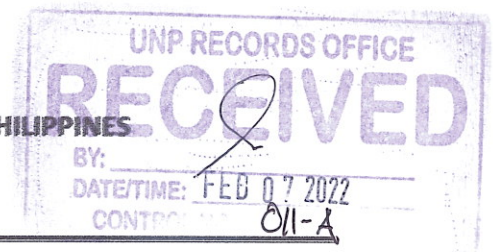




Republic of the Philippines  
**UNIVERSITY OF NORTHERN PHILIPPINES**  
Tamag, Vigan City  
2700 Ilocos Sur



***Office of the Vice President for Academic Affairs***

February 7, 2022

**MEMORANDUM NO. 2022-11-A**

**TO : ALL ACADEMIC DEANS**

**FROM : THE VICE PRESIDENT FOR ACADEMIC AFFAIRS**

**SUBJECT : INCLUSION OF SUSTAINABLE DEVELOPMENT GOALS IN COURSE SYLLABI**

Kindly direct your faculty members teaching courses associated with the Sustainable Development Goals (SDGs) to include in the chapter the SDGs that require direct discussion in their course syllabi.


For your compliance.

  
**ROLANDO B. NAVARRO**





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	<b>College:</b>  <b>College of Nursing</b>	<b>Date of Revision:</b>  <b>SEPTEMBER 18, 2022</b>
		<b>Term and S.Y. Adopted:</b>  <b>1<sup>st</sup> Term SY 2021-2022</b>
<b>Vision of the University:</b> A globally recognized university in a heritage city by 2030.		<b>Mission:</b> To produce globally skilled and morally upright professionals instilled with rich cultural values.
<b>Goal of the College:</b> To produce a globally-competent professional nurses guided by moral and spiritual values.		
<b>Objectives of the College or Department:</b> To develop and prepare a beginning nurse-clinician; beginning nurse researcher; and beginning nurse manager.		
<b>Program Outcomes:</b> (from CMO No. __, s. __): <ol style="list-style-type: none"><li>1. Integrate knowledge of physical, social, natural and health sciences and humanities in the practice of nursing.</li><li>2. Create a safe, appropriate and holistic care to the individuals, families, population groups and community utilizing nursing process.</li><li>3. Implement guidelines and principles of evidence based practice in the delivery of nursing care.</li><li>4. Practice nursing in accordance with existing laws, legal, ethical, and moral principles.</li><li>5. Communicate effectively in speaking, writing and presenting using culturally-appropriate language.</li><li>6. Document to include reporting up-to-date client care accurately and comprehensively.</li><li>7. Collaborate effectively and efficiently with inter, intra and multi-disciplinary and multi-cultural teams.</li><li>8. Practice beginning management and leadership skills in the delivery of client care using systems approach.</li><li>9. Generate knowledge through the conduct of nursing research with an experienced researcher.</li><li>10. Engage in lifelong learning with a passion to keep current with national and global development in general and nursing and health developments in particular.</li><li>11. Demonstrate responsible citizenship and pride in being a Filipino through promotion of Filipino culture, values, and tradition.</li><li>12. Utilize techno-intelligent care system and processes in health care delivery.</li><li>13. Uphold the nursing core values in the practice of the profession.</li></ol>		

Quirino Blvd., Brgy. Tamag, Vigan City, 2700 Ilocos Sur  
Website: [www.unp.edu.ph](http://www.unp.edu.ph)  
Email: [cn@unp.edu.ph](mailto:cn@unp.edu.ph) Telephone #077-604-250



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14. Employ entrepreneurial skills in the delivery of nursing care.			
Class Information		Instructor's Information	
Course & Year	BSN LEVEL 1		Name: RACEL D. ABERO; ALYSSA MARIE A. ARROJO; RICHMOND AUDREY A. CORTEZ; IANN PATRICK G. FONTANO; SHEILA G. OBISPO; FE T. TUZON
Class Schedule			Position/Designation:
Class hours	N/A		Office Hours/Official Time: Monday – Friday 8:00-12:00;1:00-5:00
			E-mail Address: <a href="mailto:racel.abero@unp.edu.ph">racel.abero@unp.edu.ph</a> , <a href="mailto:alyssamarie.arrojo@unp.edu.ph">alyssamarie.arrojo@unp.edu.ph</a> , <a href="mailto:richmondaudrey.cortez@unp.edu.ph">richmondaudrey.cortez@unp.edu.ph</a> , <a href="mailto:iannpatrick.fontano@unp.edu.ph">iannpatrick.fontano@unp.edu.ph</a> , <a href="mailto:shiela.obispo@unp.edu.ph">shiela.obispo@unp.edu.ph</a> , <a href="mailto:fe.tuzon@unp.edu.ph">fe.tuzon@unp.edu.ph</a> FB Account: (if applicable) Contact Number:
Course Information			
Course Code: Anaphy	ANATOMY AND PHYSIOLOGY	Descriptive Title: Anatomy and Physiology Lecture/Laboratory	Course Credit/number of hours/weeks: Lecture: 3 units/3 hours per week Laboratory: 6 units/6 hours per week
Prerequisite subject/s:	Not Applicable		



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Software/applications, browser requirements, minimum technical skills required	<p>- Google Chrome, Facebook, YouTube</p> <p>The following minimum technical skills are required:</p> <ol style="list-style-type: none"><li>1. Can communicate via email and messenger including sending attachments.</li><li>2. Can navigate the World Wide Web using Google as the browser.</li><li>3. Can use office applications such as Microsoft Word to create documents.</li></ol>
Course Description:	This course deals with the physiologic concepts, principles and basic anatomical structures.
Course (Subject) Learning Outcomes	<ol style="list-style-type: none"><li>1. Introduce knowledge of physical, social, natural and health sciences and humanities in the practice of nursing.</li><li>2. Introduce safe, appropriate and holistic care when assessing clients body parts</li><li>3. Identify guidelines and principles of evidence-based practice in the delivery of care.</li><li>4. Identify nursing ethics in accordance with existence laws, legal, ethical, and moral principles.</li><li>5. Articulate ideas effectively in class concerning the human body.</li><li>6. Report up-to-date client care accurately and comprehensively.</li><li>7. Maintain a harmonious relationship among group members inside the classroom given an individual/group activity</li><li>8. Identify management and leadership skills to be used when given responsibility for a certain activity</li><li>9. Appreciate research outputs concerning functions of the human body.</li><li>10. Appreciate the need to address alterations in the functioning human body.</li><li>11. Recognize the need to act as a Filipino nurse in healthcare delivery</li><li>12. Identify techno-intelligent care systems and processes in health care delivery.</li><li>13. Recognize the nursing core values in the practice of the profession.</li></ol>

#### COURSE LEARNING PLAN



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Time Allotment	Intended Learning Outcomes (ILO)	Content/Topics	Learning Resources	Teaching and Learning Activities (TLAs) Lecture	Teaching and Learning Activities (TLAs) Laboratory	Assessment Tasks (ATs)
Week 1 9/18-22/22	<ul style="list-style-type: none"> <li>- Introduce knowledge of physical, social, natural and health sciences and humanities in the practice of nursing.</li> <li>- Introduce safe, appropriate and holistic care when assessing clients body parts</li> <li>- Identify guidelines and principles of evidence-based practice in the delivery of care.</li> <li>- Identify nursing ethics in accordance with existence laws, legal, ethical, and moral principles.</li> </ul>	<ul style="list-style-type: none"> <li>- Orientation to the Course (Student Responsibilities, Teacher Responsibilities)</li> <li>- Levelling of expectations</li> <li>- Discussion of the intended learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>- Policies and guidelines</li> <li>- Course syllabus</li> <li>- Regan, J., Russo, A. and VanPutte, C., (2019). Seeley's Essentials of Anatomy and Physiology. Mc-Graw-Hill Education, 2 Penn Plaza, New York, NY 10121.</li> <li>- Regan, J., Russo, A. and VanPutte, C., (2019). Seeley's Essentials of Anatomy and Physiology Laboratory Manual. Mc-Graw-Hill Education, 2 Penn Plaza, New York, NY 10121.</li> </ul>	Presenting the course, levelling expectations and discussing the intended learning outcomes.	Presenting the course, levelling expectations and discussing the intended learning outcomes.	Lecture <ul style="list-style-type: none"> <li>- Pretest on basic concepts of Anatomy and Physiology</li> <li>- Short answer question</li> </ul> Laboratory <ul style="list-style-type: none"> <li>- Pretest Exercise 1 no. 38 16 items</li> <li>- Short answer question</li> </ul>
Week 2 9/25-29/22	<ul style="list-style-type: none"> <li>- Define anatomy and describe the levels at which anatomy can be studied.</li> <li>- Explain the importance of the relationship between structure and function in accordance to the</li> </ul>	<b>1 The Human Organism</b>  1.1 Anatomy—The Structural Basis of Human Function	<ul style="list-style-type: none"> <li>- Regan, J., Russo, A. and VanPutte, C., (2019). Seeley's Essentials of Anatomy and Physiology. Mc-Graw-Hill Education,</li> </ul>	Flexible Learning: Discussion of the human organism and chemical basis of life.	Flexible Learning: Activity on the human organism and chemical basis of life.	Lecture <ul style="list-style-type: none"> <li>- Post test</li> </ul> Laboratory <ul style="list-style-type: none"> <li>- Exercise 1</li> </ul>



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	achievement of the SDG 4: Quality Education and SDG 3: Good Health and Well-being. - Define chemistry and its relevance to anatomy and physiology.	<b>1.2 Physiology—The Functional Relevance of Human Structure</b> 1.3 The Human Body Plan (page 20)  <b>2 The Chemical Basis of Life</b>  2.1 Basic Chemistry 2.2 Chemical Reactions 2.3 Acids and Bases 2.4 Molecules	2 Penn Plaza, New York, NY 10121.  - Burke, S.R. (1992). Human anatomy and physiology in health and diseases: laboratory manual. New York: Delmar Publishers In  - Ho, H. et al. (Eds.) (2008). Human anatomy and physiology: workbook and laboratory manual. Philippines: C & E Publishing, Inc.  - Martini, F.H. & Bartholome E.F. (Eds.) (2007). Essentials of anatomy and physiology. Fourth edition. San Francisco: Pearson Education, Inc.			(no. 19 to no. 39) - Exercise 2 (Microscope)
Week 3 10/2-6/22	- Distinguish and discover the anatomic structures and physiologic mechanisms/processes/ systems involved in the concept of human body in accordance to the	<b>3 Cytology—The Cellular Level of Organization</b>  3.1 The General Structure of Cells 3.2 The Cell Surface	- Regan, J., Russo, A. and VanPutte, C., (2019). Seeley's Essentials of Anatomy and Physiology. Mc-Graw-Hill Education,	Flexible Learning: Discussion of the cells and tissues.	Flexible Learning: Activity on cells and tissues.	Lecture - Post test  Laboratory - Exercise 3 - Exercise 4



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	achievement of the SDG 4: Quality Education and SDG 3: Good Health and Well-being. - Explain how the structures of a cell contribute to its function. - Describe the general makeup of a tissue.	3.3 The Cell Interior 3.4 The Life Cycle of Cells (Page 76)  <b>4 Histology—The Tissue Level of Organization</b>  4.1 The Study of Tissues 4.2 Epithelial Tissue 4.3 Connective Tissue 4.4 Nervous and Muscular Tissues—The Excitable Tissues 4.5 Glands and Membranes 4.6 Tissue Growth, Development, Repair, and Death (Page 106)	2 Penn Plaza, New York, NY 10121.  - Burke, S.R. (1992). Human anatomy and physiology in health and diseases: laboratory manual. New York: Delmar Publishers In  - Ho, H. et al. (Eds.) (2008). Human anatomy and physiology: workbook and laboratory manual. Philippines: C & E Publishing, Inc.  - Martini, F.H. & Bartholome E.F. (Eds.) (2007). Essentials of anatomy and physiology. Fourth edition. San Francisco: Pearson Education, Inc.			
Week 5 10/16-20/22	- Distinguish and discover the anatomic structures and physiologic mechanisms/processes/ systems involved in the concept of human body.	<b>5 The Respiratory System</b>  5.1 Anatomy of the Respiratory System 5.2 Functions of the Respiratory System	- Regan, J., Russo, A. and VanPutte, C., (2019). Seeley's Essentials of Anatomy and Physiology. Mc-Graw-Hill Education,	Flexible Learning: Discussion of the respiratory system.	Flexible Learning: Activity on the respiratory system.	Lecture - Post test  Laboratory - Exercise 35





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	<ul style="list-style-type: none"> <li>- Relate basic anatomical facts and physiological concepts and principles in the nursing care of individuals in accordance to the achievement of the SDG 4: Quality Education and SDG 3: Good Health and Well-being.</li> <li>- Describe the functions of the respiratory system.</li> </ul>	5.3 Ventilation and Lung Volumes (Page 459-462) 5.4 Gas Exchange 5.5 Gas transport in the blood	2 Penn Plaza, New York, NY 10121.  - Burke, S.R. (1992). Human anatomy and physiology in health and diseases: laboratory manual. New York: Delmar Publishers In  - Ho, H. et al. (Eds.) (2008). Human anatomy and physiology: workbook and laboratory manual. Philippines: C & E Publishing, Inc.  - Martini, F.H. & Bartholome E.F. (Eds.) (2007). Essentials of anatomy and physiology. Fourth edition. San Francisco: Pearson Education, Inc.			<ul style="list-style-type: none"> <li>- Breath sounds and respiratory rate</li> <li>- Moving Exam</li> </ul>
Week 8 11/6-10/22	<ul style="list-style-type: none"> <li>- Distinguish and discover the anatomic structures and physiologic mechanisms/processes/ systems involved in the concept of human body.</li> </ul>	<b>6 The Cardiovascular System</b>  <b>6.1 The Heart</b> 6.1.1 Anatomy and Functions of the Heart	- Regan, J., Russo, A. and VanPutte, C., (2019). Seeley's Essentials of Anatomy and Physiology. Mc-Graw-Hill Education,	Flexible Learning: Discussion of the cardiovascular system.	Flexible Learning: Activity on cardiovascular system.	Lecture <ul style="list-style-type: none"> <li>- Post test</li> </ul> Laboratory <ul style="list-style-type: none"> <li>- Exercise 27</li> <li>- Exercise 28</li> </ul>



