Mission Statement:
Our mission is to serve as a leading center of Christian thought and action providing an excellent education from a biblical perspective and global context in pivotal professions to equip Christian leaders to change the world.

School Mission Statement:
The Robertson School of Government (RSG) trains leaders who desire to strengthen the ethical and moral foundation of Judeo-Christian principles in government, and who are called to preserve individual freedom, participatory democracy, and constitutional government.

COURSE SYLLABUS
GRADUATE SCHOOLS

ROBERTSON SCHOOL OF GOVERNMENT
COURSE # GOV 619
Constitutional Law I
FALL SEMESTER
COURSE LOCATION: ☐ ONLINE ☐ ON-CAMPUS

All students are required to read and have a thorough understanding of the syllabus. Any questions or concerns need to be addressed to the instructor.

Please initial here to indicate that you have read and understood the requirements outlined in this syllabus

______________________________
Student initials
SECTION 1 - OVERVIEW

YOUR INSTRUCTOR FOR THIS COURSE:

Instructor: James A. Davids
Telephone: (757) 352 -- 4783
Fax: (757) 352 -- 4643
E-mail: jdavids@regent.edu
Office Hours: Mondays and Wednesday, 2-4 p.m.
Office Location: Robertson Hall, Room 225

PERSONAL GREETING FROM THE INSTRUCTOR

There is no greater evidence of the importance of the role of a Supreme Court Justice than the intensity of the confirmation process. In the last four years, the Senate confirmed John Roberts as Chief Justice and Justice Samuel Alito and Justice Sonia Sotomayor after bruising confirmation battles. These battles typically focus on constitutional interpretation – will the new Justice retain the “right to privacy” which is foundational to women’s reproductive issues, or will the new Justice add his or her voice to those who note that there is no such explicit provision in the Constitution?

Is this concentration of power in the hands of nine men and women what the Founders had in mind as they were drafting, debating and then redrafting the Constitution? If not, where did the Founders intend the power to adopt public policy reside? What happened to the plan as conceived by the Founders?

This course addresses these and many other issues as we examine the Constitution of the United States. Throughout this course, we will see that “[a]ll constitutional law is more or less mixed up with politics.”¹ We will start with the history of the British “constitution,” and then move to the records of some of the early permanent English settlements, such as Plymouth Plantation’s Mayflower Compact of 1620. We will examine the constitutions of the colonies and the states, and will emphasize several of the large commitments of the American republic, including: constitutionalism or limited government; federalism; separation of powers; and republicanism or popular government. We will also examine the role of religion in American political thought. Our readings will be organized around two textbooks, supplemented with liberal amounts of primary material, including colonial charters, organic laws, and seminal Supreme Court decisions.

Throughout this course we will be operating on several assumptions. (1) That all truth is God’s truth. (2) That Christians of good will can disagree over matters of politics, just as they do over matters of faith and practice. (3) That a better understanding of the history of American constitutional thought and practice can help shed new light on contemporary problems, such as whether and how the Constitution is an evolving document, and what role the Supreme Court should play in American politics. Welcome to Constitutional Law & Policy I.

QUALIFICATIONS AND SHORT BIO OF INSTRUCTOR, JAMES A. DAVIDS

Assistant Dean of Administration, Robertson School of Government
Assistant Professor of Government & Law, Regent University

EDUCATION
Ph.D. in Higher Education Administration, Regent University (anticipated in 2010)
J.D., Duke University School of Law
A.B., Calvin College

CAREER HIGHLIGHTS
Private Practice of Law in Chicago (25 years, including Founding Partner of Law Firm)
Christian Legal Society, President & Acting Executive Director/CEO
U.S. Department of Justice, Deputy Director and Counsel, Task Force for the Faith-Based & Community Initiative

Jurisdictional Bar Licenses:
U.S. Supreme Court
U.S. Court of Appeals for the Seventh Circuit
U.S. District Court for the Northern District of Illinois
Federal Trial Bar, Northern Dist. of Illinois
Commonwealth of Virginia
State of Florida
State of Illinois

AREAS OF SPECIALIZATION
Constitutional Law & Policy
Law of Higher Education
Faith-based Initiatives
Worldviews of Supreme Court Justices

PUBLICATIONS


Putting Faith in Prison Programs, and its Constitutionality under Thomas Jefferson’s Faith-Based Initiative, 6 Ave Maria Law Rev. 341-386 (Spring 2008).


