



**TECHNOLOGICAL UNIVERSITY OF THE PHILIPPINES
CAVITE CAMPUS**

Carlos Q. Trinidad Avenue, Salawag, Dasmariñas City, Cavite, Philippines
Telefax: (046) 416-4920
Email: cavite@tup.edu.ph | Website: www.tup.edu.ph

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COURSE SYLLABUS

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COURSE CODE: GEC2 (BSIE)

COURSE TITLE: Readings in Philippine History

I. Vision

The Technological University of the Philippines shall be a premiere state university with recognized excellence in engineering and technology education at par with the leading universities in ASEAN region.

II. University Mission

The University shall provide higher and advanced vocational, technical, industrial, and professional education and training in the industries and technology and practical arts leading to certificates, diplomas and degrees. It shall provide progressive leadership in applied research, development studies in technical, industrial and technological fields and production using indigenous materials, effect technology transfer in the countryside; and assist in the development of small and medium scale industries in identified growth centers. (as embodied in Section 2 P.D. No. 1518)

III. Campus Goals

1. Quality and responsive curricular offerings
2. Excellence in engineering, technology research and innovation
3. Leadership in community services
4. Strengthening capability & competence
5. Modernized university systems & efficient management of resources to support expansion
6. Increased financial viability
7. Enhanced Network and Sustained Collaboration Initiatives

IV. Quality Policy and Core Values

Technological University of the Philippines shall commit continuously to provide quality higher and advanced technological education, and improve continually its value to customers through enhancement of personnel competence and effective Quality Management System (QMS), compliant to statutory and regulatory requirements.

TUP shall adhere to its core values, TUPIANS, as follows:

- **T**ransparency and participatory governance;
- **U**nity and Cooperation in the pursuit of TUP mission, goals, and objectives;
- **P**rofessionalism in the discharge of quality service;
- **I**ntegrity and consistent commitment to maintain the good name of the University;
- **A**ccountability for individual and organizational quality performance;
- **N**ationalism through tangible contributions to the rapid economic growth of the country; and
- **S**hared responsibility, hard work, and resourcefulness in compliance to the national mandates of the University



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V. Department Objectives

1. To offer relevant and responsive curricular programs.
2. To initiate/ conduct research in pedagogy and related educational technology.
3. To intensify community involvement through extension programs and projects.
4. To produce teachers who understand and appreciate human values and ideas.
5. To imbue prospective teachers with desirable characteristics.

VI. Program Education Objectives

The BTLEd/BSIE program aims to develop highly competent and motivated teachers in Technology and Livelihood Education for Grades 4-8. The curriculum shall impart a body of knowledge, skills, attitudes, values, and experiences that will provide prospective Grade 4-8 EPP/TLE Teachers with the necessary competencies essential for effective teaching and at the same time are accredited TVET Trainers and Assessors. Specifically, upon completion of the program, graduates are expected to be able to:

1. apply the knowledge and technical skills in mathematics, science, social sciences, and language to a broad range of technical-vocational activities;
2. exhibit thorough understanding and appreciation of the teaching profession through effective and responsive pedagogies; and
3. demonstrate higher level of coherent knowledge, skills, attitudes, and values in the field of technical-vocational education and training.

VII. Course Contents

- a. Course Code : GEC2
- b. Course Title : Readings in Philippine History
- c. Pre-requisite/Co-requisite : None
- d. Course Description:

Philippine History as viewed from the lens of selected primary sources in different periods, analysis, and interpretations.

The course aims to expose students to different facets of Philippine history through the lens of eyewitnesses. Rather than rely on secondary materials such as textbooks, which is the usual approach in teaching Philippine history, different types of primary sources will be used – written (qualitative and quantitative), oral, visual, audio-visual, digital – covering various aspects of Philippine life (political, economic, social, cultural).



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Students are expected to analyze the selected readings contextually and terms of content appreciate our rich past by deriving insights from those who were actually present at the time of the event.

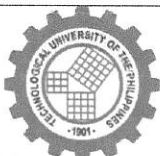
Context analysis, on the other hand, applies appropriate techniques depending on the type of sources (written, oral, visual). In the process, students will be asked, for example, to identify the author's main argument of thesis, compare points of view, identify biases, and evaluate the author's claim based on the evidences presented or other available evidences at the time. The course will guide the students through their reading and analysis of the texts and require them to write reaction essays of varied length and present their ideas in other ways (debate format, power point presentations, letter to the editor of the source, etc.)

The instructor may arrange the readings chronologically or thematically, start with the present (more familiar), then go back to the earlier periods or vice-versa. (CMO No.20, series of 2013).

- e. Credit units : 3 units
- f. Class Schedule : 3 hours per week

VIII. Program Outcomes in Relation to Program Educational Objectives

PROGRAM OUTCOMES		PROGRAM EDUCATIONAL OBJECTIVES		
		1	2	3
By the time of graduation, the students of the program shall have the ability to:				
(a)	Articulate and discuss the latest developments in the specific field of practice.			✓
(b)	Effectively communicate orally and in writing using both English and Filipino.			
(c)	Work effectively and independently in multi-disciplinary and multi-cultural teams			
(d)	Act in recognition of professional, social, and ethical responsibility.		✓	
(e)	Preserve and promote "Filipino historical and cultural heritage" (based on RA 7722).		✓	



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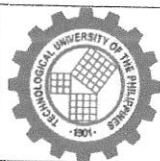
IX. Course Outcomes in Relation to Program Outcomes