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	<ul style="list-style-type: none"> <li>- Relate basic anatomical facts and physiological concepts and principles in the nursing care of individuals in accordance to the achievement of the SDG 4: Quality Education and SDG 3: Good Health and Well-being.</li> <li>- Describe the functions of the cardiovascular system.</li> </ul>	6.1.2 Electrical Activity of the Heart 6.1.3 Cardiac Cycle 6.1.4 Heart Sounds (Page 372)	2 Penn Plaza, New York, NY 10121.  - Burke, S.R. (1992). Human anatomy and physiology in health and diseases: laboratory manual. New York: Delmar Publishers In  - Ho, H. et al. (Eds.) (2008). Human anatomy and physiology: workbook and laboratory manual. Philippines: C & E Publishing, Inc.  - Martini, F.H. & Bartholome E.F. (Eds.) (2007). Essentials of anatomy and physiology. Fourth edition. San Francisco: Pearson Education, Inc.			<ul style="list-style-type: none"> <li>- Exercise 29</li> <li>- Heart rate</li> </ul>
<p style="text-align: center;"><b>WEEK 9</b>  <b>11/13-17/23</b>  <b>MIDTERMS</b></p>						



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Week 10 11/20-24/22	<ul style="list-style-type: none"> <li>- Distinguish and discover the anatomic structures and physiologic mechanisms/processes/ systems involved in the concept of human body.</li> <li>- Relate basic anatomical facts and physiological concepts and principles in the nursing care of individuals in accordance to the achievement of the SDG 4: Quality Education and SDG 3: Good Health and Well-being.</li> <li>- Describe the functions of the blood vessels and circulation.</li> </ul>	<b>6.2 Blood Vessels and Circulation</b>  6.2.1 Anatomy and Functions of the Circulatory System 6.2.2 The Blood Vessels and Circulation of Blood 6.2.3 Blood Vessels of the Pulmonary Circulation 6.2.4 Regulation of Arterial Pressure	<ul style="list-style-type: none"> <li>- Regan, J., Russo, A. and VanPutte, C., (2019). Seeley's Essentials of Anatomy and Physiology. Mc-Graw-Hill Education, 2 Penn Plaza, New York, NY 10121.</li> <li>- Burke, S.R. (1992). Human anatomy and physiology in health and diseases: laboratory manual. New York: Delmar Publishers In</li> <li>- Ho, H. et al. (Eds.) (2008). Human anatomy and physiology: workbook and laboratory manual. Philippines: C &amp; E Publishing, Inc.</li> <li>- Martini, F.H. &amp; Bartholome E.F. (Eds.) (2007). Essentials of anatomy and physiology. Fourth edition. San Francisco: Pearson Education, Inc.</li> </ul>	Flexible Learning: Discussion of blood vessels and circulation	Flexible Learning: Activity on the blood vessels and circulation	Lecture - Post test  Laboratory - Exercise 30 - Exercise 31 - Exercise 32 - Exercise 33
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<p>Week 11 11/27/23– 12/1/22</p>	<p>- Distinguish and discover the anatomic structures and physiologic mechanisms/processes/ systems involved in the concept of human body in accordance to the achievement of the SDG 4: Quality Education and SDG 3: Good Health and Well-being.</p> <p>- Relate basic anatomical facts and physiological concepts and principles in the nursing care of individuals.</p> <p>- Describe the functions of the blood and the lymphatic system.</p>	<p><b>6.3 The Blood</b></p> <p>6.3.1 Functions of Blood          6.3.2 Composition of Blood Plasma          6.3.3 Plasma          6.3.4 Blood Grouping (Page 343)          6.3.5 Preventing Blood Loss</p> <p><b>7 The Lymphatic System and Immunity</b></p> <p>7.1 Functions          7.2 Anatomy          7.3 Immunity: Innate, Adaptive, and Acquired          7.4 Immunotherapy</p>	<p>- Regan, J., Russo, A. and VanPutte, C., (2019). Seeley's Essentials of Anatomy and Physiology. Mc-Graw-Hill Education, 2 Penn Plaza, New York, NY 10121.</p> <p>- Burke, S.R. (1992). Human anatomy and physiology in health and diseases: laboratory manual. New York: Delmar Publishers In</p> <p>- Ho, H. et al. (Eds.) (2008). Human anatomy and physiology: workbook and laboratory manual. Philippines: C &amp; E Publishing, Inc.</p> <p>- Martini, F.H. &amp; Bartholome E.F. (Eds.) (2007). Essentials of anatomy and physiology. Fourth edition. San Francisco: Pearson Education, Inc.</p>	<p>Flexible Learning:          Discussion of the blood.          Discussion of the lymphatic system.</p>	<p>Flexible Learning:          Activity on the blood.          Activity on the lymphatic system.</p>	<p>Lecture</p> <ul style="list-style-type: none"> <li>- Post test</li> </ul> <p>Laboratory</p> <ul style="list-style-type: none"> <li>- Exercise 25</li> <li>- Exercise 26</li> <li>- Exercise 33</li> </ul>
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Week 12 12/4-8/22	<ul style="list-style-type: none"> <li>- Distinguish and discover the anatomic structures and physiologic mechanisms/processes/ systems involved in the concept of human body in accordance to the achievement of the SDG 4: Quality Education and SDG 3: Good Health and Well-being.</li> <li>- Relate basic anatomical facts and physiological concepts and principles in the nursing care of individuals.</li> <li>- Describe the functions of the blood and the digestive system.</li> </ul>	<b>8 The Digestive System</b> 8.1 Anatomy and Functions of the Digestive System 8.2 Trunks or Layers of the Digestive Tract 8.3 Organs and Functions of the Digestive System 8.4 Movement and secretions in the Digestive System 8.5 Metabolism (Page 507)	<ul style="list-style-type: none"> <li>- Regan, J., Russo, A. and VanPutte, C., (2019). Seeley's Essentials of Anatomy and Physiology. Mc-Graw-Hill Education, 2 Penn Plaza, New York, NY 10121.</li> <li>- Burke, S.R. (1992). Human anatomy and physiology in health and diseases: laboratory manual. New York: Delmar Publishers In</li> <li>- Ho, H. et al. (Eds.) (2008). Human anatomy and physiology: workbook and laboratory manual. Philippines: C &amp; E Publishing, Inc.</li> <li>- Martini, F.H. &amp; Bartholome E.F. (Eds.) (2007). Essentials of anatomy and physiology. Fourth edition. San Francisco: Pearson Education, Inc.</li> </ul>	Flexible Learning: Discussion of the digestive system.	Flexible Learning: Activity on the digestive system.	Lecture - Post test  Laboratory - Exercise 38 - Exercise 39
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Week 13 12/11-15/22	<ul style="list-style-type: none"> <li>- Distinguish and discover the anatomic structures and physiologic mechanisms/processes/ systems involved in the concept of human body.</li> <li>- Relate basic anatomical facts and physiological concepts and principles in the nursing care of individuals in accordance to the achievement of the SDG 4: Quality Education and SDG 3: Good Health and Well-being.</li> <li>- Describe the functions of the endocrine system.</li> </ul>	<b>9 The Endocrine System</b>  9.1 Principles of Chemical Communication 9.2 Functions of the Endocrine System 9.3 The Endocrine Glands and their Hormones 9.4 Hormone Receptors and Mechanism of Action 9.5 Other Hormones (Endocrine glands and hormones table 10.2 page 309)	<ul style="list-style-type: none"> <li>- Regan, J., Russo, A. and VanPutte, C., (2019). Seeley's Essentials of Anatomy and Physiology. Mc-Graw-Hill Education, 2 Penn Plaza, New York, NY 10121.</li> <li>- Burke, S.R. (1992). Human anatomy and physiology in health and diseases: laboratory manual. New York: Delmar Publishers In</li> <li>- Ho, H. et al. (Eds.) (2008). Human anatomy and physiology: workbook and laboratory manual. Philippines: C &amp; E Publishing, Inc.</li> <li>- Martini, F.H. &amp; Bartholome E.F. (Eds.) (2007). Essentials of anatomy and physiology. Fourth edition. San Francisco: Pearson Education, Inc.</li> </ul>	Flexible Learning: Discussion of the endocrine system.	Flexible Learning: Activity on the endocrine system.	Lecture - Post test  Laboratory - Exercise 24 - Matching type
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<p>Week 14 12/18-22/22</p>	<ul style="list-style-type: none"> <li>- Distinguish and discover the anatomic structures and physiologic mechanisms/processes/ systems involved in the concept of human body.</li> <li>- Relate basic anatomical facts and physiological concepts and principles in the nursing care of individuals in accordance to the achievement of the SDG 4: Quality Education and SDG 3: Good Health and Well-being.</li> <li>- Describe the functions of the urinary system.</li> <li>- Describe the functions of the reproductive system.</li> </ul>	<p><b>10 The Urinary System and Fluid Balance</b>            10.1 Anatomy and Functions of the Kidneys            10.2 Urine Production            10.3 Urine Movement            10.4 Body Fluid Compartments            10.5 Regulation of Urine Concentration and Volume            10.6 Regulation of Extracellular Fluid Composition</p> <p><b>11 Reproductive System</b>            11.1 Anatomy and Functions of the Reproductive System            (Page 578-597)</p>	<ul style="list-style-type: none"> <li>- Regan, J., Russo, A. and VanPutte, C., (2019). Seeley's Essentials of Anatomy and Physiology. Mc-Graw-Hill Education, 2 Penn Plaza, New York, NY 10121.</li> <li>- Burke, S.R. (1992). Human anatomy and physiology in health and diseases: laboratory manual. New York: Delmar Publishers In</li> <li>- Ho, H. et al. (Eds.) (2008). Human anatomy and physiology: workbook and laboratory manual. Philippines: C &amp; E Publishing, Inc.</li> <li>- Martini, F.H. &amp; Bartholome E.F. (Eds.) (2007). Essentials of anatomy and physiology. Fourth edition. San Francisco: Pearson Education, Inc.</li> </ul>	<p>Flexible Learning:            Discussion of the urinary system.            Discussion of the reproductive system.</p>	<p>Flexible Learning:            Activity on the urinary system.            Activity on the reproductive system.</p>	<p>Lecture</p> <ul style="list-style-type: none"> <li>- Post test</li> </ul> <p>Laboratory</p> <ul style="list-style-type: none"> <li>- Exercise 40</li> <li>- Exercise 41</li> <li>- Exercise 42</li> <li>- Exercise 43</li> </ul>
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Week 15 1/1-5/22	<ul style="list-style-type: none"> <li>- Distinguish and discover the anatomic structures and physiologic mechanisms/processes/ systems involved in the concept of human body.</li> <li>- Relate basic anatomical facts and physiological concepts and principles in the nursing care of individuals in accordance to the achievement of the SDG 4: Quality Education and SDG 3: Good Health and Well-being.</li> <li>- Describe the functions of the nervous system.</li> </ul>	<b>12 The Nervous System</b> 12.1 Division of the Nervous System 12.2 Cells of the Nervous System 12.3 Central Nervous System 12.4 Peripheral Nervous System 12.5 Autonomic Nervous System	<ul style="list-style-type: none"> <li>- Regan, J., Russo, A. and VanPutte, C., (2019). Seeley's Essentials of Anatomy and Physiology. Mc-Graw-Hill Education, 2 Penn Plaza, New York, NY 10121.</li> <li>- Burke, S.R. (1992). Human anatomy and physiology in health and diseases: laboratory manual. New York: Delmar Publishers In</li> <li>- Ho, H. et al. (Eds.) (2008). Human anatomy and physiology: workbook and laboratory manual. Philippines: C &amp; E Publishing, Inc.</li> <li>- Martini, F.H. &amp; Bartholome E.F. (Eds.) (2007). Essentials of anatomy and physiology. Fourth edition. San Francisco: Pearson Education, Inc.</li> </ul>	Flexible Learning: Discussion of the nervous system.	Flexible Learning: Activity on the nervous system.	Lecture - Post test  Laboratory - Exercise 16 - Exercise 17 - Exercise 18 - Exercise 19
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Week 16 1/8-12/22	<ul style="list-style-type: none"> <li>- Articulate ideas effectively in class concerning the human body.</li> <li>- Report up-to-date client care accurately and comprehensively in accordance to the achievement of the SDG 4: Quality Education and SDG 3: Good Health and Well-being.</li> <li>- Relate basic anatomical facts and physiological concepts and principles in the nursing care of individuals.</li> <li>- Describe the functions of the musculoskeletal system.</li> </ul>	<p><b>13 The Skeletal System</b> (Page 127)</p> <p>13.1 Anatomy and Functions of the Skeletal System          13.2 Major Compartments          13.3 Connective Tissue          13.4 General Feature of Bone          13.5 General Classification of Bone Anatomy</p> <p><b>14 The Muscular System</b> (Page 173)</p> <p>14.1 Anatomy and Functions of the Muscular System          14.2 Characteristics of Skeletal Muscle          14.3 Smooth Muscle Anatomy          14.4 Skeletal Muscle Anatomy</p>	<p>- Regan, J., Russo, A. and VanPutte, C., (2019). Seeley's Essentials of Anatomy and Physiology. Mc-Graw-Hill Education, 2 Penn Plaza, New York, NY 10121.</p> <p>- Burke, S.R. (1992). Human anatomy and physiology in health and diseases: laboratory manual. New York: Delmar Publishers In</p> <p>- Ho, H. et al. (Eds.) (2008). Human anatomy and physiology: workbook and laboratory manual. Philippines: C &amp; E Publishing, Inc.</p> <p>- Martini, F.H. &amp; Bartholome E.F. (Eds.) (2007). Essentials of anatomy and physiology. Fourth edition. San Francisco: Pearson Education, Inc.</p>	Flexible Learning: Discussion of the musculoskeletal system.	Flexible Learning: Activity on the musculoskeletal system.	<p>Lecture</p> <ul style="list-style-type: none"> <li>- Post test</li> </ul> <p>Laboratory</p> <ul style="list-style-type: none"> <li>- Moving Exam</li> </ul>
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Week 17 1/15-19/22	<ul style="list-style-type: none"> <li>- Distinguish and discover the anatomic structures and physiologic mechanisms/processes/ systems involved in the concept of human body.</li> <li>- Relate basic anatomical facts and physiological concepts and principles in the nursing care of individuals in accordance to the achievement of the SDG 4: Quality Education and SDG 3: Good Health and Well-being.</li> <li>- Describe the functions of the integumentary system.</li> <li>- Describe the functions of the special senses.</li> </ul>	<b>15 The Integumentary System</b> 15.1 Anatomy and Functions of the Integumentary System 15.2 The Skin and Subcutaneous Tissue 15.3 Accessory Organs  <b>16 The Special Senses</b> 16.1 Major Groups 16.2 General Sense 16.3 Special Senses	<ul style="list-style-type: none"> <li>- Regan, J., Russo, A. and VanPutte, C., (2019). Seeley's Essentials of Anatomy and Physiology. Mc-Graw-Hill Education, 2 Penn Plaza, New York, NY 10121.</li> <li>- Burke, S.R. (1992). Human anatomy and physiology in health and diseases: laboratory manual. New York: Delmar Publishers In</li> <li>- Ho, H. et al. (Eds.) (2008). Human anatomy and physiology: workbook and laboratory manual. Philippines: C &amp; E Publishing, Inc.</li> <li>- Martini, F.H. &amp; Bartholome E.F. (Eds.) (2007). Essentials of anatomy and physiology. Fourth edition. San Francisco: Pearson Education, Inc.</li> </ul>	Flexible Learning: Discussion of the integumentary system	Flexible Learning: Activity on the integumentary system	Lecture - Post test  Laboratory - Exercise 5 - Exercise 20 - Exercise 21 - Exercise 22 - Exercise 23
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**WEEK 18**  
**1/22-26/24**  
**FINALS WEEK**

**References**

- Regan, J., Russo, A. and VanPutte, C., (2019). Seeley's Essentials of Anatomy and Physiology. Mc-Graw-Hill Education, 2 Penn Plaza, New York, NY 10121.
- Burke, S.R. (1992). Human anatomy and physiology in health and diseases: laboratory manual. New York: Delmar Publishers Inc.
- Ho, H. et al. (Eds.) (2008). Human anatomy and physiology: workbook and laboratory manual. Philippines: C & E Publishing, Inc.
- Martini, F.H. & Bartholome E.F. (Eds.) (2007). Essentials of anatomy and physiology. Fourth edition. San Francisco: Pearson Education, Inc.

