

	<b>TECHNOLOGICAL UNIVERSITY OF THE PHILIPPINES</b> <b>CAVITE CAMPUS</b> Carlos Q. Trinidad Avenue, Salawag, Dasmariñas City, Cavite, Philippines Telefax: (046) 416-4920 Email: cavite@tup.edu.ph   Website: www.tup.edu.ph	
	<b>OAA</b>	<b>COURSE SYLLABUS</b>

**COURSE CODE: PROFED6**
**COURSE TITLE: BUILDING AND ENHANCING NEW LITERACIES ACROSS THE CURRICULUM WITH EMPHASIS ON THE 21ST CENTURY SKILLS**
**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 researches 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 : **PROFED6**
- b. Course Title : **Building and Enhancing New Literacies Across the Curriculum with Emphasis on 21st Century Skills**
- c. Pre-requisite/Co-requisite : **None**
- d. Course Description: **The focus of this course is on transversal skills which employers identified as very important for a person to possess in order to strengthen the individual capacity and employability. In this course, the students will be able to identify competencies that illustrate the learning domains of critical and innovative thinking, interpersonal skills, intrapersonal skills, global citizenship, and media and information literacy. Through this course, the students will be able to demonstrate the interplay of these transversal skills learning domains in different context.**
- e. Credit units : 3
- f. Class Schedule : 3 hrs./week

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### 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 the rootedness of education in philosophical, socio-cultural, historical, psychological, and political contexts.	✓	✓	✓
(b)	Demonstrate mastery of subject matter/discipline.		✓	✓
(c)	Facilitate learning using a wide range of teaching methodologies and delivery modes appropriate to specific learners and their environments.	✓	✓	✓
(d)	Develop innovative curricula, instructional plans, teaching approaches, and resource for diverse learners.	✓	✓	✓
(e)	Apply skills in the development and utilization of ICT to promote quality, relevant, and sustainable educational practices.	✓	✓	
(f)	Demonstrate a variety of thinking skills in planning, monitoring, assessing, and reporting learning processes and outcomes.		✓	✓
(g)	Practice professional and ethical teaching standards sensitive to the local, national and global realities.	✓	✓	✓
(h)	Pursue lifelong learning for personal and professional growth through varied experiential and field-based opportunities.	✓	✓	✓

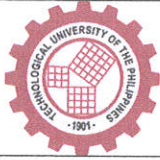
### IX. Course Outcomes in Relation to Program Outcomes

COURSE OUTCOMES	PROGRAM OUTCOMES							
	A	B	C	D	E	F	G	H
1. Demonstrate content knowledge and its application within and/or across curriculum teaching areas	E	E	E	I	I	I	I	I
2. Demonstrate knowledge of teaching strategies that promote literacy skills	E	E	E	I	I	I	I	I
3. Apply teaching strategies that develop learner's critical and creative thinking and/or other higher order thinking skills	E	E	E	I	I	I	I	I
4. Show skills in the selection, development and use of variety of teaching and learning resources.	E	E	E	I	I	I	I	I
5. Demonstrate skills in the positive use of ICT.	E	E	E	I	I	I	I	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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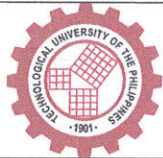
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**X. COURSE LEARNING PLAN**