COURSE OUTCOMES	PROGRAM OUTCOMES*				
	A	B	C	D	E
<i>After completing this course, the student must be able to:</i>					
1. Evaluate primary sources for their credibility, authenticity, and provenance				D	
2. Analyze the context, content, and perspective of different kinds of primary sources				D	
3. Determine the contribution of different kinds of primary sources in understanding Philippine history					D
4. Develop critical and analytical skills with exposure to primary sources	I				
5. Demonstrate the ability to use primary sources to argue in favor or against a particular issue	D			D	
6. Effectively communicate, using various techniques and genres, their historical analysis of particular events or issue that could help others the chosen topic				E	I
7. Propose recommendations / solutions to present-day problems based on their understanding of root causes and their anticipation of future scenarios	E			D	E
8. Display the ability to work in team and contribute to a group project				E	
9. Manifest interest in local history and concern in promoting and preserving our country's national patrimony and cultural heritage	D				E

I – Introductory course to an outcome (Formative course objective to an outcome)

E – Enabling course to an outcome (Course objective strengthening further an outcome)

D – Demonstrative to an out



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X. COURSE LEARNING PLAN

WEEK	Course Learning Outcomes (CLO)	TOPICS	Course Intended Learning Outcomes	Teaching and Learning Activities (TLA)	Resources and References	Mode of Delivery (Synchronous, Asynchronous, Offline)	ASSESSMENT TOOLS
1	CLO 1	Class Orientation Distribution of Reports/Presentation Introduction <ul style="list-style-type: none"> ○ Meaning and Relevance of History ○ Nature and Theories of History ○ Sources of History 	<ol style="list-style-type: none"> 1. Understand the concept of History, its various perspectives, and sources; and 2. Realize the changes History goes through 	OFFLINE: Classroom lecture, group works / activities, group presentations SYNCHRONOUS: lecture/discussion through live streaming, online meetings via MS Teams, Zoom, or Google Meet ASYNCHRONOUS: discussion forums, video responses, recorded presentations, collaborative suites, links and pages, LMS	Solmerano, E., Palencia, M., Galicia, R. (2018). Readings in Philippine History. Manila, Philippines: Fastbooks Educational Supply, Inc. Agoncillo, T.A. (2012) History of the Filipino People. 8th edition. Quezon City: C&E Publishing, Inc.	Offline Asynchronous Offline / Synchronous	Google Classroom Posting Review Questions / Recitation, Capstones / Class works Quiz



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				like Google Classroom, Edmodo, or Canvass			
2	CLO 2	<p>Unit 1 Overview on Philippine History</p> <ul style="list-style-type: none"> o Content and Contextual Analysis of Selected Primary Sources 	<ol style="list-style-type: none"> 1. Analyze the context, content, and perspective of different kinds of primary sources; 2. Determine the contribution of different kinds of primary sources in understanding Philippine history; 3. Develop critical and analytical skills with exposure to primary sources. 	<p>SYNCHRONOUS: lecture/discussion through live streaming, online meetings via MS Teams, Zoom, or Google Meet</p> <p>ASYNCHRONOUS: discussion forums, video responses, recorded presentations, collaborative suites, links and pages, LMS like Google Classroom, Edmodo, or Canvass</p>	<p>Solmerano, E., Palencia, M., Galicia, R. (2018). Readings in Philippine History. Manila, Philippines: Fastbooks Educational Supply, Inc.</p>	<p>Synchronous / Asynchronous</p>	<p>Google Classroom Posting</p> <p>Review Questions / Recitation,</p> <p>Capstones / Class works</p> <p>Quiz</p>
3	CLO 2 CLO 3	<p>Identification of the Historical Importance of the Text</p>	<ol style="list-style-type: none"> 1. Identify the various criteria that make a text historically important 	<p>SYNCHRONOUS: lecture/discussion through live streaming, online meetings via</p>	<p>Solmerano, E., Palencia, M., Galicia, R. (2018). Readings in Philippine</p>	<p>Asynchronous</p>	<p>Google Classroom Posting</p> <p>Review Questions</p>



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		<p>Examination of the Author's Main Argument and Point of View</p> <ul style="list-style-type: none"> ○ Suggested Reading: <i>Mga Tala ng Aking Buhay</i> by Gregoria de Jesus 	<ol style="list-style-type: none"> 2. Know the purposes of writing or creating texts 3. Develop critical thinking through analysis of persuasive texts 	<p>MS Teams, Zoom, or Google Meet</p> <p>ASYNCHRONOUS: discussion forums, video responses, recorded presentations, collaborative suites, links and pages, LMS like Google Classroom, Edmodo, or Canvass</p>	<p>History. Manila, Philippines: Fastbooks Educational Supply, Inc.</p>	<p>Synchronous / Asynchronous</p>	<p>/ Recitation, Capstones / Class works</p>
4	<p>CLO 3 CLO 4</p>	<p>Unit 2 Historical Text Analysis</p> <ul style="list-style-type: none"> ● <i>Spoliarium</i> by Juan Luna ● The Act of Declaration of Independence by Ambrosio R. Bautista 	<ol style="list-style-type: none"> 1. Analyze the content and context of the primary source, its technical components, meaning and values; 2. Determine the contribution of the primary source in understanding Philippine history 	<p>SYNCHRONOUS: lecture/discussion through live streaming, online meetings via MS Teams, Zoom, or Google Meet</p> <p>ASYNCHRONOUS: discussion forums, video responses, recorded presentations, collaborative suites, links and pages, LMS</p>	<p>Solmerano, E., Palencia, M., Galicia, R. (2018). Readings in Philippine History. Manila, Philippines: Fastbooks Educational Supply, Inc.</p> <p>Agoncillo, T.A. (2012) History of the Filipino</p>	<p>Offline / Synchronous</p>	<p>Google Classroom Posting</p> <p>Review Questions / Recitation, Research Paper and Presentation / Class works</p>