**Supplementary Readings:**

**Course Requirements:**

Lecture: Quizzes, Midterm and Final Examinations, Notebook  
Laboratory: Exercises, Midterm and Final Examinations

**Grading System: Lecture**

DAR -----15%  
Midterm/ Final Examination ----- 45%  
Quizzes ----- 30%  
Output -----10%  
TOTAL .....**100%**

**Grading System: Laboratory**

DAR -----10%  
Midterm/ Final Examination ----- 30%  
Quizzes ----- 20%  
Outputs ----- 40%  
TOTAL .....**100%**

Prepared by:

**RACEL D. ABERO, MAN**

**ALYSSA MARIE A. ARROJO, MAN**

**RICHMOND AUDREY A. CORTEZ, MAN**

**IANN PATRICK G. FONTANO, BSN**

**SHEILA G. OBISPO, MAN**

**FE T. TUZON, MAN**

Quirino Blvd., Brgy. Tamag, Vigan City, 2700 Ilocos Sur  
Website: [www.unp.edu.ph](http://www.unp.edu.ph)  
Email: [cn@unp.edu.ph](mailto:cn@unp.edu.ph) Telephone #077-604-250



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Tamag, Vigan City  
2700 Ilocos Sur

Reviewed by:

**EPIFANIA MARLENE R. PURISIMA, PhD**  
Member, COBEC

**EDNA R. JAVIER, MAN**  
Member, COBEC

**BERNARDO OLIBER A. ARDE JR., PhD**  
Member, COBEC

**MATT JOSEPH T. CABANTING, MAN**  
Member, COBEC

**FRANCIS DON L. NERO, PhD**  
Chair, COBEC

Recommending Approval:

**FRANCIS DON L. NERO, PhD**  
Dean, College of Nursing

**LUZVIMINDA P. RELON, EdD**  
Director for Instruction

Approved:

**ROLANDO B. NAVARRO, EdD**  
Vice President for Academic Affairs

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Quirino Blvd., Brgy. Tamag, Vigan City, 2700 Ilocos Sur  
Website: [www.unp.edu.ph](http://www.unp.edu.ph)  
Email: [cn@unp.edu.ph](mailto:cn@unp.edu.ph) Telephone #077-604-250



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 2700 Ilocos Sur

	College: <b>College of Arts and Sciences</b>	Date of Revision: August 5, 2021
	Department: Department of Academic	Term and S.Y. Adopted: 2 <sup>nd</sup> term, S.Y. 2021-2022
<b>Vision of the University:</b> A globally recognized university in a heritage city by 2030.		<b>Mission:</b> To produce globally skilled and morally upright professionals instilled with rich cultural values.
<b>Goal of the College:</b> To prepare students to become a responsible leaders and creative and productive citizens.		
<b>Objectives of the College or Department:</b> The College aims to: <ol style="list-style-type: none"> <li>1. Provide students a firm foundation in the human and natural sciences and humanities.</li> <li>2. Develop students' competence in their field of specialization for immediate gainful employment and/or advance studies, and;</li> <li>3. Instill in the students the values of social responsibility, environmental protection and cultural heritage.</li> </ol>		
<b>Program Outcomes:</b> (from CMO No.46, s. 2017): BS MARINE BIOLOGY <ol style="list-style-type: none"> <li>1. Demonstrate broad and coherent knowledge and understanding in the core areas of marine biology;</li> <li>2. Search, gather, evaluate and utilize information as it relates to natural science;</li> <li>3. Communicate the inter-relatedness of the ocean processes to overall human quality of life;</li> <li>4. Demonstrate knowledge on how to sustainably manage marine resource; and</li> <li>5. Apply knowledge and skills learned in response to national issues and global concerns.</li> </ol>		
<b>Class Information</b>		<b>Instructor's Information</b>
Course & Year	BS Bio Marine IV/BS Marine Biology IV	Name: Antonio N. Ayop
Class Schedule		Position/Designation: Assist. Professor III

Virtual Class hours	Note: Time and day of the online class and explain how to access	Office Hours/Official Time:	
		E-mail Address: antonio.ayop@unp.edu.ph FB Account: Contact Number: 09959768975	
Course Information			
Course Code:	MBio 107	Descriptive Title: Coral Reefs (Laboratory)	Course Credit/number of hours/weeks: 1 unit/ 6 hours per week/18 weeks
Prerequisite subject/s:	Marine Ecology (Lecture and Laboratory); Marine Zoology I and Marine Biodiversity (Lecture and Laboratory)		
Software/applications, browser requirements, minimum technical skills required	1. Students with high connectivity must have a laptop, smartphone/mobile phone, unlimited access of internet at home, require software/apps for online class. 2. Students with intermittent connectivity must have a laptop, smartphone/mobile phone, access to internet at home or computer shops, social media apps 3. Students with no internet connectivity must have a computer or laptop, mobile phone, social media apps 4. Students must be able to perform basic computer operations (e.g. open files in standard formats, create, save and organize digital files; interact with the LMS; and browsing and searching		
Course Description:	This course covers the discussions on the anatomy of the coral reef. Sexual reproduction, threats and importance of reef system in the marine environment.		
Course (Subject) Learning Outcomes	At the end of this course, the students should be able to: 1. Understand the coral biology; 2. Differentiate the characteristic of coral polyp and hydra; 3. Explain the process by which corals extract reef-building material from seawater; 4. Identify the geographic locations most favourable for coral reefs; 5. Explain how maps of bleaching hot spots and degree-heating weeks help identify reefs at risk for bleaching.		

## COURSE LEARNING PLAN

Time Allotment	Intended Learning Outcomes (ILO)	Content/Topics	Learning Resources	Teaching and Learning Activities (TLAs)			Assessment Tasks (ATs)
				With high internet connection	With low internet connection	With no internet connection	
Week 1-2 (12 hrs.)	At the end of the lesson, the students should be able to:	<b>ORIENTATION</b>	<ul style="list-style-type: none"> <li>✓ Syllabus</li> <li>✓ Student Handbook</li> </ul>	<ul style="list-style-type: none"> <li>✓ Identification of students' internet connectivity</li> <li>✓ Distribution of syllabus using Google form/e-mail/LMS/GC/couriers</li> <li>✓ Orientation about the course</li> <li>✓ Creation of communication network (GC, mobile phone nos., etc.)</li> </ul>			Syllabus Quiz
	<ul style="list-style-type: none"> <li>• Discuss the coral biology</li> <li>• Determine the different symbiotic relationship.</li> <li>• Examine the skeletal formation of a dead coral.</li> </ul>	1. Coral Reefs, the Human View <ul style="list-style-type: none"> <li>A. About corals, relationship and benefits</li> <li>B. A closer look at coral (skeleton)</li> </ul> (SDG # 14 Life Below Water) Conserve and Sustainable Use the Oceans, Seas, and Marine Resources for Sustainable Development	PowerPoint presentation lectures recorded presentation Hand-outs Videos	Guided Inquiry-based Instruction <ul style="list-style-type: none"> <li>• Set of instructions and resource materials will be sent to the students online. Google Classroom</li> </ul>	Guided Inquiry-based Instruction <ul style="list-style-type: none"> <li>• Set of instructions and resource materials will be sent to the students online. Google Classroom</li> <li>• A hard copy of the set of instructions and resource materials will be sent to the students by the assigned couriers.</li> </ul>	Guided Inquiry-based Instruction <ul style="list-style-type: none"> <li>• A hard copy of the set of instructions and resource materials will be sent to the students by the assigned couriers.</li> </ul>	Feedbacking Graded Recitation Reporting Activity/Set-works Quizzes Assignment
Week 3-4 (12 hrs.)	<ul style="list-style-type: none"> <li>• Examine the response of the hydra from mechanical disturbance.</li> <li>• Differentiate the characteristic of</li> </ul>	2. Anatomy of Corals. <ul style="list-style-type: none"> <li>A. Coral's cousin hydra</li> <li>B. Coral polyp</li> </ul> (SDG # 14 Life Below Water) Conserve and Sustainable	PowerPoint presentation lectures recorded presentation Hand-outs	Guided Inquiry-based Instruction <ul style="list-style-type: none"> <li>• Set of instructions and resource materials will be sent to the</li> </ul>	Guided Inquiry-based Instruction <ul style="list-style-type: none"> <li>• Set of instructions and resource materials will be sent to the students online.</li> </ul>	Guided Inquiry-based Instruction <ul style="list-style-type: none"> <li>• A hard copy of the set of instructions and resource materials will be sent to the</li> </ul>	Feedbacking Graded Recitation Reporting Activity/Set-works

CORAL REEF

(LABORATORY)



	coral polyp and hydra.	Use the Oceans, Seas, and Marine Resources for Sustainable Development	Videos	students online. Google Classroom	Google Classroom <ul style="list-style-type: none"> <li>A hard copy of the set of instructions and resource materials will be sent to the students by the assigned couriers.</li> </ul>	students by the assigned couriers. <ul style="list-style-type: none"> <li></li> </ul>	Quizzes  Assignment
Week 5-6 (12 hrs.)	<ul style="list-style-type: none"> <li>Explain the process by which corals extract reef-building material from seawater.</li> <li>Describe how corals grow, reproduce, and form reef structures.</li> <li>Build physical models of coral growth, reproduction, and reef formation.</li> </ul>	3. Building a Reef <ul style="list-style-type: none"> <li>A. Building a skeleton</li> <li>B. Coral reproduction and reef formation</li> </ul> (SDG # 14 Life Below Water) Conserve and Sustainable Use the Oceans, Seas, and Marine Resources for Sustainable Development	PowerPoint presentation lectures recorded presentation or  Hand-outs  Videos	Guided Inquiry-based Instruction <ul style="list-style-type: none"> <li>Set of instructions and resource materials will be sent to the students online. Google Classroom</li> </ul>	Guided Inquiry-based Instruction <ul style="list-style-type: none"> <li>Set of instructions and resource materials will be sent to the students online. Google Classroom</li> <li>A hard copy of the set of instructions and resource materials will be sent to the students by the assigned couriers.</li> </ul>	Guided Inquiry-based Instruction <ul style="list-style-type: none"> <li>A hard copy of the set of instructions and resource materials will be sent to the students by the assigned couriers.</li> <li></li> </ul>	Feedbacking  Graded Recitation  Reporting  Activity/Set-works  Quizzes  Assignment
Week 7-9 (12 hrs.)	<ul style="list-style-type: none"> <li>Identify the geographic locations most favourable for coral reefs.</li> <li>Describe the range of environmental</li> </ul>	4. Finding Coral's Ideal Environment <ul style="list-style-type: none"> <li>A. Ocean Temperature</li> <li>B. Ocean Depth</li> <li>C. Ocean Chemistry</li> </ul>	PowerPoint presentation lectures recorded presentation or  Hand-outs	Guided Inquiry-based Instruction <ul style="list-style-type: none"> <li>Set of instructions and resource materials will be sent to the</li> </ul>	Guided Inquiry-based Instruction <ul style="list-style-type: none"> <li>Set of instructions and resource materials will be sent to the students online.</li> </ul>	Guided Inquiry-based Instruction <ul style="list-style-type: none"> <li>A hard copy of the set of instructions and resource materials will be sent to the</li> </ul>	Feedbacking  Graded Recitation  Reporting  Activity/Set-works

## CORAL REEF

(LABORATORY)

	conditions in which coral reefs thrive and survive.	(SDG # 14 Life Below Water) Conserve and Sustainable Use the Oceans, Seas, and Marine Resources for Sustainable Development	Videos	students online. Google Classroom	Google Classroom <ul style="list-style-type: none"> <li>A hard copy of the set of instructions and resource materials will be sent to the students by the assigned couriers.</li> </ul>	students by the assigned couriers. <ul style="list-style-type: none"> <li></li> </ul>	Quizzes  Assignment
Midterm Examination							
Week 10-12 (18 hrs.)	<ul style="list-style-type: none"> <li>Use basic Geographic Information System (GIS) data to evaluate threats on coral reefs.</li> <li>Explain how certain fishing practices, pollution, and climate change can damage coral ecosystems.</li> <li>Describe the predicted consequences for coral reefs</li> </ul>	5. Trouble in Paradise: Factors that Impact Coral Health <ul style="list-style-type: none"> <li>A. Reefs at Risk in the world</li> <li>B. Local Activities That Threaten Coral Reefs</li> <li>C. Impact of Climate Change on Coral Reefs</li> </ul> (SDG # 14 Life Below Water) Conserve and Sustainable Use the Oceans, Seas, and Marine Resources for Sustainable Development	PowerPoint presentation lectures recorded presentation  Hand-outs  Videos	Guided Inquiry-based Instruction <ul style="list-style-type: none"> <li>Set of instructions and resource materials will be sent to the students online. Google Classroom</li> </ul>	Guided Inquiry-based Instruction <ul style="list-style-type: none"> <li>Set of instructions and resource materials will be sent to the students online. Google Classroom</li> <li>A hard copy of the set of instructions and resource materials will be sent to the students by the assigned couriers.</li> </ul>	Guided Inquiry-based Instruction <ul style="list-style-type: none"> <li>A hard copy of the set of instructions and resource materials will be sent to the students by the assigned couriers.</li> <li></li> </ul>	Feedbacking  Graded Recitation  Reporting  Activity/Set-works  Quizzes  Assignment
Week 13-16 (24 hrs.)	<ul style="list-style-type: none"> <li>Explain how maps of bleaching hot spots and degree-</li> </ul>	6. Using Data to Identify Hot Spots and Predict Bleaching Events	PowerPoint presentation lectures or	Guided Inquiry-based Instruction	Guided Inquiry-based Instruction	Guided Inquiry-based Instruction	Feedbacking  Graded Recitation

CORAL REEF

(LABORATORY)

	heating weeks help identify reefs at risk for bleaching. <ul style="list-style-type: none"> <li>Describe the consequences of coral reef bleaching.</li> <li>Model the process of coral bleaching in coral polyps.</li> </ul>	A. Understanding Coral Bleaching B. Bleaching Hot Spots C. Degree Heating Weeks D. The Northern Philippine Reef Tract  (SDG # 14 Life Below Water) Conserve and Sustainable Use the Oceans, Seas, and Marine Resources for Sustainable Development	recorded presentation  Hand-outs  Videos	<ul style="list-style-type: none"> <li>Set of instructions and resource materials will be sent to the students online. Google Classroom</li> </ul>	<ul style="list-style-type: none"> <li>Set of instructions and resource materials will be sent to the students online. Google Classroom</li> <li>A hard copy of the set of instructions and resource materials will be sent to the students by the assigned couriers.</li> </ul>	<ul style="list-style-type: none"> <li>A hard copy of the set of instructions and resource materials will be sent to the students by the assigned couriers.</li> </ul>	Reporting  Activity/Set-works  Quizzes  Assignment
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#### Final Examination

#### REFERENCES:

Earth Labs (2019). Corals. Science Education Resource Center. Retrieved: <https://serc.carleton.edu/eslabs/corals/index.html>.