PROFESSIONAL ASSOCIATIONS
Christian Legal Society
American Political Science Association
BEST TIMES AND METHODS FOR CONTACTING THE PROFESSOR

Students have three methods of speaking with me: (1) In person during the office hours listed above or after class; (2) by telephone; or (3) via email. The best and fastest way to contact me is generally through email.

INSTRUCTOR POLICY ON CELL PHONES, PAGERS, AND OTHER ELECTRONIC DEVICES

During class, turn off all cell phones and pagers. Laptop computers are acceptable for taking notes in class, but not for surfing the net or playing games during class.

COURSE DESCRIPTION (from the Catalog)

GOV 619 Constitutional Law & Policy I (3) Examines the history of the Constitution, the structure, power and limitations of each of the 3 branches of the federal government, the power and rights of the states, and the authority of local governments (counties and cities). Also examines the purported constitutional authority of various governmental policies.

The purpose of this course is to ground students in the Robertson School of Government ("RSG") in the theory and practice of the American constitutional system. Frankly, we expect all graduates of RSG to have a thorough understanding of the American constitutional order, in which we expect many of you to play important roles upon graduation. This is in keeping with the mission of the School of Government and Regent University as a whole.

The first part of this two course sequence focuses more (though not exclusively) on the colonial and founding periods, and on the "big picture" principles and institutions of American constitutionalism, including federalism, separation of powers, and the legislative, executive and judicial branches of government. Put differently, the first course explores the theory that supported the unamended Constitution and the institutions it created. The second course will focus more (though again, not exclusively) on civil rights and liberties, including freedom of speech and press, and particularly on religious liberty. In other words, the second course will deal more with the Bill of Rights and subsequent amendments.

A word of caution is in order. This course is designed to aid three particular groups of RSG students: Joint law-government students, those who desire to attend law school in the future, and those with a keen interest in the law and who want to develop their research and analytical skills. This course is not for the weak or faint of heart (there is no easy A in this course). The final exam will be in the nature of a law school final to help prepare for that experience. Everyone in the course will benefit in the development and polishing of your research and analytical skills, which will aid you in whatever task God has specifically called you.

THEME SCRIPTURE

Micah 6:8: He has showed you, O man, what is good. And what does the LORD require of you? To act justly and to love mercy and to walk humbly with your God.

Bible Passages regarding Judges:

Exodus 23: 1-3: Do not spread false reports. Do not help a wicked man by being a malicious witness. Do not pervert justice by siding with the crowd, and do not show favoritism to a poor man in his lawsuit. Do not accept a bribe, for a bribe blinds those who see and twists the words of the righteous.
Exodus 23:6-8: Do not deny justice to your poor people in their lawsuits. Have nothing to do with a false charge and do not put an innocent or honest person to death, for I will not acquit the guilty. Do not accept a bribe, for a bribe blinds those who see and twists the words of the righteous.

Leviticus 19:15: Do not pervert justice; do not show partiality to the poor or favoritism to the great, but judge your neighbor fairly.

Deuteronomy 16:18-20: Appoint judges and officials for each of your tribes in every town the LORD your God is giving you, and they shall judge the people fairly. Do not pervert justice or show partiality. Do not accept a bribe, for a bribe blinds the eyes of the wise and twists the words of the righteous. Follow justice and justice alone, so that you may live and possess the land the LORD your God is giving you.

Bible Passages Regarding Separation of Powers and Purpose of Civil Government:

Isaiah 33:22: “For the LORD is our judge, the LORD is our lawgiver, the LORD is our king; it is he who will save us.”

