

## **Health 231: Urban Health Policy Spring 2010**

City College of San Francisco

Department of Health Education and Community Health Studies at City College of SF in  
collaboration with the SFSU Department of Health Education and the CCSF Psychology Department

### **Instructor and Classroom Support Information**

**Vicki Legion, MPH**

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**Office:** HSS 303, SFSU, NOT on Ocean Campus of City College

**Office Hours:** Thursdays, 11 am to noon, or by appointment  
(*CCSF office for regular office hours will be announced*)

**Graduate teaching assistant:** Alecia Martin, SFSU

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**Counseling Intern:** Carlos Romero

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### **Course Listing**

Health 231 Schedule # 39325

Tuesday and Thursday from 9:40 to 11:00 am in Art Building Room 218

### **Learning Community Information**

For those students who are in Metro Academy, Health 231 is part of a learning community with the following Psychology/Statistics class. This means the classes are linked; some students go to both classes, and the instructors coordinate.

**Instructor: Jeanne Lin**

**Email:** jlin@ccsf.edu

**Office:** Batmale Hall Room 332

**Phone:** 415-452-7024

**Psychology 5** on Tuesday and Thursday from 12:10 to 2:30 pm in Science Room 136

### **Course Description**

HLTH 231 is part of the Metro Health Academy sequence. This course is open to other learners as well. The Metro Health Academy (MHA) is a program in Health Education featuring learning communities and extra support to students. In MHA, learners will become strong advocates for community health and social justice by learning to write effectively, speak powerfully, and think critically about public health concerns.

In this course, we will explore the role of social and economic injustices as root causes of the uneven distribution of disease across population groups according to class, race and gender. Learners will focus on social policy as a determinant of health justice. They will learn strategies to analyze policy and how to advocate for change in their own communities. Learners will explore the importance of community in creating lasting social change, thereby improving the health of the society we live in. In addition, learners will reinforce general education skills of oral communication, critical thinking, quantitative reasoning and writing to better communicate about health issues. This course will continue using AVID<sup>®</sup> learner success strategies throughout the course.

### **Instructional Methods**

This course will use popular education approaches in the instruction of the above knowledge and skills.

- Detailed, scaffolded (sequenced) writing assignments with clear rubrics (criteria for what is expected)
- Engaged, student-centered, constructivist learning (in which students use their creativity to construct their understanding rather than simply memorize)
- Problem based learning with a focus on inquiry and collaboration
- Student support structures: tutoring, mentoring and advising

### **Course Objectives and Learning Outcomes**

By the end of this course, learners will:

- 1) Describe how public policies affect social and public health issues at a local, state, national, and international level.
- 2) Evaluate policies through the lens of a public health professional.
- 3) Analyze policy issues by identifying and understanding stakeholders' perspectives, policy objectives, trade-offs, unintended consequences, possible alternatives, and strategies for advocating for change.
- 4) Identify and demonstrate the skills and strategies for effecting change at a policy level.
- 5) Contrast the current debates in particular health issues and analyze them as they relate to the ecological model of health behavior.
- 6) Strengthen skills in writing, oral communication, critical thinking and quantitative reasoning

### **Course Information and Requirements**

#### **Prerequisites, Co-requisites, and Advisories:**

This course requires a lot of reading and writing in English. Please see me as soon as possible if you have concerns or questions about your abilities or your level in English or ESL.

#### **Required Reading:**

HLTH 231 Reader (available at Copy Edge; 1508 Ocean Avenue; 415-587-4345). Be sure the instructor's name "Legion" appears on the cover, as there is also a similar course at SF State.

Additional readings from the Internet and/or class handouts may also be required.

## **Classroom Community and Guidelines**

We are all responsible for making this class a supportive learning environment. This includes being respectful to the instructor and other students. Students are expected to follow the CCSF Rules of Student Conduct (see CCSF Catalog). Students are expected to conduct themselves with professionalism and respect inside and outside of the classroom; this includes interaction with other students, instructors, and guest speakers. Disrespectful behavior is inappropriate, unprofessional, and disruptive to all of us engaged in the learning process. Electronic devices may not be used in class. Please choose to answer your cell phone and text messages AFTER class. Thank you!

### **Student Participation and Attendance Policy**

This course is designed to progressively build upon skills and concepts while drawing from student experience. Because of this, students are expected to attend every class, participate in class discussions, and have completed readings and assignments. A portion of each student's grade will reflect these expectations. Students are responsible for all information and assignments presented during class whether present or not. Also, it is the student's responsibility to communicate with the instructor in a timely manner with any issues or concerns that impede academic performance.