Brown, R., Gentry-Gruber, J., Hardesty, J., Mayer, M., Thompson, J. and W. Weir (2004). The Coral Reef Teacher's Guide. Reef Relief.

Humann, P., & Ned DeLoach, N. (2015). Reef Fish Identification Tropical Pacific (2<sup>nd</sup> Ed.). J.F. New World Publications.

Knowlton, N., Brainard, R. E., Fisher, R., Moews, M., Plaisance, L., & Caley, M. J. (2010). Coral reef biodiversity. Life in the world's oceans: diversity distribution and abundance, 65-74.

Miththapala, S (2008). Coral Reefs. Coastal Ecosystems Series (Vol 1) pp 1-36 + iii. Colombo, Sri Lanka: Ecosystems and Livelihoods Group Asia, IUCN.

Obura, D. O., Aeby, G., Amornthammarong, N., Appeltans, W., Bax, N., Bishop, J., ... & Wongbusarakum, S. (2019). Coral reef monitoring, reef assessment technologies, and ecosystem-based management. Frontiers in Marine Science, 6, 580.

Sumich, J. L., & Pinkard-Meier, D. R. (2016). Introduction to the biology of marine life. Jones & Bartlett Learning.

#### Course Requirements:

- ✓ Participation in all learning activities
- ✓ Summative Examinations
- ✓ Chapter Outputs
  - ❖ All requirements may be submitted in hard or soft copy. A reward shall be given to students who completed and submitted exemplary outputs.
  - ❖ Students who missed or have uncompleted requirements will be notified thru the group chat/text messaging.
  - ❖ Participation in video or call conferencing for the discussion.

**CORAL REEF**

**(LABORATORY)**

### Students' Responsibilities:

When communicating online, you should always:

- Treat your instructor and classmates with respect in email or any other communication.
- Always use your professors' proper title: Dr. or Prof., or if in doubt use Mr. or Ms.
- Unless specifically invited, don't refer to your instructor by first name.
- Use clear and concise language.
- Remember that all college level communication should have correct spelling and grammar (this includes discussion boards).
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you."
- Use standard fonts such as Ariel, Calibri or Times new Roman and use a size 10 or 12 pt. font
- Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING.
- Limit and possibly avoid the use of emoticons like :) or ☹.
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
- Be careful with personal information (both yours and other's).
- Do not send confidential information via e-mail.

When you send an email to your instructor, teaching assistant, or classmates, you should:

- Use a descriptive subject line.
- Be brief.
- Avoid attachments unless you are sure your recipients can open them.
- Avoid HTML in favor of plain text.
- Sign your message with your name and return e-mail address.
- Think before you send the e-mail to more than one person. Does everyone really need to see your message?
- Be sure you REALLY want everyone to receive your response when you click, "reply all."
- Be sure that the message author intended for the information to be passed along before you click the "forward" button.

### Teacher Responsibilities/ obligation/pledge

- The instructor is responsible for following each student's progress through the course. The instructor should continually be assessing students' learning, diagnosing learning needs, and prescribing solutions.
- The instructor should foster student involvement through class activities which are essential to retaining students in the class. This may be as simple as insuring that the class discussions are vibrant and engaging.
- Instructors are responsible for formative and summative assessments to monitor each student's progress, ensure that they are on track to meet the learning goals, and assigning a final grade for the course.
- The Instructor is responsible for reporting the final grades and any other assessment data required by the school administration. The instructor will also want to keep the local contact people (local education guides, coaches, case managers, mentors, liaisons, or parents) well informed so they can assist the teacher with the students' learning.
- As the instructors go through classes, they should reflect on what works and what can be improved with an eye toward improving the online class.

Grading System:	
Reporting	- 15%
Assignment	- 10%
Quizzes	- 20%
Laboratory output	- 25%
Midterm and Final Examinations (1 hour each)	- 30%
Course/Subject Policies and Guidelines:	
1. All outputs must be labelled legibly, following this format:	
Name of Student	Course &Section:
Date Given:	Rating
Date Submitted	
2. Activities shall be sent online (preferably through the email address of their respective instructor), or in any manner. For those who will be submitting online, documents must be in pdf format. All requirements for the week must be submitted at the end of the week except those with no internet connectivity who will submit during the scheduled face to face on the following week.	
3. For those who have no internet connection, submission of outputs shall be through assigned couriers.	
Students must notify the instructor once assignments and activities are received and submitted	
Research Opportunities in Delivering Flexible Classes:	
NONE	

Prepared by:

  
**ANTONIO M. AYOP, MSc.**  
 Faculty, BSMB

Reviewed by:

  
**ELSIE J. CACHO, PhD.**  
 Program Head, BSMB

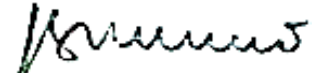
  
**GRACE A. GARCIA, PhD.**  
 Asst. Dean for Academic Programs

Recommending Approval:

  
**REMEDIOS T. NAVARRO, EdD**  
 Dean, CAS

  
**LUZ MINDA P. RELON, EdD**  
 Director for Instruction

Approved:

  
**ROLANDO B. NAVARRO, EdD**  
 Vice President for Academic Affairs



I. Course Code	PATHFIT 104
II. Descriptive Title	DANCES
III. Course Description	Learning Philippine Traditional Dances and Social Dances both provide fitness benefits and cultural and social sensitivity. The course introduces the nature of dance and its fitness benefits. It involves fundamental techniques that include movement skills. Through skills training and independent or self-directed exercise drills, dance participation PAS, fitness levels will be enhanced. In conjunction with this, fitness levels, PA participation and dietary/eating patterns are evaluated to monitor one's progress and achievement of personal fitness and dietary goals. Emphasis will be placed on technique, movement skills, knowledge, history, and aesthetics of each dance style. This course strives to promote a lifelong interest in both dance and physical fitness.
IV. Credits Units and Number of hours	2 UNITS/36 HRS/18 WEEKS
V. Prerequisite/s	PATHFIT 101, PATHFIT 102, PATHFIT 103
VI. Co-requisite/s (if applicable only)	
VII. Vision of the University	A globally recognized university in a heritage city by 2030.
VIII. Mission of the University	To produce globally skilled and morally upright professionals instilled with rich cultural values.
IX. Goal of the College	To prepare students to become responsible leaders, creative and productive citizens.
X. Objectives of the College	<ul style="list-style-type: none"> <li>To promote equal opportunities and fair practice of rights in establishing fun, safe, and gender-sensitive learning environment where students can freely apply the knowledge and skills needed in attaining lifelong fitness goals.</li> <li>To instil the importance of Physical Education in improving the quality of life of stakeholders through an active and healthy lifestyle.</li> <li>To shape students to become self-reliant, healthy, and globally competitive.</li> </ul>
XI. Program Outcomes	<p><b>Program Outcomes:</b> (from CMO No.39, s.2021)</p> <ol style="list-style-type: none"> <li><b>Active and Healthy Living.</b> This outcome is achieved through the adaptation of movement competencies to physical activity pursuits. Movement competency and confidence allow learners to engage in a variety of moderate to vigorous physical activities resulting in improvements in one's fitness levels as well as optimizing health by way of reducing health risk factors. (i.e., physical activity, sedentary behaviours, stress) As part of healthy living, food and beverage consumption patterns are periodically evaluated based on dietary recommendations for the purpose of building healthy eating habits. <ul style="list-style-type: none"> <li>Participate in moderate to vigorous physical activities (MVPAs) in accordance with national and global recommendations on physical activities for health.</li> <li>Adapt movement competencies to independent physical activity pursuits that are health enhancing and personally rewarding.</li> <li>Practice Empathy: Show respect for differing abilities through interpersonally communication skills and emotional regulation during PA Participation.</li> </ul> </li> <li><b>Advocacy and Action.</b> At the individual level, this outcome is achieved through periodic evaluation of the learners (a) physical activity levels, (b) fitness levels, and (c) dietary/eating patterns. Such evaluation is aimed at enhancing awareness and personal responsibility for making healthy choices (i.e., taking action). At the school and/or community level, the learner is provided with and/or seeks opportunities for participation in and/or lead (e.g organize) physical activity-related events (e.g. intramurals, PA-based clubs, fitness and wellness activities, ect.) These opportunities enable them to interact with positivity influence others (i.e., advocacy)</li> </ol>



	<ul style="list-style-type: none"> <li>Assess a range of strategies (i.e., exercise program design; goal-setting; periodic evaluation) to improve one's physical activity performances and those of others.</li> <li>Enhance and advocate for one's personal and others' fitness, safety and wellness through physical activity participation and/or leadership.</li> <li>Promote practical and creative interventions that will create community connection and contribute to the health and wellness of the school community and its periphery.</li> </ul>
<b>XII. Course (Subject) Learning Outcomes</b>	<p>At the end of the course, the students will be able to:</p> <ol style="list-style-type: none"> <li>Display the growth of Filipino culture through the evolution of Philippine Dances.</li> <li>Demonstrate the Fundamental Dance Positions with competent, skills, precision and grace.</li> <li>Showcase awareness and appreciation to Nature of Philippine Traditional Folk Dances in promoting patriotism and posterity through dancing.</li> <li>Apply the acquired knowledge the Basic Movement in Ballroom, Boogie and Swing.</li> <li>Implement healthy choices about physical activity and nutrition behaviours to enhance one's capacity to take responsibility for oneself.</li> </ol>

### COURSE OUTLINE

Learning Outcomes	Course Content	References	Teaching and Learning Activities (TLAs)	Assessment Tasks (ATs)	Resource Materials	Time Frame
<ol style="list-style-type: none"> <li>Recognize the basic concept of dance, its benefits and its importance</li> <li>Categorize the Philippine Traditional Dances according to their nature.</li> </ol>	<b>Unit 1.</b> <b>Introduction to Philippine Traditional Dances</b> 1.1 Nature of Philippine Traditional Dances <b>(SDG # 4: Quality Education)</b> 1.2 Category of Philippine Traditional Dances 1.3 Elements of Dances	Alave, J.C.(2016). Physical Education and Health.  Aries, Channel, P. (2018). Dance: History, Theory, Benefits, Teaching  Arnold, H. (2008). Essential Guide to Dance.  Lindberg, S. (2019). Benefits of Dance.  KQED Art School, (2015). Elements of Dance.  Peterson, W. (2016). Places for Happiness: Community, Self, and Performance in the Philippines.	Small Group discussion about the history of Philippine Traditional Dances and its importance in the past, present and in the future.  Watch different folk dances in the region.	Think-Pair-Share.  Short Quiz	Power point presentation  Video Clips	Week 1 2 Hours
<ol style="list-style-type: none"> <li>Identify the fundamental dance</li> </ol>	<b>Unit 2. Basic Dance Positions and Movements</b>	Aquino, F. (1986). Fundamental Dance Steps and Music <small>Quirino Bldg., 2nd Flr., Zamag, Heritage City of Vigan, 2700 Ilocos Sur            Telephone No. (077) 722-2810 Website: www.unp.edu.ph            University Email: op@unp.edu.ph</small>	Demonstration of the fundamental dance position, and the basic	Individual Practical assessment.	Powerpoint Presentation/ Video	Week 2-4 4 Hours





<p>sequence and basic folk dance movements.</p> <p>2. Execute the fundamental dance position and the basic folk dance movements.</p>	<p>2.1 Fundamental Dance Position (Preparatory Positions for Male and Female)</p> <p>2.2 Amplified Dance Position</p> <p>2.3. Basic Folk dance Movement a. 2/4-time signature b. ¾ time signature c. 4/4-time signature</p>	<p>Aquino, F. (1986). Philippine Folkdances. Volume 1-7.</p> <p>Fajardo, L. (1974). Visayan Folk Dances. Volume 1-4.</p> <p>Guest, A.H. (2014). Shawn's Fundamental of Dance.</p> <p>Kassing, G. (2017) History of Dance.</p> <p>National Learning Corporation. (2014). Dance, Jr. H.S.</p> <p>Philippine Folk Dance Society. Sayaw: Philippine Folkdances. Volume 1-10.</p> <p>Philippine Folk Dance Society. Sayaw: Dances of the Philippines. Volume 1-3.</p> <p>Sofras, P. ( 2019). Dance Composition Basics.</p>	<p>folk dance movements in proper timing.</p> <p>Synchronized Guided Practice of the movements for male and female.</p>	<p>Group Task: Create a dance routine using the fundamental dance position accentuating the preparatory position for the male (hands on waist) and the female (hands on skirt) and the basic folk dance movements in the chosen time signature.</p>	<p>recorded demonstration</p>	
<p>1. Categorize the nature of dances in the different regions of the Philippines.</p> <p>2. Demonstrate the basic movements in folk dance with mastery.</p> <p>3. Showcase a whole routine of a Philippine Traditional dance.</p>	<p><b>Unit 3. Philippine Traditional Dance</b></p> <p>3.1. Group Classification of Dances in the Philippines (SDG # 4: Quality Education)</p> <p>3.2. Philippine Folkdances</p> <p>3.3. Ethnic Dances</p>	<p>Aquino, F. (1986). Fundamental Dance Steps and Music.</p> <p>Aquino, F. (1986). Philippine Folkdances. Volume 1-7.</p> <p>Fajardo, L. (1974). Visayan Folk Dances. Volume 1-4.</p> <p>Philippine Folk Dance Society. Sayaw: Philippine Folkdances. Volume 1-10.</p> <p>Philippine Folk Dance Society. Sayaw: Dances of the Philippines. Volume 1-3.</p> <p>Sofras, P. ( 2019). Dance Composition Basics.</p>	<p>Highlight the classification of the different Traditional dances in the Philippines and its importance through brainstorming.</p> <p>Introduce the selected dances figure by figure.</p> <p>Practice the selected dance.</p>	<p>Short Quiz</p> <p>Group Presentation</p>	<p>Powerpoint Presentation</p> <p>Video recorded demonstration</p>	<p>Week 4-8 10 Hours</p>





