POLS 141: Governments of the World

Department of Political Science, College of Arts & Sciences

Instructor: Dustin Baker
Email: dustin.l.baker@usd.edu
Course Number: POLS 141-U820T
Class Meetings: Online

Need Help? (see Need Help area on the Course Home page)

Catalog Description:
An introduction to political systems of the world emphasizing political philosophy and comparative government. The course focuses on democratic systems other than the United States, authoritarian systems, and third world systems.

Additional Course Description:
Governments of the World will also cover structures, ideologies, issues, policies, geography, culture, and other facets of a number of states. Additional contemporary issues will be analyzed and discussed.

Such an approach aspires to foster the student's capability to think critically about ideologies, issues, policies, geography, and cultural issues. For such a format to be successful, however, the students must read the assignments in a careful and timely manner. (As such, informed participation in the discussion forums will account for 20% of your final grade.)

Textbook Information:
*Countries and Concepts: Politics, Geography, Culture* by Michael G. Roskin
The campus bookstore will carry the 13th edition.

Additionally, students are encouraged to keep informed about contemporary international issues. I recommend reading a good daily newspaper or a weekly news magazine such as *The Economist*, watch news programs on *PBS* or other major networks, and listen to or check the websites of *NPR* and *BBC* (The BBC is an excellent source of international news from a distinctly non-American perspective.) Other potential sources of media applicable to the country being covered will be announced throughout the semester. Utilizing these outside sources will help bridge the gap between the concepts covered during the course and real-world political phenomena.
Your Instructor:
Dustin Baker, M.A. (Adjunct Instructor)

As I do not hold office hours, please email me any questions you might have regarding the course material and assignments. dustin.l.baker@usd.edu

If you email me, I will get back to you within 24-48 hours.

Please note that, according to Board of Regents policy, if you email me, you must do so from your university-issued account. Students must use their university-issued email to be informed about their courses, related campus communications, and how to access and complete the IDEA course evaluation at the end of the term.

Instructional Method:
This course will be facilitated entirely online via Desire2Learn (https://d2l.sdbor.edu), which you will use to access the discussion forums, grades, examinations, and everything else you will need for this course. Although this is an online course, it is NOT a self-paced course. Instead, you will be required to complete a number of bi-weekly readings and discussion forum posts as described in detail in subsequent sections of this syllabus.

Student Expectations:
Students are expected to read, understand, and abide by all policies and procedures outlined in this syllabus, as well as those in the Online Student Handbook, which can be accessed from the “Getting Started” widget on the course homepage. The latter contains important information about the various support services available to online students.

In terms of time commitment, the South Dakota Board of Regents (SDBOR) defines a credit hour as constituting one hour of classroom or direct faculty instruction, and two hours of out-of-class, student work. As this is a three-credit-hour course, students should expect to dedicate around nine (9) hours per week to course activities.

Students are also expected to have and maintain the appropriate technology required to complete the course. For more information about this, please see the Technology Requirements section of the syllabus.

One important thing to remember: this is your class; it is what you make of it. Your level of participation will be directly proportional to your class experience: you will get out of it what you put into it.
**Instructor Expectations:**
The instructor will strive to provide every possible opportunity for detailed feedback and, unless otherwise stated, will respond to inquiries within twenty-four (24) hours on weekdays, or within forty-eight hours (48) on the weekends and holidays. The instructor will also endeavor to return feedback and suggestions, using standard rubrics and grading criteria.

Finally, the instructor will also abide by all policies set forth in this syllabus and those by the Online Student Handbook, The University of South Dakota, and the SDBOR.

**Technology Requirements:**
The University of South Dakota has established minimum technology requirements for participation in online courses. These are outlined under the “Technology Support and Requirements” section in the Online Student Handbook in the “Getting Started” widget on the course homepage.

Additionally, all students should have the ability to submit documents in a format compatible with Turnitin (Word: DOC or DOCX; OpenOffice: ODT; Other: RTF, TXT, PDF, WPS). The University of South Dakota provides access to Google Docs—a free, online office suite—that can save documents as Word files. USD’s Google Docs can be accessed with your USD username and password at: http://docs.usd.edu.

