# TABLE OF CONTENTS

**General Program Information**  3  
Program Mission Statement and Goals  3  
Accreditation  3  
Administrative Staff  4  
Board of Directors  4  
Program Learning Outcomes  6  
College Preparatory Program  6  
Academic Advising  7  
Student Support  7  
Study hall  7  

**Enrollment and Registration**  8  
Course Calendar  8  
Admissions  8  
New Student Orientation  8  
Assessments  8  
Registration Procedures and Information  9  

**Program Policies and Expectations**  11  
Attendance and Tardiness  11  
Grading  11  
Textbooks and Course Materials  11  
Academic Honesty Policy  12  
Code of Conduct  13  
Academic Freedom  13  

**Courses**  15  
Course Numbers and Titles  15  

**Guidelines for Creating Course Syllabi**  18  
Required Syllabus Information  18  
Syllabus Heading  18
GENERAL PROGRAM INFORMATION

PROGRAM MISSION STATEMENT AND GOALS

Our Mission
The mission of the College Program at San Quentin is to provide an intellectually rigorous, inclusive Associate of Arts degree program and college preparatory program, free of charge, to people at San Quentin State Prison; to expand access to quality higher education for incarcerated people; and to foster the values of equity, civic engagement, independence of thought, and freedom of expression.

Our Goals
The central goals of the College Program at San Quentin are to educate and challenge students intellectually; to prepare them to lead thoughtful and productive lives inside and outside of prison; to provide them with skills needed to obtain meaningful employment and economic stability post-release; and to prepare them to become leaders and engaged citizens in their communities.

Through the College Program at San Quentin, as well as other education and outreach activities, the Prison University Project also aims to challenge popular myths and stereotypes about people in prison; to publicly raise fundamental questions about the practice of incarceration; and to incubate and disseminate alternative concepts of justice, both within and beyond the academy.

Nondiscrimination
The Prison University Project does not condone discrimination with regard to race, color, national origin, religion, sex, sexual orientation, age, disability or veteran status in enrollment or employment, nor in the educational programs or activities which it operates.

ACCREDITATION

Patten University
Our AA Degree program at San Quentin State Prison has been an extension site of Patten University—our accredited university partner—since the founding of the program. Students enrolled in credit courses are registered at Patten just as if they were enrolled at its main campus, in Oakland. The Prison University Project takes primary responsibility for teacher training and program administration at the San Quentin extension site.

In July of 2018, our students were informed that Patten University would close. Patten has since entered a "teach-out" period to allow a smooth transition for enrolled students. In part as a
result of the planned closure of Patten, our program is in the process of applying for independent accreditation.

Our Next Steps
At its February 2, 2019 meeting, the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges reviewed and accepted the Eligibility Report submitted by the College Program at San Quentin. Under Commission rules, acceptance of an Eligibility Report does not establish a formal relationship between the Commission and the college. Inquiries about accreditation should be made to the Commission office: ACCJC, 10 Commercial Blvd., Suite 204, Novato, CA 94949, (415) 506-0234.

ADMINISTRATIVE STAFF

David Cowan, Operations Manager
Reed Goertler, Chief Operations Officer
Lauren Hall, Development Director
Amy Jamgochian, Academic Program Director
Derrius Jones, Student Affairs Assistant
Deirdre Judge, College Preparatory Writing Program Coordinator
James King, Clerk
Jody Lewen, Executive Director
Allison Lopez, Learning Specialist
Corey MacNeil, Clerk
Sharyl McGrew, Grants Officer
Dmitriy Orlov, Office Manager
Wendy Quezada, Executive Assistant
Jared Rothenberg, Development Associate
Neil Terpkosh, STEM Program Coordinator
Timothy Thompson, Program Assistant
Student Affairs Director

BOARD OF DIRECTORS

Patrice Berry; Director of College Track, East Palo Alto. Former Director of the Student Success Center at the Netter Center for Community Partnerships at the University of Pennsylvania.

James Dyett; Enterprise Sales at Stripe and Instructor for the Prison University Project. Previously worked at the White House on economic policy and led a non-profit for five years focused on increasing access to clean drinking water and sanitation in Africa.
Jeff Feinman, MNA; Bay Area Executive Director of Springboard Collaborative, former Executive Director of Mission Graduates, and Founder of The DJ Project. Previous board experience includes CollegeWorks, Mission Promise Neighborhood, and EPACenter Arts.

Lilly Fu, Treasurer; Currently serves as the Senior Director, Finance & Administration at the George Lucas Educational Foundation. She also serves on the Board of Next Generation Scholars and on the advisory board of the Global Fund for Women.

Sia Henry, JD; Senior Program Associate with the National Prison Rape Elimination Act (PREA) Resource Center. Former attorney at the Prison Law Office and Program Associate with Impact Justice’s Restorative Justice Project.

Connie Krosney, EdD; Retired professor of Education, and Prison University Project writing tutor. Previous board service includes Burlington Housing Authority, Spectrum Youth and Family Services, Vermont Council of Teacher Educators.

Elana Leoni, MBA; Founder and CEO of Leoni Consulting Group LLC. Former Director of Social Media Strategy and Marketing at Edutopia / The George Lucas Educational Foundation.

Haley Pollack, PhD; Principal of College and Career Pathways at Five Keys Schools and Programs. Former Prison University Project instructor and writing tutor.

Kathy Richards, JD; Retired from solo law practice focused on family and dependency law. Instructor for PUP and coach for PUP Ethics Bowl. Also serves as treasurer on the Board of Directors of the Sonoma Speakers Series and as an attorney coach for the Sonoma Valley High School Mock Trial team.

Theresa Roeder, PhD; Professor of Decision Sciences in the College of Business, San Francisco State, occasional adjunct professor department of IEOR at UC Berkeley, Prison University Project math tutor and business/communications instructor. Previously served on the Board of Directors of the Oakland Symphony Chorus.

Maddy Russell-Shapiro, EdM, Board Chair; Independent radio producer and education consultant. Also serves on advisory board of Garden for the Environment.

Aly Tamboura; Software engineer and Manager of Technology & Program Delivery at the Chan Zuckerberg Initiative. Prison University Project graduate.
PROGRAM LEARNING OUTCOMES

Written and Oral Communication: Students will be able to communicate clearly and effectively in written and oral forms in a broad array of social, professional, academic, and civic contexts.

Quantitative Reasoning: Students will be able to use a variety of quantitative methods, including arithmetical, algebraic, geometric and statistical methods, to understand and solve problems.

Research and Information Competency: Students will be able to locate, evaluate, analyze, interpret, and synthesize a broad range of source materials.

Critical Thinking: Students will be able to think independently and creatively, to develop self- and other-awareness, including the ability to see the world through multiple perspectives, and to integrate these skills into daily life.

Values: Students will be able to articulate and to critically reflect upon their own values and the values of others. They will be able to identify ethical concepts and principles, and to use them in reasoning.

Global Awareness: Students will be able to demonstrate an awareness of a complex and interdependent world beyond their own surroundings and communities, and an understanding of their identities and actions as part of and related to that world.