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		Orientation; Dissemination and Discussion of the Course Syllabus and Course Requirements; Class Orientation; Discussion of Course Policies		Orientation			
2-4	CO 1	<p><b>Unit 1 – Introduction of Key Concepts</b></p> <p><b>A. Definition of traditional literacies</b></p> <ol style="list-style-type: none"> <li>Traditional literacy</li> <li>Functional literacy</li> <li>Early literacy/emergent literacy</li> <li>Basic literacy and skills</li> </ol> <p><b>B. Definitions of the 21<sup>st</sup> century literacies</b></p> <p>The 21<sup>st</sup> century literacies and skills</p>	<p>At the end of the unit, the pre-service teacher can:</p> <ol style="list-style-type: none"> <li>compare the basic concepts of traditional and 21<sup>st</sup> century literacies and skills</li> <li>explain the features and critical attributes of the 21<sup>st</sup> century literacies</li> </ol>	<p>Facilitated Classroom Discussion.</p> <p>Socialized recitation</p> <p>Lecture-demo on the basic strategies to promote learners' literacy</p>	<p>Llagas, A.T. Corpuz, B. &amp; Bilbao, P. (2016). <i>Becoming a 21st Century Educational Leader</i></p> <p>Lucido, Paz I. (2012). <i>Teaching New Literacy in a Digital Environment</i>. Vol 1. Q.C. Lorimar Publishing, Inc.</p>	Synchronous	<p>Summative Quizzes</p> <p>Facilitative Discussion</p> <p>Small Group presentation outputs</p> <p>Reflection Paper</p>



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		<ol style="list-style-type: none"><li>1. Globalization and multi-cultural literacy</li><li>2. Social literacy</li><li>3. Media literacy</li><li>4. Financial literacy</li><li>5. Cyber/Digital literacy</li><li>6. Eco-literacy</li><li>7. Arts and creativity literacy</li></ol> <p><b>C. Features of 21<sup>st</sup> century teaching and learning</b></p> <p><b>D. Critical Attributes of the 21<sup>st</sup> Century Education</b></p> <ol style="list-style-type: none"><li>1. Integrated and interdisciplinary</li><li>2. Technologies and multimedia</li><li>3. Global classrooms</li><li>4. Creating/adapting to constant personal and social change, and lifelong learning</li><li>5. Student-centered</li><li>6. 21<sup>st</sup> century skills</li></ol>					
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		<p>7. Project-based and research driven</p> <p>8. Relevant, rigorous and real world</p> <p><b>E. Basic strategies for developing literacy</b></p> <p>1. Making connections</p> <p>2. Visualizing</p> <p>3. Inferring</p> <p>4. Questioning</p> <p>5. Determining importance</p> <p>6. synthesizing</p>					
5-6	CO 2 CO 3 CO 4	<p><b>Unit 2 – Teaching Strategies for the Development of Literacy Skills and Teaching resources</b></p> <p><b>A. Strategies for the development of emergent literacy skills and teaching resources:</b></p> <p>- pictures and object pictures and objects</p> <p>- letters and words</p>	<p>At the end of the unit, the pre-service teacher can:</p> <p>a. demonstrate teaching strategies that promote literacy</p> <p>b. show skills in the selection, development and use of age appropriate instructional resources that will develop literacy, and higher-order and creative thinking skills</p>	<p>Lecture-demonstration on teaching strategies that promote learners' literacy skills</p> <p>Anticipation Guide (pre-reading Activity)</p> <p>Socialized recitation</p>	<p>Borado, Milagros L. (2012). What Skills Do You Need for the 21st Century. Vol. 1. Q.C. Lorimar Publishing, Inc.</p>	Synchronous	<p>Facilitative Discussion</p> <p>Summative Quizzes</p> <p>Socialize Recitation</p> <p>Reflection Paper</p>