USD makes Microsoft Office available free to all students. For more information, please visit the USD Technology page: http://www.usd.edu/technology

If you require technical assistance with Desire2Learn, please submit a request online to the ITS Help Desk, or contact them at 605-677-5028 or 877-225-0027

**Attendance:**
Attendance is measured by your successful and timely completion of course assignments. If you fail to make the required number of posts for a posting period, I will treat you as absent for that time span. I reserve the right to facilitate an instructor-initiated drop (that is, the right to dismiss you from the course). As mentioned elsewhere in this syllabus, late discussion postings will not be counted for credit. It is critical for your success in this class to complete your assignments in a timely manner. If you have any immediate questions about this topic, please contact me.

**Withdrawal:** If you wish to withdraw prior to the last day of the enrollment period, you must contact the Continuing Education office by phone (800-233-7937) or in writing (cde@usd.edu).
**Preparation Policy:**
Every student is expected to be adequately prepared for each week of class. Class preparedness will be demonstrated by substantive discussion forum posts in accordance with the guidelines set forth in this syllabus. In other words, being “prepared” means that you have read the materials assigned and have studied such materials to the point where you are able to discuss them with the clarity and intelligence expected of a University of South Dakota student.

**Make-up Policy:**
Except in the case of a documented emergency, or an absence caused by a university-sponsored activity, no late submissions will be accepted. The burden of proof regarding the reason for the late submission rests with the student.

**Plagiarism Policy:**
Plagiarism is defined as using the words and/or ideas of another and representing them to be your own, without proper credit to the author or source. Whether intentional or unintentional, plagiarism will result, at a minimum, in a grade of zero for that assignment.

Since it is impossible to evaluate a plagiarized paper, no credit can be given. At the discretion of the instructor, a student may be subject to any, or a combination, of the following:

- allowed to rewrite and resubmit the assignment for credit
- given a zero for the assignment
- assigned a reduced grade for the course
- reported to the program in which the student is majoring and that department may take additional action
- dropped from the course
- failed in the course

**IMPORTANT:** The instructor will use iParadigm’s Turnitin product to determine the level of originality of papers submitted in the course. All student papers will become part of a course database of papers that will also be used to check the originality of future papers submitted in the course; however, the student will maintain copyright ownership of the paper. For more information about this, please refer to:

Citations:
Students in this course are expected to use either APA or Chicago style for citations and references in all of the writing assignments. This extends to the discussion forums as well. Guides for both of these styles are available at the library and campus bookstore. You can also find numerous style resources online, a few of which are posted here for your convenience.

http://writingcenter.unc.edu/handouts/style/
https://owl.english.purdue.edu/owl/resource/560/01
http://chicagomanualofstyle.org/tools_citationguide.html

Netiquette:
Students in this class will be expected to follow the general netiquette guidelines listed in the CDE Orientation handbook (Found in the Getting Started widget on the course homepage.

Feedback:
Expect feedback for exam papers within one week of the assigned due date.

Grading:
The final grade will be based on your performance in the discussion forum posts, which accounts for 60% of your final grade as well as your performance on the midterm examination paper (4 essay questions for a total of 7 pages with 12-point, Times New Roman type, double-spaced, and one-inch margins) which is 20% of your grade and a final paper (also 4 essay questions for a total of 7 pages with 12-point, Times New Roman type, double-spaced, and one-inch margins) which is also 20% of your grade. Additional details regarding the discussion forum posts and examination papers are presented below.

Course Grading

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Maximum Points</th>
<th>Percent of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Posts</td>
<td>300</td>
<td>60%</td>
</tr>
<tr>
<td>Midterm</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>Final</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total: 500</strong></td>
<td></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Examination Paper Grading Criterion

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Max Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cover Page</td>
<td>2.5</td>
</tr>
<tr>
<td>Introduction to each question</td>
<td>2.5</td>
</tr>
<tr>
<td>Content</td>
<td>50</td>
</tr>
<tr>
<td>Conclusion</td>
<td>10</td>
</tr>
<tr>
<td>Style</td>
<td>15</td>
</tr>
<tr>
<td>Pages</td>
<td>10</td>
</tr>
<tr>
<td>References/Citations</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

1. **Cover Page (0-2.5):** The examination must have a cover page that states your name, my name, the date, title of course, and whether it is the midterm or final examination. This cover page does not count toward the seven pages you are required to write. Please keep this in line with your preferred style (APA or Chicago.)