COLLEGE PREPARATORY PROGRAM

The majority of students begin the program by taking college-preparatory math and writing courses to develop or brush up on their basic skills before taking for-credit courses. The college-prep courses also help new students to adjust to the class schedule and workload without having to worry about receiving a grade. After attending the New Student Orientation, all prospective students are required to take both a math and a writing assessment. While some students do place directly into for-credit courses, the majority begin in the college-prep classes and as a result tend to do better in their studies later on.

The college-prep courses do not count as credit towards the A.A. degree. All students who fully participate in the courses receive a chrono for participation, and a written evaluation from their instructor that informs them whether the have passed the course or will have to repeat.
ACADEMIC ADVISING

Program administrators hold academic advising sessions with students at two points as they progress through the degree: while students are in English 204 and when students have completed at least 34 units. Students are also invited to request academic advising conferences as needed. Students preparing to parole are particularly encouraged to conference with a program administrator.

STUDENT SUPPORT

Any student seeking learning support may access the following resources:

- the College Program’s library, from which students may borrow books and request materials;
- research materials from research databases through the Article Request Form available from the Program Clerks;
- weekly designated tutors in study hall for College Preparatory Math and English courses, as well as for Intermediate Algebra, English 101 A & B, English 204 (Research), and other credit courses;
- math study groups in Study Hall;
- conferencing with the Learning Specialist, Allison Lopez, who provides intensive, individualized support;
- on-demand conferences with Program Team staff to help students with strategies for learning and studying, concerns about coursework or attendance, and planning for future terms and graduation;
- regular workshops on writing, grades, study skills, reading strategies, and time-management;
- access to student Teaching Assistants in some classes, who can offer peer tutoring and support to students outside of class;
- individualized student accommodations, including specialized materials, extended time on tests, and one-on-one proctoring.

STUDY HALL

Study hall is offered six times per week when courses are in session: 6-8PM on Sundays, Mondays, Wednesdays, Thursdays, and Fridays and 9:15AM-12PM on Fridays. Study hall begins one week after the start of each semester. Students can sign up for study hall during the first week of classes, or at any point over the course of the semester. Students may use the space to study on their own or can sign up to meet with a math and/or writing tutor. Tutoring is offered on a drop-in, first-come, first-serve basis. Students are highly encouraged to take advantage of study hall!
ENROLLMENT AND REGISTRATION

COURSE CALENDAR

The College Program at San Quentin runs three thirteen-week terms per year, starting in January, May, and September. Holidays accord to California state holidays, as observed by the Department of Corrections and Rehabilitation. Semesters are 13 weeks long, but the College Program reserves 15 weeks in case classes need to be rescheduled due to institutional interruptions.

ADMISSIONS

All mainline San Quentin inmates with a GED or high school diploma are admitted to the program. We enroll new students at the beginning of each semester. If you are interested in enrolling, please come down to Education and speak with a program coordinator. You may also send a note with your name and CDC# to us at “Prison University Project, Education Dept.” Once we receive your information we will add you to our waitlist and you will receive a letter indicating that you have been added. When we have space to enroll in you classes, you will receive a follow-up letter from us inviting you to attend a New Student Orientation.

NEW STUDENT ORIENTATION

All new students must attend a New Student Orientation, where you will be introduced to the history, policies, expectations, and offerings of the program, and you will be asked to complete enrollment paperwork. All students must complete an Application for Admission and a GED Transcript or High School Diploma Request Form.

ASSESSMENTS

All new students are required to take math and English assessments after attending an orientation. These assessments are not graded, but rather are a means for students to show their skills so that they are placed in the class that best addresses their needs. Please note that students are required to take both assessments. Students will be notified of the results of their assessments by mail.
REGISTRATION PROCEDURES AND INFORMATION

EARNING CREDITS
Academic credit is awarded based on the Carnegie unit. To receive one trimester unit of credit, a student spends fifteen hours in class during a term. For each hour of time in class, students are expected to complete approximately two hours of out-of-class work related to classroom learning (e.g., homework).

REQUESTING TO AUDIT
Students may elect to “audit” a course, meaning that they must comply with the attendance regulation of the instructor, but are relieved of completing written work (assignments, tests, and examinations) associated with the course. To audit a course, complete the registration form by writing “audit” in the section marked “credits.” Audited courses cannot be used to satisfy graduation requirements and do not appear on transcripts. Note that requests to audit courses are dependent on enrollment numbers, and priority will be given to students taking the course for credit.

ADD/DROP PERIOD
There is an “add/drop” period at the beginning of each semester. Courses dropped during the “add/drop” period will not appear on the student’s transcript. Students must submit a completed add/drop form in the Education office by the add/drop deadline in order to successfully drop a course.

COURSE WITHDRAWAL
Students may withdraw from a course after the “add/drop” period is over. They must complete and submit the withdrawal form in the Education office by the withdrawal deadline in order to officially withdraw. A grade of “W” will be recorded on the student’s transcript. Please note that students are highly encouraged to consult with instructors and/or program coordinators prior to withdrawing from a course.

ADMINISTRATIVE DROPS
In rare cases, a course may be removed from a student’s record after the add/drop period if the student is unable to attend. Administrative drops are given when a student is prevented from attending classes for institutional reasons beyond the student’s control. Reasons for removal include involuntary transfer away from San Quentin, parole, segregation for safety or discipline, and quarantine or lockdown of students’ housing unit for a significant period during the semester.
INCOMPLETES
An “I” may be given to a student doing acceptable work who has been unable to complete course requirements on time due to extreme illness or a verifiable interruption such as going to ad-seg, surgery, or being out at court. Students are only eligible for an incomplete in a course in which they have five or fewer absences and have successfully completed 80% of the work required for the course. An “incomplete” incurred in any semester MUST be made up within 45 days of the last day of the semester, though an extension may be granted on the original 45-day period for justifiable reasons. Arrangements for an “incomplete” grade are made between the faculty member and the student. A form must be submitted to program administrators at the time final grades are due. An “incomplete” not made up within the allotted time will be automatically converted to a final grade of “F.”

REPEATING COURSES
Students may repeat a course previously taken in an attempt to improve a grade if the grade is lower than a “C.” All grades, including the grade for the repeated course, will appear on the student’s transcripts. No additional credit may be earned if the previous grade was a “C” or better.

PETITIONING FOR A GRADE CHANGE
Students should submit a note in writing to program administrators as soon as possible if there is concern about a grade received.
PROGRAM POLICIES AND EXPECTATIONS

ATTENDANCE AND TARDINESS

Students are expected to attend every class meeting offered in the given semester. Students will be informed in writing of the instructor's attendance and tardiness policies and the role attendance plays in grading policy at the start of classes and will be required to adhere to those guidelines. Students are not permitted to enroll in courses with conflicting class meetings. Students will receive an F in any course in which they miss more than 20% of course hours, regardless of the reason. For instance, for classes that meet twice a week, students who miss more than 5 class meetings will fail the class.

In the event of a lockdown, quarantine, or other event that restricts student attendance, PUP staff will attempt to bring assignments to students, who will be expected to complete assignments by the time they return to class. Otherwise, all due dates and tests will be pushed back to accommodate for the interruption, and students will not be penalized for work missed. The College Program will make every effort to reschedule cancelled classes.

GRADING

Faculty members have the right and responsibility to judge and grade the academic performance of students. Students have the right to be fairly and competently evaluated and graded. Punitive grading is not acceptable except in cases of cheating or plagiarism.

