

I. COURSE DESCRIPTION:

The aim of this course is to introduce the student to the world of politics. Students will acquire a basic understanding of political behaviours, from its earliest beginnings to its present forms. We will examine the various structures of government in today's world, and Canada's in particular. Branches of government, political ideologies, constitutional government, the role of political parties, and electoral systems will all be examined with a view to enhancing our political awareness.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

A. Learning Outcomes:

1. Recognize the major issues of Canadian politics
2. Identify the origins and shaping of the Canadian political system
3. Explain the party system in Canada and our electoral process
4. Describe the operation of the Canadian parliamentary system
5. Explain the meaning and significance of federalism in Canada and describe the framework of the Constitution
6. Discuss the use and abuse of power in government
7. Evaluate Canada's chances of survival as a nation
8. Identify current issues facing Canadian government/society

B. Learning Outcomes and Elements of the Performance:

Upon successful completion of this course, the CICE students, with the assistance of a Learning Specialist will demonstrate the basic ability to:

1. Recognize the major issues of Canadian politics.

Potential elements of the performance:

- Describe the concept of representative democracy
- Explain federalism
- Identify the political regions of Canada

2. Identify the origins and shaping of the Canadian political system.

Potential elements of the performance:

- Examine the geography of Canada as it relates to population, resources and economic strength
- Review the relationship between English and French Canada historically and today
- Discuss the historical evolution of Aboriginal-European interaction
- Identify the influence of the United States on Canada's culture and politics

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE (Continued):

3. Discuss the party system in Canada and our electoral process.

Potential elements of the performance:

- Identify the attributes of various political parties and their ideologies
- Understand the functions and roles of political parties
- Review the Canadian electoral system - current practices and proposed reforms
- Assess various aspects of Canadian voting behaviour

4. Discuss the operation of the Canadian parliamentary system.

Potential elements of the performance:

- Discuss the functions of the three branches of government
- Review possible avenues of Senate reform
- Describe how legislation is passed in Parliament
- Identify stages and types of legislation
- Outline the policy making process

5. Explain the basic meaning and significance of federalism in Canada, and describe the framework of the Constitution.

Potential elements of the performance:

- Relate the origins of the concept of federalism in Canada
- Describe the separation of federal and provincial powers under the Constitution Act
- Review the different sections of the Constitution and evaluate the strengths and weakness of particular areas, particularly the Charter of Rights and Freedoms
- Outline the attempts at constitutional change since 1980

6. Discuss the use and abuse of power in government.

Potential elements of the performance:

- Explain the powers of the Prime Minister and the Cabinet
- Describe the authority of Parliament and become cognizant of its checks and balances
- Discuss the relationship between the government and the opposition
- Distinguish between a majority and minority government

7. Give an opinion on Canada's chances of survival as a nation.

Potential elements of the performance:

- Describe regional development and inequalities across Canada
- Discuss programs that have been adopted to reduce inequality
- Explain the question of bilingualism and Quebec's constitutional requirements
- Relate the issues that Native people see as important and need to be resolved

8. Identify current issues facing Canadian government/society.

Potential elements of the performance:

- Present and discuss current happenings in Canadian society
- Identify the many ways in which government action affects your life
- Recognize how world issues impact government actions
- Reflect on how a citizen's actions can affect government decisions

III. TOPICS:

1. Societal Influences in Canadian Politics
2. Elections and the Electoral System
3. Political Parties
4. The Canadian Constitution and the Charter of Rights and Freedoms
5. The Provinces and the Federal System
6. The Executive
7. Parliament
8. Current Issues

IV. REQUIRED RESOURCES / TEXTS / MATERIALS:

1. Canadian Politics (Concise 5th ed.), by Rand Dyck, Nelson Canada.

**V. EVALUATION PROCESS / GRADING SYSTEM:
MAJOR ASSIGNMENTS AND TESTING**

Students will be responsible for regular attendance and class participation in all areas of the course, as well as all readings and tests as requested. The course content and evaluation can be modified at the discretion of the professor.

Tests	70%
Assignment(s)	20%
Oral Presentation(s)	5%
Attendance & Participation	5%
Total	100%

TIME FRAME

Introduction to Political Science (POL 105-3) involves three periods per week for the semester. Students are expected to attend class and to participate in class activities.

METHOD OF ASSESSMENT (GRADING METHOD):

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

NOTE: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

- VI.** If a student misses a test due to a verifiable illness or incident, the professor will determine if the student is eligible for an extension for an assignment or re-scheduling of a test. The student is ultimately responsible and obligated to contact the professor by phone, in person, or in writing **prior** to the assigned due date or test time. The College touch-tone/24-hour voice mail number allows you to immediately notify the professor with your name, message, and phone number.

Upon returning to college (your first day back), the student will **immediately** contact the professor to make arrangements for the assignment or test. Phone, or come by the professor's office, or leave a

note under his/her office door with a telephone number where you can be reached. **Failure to do so will result in a zero grade.**

Notification policy in brief: **Mutual respect, courtesy, and accountability.**

Students are responsible for obtaining any materials missed due to absenteeism.

VII. SPECIAL NOTES:

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

VIII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum are located on the student portal. Students are responsible for becoming familiar with this information. Go to <https://mysaultcollege.ca>

Addendum:

Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and agreed upon by the instructor.

CICE Modifications:

Preparation and Participation

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be

- simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
 4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in CICE office with assistance from a Learning Specialist.

The Learning Specialist may:

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

Is reflective of modified learning outcomes.