MIDTERM WEEK						Week 9 2 Hours
<ol style="list-style-type: none"> <li>Discuss the basic concept of the Ballroom Dance.</li> <li>Execute the different line dance basics with proper timing.</li> </ol>	<b>Unit 4</b> <b>4.1 Introduction to Ballroom Dances</b> <ul style="list-style-type: none"> <li>Background of Ballroom dance</li> <li>Characteristics and Elements of the Ballroom Dances</li> </ul> <b>4.2 Basic Ballroom Movements (Line Dance)</b> <ul style="list-style-type: none"> <li>Foot works</li> <li>Bodylines</li> </ul>	<p>Alipio, M. (2021). Ballroom Dance Guide: Essential Guide to Master Ballroom.</p> <p>Guest, A.H. (2014). Shawn's Fundamental of Dance.</p> <p>Marion, J. (2014). Ballroom: Dance A Glamour.</p> <p>Parson, T. (2016). Ballroom Dances- For All.</p> <p>Sofras, P. ( 2019). Dance Composition Basics.</p> <p>Webster, A. (2019). Dancing as a Means of Physical Education.</p>	<p>Brief discussion about the history of ballroom dances, their Characteristics and elements.</p> <p>Introduce step by step the different line dance steps and technique in ballroom dancing.</p> <p>Synchronized Guided Practice.</p>	<p>Infographics</p> <p>Performance Task: Create a line dance basics of the different ballroom dances with timing.</p>	<p>PowerPoint Presentation</p> <p>Video Demonstration</p>	Week 10-11 4 hours
<ol style="list-style-type: none"> <li>Demonstrate the basic movements/ steps in Swing and Boogie properly.</li> <li>Showcase a whole routine of the basic movements in Swing and Boogie with a partner.</li> </ol>	<b>Unit 5. Swing and Boogie</b> <b>5.1 Dance Basics (with partner)</b>	<p>Alipio, M. (2021). Ballroom Dance Guide: Essential Guide to Master Ballroom.</p> <p>Christopher, R. (2022). Boogie Down Predictions: Hip-Hop, Time, and Afrofuturism</p> <p>Drydale, D. (2012). Boogie Footwork Variations.</p> <p>Gilbert., M. (2017) Basic Boogie Dance Steps.</p> <p>Malnig, J. (2023). Ballroom, Boogie, Shimmy Sham, Shake: A Social and Popular...</p> <p>Sullivan, J. (2022). How to Swing Dance: Swing Dance History.</p> <p>Sullivan, J. (2022). How To Swing Dance : A Beginner's Guide : Five Basic Steps of Swing.</p>	<p>Follow the dance movements introduced step by step with proper technique and timing for Swing and Boogie.</p> <p>Practice the dance basics for Swing and Boogie.</p>	<p>Performance Task: Create a partner dance routine for Wing and Boogie.</p>	<p>Video Demonstration</p>	Week12-14 8 Hours





1. Clarify the proper nutrition intake needed by the dancers before, during and after exposure to MVPAs or performance. 2. Identify the strategies in nutrition intake before, during and after performance	<b>Unit 6: Nutrition for Dancers</b>  6.1 Fuelling the dancer <ul style="list-style-type: none"> <li>What to eat?</li> <li>What food to avoid?</li> </ul> 6.2 Effortless nutrition strategies	Bogert L., et al. (2017). Instructional Assessment Strategies for Health and Physical Education Strategies. Journal for Physical and Sport Educators Vol. 30. May/June 2017.  Cobar, A. G. (2017). Physical Education for Optimized Health Nutrition and Physical Fitness.  Fine, R. (2022) Dance Nutrition	Discuss the importance of proper food intake to sustain energy in a long duration of a dance performance training.	Short Quiz  Class Presentation. (Create a poster slogan with a theme: <i>My food is my energy.</i> )  Create a Dietary Journal	Power Point Presentation	Week 15 2 hours
1. Display a masterful movement of the chosen dance from the previous lesson.	<b>Unit 7- Culminating Activity</b>		Create a dance routine out of the previous lessons in dances.	Group Task. (Perform the created activity with grace and confidence)		Week 16-17 4 hours
	<b>FINALS WEEK</b>					Week 18
<b>Course Requirements</b>	<input type="checkbox"/> Regular attendance in every class session promptly. <input type="checkbox"/> Active participation in every class discussions and activities. <input type="checkbox"/> Wearing of complete P.E uniform. <input type="checkbox"/> Submitting required tasks on time (projects and assignments). <input type="checkbox"/> Taking the summative and formative exams during the set day and time (quizzes, midterm and final test). <input type="checkbox"/> Performing the required Practical Tasks, <input type="checkbox"/> Attendance during the Culminating Day. <input type="checkbox"/> Manners and Behavior.					






	<p>Note:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Official Enrolment form must have to be provided at the beginning of the class.</li> <li><input type="checkbox"/> Requirement shall be submitted on or before the deadline. Deadlines shall be given by the instructors.</li> <li><input type="checkbox"/> Late work policy consequence/Missed test policy</li> <li><input type="checkbox"/> Students who fail to submit all the requirements and taking the major exams after the deadline will be given an INCOMPLETE grade and will ONLY be given one (1) year validity to comply.</li> <li><input type="checkbox"/> University Athlete and Performers are required to attend the class hence be given an additional point (if applicable).</li> </ul>				
Grading System		Quizzes 10 %	Mid and Final Exam 30%	Performance Task/Test 50%	Behavior and Attendance 10%
	Midterm Grade 50%				
	Finals Grade 50%				


Updated on: September 13, 2023



Prepared by:

  
**TITO A. RABARA, MAT-PE**  
Instructor

  
**MARK CHRISTIAN T. PALO, MAT-PE**  
Instructor

  
**EVA MARIE ACENA, BSSED MAPEH**  
Instructor

  
**VALERIE KEITH P. ROMERO, BSSED MAPEH**  
Instructor

  
**OLIVA A. NAVARRO, BSSED MAPEH**  
Instructor

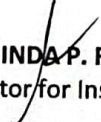
Reviewed by:

  
**MARIE GRACIEL R. BALBUENA, MAT-PE**  
Head, DPE

  
**REMIGIO L. OBRERO, PhD**  
Assistant Dean for General Education Courses

Recommending Approval:

  
**REMEDIOS T. NAVARRO, Ed.D.**  
Dean

  
**LUZVIMINDA P. RELON, EdD**  
Director for Instruction

  
Approved:  
**ROLANDO B. NAVARRO, EdD**  
Vice President for Academic Affairs





Republic of the Philippines  
**UNIVERSITY OF NORTHERN PHILIPPINES**  
Tamag, Vigan City  
2700 Ilocos Sur

<b>I. Course Code</b>	BA CORE 101
<b>II. Descriptive Title</b>	Basic Microeconomics
<b>III. Course Description</b>	The course leads the students to demonstrate knowledge in analysing the market system, means of production, consumption, exchange, determinants of supply and demand, theories of consumer behaviour, basic economic theories and history of economics.
<b>IV. Credits Units and Number of hours</b>	3/54 hours/18 weeks
<b>V. Prerequisite/s</b>	None
<b>VI. Co-requisite/s (if applicable only)</b>	None
<b>VII. Vision of the University</b>	A globally recognized university in a heritage city 2030.
<b>VIII. Mission of the University</b>	To produce globally skilled and morally upright professionals instilled with rich cultural values.
<b>IX. Goal of the College</b>	The College of Arts and Sciences aims to prepare students to become responsible leaders and creative and productive citizens
<b>X. Objectives of the College</b>	1. To provide students a firm foundation in the human and natural sciences and humanities 2. To develop students' competence in their field of specialization for immediate gainful employment and/or advanced studies, and; 3. To instill in the students the values of social responsibility, environmental protection and cultural heritage
<b>XI. Program Outcomes</b>	
<b>XII. Course(Subject) Learning Outcomes</b>	At the end of the course, the students must be able to: 1. Identify the various actors involved in market activities and their roles in the make-up of the market system 2. Demonstrate understanding in analysing the means of production, consumption, and exchange 3. Relate to real world examples the concepts and theories of demand, supply and market equilibrium 4. Understand and assess the microeconomics of resource markets 5. Examine various microeconomic issues and recommend solutions to these problems 6. Apply economic perspective in to everyday living



COURSE OUTLINE						
Learning Outcomes	Course Content	References	Teaching and Learning Activities (TLAs)	Assessment Tasks (ATs)	Resource Materials	Time Frame
<p>At the end of the lesson, the students are expected to:</p> <ol style="list-style-type: none"> <li>State the mission, vision, goals and core values of the University</li> <li>Enumerate and explain the objectives and learning outcomes of the program</li> <li>Describe the course information</li> <li>Examine the outline/plan of the course</li> <li>List the references and supplemental readings to be used in the course</li> </ol>	<p><b>COURSE ORIENTATION</b></p> <ul style="list-style-type: none"> <li>Vision, Mission, Goals, Objectives, and Core Values of the University</li> <li>Program outcomes</li> <li>Course overview</li> <li>Course Requirements and Policies</li> </ul>	Course syllabus	Lecture/Discussion	Written Objective Test	<ul style="list-style-type: none"> <li>Syllabus</li> <li>White Board, marker, eraser</li> <li>Laptop and LED Projector for PowerPoint Slides</li> </ul>	Week 1 (1.5 hours)
<p>At the end of the lesson, the students are expected to:</p> <ol style="list-style-type: none"> <li>define Economics and differentiate its two major divisions;</li> <li>demonstrate understanding on the different economic concepts and models;</li> <li>explain economic</li> </ol>	<p><b>Chapter 1: Introduction: Understanding Economics</b></p> <ul style="list-style-type: none"> <li>Economics defined</li> <li>Nature of Economics</li> <li>Two Main Division of Economics</li> <li>Key Economic Concepts and</li> <li>Economic Models/Theories</li> </ul>	<p>Besanko, D. &amp; Braeutigam, R. (2020). Microeconomics (6<sup>th</sup> ed.). Wiley</p> <p>Greenlaw, S. A. &amp; Shapiro, D. (2018). Principles of Microeconomics (3<sup>rd</sup> ed.). OpenStax.</p> <p>Mankiw, N. G. (2018). Principles of Economics (7<sup>th</sup> ed). Cengage Learning Inc.</p> <p>McConnell, C. R., Brue, S. L. &amp; Flynn, S. M. (2018). Microeconomics: Principles, Problems and Policies (4<sup>th</sup> ed.).</p>	<ul style="list-style-type: none"> <li>Lecture/Discussion</li> <li>Problem-Solving</li> <li>Web-Based Instruction</li> <li>Case Study</li> <li>Debate</li> </ul>	<ul style="list-style-type: none"> <li>Exercises</li> <li>Recitation</li> <li>Assignment</li> <li>Written Objective Test</li> </ul>	<ul style="list-style-type: none"> <li>Books and E-books</li> <li>Manual Module, PDF</li> <li>Video Clips</li> <li>White Board, marker, eraser</li> <li>Laptop and LED Projector for PowerPoint Slides</li> </ul>	Week 2 & 3 (6 hours)



<p>modelling or theorizing being used in the analysis of economic problems</p> <p>d. make a diagram that will show the different sectors involved in the circular flow of economic activity.</p> <p>e. discuss and differentiate the salient functions of the basic types of economic systems.</p>	<p><b>An Overview of the Economy</b></p> <ul style="list-style-type: none"> <li>• The Fundamental and Interdependent Economic Problems</li> <li>• Types of Economic System</li> <li>• The Circular Flow of Economic Activity</li> </ul> <p><b>(SDG #8: DECENT WORK AND ECONOMIC GROWTH, SDG #9: INDUSTRY, INNOVATION AND INFRASTRUCTURE, SDG #12: RESPONSIBLE CONSUMPTION AND PRODUCTION)</b></p>	<p>McGraw-Hill Education. Samuelson, P. A. &amp; Nordhaus, W. D. (2010). Economics (19<sup>th</sup> ed.). McGraw-Hill.</p> <p>THE 17 GOALS   Sustainable Development. (n.d.). <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a></p>				
<p>At the end of the lesson, students are expected to:</p> <p>a. demonstrate understanding on the operation of the Laws of Demand and Supply;</p> <p>b. Explain the demand and supply function and derive an equation from a set of data and/or diagrams</p> <p>c. differentiate between change in</p>	<p><b>Chapter 2 Market Analysis</b></p> <p><b>Demand</b></p> <ul style="list-style-type: none"> <li>• Demand Schedule and Demand Curve</li> <li>• Law of Demand</li> <li>• Changes in Quantity Demand and Movements along the Demand Curve</li> <li>• Changes in Demand and Shifts in the Demand Curve</li> </ul>	<p>Besanko, D. &amp; Braeutigam, R. (2020). Microeconomics (6th ed.). Wiley</p> <p>Greenlaw, S. A. &amp; Shapiro, D. (2018). Principles of Microeconomics (3rd ed.). OpenStax.</p> <p>Mankiw, N. G. (2018). Principles of Economics (7th ed). Cengage Learning Inc.</p> <p>McConnell, C. R., Brue, S. L. &amp; Flynn, S. M. (2018). Microeconomics: Principles, Problems and Policies (4th ed.). McGraw-Hill Education.</p> <p>Samuelson, P. A. &amp; Nordhaus, W. D. (2010). Economics (19th ed.). McGraw-Hill.</p>	<ul style="list-style-type: none"> <li>• Lecture/Discussion</li> <li>• Problem-Solving</li> <li>• Web-Based Instruction</li> <li>• Case Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Exercises-analysis on factors affecting the demand and supply (graphical illustrations with explanation)</li> <li>• Recitation</li> <li>• Assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Books and E-books</li> <li>• Manual Module, PDF</li> <li>• Video Clips</li> <li>• White Board, marker, eraser</li> <li>• Laptop and LED Projector for PowerPoint Slides</li> <li>• Scientific Calculator</li> </ul>	<p>Week 4 &amp; 5 (6 hours)</p>