Romans 13:1-7: “Everyone must submit himself to the governing authorities, for there is no authority except that which God has established. The authorities that exist have been established by God. Consequently, he who rebels against the authority is rebelling against what God has instituted, and those who do so will bring judgment on themselves. For rulers hold no terror for those who do right, but for those who do wrong. Do you want to be free from fear of the one in authority? Then do what is right and he will commend you. For he is God's servant to do you good. But if you do wrong, be afraid, for he does not bear the sword for nothing. He is God's servant, an agent of wrath to bring punishment on the wrongdoer. Therefore, it is necessary to submit to the authorities, not only because of possible punishment but also because of conscience. This is also why you pay taxes, for the authorities are God's servants, who give their full time to governing. Give everyone what you owe him: If you owe taxes, pay taxes; if revenue, then revenue; if respect, then respect; if honor, then honor.

DESCRIPTION OF HOW FAITH AND LEARNING IS INTEGRATED IN THIS COURSE

Our Christian faith is integrated in this course in the following three ways: (1) Each class begins with a short devotion, typically including a passage from Scripture, a passage from C.S. Lewis' works, and a brief meditation. (2) Our first two classes primarily deal with the elements of the Christian worldview with exercises on how to apply that worldview to governmental authority. (3) During the course of the semester, the Christian worldview is applied to various elements of constitutional law as studied.

LEARNING OBJECTIVES

Upon completion of this course, students should be able to:

1. Learn and understand the theoretical foundations, history, context and current institutions and processes of the American constitutional system.

2. Understand legal terms, key cases, and chronologies in constitutional law, including understanding early judicial thinking and changes in legal theories which have occurred over time.

3. Articulate a thoughtful position regarding the relationship between Christianity and the American constitutional system.

4. Develop and enhance the skills of careful reading, analysis, synthesis, research and writing skills, critical thinking skills, and oral presentation skills.
PROGRAM GOALS

This course contributes to the fulfillment of the following program goals:

1. Strengthened Christian worldview/ Students learn the Biblical truths that inform their discipline and their lives.

2. Students are educated and trained in the theory and practice of government and politics, for service as leaders in government, politics, and academe.

3. Students improve practicum skills in their concentration areas and increase their employability.

SECTION 2 – COURSE REQUIREMENTS

REQUIRED COURSE MATERIALS

Students are responsible for acquiring the following books and materials for this course by the time the course begins:


The Holy Bible [any commonly used version].

I recommend the following reference materials:

Hamilton, Alexander, James Madison and John Jay. The Federalist Papers. [Note: any complete edition of The Federalist Papers (sometimes titled The Federalist) is acceptable, and the internet has most of the various papers, so you can obtain this information at no or little cost.]


RSG has partnered with the Regent Bookstore to have textbooks available for purchase for all students, including distance students. Items may be ordered using the secured online catalog found at www.regentbookstore.net.

Additional materials (e.g., PowerPoint files, quizzes, media, and the like) may be found on Blackboard. Students are responsible for the information and materials distributed through Blackboard and, for on-ground students, in class.

GENERAL COURSE REQUIREMENTS

In order to succeed in this course, you will need to fully understand the following:

1. Attendance and Participation: Your attendance and participation are important means for the instructor to assess your skills, quality of thought, and growth as a student. The attendance policy and procedures are described below. When applicable, requirements for your participation in Blackboard discussions —important both for your learning and for your instructor’s
evaluation of your progress in the course—are described below (see "Requirements regarding Blackboard Discussions").

2. **Assignments:** Pay close and timely attention to reading assignments and other assigned work posted in the syllabus and Blackboard. You are responsible for preparing assigned readings carefully by the date listed on the schedule below and to complete tests, projects, and other assignments by the date listed. Out of fairness to all, late assignments are penalized as described below under "Method of Evaluation and Course Assessments."

3. **Policies and Procedures:** Carefully follow course policies and procedures regarding writing, academic honesty, submission of assignments, formatting, and other matters, as specified below or through Blackboard. Since following directions is a crucial skill for university graduates—and since the smooth operation of our course depends on all of us meeting each other's expectations—adherence to policies can positively or adversely affect a student's grade.