- It is the student's responsibility to inform the instructor of tardies or absences in advance.
- Students are allowed **two excused absences due to illness or emergency. You are responsible for emailing the instructor in the event you must miss class. 25 points will be deducted for each absence thereafter, regardless of excuse, up to 100 points total.**
- If you miss a class, it is your responsibility to pick up copies of any handouts you missed and get the assignments and class notes **from another student.**
- Attendance will be taken at the start of each class. Students are expected to arrive to class on time. You are counted as late if you arrive after attendance is taken.
- **Three tardies (arriving late or leaving early) equals one absence—a 25 point deduction.** If you arrive late, it is your responsibility to notify the instructor of your presence at the end of class.

### **Assignment Policy**

All assignments must be submitted **in class** on the due date. Assignments received after are considered late—even if turned in after class. In preparation for specific classes, each student is expected to complete assigned homework. **I accept late papers up to 2 weeks after the due date but no later, and I deduct 10% of the points for lateness.** This expectation also applies to students who are absent; that is, an absence does not grant the student extra time. Late assignments may be submitted to the instructor AND the teaching assistant by email. For a quiz or a classroom presentation, it is more challenging to schedule a make-up. **Please let me know IN ADVANCE if you will miss a quiz or presentation** and make arrangements with me accordingly.

**All assignments must be typed and printed out.** Papers submitted electronically (email or fax) will not be accepted unless explicit permission is given. Computers are available in the Rosenberg Library, HIV/STI Prevention Studies Activity Office (Cloud 405), The Women's Resource Center (103 Smith Hall), The Latino/a Services Center (Cloud Hall 364) and throughout campus.

### **Academic Honesty**

Assignments are designed to allow you to develop and demonstrate knowledge and skills. According to the CCSF Rules of Student Conduct, “academic or intellectual dishonesty, such as cheating or plagiarism” is prohibited. “Cheating is defined as taking an examination or performing an assigned, evaluated task in a dishonest way, such as by having improper access to answers. Plagiarism is defined as the unauthorized use of the language and thought of another author and representing them as your own.” In class we will discuss proper ways to use references and cite sources for assignments. The instructors of this course will be checking for plagiarism using online tools. **Any student who engages in plagiarism will receive a zero on the assignment for the first occurrence and fail the course if for the next occurrence per CCSF policy.** If you have any questions about what constitutes plagiarism please see me as soon as possible.

### **If You Need Additional Assistance**

If you have questions or concerns with the class, be sure to let me know as early as possible. If you need to discuss grading or personal problems, please meet with me in office hours, not in the classroom. Emergencies, unexpected events, and personal problems that disrupt students’ lives and affect their coursework and class attendance can and do happen to students during the semester. If this happens to you, please contact me as soon as possible so we can discuss possible strategies and solutions. City College may have resources that can help, and I’m happy to work with you to accommodate your needs.

### **Early Alert**

Some of the main reasons that students don’t succeed in school are missing class, lateness, not turning in assignments, writing ability, research skills or English as a second language skills. Any student who has at least 2 absences (due to missing class or being late/leaving early), is missing assignments or has received a grade of “D” or “F” on any assignments, must arrange to meet with the instructor at the earliest possible moment. The purpose of the meeting is to discuss strategies, including on and off campus resources, to succeed in the course.

### **Disabilities and Medical Conditions**

If you...

- Need classroom or testing accommodations because of a disability
- Have an ongoing or emergency medical condition that may affect your class participation
- Need special arrangements in case the building needs to be evacuated

Please let me know within the first two weeks of class. Students who believe they may have learning or other disabilities that affect their coursework are encouraged to meet with a Disabled Students Programs and Services counselor (Rosenberg Library room 323, 452-5594) to learn more about possible classroom accommodations and other special programs. You must bring me a DSPS document to plan any accommodations to verify your DSPS status.

### **Classmate Contact Information**

If you think it would help you, you may fill in the names of three classmates for study support and to contact if you miss class. This is not a requirement.