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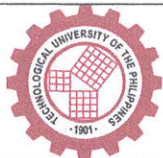
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		<ul style="list-style-type: none"> <li>- sounds</li> <li>- read aloud experiences</li> </ul> <p><b>B. Beginning reading skills and teaching resources</b></p> <ul style="list-style-type: none"> <li>- Phonemic awareness</li> <li>- Phonics instruction</li> <li>- Fluency instruction</li> <li>- Vocabulary instruction</li> <li>- Comprehension instruction</li> </ul> <p><b>C. Developing functional literacy</b></p> <ol style="list-style-type: none"> <li>1. Participatory approach</li> </ol> <p><b>D. 21<sup>st</sup> Century literacy skills and teaching resources</b></p> <ol style="list-style-type: none"> <li>1. Student-led learning (Cooperative learning)</li> <li>2. Inquiry-based classroom environment</li> <li>3. Collaborative activities</li> <li>4. HOTS activities</li> <li>5. Creative learning</li> </ol>	c. design activities appropriate for the development of literacy skills				
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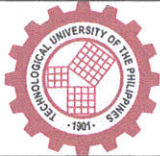
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7-8	CO 1 CO 2 CO 3	<p><b>Unit 3 – 21<sup>st</sup> Century Skill Categories</b></p> <p><b>A. Learning Skills</b></p> <ol style="list-style-type: none"> <li>1. Critical thinking</li> <li>2. Creativity</li> <li>3. Collaboration</li> <li>4. Communication</li> </ol> <p><b>B. Literacy Skills</b></p> <ol style="list-style-type: none"> <li>1. Information literacy</li> <li>2. Media literacy</li> <li>3. Technology literacy</li> </ol> <p><b>C. Life Skills</b></p> <ol style="list-style-type: none"> <li>1. Flexibility</li> <li>2. Leadership</li> <li>3. Initiative</li> <li>4. Productivity</li> <li>5. Social skills</li> </ol>	<p>At the end of the unit, the pre-service teacher can:</p> <ol style="list-style-type: none"> <li>a. explain the different categories of 21<sup>st</sup> century skills</li> <li>b. demonstrate teaching strategies that promote the development of 21st century literacy skills in a particular subject area</li> </ol>	<p>Lecture-demonstration on teaching strategies that promote learners' 21st Century literacy skills</p> <p>Small Group Discussion Each group will study and later discuss to the other group the different century skill categories.</p>	<p>Borado, Milagros L. (2012). What Skills Do You Need for the 21st Century. Vol. 1. Q.C. Lorimar Publishing, Inc.</p>	Synchronous	<p>Summative Quiz</p> <p>Socialize Recitation</p> <p>Facilitative Discussion</p> <p>Reflection paper</p>
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9-10	CO 1 CO 4 CO 5	<p><b>Unit 4 21<sup>st</sup> Century Literacies</b> A Globalization and Multicultural literacy</p> <p><b>A. The OECD GLOBAL Competence framework</b></p> <ol style="list-style-type: none"> <li>1. Globalization</li> <li>2. Multiculturalism</li> <li>3. Intercultural communication</li> </ol> <p><b>B. Social Literacy</b></p> <ol style="list-style-type: none"> <li>1. Social cognition and social skills</li> <li>2. Emotional intelligence</li> <li>3. People skills</li> </ol> <p><b>C. Media Literacy</b></p> <ol style="list-style-type: none"> <li>1. Definition and aspects of Media Information Literacy (MIL)</li> <li>2. Dimensions of MIL</li> <li>3. Advantages and disadvantages of Media and information</li> </ol>	<p>At the end of the unit, the pre-service teacher (PST) can:</p> <ol style="list-style-type: none"> <li>a. discuss concepts of globalization and multicultural literacy</li> <li>b. explain the dimensions of multiculturalism</li> <li>c. display skill in the use of Mother Tongue, Filipino and English to convey ideas</li> <li>d. demonstrate social and people skills</li> <li>e. explain the advantages and disadvantages of media and information</li> </ol>	<p>Lecture-demonstration on teaching strategies that promote learners' globalization and multicultural literacy skills</p> <p>Film-Viewing PSTs watch a video clip on multicultural literacy and respond to guide questions provided before the start of the activity. The guide questions will help them focus on features that may aid them to reflect more on those parts of the video clip that have a touch on multiculturalism.</p>	Wilson, C. et. al (2011). Media and Information Literacy: Curriculum for Teachers. UNESCO: France	Synchronous	<p>Summative Quiz</p> <p>Socialize Recitation</p> <p>Facilitative Discussion</p> <p>Analysis of a video clip PSTs watch a video clip that highlights the dimensions of multiculturalism. Process: Guide questions will be answered as they watch the video. Output: A comic strip in their Mother Tongue highlighting the key feature of the film watched</p> <p>Reflection paper</p>
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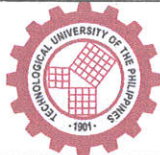
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11		<b>CONSOLIDATION WEEK</b>					
12		<b>MIDTERM EXAMINATION</b>					
13	CO 1	<b>Unit 4. 21st Century literacies (cont.) Financial literacy</b> 1. Financial planning/goal setting and valuing 2. Budgeting, spending and investing 3. Savings and banking 4. Avoiding financial cams 5. Insurance and taxes 6. Tips on being financially stable	At the end of the unit, the pre-service teacher (PST) can: a. design a workable financial plan b. apply the principles of savings, investment, and valuing in spending one's money	Lecture-demonstration on teaching strategies that promote learners' globalization and multicultural literacy skills	Nacino, S. (2014). Money and Me. Write Conversations: Manila	Synchronous	Summative Quiz Facilitative Discussion  Making of a financial plan Financial planning will allow PSTs to reflect on their budget and work out a plan for their finances. Process: PSTs will fill-out the matrix provided to input data on their finances including their savings. Output: Financial plan
14	CO 3	<b>4E. Cyber/Digital Literacy Cyber/Digital Literacy</b> 1. Cybercitizenship in the digital age 2. Internet safety 3. Cyberbullying and cybercrimes	At the end of the unit, the pre-service teacher (PST) can: a. examine the ethical considerations of using digital media	Lecture-demonstration on teaching strategies that promote learners' globalization and multicultural literacy skills	Lucido, Paz I. (2013). Ethical Issues in Cyberspace. Vol 4. Q.C. Lorimar Publishing, Inc	Synchronous	Summative Quiz Facilitative Discussion  Demonstration PSTs present teaching strategies