<p>d. demand and change in quantity demanded; and explain the non-price determinants of demand and supply;</p>	<p><b>(SDG #8: DECENT WORK AND ECONOMIC GROWTH, SDG #12: RESPONSIBLE CONSUMPTION AND PRODUCTION)</b></p> <p><b>Supply</b></p> <ul style="list-style-type: none"> <li>• Supply Schedule and Supply Curve</li> <li>• Law of Supply</li> <li>• Changes in Quantity Supply and Movements along the Supply Curve</li> <li>• Change in Supply and Shifts of the Supply Curve</li> </ul> <p><b>(SDG #8: DECENT WORK AND ECONOMIC GROWTH, SDG #12: RESPONSIBLE CONSUMPTION AND PRODUCTION)</b></p>	<p>THE 17 GOALS   Sustainable Development. (n.d.). <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a></p>				
<p>At the end of the lesson, students are expected to:</p> <p>a. explain the existence of equilibrium in the market and its dynamics; and</p> <p>b. demonstrate understanding on the concept of</p>	<p><b>Market Equilibrium</b></p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Changes in the equilibrium</li> </ul> <p><b>Price Elasticity of Demand and Supply</b></p> <ul style="list-style-type: none"> <li>• Types of Elasticity</li> <li>• Determinants of Demand and Supply Elasticity</li> </ul>	<p>Besanko, D. &amp; Braeutigam, R. (2020). Microeconomics (6th ed.). Wiley</p> <p>Greenlaw, S. A. &amp; Shapiro, D. (2018). Principles of Microeconomics (3rd ed.). OpenStax.</p> <p>Mankiw, N. G. (2018). Principles of Economics (7th ed). Cengage Learning Inc.</p> <p>McConnell, C. R., Brue, S. L. &amp; Flynn, S. M. (2018).</p>	<ul style="list-style-type: none"> <li>• Lecture/Discussion</li> <li>• Problem-Solving</li> <li>• Web-Based Instruction</li> <li>• Case Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Problem set on market equilibrium-examination of the dynamics in equilibrium price and equilibrium quantity</li> <li>• Elasticity Identification-</li> </ul>	<ul style="list-style-type: none"> <li>• Books and E-books</li> <li>• Manual Module, PDF</li> <li>• Video Clips</li> <li>• White Board, marker, eraser</li> <li>• Laptop and LED Projector for</li> </ul>	<p>Week 6&amp;7 (6 hours)</p>



elasticity, and the meaning and economic significance of Ceteris Paribus.	(SDG #8: DECENT WORK AND ECONOMIC GROWTH, SDG #10: REDUCED INEQUALITY, SDG #12: RESPONSIBLE CONSUMPTION AND PRODUCTION)	Microeconomics: Principles, Problems and Policies (4th ed.). McGraw-Hill Education. Samuelson, P. A. & Nordhaus, W. D. (2010). Economics (19th ed.). McGraw-Hill.  THE 17 GOALS   Sustainable Development. (n.d.). <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a>		assessment of products according to their elasticity  • Recitation	PowerPoint Slides • Scientific Calculator	
At the end of the lesson, students are expected to:  a. identify and explain the factors affecting consumer behaviour, b. explain the Theory of Utility, c. use the indifference curve approach to explain consumer behaviour d. find the optimal choice given some parameters	<b>Chapter 3: Demand and Consumer Behaviour</b>  <b>Consumer Behaviour and Choice</b>  • Determinants of Consumer Behaviour • Theory of Utility • Indifference Curve Approach • Consumer Choice Theory: Optimization  (SDG #8: DECENT WORK AND ECONOMIC GROWTH, SDG #12: RESPONSIBLE CONSUMPTION AND PRODUCTION)	Besanko, D. & Braeutigam, R. (2020). Microeconomics (6th ed.). Wiley Greenlaw, S. A. & Shapiro, D. (2018). Principles of Microeconomics (3rd ed.). OpenStax. Mankiw, N. G. (2018). Principles of Economics (7th ed). Cengage Learning Inc. McConnell, C. R., Brue, S. L. & Flynn, S. M. (2018). Microeconomics: Principles, Problems and Policies (4th ed.). McGraw-Hill Education. Samuelson, P. A. & Nordhaus, W. D. (2010). Economics (19th ed.). McGraw-Hill.  THE 17 GOALS   Sustainable Development. (n.d.). <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a>	• Lecture/Discussion • Problem-Solving • Web-Based Instruction • Case Analysis	• Graphical analysis of IC and Optimization-analyse a set of Indifference Curves and Budget Line to find the optimal solution with changes in income or product prices.	• Books and E-books • Manual Module, PDF • Video Clips • White Board, marker, eraser • Laptop and LED Projector for PowerPoint Slides • Scientific Calculator	Week 8 & 9 (6 hours)
MIDTERM EXAMINATION						
At the end of the lesson, students are	<b>Chapter 4: Production and Business</b>	Besanko, D. & Braeutigam, R. (2020). Microeconomics (6th	• Lecture/Discussion • Problem-Solving	• Problem set and exercises	• Books and E-books	Week 9 & 10



<p>expected to:</p> <p>a. identify and explain the Theory of Production and meaning of production function,</p> <p>b. discuss the application of the Law of Diminishing Returns in production.</p> <p>c. graphically illustrate and discuss price and output determination under a competitive market; and</p> <p>d. demonstrate understanding on the profit maximization and cost minimization as they affect production decisions.</p>	<p><b>Organization</b></p> <p><b>Theory of Production</b></p> <ul style="list-style-type: none"> <li>• Production Function</li> <li>• The Law of Diminishing Returns</li> <li>• Graphical depiction of market behaviour</li> </ul> <p><b>(SDG #8: DECENT WORK AND ECONOMIC GROWTH, SDG #9: INDUSTRY, INNOVATION AND INFRASTRUCTURE, SDG #12: RESPONSIBLE CONSUMPTION AND PRODUCTION)</b></p> <p><b>Cost Analysis and Profit Maximization</b></p> <ul style="list-style-type: none"> <li>• Cost functions and curves</li> <li>• Profit maximization and cost minimization in a competitive market</li> <li>• Production decisions in a competitive market</li> </ul> <p><b>(SDG #8: DECENT WORK AND ECONOMIC GROWTH, SDG #12: RESPONSIBLE CONSUMPTION AND PRODUCTION)</b></p>	<p>ed.). Wiley Greenlaw, S. A. &amp; Shapiro, D. (2018). Principles of Microeconomics (3rd ed.). OpenStax. Mankiw, N. G. (2018). Principles of Economics (7th ed). Cengage Learning Inc. McConnell, C. R., Brue, S. L. &amp; Flynn, S. M. (2018). Microeconomics: Principles, Problems and Policies (4th ed.). McGraw-Hill Education. Samuelson, P. A. &amp; Nordhaus, W. D. (2010). Economics (19th ed.). McGraw-Hill.</p> <p>THE 17 GOALS   Sustainable Development. (n.d.). <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a></p>	<ul style="list-style-type: none"> <li>• Web-Based Instruction</li> <li>• Case Analysis</li> </ul>	<p>on graphical analysis of cost minimization and profit maximization</p> <ul style="list-style-type: none"> <li>• Assignment</li> <li>• Recitation</li> </ul>	<ul style="list-style-type: none"> <li>• Manual Module, PDF</li> <li>• Video Clips</li> <li>• White Board, marker, eraser</li> <li>• Laptop and LED Projector for PowerPoint Slides</li> <li>• Scientific Calculator</li> </ul>	<p>(6 hours)</p>
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<p>At the end of the lesson the students should be able to:</p> <p>a. Identify the features/characteristics of the different types of market organizations</p> <p>b. assess how price and output is determined in the different types of market structures</p>	<p><b>Market Structures</b></p> <p><b>Types of market structures</b></p> <ul style="list-style-type: none"> <li>• Pure Competition</li> <li>• Monopoly</li> <li>• Monopolistic Competition</li> <li>• Oligopoly</li> </ul> <p><b>Price and output determination under the different market structures</b></p> <p><b>(SDG #8: DECENT WORK AND ECONOMIC GROWTH, SDG #9: INDUSTRY, INNOVATION AND INFRASTRUCTURE, SDG #11: SUSTAINABLE CITIES AND COMMUNITIES, SDG #12: RESPONSIBLE CONSUMPTION AND PRODUCTION, SDG#16: PEACE, JUSTICE AND STRONG INSTITUTIONS)</b></p>	<p>Besanko, D. &amp; Braeutigam, R. (2020). Microeconomics (6th ed.). Wiley</p> <p>Greenlaw, S. A. &amp; Shapiro, D. (2018). Principles of Microeconomics (3rd ed.). OpenStax.</p> <p>Mankiw, N. G. (2018). Principles of Economics (7th ed). Cengage Learning Inc.</p> <p>McConnell, C. R., Brue, S. L. &amp; Flynn, S. M. (2018). Microeconomics: Principles, Problems and Policies (4th ed.). McGraw-Hill Education.</p> <p>Samuelson, P. A. &amp; Nordhaus, W. D. (2010). Economics (19th ed.). McGraw-Hill.</p> <p>THE 17 GOALS   Sustainable Development. (n.d.). <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a></p>	<ul style="list-style-type: none"> <li>• Lecture/Discussion</li> <li>• Web-Based Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Recitation</li> <li>• Written Objective test</li> <li>• Graphical analysis on the differences of output and price determination under the four types of market structures</li> </ul>	<ul style="list-style-type: none"> <li>• Books and E-books</li> <li>• Manual Module, PDF</li> <li>• Video Clips</li> <li>• White Board, marker, eraser</li> <li>• Laptop and LED Projector for PowerPoint Slides</li> </ul>	<p>Week 11 &amp; 12 (6 hours)</p>
<p>At the end of the lesson, students are expected to:</p> <p>a. analyse the different market failures</p> <p>b. justify the roles of governments in addressing market failures</p>	<p><b>Market Failures</b></p> <p><b>Types of Market Failures</b></p> <ul style="list-style-type: none"> <li>• Failure of Competition</li> <li>• Public Goods</li> <li>• Externalities</li> <li>• Information Failures</li> </ul> <p><b>(SDG #8: DECENT WORK AND ECONOMIC GROWTH, SDG #9: INDUSTRY, INNOVATION AND INFRASTRUCTURE, SDG #11: SUSTAINABLE CITIES AND COMMUNITIES, SDG #12: RESPONSIBLE CONSUMPTION AND PRODUCTION, SDG#16: PEACE, JUSTICE AND STRONG INSTITUTIONS)</b></p>	<p>Besanko, D. &amp; Braeutigam, R. (2020). Microeconomics (6th ed.). Wiley</p> <p>Greenlaw, S. A. &amp; Shapiro, D. (2018). Principles of Microeconomics (3rd ed.). OpenStax.</p> <p>Mankiw, N. G. (2018). Principles of Economics (7th ed). Cengage Learning Inc.</p> <p>McConnell, C. R., Brue, S. L. &amp; Flynn, S. M. (2018). Microeconomics: Principles, Problems and Policies (4th ed.). McGraw-Hill Education.</p>	<ul style="list-style-type: none"> <li>• Lecture/Discussion</li> <li>• Problem-solving</li> <li>• Web-Based Instruction</li> <li>• Debate</li> <li>• Case Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Recitation</li> <li>• Written Objective test</li> <li>• Assignment</li> <li>• Exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Books and E-books</li> <li>• Manual Module, PDF</li> <li>• Video Clips</li> <li>• White Board, marker, eraser</li> <li>• Laptop and LED Projector for PowerPoint Slides</li> </ul>	<p>Week 13 (3 hours)</p>



	<p><b>GROWTH)</b></p> <p><b>Government Intervention</b> Normative vs Positive</p> <p><b>(SDG #10: REDUCED INEQUALITIES, SDG #16: PEACE, JUSTICE AND STRONG INSTITUTIONS)</b></p>	<p>Flynn, S. M. (2018). Microeconomics: Principles, Problems and Policies (4th ed.). McGraw-Hill Education.</p> <p>Samuelson, P. A. &amp; Nordhaus, W. D. (2010). Economics (19th ed.). McGraw-Hill.</p> <p>THE 17 GOALS   Sustainable Development. (n.d.). <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a></p>			<p>Projector for PowerPoint Slides</p>	
<p>At the end of the lesson, students are expected to:</p> <p>a. determine income as derived from the market and factor prices by the use of the marginal productivity concept</p> <p>b. examine the labour market and some of the issues arising from it</p> <p>c. explain the economics of natural resources</p> <p>d. define and differentiate basic concepts relating to capital and interest</p> <p>e. explain the theory of capital, interest and profits</p>	<p><b>Chapter 5:</b> <b>Factors/Resource Market</b></p> <p><b>Income determination in the market</b></p> <ul style="list-style-type: none"> <li>Income and Wealth</li> <li>Input pricing by marginal productivity</li> </ul> <p><b>(SDG # 1: NO POVERTY, SDG #10: REDUCED INEQUALITIES, SDG #8: DECENT WORK AND ECONOMIC GROWTH)</b></p> <p><b>Labour Market</b></p> <ul style="list-style-type: none"> <li>Fundamentals of Wage Determination</li> <li>Labour market issues and policies</li> </ul> <p><b>(SDG # 1: NO POVERTY, SDG #10: REDUCED INEQUALITIES, SDG #8: DECENT WORK AND</b></p>	<p>Besanko, D. &amp; Braeutigam, R. (2020). Microeconomics (6th ed.). Wiley</p> <p>Greenlaw, S. A. &amp; Shapiro, D. (2018). Principles of Microeconomics (3rd ed.). OpenStax.</p> <p>Mankiw, N. G. (2018). Principles of Economics (7th ed). Cengage Learning Inc.</p> <p>McConnell, C. R., Brue, S. L. &amp; Flynn, S. M. (2018). Microeconomics: Principles, Problems and Policies (4th ed.). McGraw-Hill Education.</p> <p>Samuelson, P. A. &amp; Nordhaus, W. D. (2010). Economics (19th ed.). McGraw-Hill.</p> <p>THE 17 GOALS   Sustainable Development. (n.d.). <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a></p>	<ul style="list-style-type: none"> <li>Lecture/Discussion</li> <li>Problem-solving</li> <li>Web-Based Instruction</li> <li>Case Analysis</li> </ul>	<ul style="list-style-type: none"> <li>Critique Paper on labour laws (effectiveness and failures)</li> <li>Recitation</li> <li>Written Objective test</li> <li>Assignment</li> <li>Exercises</li> </ul>	<ul style="list-style-type: none"> <li>Books and E-books</li> <li>Manual Module, PDF</li> <li>Video Clips</li> <li>White Board, marker, eraser</li> <li>Laptop and LED Projector for PowerPoint Slides</li> <li>Scientific Calculator</li> </ul>	<p>Week 14,15,16 (9 hours)</p>