Name	Email	Phone

**Important City College of San Francisco Dates (Spring 2010)**

- February 2<sup>nd</sup>** Last day to officially withdraw, drop or reduce course work units for a full fee refund.
- February 5<sup>th</sup>** Last day to add credit classes or to change sections.
- February 11<sup>th</sup>** Last day to drop credit classes without a “W” on your record.
- February 22<sup>nd</sup>** Last day to select Pass/No Pass (P/NP) grading option, where option is available.
- April 23<sup>rd</sup>** Last day for student-initiated or instructor-initiated withdrawal with a “W” on your record.
- May 25<sup>th</sup>** Last day of this class (HLTH 231) – during the final exam period

## Course Assignments

Please Note: Not all reading assignments are listed here. Other readings will be assigned in class.

Week	Topic	Reading Assignments (to be completed by this session)	Assignments Due (to be completed by this session)
Week 1 Tuesday, January 19  Class 1	Welcome and course overview	None	Purchase reader and organize binder for the semester
Week 1 Thursday, January 21  Class 2	Overview of policy	Dahlberg, L.L. & Krug, E.G. (2002). Violence-A global public health problem. <i>World Report on Violence and Health</i> , 1-56.  World Health Organization (2009). <i>Key Concepts</i> . Retrieved July 9, 2009 from <a href="http://www.who.int/social_determinants">www.who.int/social_determinants</a> .	Have reader and binder set up for class notes.  *Reminder:* <b>Bring reader to class DAILY</b>
Week 2 Tuesday, January 26  Class 3	How to analyze policy	Theodoulou, S.Z. (1995). The contemporary language of public policy: A starting point. <i>Public Policy: The Essential Readings</i> (1- 3). Upper Saddle River, NJ: Prentice Hall, Inc.  Dorfman, L., Sorenson, S. & Wallack, L. (2009). Policy Analysis. <i>Working upstream: Skills for social change</i> . 77-86.	<b>Policy news in review due today.</b>

Week	Topic	Reading Assignments (to be completed by this session)	Assignments Due (to be completed by this session)
Week 2 Thursday, January 28 Class 4	How local policy is made and how to advocate for policy change	Dorfman, L., Sorenson, S. & Wallack, L. (2009). <i>Advocating for Policy Change. Working upstream: Skills for social change.</i> 93-109.	
Week 3 Tuesday, February 2 Class 5	Introduction to the Farm Bill and U.S. Food Policy	Cain, Z. & Lovejoy, S. (2004). History and outlook for farm bill conservation programs. <i>Choices</i> 38-42.  Pollan, M. (2006) One thing to do about food. <i>The Nation</i> 16.	Begin working on compare and contrast piece on food policy  <b>Policy news in review due today.</b>
Week 3 Thursday, February 4 Class 6	Farm Bill Debate	Institute for Agriculture and Trade Policy (2007). <i>A Fair Farm Bill for the World.</i> Minneapolis, MN.  Roswell, M. (2007). <i>What does the 2007 U.S. [food and] farm bill have to do with public health?</i> The Johns Hopkins Center for a Livable Future. Retrieved from <a href="http://www.publichealthaction.org">www.publichealthaction.org</a> .  Imhoff, D. (2007). <i>Food fight: The citizen's guide to a food and farm bill.</i> Berkeley, CA: University of California Press.	Finish draft of compare and contrast piece on food policy.  <b>Quiz # 1</b>

Week	Topic	Reading Assignments (to be completed by this session)	Assignments Due (to be completed by this session)
Week 4 Tuesday, February 9  Class 7	The Larger U.S. Food System	Nestle, M. (2006). One thing to do about food. <i>The Nation</i> 14.  Ross, C. (2009). The Second Green Revolution. <i>Race, Poverty &amp; the Environment</i> . 16 (2) 78-81.  Quinn, M. (2006). The power of community: How Cuba survived peak oil. <i>Permaculture Activist</i> .  Koont, S. (2009). The Urban Agriculture of Havana. <i>The Monthly Review</i> . Retrieved from <a href="http://www.monthlyreview.org/">http://www.monthlyreview.org/</a> on January 6, 2010.	<b>Compare and contrast piece on differing food policy perspectives due.</b>  <b>Policy news in review due today.</b>
Week 4 Thursday, February 11  Class 8	Cuban Agriculture System + the Power of Community  Guest Speakers: Mickey Ellinger and Scott Braley	Lappe, F. (2009). The city that ended hunger. <i>Yes Magazine</i> . Retrieved from <a href="http://www.yesmagazine.org">www.yesmagazine.org</a> on January 6, 2010.	Brainstorm about a health topic to develop into a letter to the editor or letter to a legislator you want to write.
Week 5 Tuesday, February 16  Class 9	Local Food Projects: Verde Gardens, People's Grocery	Movement Generation (2009). Resilient cities: Building community control in a shifting climate. <i>Race, Poverty &amp; the Environment</i> . 16 (2) 15-18.  Ross, C. & Rein, M. (2009). Greening for all: The right to access healthy food. <i>Race, Poverty &amp; the Environment</i> . 16 (2) 75-77.  McMillan, T. (2007). Soil to stoops: Local food movement hits Oakland. <i>Plenty Magazine</i> . Retrieved from <a href="http://www.plentymag.com">www.plentymag.com</a> on January 7, 2010.	Determine who your target audience will be (a newspaper editor, a legislator). Gather resources as background for letter to the editor.  <b>Policy news in review due today.</b>

