



# MODEL SYLLABUS [REPLACE THIS LINE WITH COURSE NAME]

[SEMESTER YEAR]

[This document has been formatted to be accessible to students with disabilities. If you decide to change the appearance and design, make sure that the final format remains accessible. More information on creating accessible materials can be found at [SMC's accessible technology webpage.](#)]

**DELETE OR MODIFY *ALL ITALICIZED AND RED TEXT* AND [ALL TEXT IN BRACKETS] BEFORE FINALIZING SYLLABUS FOR YOUR COURSE.**

## COURSE INFORMATION

- Course Title:** *enter course number and title as listed in the course outline of record*
- Section Number:** *enter section number*
- Units:** *enter units as listed in the course outline of record*
- Prerequisite(s) or Advisories:** *enter prerequisites or advisories as listed in the course outline of record*
- Location:** *building ### [online instructors should delete this ENTIRE row]*
- Day and Time:** *enter day and time [online instructors should delete this ENTIRE row]*

## INSTRUCTOR INFORMATION

[Feel free to make this section much more personal. Some of this information could be replaced with a brief welcome message or autobiography (perhaps even a photo of yourself!). Many instructors call office hours by a creative name such as “drop in” hours in order to encourage students to visit them. Instead of an impersonal list of methods of contact, you can present them in way that will make students feel comfortable reaching out to you in these ways. Some instructors use this space to clarify their pronouns and set expectations about respecting all forms of diversity.]

- Instructor:** *enter your name*
- Email Address:** *enter your SMC email address*
- Phone Number:** *enter your SMC voicemail [delete this ENTIRE row if you prefer email only]*
- Website:** *enter your website [delete this ENTIRE row if you don't have a website]*
- Office Hours:** *enter your office hours and location, if applicable*

## COURSE DESCRIPTION

[Copy and paste the catalog description from the course outline of record accessible either via your chair or via [CurriQunet META.](#)]

## COURSE OBJECTIVES

[Copy and paste the course objectives from the course outline of record accessible either via your chair or via [CurriQunet META.](#) Alternatively, you could provide a permanent link to a webpage.]

## STUDENT LEARNING OUTCOMES

[Copy and paste all of the SLOs from your SLO Roster or from the course outline of record accessible either via your chair or via [CurriQunet META.](#)]

## REQUIRED TEXTS, MATERIALS, & SUPPLIES

1. *First required item*
2. *Second required item*
3. [add required items as needed by hitting RETURN/ENTER]

[Be all-inclusive! Make no assumptions about what students “know to bring,” i.e., in addition to listing texts, workbooks, lab kits and other sources for materials such as the Library Reserve Desk or eBooks, also consider USB drive, Google Drive account, notebook, pens, pencils, erasers, software, and Scantrons.]

## COURSE CONTENT

[List schedule here, or link to another document. This section should be consistent with the course outline of record, but instructors may elaborate on topics, assignments, etc. Some instructors prefer placing this schedule at the end of their syllabus.]

*The content of this course may change depending on time constraints. The order of the topics listed may vary.*

- Week(s) #**      *paste topic from the Course Content section of the course outline of record*
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- Week(s) #**      *paste topic from the Course Content section of the course outline of record*
- Week(s) #**      [add additional weeks by pressing ENTER and use the TAB key to include that week’s topic]

## METHODS OF EVALUATION

[Grading policy must be consistent with the methods of evaluation listed in the course outline of record, although grading methods may vary from instructor to instructor. To increase transparency, we recommend use of rubrics or other clear grading tools. In accordance with college policies, you may evaluate participation but not attendance/appearance/attitude, etc. It is recommended to set clear policies on how participation will be defined and graded. Instructors teaching online classes must define and require “substantive participation” in their online classes. Contact the Distance Ed Committee for further guidance on this matter. **Optional example text is provided below.**]