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				like Google Classroom, Edmodo, or Canvass	People. 8th edition. Quezon City: C&E Publishing, Inc.		Quiz
5	CLO 4 CLO 5	<ul style="list-style-type: none"> o The Making of the Philippine Flag by Fernando Amorsolo o The Cavite Mutiny 	<ol style="list-style-type: none"> 1. Analyze the content and context of the primary source, its technical components, meaning and values; 2. Determine the contribution of the primary source in understanding Philippine history; 3. Evaluate the conflicting accounts on a controversy in the history of the Philippines 4. Elaborate a position on a controversy and derive sound conclusions based on evidences 	<p>SYNCHRONOUS: lecture/discussion through live streaming, online meetings via MS Teams, Zoom, or Google Meet</p> <p>ASYNCHRONOUS: discussion forums, video responses, recorded presentations, collaborative suites, links and pages, LMS like Google Classroom, Edmodo, or Canvass</p>	<p>Solmerano, E., Palencia, M., Galicia, R. (2018). Readings in Philippine History. Manila, Philippines: Fastbooks Educational Supply, Inc.</p>	<p>Offline / Synchronous</p>	<p>Google Classroom Posting</p> <p>Review Questions / Recitation,</p> <p>Research Paper and Presentation / Class works</p> <p>Quiz</p>



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6-7	CLO 4 CLO 5	<p>“One Past but Many Histories” Controversies and Conflicting Views in Philippine History</p> <ul style="list-style-type: none"> ○ The Site of the First Mass ○ <i>Kartilya ng Katipunan</i> by Emilio Jacinto 	<ol style="list-style-type: none"> 1. Analyze the content and context of the primary source, its technical components, meaning and values; 2. Determine the contribution of the primary source in understanding Philippine history; 3. Evaluate the conflicting accounts on a controversy in the history of the Philippines 4. Elaborate a position on a controversy and derive sound conclusions based on evidences 	<p>SYNCHRONOUS: lecture/discussion through live streaming, online meetings via MS Teams, Zoom, or Google Meet</p> <p>ASYNCHRONOUS: discussion forums, video responses, recorded presentations, collaborative suites, links and pages, LMS like Google Classroom, Edmodo, or Canvass</p>	<p>Solmerano, E., Palencia, M., Galicia, R. (2018). Readings in Philippine History. Manila, Philippines: Fastbooks Educational Supply, Inc.</p> <p>Agoncillo, T.A. (2012) History of the Filipino People. 8th edition. Quezon City: C&E Publishing, Inc.</p>	Offline / Synchronous	<p>Google Classroom Posting</p> <p>Review Questions / Recitation,</p> <p>Research Paper and Presentation / Class works</p> <p>Quiz</p>
8-9 10	CLO 5	<p>Unit 3 “One past but many histories” Controversies and Conflicting Views in Philippine History</p>	<ol style="list-style-type: none"> 1. Analyze the content and context of the primary source, its technical components, 	<p>SYNCHRONOUS: lecture/discussion through live streaming, online meetings via</p>	<p>Solmerano, E., Palencia, M., Galicia, R. (2018). Readings in Philippine</p>	Offline / Synchronous	<p>Google Classroom Posting</p> <p>Review Questions</p>



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		<ul style="list-style-type: none"> ○ The Retraction of Rizal ○ The Cry of Balintawak or Pugadlawin 	<p>meaning and values;</p> <ol style="list-style-type: none"> 2. Determine the contribution of the primary source in understanding Philippine history; 3. Evaluate the conflicting accounts on a controversy in the history of the Philippines 4. Elaborate a position on a controversy and derive sound conclusions based on evidences 	<p>MS Teams, Zoom, or Google Meet</p> <p>ASYNCHRONOUS: discussion forums, video responses, recorded presentations, collaborative suites, links and pages, LMS like Google Classroom, Edmodo, or Canvass</p>	<p>History. Manila, Philippines: Fastbooks Educational Supply, Inc.</p> <p>Agoncillo, T.A. (2012) History of the Filipino People. 8th edition. Quezon City: C&E Publishing, Inc.</p>		<p>/ Recitation,</p> <p>Research Paper and Presentation / Class works</p> <p>Quiz</p>
11	CLO 6 CLO 7	<p>Unit 4 Analysis of Current Social, Political, Economic, and Cultural Issues in Philippine History from current events / news articles</p> <p>Sample Topic:</p> <ul style="list-style-type: none"> ● The Bacoor Assembly 	<ol style="list-style-type: none"> 1. Understand the present social issues and problems in the Philippines. 2. Gain awareness of social conditions through our own life experience, the media, and education. 	<p>SYNCHRONOUS: lecture/discussion through live streaming, online meetings via MS Teams, Zoom, or Google Meet</p> <p>ASYNCHRONOUS:</p>	<p>Manila Bulletin, Philippine Daily Inquirer, BusinessWorld, The Philippine Star, ABS-CBN News, GMA News, other news sites</p>	<p>Synchronous</p> <p>Asynchronous</p>	<p>Google Classroom Posting</p> <p>Review Questions / Recitation,</p>



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		<p>Mandatory Topics</p> <ul style="list-style-type: none"> The Comprehensive Agrarian Reform Program (R.A. 6657) 		<p>discussion forums, video responses, recorded presentations, collaborative suites, links and pages, LMS like Google Classroom, Edmodo, or Canvass</p>			<p>Capstones / Class works</p> <p>Quiz</p>
12		MIDTERM EXAMINATION					WRITTE N / ORAL EXAMINATION
13		ACADEMIC CONSOLIDATION					
14	CLO 7	<p>The Evolution of the Philippine Constitution</p> <ul style="list-style-type: none"> 1899 (Malolos Constitution) 1935 Constitution 1973 Constitution 1987 Constitution 	<ol style="list-style-type: none"> Compare the four constitutions of the Philippines by reviewing the historical events that led to it; Discuss the fundamental structures that created the government 	<p>SYNCHRONOUS: lecture/discussion through live streaming, online meetings via MS Teams, Zoom, or Google Meet</p> <p>ASYNCHRONOUS: discussion forums, video responses, recorded</p>	<p>Agoncillo, T.A. History of the Filipino People. 8th edition</p> <p>De Leon, H.S., De Leon Jr., H.M. Textbook on the Philippine Constitution. 2014 edition</p>	<p>Offline / Synchronous</p>	<p>Google Classroom Posting</p> <p>Review Questions / Recitation,</p> <p>Capstones / Class works</p>