All course syllabi detail upon precisely what basis students' work will be evaluated, and how grades will be calculated.

For English 101A, 101B and 204 AND Intermediate Algebra, The College Program requires a student to earn a minimum final grade of C- if the course is to count toward graduation requirements. In addition, because students who earn a final grade lower than a C have generally not mastered the course content, we strongly recommend that such students be directed to retake the course.

TEXTBOOKS AND COURSE MATERIALS

All textbooks supplied to students are donated by publishers or purchased using program funds. They are loaned to students, and must be returned at the end of each semester. The Prison University Project pays $50.00 on average for each textbook. Please respect all course materials and return books in good condition at the end of the semester.
ACADEMIC HONESTY POLICY

Academic dishonesty is a serious offense that undermines the bonds of trust between members of the community and betrays those who depend upon the community's standard of integrity and academic excellence.

Any work that a student produces as part of progress toward a degree or certificate must be the student's own, unless the given instructor specifies otherwise. Such work includes examinations, whether oral or written; papers, oral presentations or reports; weekly homework assignments; research papers; and other written work. In all work other than examinations, students must clearly indicate the sources of information, ideas, opinions, and quotations that are not their own. While instructors should specify (and teach) the citation format they require, the minimum citation required should be a statement in parenthesis of Author, Title, and Page or Line Number, for any and all cited information.

The most common forms of academic dishonesty are cheating and plagiarism. To cheat means deliberately to use or to attempt to use deception or dishonesty in the completion of any type of academic endeavor or exercise, for example, homework, quizzes, examinations, or written assignments.

To plagiarize is to knowingly represent as one's own work another person's ideas, data, or language in any academic endeavor without specific and proper acknowledgment. Thus, in order to avoid plagiarism one must always specifically acknowledge one's indebtedness to the words, ideas or data of another, whether these are quoted, paraphrased, summarized, or otherwise borrowed.

Procedures for a charge of academic dishonesty

If an instructor suspects a student of engaging in an act of academic dishonesty, the instructor will promptly bring the matter to the attention of the Academic Program Director, the STEM Program Coordinator, or the College Preparatory Writing Program Coordinator. If the instructor and administrator agree that an act of academic dishonesty may have occurred, the instructor will meet with the student, explain the problem, and listen to the student's explanation. When the matter has been resolved, a disposition form describing the resolution is filed in the student's file with the Prison University Project and not with San Quentin; it does not go on the student's prison record.

Penalties

Possible penalties for academic dishonesty are: that the student retake the exam or re-submit the paper; failure on the assignment or test; failure in the course; and suspension from the college program. Penalties will be decided on the basis of severity of the incident and/or
repetition of incidences. Students suspended from the program may be welcomed back into the program at a later date, but may be asked to repeat courses or retake placement exams.

CODE OF CONDUCT

The Prison University Project is committed to creating and maintaining an intellectual community in the prison in which all persons who participate in university programs and activities can work together in an atmosphere free of all forms of harassment, exploitation, or intimidation, including sexual. Each member of the university community should be aware that the college program is strongly opposed to harassment and that such behavior is prohibited by law and by program policy. This code of conduct is independent of and separate from any rules of San Quentin Prison, while acknowledging those rules and the rules of the College Program at San Quentin.

Any behavior that is disruptive of learning is prohibited and may result in temporary or permanent suspension from the college program. Examples of such non-academic misconduct include, but are not limited to: theft, misuse or destruction of college program property; or any behavior towards a student, faculty, staff, or other community member that violates the personal boundaries of that person (e.g., threats or intimidation, unwelcome physical contact; or sexual comments, jokes, innuendos, or advances.) In order to safeguard the stability of the college program and the welfare of the college program community, any other behavior that violates the prisons' rules (e.g., related to unauthorized communication, contraband, proper attire, or movement within the institution) is also grounds for removal from the program.

Faculty have the authority to define appropriate conduct in their classes. After a warning for violating standards set by the faculty, the faculty may remove a student from class.

ACADEMIC FREEDOM

Because the College Program at San Quentin is dedicated to free and open inquiry in all matters, it is committed to the broadest possible latitude to speak, write, listen, challenge, and learn among all members of the college community. Except insofar as limitations on that freedom are necessary to the functioning of the College Program, the College Program fully respects and supports the freedom of all members of the college community “to discuss any problem that presents itself.”

Of course, the ideas of different members of the college community will often and quite naturally conflict. But it is not the proper role of the College Program to attempt to shield individuals from ideas and opinions they find unwelcome, disagreeable, or even deeply
offensive. Although the College Program greatly values civility, and although all members of the college community share in the responsibility for maintaining a climate of mutual respect, concerns about civility and mutual respect can never be used as a justification for closing off discussion of ideas, however offensive or disagreeable those ideas may be to some members of our community.

The freedom to debate and discuss the merits of competing ideas does not, of course, mean that individuals may say whatever they wish, wherever they wish. The College Program at San Quentin may restrict expression that violates the law, that falsely defames a specific individual, that constitutes a genuine threat or harassment, that unjustifiably invades substantial privacy or confidentiality interests, or that is otherwise directly incompatible with the functioning of the College Program. In addition, the College Program may reasonably regulate the time, place, and manner of expression to ensure that it does not disrupt the ordinary activities of the College Program. But these are narrow exceptions to the general principle of freedom of expression, and it is vitally important that these exceptions never be used in a manner that is inconsistent with the College Program’s commitment to a completely free and open discussion of ideas.

In a word, the College Program’s fundamental commitment is to the principle that debate or deliberation may not be suppressed because the ideas put forth are thought by some or even by most members of the college community to be offensive, unwise, immoral, or wrong-headed. It is for the individual members of the college community, not for the College Program as an institution, to make those judgments for themselves, and to act on those judgments not by seeking to suppress speech, but by openly and vigorously contesting the ideas that they oppose. Indeed, fostering the ability of members of the college community to engage in such debate and deliberation in an effective and responsible manner is an essential part of the College Program’s educational mission.

As a corollary to the College Program at San Quentin’s commitment to protect and promote free expression, members of the college community must also act in conformity with the principle of free expression. Although members of the college community are free to criticize and contest the views expressed on campus, and to criticize and contest speakers who are invited to express their views on campus, they may not obstruct or otherwise interfere with the freedom of others to express views they reject or even loathe. To this end, the College Program at San Quentin has a solemn responsibility not only to promote a lively and fearless freedom of debate and deliberation, but also to protect that freedom when others attempt to restrict it.