2. **Introductory Statement (0-2.5):** The introduction for each response should restate the question in some manner. In other words, it should be apparent which question you are referring to and where your response is headed. Each paper will require four introductory statements.

3. **Substantive Content (0-50):** The paper should take into account alternative points of view. Assigned readings or readings from other approved sources should be meaningfully discussed in the paper. In your paper, you should demonstrate an understanding of the course materials and cite data to support the points made within it. When appropriate, you should address contemporary policy concerns. Each response to examination questions must, at a minimum, reference the textbook. Outside sources are strongly encouraged. My preference is that other sources are from books or scholarly publications. Newspaper and magazine articles may also be cited, but under no circumstance will I accept citations from blogs or online encyclopedias, such as Wikipedia. Please familiarize yourself with the citation rules for your preferred style.

4. **Conclusion (0-10):** You will need a short conclusion for each question presented in the examination. When appropriate, the conclusion should make suggestions for future research or policy initiatives. Above all, the conclusion should be satisfying to the reader and not abrupt. Reframe what you told me, and when appropriate, bridge the gap between the assigned material and the real world.

5. **Style (0-15):** Good grammar should be used and sentences should make sense. Your paper should also have a strong voice and be interesting to read (no points will be taken off for any viewpoint expressed if backed up with appropriate facts, data, and citations). The paper should also use transitions when shifting topics. Avoid the use of first person narrative (writing from the "I" point of view). Once again, familiarize yourself with your chosen style rules (APA or Chicago!)

6. **Length of paper (0 or 10):** All points are awarded for meeting the assigned length of the paper and inserting page numbers. No points will be awarded if the paper is under the assigned length. Please keep page counts as close to the assigned length as possible. I understand that some questions will necessitate longer responses than others. However, papers that appear to be longer than they need to be might put me in a more critical mood.
7. **References cited or Bibliography Page (0 or 10):** There must be a references cited or bibliography page. Failure to include one will result in no points. You must also strictly adhere to your chosen citation style guidelines. This page does not count as one of the seven required pages.

**Remember:**
Except in the case of a documented emergency, or an absence caused by a university-sponsored activity, no late submissions will be accepted. Once you complete your papers, please turn them into the appropriate D2L dropbox.

**Discussion Forum Participation:**
Participation that generates meaningful class discussion will be positively reflected in your final grade. Ideal class participation is exemplified by a student who consistently, a) plays an active role in discussions, b) makes comments that reflect familiarity with the assigned readings, and c) responds to peer comments and makes substantive contributions to the discussion. It should be noted that student participation is measured both qualitatively and quantitatively. However, frequent participation that does not reflect familiarity with the assigned readings or relate closely to the substantive issues attendant with the study of state and local government will be negatively reflected in your grade, as will any comments that personally attack another member of the class.

Every two weeks, five questions will be posed to the students. You will have two weeks to respond to each of these five questions. Your first response for the week should answer each of the questions posed in separate paragraphs. That is, you will be expected to write five short paragraphs in which you answer the five questions. Good grammar and reference to the text, where appropriate, is expected. In addition to your initial post of the week, you are expected to make three additional posts that provide a meaningful and respectful reply to one of the posts made by your classmates. A simple, “I agree with what Joey said” will not suffice. Instead, you are expected to state why you agree or disagree with the post or what questions or insights were generated within you after reading the post. I will be monitoring your discussion posts. I will also provide you with occasional feedback on your posts and may “jump in” from time to time to ask questions, make comments, or direct you to resources that may be of interest.

<table>
<thead>
<tr>
<th>Discussion Forum Criterion</th>
<th>Max Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of post</td>
<td>5</td>
</tr>
<tr>
<td>Restatement of question</td>
<td>5</td>
</tr>
<tr>
<td>Substantive content</td>
<td>25</td>
</tr>
<tr>
<td>Style</td>
<td>5</td>
</tr>
<tr>
<td>Civility</td>
<td>5</td>
</tr>
<tr>
<td>Number of posts</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>50</strong></td>
</tr>
</tbody>
</table>
1. **Title of post (0-5):** For each week, your initial post should be identified, in the subject line, with your last name and a notation that this is your initial post for the week. For example, if your last name is Smith, your initial post for that week should read, in the subject line: first post, Smith. Subsequent posts should be titled, Smith, second post; Smith, third post, etc.

