

Tompkins Cortland Community College
Master Course Syllabus

Course Discipline and Number: POSC 213

Year: 2024-2025

Course Title: Constitutional Law

Credit Hours: 3

I. Course Description: This course is a survey of issues involving U.S. Constitutional Law, including the content and history of the Constitution and its amendments, landmark Supreme Court decisions, the relationships among political institutions, civil rights and liberties, commerce and property rights, and criminal justice and rights. Information is presented from legal and historical perspectives. A student successfully completing this course acquires some proficiency with the scholarly study of law and its application. BUAD 201 or CRJU 105 or PARA 101 or POSC 103 are recommended prior to taking this course. Prerequisites: ENGL 101. 3 Cr. (3 Lec.) Fall semester.

II. Additional Course Information:

1. This course will be offered online only; students must have access to a reliable computer and internet.
2. This course is an elective for the Paralegal A.A.S. degree and the post-bachelor's Paralegal Certificate, and can also be used as a POSC elective, a social science elective, a liberal arts elective, or an unrestricted elective.

III. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Discuss knowledgeably the content and history of the U.S. Constitution and its Amendments.
2. Demonstrate proficiency in the scholarly application of law.
3. Find, read, understand, and cite cases, and understand their impact throughout American history.
4. Explain the relationship between the judiciary and other parts of the U.S. Government.

IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Outcomes

Tompkins Cortland ILOs N/A

Complete this section for "service" courses only (e.g. courses that are required of all students; courses that are not program specific but satisfy liberal arts requirements; or commonly used in multiple academic programs to meet non-program-specific requirements). Check only Institutional Learning Outcomes (ILOs) that are meaningfully developed and assessed in this course. For each ILO chosen, include the SLO to which it aligns.

Students will:

- ☐ Communicate effectively, in oral and written forms, taking into consideration audience and purpose.
- ☐ Apply principles and methods of scientific inquiry and quantitative reasoning appropriate to their discipline.
- ☐ Use information, critical thinking, and the creative process to solve problems and reach conclusions.
- ☐ Use technology appropriate to their discipline.

☐ Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people.

Program Learning Outcomes

Complete this section for program-specific courses (e.g. those that share the same 4 letter designation as the academic program or satisfy requirements in related programs). List the academic program(s) here and note which Student Learning Outcomes align to specific Programmatic Learning Outcomes. Please see the MCS Instructions for more details.

Specify the Academic Program
Paralegal A.A.S.

PLO 1: Read and understand legal writing: met through reading course materials, and required primary and secondary source documents.

SLOs:

1. Discuss knowledgeably the content and history of the U.S. Constitution and its Amendments.
2. Demonstrate proficiency in the scholarly application of law.
3. Find, read, understand, and cite cases, and understand their impact throughout American history.
4. Understand the relationship between the judiciary and other parts of the U.S. Government.

PLO 4: Proficiency of technology, both in general and in proprietary legal technology: legal technology met through assignments requiring the use of internet legal research sites; general technology is required to complete the asynchronous course and preparing legal documents using contemporary software.

SLOs

3. Find, read, understand, and cite cases, and understand their impact throughout American history.
4. Understand the relationship between the judiciary and other parts of the U.S. Government.

SUNY General Education Outcomes N/A

If this course **assesses** a SUNY GEN ED Outcome, check all that apply and indicate which course outcome(s) address each checked item:

☐ CRITICAL THINKING - Students will:

- a. identify, analyze, and evaluate arguments as they occur in their own or others' work; and
- b. develop well-reasoned arguments.

☐ INFORMATION MANAGEMENT - Students will:

- a. perform the basic operations of personal computer use;
- b. understand and use basic research techniques; and
- c. locate, evaluate and synthesize information from a variety of sources.

☐ GENERAL EDUCATION CATEGORY - Area(s):

For courses that are approved to meet one (or more) of the ten SUNY General Education categories, indicate which category the course fulfills, and which outcome(s) are aligned with the SUNY outcomes for that category:

☐ This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Outcomes.

V. Essential Topics/Themes

1. Introduction to Constitutional Law
2. Federal Judicial Powers
3. Federal Legislative Powers
4. Federal Executive Powers
5. Civil Rights and Liberties
6. Equal Protection
7. Due Process
8. Freedom of Expression
9. Freedom of Religion
10. Right of Privacy
11. Search and Seizure Rights
12. Criminal Rights
13. Property Rights

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Assignments (typically best 10 of 13)	30-65%
2. Exams (typically best 3 of 4)	30-40%
3. Discussion Participation/Attendance	5-35%
4. Optional Project(s): Individual or group projects as designed by the instructor	0-10%

VII. Texts – Required

1. <i>Hames & Ekern, Constitutional Law Principles and Practice</i> , 2 nd Ed., Cengage, 2013.

Editions listed are current as of date of syllabus. More recent editions may be used.

VIII. Bibliography of Supplemental Materials

1. <i>Bailey & Barron, Constitutional Law</i> , 1 st Ed., Cengage Learning, 2006
2. <i>Hall & Feldmeier, Constitutional Law: Governmental Powers & Individual Freedoms</i> , 3 rd Ed., Pearson, 2016

Editions listed are current as of date of syllabus. More recent editions may be used.

IX. Other Learning Resources

Audiovisual: None specified
Electronic: Students will need access to a reliable computer with internet access.
Other: None

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

Academic Integrity: *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.*

Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.

Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.