Week	Topic	Reading Assignments (to be completed by this session)	Assignments Due (to be completed by this session)
Week 5 Thursday, February 18 Class 10	Using charts and graphs to make an argument on hunger and food insecurity	Reread the format sheets for APA in the back of your reader.	Come in with a draft of your annotated bibliography using APA format.  Quiz # 2
Week 6 Tuesday, February 23 Class 11	Wrap up food policy  Peer review of letters	None	Create a graph based on information you found to inform your letter to the editor/legislator.  Final draft of annotated bibliography due  Come in with a rough draft of your letter to the editor/legislator (bring 3 copies)  Policy news in review due today.
Week 6 Thursday, February 25 Class 12	Overview of Prisons and Health Justice	Think about your own experiences with the prison system and be ready to discuss them in class.  Tucker, S.B., & Cadora, E. (2005). Justice reinvestment: To invest in public safety by reallocating justice dollars. <i>Ideas for an Open Society</i> 3 (3) 1-8. Open Society Institute.  Osterman, R. (2005, October 26). Felons catch a break in S.F.: City job applicants may not have to disclose convictions. <i>Sacramento Bee</i> , pp. D1	Finish up your letter to turn in next week.

Week	Topic	Reading Assignments (to be completed by this session)	Assignments Due (to be completed by this session)
Week 7 Tuesday, March 2 Class 13	Prisons and health justice	<p>Orosz, T. (2009). Breaking the spirit of our students. <i>Pre-prison diaries</i>. Retrieved from <a href="http://www.thestrategycenter.org">www.thestrategycenter.org</a> on January 10, 2010.</p> <p>Legal Services for Prisoners with Children. (2009). People of color and the prison industrial complex: Facts and figures at a glance. Retrieved from <a href="http://www.prisonerswithchildren.org">www.prisonerswithchildren.org</a>.</p> <p>Olson, J. (1996). Gardens of the law: The role of prisons in capitalist society. <i>Criminal Injustice: Confronting the Prison Crisis</i> (40-45). Cambridge, MA: South End Press.</p>	<p><b>Policy news in review due today.</b></p> <p>Work on topic ideas for final policy brief.</p>
Week 7 Thursday, March 4 Class 14	Policy and prisons	<p>Pyle, K. &amp; Gilmore, C. (2005). <i>Prison town: Paying the price</i>. Retrieved from <a href="http://www.realcostofprisons.org">www.realcostofprisons.org</a>.</p>	<p><b>Final draft of letter to the editor or letter to a legislator due. Send off one copy!</b></p>
Week 8 Thursday, March 11 Class 16	Prisons and health justice	<p>McCall, M. (2007). <i>Prison Stock "That's Hot"</i> (<i>CXW, GEO</i>). Retrieved on June 11, 2009 from <a href="http://www.research.investopedia.com">www.research.investopedia.com</a>.</p> <p>Myser, M. (2007). <i>The Hard Sell. Business 2.0 Magazine</i>.</p> <p>Donohoe, M. (2006). Incarceration nation: Health and welfare in the prison system in the United States. <i>Medscape Ob/Gyn &amp; Women's Health</i> 11 (1).</p>	<p>Work on graph of incarceration memo and rough draft write up.</p>