*Examples:*

- *Lecture Exams: Lecture Exams (3 @70 pts each) are mandatory and must be taken when scheduled. Each exam will be scantron only (multiple-choice, true or false, and/or matching format). If you miss one exam, the pre-final exam can be used to provide a replacement score.*
- *Prefinal Exam: This is an optional cumulative scantron only exam that can potentially replace a low Lecture exam score. If you do better on the prefinal than a previous exam, the prefinal score will replace that exam. If you do worse on the prefinal than your previous exams, it does not hurt you in any way. It does give you an idea of what to expect on the final though as I make the questions to the prefinal and the final at the same time.*
- *All essays will be graded according to a rubric that looks for elements such as thesis, content, organization, grammar, and citations. The first two essays may be revised and resubmitted for a higher grade.*
- *A grade of “Incomplete” may be granted at the very end of the term if an unforeseen event or illness prevents you from completing the final coursework and at the time you have earned a “C” or better. “Incomplete” grade situations are extremely rare, and are entirely at the discretion of the instructor, within the parameters set above.*

*Example:*

*Your final grade will be calculated using the following percentages:*

**Percentage**

<b><u>of Grade:</u></b>	<b><u>Evaluation Method:</u></b>
##%	paste method from course outline
##%	paste method from course outline
##%	[add percentages and methods as needed by pressing RETURN/ENTER and using TAB]

## **GRADING SCALE/GRADING POLICY**

[Below is just an example. Some faculty choose to use a point system or slightly vary the grade lines, or they may use alternative grading that doesn't use points like contract grading and competency based grading, etc.]

*Example:*

- A = 90.0-100%**
- B = 80.0-89.9%**
- C = 70.0-79.9%**
- D = 60.0-69.9%**
- F = 59.9% and below**

## **ATTENDANCE, DROPS, & WITHDRAWALS**

[Please be clear about the circumstances in which you, the instructor, will drop a student, and your expectations regarding student communication in the case of missed classes. Language similar to the following is recommended for ALL syllabi, as it includes new information, though adjust when a withdrawal can be achieved as the example below is for a 16 week course. See Admissions Dates and Deadlines for the complete semester schedule including short term courses.]

*Example:*

*You are responsible for maintaining your own enrollment status. In our 16 week course, you may drop the course with a withdrawal through the twelfth week in a regular semester. It is NOT possible to drop the class after the twelfth week of the semester. You should check your Corsair Connect for specific drop dates for each of your courses. General information regarding drop dates, withdrawals, refunds, and other enrollment matters may also be found at the Admissions section of the SMC website. See Admissions Dates and Deadlines for the complete semester schedule including short term courses.*

[Next include information regarding your specific drop policy and expectations. According to the Faculty Handbook Guidelines, during the semester, a student may be dropped from class when, in the instructor's judgment, the number of absences has become excessive, or in the case of online classes, for lack of substantive participation. Normally this is one hour more than twice the number of hours the class is scheduled per week, unless there are extenuating circumstances and the student and the instructor come to a different agreement. That being said, instructors might want to set aside any preconceptions they might have and earnestly base their decision on what number of absences will really start to affect fairness and student success. See **optional examples** of different policies below for ideas.]

*Examples:*

- *Attendance is crucial to your success. While there is no limit on the number of absences that are allowed, students who are absent a significant amount of classes will miss out on important material and activities and will likely find it very hard to succeed in the class. If you do miss class, it is your responsibility to find out what was covered and assigned so that you can return fully prepared.*
- *Attendance is crucial to your success. Important things are happening in each class, so you should make every effort to be present every session. Missing 6 class sessions in the semester MAY lead you to be dropped from the course by the instructor.*
- *Attendance is crucial to your success. The class may cover material that is not discussed or found elsewhere, so you will miss out on an essential part of the learning process if absent. Missing 5 class sessions in a row MAY lead you to be dropped from the course by the instructor.*

## MISSED AND LATE WORK

[Have a clear policy on missed work with regard to any point or percent deduction or if any late work will be accepted. There should be no penalty for late work due to a religious holiday or jury duty. Students are responsible for informing the instructor of the religious holiday during the first two weeks of the academic term, or as soon as possible after a particular assignment, test, or examination date is announced by the instructor. In matters of absence due to other personal necessity such as jury duty or court appearances, accommodations shall be at the discretion of the instructor, subject to verification. See **optional examples** of different policies below for ideas.]