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		<ul style="list-style-type: none"> <li>4. Managing computer threats</li> <li>5. Researching and evaluating the web</li> <li>6. Social media use</li> <li>7. Mobile devices</li> <li>8. Digital traits</li> </ul>	<ul style="list-style-type: none"> <li>b. demonstrate skills in the positive use of ICT</li> <li>c. evaluate cyber threats, cases and media</li> </ul>	Project Based Learning			showcasing the positive use of ICT to promote learners' digital literacy. Output: Group project
15	CO 1	<p><b>4F. Eco-Literacy</b></p> <ul style="list-style-type: none"> <li><b>1. Eco-literacy and sustainable development</b></li> <li><b>2. The Seven Environmental Principles</b></li> <li><b>3. Making schools Dark Green</b></li> <li><b>Schools Environmental education</b></li> </ul>	<p>At the end of the unit, the pre-service teacher (PST) can:</p> <ul style="list-style-type: none"> <li>a. explain the roles of ecoliteracy, teachers, learners and citizens for sustainable development</li> <li>b. demonstrate ways of preserving the environment</li> </ul>	<p><b>Film Viewing</b></p> <p>Students watch video clips on issues about the environment. This could be used as a springboard to design an extension activity to be conducted by the class to show their concern on the environment</p>	Lucido, Paz I. (2012). Teaching New Literacy in a Digital Environment. Vol 1. Q.C. Lorimar Publishing, Inc.	Synchronous	<p>Summative Quiz Facilitative Discussion</p> <p>Reflection Paper Environmental issues could be tackled in class to stimulate PSTs' concern for the environment Process: writing of reflection based on the film viewed. Output: Reflection Paper</p>
16	CO 1 CO 3	<p><b>4G. Arts and Creativity Literacy</b></p> <ul style="list-style-type: none"> <li>1. Visual literacy</li> <li>2. Eye/hand/brain coordination</li> <li>3. Verbal creativity</li> </ul>	<p>At the end of the unit, the pre-service teacher (PST) can:</p> <ul style="list-style-type: none"> <li>a. display knowledge, skills and values in arts and creativity</li> </ul>	<p><b>Lecture-demonstration on teaching strategies that promote learners' creative thinking</b></p>	Far Eastern University (2008). The Art of Teaching Best Practices. Manila: FEU Publications	Synchronous	<p>Summative Quiz Facilitative Discussion Socialize Recitation</p>



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		4. Visual creativity Aesthetics	through various forms and activities b. apply teaching strategies that promote learners' creative thinking	<b>Project Based Learning</b>			
		<b>CONSOLIDATION</b>					
		<b>FINAL EXAMINATION</b>					



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**XI. Learning Resources/ Textbook(s)**

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Nacino, S. (2014). Money and Me. Write Conversations: Manila

Lucido, Paz I. (2013). Ethical Issues in Cyberspace. Vol 4. Q.C. Lorimar Publishing, Inc.

