**De Anza College Academic Senate**

**Model Syllabus**

**(Revise date 2/6/20, approved by Academic Senate on \_\_)**

The purpose of this document is to provide faculty with:

* To foster clear instructor-student course communication pertaining to learning objectives, student outcomes and instructor expectations.
* To provide faculty with a model for building a course syllabus.

The syllabus conveys the message that learning is a shared responsibility between students and instructor. Although no syllabus meets the legal definition of a contract, students legitimately (a) expect to receive a clear and complete syllabus and (b) rely on the syllabus for their planning related to the course.

The below sections are recommended but it important to also check with your department and divisions for other more specific information that you may need to include in your syllabus. The order may differ for your purposes.

[Please delete this and everything in this section after reading.]

**Basic Information**

* Course section number and course title
* Quarter and year
* Days, time, and location
* Instructor name and contact information
  + Office location
  + Preferred method of contact (phone number, email address, etc.) and the reasonable length of time a student can expect your reply
* Office hours
* Office hours location
* Advisories, prerequisites, and/or corequisites

**Other Important Course Information**

* Required and recommended texts and materials including Open Educational Resources
* Attendance/on time policy
* Accessibility for students with disabilities appropriate to the discipline, specific course and course materials, and location of the class section

**Course description (short)**

[text]

**Student Learning Outcomes**

# The Student Learning Outcomes must be taken *verbatim* from the current course outline of record. The student learning outcome is what the student will be able to do (what the student learned) at the completion of the course. Please also consult with your Division Dean on your SLOs.

# For example, below are the SLOs from PHIL 1:

|  |  |
| --- | --- |
|  | **• Student Learning Outcome**: Identify and articulate philosophical problems pertaining to the nature of knowledge and reality. |
|  | |
|  | **• Student Learning Outcome**: Compare approaches and attempted solutions to these problems from a variety of philosophical traditions. |
|  | |
|  | **• Student Learning Outcome**: Defend an original position on at least one philosophical issue. |
|  | |
|  | **• Student Learning Outcome**: Describe the relevance of epistemological and metaphysical problems to contemporary popular concerns. |

**Goals for Students in the Course**

Academic goals can be taken from the Course Objectives on the Course Outline.

For example, academic course goals from an ESL reading course:

Course Objectives (Taken from ESL 272)

A. Demonstrate advanced reading comprehension skills for both content and organization of college-level reading materials.

B. Demonstrate critical analysis and evaluation of ideas, persuasive techniques, and validity of arguments in reading materials.

C. Utilize various reading techniques such as previewing, skimming, scanning, and annotating.

D. Respond critically to reading materials through summary writing, analytical responses to main ideas/argument and paraphrasing exercises of key sentences/sections of the original text.

E. Demonstrate the use of advanced academic vocabulary in writing.

Another example: The framework for our course is cultural humility, a

lifelong process to increase our self-awareness of our own biases and perceptions and engage in a life-long self-reflection process about how to put these aside and learn from the children and families we serve (Tervalon & Murray-Garcia, 1998). Through this course, students have the opportunity to learn from others, understand where they are and embrace learning about each other with a reflective lens. The course addresses real-world problems faced by our surrounding communities, and the challenges of inequities along the lines of race, gender, class and other. The framework aligns and integrates well with the bio-ecological model, a model that is part of our conceptual framework as a department.

**Attendance**

For example, regular attendance and punctuality are expected by this instructor, and points for both attendance and punctuality are factored into the grade course. Absent students or those arriving late or leaving early do not earn these points. Consult with the instructor if there are any concerns or problems regarding either attendance or punctuality. I case of illness or emergency absences, please leave a message on the instructor’s voice mail or send an email.

**Attitude/Participation/Conduct**

For example: Participation, cooperation, respect and courtesy are expected. No food or beverages (water in an enclosed container expected) are to be consumed in the classroom. Clarity in both oral and written work is favored by this instructor. Cell phones must be turned off during class sessions, unless otherwise directed.

# A note on disruptive behavior

Professional behavior, conduct, communication (verbal and nonverbal), and language is expected at all times. The college will enforce all policies and procedures set forth in the *Standards of Student Conduct*: (<https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U2UC77B2DA5>). Any student disrupting the class may be asked to leave that class. Administrative follow-up may result.

**Assignments**

# Consider whether your course includes a variety of assignments and student learning outcomes assessments that take into account students’ diverse backgrounds and promote critical thinking. The Institutional Core Competencies may be a useful reference in considering your assessments: https://www.deanza.edu/about/icc.html

**Missed or Late Assignments**

Possibilities include:

* Points deducted or grade lowering depend on number of days late
* Not accepted after deadline
* Point at which late assignment value equals 0

# Grading Criteria

Include points for coursework and grading scale. Here is an example.

|  |  |
| --- | --- |
| **Coursework** | **Points** |
| Writing Assignments | 30 |
| Homework | 10 |
| Quizzes | 10 |
| Midterm | 25 |
| Final | 25 |
| Total | 100 |

**Grading Scale**

95-100=A, 90-94=A-, 87-89=B+, 84-86=B, 80-83=B-, 76-79=C+, 70-75=C, 0-69=no pass

**Schedule of Topics, Coursework, and Exams** – daily or weekly schedule recommended

Note: this becomes very important to the student when using your course to clear a prerequisite or requirement at another school.