4. **Writing:** All papers and essays at Regent University must follow the writing style format required by the degree specialty for which they are being written. The writing style to be used in this course is Bluebook. See Bluebook Power Point posted in the Course Materials for instructions.

5. **Course Completion/Incomplete:** All courses require extensive engagement (with other students, the instructor, and with the course materials) as well as timely completion of assignments. Many Blackboard assignments are due weekly. Thus, keeping up with the schedule is essential to your success. Some work is difficult or even impossible to make up (such as discussion with others), so you must plan your schedule carefully. Be sure you can complete this course in the scheduled period. Grades of “Incomplete” will be granted only for true emergency situations, not for poor planning. The policy for grades of “Incomplete” can be found in the Graduate Schools Catalog, found online.

6. **Blackboard:** Students are expected to check the Announcements section of Blackboard each week beginning one week before the start of the course. Students must keep their e-mail address current in Blackboard; they are expected to check their Regent e-mail daily to ensure timely receipt of messages from the professor.

7. **Internet and Software:** You must have continuous access to a working and dependable Internet provider as well as reliable e-mail software that can send and receive attachments. You must also have access to Microsoft Word 2000 or later for writing assignments.

**BLACKBOARD INFORMATION AND REQUIREMENTS**

Blackboard has four primary purposes in our courses: (1) to provide a means for students to receive timely information about the course in general, assignments, grades, and announcements from the instructor; (2) to promote thoughtful interaction between the instructor and students and among students themselves as they work through course materials; (3) to provide a means for students to complete quizzes and other forms of evaluation; and (4) to enhance the learning process by providing a variety of materials.

For courses with online discussions (such as the DE section of this course), they will be posted in Blackboard. Unless otherwise instructed, the parameters for a student's postings are 200-300 words (please keep the word count in this range). The purpose of these parameters is to promote writing that is both thorough and concise. The instructor will post questions and activities weekly. Discussion questions will be posted in advance. Since not everyone will see things identically, students are to review one another’s postings in order to further their insight and learning. This is an important benefit of dialogue. If you want to share short posts of encouragement and support, use the discussion board tool for this. Note that the expectations for quality work in the Blackboard group discussions differ from the minimal requirements for attendance.

Please check the Resources link in Blackboard for University Library information and Academic Support information, Blackboard Tutorials and Resources, Academic Honor Code, Writing Styles, Discipline Policies, and Disability Services.
If you have technical problems with Blackboard and/or are not able to log in, please contact the Help Desk/IT department. You can e-mail the Help Desk at: helpdesk@regent.edu or call at (757) 352-4076.

SECTION 3 – POLICIES AND PROCEDURES

COURSE PROCEDURES

Constitutional law courses in law school use the case book method, which involves the intensive examination of major law cases and then extrapolating from these cases rules of law which can be applied to other fact patterns. This course is a hybrid between this case book method and the typical method of instruction used in college (lectures and text). It is, therefore, a wonderful bridge between college and law school, and a wonderful tool to determine whether a person interested in law should pursue law school. Since this class will be taught in person essentially as a seminar using the Socratic method, students are expected to attend class and to be prepared to participate in discussion of the cases, problems, and materials assigned. The online class will principally involve dialogue about a series of questions posed based on the readings. I will also attempt to provide the DE students with some of the taped lectures.

In Blackboard I will periodically post announcements concerning class. I will post in Course Materials many files pertinent to the class. In Assignments, I will post the paper topic. The Syllabus portion will contain a copy of this document, and in the Discussion Board I will post an introduction of myself. Please follow my lead in this regard.

Emailing Your Instructor

Because instructors often need to reach students, all students are required to keep their mailing address, e-mail address, and telephone numbers up to date in GENISYS.
http://www.regent.edu/general/student_orientation/tutorials/genisys.cfm

ATTENDANCE AND PARTICIPATION POLICY (Graduate Schools)

Regent University recognizes the importance of class attendance and participation for students’ learning. While attendance alone does not guarantee learning, engagement with the class through regular attendance and participation is essential to learning, both to the individual student and to the class itself as all benefit by others’ contributions. At Regent University, class attendance, understood as the act of being present, is considered to be separate from participating in the class, understood as active engagement through discussion and other forms of interaction. Both are valuable to student learning.