This resolution is adapted and excerpted from the “Report of the Committee on Freedom of Expression” at the University of Chicago. The original report is available in full at https://provost.uchicago.edu/sites/default/files/documents/reports/FOECommitteeReport.pdf
## COURSES

### Course Numbers and Titles

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ANT 220</td>
<td>Cultural Anthropology (SOC)</td>
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<tr>
<td>ART 117A</td>
<td>Introduction to Dramatic Arts (ART)</td>
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<td>ART 117B</td>
<td>Theatre Improvisation (ART)</td>
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<td>ART 210</td>
<td>History of Photography (ART)</td>
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<td>ART 211</td>
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<td>BIO 141</td>
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<td>ENG 098</td>
<td>Strategies for College Reading (Non-credit)</td>
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<td>Reading and Composition (COMP)</td>
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<td>Introduction to Spanish Literature (ELECT)</td>
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<td>SSC 202</td>
<td>Comparative Religion (REL)</td>
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GUIDELINES FOR CREATING COURSE SYLLABI

REQUIRED SYLLABUS INFORMATION

The following information must be included in your syllabus; explanations and examples follow:

- Syllabus heading
- Introduction/Overview
- Learning Outcomes
- Texts
- Methods of Instruction
- Grading
- Course Requirements
- Attendance Policy
- Coursework Guidelines
- Plagiarism/Academic Dishonesty Policy
- Course Schedule

SYLLABUS HEADING

University name: The College Program at San Quentin
Course number: Title (e.g., “ENG 101A: Reading and Composition”)
Semester: (e.g., “Fall 2017”)
Instructor(s) or Co-instructors: (e.g., “Instructors: Nigel Hatton and Julie Setele”)
Teaching Assistant(s) (if applicable): (e.g., “Teaching Assistant: Nielson Wang”)
Designated Tutor (if applicable): (e.g., “Designated Tutor: William Scott, Tuesday evenings, 6-8pm”)
Course Days and Times: (e.g., “Tuesdays and Thursdays, 6-8pm”)

Note: All evening classes meet 6-8pm, but students who are designated “Close B” must leave at 7:45 pm. Friday morning classes meet from 9:15am to 12pm. Afternoon classes meet from 3-5pm.

INTRODUCTION/OVERVIEW

This should be a paragraph or two providing a brief introduction to the overall field and its significance, as well as an explanation of what will be covered in the course.

LEARNING OUTCOMES

This section should list the broad types of subject matter knowledge and/or skills that students will have acquired upon completion of the course. The College Program at San Quentin’s required learning outcomes are sent to instructors in course placement emails.
Important note: The College Program at San Quentin requires that all syllabi 1) number learning outcomes AND 2) note next to every class meeting on the Course Schedule the Learning Outcomes (by number) that will be addressed in the given class.

**Example:**
Upon successful completion of English 101A, students will be able to:
- Write organized, coherent, and grammatically correct multi-paragraph essays with a developed thesis statement
- Apply the recursive writing process (planning, outlining, drafting, writing, revision)
- Demonstrate critical reading and thinking skills with an array of text genres
- Articulate and deconstruct logical arguments

**TEXTS**

All books and other readings that will be distributed during the semester should be listed, including (at least) titles and authors.

**METHODS OF INSTRUCTION**

This should be either a list or a paragraph explaining what methods of instruction will be employed in the class – for example: lecture, discussion, group work, peer-editing, presentations, debates, free-writing, or one-on-one teacher-student conferences.

**GRADING**

Faculty members have the right and responsibility to judge and grade the academic performance of students. Students have the right to be fairly and competently evaluated and graded. Punitive grading is not acceptable except in cases of cheating or plagiarism.

Please explain on your syllabus upon precisely what basis students’ work will be evaluated, and how grades will be calculated. See the “Recommendations for Assessing, Advising, Grading” portion of this handbook for further grading suggestions, particularly regarding student promotion.

For English 101A, 101B and 204 AND Intermediate Algebra, The College Program at San Quentin requires a student to earn a minimum final grade of C- if the course is to count toward graduation requirements. In addition, because students who earn a final grade lower than a C have generally
not mastered the course content, we strongly recommend that such students be directed to retake the course.

As a reminder, Strategies for College Reading, English 99A, English 99B, Math 50 and Elementary Algebra are pass/not pass courses.

**COURSE REQUIREMENTS**

This should include an itemized list that details the type, quantity, and weight of all required assignments for the course – for example: essays, short writing assignments, oral presentations, group presentations, quizzes, mid-term or final exams, etc.

Please also include specific instructions for students who have access to computers or word processors, as well as for those who are writing assignments by hand. (See also “Grading” section below for more recommendations and The College Program at San Quentin's grading policy.)

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**Example:**

_Essays:_ Requirements and grading criteria for each essay will be included on each essay assignment sheet. If you can type your papers, use 12 point-sized font, one inch margins, and be sure to double space. If you handwrite your essays, write legibly in dark blue or black ink on every other line of your notebook paper. 70%

_Revisions:_ You are required to revise each essay you write for this class. The grade received for the revision will replace the grade received for the first draft of the essay.

**Other Homework:**

- **Critical Responses:** Each reading assignment will be accompanied by a brief writing assignment, called a critical response, in which you will express your thoughts about the given reading. We will often hand out questions along with the reading to help guide your critical response.
- **Sentence Mechanics/Sentence Combining Exercises:** We will assign exercises to help you to identify and proofread for errors in mechanics/usage, and provide you with strategies for writing sentences that effectively convey complex ideas.

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**NOTE ON THE CONCEPT OF PARTICIPATION**

Instructors may encounter difficulties factoring “class participation” into students’ grades if they are not clear from the outset about 1) how they define participation, and 2) how it will be
factored into grades. For example, some students may interpret “participation counts” to mean that the more they talk, the better.

Some effective ways to foster the participation of all students are: preventing more talkative students from dominating discussions, allowing students to take notes in response to a discussion question before opening the discussion, and directly addressing less talkative students to solicit their thoughts and opinions. Rather than putting any individual student on the spot, you might say that you would like to hear from some students who have not yet spoken.

Please also note that students in our courses tend to be extremely participatory! It is seldom difficult to spark discussion; more effort is generally needed to manage that conversation and to make sure more reserved students have a chance to speak.

**ATTENDANCE POLICY**

Students are expected to attend every class meeting offered in the given semester. Students are not permitted to enroll in courses with conflicting class meetings. Students cannot pass a class for which they miss more than 20% of course hours, regardless of the reason. For instance, for classes that meet twice a week, students who miss more than 5 class meetings will fail the class.

In the event of a lockdown, quarantine, or other event that restricts student attendance, PUP staff will attempt to bring assignments to students, who will be expected to complete assignments by the time they return to class. Otherwise, all due dates and tests will be pushed back to accommodate for the interruption, and students will not be penalized for work missed. The College Program will make every effort to reschedule cancelled classes.

Students must be informed in writing of the instructor’s attendance and tardiness policies and the role attendance plays in grading policy at the start of classes and will be required to adhere to those guidelines. Communicating and adhering to a specific attendance policy increases class attendance and improves the productivity of class time. Inconsistent attendance adversely impacts other students, for example through the time lost catching up those who have missed material.

Given that some of the reasons students at San Quentin miss class may be difficult for teachers to evaluate, we recommend that instructors adopt the following attendance policy for all students, whether they are auditing or taking the class for credit:

Attendance at all class meetings is required. Attendance includes arriving on time and staying to the end of the class. These expectations apply to credit students and to auditors.
No student who misses more than 20% of classes (5 class sessions, for classes that meet twice a week), for any reason, will be able to pass the class.

Any absence or late arrival that is not due to an institutional issue, as well as any early departure, will result in a grade drop of 1/3 of a letter grade (i.e., from an “A” to an “A-,” or a “B+” to a “B”). Students are responsible for catching up on material covered during classes they’ve missed and for completing all assignments.