**Final Exam and Other Important Dates**

* Final exam for this course…
* Last day to add quarter length classes…
* Last day to drop for a refund (out of state and foreign students)…
* Last day to drop for a refund (resident students)…
* Last day to drop a class with no record of grade…
* Last day to request a class be changed to Pass/No Pass…
* Last day to drop with a “W”…

College closed *(add names of holidays)*…

**Academic Integrity**

Students are required to comply with all rules and regulations as outlined in the De Anza College Student Handbook <http://www.deanza.edu/studenthandbook/index.html> (especially the section on academic integrity <http://www.deanza.edu/studenthandbook/academic-integrity.html> ) as well as any in the De Anza College Catalog <http://www.deanza.edu/publications/catalog/> ).

Approach One – Minimal mention

* + Sample: Please review the Academic Integrity Policy.

Approach Two – Policy and definition

* + Reference the college policy on academic integrity and the faculty member’s responsibility to report incidents
  + Definition of what constitutes academic dishonesty
  + Sample: Academic dishonesty regarding tests in this class is defined as using resources not made available by me to everyone in the class during the testing time. Academic dishonesty includes plagiarism. (Instructor adds definition of plagiarism as desired.)

Approach Three – Policy, definition, and consequences

* + Reference to the college policy on academic integrity and the faculty member’s responsibility to report incidents
  + Definition of what constitutes academic dishonesty
  + Linking specific consequences to specific dishonest actions up to and including a failing grade on the assignment or test in question.

Note: The college follows the legal opinion set forth by the California Community Colleges’ legal department which limits the consequences of an act of academic dishonesty to a failing grade on the activity, assignment, or test involved.

**Help and Support**

**Disability Accommodations:**

De Anza College views disability as an important aspect of diversity, and is committed to providing equitable access to learning opportunities for all students.

Disability Support Services (DSS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations If you have, or think you have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact DSS to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DSS and have accommodations set by a DSS counselor, please be sure that your instructor has received your accommodation letter from Clockwork early in the quarter to review how the accommodations will be applied in the course. Students who need accommodated test proctoring must meet appointment booking deadlines at the Testing Center. a) Midterm exam be booked at least five (5) business days in advance of the instructor approved exam date/time. b) Final exams must be scheduled seven (7) business days/weekdays in advance of the instructor approved exam date/time. Failure to meet appointment booking deadlines will result in the forfeit of testing accommodations and you will be required to take your exam with the class.

DSS Location: RSS Building, Suite 141 http://www.deanza.edu/DSS/ Phone: 408-864-8753 Email: DSS@deanza.edu

**Student Success Center:**

**Need help?** Meet with tutors and attend workshops in the Student Success Center: www.deanza.edu/studentsuccess. **Can't make it to campus?** Use the free online tutoring available to all De Anza students. Just login to MyPortal, go to the Students tab, and find the [Smarthinking](http://www.deanza.edu/studentsuccess/onlinetutoring/) link.

The Student Success Center offers free tutoring  for many De Anza classes.  
  
Visit [http://www.deanza.edu/studentsuccess](https://email.fhda.edu/owa/redir.aspx?C=QSkUwIcePlTdKNX9RvKZybyZPaOd3uqgKuQX_RCwrcO65GL2ZVjWCA..&URL=http%3a%2f%2fwww.deanza.edu%2fstudentsuccess) for our hours and information about workshops, group, drop-in, weekly individal and online tutoring.  Or just stop by to chat or sign up.

* Academic Skills Center for workshops and Adjunct study skills courses in ATC 302
* General Subject tutoring in ATC 305
* Listening & Speaking and World Language support in ATC 313
* Math, Science and Technology tutoring in S43
* Writing and Reading tutoring in ATC 309

**Title IX Policy**

De Anza College faculty members are committed to supporting students and upholding the College's non-discrimination policy. Under Title IX, discrimination based upon sex and gender identity is prohibited. If you experience an incident of sexual misconduct or gender-based discrimination, we encourage you to report it. While you may talk to a faculty member, understand that they are considered by the College to be a ”Responsible Employee" and therefore required to make a report to the Title IX Coordinator of what you disclose to them.

If you would like to speak with someone who is considered a “Confidential Employee” and cannot disclose what you share with them without your consent, you may contact our Health Services Department at <https://www.deanza.edu/healthservices/> and/or Psychological Services at

<https://www.deanza.edu/psychologicalservices/index.htm> These departments are also a great resource for additional support services both on and off campus.

Our Sexual Misconduct policy can be found on De Anza College’s Title IX webpage at <https://www.deanza.edu/titleix/>

Reference

USC Rossier Center for Urban Education, Syllabus Review Protocol (2014).