UNESCO (2013). Media Information Literacy: Policy, and Strategy Guidelines. United Nations Educational, Scientific and Cultural Organization

Borado, Milagros L. (2012). What Skills Do You Need for the 21st Century. Vol. 1. Q.C. Lorimar Publishing, Inc.

Carreon, Myrna L. (2012). Safeguarding the Environment, Our Earth, Our Home (Lets Go Green) Vol. 1. Q. C. Lorimar Publishing, Inc.

Lucido, Paz I. (2012). Teaching New Literacy in a Digital Environment. Vol 1. Q.C. Lorimar Publishing, Inc.

Morales, Kathleen M. (2012). Multicultural Education Vol. 2. Q. C. Lorimar Publishing, Inc.

Villareal, Noemi M. (2012). Information Literacy: The Defining Paradigm of Modern Education. Vol. 3. Q. C. Lorimar Publishing, Inc.

Wilson, C. et. al (2011). Media and Information Literacy: Curriculum for Teachers. UNESCO: France

Far Eastern University (2008). The Art of Teaching Best Practices. Manila: FEU Publications

Bachrach, B. (2006). Values-Based Financial Planning. Aim High Publishing: California

Pacia, C. G. (2003). Personalized Education. Manila: Center for Educators Formation Publication

**XII. COURSE REQUIREMENTS/ GRADING SYSTEM**

**Course Requirements**

1. Major Examinations
2. Summative Quizzes
3. Unit Outputs
4. Reflective Journals / Portfolios

**Performance Standard (Grading System)**

Criteria	Percentage
<b>Unit Outputs/Portfolio</b>	40
<b>Major Examination</b>	30
<b>Summative Assessment</b>	20
<b>Attendance and Participation</b>	10
<b>Total</b>	<b>100</b>



### XIII. COURSE POLICIES/GUIDELINES

As future educators, a high level of integrity is expected in all aspects of a PST's academic training. These class policies serve as guidance towards that objective.

**Scholarly Expectations.** All works submitted for credit must be original and created uniquely for the class. Finished output are expected to demonstrate higher order thinking skills.

**Academic Honesty.** You are encouraged to learn and apply yourself in a way that promotes respect for yourself and others. Students are expected to conduct themselves with scholarly integrity. Any type of scholastic dishonesty is prohibited. University policies on academic dishonesty will strictly be enforced.

**Attendance Policy.** You are expected to attend all scheduled classes. Actively participate in ALL forms of in-person, online, or hybrid engagement.

Students are expected to be in class on time. A grace period of ten (10) minutes shall be allowed to be marked as present. Those who arrive between eleven and twenty minutes late will be considered tardy; three tardy remarks are equivalent to one (1) absent.

**Assignment Policy.** All assignments for this course shall be submitted in compliance to the instructions of course facilitator. Assignments must be submitted on the given deadline. Extensions will not be given beyond the next assignment except under extreme compelling circumstances.

**Late Compliance Policy.** Be sure to pay close attention to deadlines-there will be no make-up assignments or late work accepted without a serious and compelling reason and with course facilitator approval.

Students who are unavoidably absent from an examination or recitation must submit an excuse letter duly signed by parent/guardian with photocopy of their valid ID card before they can take the missed examination. If the reason for the absence is illness, then the student must present a medical certificate. Quizzes and exercises missed because of valid absences will be prorated. Complying with the missed requirements shall be within three (3) school days after presenting the excuse letter.