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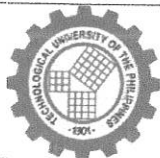
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		<ul style="list-style-type: none"> Suggested Documentary Film: <i>Batas Militar</i> 		<p>presentations, collaborative suites, links and pages, LMS like Google Classroom, Edmodo, or Canvass</p>			Quiz
15	CLO 7	<p>Taxation</p> <ul style="list-style-type: none"> A Background on the T.R.A.I.N. Law 	<ol style="list-style-type: none"> Assess the current taxation process of the Philippines; Evaluate the present plight of the Philippine society through the tax system 	<p>SYNCHRONOUS: lecture/discussion through live streaming, online meetings via MS Teams, Zoom, or Google Meet</p> <p>ASYNCHRONOUS: discussion forums, video responses, recorded presentations, collaborative suites, links and pages, LMS like Google Classroom, Edmodo, or Canvass</p>	<p>The Tax Reform for Acceleration and Inclusion (TRAIN) Act. (2017). Retrieved from https://taxreform.dof.gov.ph/news-and-updates/the-tax-reform-for-acceleration-and-inclusion-train-act/</p> <p>TRAIN Package One: A Need-To-Know Guide to Republic Act 10963. (2018). Retrieved from https://primer.co</p>	<p>Synchronous</p> <p>Asynchronous</p>	<p>Google Classroom Posting</p> <p>Review Questions / Recitation,</p> <p>Capstones / Class works</p> <p>Quiz</p>



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					guides/2018/01/04/train-package-one-a-need-to-know-guide-to-republic-act-10963/		
16	CLO 6	<p>Other Sample Topics</p> <ul style="list-style-type: none"> • Article III of the 1987 Philippine Constitution • Filipino Cultural Heritage • Government Peace Treaties with Muslim Filipinos • Institutional History of School • Biography of a Prominent Filipino 	<ol style="list-style-type: none"> 1. Apply the research techniques on the chosen topic through content and contextual analysis, determination of purpose and main argument, and historical and social importance; 2. Recommend actions and suggest solutions that may be found on the chosen topic 	<p>SYNCHRONOUS: lecture/discussion through live streaming, online meetings via MS Teams, Zoom, or Google Meet</p> <p>ASYNCHRONOUS: discussion forums, video responses, recorded presentations, collaborative suites, links and pages, LMS like Google Classroom, Edmodo, or Canvass</p>	<p>De Leon, H.S., De Leon Jr., H.M. Textbook on the Philippine Constitution. 2014 edition</p> <p>Official Gazette of the Republic of the Philippines https://www.officialgazette.gov.ph/constitutions/the-1987-constitution-of-the-republic-of-the-philippines/the-1987-constitution-of-the-republic-of-</p>	<p>Offline / Synchronous</p> <p>Asynchronous</p>	<p>Google Classroom Posting</p> <p>Review Questions / Recitation,</p> <p>Capstones / Class works</p> <p>Quiz</p>



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					the-philippines-article-iii/		
17	CLO 9	<p>Unit 5 Critical evaluation and promotion of local and oral history, museums, historical shrines, cultural performances, indigenous practices, religious rites and rituals, etc.</p> <p>Sample Material: Renato Constantino's Essay, "The Corrupt Society"</p>	<ol style="list-style-type: none"> 1. Manifest concern on the totality of the Philippine society; 2. Demonstrate an appreciation for the country's national patrimony and cultural heritage 	<p>SYNCHRONOUS: lecture/discussion through live streaming, online meetings via MS Teams, Zoom, or Google Meet</p> <p>ASYNCHRONOUS: discussion forums, video responses, recorded presentations, collaborative suites, links and pages, LMS like Google Classroom, Edmodo, or Canvass</p>	<p>Constantino, R. (1978). Neocolonial Identity and Counter-consciousness: Essays on Cultural Decolonization</p>	<p>Offline / Synchronous</p> <p>Asynchronous</p>	<p>Google Classroom Posting</p> <p>Review Questions / Recitation,</p> <p>Capstones / Class works</p>
18		FINAL EXAMINATION					WRITEN / ORAL EXAMINATION



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XI. Learning Resources/ Textbook(s)

- Solmerano, E., Palencia, M., Galicia, R. (2018). *Readings in Philippine History*. Manila, Philippines: Fastbooks Educational Supply, Inc.
 Agoncillo, T.A. (2012) *History of the Filipino People*. 8th edition. Quezon City: C&E Publishing, Inc.
 De Leon, H.S., De Leon Jr., H.M. Textbook on the Philippine Constitution. 2014 edition

XII. COURSE REQUIREMENTS/ GRADING SYSTEM

Major Exams	40%
Quizzes	30%
Class Participation (Class works and Assignments, Recitation)	30%
TOTAL	100%

XIII. COURSE POLICIES/GUIDELINES

1. A seat plan may be provided by the professor.
2. Absences and tardiness are allowed only up to 20% of the total number of hours throughout the semester.
3. For missed classes, quizzes, class works, and examinations, inform your professor.
4. Students are expected to behave in a respectful and professional manner.
5. During class, phones or any electronics devices should be in silent mode. Get phone calls outside of class.
6. During quiz, tests or exams, electronics devices, including cell phones, are not permitted.
7. During class discussions/presentations and when not specifically asked, refrain from speaking to other students.