In the event of a lockdown or a quarantine, students will not be penalized for missed assignments or work, but if we deliver assignments, students are required to complete them. When students return to class, instructors will advise them about how the class will handle the disruption. An explanation of any absence, late arrival, or early departure (whether excused or not) should be submitted in writing.

**IMPORTANT NOTE**

We recommend holding auditors to the same attendance policy as those taking the class for credit. Auditors may not be required to turn in the same work expected from students taking the class for credit, but this is up to the instructors.

Some students may have other regular commitments that conflict with one of the regular class meetings; it is program policy that students NOT be allowed to enroll in a class (whether for credit or audit) if they are not able to attend all regularly scheduled class meetings. Thus, this is not considered a legitimate excuse for absence.

Some students who are not Close B may need to leave prior to 8pm for medical reasons. We encourage teachers to ask students at the beginning of the semester to notify them in writing if they need to leave early for a medical reason. Please remember that students’ medical information is confidential and should be treated with discretion.

Students may also be absent for other legitimate reasons not listed here (such as the death of a family member, an important phone call, etc.) Teachers are encouraged to use their discretion in such cases and to reach out to Prison University Project staff if they have any questions.

**COURSEWORK GUIDELINES**

Students should be instructed to include the following information on all assignments and exams: Name, CDC#, housing, date, name of course, name of instructor, name of assignment. Name and CDC# should be included on every page.
PLAGIARISM/ACADEMIC DISHONESTY POLICY

Please include a statement of policy on plagiarism and academic dishonesty on your syllabus. The following example is adapted from UC Berkeley’s College Writing Program:

Plagiarism is defined as the use of intellectual material produced by another person without properly acknowledging its source. For example:

- Wholesale copying of passages from works of others into your homework, essay, term paper, or dissertation without acknowledgment.
- Use of the views, opinions, or insights of another without acknowledgment.
- Paraphrasing of another person’s characteristic or original phraseology, metaphor, or other literary device without acknowledgment.

Students who submit plagiarized work are subject to receiving an ‘F’ on the assignment and may face additional consequences at the instructors’ discretion, including failing the course.

For the Prison University Project plagiarism protocol, see p. 12.

COURSE SCHEDULE

Please label each week listed on the syllabus with a number, AND label each class meeting with both a number and the date. This way, in the event of lockdowns or cancellations, you will be able to refer to or revise your syllabus with minimal confusion.

In addition, as noted above, The College Program at San Quentin requires that learning outcomes be mapped to individual class meetings on each syllabus. For this reason, please note (by number) any and all of the LO’s that are covered for each class meeting.

Finally, when compiling your course schedule, be sure to include the following deadlines, which we have included in your placement email:

Add / Drop Deadline
Withdrawal Deadline

Also, please take note of the semester’s holidays, also listed in your placement email, and plan your course schedule accordingly.
Note: Please be sure to make clear what assignment is due on what day (as opposed to what is due at the following class meeting).

Also, note that the example below is simply one model for formatting a syllabus! Instructors are welcome to innovate as they see fit—for example, by creating columns for each of the above categories of information—we simply request that all of the above content be included.

**Week 1:**
Class 1 (September 5): **L.O.s:** 1, 3, 5  
**In Class:** Introduce ourselves, review syllabus  
**Homework:** Read Part I of “1994 Rwandan Genocide Packet” and write critical response

Class 2 (September 7): **L.O.:** 2  
**Due today:** Critical response to Part I  
**In Class:** Discuss Rwandan genocide readings  
**Homework:** Read Part II of “1994 Rwandan Genocide Packet” and write Critical Response

Please see Appendix I (p. 16) for a full sample syllabus.
RECOMMENDATIONS FOR STUDENT ASSESSMENT, ACADEMIC ADVISING, AND GRADING

In order to prepare students well for the courses they will take in the future, and in order to avoid setting teachers and students up for the experiences of frustration and failure that occur when students are placed into courses for which they are underprepared, instructors must grade students honestly and rigorously.

The following recommendations are intended to ensure that 1) students are never advanced to courses for which they are not academically prepared, and 2) all credit courses students take at San Quentin can be transferred to other colleges and universities. They are also intended to dissuade instructors from using grades to acknowledge students’ progress or effort, rather than to reflect academic achievement.

EARLY ASSESSMENT

Assess students’ knowledge and/or skills within the first two weeks of the semester in order to verify their readiness for the given class. Whether through a writing assignment or a diagnostic quiz, the information you gather will help to identify students who may lack the basic skills necessary to succeed in your class, or who may need special support. If you identify a student who has not yet mastered the prerequisite skills to be successful in the class, or about whom you have concerns, please confer with Prison University Project staff immediately. If a student needs to switch to a prerequisite course, the sooner this is addressed, the less disruptive and discouraging this will be for the student.

WRITING PRACTICE

Whatever the subject matter, students always benefit from plenty of writing and especially revision throughout the semester. Please make clear in your syllabus which drafts will be graded, and how these will be weighted.

REGULAR FEEDBACK

Although ungraded assignments can be very productive, please do not wait until late in the semester to give grades or substantive feedback for the first time. Students should know how their work is fitting into your overall grading standards so that they are not surprised at the end of the semester.
Conference with students about their academic performance periodically throughout the semester, but especially before the add/drop and withdrawal deadlines. Having the opportunity to reflect upon their progress and discuss feedback with their instructors one-on-one improves students’ academic performance. Prison University Project staff are always available to help instructors prepare for student conferences, or even to participate in those conferences, but students benefit most when they receive feedback directly from the instructors with whom they are working. In addition to sharing your assessment of students’ strengths and areas for growth, consider offering specific strategies for improvement.

**ASSIGNMENT HANDOUTS**

Please always distribute instructions for all assignments in writing, rather than just verbally. Not only do students benefit from reviewing instructions later on, but this will also assist students who miss class, as well as the tutors who work with your students in study hall.

**USING GRADES TO COMMUNICATE READINESS**

Select final grades that communicate honestly about students’ performance, and that will serve students well in the long run. The primary function of grades is to convey whether a student has mastered the course material sufficiently to proceed to more advanced classes, and to articulate your assessment of that student’s overall performance. Grades should not be used to acknowledge effort or progress, or to “encourage” students, except to a very limited extent. Awarding a passing grade when a student has not mastered the course material sufficiently to thrive in a more demanding subsequent course misleads students about their level of academic accomplishment, their preparedness for future classes, and the standards to which they will be held in future classes, both at San Quentin and elsewhere. All of these lead to great disappointment and can cause students to discontinue their studies altogether.

**Cs VERSUS C-s**

We recommend that any student who earns a grade lower than a C be advised to retake the course. After paroling, San Quentin students frequently seek to enroll at other schools in order to complete their AA, or to begin working towards a BA. However, colleges and universities vary widely in their requirements concerning what minimum grade must have been earned in a course in order for that class to be transferable for credit. Since some schools will not allow students to transfer any course in which they have earned below a "C," not earning such grades prevents them from encountering this problem later on in their academic careers.
PLAGIARISM PROTOCOL

In cases of suspected plagiarism, please take the following steps:

1. Speak to other instructor(s) about the incident and consult with the Academic Program Director (non-math credit courses), the College Preparatory Writing Program Coordinator (99A/B), or the Math Program Coordinator (math courses), as appropriate. Decide together whether the matter should be pursued.