**Drop Policy.** It is the student's responsibility to understand when they need to consider dropping the course. Please refer to the TUP academic calendar for dates & deadlines. Students are not allowed to have 20% or more unexcused absences of the total synchronous class hours; otherwise, they will be marked as "DROPPED".

**Important NOTE:** This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check for corrections or updates to the syllabus. Any change will be clearly noted in a course announcement in the respective virtual classroom.








TECHNOLOGICAL UNIVERSITY OF THE PHILIPPINES  
CAVITE CAMPUS

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OAA

COURSE SYLLABUS

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COURSE TITLE	DATE EFFECTIVE	REVISION NO./DATE	PREPARED BY:	REVIEWED BY:	APPROVED BY:
Building and Enhancing New Literacies Across the Curriculum with Emphasis on the 21st Century Skills	September 19, 2022	01/February 10, 2023	 <b>Dinah Joy M. Villareal,</b> Faculty, DED	 <b>Ms. Ellyssa E. Sebastian,</b> PIC, BSIE-HE  <b>Mr. Zaldy T. Ronquillo,</b> Jr. PIC, BSIE-ICT  <b>Prof. Michelle M. Mag-isa,</b> PIC, BSIE-IA	 <b>Prof. Maria Cecilia N. Reyes,</b> Asst. Director for Academic Affairs



### 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

#### TUP SYSTEM

Technological University of the Philippines shall commit to provide quality higher and advanced education; conduct relevant research and extension projects; continually improve its value to customers through enhancement of personnel competence and effective quality management system compliant to statutory and regulatory requirements.

#### TUP CAVITE CAMPUS

Technological University of the Philippines shall commit to provide quality higher education; conduct relevant research and extension projects; continually improve its value to all stakeholders through enhancement of personnel competence and effective quality management system 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





**V. Department Objectives**

1. To offer relevant and responsive curricular programs.
2. To initiate/ conduct researches 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 teacher with desirable characteristics.

**VI. Program Education Objectives**

1. become effective teachers of general technology and specialized technology specifically in areas of Technology Education and Training;
2. adopt the art and science of teaching, and be involved in training, research, extension and production; and
3. observed the ethical conduct required for the teaching profession.

**VII. Course Contents**

- a. Course Code : Profed6-C
- b. Course Title : Building and Enhancing New Literacies Across Curriculum with Emphasis on the 21<sup>st</sup> Century Skills
- c. Pre-requisite/Co-requisite :
- d. Course Description: This course covers the outcomes required to facilitate the development of competency standards for particular work functions, work processes, work roles and work-related vocational outcomes. It also deals with the knowledge and skills required to undertake a training needs analysis to identify the training needs of individuals or organization. This course will also cover the competency in developing and evaluating the training curriculum design which includes establishing training requirement, identifying the learner and finalizing the training program.
- e. Credit units : 3 units
- f. Class Schedule : BTTE-CP/EL 2A - TWTh 7-8, BSIE ICT 2A – W 1-4

**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)	Apply knowledge of general subjects to solve industrial education problem;		/	
(b)	articulate and integrated Industrial and technology;	/	/	
(c)	utilize the techniques, skills and modern tools necessary for Industrial and technology education;			/



<b>PROGRAM OUTCOMES</b>		<b>PROGRAM EDUCATIONAL OBJECTIVES</b>		
		<b>1</b>	<b>2</b>	<b>3</b>
(d)	function on multi-disciplinary teams;	/		/
(e)	strengthen skills in conducting research which could result in innovation, invention or production;		/	/
(f)	encourage individuals to participate in extension activities and be agents of change;	/	/	/
(g)	observe and experience teaching-related functions in actual classroom/school environment in synergy to their course.	/		
(h)	demonstrate an understanding of professional and ethical responsibility.	/	/	/

**IX. Course Outcomes in Relation to Program Outcomes**

<b>COURSE OUTCOMES</b>	<b>PROGRAM OUTCOMES</b>							
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>
<i>After completing this course, the student must be able to:</i>								
1. discuss in-depth understanding of the concepts of new literacies of the 21 <sup>st</sup> century;	I					D		
2. demonstrate competencies actualizing the value of unity despite diversity;								
3. show scholarship in research and further learning;				E	E			I
4. acquire skills in developing the new literacies;	I					D		I
5. value the new literacies in terms of relevance to the students live, education goals and national agenda;		I	I				E	E
6. explore teaching strategies to integrate new literacies in the curriculum.	D						I	D