COURSE TITLE	DATE EFFECTIVE	REVISION NO. /DATE	PREPARED BY:	REVIEWED BY:	APPROVED BY:
READINGS IN PHILIPPINE HISTORY		Revision No. 5 2 nd Semester SY 2022-2023	 Ms. Emmie N. Opalalic, Faculty, DLA Prof. Mylene A. Genido, RGC, Faculty, DLA Ms. Diana B. Estrella Faculty, DLA	 Dr. Emily L. Beltran, Head, DLA	 Prof. Maria Cecilia N. Reyes, Asst. Director for Academic Affairs

	<p style="text-align: center;">TECHNOLOGICAL UNIVERSITY OF THE PHILIPPINES CAVITE CAMPUS Carlos Q. Trinidad Avenue, Salawag, Dasmariñas City, Cavite, Philippines Telefax: (046) 416-4920 Email: cavite@tup.edu.ph Website: www.tup.edu.ph</p>	
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COURSE CODE: GEC8

COURSE TITLE: Ethics

I. Vision

The Technological University of the Philippines shall be a premiere state university with recognized excellence in engineering and technology education at par with the leading universities in ASEAN region.

II. University Mission

The University shall provide higher and advanced vocational, technical, industrial, and professional education and training in the industries and technology and practical arts leading to certificates, diplomas and degrees. It shall provide progressive leadership in applied research, development studies in technical, industrial and technological fields and production using indigenous materials, effect technology transfer in the countryside; and assist in the development of small and medium scale industries in identified growth centers. (as embodied in Section 2 P.D. No. 1518)

III. Campus Goals


1. Quality and responsive curricular offerings
2. Excellence in engineering, technology research and innovation
3. Leadership in community services
4. Strengthening capability & competence
5. Modernized university systems & efficient management of resources to support expansion
6. Increased financial viability
7. Enhanced Network and Sustained Collaboration Initiatives

IV. Quality Policy and Core Values

Technological University of the Philippines shall commit continuously to provide quality higher and advanced technological education, and improve continually its value to customers through enhancement of personnel competence and effective Quality Management System (QMS), compliant to statutory and regulatory requirements.

TUP shall adhere to its core values, TUPIANS, as follows:

- **T**ransparency and participatory governance;
- **U**nity and Cooperation in the pursuit of TUP mission, goals, and objectives;
- **P**rofessionalism in the discharge of quality service;
- **I**ntegrity and consistent commitment to maintain the good name of the University;
- **A**ccountability for individual and organizational quality performance;
- **N**ationalism through tangible contributions to the rapid economic growth of the country; and
- **S**hared responsibility, hard work, and resourcefulness in compliance to the national mandates of the University

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V. Department Objectives

1. To offer relevant and responsive curricular programs.
2. To initiate/ conduct research in pedagogy and related educational technology.
3. To intensify community involvement through extension programs and projects.
4. To produce teachers who understand and appreciate human values and ideas.
5. To imbue prospective teachers with desirable characteristics.

VI. Program Education Objectives

The BTLEd/BSIE program aims to develop highly competent and motivated teachers in Technology and Livelihood Education for Grades 4-8. The curriculum shall impart a body of knowledge, skills, attitudes, values, and experiences that will provide prospective Grade 4-8 EPP/TLE Teachers with the necessary competencies essential for effective teaching and at the same time are accredited TVET Trainors and Assessors. Specifically, upon completion of the program, graduates are expected to be able to:

1. apply the knowledge and technical skills in mathematics, science, social sciences, and language to a broad range of technical-vocational activities;
2. exhibit thorough understanding and appreciation of the teaching profession through effective and responsive pedagogies; and
3. demonstrate higher level of coherent knowledge, skills, attitudes, and values in the field of technical-vocational education and training.

VII. Course Contents

- a. Course Code : GEC8
- b. Course Title : Ethics
- c. Pre-requisite/Co-requisite : None
- d. Course Description:

Ethics deals with principles of ethical behavior in modern society at the level of the person, society, and in interaction with the environment and other shared resources. (CMO 20 s 2013)

Morality pertains to the standards of right and wrong that an individual originally picks up from the community. The course discusses the context and principles of ethical behavior in modern society at the level of the individual, society, and in interaction with the environment and other shared resources. The course also teaches students to make moral decision by using dominant moral

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frameworks and by applying a seven-step moral reasoning model to analyze and solve moral dilemmas.

The course is organized according to the three (3) main elements of moral experience: (a) agent, including context – cultural, communal, and environmental; (b) the act; and (c) reason or framework (for the act).

This course includes the mandatory topic on taxation.

- e. Credit units : 3 units
- f. Class Schedule : 3 hours per week

VIII. Program Outcomes in Relation to Program Educational Objectives

PROGRAM OUTCOMES		PROGRAM EDUCATIONAL OBJECTIVES		
		1	2	3
By the time of graduation, the students of the program shall have the ability to:				
(a)	Articulate and discuss the latest developments in the specific field of practice.			✓
(b)	Effectively communicate orally and in writing using both English and Filipino.			
(c)	Work effectively and independently in multi-disciplinary and multi-cultural teams			
(d)	Act in recognition of professional, social, and ethical responsibility.		✓	
(e)	Preserve and promote "Filipino historical and cultural heritage" (based on RA 7722).		✓	

IX. Course Outcomes in Relation to Program Outcomes

COURSE OUTCOMES**	PROGRAM OUTCOMES*				
	A	B	C	D	E
1. Differentiate between moral and non-moral problems	I			E	
2. Describe what a moral experience is as it happens in different levels of human existence	I				