2. Collect relevant documentation (syllabus, assignment instructions, student work, copied material).

3. Meet with the student and explain the problem; listen to the student's explanation. This can happen in the hall before class, during a break, or after class (you can let the class out 10 minutes early); if you would like someone to hold down your class while you talk to the student, let us know ahead of time so the backup escort can do it. Note on tone: it is important to set the tone of this conversation carefully; at this stage, you are gathering information, rather than accusing. Alarming the student unnecessarily will not help the conversation. Every effort should be made to protect the student's privacy.

4. Discuss with other instructor(s) and Prison University Project staff: Has the student plagiarized? Does he admit to it? What should the sanction be (usually failing the assignment or failing the course, but use discretion)?

5. If instructors can't come to a conclusion, consult with the Academic Program Director, the College Preparatory Writing Program Coordinator, or the Math Program Coordinator, as appropriate.

6. If the conclusion is that there has been academic dishonesty, convey the sanction to the student and ask fill out the disposition form that Prison University staff can share with you. The student should be made aware that the form is filed at the Prison University Project office not with San Quentin; it does not go on the student's prison record.

7. Give the disposition form and any relevant documentation to a staff member of the Prison University Project.

Possible penalties for academic dishonesty are: that the student retake the exam or re-submit the paper; failure on the assignment or test; failure in the course; and suspension from the college program. Penalties will be decided on the basis of severity of the incident and/or repetition of incidences. Students suspended from the program may be welcomed back into the program at a later date, but may be asked to repeat courses or retake placement exams.
INSTRUCTIONS FOR REQUESTING MATERIALS

BOOKS

- First review the list of the books of which we currently own a class set, which you received in your course assignment email. If you would like your students to check out any books on this list, please send an email to supplies@prisonuniversityproject.org with the title of the book requested and the date on which you would like students to receive the book.

- If you do not see anything on this list that meets your needs, please send book requests to supplies@prisonuniversityproject.org as soon as possible. If there are multiple editions of a book that you are requesting, please indicate which one you would like to use.

- Please send ALL book requests (including texts already in our library) to supplies@prisonuniversityproject.org by Monday, August 21. Requests for books should include the date you would like to distribute the books to your students; please include the date you plan to distribute each text.

COPIES AND HANDOUTS

- Please send ALL printing and copy requests to supplies@prisonuniversityproject.org. Copy requests should be sent at least one week prior to the date that you’d like to distribute materials to students. **Important:** Please be sure to include the date you would like the copies to be distributed to students in the email.

- If you need to make any adjustments or additions within a week of the distribution date, please send an email to supplies@prisonuniversityproject.org to notify us of your requested changes. Please note that due to the volume of copy requests we receive we may not be able to accommodate late requests.

- If you do not have an electronic copy of your reading or handout, please provide a paper copy clearly labeled with the course name, number of copies and date needed. These can be mailed to Prison University Project / Attn: Supplies / PO Box 492 / San Quentin, CA 94964) or dropped off at the office.
OTHER MATERIALS

- Course readers: Please send ALL reader requests to supplies@prisonuniversityproject.org by Monday, August 21. Course reader requests should be formatted as pdf compilations rather than single pdfs or documents.

- Materials that must be accompanied by a clearance and require additional time to be cleared:
  - CDs and DVDs
  - Transparencies
  - Images of any kind
  - Maps
  - Musical instruments
  - Maps
  - Science lab materials

- We need at least three weeks advance notice to get the items listed above cleared to enter the institution. Please note that we may need to have CDs or DVDs in hand in order to have them cleared.

- In order to assist us with clearance process, please include a short but detailed description of the item with the following information when you submit your material requests:
  - The date(s) when you would like to have the material ready for use in class (e.g. I would like to show the film in class on Friday, June 21.)
  - Whether a material is only intended for use in class or if you plan to distribute it to students (such as maps, etc.)
  - A physical description [if applicable] including the size, material and function (ex. one small, plastic bottle containing 100z of pond water to be examined under a microscope in a microbiology lab)
  - For CDs and DVDs please include a list of track titles [if applicable], the item’s rating, and a short description of the content and how it fits in to the theme of your class. Please also let us know ahead of time if the material you’re requesting contains any profanity, violence, or nudity.

FAQs

Can I just give Prison University Project all of my materials now?
Yes! Ideally teachers provide master copies, materials and a schedule of when they will be needed before the semester begins. This way, teachers only need to worry about the one and three weeks’ notice if they add materials.
What if I need materials that I don't have?
Prison University Project has a small budget for course materials and supplies. If you would like us to consider purchasing something, please email supplies@prisonuniversityproject.org or speak with a Prison University Project staff member.

What can volunteers carry in?
The answer to this question varies widely between individual San Quentin administrators and staff, but over the years volunteers have traditionally been allowed to bring in notes, a paperback book, and a very small set (40 sheets or less) of black and white copies. Please note that ALL color copies and ANY copy that contains a map (black and white or color) require a clearance and need to be carried in by a Prison University Project staff member.

While officers sometimes allow volunteers to pass through the gate with more, some periodically complain to us, or relay concerns directly to their superiors. This generates tension in our relationships with staff, which can cause the institution to impose even more restrictive policies that further hamper our work. For this reason it is destructive to the College Program to attempt to bring in anything beyond notes, a book, and a very small set of copies. One of the reasons why the College Program enjoys a strong relationship with the institution is because volunteers do not constantly test their rules and/or their authority.

Finally, a reminder that if an officer ever objects to anything you are carrying, remain agreeable, leave the items behind, and then let us know what happened so that we can resolve the matter.
APPENDICES

Sample Syllabus

**POL 241: INTRODUCTION TO AMERICAN GOVERNMENT**
Patten University at San Quentin
Fall 2013

**Course Schedule:** Thursday and Sunday 3-5pm
**Instructor:** Vanessa Williamson and Letitia Hughes
**Designated Tutor:** Handel Revilla, Wednesdays 6-8pm

**Course Description:**
A study of the principles and problems of American government, including the U.S. Constitution and the concept of Federalism, and the organization and functions of federal, state and local governments.

**Learning Outcomes:**
Upon completion of this course, students will be able to:

- Understand the essential elements of the United States political system, including the use of the Constitution, political process, institutions of the government, and the culture of politics.
- Understand the operation of political power within the United States.
- Explain political outcomes from various perspectives.
- Evaluate the institutions and processes of democracy within the United States.
- Think critically about varying perspectives and ideologies among the public, politicians, and educators with regard to government politics

**Course Overview:** This course is an overview of America’s political institutions and processes. Over the course of the semester, we examine the big questions of American democracy.

- The Rules of the Game: How do the different institutions of American government function, how have they changed over time, and how do they shape our political life today?
- The Players: Who can participate in American politics, and how has that changed over time? Who does participate, and how are they organized?
By examining these two questions in historical context, you will be able to better understand the contemporary political system and the political dilemmas facing Americans today.

**Textbook:** Ginsberg, Lowi, and Weir: We The People: An Introduction to American Politics

**Grading:** Your grade will be calculated as follows. Remember, students should include the following information on all assignments and exams: Name, CDC#, housing, date, name of course, name of instructor, name of assignment. Name and CDC# should be included on every page.