Week	Topic	Reading Assignments (to be completed by this session)	Assignments Due (to be completed by this session)
Week 9 Tuesday, March 16 Class 17	Community solutions to incarceration	<p>Wacquant, L. (2008). The place of prisons in the new government of poverty. <i>After the War on Crime: Race, Democracy, and a New Reconstruction</i> (23-36). New York City: New York University Press.</p> <p>Golembeski, C., Fullilove, R. (2005). Criminal (in) justice in the city and its associated health consequences. <i>American Journal of Public Health</i> 95 (10) 1701-1706.</p>	<p><b>Draft of policy memo due.</b></p> <p><b>Policy news in review due today</b></p> <p>Finish up final draft of incarceration memo.</p>
Week 9 Thursday, March 18 Class 18	Introduction to the Drug War	<p>Cooper, C. (2009, March 8). Cocaine justice: Cracked and broken. <i>San Francisco Chronicle</i>, pp. H2, H3.</p>	<p>Readings on drug war and harm reduction.</p> <p><b>Final draft of incarceration memo due</b></p>
Week 10 Tuesday, March 23 Class 19	Prisons and the Drug War	<p>Drug Policy Alliance. (2002). <i>Economic consequences of the war of drugs</i>. Retrieved from <a href="http://www.drugpolic.org">www.drugpolic.org</a></p> <p>Drug Policy Alliance. (2008). <i>About prop 36</i>. Retrieved on June 11, 2009 from <a href="http://www.prop36.org">www.prop36.org</a>.</p> <p>Singer, M. (2004). Why is it easier to get drugs than drug treatment in the United States? In A. Castro &amp; M. Singer (Eds.), <i>Unhealthy health policy: A critical anthropological examination</i> (287-299). Lanham, MD: Alta Mira Press.</p>	<p><b>Education Plan Revision due today</b></p> <p><b>Policy news in review due today</b></p>

Week	Topic	Reading Assignments (to be completed by this session)	Assignments Due (to be completed by this session)
Week 10 Thursday, March 25 Class 20	How to write an argument and policy memo work time	<p>Jones, L. (2006). New study: California saw greatest drop in drug prisoners among large state prison systems. <i>Justice Policy Institute</i>. Retrieved August 29, 2009 from <a href="http://www.justicepolicy.org/content.htmlID=1811&amp;smID=1581&amp;ssmID=48.htm">http://www.justicepolicy.org/content.htmlID=1811&amp;smID=1581&amp;ssmID=48.htm</a></p> <p>Sterngold, J. (2007, May 21). Prisons' budget to trump college: No other big state spends as much to incarcerate compared with higher education funding. <i>San Francisco Chronicle</i>, pp. A-1.</p> <p>Goodman, D. (2008). Hard time out: Five-year-olds in handcuffs, eighth-graders detained for doodling: The prison boom comes to the schools. <i>Mother Jones</i>. Retrieved on January 3, 2009 from <a href="http://www.motherjones.com/news/feature/2008/07/slammed-hard-time-out.html">http://www.motherjones.com/news/feature/2008/07/slammed-hard-time-out.html</a></p>	Work on gathering sources for final policy brief and write up proposal for final policy memo
Week 11 SPRING RECESS March 27 to April 4	No Class	None	Work on gathering sources for final policy brief and write up proposal for final policy memo

Week	Topic	Reading Assignments (to be completed by this session)	Assignments Due (to be completed by this session)
Week 12 Tuesday, April 6 Class 21	Harm Reduction and Advocacy	Drug Policy Alliance (2008). <i>Reducing harm and beyond</i> . Retrieved on June 11, 2009 from <a href="http://www.drugpolicy.org">www.drugpolicy.org</a> .  Beiser, V. (2009). First, reduce harm. Miller-McCune. Retrieved from <a href="http://www.miller-mcune.com">www.miller-mcune.com</a> .	<b>Submit topic proposal for policy memo:</b> One paragraph summarizing the topic and a list of three academic articles that will serve as resources for your paper.  <b>Policy news in review due today</b>  Work on outline of policy memo paper
Week 12 Thursday, April 8 Class 22	Advocacy  Guest Speaker: Manuel LaFontaine	Moore, S. (2008, September 14). States restore voting rights for ex-convicts. <i>The New York Times</i> , pp. A3, A6.  All of Us or None. (2009). To fight injustice: A bill of rights. Retrieved from <a href="http://www.allofusornone.org">www.allofusornone.org</a> .  The struggle continues—For all of us or none (2003). <i>Prison Art Newsletter</i> , 3(12) 1-2.	Write critical thinking questions based on the levels of inquiry about today's guest speaker
Week 13 Tuesday, April 13 Class 23	International Drug Policy and Harm Reduction	Lazare, D. (2001). A battle against reason, democracy and drugs: The drug war deciphered. <i>North American Congress on Latin America</i> , 35 (1) 13-17.  McClure, C. (Speaker) (2009). Reflections on the politics of harm reduction and the global response to HIV. [Speech] Retrieved from <a href="http://www.unodc.com">www.unodc.com</a> .	<b>Policy news in review due today</b>  Work on outline of policy memo paper  Bring in a newspaper article about a policy (local, state, federal or global) that you want to discuss with your classmates.