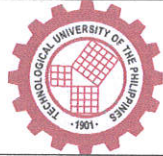
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3. Explain the influence of Filipino culture on the way students look at moral experiences and solve moral dilemmas				D	I
4. Describe the elements of moral development and moral experience					
5. Use ethical frameworks or principles to analyze moral experiences	D			E	
6. Make sound ethical judgments based on principles, facts, and the stakeholders affected	I			I	
7. Develop sensitivity to common good				D	
8. Understand and internalize the principles of ethical behavior in modern society at the level of the person, society, and in interaction with the environment and other shared resources	I				

I – Introductory course to an outcome (Formative course objective to an outcome)
E – Enabling course to an outcome (Course objective strengthening further an outcome)
D – Demonstrative to an out



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X. COURSE LEARNING PLAN

WEEK	Course Learning Outcomes (CLO)	TOPICS	Course Intended Learning Outcomes	Teaching and Learning Activities (TLA)	Resources and References	Mode of Delivery (Synchronous, Asynchronous, Offline)	ASSESSMENT TOOLS
1 - 3	CLO 1	Class Orientation Distribution of Reports/Presentation Introduction <ul style="list-style-type: none"> o The Study of Philosophy o Ethics and Rules o Moral and Non-moral standards 	<ol style="list-style-type: none"> 1. Identify the principles and method of philosophy; 2. Classify morals and laws; 3. Recognize the advancements, both moral and immoral. 	Lecture/Discussion, Live Streaming, Online Meetings MS Teams, Zoom, G Meet Discussion Forum, Video Responses, Recorded Presentations, Collaborative Suites, Messenger, Viber, Links and Pages	Kornberger, M. and A. D. Brown. "Ethics" as a Discursive Resource for Identity Work. <i>Human Relations</i> 60:3 (2007): 497-518. http://www.bbc.co.uk/ethics/introduction/intro1.shtml	Offline Asynchronous Offline Synchronous	Google Classroom Streaming Review Questions, Capstones / Class works Quiz
4	CLO 2	Moral Dilemmas <ul style="list-style-type: none"> o The three levels of moral dilemmas: individual, 	<ol style="list-style-type: none"> 1. Explain the principles behind moral dilemmas 2. Sort the severity of moral conundrums. 	Lecture/Discussion, Live Streaming, Online Meetings MS Teams, Zoom, G Meet	Leaña Jr., R.D. (2018). <i>Ethics for College Students: CHED Curriculum</i>	Offline / Synchronous	Google Classroom Streaming Review Questions,



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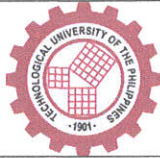
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		organizational, structural	3. Recognize the variations and parallels among moral conundrums at the individual, organizational, and structural levels.	Discussion Forum, Video Responses, Recorded Presentations, Collaborative Suites, Messenger, Viber, Links and Pages	<i>Compliant.</i> Manila City: Mindshapers Co., Inc. Rachels, J. (2004). <i>The Elements of Moral Philosophy</i> . 4 th ed. New York: McGraw-Hill College.		Capstones / Class works
5 - 6	CLO 3	Freedom as the Foundation of Moral Acts (Immanuel Kant) Culture and How It Defines Our Moral Behavior <ul style="list-style-type: none"> o Cultural Relativism o The Filipino Way 	1. Recognize Freedom as the Basis of Moral Acts as proposed by Immanuel Kant. 2. Describe Filipino culture and how it influences moral conduct. 3. Describe how Filipino culture affects how students see moral situations	Lecture/Discussion, Live Streaming, Online Meetings MS Teams, Zoom, G Meet Discussion Forum, Video Responses, Recorded Presentations, Collaborative Suites,	Buenafior, L.E., Masarap, A.T., Boleche Jr., C.O., Bustamante, J.M. (2018). <i>Unraveling the Absolute Moral Principle: Ethics for Filipino</i>	Offline Offline / Synchronous	Google Classroom Streaming Review Questions, Capstones / Class works Quiz



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			and resolve moral conundrums.	Messenger, Viber, Links and Pages	<p><i>Students.</i> Mandaluyong City: Books Atbp. Publishing Corp.</p> <p>https://fee.org/articles/immanuel-kant-and-the-philosophy-of-freedom/</p> <p>https://courses.lumenlearning.com/culturalanthropology/chapter/cultural-relativism/</p>		
7	CLO 6, 7 and 8	Universal Values	<ol style="list-style-type: none"> 1. Recognize the 10 Most Valuable Universal Principles 2. List different Filipino values 3. Describe how universal values have influenced Filipino culture and how this has 	<p>Lecture/Discussion, Live Streaming, Online Meetings</p> <p>MS Teams, Zoom, G Meet</p> <p>Discussion Forum, Video Responses, Recorded Presentations,</p>	<p>Sokolova, R.I. (2014). <i>Universal Human Values</i>. Retrieved on July 2022 from https://www.tandfonline.com/doi</p>	Synchronous	<p>Google Classroom Streaming</p> <p>Review Questions,</p> <p>Capstones / Class works</p>



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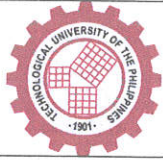
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			affected people's conduct and society at large.	Collaborative Suites, Messenger, Viber, Links and Pages	/citedby/10.2753/RSP1061-1967330482?scroll=top&needAccess=true <i>Universal Declaration of Human Rights.</i> Retrieved on July 2022 from https://www.un.org/en/about-us/universal-declaration-of-human-rights	Asynchronous	
8	CLO 2 and 4	<p>Moral Development</p> <ul style="list-style-type: none"> ○ Lawrence Kohlberg's Stages of Moral Development ○ Carol Gilligan's Critic of Kohlberg (In a Different Voice, 1982) 	<ol style="list-style-type: none"> 1. Recognize Lawrence Kohlberg's Theory of Moral Development. 2. Describe Carol Gilligan's perspective on Kohlberg's Moral Development. 3. Describe the underlying principles 	<p>Lecture/Discussion, Live Streaming, Online Meetings</p> <p>MS Teams, Zoom, G Meet</p> <p>Discussion Forum, Video Responses, Recorded</p>	<p>Agapay, R.B. (2008). Ethics and the Filipino: A Manual on Morals for Students and Educators.</p>	<p>Offline / Synchronous</p> <p>Asynchronous</p>	<p>Google Classroom Streaming</p> <p>Review Questions,</p> <p>Capstones / Class works</p>