1) **In-Class Exam:** 30%. The in-class midterm exam will be held during Class 10 (currently scheduled for October 13th), and will include identification of terms and short answers. Prior to the exam, you will receive review sheets to help you prepare.

2) **Persuasive Essay:** 40%. On the last day of class, you must turn in an essay of approximately 1200-1500 words, which is about 4-5 pages whether it is typed (double-spaced), or handwritten (not double-spaced). To help you improve your paper, you will submit an outline and then a draft, which I will review and comment on. You will lose ¼ of a letter grade on the final paper if you fail to submit either an outline or a draft. For both the outline and the draft I will give you comments and suggestions, but not a grade.

3) **In-class participation:** 30%. This part of your grade will comprise both your participation in class and your reading responses. For most classes, I will provide a couple of questions to guide your reading. For the following class, write a paragraph (of at least 5 sentences) responding to one or more of the questions. I will collect and read these paragraphs, and grade them with a check mark () if they are good, a plus (+) if they are exceptionally good, or a minus (−) if they do not adequately engage with the material. In class, be ready to discuss the material thoughtfully and by citing evidence, not just your own opinion. The course will be covering controversial topics in this class, and people will likely disagree with one another. All disagreements must be handled respectfully. And remember, I am looking for quality of participation, not simply quantity.

**Attendance:** Attendance at all class meetings is required. Attendance includes arriving on time and staying to the end of the class. Absences due to the following will be considered excused. However, no student who misses more than five classes, for any reason, will be able to pass the class. Excused absences include:

- Institutional lockdowns
- Medical lay-ins or hospitalizations
- Court dates
- Administrative segregation
● Religious holidays
● Package pick-up (one per semester)

Any unexcused absence, late arrival [not due to an institutional hold-up], or early departure will result in a grade drop of 1/3 of a letter grade (i.e., from an “A” to an “A-”, or a “B+” to a “B”). Students are responsible for catching up on material covered during classes they’ve missed, and for completing all assignments. An explanation of any absence, late arrival, or early departure (whether excused or not) should be submitted in writing.

Late Work: Late work will not be accepted unless you have received permission in advance for an extension. Extensions will only be granted for extremely compelling reasons.

In the event of a quarantine or lockdown, students will not be penalized for missed work, but if Prison University Project staff deliver any assignments, students are required to do them. When students return to class, the instructor will advise them about how the class will handle the disruption.

Academic Honesty: You are required to do your own work in this class. Do not collaborate with other students unless the assignment explicitly asks you to do so. When you use outside sources, be sure to cite those sources. (I will discuss citation format when you receive your essay prompts.) Do not pass off the work of others as your own. Violation of this policy will result in penalties up to and including failing the class.

Important Dates: Please note that for certain classes, a substitute teacher will be covering the material. These dates are September 26, September 29, November 21, November 24, and December 1.
Course Schedule

Please note that this schedule is subject to change in the event of institutional lockdowns, etc.

Class 1 (Thursday, September 12th) – (SLO 1):
In class: Introduction to the course and to the study of politics. Why democracy?
Optional: From the “Additional Readings” handout, read John Stuart Mill and Alexis de Tocqueville.

CLASSES 2 - 3: THE AMERICAN CONSTITUTION

Class 2 (Sunday, September 15th) – (SLO 1 and 2):
In class: Introductory survey. Introduction to the federal government: three branches of government, how a bill becomes a law, the separation of powers.

Class 3 (Thursday, September 19th) – (SLO 1, 2, and 4):
In class: America at its founding, the history and structure of the 1789 Constitution.
Homework: Read the Constitution's Preamble and Article 1 (WTP A10-A13), and WTP, p. 480-508.

CLASSES 4 - 10: AMERICAN INSTITUTIONS

Class 4 (Sunday, September 22nd) – (SLO 1, 2, and 4):
In class: Article 1. The structure of Congress.
Homework: Read WTP p. 508-527 and p. 451-454, and the Class 5 Readings from the “Additional Readings” handout.

** NOTE: September 23rd is the last day to add or drop classes. **

Class 5 (Thursday, September 26th) – (SLO 1, 2, and 4):
In class: How does Congress work today? Lobbying and partisan polarization.

Class 6 (Sunday, September 29th) – (SLO 1, 2, and 4):
In class: Reviewing Article 2. The role of the President.
Homework: Read the Class 7 readings from the “Additional Readings” handout.
Class 7 (Thursday, October 3rd) – (SLO 3, 4, and 5):
In class: Hand out second additional readings packet. The President and the power of persuasion. Which is more democratic, the Presidency or Congress?
Homework: Read the Constitution Articles 3 and 4 (WTP p. A14-A15), WTP Ch. 16, and WTP p. 113-133, and the Class 8 readings from the “Additional Readings” packet.

Class 8 (Sunday, October 6th) – (SLO 1, 2, 3, 4, and 5):
In class: Article 3, the role of the Supreme Court, and a review of controversial cases. Review of federalism. Discussion: Is the Supreme Court undemocratic? Hand out review sheets for exam.
Homework: Class 9 “Additional Readings.”

Class 9 (Thursday, October 10th) – (SLO 3, 4, and 5):
In class: Where do taxes go? Understanding the U.S. government by following the money.
Homework: Review for exam.

Class 10 (Sunday, October 13th) – (SLO 1, 2, 3, 4, and 5):
In Class: ***MIDTERM EXAM***
Homework: Read Declaration of Independence (WTP p. A3-A5).

Classes 11 - 18: CITIZENSHIP, RIGHTS AND PARTICIPATION

Class 11 (Thursday, October 17th) – (SLO 1, 2, 3, 4, and 5):
In class: The Declaration of Independence. What are rights and where do they come from? In what sense are people equal?
Homework: Read the Amendments to the Constitution (WTP p. A17-A21), and WTP p. 97-104, and Ch. 5.

Class 12 (Sunday, October 20th) – (SLO 1, 2, and 5):
In class: The Bill of Rights and additional constitutional Amendments. Hand out final paper topics.
Homework: WTP Ch. 7, and the Class 13 “Additional Readings.”

Class 13 (Thursday, October 24th) – (SLO 1, 2, 3, 4, and 5):
In class: Public Opinion. How do you form your opinions about political issues? How do we measure what “the public” thinks?
Homework: WTP Ch. 8 and the Class 14 “Additional Readings.”
Class 14 (Sunday, October 27th) – (SLO 1, 2, 3, 4, and 5):
In class: ***PAPER OUTLINE DUE*** Media. What is the role of media in a democracy? What media do you receive? Do you participate in the media? How does the media you receive influence the kind of news you get?
Homework: WTP Ch. 9 and the Class 15 “Additional Readings.”

Class 15 (Thursday, October 31st) – (SLO 1, 2, 3, 4, and 5):
In class: Return paper outlines. Voting and voting systems. Discuss: People with the right to vote have an obligation to do so. Agree or disagree.
Homework: Read the Class 16 “Additional Readings.”

Class 16 (Sunday, November 3rd) – (SLO 1, 2, and 5):
In class: Modern voting rights restrictions in America: limited suffrage for felons, new voting requirements since 2008, and the overturn of the Voting Rights Act.
Homework: WTP Ch. 10, Federalist 10, p. A24-A27.