*Examples:*

- *Late work is accepted up until the final day of the semester. There is no penalty for late work, but receiving prompt feedback and grades is an essential part of the learning process and success in college, so you are strongly encouraged to submit all work by its deadline.*
- *Late work is accepted up until the final day of the semester, but there is a deduction equal to 10% of the assignment for the late submission. In addition to wanting to avoid the grade penalty, you should make every effort to submit all work by its deadline so you can receive the prompt feedback and grade that are an essential part of the learning process and success in college.*
- *All assignments must be turned in on time in Canvas and no late work will be accepted. In order to master the material and succeed in the class, it is vital that you keep up with the class schedule and complete all work by its deadline. When absent, you are still responsible for completing and submitting all work on time; however, if you have a documented extenuating circumstance that prevents the timely submission of work, please speak to the instructor as soon as possible so as to receive an accommodation with a new reasonable deadline.*
- *Exams and quizzes may be made up, but you must make every effort to promptly arrange for an acceptable time to complete the missed exam or quiz.*
- *Exams and quizzes are mandatory and must be taken when scheduled. They cannot be made up, except under compelling circumstances with documentation.*
- *If you are missing assignments or class meetings, reach out sooner rather than later and advocate for your success by following these steps: 1. Identify the problem, 2. Contact me to propose a solution, 3. Let's negotiate.*

## ACCOMMODATION FOR DISABILITIES

[The Center for Students with Disabilities works with students with a verified disability to ensure they receive accommodations and services, as per the provisions of Title 5, California Code of Regulations, Section 56004 and Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA).]

*Example 1:*

*The College is committed to providing reasonable accommodations for students with disabilities to make all learning experiences accessible. The Center for Students with Disabilities (CSD, also known as DSPS) is the official campus office that works to arrange reasonable accommodations for students with disabilities. If you feel you may need accommodations based on the impact of a disability, please contact CSD or DSPS to initiate a conversation about your options at 310-434-4265 or [dsps@smc.edu](mailto:dsps@smc.edu). Contact should be initiated as soon as possible to allow adequate time for accommodations to be arranged. I will work closely with you and CSD/DSPS to arrange your approved CSD/DSPS accommodations. Please know that accommodations are not retroactive. The Center for Students with Disabilities is located on the first floor of the Student Services Center.*

*Example 2:*

*I encourage students requesting disability-related accommodations to contact the Center for Students with Disabilities as soon as possible. I will work with you and the Center for Students with Disabilities to provide appropriate and reasonable accommodations approved by CSD/DSPS. An early notification of your request for accommodations is necessary to ensure that your disability-related needs are addressed appropriately; accommodations cannot be applied retroactively.*

*If you believe you have a learning disability that has not yet been documented, please notify the instructor and make an appointment at the DSPS office for assistance. I encourage you to review the [Center for Students with Disabilities website](#) for how to receive services.*

## **TITLE IX (SEX DISCRIMINATION)**

Title IX is a comprehensive federal law that prohibits discrimination on the basis of sex in any federally funded education program or activity: No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.

Those interested in the details should view [the Title IX Legal Manual](#).

Students who have experienced some form of sexual misconduct or discrimination are encouraged to talk to someone about their experience, so they can get the support they need. You can learn more about available support at the [Student Services Title IX webpage](#).

## **DISCLAIMER**

[Either in your syllabus or schedule you should have a disclaimer to give the instructor the ability to officially revise the syllabus/schedule as needed in the semester based on circumstances.]

*Example 1:*

*This syllabus is a guide for our semester together. While the core structure and expectations are unlikely to change, some dates or topics may be adjusted to best suit our learning. Any updates will be announced in class and/or on our course website.*

*Example 2:*

*Some elements of the syllabus may be changed at the instructor's discretion. Students will be given at least 48 hours notice of changes whenever possible. If there is any aspect of this syllabus which you do not understand, or to which you take exception, please let the instructor know within the first week of class. Your continued attendance in this course constitutes an acknowledgement and acceptance of the requirements delineated in this syllabus.*