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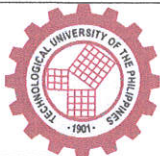
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			of moral development from a Filipino perspective.	Presentations, Collaborative Suites, Messenger, Viber, Links and Pages	National Book Store, Inc. Bustamante, J.M. (2018). Unraveling the Absolute Moral Principle: Ethics for Filipino Students. Mandaluyong City: Books Atbp. Publishing Corp. Clark, K.J., Poortenga, A. (2003). The Story of Ethics. New Jersey: Prentice Hall		Quiz
9	CLO 6, 7, and 8	Reason and Impartiality as Requirements for Ethics	1. Recognize the distinctions between reason, feelings, and volition when	Lecture/Discussion, Live Streaming, Online Meetings	Jollimore, T. "Impartiality", The Stanford	Offline / Synchronous	Google Classroom Streaming



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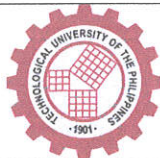
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		<ul style="list-style-type: none"> o Feelings and Reason o The 7-step Moral Reasoning Model o The Difference Between Reason and Will 	<p>making moral choices;</p> <p>2. Determine how such factors fit into a sound decision-making process.</p>	<p>MS Teams, Zoom, G Meet</p> <p>Discussion Forum, Video Responses, Recorded Presentations, Collaborative Suites, Messenger, Viber, Links and Pages</p>	<p>Encyclopedia of Philosophy (Summer 2020 Edition), Edward N. Zalta (ed.), URL = <https://plato.stanford.edu/archives/sum2020/entries/impartiality/>.</p> <p>"Impartiality." Encyclopedia of Philosophy. Retrieved August 10, 2020 from Encyclopedia.com: https://www.encyclopedia.com/humanities/encyclopedias-almanacs-transcripts-and-</p>	<p>Asynchronous</p>	<p>Review Questions, Capstones / Class works</p>
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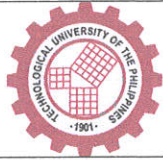
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					maps/impartiality		
10-11	CLO 6, 7 and 8	<p>Ethical Schools and Theories</p> <ul style="list-style-type: none"> ○ Aristotle and St. Thomas Aquinas ○ Utilitarianism ○ Nietzsche and Power Ethics ○ John Rawl's Ethics and Justice 	<ol style="list-style-type: none"> 1. Recognize and distinguish between the major ethical theories and philosophical systems. 2. Recognize the role that various ethical theories and schools of thought have in helping people make morally good decisions 	<p>Lecture/Discussion, Live Streaming, Online Meetings MS Teams, Zoom, G Meet</p> <p>Discussion Forum, Video Responses, Recorded Presentations, Collaborative Suites, Messenger, Viber, Links and Pages</p>	<p>Anderson, R. Lanier, "Friedrich Nietzsche", <i>The Stanford Encyclopedia of Philosophy</i> (Summer 2017 Edition), Edward N. Zalta (ed.), URL = <https://plato.stanford.edu/archives/sum2017/entries/nietzsche/> Aristotle's Ethics. Retrieved from https://philosophy.lander.edu/ethics/aristotle1.htm</p>	<p>Synchronous</p> <p>Asynchronous</p>	<p>Google Classroom Streaming</p> <p>Review Questions,</p> <p>Capstones / Class works</p>



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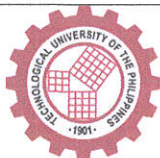
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					ies/redistribution />. "Taxation and Moral Obligation." New Catholic Encyclopedia. . Retrieved June 21, 2022 from Encyclopedia.com: https://www.encyclopedia.com/religion/encyclopedias-almanacs-transcripts-and-maps/taxation-and-moral-obligation		
14	CLO 6, 7 and 8	Globalization and Its Ethical Challenges <ul style="list-style-type: none"> o Millenials and Fillenials: Ethical 	1. Recognize the generational divide among Filipinos who are a part of the global age;	Lecture/Discussion, Live Streaming, Online Meetings MS Teams, Zoom, G Meet	Ayers, R. (2021). The Moral Dilemmas of Globalization.	Offline / Synchronous	Google Classroom Streaming Review Questions,