**X. Course Coverage**

<b>WEEK</b>	<b>DAY</b>	<b>TOPICS</b>	<b>TEACHING AND LEARNING ACTIVITIES</b>	<b>ASSESSMENT TOOLS</b>	<b>REMARKS (or adjustments)</b>
1	1	Introduction to the Concept of New Literacies	Online Discussion Power point Presentation		
2-3	2	New Literacies and the Curriculum and Curriculum Development	Online Discussion Power point Presentation		



WEEK	DAY	TOPICS	TEACHING AND LEARNING ACTIVITIES	ASSESSMENT TOOLS	REMARKS (or adjustments)
4	1	<b>Curriculum Model:</b> Traditional and Thematic	Online Discussion Power point Presentation		
5	1	Programmed and Classic	Online Discussion Power point Presentation		
6	1	Technological	Online Discussion Power point Presentation		
7-8	2	Curriculum Process	Online Discussion Power point Presentation		
9	1	<b>MIDTERM EXAM</b>		Online Examination	
10	1	Teacher and the Curriculum	Online Discussion Power point Presentation		
11	1	Role of Teacher in Curriculum Development	Online Discussion Power point Presentation		
12	1	Program of Studies & Instructional Procedure	Online Discussion Power point Presentation		
13	1	Classroom Management & Assessment of the Academic Performance	Online Discussion Power point Presentation		
14	1	Support for Effective Instruction & Academic Counseling and Co-Curricular Activities	Online Discussion Power point Presentation		
15-16	2	Mechanism for Monitoring and Review of Curriculum & Graduation Requirements	Online Discussion Power point Presentation		
17	1	A Teacher as a Researcher	Online Discussion Power point Presentation		
18	1	<b>FINAL EXAMINATION</b>		Online Examination	



**XI. Course Objectives in relation to Program Outcomes**

Course Objectives <i>A student completing this course should at the minimum be able to:</i>	Program Outcomes							
	A	B	C	D	E	F	G	H
1. discuss in-depth understanding of the concepts of new literacies of the 21 <sup>st</sup> century;	I					D		
2. demonstrate competencies actualizing the value of unity despite diversity;								
3. show scholarship in research and further learning;				E	E			I
4. acquire skills in developing the new literacies;	I					D		I
5. value the new literacies in terms of relevance to the students live, education goals and national agenda;		I	I				E	E
6. explore teaching strategies to integrate new literacies in the curriculum.	D						I	D

**XII. Contribution of Course to Meeting the Professional Component**

This may take part of Licensure Examination for Teachers (LET).

**XIII. Textbook/s**

Alata, E. & Ignacio, E. Building and Enhancing New Literacies Across the Curriculum. First Edition

Bilbao, P. et.al. Curriculum Development

**XIV. Course Evaluation**

Major Exams	-	20%
Activities involving Lower-Order Thinking Skills	-	30%
Activities involving Higher-Order Thinking Skills	-	40%
Attendance	-	<u>10%</u>
		100%

**XV. Other References**

Google.com

**XVI. Course Materials Made Available:**

- Course Syllabus
- Course Goals and Instructional Objectives
- Course Schedule for Lecture and Examinations
- Textbooks and other References
- PowerPoint Presentations
- Video Presentations



**XVII. Prepared by:**

**ELLYSSA E. SEBASTIAN**  
Name of Faculty

**XVIII. Reviewed by:**

**Prof. JULIETA M. FAJARDO**  
Dept. Head

**XIX. Approved by:**

**DR. ALEXANDER E. MAG-ISA**  
Asst. Director for Academic Affairs

**XX. Effectivity and Revision:**

Effectivity Date: SEPT - 20 2021 Revision No.: \_\_\_\_\_