2. **Restatement of each question (0-5):** In your initial post for each week, please restate the questions posed, or at the very least, answer the questions in the order in which they are posed. It should be very clear which question you are answering and where your answer is headed. Think "mini-intro."

3. **Substantive Content (0-25):** It is hoped that some of your posts will take into account alternative points of view. That is, if there is an obvious split of opinion on an issue, I want to see if you consider multiple points of view. For example, if you are asked: “Should everyone pay more in taxes to extend health-care to low-income citizens?” a good answer might note some of the benefits of universal health care while acknowledging some of the arguments which are made against an increase in taxation. Assigned readings or readings from other approved sources should be meaningfully discussed in your posts. In your postings, you should demonstrate an understanding of the course materials and, where applicable, cite data to support your arguments. You will be graded on the substantive quality of your arguments, not the particular position you may hold.

4. **Style (0-5):** Good grammar should be used and sentences should make sense. Your postings should also have a strong voice and be interesting to read.

5. **Civility (0-5):** While you are welcome to challenge any point of view expressed, please do so in a respectful way. Everyone is expected to abide by the netiquette guidelines previously mentioned in the syllabus.

6. **Number of posts (0-5):** As mentioned, in addition to your initial post of the week, you are expected to make three additional posts that provide a meaningful and respectful reply to one of the posts made by your classmates. Please remember, your first response for the week should answer each of the questions posed in separate paragraphs. That is, you will be expected to write five short paragraphs in which you answer the five questions. Please also keep in mind the schedule for posting as listed in this syllabus. **Late posts will receive no credit!**

The bi-weekly discussion posts will “close” by 11:59pm Central Time on the days designated by the syllabus (Sunday nights). All posts must be made by that time, unless I note otherwise. Bi-weekly discussion posts generally will “open” at 12:00am Central Time on the dates indicated in the syllabus (Early Monday mornings).

**Final Grade Distribution**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100% Superior, outstanding</td>
<td>450-500</td>
</tr>
<tr>
<td>B</td>
<td>80-89% Excellent, high quality</td>
<td>400-449</td>
</tr>
<tr>
<td>C</td>
<td>70-79% Average, satisfactory</td>
<td>350-399</td>
</tr>
<tr>
<td>D</td>
<td>60-79% Below average:</td>
<td>300-349</td>
</tr>
<tr>
<td>F</td>
<td>below 60% Failing:</td>
<td>0-299</td>
</tr>
</tbody>
</table>
Assignments:
It should be noted that the planned assignments stress fluency with the assigned materials over sheer quantity of assignments. Given this emphasis, it is expected that the students will critically examine the assigned materials and pay attention to the major concepts and vocabulary emphasized in the text.

The instructor reserves the right to alter or change the syllabus if time constraints or other requirements necessitate such change.

August 21 – September 3

August 21: First day to access the D2L version of the course.

August 21-August 25: Post your introduction in D2L discussion forum.

By September 3 (11:59pm central time): Make all of your postings for the first discussion board topic (as with each week, you will need to make 4 posts total. The first post is your 5-paragraph response to the five questions posted. The next three posts need to be in response to posts made by your fellow classmates.) Please try to make as many posts as early as possible.

Readings: Chapter 2 - Britain

September 4 - September 17

By September 17 (11:59pm central time): Make all of your postings for the first discussion board topic (as with each week, you will need to make 4 posts total. The first post is your 5-paragraph response to the five questions posted. The next three posts need to be in response to posts made by your fellow classmates.) Please try to make as many posts as early as possible.

Readings: Chapter 3 - France
Additionally, I will issue the topic for the midterm paper by way of email during this section

September 18 – October 1

By October 1 (11:59pm central time): Make all of your postings for the first discussion board topic (as with each week, you will need to make 4 posts total. The first post is your 5-paragraph response to the five questions posted. The next three posts need to be in response to posts made by your fellow classmates.) Please try to make as many posts as early as possible.

Readings: Chapter 4 - Germany
October 2 - October 15

By October 15 (11:59pm central time): Please turn in your midterm to D2L.
No late papers will be accepted.