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		Challenges and Responses	2. List the traits that make Filipino Millennials who they are.	Discussion Forum, Video Responses, Recorded Presentations, Collaborative Suites, Messenger, Viber, Links and Pages	Retrieved on July 2022 from https://www.khub.net/ Ehrenfeld, S. (2012). Ethical Dilemmas of Globalization. Retrieved on July 2022 from https://ethicalfocus.org/ethical-dilemmas-of-globalization/ <i>Understanding Filipino Millennials: Top 10 Traits of a Typical Millennial.</i> Leapout Digital. Retrieved from https://leapoutdigital.com/unders	Asynchronous	Capstones / Class works
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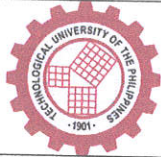
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					standing-filipino-millennials-top-10-traits-of-a-typical-filennial/		
15	CLO 6, 7 and 8	<p>Applied Ethics: Human Sexuality and Relationships</p> <p>Sample Debate Topics and sample Infomercial video presentations:</p> <ul style="list-style-type: none"> • Same-sex Marriage • Divorce and Separation • Hook-up Culture 	<ol style="list-style-type: none"> 1. Recognize the moral consequences of human sexual complexity; 2. Have a thorough understanding of the numerous ideas and subjects related to the morality of human sexuality. 	<p>Lecture/Discussion, Academic Debate, Live Streaming, Online Meetings</p> <p>MS Teams, Zoom, G Meet</p> <p>Discussion Forum, Video Responses, Recorded Presentations, Collaborative Suites, Messenger, Viber, Links and Pages</p>	<p>Wondra, E. (2011). The Goods of Human Sexuality: Ethics and Moral Theology. Cambridge University Press. Retrieved from https://www.cambridge.org/core/journals/journal-of-anglican-studies/article/goods-of-human-sexuality-ethics-and-moral-theology/5FB665</p>	<p>Offline / Synchronous</p> <p>Asynchronous</p>	<p>Google Classroom Streaming</p> <p>Review Questions,</p> <p>Capstones / Class works</p> <p>Quiz</p>



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					5E5517D2E812A CA714E6766926 "Sexuality and Gender ." Renaissance: An Encyclopedia for Students. . Retrieved June 21, 2022 from Encyclopedia.com: https://www.encyclopedia.com/humanities/encyclopedias-almanacs-transcripts-and-maps/sexuality-and-gender		
16	CLO 6, 7 and 8	Applied Ethics: Life and Death Ethical Principles and Considerations on Choices	1. List the key reasons for and against making decisions regarding life and death;	Lecture/Discussion, Academic Debate, Live Streaming, Online Meetings	Pojman, L. (2000). Life and Death. 2nd	Offline / Synchronous	Google Classroom Streaming



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		<p>Sample Debate Topics and sample Infomercial video presentations:</p> <ul style="list-style-type: none"> • Euthanasia and Suicide • Contraception and Abortion • Capital Punishment 	<p>2. Describe why morality is based on the decision between life and death.</p>	<p>MS Teams, Zoom, G Meet</p> <p>Discussion Forum, Video Responses, Recorded Presentations, Collaborative Suites, Messenger, Viber, Links and Pages</p>	<p>edition. Ontario, Wadsworth</p> <p>Ruggiero, V. (2001). Thinking critically about ethical issues. 5th edition. New York: McGraw-Hill</p>	<p>Asynchronous</p>	<p>Review Questions,</p> <p>Capstones / Class works</p> <p>Quiz</p>
17	CLO 6, 7 and 8	<p>Applied Ethics: Environmental Ethics</p> <ul style="list-style-type: none"> • Top Environmental Problems of the 21st Century • Holistic Approach to Environment <p>Sample Debate Topics and sample Infomercial video presentations:</p> <ul style="list-style-type: none"> • Air/Land/Water pollutions • Climate change 	<p>1. Recognize the most prevalent environmental issues of the twenty-first century;</p> <p>2. Examine how humans affect the environment and other contributing factors to environmental issues.</p>	<p>Lecture/Discussion, Live Streaming, Online Meetings</p> <p>MS Teams, Zoom, G Meet</p> <p>Discussion Forum, Video Responses, Recorded Presentations, Collaborative Suites, Messenger, Viber, Links and Pages</p>	<p>Pojman, L.P., Pojman, P., McShane, K. (2017). Environmental Ethics: Readings in Theory and Application. Boston, MA, USA: Cengage Learning</p>	<p>Offline / Synchronous</p> <p>Asynchronous</p>	<p>Google Classroom Streaming</p> <p>Review Questions,</p> <p>Capstones / Class works</p> <p>Quiz</p>



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		<ul style="list-style-type: none">• Environmental degradation• Deforestation					
18		FINAL EXAMINATION					Written or Oral Examination



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XI. Learning Resources/ Textbook(s)

Buenafior, L.E., Masarap, A.T., Boleche Jr., C.O., Bustamante, J.M. (2018). *Unraveling the Absolute Moral Principle: Ethics for Filipino Students*. Mandaluyong City: Books Atbp. Publishing Corp.

Leafño Jr., R.D. (2018). *Ethics for College Students: CHED Curriculum Compliant*. Manila City: Mindshapers Co., Inc.

Rachels, J. (2004). *The Elements of Moral Philosophy*. 4th ed. New York: McGraw-Hill College.

Bulang Jr., O.G., et. al. (2018) *Ethics: Foundations of Moral Valuation*. Rex Bookstore

XII. COURSE REQUIREMENTS/ GRADING SYSTEM

Major Exams	40%
Class Participation (Oral Report, Class works, Assignments, Recitation, Debate, Video Presentation, Final output)	30%
Quizzes	30%
TOTAL	100%

XIII. COURSE POLICIES/GUIDELINES

1. A seat plan may be provided by the professor.
2. Absences and tardiness are allowed only up to 20% of the total number of hours throughout the semester.
3. For missed classes, quizzes, class works, and examinations, inform your professor.
4. Students are expected to behave in a respectful and professional manner.
5. During class, phones or any electronics devices should be in silent mode. Get phone calls outside of class.
6. During quiz, tests or exams, electronics devices, including cell phones, are not permitted.
7. During class discussions/presentations and when not specifically asked, refrain from speaking to other students.

COURSE TITLE	DATE EFFECTIVE	REVISION NO. /DATE	PREPARED BY:	REVIEWED BY:	APPROVED BY:
Ethics	March 06, 2023 2 nd Semester SY 2022-2023	Revision No. 7 February 28, 2023	 Prof. Mylene A. Genido, RGC, Faculty, DLA Ms. Diana B. Estrella Faculty, DLA	 Dr. Emily L. Beltran, Head, DLA	 Prof. Maria Cecilia N. Reyes, Asst. Director for Academic Affairs