Like other institutions of higher education, Regent University is required to maintain accurate attendance records by the U.S. Department of Education.

UNIVERSITY WITHDRAWAL

Students who have not attended or logged into a class, will, at the end of the second week of the session/semester—in accordance with university practice—be assumed to have unofficially dropped and will be administratively dropped from that class.

UNIVERSITY ACADEMIC HONOR CODE

Students are on their honor to complete assignments with honesty and integrity. Academic dishonesty involves intentionally or unintentionally stealing the intellectual property of others. Students are expected to be familiar with the university’s policy on academic integrity found in both the University Student Handbook and Graduate School Catalog (http://www.regent.edu/general/catalog/) and to follow it. As an
academic and Christian community, Regent University takes seriously the call for integrity and penalizes breaches of academic integrity.

Students should be aware that submitted papers may be checked using Safeassign (Blackboard’s plagiarism detection feature). This feature will determine the percentage of the submitted paper that matches other sources and will generate a report. Scores below 15% include quotes and few common phrases or blocks of text that match other documents, these papers indicate no evidence of the possibility of plagiarism. Scores between 15% and 40% include extensive quoted or paraphrased material or may include plagiarism and will require further review. Scores over 40% indicate a high probability the text in the paper was copied from other sources and should be reviewed for plagiarism. The professor or instructor will contact the student if plagiarism is a concern.

SECTION 4 – SCHEDULE AND EVALUATION

COURSE SCHEDULE

The schedule below includes the due dates for all assignments in this course. It is recommended that you place this Course Schedule in a convenient place and refer to it each week of the course. You need to follow it closely, as late assignments are subject to a grade reduction. The DE section will use group discussion questions on Blackboard (the assignments each week must be completed by Monday noon after the date listed (that is, the DE section will operate generally a week after the on-campus class, which allows time for the class to be taped and posted for review by the DE students). Postings cannot be made up once the week is over, as the rest of the class will have moved on to the next topic.

Assigned readings in the textbook(s) are to be completed each week along with any additional articles, audio clips, and PowerPoint presentations as found in the Course Materials or Assignments section of Blackboard.