Class 17 (Saturday, November 7th) – (SLO 1, 2, 3, 4, and 5):
In class: Political parties. Why do we have a two party system? Why did the Founding Fathers object to political parties? What are the advantages of parties for voters? How do voters know which party they are in? Discuss: The Founding Fathers were right – parties are bad for democracy.
Homework: WTP Ch. 11. Class 18 “Additional Readings.”

Class 18 (Sunday, November 10th) – (SLO 1, 2, 3, 4, and 5):
In class: ***FIRST DRAFT DUE*** Campaigns and Elections. Campaign finance. Is money speech?
Homework: Class 19 “Additional Readings.”

** NOTE: November 11th is the last day to withdraw from classes. **

Classes 19 - 26: AN UNFINISHED DEMOCRACY

Class 19 (Saturday, November 14th) – (SLO 1, 2, 3, 4, and 5):
In class: Unequal democracy. The effect of economic inequality on democracy. Who is represented in Washington?
Homework: Class 20 “Additional Readings”

Class 20 (Sunday, November 17th) – (SLO 1, 2, 3, 4, and 5):
In class: Return first drafts. Race, ethnicity, and immigration. How has ethnic diversity shaped American democracy?
Homework: WTP Ch. 18. Class 21 “Additional Readings”

Class 21 (Thursday, November 21st) – (SLO 1, 2, and 5):
In class: GUEST LECTURE by Prof. Amy Lerman. Social policy.

Class 22 (Sunday, November 24th) – (SLO 1, 2, and 5):
In class: GUEST LECTURE by Prof. Amy Lerman. Social policy, part 2.
Homework: WTP Ch. 19.

Class 23 (Sunday, December 1st) – (SLO 1, 2, 4, and 5):
In class: Foreign policy and democracy.
Homework: Class 24 “Additional Readings.”

Class 24 (Thursday, December 5th) – (SLO 1, 2, 3, 4, and 5):
In class: The coercive state. Understanding the unique dimensions of the U.S. military, police and incarceration in comparative perspective.
Homework: Reread the Constitution, Article 5, and read Class 25 “Additional Readings.”

Class 25 (Sunday, December 8th) – (SLO 1, 2, 3, 4, and 5):
In class: ***FINAL PAPER DUE*** Constitutional Convention! You have all been named delegates at a newly called constitutional convention, as outlined in Article 5 of the Constitution. Today we propose amendments, discuss their implications, and then vote.
SAN QUENTIN RULES FOR VOLUNTEERS AND VISITORS

EDUCATION BUILDING GUIDELINES

- Never leave the storage locker unlocked, but rather close it up after removing your class box or school supplies. If you believe someone else will be using it immediately after you, please communicate with them directly. Never leave the combination lock lying on a shelf or anywhere else; while the locker is open, either keep the lock in your hand or lock it onto the locker.
- Keep the lights on in the classrooms at all times, even when showing a film.
- Do not leave the classroom unattended by an instructor at any time. If you are the only volunteer in the room and have to go to the bathroom or leave for any other reason, please have a student come get Prison University Project staff, or a C/O.
- Leave furniture arranged exactly as it was when you arrived and make sure the room is clean and orderly before you depart.
- In case of an alarm in the building (loud ringing sound resembling a fire alarm), stand by the doorway of your classroom so that the officers can easily see you. Remain in the doorway until the alarm ends; do not stand in the middle of the hallway. Inmates are required to sit down during alarms; instructors should stand. Most alarms at San Quentin are false alarms.
- If anything in the classroom is broken or amiss, please alert Prison University Project staff or a C/O immediately.

INSTITUTIONAL RULES

MATERIALS AND CONTRABAND

One of the main responsibilities of the officer at each gate is to prevent volunteers from bringing in anything that is either contraband, not pre-approved, or could conceivably pose a threat to the safety and security of the institution. Thus, volunteers may bring in only car keys and the materials needed for that evening’s class, such as textbooks (paperback only, no hardcover), notes, a pen, and a notebook (non-spiral-bound).

If an officer refuses to allow you to bring in something for which you have been told by Prison University Project staff that you have prior approval, leave those materials at the gate and notify the Prison University Project staff as soon as you are able. Whenever possible, simply defer to the officer and let Prison University Project staff deal with the matter.
INAPPROPRIATE ATTIRE
Volunteers may be denied access to the institution if they are wearing inappropriate attire. See below for specifics on what constitutes inappropriate attire. In the event of a dispute, defer to the officer and speak with a Prison University Project staff member.

“OVER-FAMILIARITY”
College Program volunteers are granted access to the institution by CDCR exclusively for the purpose of teaching with the program; anything beyond this may be interpreted by prison staff as “over-familiarity.” Therefore, volunteers should abide by the following rules at all times:

- Avoid physical contact beyond a brief handshake to say hello or goodbye.
- Maintain formal physical distance from students.
- Do not give to, or accept from, students, anything beyond what is specifically approved for teaching purposes. Specifically disallowed are: candy, letters (including thank-you notes), photos, legal work, or any other personal possessions or gifts.
- If you would like to offer an individual student an item that is directly related to his academic work, such as a book or magazine, please contact Prison University Project staff.

NO RUNNING
Prison officials interpret running as a danger signal.

CLOTHING RULES
- No blue or denim clothing (beware of greys or blacks that might look blue in some light)
- No green pants or jackets
- No yellow rain gear (best to avoid green and yellow altogether!)
- No orange clothing
- No white or grey t-shirts
- No sweats or other athletic attire (especially with zippers or elastic at the ankle)
- Nothing tight, transparent, low-cut
- No short skirts or dresses
- No shorts or pants that are not nearly full-length
- No open-toed sandals; no clogs or mules (in other words, all shoes must have a heel strap); no slits, openings or holes in shoes
- Nothing sleeveless (short sleeves are OK, but not cap sleeves)
- No shirts that reveal one’s stomach or back including when sitting, crouching, reaching,
- No bags
- No clothing with patterns resembling camouflage, or with overt or implied political messages

[Note: khaki, black, brown, red, dark purple, and pink are all fine!]
RULES ABOUT POSSESSIONS

- No food, but bottles of water are OK if in clear plastic.
- You MUST have your driver’s license, or whatever government-issued photo ID you were cleared with.
- Facial jewelry is officially not allowed but it is common practice to permit a small stud or retainer. One should be ready to politely remove the jewelry if they are asked to do so by an officer. This policy is currently under review by the institution.
- Specifically disallowed are: wallets, currency, cell phones, pocket knives, pagers, letters, chewing gum, recording devices, camera equipment, laptops, and anything else electronic, metal, or sharp.

Please note: the list of items considered contraband is endless and constantly expanding, and the consequences of “misunderstandings” can be very serious for individuals and/or the program. Therefore, please be sure to ask Prison University Project staff before you bring anything other than specifically allowed items.

The following items are allowed:
Watches, earrings, necklaces, bracelets, rings
Belts
Underwire bras
Eyeglasses
Car keys
Pad of paper (non-spiral-bound)
Pen or pencil
Tissues

Finally, please remember that prisons are essentially paramilitary organizations, prison staff are always under enormous pressure, and as a participant in the college program, you are a representative of the program. Your showing deference and respect for authority at all times is vital to our ability to maintain a positive relationship with the institution as a whole, which is absolutely critical to our work. No matter what, always remain patient and civil with staff.