	<p><b>ECONOMIC GROWTH)</b></p> <p><b>Land, Natural Resources and the Environment</b></p> <ul style="list-style-type: none"> <li>• Economics of natural resources</li> <li>• Environmental economics</li> </ul> <p><b>(SDG #14: LIFE BELOW WATER, SDG #15: LIFE ON LAND)</b></p> <p><b>Capital, Interest and Profits</b></p> <ul style="list-style-type: none"> <li>• Basic concepts of interest and capital</li> </ul> <p>Theory of Capital, Interest and Profits</p> <p><b>(SDG #8: DECENT WORK AND ECONOMIC GROWTH)</b></p>					
<p>At the end of the lesson, students are expected to:</p> <p>a. assess the trade-off between efficiency and equality in the economy</p> <p>b. identify sources of inequality particularly income inequality</p> <p>c. enumerate antipoverty policies in the country</p>	<p><b>Chapter 6: Efficiency vs. Equality</b></p> <ul style="list-style-type: none"> <li>• Sources of Inequality</li> <li>• Antipoverty Policies</li> </ul> <p><b>(SDG # 1: NO POVERTY, SDG #2: ZERO HUNGER, SDG #10: REDUCED INEQUALITIES, SDG #8: DECENT WORK AND ECONOMIC GROWTH)</b></p>	<p>Besanko, D. &amp; Braeutigam, R. (2020). Microeconomics (6th ed.). Wiley</p> <p>Greenlaw, S. A. &amp; Shapiro, D. (2018). Principles of Microeconomics (3rd ed.). OpenStax.</p> <p>Mankiw, N. G. (2018). Principles of Economics (7th ed). Cengage Learning Inc.</p> <p>McConnell, C. R., Brue, S. L. &amp; Flynn, S. M. (2018). Microeconomics: Principles, Problems and Policies (4th ed.). McGraw-Hill Education.</p> <p>Samuelson, P. A. &amp; Nordhaus, W. D. (2010). Economics (19th ed.).</p>	<ul style="list-style-type: none"> <li>• Lecture/Discussion</li> <li>• Web-Based Instruction</li> <li>• Case Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Critique Paper on labour laws (effectiveness and failures)</li> <li>• Recitation</li> <li>• Written Objective test</li> <li>• Assignment</li> <li>• Exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Books and E-books</li> <li>• Manual Module, PDF</li> <li>• Video Clips</li> <li>• White Board, marker, eraser</li> <li>• Laptop and LED Projector for PowerPoint Slides</li> </ul>	<p>Week 17 &amp; 18 (6 hours)</p>



		McGraw-Hill.  THE 17 GOALS   Sustainable Development. (n.d.). <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a>																
FINAL EXAMINATION																		
Suggested/Additional Readings	Azanza, P. A. (2001). Economics, society and development. Mandaluyong City: National Bookstore. Fajardo, F. R. (1995). Economic development. Manila: National Bookstore. Mc Connell, C. R. & Brue, S. L. (1996). Economics: principles, problems and policies. Mc Graw-Hill, Inc. Miranda, G. (2001). Introductory economics. Manila: L & G. Business House, 3rd Revised Edition Pagoso, C. M. (1996). Introductory economics. Manila: Rex Bookstore. Ramos, C.C. R. (2003). Globalization and technology. Manila: Rex Bookstore Resurreccion, C. O. (1996). Basic economic concepts in Philippine context. Quezon City: Phoenix Press Inc. Tullao, T. Jr. S. (1995). Understanding economics in the Philippines setting. Quezon City: Phoenix Publishing House. Villegas, B. M. (2001). Guide to economics for Filipinos. Manila: Sinagtala Publishers, Inc Resource Pack for Economics Curriculum. <a href="https://cd1.edb.hkedcity.net/cd/pshe/resources/econ_income_inequality/English%20Version/index_e.htm">https://cd1.edb.hkedcity.net/cd/pshe/resources/econ_income_inequality/English%20Version/index_e.htm</a>																	
Course Requirements	Midterm/Final Exams Summative quizzes	Problem Sets Case Analyses	Position/CritiquePaper															
Grading System	<table><tr><th>FACTORS</th><th>MIDTERM GRADE</th><th>TENTATIVE FINAL GRADE</th></tr><tr><td>Midterm /Final Examination</td><td>30 %</td><td>30%</td></tr><tr><td>Class Standing<ul style="list-style-type: none"><li>• Quizzes (20%)</li><li>• Activities/Problem Sets/ Case Analyses (30%)</li><li>• Class Participation (Forum Discussions) (20%)</li></ul></td><td>70 %</td><td>70 %</td></tr><tr><td>Total</td><td>100 %</td><td>100 %</td></tr></table> <p>Final Grade is computed as follows: Final Grade = (Midterm Grade + Tentative Final Grade) / 2</p>						FACTORS	MIDTERM GRADE	TENTATIVE FINAL GRADE	Midterm /Final Examination	30 %	30%	Class Standing <ul style="list-style-type: none"><li>• Quizzes (20%)</li><li>• Activities/Problem Sets/ Case Analyses (30%)</li><li>• Class Participation (Forum Discussions) (20%)</li></ul>	70 %	70 %	Total	100 %	100 %
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	Total	100 %	100 %

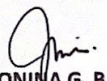
Final Grade is computed as follows:

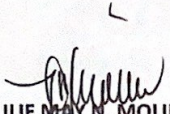
Final Grade = (Midterm Grade + Tentative Final Grade) / 2

Updated on: November 7, 2023

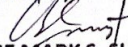
Prepared by:

  
**LEE VAN LACERES**  
 INSTRUCTOR

  
**MONINA G. BATIN**  
 INSTRUCTOR


  
**JULIE MAY N. MOLINA**  
 INSTRUCTOR


Reviewed by:

  
**CHASE MARK S. SUYAT, EdD**  
 Head, Department of Social Sciences and Philosophy

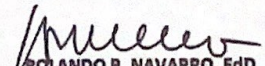


Recommending Approval:

  
REMEDIOS T. NAVARRO, Ed.D.  
Dean

  
LUZVIMINDA P. RELON, Ed.D.  
Director for Instruction

Approved:

  
ROLANDO B. NAVARRO, EdD  
Vice President for Academic Affairs



Republic of the Philippines  
**UNIVERSITY OF NORTHERN PHILIPPINES**  
 Tamag, Vigan City  
 2700 Ilocos Sur

I. Course Code	-
II. Descriptive Title	Ethics
III. Course Description	<ul style="list-style-type: none"> <li>Ethics deals with the principles of ethical behaviour in modern society at the level of the person, society, and in interaction with the environment and other shared resources (CMO 20 S. 2013). The course also teaches students to make moral decisions by using dominant moral frameworks and by applying a seven-step moral reasoning model to analyse and solve moral dilemmas.</li> </ul>
IV. Credits Units and Number of hours	<ul style="list-style-type: none"> <li>3 units/3 hours per week/54 hours</li> </ul>
V. Prerequisite/s	N/A
VI. Co-requisite/s (if applicable only)	N/A
VII. Vision of the University	<ul style="list-style-type: none"> <li>A globally recognized university in a heritage city by 2030.</li> </ul>
VIII. Mission of the University	<ul style="list-style-type: none"> <li>To produce globally skilled and morally upright professionals instilled with rich cultural values.</li> </ul>
IX. Goal of the College	<ul style="list-style-type: none"> <li>To prepare students to become responsible leaders and creative and productive citizens.</li> </ul>
X. Objectives of the College	<ul style="list-style-type: none"> <li>To provide students a firm foundation in the human and natural sciences and mathematics,</li> <li>Develop students' competence in their field of specialization for immediate gainful employment and/or advanced studies, &amp;</li> <li>Instil in the students the values of social responsibility, environmental protection, and cultural heritage.</li> </ul>
XI. Program Outcomes	<p>The graduates have the ability to:</p> <ul style="list-style-type: none"> <li>Develop an in-depth understanding of the basic principles governing the science of life,</li> <li>Design and perform safe and responsible techniques and procedures in laboratory or field practice,</li> <li>Develop critical, analytical and problem-solving skills,</li> <li>Extend knowledge and critically assess current views and theories in various areas of the biological sciences,</li> <li>Communicate information, ideas problems and solutions, both, orally and in writing, to other scientists, decision makers and the public,</li> <li>Develop the skills required for both autonomous practice and teamwork,</li> <li>Think critically, solve problems, and appreciate the limitations and implications of science in everyday life,</li> <li>Be precise in making observations and able to distinguish small differences between samples and events,</li> <li>Commit to the integrity of data, &amp;</li> <li>Have a strong sense of ethical behavior.</li> </ul>
XII. Course/Subject Learning Outcomes	<p>At the end of the course, the students must be able to:</p> <ul style="list-style-type: none"> <li>Differentiate between moral and non-moral problems,</li> <li>Describe what a moral experience is as it happens in different levels of human existence,</li> <li>Explain the influence of Filipino culture on the way students look at moral experiences and solve moral dilemmas,</li> </ul>





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	<ul style="list-style-type: none"> <li>• Describe the elements of moral development and moral experience,</li> <li>• Use ethical frameworks or principles to analyse moral experiences,</li> <li>• Make sound ethical judgments based on principles, facts, and the stakeholders affected,</li> <li>• Develop sensitivity to the common good, &amp;</li> <li>• Understand and internalize the principles of ethical behaviour in modern society at the level of the person, society, and in interaction with the environment and other shared resources.</li> </ul>
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COURSE OUTLINE						
Learning Outcomes	Course Content	References	Teaching and Learning Activities (TLAs)	Assessment Tasks (ATs)	Resource Materials	Time Frame
<p>At the end of Chapter I, the students are expected to:</p> <ul style="list-style-type: none"> <li>• Explain the importance of rule,</li> <li>• Distinguish between moral &amp; non-moral standards,</li> <li>• Explain moral dilemma as a moral experience,</li> <li>• Distinguish between a moral dilemma &amp; false dilemma,</li> <li>• Illustrate the 3 levels of moral dilemma,</li> <li>• Explain why only human beings can be ethical,</li> <li>• Articulate what culture, enculturation, inculturation &amp;</li> </ul>	<p><b>Chapter I – Understanding Morality &amp; Moral Standards (Goal #16: Peace, Justice &amp; Strong Institutions)</b></p> <ul style="list-style-type: none"> <li>• <b>Lesson 1 –</b> Importance of Rules</li> <li>• <b>Lesson 2 –</b> Moral &amp; Non-moral Standards</li> <li>• <b>Lesson 3 –</b> Moral Dilemma &amp; 3 Levels of Moral Dilemma</li> <li>• <b>Lesson 4 –</b> Freedom as Foundation of Moral Act &amp; Culture &amp; How it defines moral behaviour</li> <li>• <b>Lesson 5 –</b> Cultural Relativism</li> <li>• <b>Lesson 6 –</b> Filipino Character –</li> </ul>	<ul style="list-style-type: none"> <li>• Albert, D. (2021). <i>Ethical Issues for College Students</i> (2<sup>nd</sup> Ed). Cible, Magog, Canada.</li> <li>• Berg, R. (2018). <i>What is Moral Conscience?</i> <i>Homiletic Pastoral</i>. <a href="https://www.hprweb.com/2012/01/what-is-moral-conscience">https://www.hprweb.com/2012/01/what-is-moral-conscience</a>.</li> <li>• Corpuz, B., Corpuz, R. (2020). <i>Ethics</i>. Lorimar Publishing Inc.</li> <li>• Gorospe, V. (1974). <i>The Filipino Search for Meaning: Moral Philosophy in Philippine Setting</i>. Jesuit Educational Association.</li> <li>• Hornedo, F. (1974). <i>The Philosophy of Freedom</i>. St. Louis University.</li> <li>• Mackinon, B. &amp; Friala, A. (2015).</li> </ul>	<ul style="list-style-type: none"> <li>• Small Group Discussion/Song analysis/Brainstorming/ Presentation of Research Findings on the Filipino Character/Analysis of the quote on Honesty</li> <li>• Lecturette</li> <li>• Reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> <li>• Reflection Paper</li> </ul>	<ul style="list-style-type: none"> <li>• Laptop, Smartphone</li> <li>• Course Module, Hand-outs, PowerPoint Presentation</li> </ul>	Week 1 – 3