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<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Reading/Assignment</th>
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<tbody>
<tr>
<td>Aug. 25</td>
<td>Introduction, Syllabus Review and Biblical Fdn. of Law</td>
<td><strong>Read Syllabus; Lesson 1 &amp; 2 posted in the Course Materials; Justice Parker Opinion</strong>&lt;br&gt;<strong>DE: Post personal introduction and participate in Bb dialogue</strong></td>
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<tr>
<td>Sept. 1</td>
<td>English Con’l History</td>
<td><strong>Read Cogan II.b-c; VII.a–f, IV.a-b; The Rights of the English (found in Course Materials)</strong>&lt;br&gt;<strong>DE: Participate in Bb dialogue</strong></td>
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<td>Sept. 8</td>
<td>Colonial &amp; Confederal Constitutionalism</td>
<td><strong>Read Cogan I. a-k</strong>&lt;br&gt;<strong>DE: Participate in Bb dialogue</strong></td>
</tr>
<tr>
<td>Sept. 15</td>
<td>Framing the Constitution &amp; The Judicial System</td>
<td><strong>Read Cogan II . i; I. l-r, IV .e; &amp; R &amp; T I, ch.2</strong>&lt;br&gt;<strong>DE: Participate in Bb dialogue</strong>&lt;br&gt;<strong>First paper due Sept. 19</strong></td>
</tr>
<tr>
<td>Week</td>
<td>Topics</td>
<td>Reading/Assignment</td>
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<td>Sept. 22</td>
<td>Interpretation of the Constitution</td>
<td><strong>Read Cogan II.a (p. 116 only), g (1)-(3), j, k, m; R &amp; T I, ch. 1</strong>&lt;br&gt;DE: Participate in Bb dialogue</td>
</tr>
<tr>
<td>Sept. 29</td>
<td>Powers of the Judicial Branch</td>
<td><strong>Read R &amp; T I, ch. 3; assigned cases</strong>&lt;br&gt;DE: Participate in Bb dialogue</td>
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<tr>
<td>Oct. 6</td>
<td>Powers of the Legislative Branch</td>
<td><strong>Read R &amp; T I, ch. 4; assigned cases; Cogan IV.d (p. 328)</strong>&lt;br&gt;DE: Participate in Bb dialogue</td>
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<tr>
<td>Oct. 13</td>
<td>Guest Lecture by Adm. Vernon Clark (ret.)</td>
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<td>Oct. 20</td>
<td><strong>Fall Break</strong></td>
<td>Enjoy your reading break!</td>
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<tr>
<td>Oct. 27</td>
<td>Powers of the Executive Branch</td>
<td><strong>Read R &amp; T, I, ch. 5; assigned cases; Cogan IV.d (pp. 340-44)</strong>&lt;br&gt;DE: Participate in Bb dialogue&lt;br&gt;Second Paper Due on October 31</td>
</tr>
<tr>
<td>Nov. 3</td>
<td>Federalism</td>
<td><strong>Read R &amp; T, I, ch. 6; assigned cases</strong>&lt;br&gt;DE: Participate in Bb dialogue</td>
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<tr>
<td>Nov. 10</td>
<td>National Powers</td>
<td><strong>Read R &amp; T, I ch. 7; assigned cases</strong>&lt;br&gt;DE: Participate in Bb dialogue</td>
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<tr>
<td>Nov. 17</td>
<td>National Security &amp; Foreign Policy</td>
<td><strong>Read R &amp; T, I, ch. 8; assigned cases</strong>&lt;br&gt;DE: Participate in Bb dialogue</td>
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<td>Nov. 24</td>
<td>Catch Up Day</td>
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<td>Dec. 1</td>
<td>State Powers</td>
<td><strong>Read R &amp; T, I, ch. 9; assigned cases</strong>&lt;br&gt;DE: Participate in Bb dialogue</td>
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<tr>
<td>Dec. 8</td>
<td>The Contract Clause</td>
<td><strong>Read R &amp; T I, ch. 11; assigned cases</strong>&lt;br&gt;DE: Participate in Bb dialogue</td>
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<tr>
<td>Dec. 15</td>
<td>Final Exam</td>
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METHOD OF EVALUATION AND COURSE ASSESSMENTS

1. **Papers.** The principal assessments in this course will be two papers, class participation, and a final exam. All papers must be in the format of **12 point Times New Roman, double-spaced, with one inch margins.** The first paper must be **at least four pages** in length (but no more than six pages), and the second paper must be **at least eight pages** in length (but no more than 15 pages).

All papers will be graded using the following percentages:

- Thoroughness: 50%
- Organization: 20%
- Quality of Writing: 20%
- Citation Format: 10%

By “Thoroughness,” I mean researching and writing with sufficient rigor and exactitude to explore a subject in depth consistent with graduate-level studies. The first paper must include references from **at least six** separate sources outside of the class texts and Scripture, and the second paper must include **at least twelve** such references. **At least three of the first paper’s required references, and at least eight of the second paper’s required references, must come from sources other than the internet (yes, you must either find books in the library or use the library’s extensive electronic databases).** By “Organization,” I mean arranging the paper in such a way that it logically flows from point to point. By “Quality of Writing,” I mean using proper punctuation, spelling, grammar, and a concise and precise writing style, so that thoughts and concepts are clearly presented. See my document entitled “Paper Expectations” in the Course Materials of Blackboard for help and information regarding writing style. By “Citation Format,” I mean that citations and format must be according to Bluebook (see information posted in the Course Materials on Bluebook Style). See again “Paper Expectations” for further information (in fact, a prudent student would do the following each time before submitting a paper in my course: (1) Review again the question asked/assignment to ensure that your paper addresses it; and (2) review Paper Expectations to ensure that your paper complies with its advice).