Week	Topic	Reading Assignments (to be completed by this session)	Assignments Due (to be completed by this session)
Week 13 Thursday, April 15 Class 24	Newspaper policy analysis  Review for quiz on drug war & incarceration	White, N. & Myers, D. (1997). What killed Jo-Jo? <i>The Voice: Murder Victims Families for Reconciliation</i> , Summer.  Russell, J. (2007, November 24). Vermonters help ease life on the outside: Towns trying to keep ex-cons on right path. <i>The Boston Globe</i> .	<b>Outline of policy memo paper due</b>  Work on draft of policy memo.
Week 14 Tuesday, April 20 Class 25	How to present your analysis  Quiz on drug war & incarceration	Bardach, E. (2005). <i>A practical guide for policy analysis: The eightfold path to more effective problem solving</i> . Washington, DC: CQ Press.  RAND (1996). <i>Guidelines for preparing briefings</i> . Retrieved on July 15, 2009 from <a href="http://www.rand.org">www.rand.org</a>	<b>Quiz # 4</b>  <b>Policy news in review due today</b>  Work on draft of policy memo.
Week 14 Thursday, April 22 Class 26	In-Class work time	Bring materials to work today.	<b>Evidence of counseling meeting due today</b>  Work on draft of policy memo.
Week 15 Tuesday, April 27 Class 27	Peer review and prep for final presentations	None	<b>Draft of policy memo due</b>  <b>Policy news in review due today</b>  Prepare presentations.

<b>Week</b>	<b>Topic</b>	<b>Reading Assignments (to be completed by this session)</b>	<b>Assignments Due (to be completed by this session)</b>
Week 15 Thursday, April 29 Class 28	Present to a law maker or community group	None	Work on final draft of policy memo  Prepare presentations.
Week 16 Tuesday, May 4 Class 29	Present to a law maker or community group	None	<b>Policy news in review due today</b>  Work on final draft of policy memo
Week 16 Thursday, May 6 Class 30	Present to a law maker or community group	None	<b>Final draft of policy memo due</b>
Week 17 Tuesday, May 8 Class 31	Student generated topic: creating a campaign plan	To be announced	<b>Policy news in review due today.</b>
Week 17 Thursday, May 11 Class 32	Student generated topic: creating a campaign plan	To be announced	

Week	Topic	Reading Assignments (to be completed by this session)	Assignments Due (to be completed by this session)
Week 18 Tuesday, May 18 Class 33	Student generated topic: creating a campaign plan	To be announced	Evidence of counseling meeting due today
Week 18 Thursday, May 20 Class 34	Student generated topic: creating a campaign plan	To be announced	
Finals Week 8:00 am to 10:00 am May 25	Celebration, reflection and planning beyond Health 231		

## Health 231 Grading Structure

Track your progress by filling in your grade in the boxes below. This way you will always know where you stand in the class and set goals for upcoming assignments. Writing assignments will be evaluated using a writing rubric. Writing rubrics will be discussed and distributed in class.

Assignment	Due Date	Points	Your Points
Attendance and Participation (see. pg. 3 for policy)		300	
Policy news in review (15 for the semester at 10 points each)		150	
Quiz # 1		50	
Compare and Contrast Perspectives Paper		100	
Quiz # 2		50	
Annotated Bibliography		25	
Draft of letter to the editor		50	
Letter to the editor		100	
Proof of letter submission		25	
Quiz # 3		50	
Draft of incarceration memo		50	
Final Incarceration memo		250	
Education Plan Revision		50	
Quiz # 4		25	
Evidence of Counseling Meeting		25	
Policy Paper Proposal and List of Resources		25	
Policy Memo Outline		25	
Policy Memo Draft		25	
Policy Memo Final Paper		400	
Policy Brief Presentation		200	
Evidence of Counseling Meeting		25	
<b>TOTAL</b>		<b>2000</b>	

Extra credit opportunities (if offered) will be discussed during the class sessions.

**Grading Scale:** A = 90-100%; B= 80-89%; C= 70-79%; D= 60-69%; F = less than 60