October 18 - October 29

By October 29 (11:59pm central time): Make all of your postings for the first discussion board topic (as with each week, you will need to make 4 posts total. The first post is your 5-paragraph response to the five questions posted. The next three posts need to be in response to posts made by your fellow classmates.) Please try to make as many posts as early as possible.

Readings: Chapter 5 - Japan

October 30 - November 12

By November 12 (11:59pm central time): Make all of your postings for the first discussion board topic (as with each week, you will need to make 4 posts total. The first post is your 5-paragraph response to the five questions posted. The next three posts need to be in response to posts made by your fellow classmates.) Please try to make as many posts as early as possible.

Readings: Chapter 6 - Russia

November 13 - November 26

By November 26 (11:59pm central time): Make all of your postings for the first discussion board topic (as with each week, you will need to make 4 posts total. The first post is your 5-paragraph response to the five questions posted. The next three posts need to be in response to posts made by your fellow classmates.) Please try to make as many posts as early as possible.

Readings: Chapter 7 - China & Chapter 8 - India
During this period, the topics for your final examination will be issued.

November 27 - December 13

No more discussion posts!

Final paper due: December 13, 2017 (11:59pm central time) NO LATE
Course Goals:
We will work to meet the following goals and learning outcomes by utilizing the textbook, learning from outside sources and discussing the questions and issues that arise:

Board of Regents Goal 3: Students will understand the organization, potential, and diversity of the human community through study of the social sciences.

Student Learning Outcomes: As a result of taking this course, students will be able to:

1. Identify and explain basic concepts, terminology, and theories of political science from different spatial, temporal, cultural, and/or institutional contexts.
2. Apply selected social science concepts and theories to contemporary issues;
3. Identify and explain the social or aesthetic values of different cultures.

In addition, as a result of taking courses meeting this goal, students will be able to demonstrate a basic understanding of the following:

4. The origin and evolution of human institutions;
5. The allocation of human or natural resources within societies;
6. The impact of diverse philosophical, ethical, or religious views.

The above enumerated learning outcomes will be satisfied as follows:

1. **Outcome One:** Identify and explain basic concepts, terminology, and theories of political science from different spatial, temporal, cultural, and/or institutional contexts. Through examinations and discussion forum posts, students are required to demonstrate knowledge of the basic concepts, terminology, and theories in the political science associated with the study of selected governments of the world. Through these same means, students will be required to discuss the basic concepts, terminology, and theories in the political science associated with the study of selected governments of the world, with comparative references to different spatial, temporal, cultural, and/or institutional contexts. As an example, students will be asked to employ the comparative method to identify and explain the similarities and variance of a concept, such as the role of government, in various governments that possess different geographic features, lengths of existence, cultural norms, and institutional features.

2. **Outcome Two:** Apply selected social science concepts and theories to contemporary issues. Through examinations and discussion forum posts, students are required to apply selected social science concepts and theories to contemporary issues. As an example, the students will be asked whether the British system offers institutional structures that are preferable to the checks and balances system utilized by the United States.

3. **Outcome Three:** Identify and explain the social or aesthetic values of different cultures.
Through examinations and discussion forum posts, students are required to identify and explain the social or aesthetic values of different cultures. As an example, the students will be asked to identify and describe the social values that tend to be prominent in third world countries and compare and contrast such social values to Western-style governments.

4. **Outcome Four: Gain knowledge of the origin and evolution of human institutions.**
   Through examinations and discussion forum posts, students are required to demonstrate knowledge of the origin and evolution of various state and local institutions of government. For example, students will be asked to write about the creation and evolution of various constitutions and how such origins and evolutions have affected the path of the institutions they seek to govern.

5. **Outcome Five: Gain knowledge of the allocation of human or natural resources within societies.**
   Through examinations and discussion forum posts, students are required to demonstrate knowledge of the allocation of human or natural resources within societies. As an example, students will be asked to demonstrate an understanding of the different forms of government lobbying and assess the impact of those forms on “who gets what, when, why and how?”

6. **Outcome Six: Gain knowledge of the impact of diverse philosophical, ethical, or religious views.**
   Through examinations and discussion forum posts, students are required to demonstrate knowledge of the impact of diverse philosophical, ethical, or religious views. As an example, students will be called upon to demonstrate the philosophical beliefs that underlined various developments in selected governments as well as the philosophical beliefs espoused by those who opposed and championed various developments in selected governments of the world.