Please submit all papers as email attachments to me ([jameda2@regent.edu](mailto:jameda2@regent.edu)). These documents must be formatted in WORD and sent by twelve o’clock midnight EDT/EST on their respective due dates. Late submissions will automatically have one point deducted every four hours or fraction thereof from their final assessment (e.g., one point will be deducted if the paper is submitted between 12:01 – 4:00 a.m., two points will be deducted if the paper is submitted between 4:01 and 8:00 a.m., etc.). The final exam will be three hours long and will conclude the semester.

2. **Class participation – Virginia Beach Section.** Each VB student will be evaluated based upon a student’s substantive contributions to class discussion and submission of assigned briefs. **Attendance** to each class session is expected, unless prior arrangements are made with me. It should be clear that one’s class participation grade is directly tied to one’s attendance, based upon the following principle: If you are not in class, you can’t participate. Although I will not assess individually the briefs submitted to me in class, I will use them as one of the ways to assess class participation.

3. **Class participation – DE Section.** The purpose of Blackboard dialogue in this course is for you to acquire and test your understanding of the required readings. You can read the material, but the test of whether you have some mastery of the
concepts is the extent to which you can discuss and apply the concepts. If we met in class, we could discuss the topics verbally. The threaded discussion dialogues replace classes. You will find some topics and concepts more useful than others or easier to understand and apply. Not everyone will see things the way you do, so we will all benefit from your comments if you find something particularly useful - or if you find something particularly worthless. The idea is to contribute to the common learning.

Dialogue etiquette requires that posts generally not be longer than 200-300 words (there are, of course, good exceptions to this general rule, and I do not want to limit you to surface analysis by word limitations). A characteristic of good writing is to be able to say what you mean in well-crafted tightly-worded documents. The focus of dialogue is on critical thinking about the material and how well you can engage in scholarly discourse with your colleagues. You are expected to use the discussions and other weekly interaction assignments to show your understanding of, questions about, and application of the content of the readings.

Evaluation of dialogue considers a balance of quality and quantity. Dialogue is a process rather than an assignment thus it is important that you engage other students early on in the forum’s time period and continue to engage learners throughout the open time period. You should pose new thoughts and questions as well as respond to the thoughts and questions of other learners. It is important that you demonstrate mastery of the material through new application or evaluation of the material. Evaluation also includes how well you introduce outside reading materials.

Since we have no class discussions, the only way I can assess whether you are reading the assigned material is if you cite the material in your posts. Including references to the text will earn you good marks in the Bb dialogue. Failure to cite the text in your posts will lead me to believe that you are not reading the text, and therefore not completing your assignments. This, of course, will adversely affect your grade.

Finally, I anticipate assigning during the course of the semester case briefs for each of you to write and share with others. The form of a case brief is found on page 48 of the Rossum & Tarr text. I will provide a slightly different form for you in the Course Materials.

**Specific Evaluation Criteria for Dialogue**

**Grade A (2 points each week of posting)**
Posts three or more substantive messages for the week; responds not only to the assigned Group Discussion Questions, but also responds to the questions of others, while posing additional questions to stimulate dialogue; posts in a timely manner; cites text frequently.

**Grade B (1.2 points each week of posting)**
Posts two substantive messages for the week; responds minimally to the posted questions and to the questions of others; rarely asks additional questions to stimulate dialogue; infrequently cites text.

**Grade C (.5 points each week of posting)**
Posts one substantive message each week; responds minimally to the questions of
others, or merely posts a question, thus does not enter the dialogue; does not cite
text.

**Grade F (0 points each week of posting)**

Does not participate in posts for the week.

During the course of the week, I may participate in the discussion. If I do, it
typically will provide encouragement, a little direction, or some insights I may have
into the matter.

4. **Final Exam.** The final exam will include both short answer-multiple choice-true/false
questions as well as an essay question. The points are typically evenly divided. The
essay question will require you to reach conclusions based on hypothetical fact
situations, to explain fully and thoroughly the analytical process and reasoning used to
reach the conclusions, and to explore alternative conclusions in the same way. Essay
answers should feature four components: (1) An identification of each **issue** raised by
the question; (2) A clear statement of the applicable legal **rules**; (3) An **analysis**
wherein the rules are applied to the facts of the question; and (4) The drawing of
appropriate **conclusions**.

