instructor to provide critical feedback to students before writing the final research proposal. This paper must have the required section headings listed below. These sections should be labeled as such.

- A. State of the Problem
- B. Purpose of the Study
- C. Hypothesis
- D. Significance of the Study
- E. Bibliography – including literature cited in this paper only

**Paper 2: Literature Review**
**Due November 7, 2007**
**100 points**

5 page minimum

Each participant is expected to summarize past research on the research topic and integrate these summaries in a well argued case to support his or her research. The literature review must clearly state the problem being studied and how it has been studied by others. Please note that the literature review should be closely related to the thesis (main argument) and the hypothesis of their studies. This paper must have the required section headings listed below. These sections should be labeled as such.

- A. Introduction (of Literature Review Section )
- B. Literature on Independent Variable
- C. Literature on Dependent Variable
- D. Relationship between Independent and Dependent Variables
- E. Conclusion (Literature Review Section)
- F. Bibliography – including literature cited in this paper only

**Paper 3: Literature Review**
**Due November 7, 2007**
**100 points**

5 page minimum

This paper will complete the research proposal process. This paper must have the required section headings listed below. These sections should be labeled as such.

- A. Research Design
B. Sampling Method(s), Population or Subjects
C. Data Collection Method(s)
D. Bibliography (if applicable)

Remember within each paper you must support your reasoning and arguments with the literature.

Final Research Proposal Due December 5, 2007 200 points
15 page minimum

At the end of the semester, each participant is expected to integrate Paper 1, 2, and 3 and incorporated feedback received from the Instructor into the final complete research proposal. Failure to incorporate the Instructor’s feedback will lower your grade on this paper.

Teaching Methods

Lecture/Discussion Approach
Inquiry/Problem Solving Approach
Research Papers

Course Evaluation

Participation and Reading

Participants are expected to attend every class section. A class roll will be taken at every class meeting. Participants are expected not only to attend the lectures, but also to participate. You will be graded on both the quantity and quality of your participation. You should complete each reading assignment before the class period(s) for which it is assigned. Doing the reading prior to class will make it easier for you to follow the lectures and will increase your ability to contribute constructively to class discussions.

Each time an assignment is turned in to the instructor, it will be reviewed and extensive feedback will be provided to each participant. Participants are encouraged to integrate this feedback into the final research proposal.

All assignments submitted to the instructor must be typed and double-spaced. Only 12 size font is acceptable.

Students will be evaluated in the course based on regular class attendance and classroom participation. University policies concerning class attendance will be fully implemented. Tardiness, in terms of completion of course assignments, is to be avoided. Academic misconduct will result in actions stipulated by the university regulations. Incomplete (“I”) grades are normally not given for this course. Thus, students are to complete all their course requirements by the end of the semester.

Grading

Grades will be based on the following criteria:

- Submission by the due date
- How well the report conforms to instructions
- Organization and clarity
- Well developed introduction, including thesis statement
- Logical development of argument
• How well evidence, arguments and ideas are documented
• Grammatical and spelling errors
• Neatness of report
• Use of 3rd person

Grading Scale
The course grade will be based on the following point distribution scale.

900-800 pts.      A
799-700 pts.      B
699-600 pts.      C
599-500 pts.      D
499 and below    F

Course Policies

STUDENTS with DISABILITIES:
Students with disabilities covered by the Americans with Disabilities Act should follow these steps: (1) Provide documentation of their disability to the FAMU student disability resource center. (2) The first week of class, bring a statement from the FAMU student disability resource center to your instructor indicating that you have registered with FAMU student disability services. The statement should indicate the disability and the special accommodations that will be required.

ACADEMIC HONESTY:
It is your responsibility to know the university’s policy on Academic/Intellectual honesty (Section 6C3-2.012(10)(s) of the FAMU Student Handbook). “Plagiarism is defined as the use of intellectual material produced by another person without acknowledging its source. This includes, but is not limited to:  (a.) Copying from the writings or works of others into one's academic assignment without attribution, or submitting such work as if it were one's own.
(b.) Using the views, opinions, or insights of another without acknowledgment.
(c.) Paraphrasing the characteristic or original phraseology, metaphor, or other literary device of another without proper attribution.”
Source: http://www.lib.berkeley.edu/instruct/guides/citations.html

Warning!:
All cases of dishonesty on exams and/or plagiarism on written assignments will result in an ‘F’ for the course and possible dismissal or suspension from the university. The university academic honor code regarding all forms of academic misconduct will be enforced and punished by the severest penalties allowable. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “…be honest and truthful and…[to] strive for personal and institutional integrity while at Florida A&M University.”

Students taking classes in the Department of History here at FAMU are expected to abide by the Honor Code and its standards of academic honesty. One of the most important issues that history majors must deal with is plagiarism. There should be some discussion of plagiarism in every history class you take at FAMU. For a fuller discussion of this topic, see the very useful website put together by the American Historical Association: http://www.historians.org/pubs/free/professionalstandards.cfm#Plagiarism

READING:
Reading is the most fundamental educational activity one can engage in while in college. It is strongly recommended that you do the readings for this class BEFORE the corresponding lectures/class period. The readings are the basic source of information for this class. The purpose of lectures is to comment on the readings, to highlight important themes and facts, and to enable students to ask questions and make comments.

COMMENTS, CRITICISMS, and COURTESY:
Many aspects of African American history are controversial. Debate, discussion, disagreement, and freedom of thought are essential to education and to any ‘free’ society. Opinions, comments, questions, and constructive criticisms are welcomed at all times. Grades will depend on factual matters, not on agreement or disagreement with the instructor. All students are responsible for creating and maintaining a classroom environment that promotes courtesy and mutual respect.
INTERNET:
Frequent use will be made of the Internet throughout the course. It is important for students to take trips to the library and other on-campus computer labs in order to best utilize the resources of the university regarding the Internet and the educational search engines it offers. All students must have an e-mail address; This is required so that we may begin communicating electronically. All students must e-mail me on the 1st day of class, before 5p.m. Tuesday January 9th. The e-mail must have student’s full legal name, student I.D. number, student phone number, indicate the name of the class, the section number [very important] of the course, and the day and time of the class. The ‘Subject Line’ of the e-mail will have the Student Last Name and the Section Number of the class.

PARTICIPATION and ATTENDANCE:
Attendance is VERY important and absolutely necessary. If you miss more than 3 classes you will receive a ‘F’ for the course. Being Late twice equals 1 absent. Participation in class and attendance is required. It is very important for students to be attentive and verbally contribute to the discussions daily. When called upon in class, all students must identify themselves with their last name and then give their response or comment. It is the responsibility of the tardy/absent student to obtain the information missed from their classmates—their Classroom Comrade. Absences will be excused for emergencies with proper documentation from the Dean’s office. Please remember, there are no ‘make-up’ for tests or quizzes, and other assignments.

FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT (FERPA):
Federal law gives students two rights concerning their education records kept by the university. The federal law is called the Family Educational Rights and Privacy Act, also known as FERPA or the Buckley Amendment. First, it requires the university to keep those records private. There are exceptions for emergencies, court orders, university officials who have a need to know, etc. Second, it provides that students have the right to inspect records about themselves that are maintained by the university. Pursuant to FERPA, the U.S. Department of Education has enacted legally binding regulations that set out in detail what are student's rights with respect to their education records. For further information, visit the following web site: http://www.ed.gov/policy/gen/reg/ferpa/index.html

Tentative Course Calendar

September 2007  Topics and Hypothesis
October 2007  Annotated Bibliography
November 2007  Literature Review and Research Methods
December 2007  Final Research Proposal