This course also satisfies the Globalization/Global Issues requirement.
Goal: Students will understand how global issues, developments, and ideas affect their lives and those of others.

Student Learning Outcome

Assessment(s)

1. **Students will demonstrate awareness of multiple perspectives within the global community.**
   This is accomplished by focusing, discussing, and analyzing multiple perspectives present in several countries

2. **Students will investigate and analyze contemporary issues, phenomena, and ideas with global impact, considering their effect on the individuals, communities, and social or natural environments involved.**
   This is accomplished by focusing, discussing, and analyzing the issues,
phenomena and ideas attendant with countries covered, with a special focus on the individuals, communities, and social or natural environments involved.

**Student Resources:**
The University of South Dakota provides a number of useful services to students:

- **Online Student Handbook (in the “Getting Started” widget on the course homepage):**
  This contains very important information related to the services provided by the University of South Dakota as well as the University policies. In it, you will find such information as:
  
  - Academic support services such as the library, writing center, proctor and testing information, book purchasing, etc.
  - Student support services such as advising and enrollment information, financial aid, student life, and counseling, etc.
  - Technology support services like technology requirements, ITS Help Desk contact information, discounts on computers and software, etc.

- **MyUSD Portal ([http://my.usd.edu](http://my.usd.edu)):**
The myUSD Portal is your one-stop place for a majority of services offered to any student taking a USD course—like this course. You can access the following services from the “Academics” tab in the portal:
  
  - WebAdvisor
  - I.D. Weeks Library

**The USD Writing Center ([http://www.usd.edu/academics/writing-center](http://www.usd.edu/academics/writing-center)):**
The USD Writing Center was established to provide writing assistance to students in order to help them become better writers. It is available on campus during regular business hours and online in the evenings. Please visit the URL above for more information.

**Freedom in Learning:**
Under Board of Regents and University policy, student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the Department of Political Science at (605) 677-5242 to initiate a review of the evaluation.
**Disability Services:**
Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

For information contact:

Ernetta L. Fox, Director  
Disability Services  
Room 119 Service Center  
(605) 677-6389  
http://www.usd.edu/ds/  
disabilityservices@usd.edu

**Diversity:**
The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected. This course will explore many of these areas.

**SDBOR General Education Goals:**
Following is an overview of the SDBOR goals for general education and the system-wide and institutional measurements for assessing them.

- **Goal 1**: Students will write effectively and responsibly and will understand and interpret the written expression of others. Measurements include Course Performance Criteria, NSSE ratings for “writing clearly and effectively,” the CAAP Writing Standard Score, the CAAP Rhetorical Subscale Standard Score, and the CAAP Usage and Mechanics Subscale Standard Score.

- **Goal 2**: Students will communicate effectively and responsibly through listening and speaking. Measurements include Course Performance Criteria for Speech/Communication 101 and the NSSE rating for “speaking clearly and effectively.”

- **Goal 3**: Students will understand the organization, potential, and diversity of the human community through study of the social sciences. Measurements include Course Performance Criteria, the CAAP Social Sciences Subscale, and NSSE ratings for “understanding people of other racial and ethnic backgrounds.”

- **Goal 4**: Students will understand the diversity and complexity of the human experience through study of the arts and humanities. Measurements include Course Performance Criteria, the NSSE rating for “working effectively with others,” and the CAAP Arts and Literature Subscale Score.
• **Goal 5**: Students will understand and apply fundamental mathematical processes and reasoning. Measurements include Course Performance Criteria, the CAAP Basic Algebra Subscale Score, the CAAP College Algebra Subscale Score, and the NSSE rating for “analyzing quantitative problems.”

• **Goal 6**: Students will understand the fundamental principles of the natural sciences and apply scientific methods of inquiry to investigate the natural world. Measurements include Course Performance Criteria and the CAAP Science Reasoning Standard Score.

• **Goal 7**: Students will recognize when information is needed and have the ability to locate, organize, critically evaluate, and effectively use information from a variety of sources with intellectual integrity. Measurements include Course Performance Criteria and the NSSE ratings for “thinking critically and analytically” and “solving complex real-world problems.”