I will give the following weight to each of the areas of assessment:

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>First Paper</td>
<td>10%</td>
</tr>
<tr>
<td>Second Paper</td>
<td>40%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
</tr>
<tr>
<td>Class Participation/Briefs</td>
<td>20%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Goals</th>
<th>Course Learning Objectives</th>
<th>Course Assessments (weight)</th>
<th>Corresponding Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are educated and trained</td>
<td>Learn and understand the theoretical foundations, history, context and current institutions</td>
<td>Exam (30%)</td>
<td>Scoring Grid Rubric</td>
</tr>
<tr>
<td>in the theory and practice of</td>
<td>and processes of the American constitutional system.</td>
<td>Class participation (20%)</td>
<td></td>
</tr>
<tr>
<td>government and politics, for service</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>as leaders in government, politics, and academe.</td>
<td></td>
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<tr>
<td>Understand legal terms, key cases,</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>and chronologies in constitutional</td>
<td></td>
<td></td>
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<tr>
<td>law, including understanding early</td>
<td></td>
<td></td>
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<tr>
<td>judicial thinking and changes in</td>
<td></td>
<td></td>
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<tr>
<td>legal theories which have occurred</td>
<td></td>
<td></td>
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<tr>
<td>over time.</td>
<td></td>
<td></td>
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<tr>
<td>Articulate a thoughtful position</td>
<td></td>
<td></td>
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<tr>
<td>regarding the relationship between</td>
<td></td>
<td></td>
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<tr>
<td>Christianity and the American</td>
<td></td>
<td></td>
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<tr>
<td>constitutional system.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Strengthened Christian worldview/</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Students learn the Biblical truths</td>
<td></td>
<td></td>
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<tr>
<td>that inform their discipline and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>their lives.</td>
<td></td>
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</tr>
</tbody>
</table>

Program Goals

Course Learning Objectives

Course Assessments (weight)

Corresponding Rubric

Scoring Grid Rubric
The following grading system is followed in the Regent University Graduate Schools except Law:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Quality Points</th>
<th>Meaning of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93–100</td>
<td>4.00</td>
<td>Superior</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>3.67</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.33</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>3.00</td>
<td>Good</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>2.67</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>2.33</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td>2.00</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td>1.67</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
<td>1.33</td>
<td>Poor</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
<td>0.67</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
<td>0.00</td>
<td>Failing</td>
</tr>
<tr>
<td>FX</td>
<td>0</td>
<td>0.00</td>
<td>Failure to make-up or finish an Incomplete</td>
</tr>
</tbody>
</table>

DISABILITY STATEMENT: The student is responsible for contacting Director of Student Life at 757.352.4867 to request accommodations, provide necessary documentation, and make arrangements with each instructor.

The following website is designed to help our disabled students learn of their rights and responsibilities with regards to disability services. The site also has resources for faculty to become better informed of their responsibilities towards the disabled students in their classes.

http://www.regent.edu/disabilities

STUDENT COURSE EVALUATION

Becoming Christian leaders includes learning how to evaluate others by providing honest evaluations that include positive affirmation and constructive feedback, as appropriate. Consequently, university policy requires that all students submit a formal student evaluation of teaching form at the end of the academic term. This mandatory requirement must be completed before students will be able to access their final course grade. This form is only available in an online format. Prior to the end of the course, students will
receive an e-mail indicating that the form is available. Instructions on accessing the evaluation will be included. Since these evaluations are only available for a limited time, students should complete the evaluation as soon as they receive the e-mail notification that the evaluation form is available. Instructors will not have access to course evaluations until after grades have been submitted and will only have access to anonymous summary data. Students are also encouraged at any point during the term to offer comments that may be helpful to the improvement or refinement of the course. Students can access the online evaluation system at: http://eval.regent.edu/regentsurvey/students.cfm. If you have questions about the online evaluation please contact evaluation@regent.edu.

This syllabus is subject to change without notice.
Last updated: 07/28/09

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