<p>acculturation mean,</p> <ul style="list-style-type: none"> <li>• Attribute facets of personal behaviour to culture,</li> <li>• Explain how culture shapes the moral agent,</li> <li>• Explain cultural relativism,</li> <li>• Distinguish between cultural relativism &amp; cultural perspective,</li> <li>• Analyze crucial qualities of the Filipino moral identity,</li> <li>• Evaluate elements of the Filipino character that need to be changed,</li> <li>• Identify universal values,</li> <li>• Explain why universal values are a necessity for human survival.</li> </ul>	<p>Strengths &amp; Weaknesses</p> <ul style="list-style-type: none"> <li>• <b>Lesson 7 – Universal Values</b></li> </ul>	<p><i>Ethics Theory &amp; Contemporary Issues.</i> Standford: Cengage Learning.</p> <ul style="list-style-type: none"> <li>• Matthews, G. (Ed.). (2019). <i>Introduction to Philosophy: Ethics.</i> Rebus Community.</li> <li>• McConnel, T. (2019). <i>Moral Dilemmas (Standard encyclopaedia of Philosophy)</i> <a href="https://plato.standford.edu/entries/moral-dilemma">https://plato.standford.edu/entries/moral-dilemma</a></li> <li>• Purt, J. (2019). <i>Defining Moments: Share an Experience that has Shaped your Values.</i> <a href="https://www.theguardian.com/profile/jenny-purt">https://www.theguardian.com/profile/jenny-purt</a>.</li> <li>• Philonotes. (2018, June 26). <i>Moral Standards vs Non-Moral Standards.</i> <a href="https://www.youtube.com/watch?v=SVYcETMuJg8">https://www.youtube.com/watch?v=SVYcETMuJg8</a></li> <li>• Philonotes. (2018, October 12). <i>What are Moral Dilemmas?</i> <a href="https://www.youtube.com/watch?v=jwOQ7ZqDWN4">https://www.youtube.com/watch?v=jwOQ7ZqDWN4</a></li> </ul>				
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<p>At the end of Chapter II, the students are expected to:</p> <ul style="list-style-type: none"> <li>• Explain what moral agent means &amp; what it implies,</li> <li>• Discuss the meaning of fundamental option,</li> <li>• State defining moments in your moral formation,</li> <li>• Explain relationship between moral acts &amp; character,</li> <li>• Describe each stage of moral development,</li> <li>• Evaluate one's personal growth against the stages of personal development.</li> </ul>	<p><b>Chapter II – The Moral Agent (Goal #5: Gender Equality, Goal #16: Peace, Justice &amp; Strong Institutions)</b></p> <ul style="list-style-type: none"> <li>• <b>Lesson 1</b> – The Person as a Moral agent &amp; Fundamental Option</li> <li>• <b>Lesson 2</b> – Development of Moral Character of the Moral Agent &amp; Defining Moment</li> <li>• <b>Lesson 3</b> – The Stages of Moral Development</li> </ul>	<ul style="list-style-type: none"> <li>• Corpuz, B., Corpuz, R. (2020). <i>Ethics</i>. Lorimar Publishing Inc.</li> <li>• Gibbs J. (2019). <i>Moral Development And Reality (4th ed.)</i>. Oxford University Press.</li> <li>• Mackinon, B. &amp; Friala, A. (2015). <i>Ethics Theory &amp; Contemporary Issues</i>. Stanford: Cengage Learning.</li> <li>• Matthews, G. (Ed.). (2019). <i>Introduction to Philosophy: Ethics</i>. Rebus Community.</li> <li>• Melchor Dioso (2021, September 9). <i>Lesson 2 – Moral Agent (The Filipino Way)</i>. <a href="https://www.youtube.com/watch?v=HTgA1Nj-87w">https://www.youtube.com/watch?v=HTgA1Nj-87w</a></li> <li>• <a href="https://www.verywellmind.com/kohlbergs-theory-of-moral-development-2795071?print">https://www.verywellmind.com/kohlbergs-theory-of-moral-development-2795071?print</a></li> <li>• <a href="https://sdgs.un.org/">https://sdgs.un.org/</a></li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of a given quotation/Group Sharing/Self Survey</li> <li>• Lecturette</li> <li>• Reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> <li>• Reflection Paper</li> <li>• Self – Evaluation</li> <li>• Resolving Dilemmas</li> </ul>	<ul style="list-style-type: none"> <li>• Laptop, Smartphone</li> <li>• Course Module, Hand-outs, PowerPoint Presentation</li> </ul>	<p>Week 4 – 5</p>
<p>At the end of Chapter III, the students are expected to:</p>	<p><b>Chapter III – Human Act (Goal #16: Peace, Justice &amp; Strong Institutions)</b></p>	<ul style="list-style-type: none"> <li>• Corpuz, B., Corpuz, R. (2020). <i>Ethics</i>. Lorimar Publishing Inc.</li> </ul>	<ul style="list-style-type: none"> <li>• Test on Act of Man &amp; Human Act/Small Group Sharing/Case Study</li> <li>• Lecturette</li> <li>• Reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> <li>• Reflection Paper</li> </ul>	<ul style="list-style-type: none"> <li>• Laptop, Smartphone</li> <li>• Course Module, Hand-outs,</li> </ul>	<p>Week 6 – 8</p>

<ul style="list-style-type: none"> <li>Explain the meaning of the Human act, the morality &amp; accountability of Human Act,</li> <li>Discuss the three bases of moral accountability,</li> <li>Give examples of Modifiers of Human Act,</li> <li>Explain the role of feelings in moral decision making,</li> <li>Define reason &amp; impartiality as minimum requirements for morality,</li> <li>Apply the 7 step moral reasoning model &amp; the value clarification process,</li> <li>Distinguish Between reason &amp; will.</li> </ul>	<ul style="list-style-type: none"> <li><b>Lesson 1</b> – The Meaning of Human Act &amp; The Determinants of the Morality of Human Act</li> <li><b>Lesson 2</b> – Accountability of Moral Act</li> <li><b>Lesson 3</b> – Feeling as a Modifier of Moral Decision-Making</li> <li><b>Lesson 4</b> – Reason &amp; Impartiality as Minimum requirements for Morality</li> <li><b>Lesson 5</b> – The Difference Between Reason &amp; Will</li> </ul>	<ul style="list-style-type: none"> <li>Mackinon, B. &amp; Friala, A. (2015). <i>Ethics Theory &amp; Contemporary Issues</i>. Stanford: Cengage Learning.</li> <li>Matthews, G. (Ed.). (2019). <i>Introduction to Philosophy: Ethics</i>. Rebus Community.</li> <li>NDMU Campus Ministry (2022, February 21). <i>Human Act/Act of Man/Modifiers of Human Act</i>. <a href="https://www.youtube.com/watch?v=2Jq7fYxxH6U">https://www.youtube.com/watch?v=2Jq7fYxxH6U</a></li> <li><a href="https://sdgs.un.org/">https://sdgs.un.org/</a></li> </ul>			PowerPoint Presentation	
Midterm Examination						Week 9
At the end of Chapter IV, the students are expected to:	<b>Chapter IV – Framework &amp; Principles Behind Moral Disposition (Goal #5: Gender Equality, Goal</b>	<ul style="list-style-type: none"> <li>Albert, D. (2021). <i>Ethical Issues for College Students</i> (2<sup>nd</sup></li> </ul>	<ul style="list-style-type: none"> <li>Small group discussion on models of virtue/</li> <li>Lecturette</li> <li>Reflection</li> </ul>	<ul style="list-style-type: none"> <li>Written Test</li> <li>Reflection Paper</li> </ul>	<ul style="list-style-type: none"> <li>Laptop, Smartphone</li> <li>Course Module, Hand-</li> </ul>	Week 10 – 14

<ul style="list-style-type: none"> <li>• Explain the meaning of ethical framework,</li> <li>• Distinguish among five ethical frameworks,</li> <li>• Articulate what virtue ethics, natural law ethics, duty ethical framework, utilitarianism, &amp; love &amp; justice mean,</li> <li>• Cite some criticisms or questions against these frameworks.</li> </ul>	<p><b>#10: Reduced Inequalities, Goal #13: Climate Action, Goal #15: Life on Land, Goal #16: Peace, Justice &amp; Strong Institutions)</b></p> <ul style="list-style-type: none"> <li>• <b>Lesson 1</b> - The Meaning of Ethical Framework</li> <li>• <b>Lesson 2</b> – Aristotle’s Virtue Ethics</li> <li>• <b>Lesson 3</b> – St. Thomas Aquinas’ Natural Law</li> <li>• <b>Lesson 4</b> – Kant’s Deontological Ethics: The Duty Framework</li> <li>• <b>Lesson 5</b> – Utilitarianism: The Consequentialist Ethical Framework</li> <li>• <b>Lesson 6</b> – The Love &amp; Justice Framework</li> </ul>	<p>Ed). Cible, Magog, Canada.</p> <ul style="list-style-type: none"> <li>• Corpuz, B., Corpuz, R. (2020). <i>Ethics</i>. Lorimar Publishing Inc.</li> <li>• Mackinon, B. &amp; Friala, A. (2015). <i>Ethics Theory &amp; Contemporary Issues</i>. Stanford: Cengage Learning.</li> <li>• Matthews, G. (Ed.). (2019). <i>Introduction to Philosophy: Ethics</i>. Rebus Community.</li> <li>• Philonotes (2020, October 7). <i>Aristotle’s Virtue Ethics</i>. <a href="https://www.youtube.com/watch?v=NmfEbPRhJw">https://www.youtube.com/watch?v=NmfEbPRhJw</a></li> <li>• Philosophy Vibe (2019, May 20). <i>Natural Law – Thomas Aquinas</i>. <a href="https://www.youtube.com/watch?v=UpVfd6oCF5M">https://www.youtube.com/watch?v=UpVfd6oCF5M</a></li> <li>• Philosophy Vibe (2017, December 10,). <i>Kantian Ethics</i>. <a href="https://www.youtube.com/watch?v=ZOoJ9Cq3oKM">https://www.youtube.com/watch?v=ZOoJ9Cq3oKM</a></li> <li>• Philosophy Vibe (2017, November</li> </ul>			<p>outs, PowerPoint Presentation</p>	
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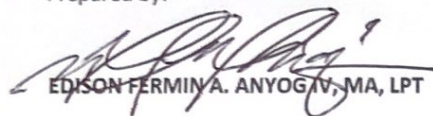


		13). <i>Utilitarianism</i> . <a href="https://www.youtube.com/watch?v=JIK3TGMRs2k">https://www.youtube.com/watch?v=JIK3TGMRs2k</a> • <a href="https://sdgs.un.org/">https://sdgs.un.org/</a>				
At the end of Chapter V, the students are expected to: <ul style="list-style-type: none"> <li>• Explain the meaning of globalization,</li> <li>• Identify the important moral challenges of globalization,</li> <li>• Describe millennials &amp; fillennials,</li> <li>• Point out traits of the Millennials &amp; fillennials that are inimical to their moral development as human persons.</li> </ul>	<b>Chapter V – Globalization &amp; Its Ethical Challenges (Goal #15: Life on Land, Goal #16: Peace, Justice &amp; Strong Institutions)</b> <ul style="list-style-type: none"> <li>• <b>Lesson 1 – Globalization &amp; Pluralism: New Challenges in Ethics</b></li> <li>• <b>Lesson 2 – Millennials &amp; Fillennials: Ethical Challenges &amp; Responses</b></li> </ul>	<ul style="list-style-type: none"> <li>• Corpuz, B., Corpuz, R. (2020). <i>Ethics</i>. Lorimar Publishing Inc.</li> <li>• Mackinon, B. &amp; Friala, A. (2015). <i>Ethics Theory &amp; Contemporary Issues</i>. Stanford: Cengage Learning.</li> <li>• Manebog, JD. (2020). <i>Globalization &amp; Pluralism: New Challenges in Ethics</i>. <a href="https://myinfobasket.com/globalization-and-pluralism-new-challenges-to-ethics/">https://myinfobasket.com/globalization-and-pluralism-new-challenges-to-ethics/</a></li> <li>• Scholte, J. (2005). <i>Globalization: A Critical Introduction</i>. (2<sup>nd</sup> ed). New York: Palgrave Macmillan.</li> <li>• <a href="https://sdgs.un.org/">https://sdgs.un.org/</a></li> </ul>	<ul style="list-style-type: none"> <li>• Song Analysis/Group Discussion/Viewing of a Video of Millennial &amp; Fillennial</li> <li>• Lecturette</li> <li>• Reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> <li>• Reflection Paper</li> </ul>	<ul style="list-style-type: none"> <li>• Laptop, Smartphone</li> <li>• Course Module, Hand-outs, PowerPoint Presentation</li> </ul>	Week 15 – 17
<b>Final Examination</b>						
<b>Suggested/Additional Readings</b>	Cahn, S. (2022). <i>Exploring Ethics: An Introductory Anthology</i> (6 <sup>th</sup> Ed.). Oxford University Press. HÄYRY, M. (2021). <i>Just Better Utilitarianism</i> . Cambridge Quarterly of Healthcare Ethics, 30(2), 343-367. doi:10.1017/S0963180120000882 Landau, R. (2021). <i>Living Ethics: An Introduction with Readings</i> . Oxford University Press. Lovejoy, J. (2021). <i>Practical Ethics: Introduction, Methods, &amp; Cases</i> (3 <sup>rd</sup> Ed.). Independently Published. Maboloc, C. (2020). <i>Ethics in Contemporary Philippine Society</i> . SMKC Prinshoppe. Mathur, S., Corley, K. (2014). Bringing Ethics into the Classroom: Making A Case for Frameworks, Multiple Perspectives & Narrative Sharing. <i>International Education Studies</i> ; Vol. 7, No. 9.					Week 18

	Obinna, O. & Onuoha J. (2019). The Implication of Kant's Moral Philosophy in our Society Today. <i>Journal of Philosophy &amp; Ethics</i> . Volume 1, Issue 2, 2019, PP 30-38.		
	Papouli, E. (2019). <i>Aristotle's virtue ethics as a conceptual framework for the study and practice of social work in modern times</i> , European Journal of Social Work, 22:6, 921-934, DOI: <a href="https://doi.org/10.1080/13691457.2018.1461072">10.1080/13691457.2018.1461072</a> .		
	Stoner, I., & Swartwood, J. (2021). <i>Doing Practical Ethics</i> . Oxford University Press.		
	Weston, A. & Fischer, B. (2023). <i>A 21<sup>st</sup> Century Ethical Toolbox</i> . Oxford University Press.		
Course Requirements	A) Written Tests/Quizzes B) Reflection Papers	C) Individual Case Analyses D) Position Papers	E) Midterm and Final Examination
Grading System	FACTORS	MIDTERM GRADE	TENTATIVE FINAL GRADE
	(Midterm/Final) Examination	30%	30%
	Class Standing	70%	70%
	(Written Tests/Quizzes/Position Papers/Case Analyses/Class Participation)		
	Total:	100%	100%
	Final Grade is computed as follows: Final Grade = (Midterm Grade + Tentative Final Grade)/2		
	Passing Grade: 75/ 3.0		

Updated on: May 3, 2023

Prepared by:

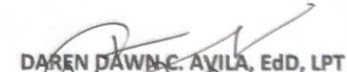
  
EDISON FERMIN A. ANYOG IV, MA, LPT

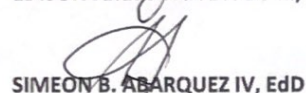
  
MARK EDZEL S. PABLICO, MA

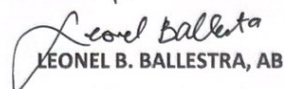
  
FROILAN S. UNCIANO, MPA

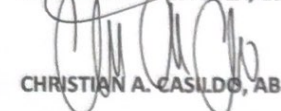
  
EDISON FERMIN A. ANYOG III, AB, LPT

  
JEDU A. ARCAINA, AB

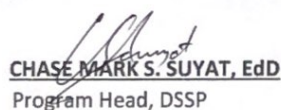
  
DAREN DAWN C. AVILA, EdD, LPT


  
SIMEON B. ABARQUEZ IV, EdD


  
LEONEL B. BALLESTRA, AB

  
CHRISTIAN A. CASILDO, AB


Reviewed by:

  
CHASE MARK S. SUYAT, EdD  
Program Head, DSSP

  
REMEDIOS T. NAVARRO, EdD, Rpm  
Dean, College of Arts and Sciences

  
LUZVIMINDA P. RELON, EdD  
Director for Instruction

Approved:

  
ROLANDO B. NAVARRO, EdD  
Vice President for Academic Affairs





Republic of the Philippines  
**UNIVERSITY OF NORTHERN PHILIPPINES**  
Tamag, Vigan City  
2700 Ilocos Sur

<b>I. Course Code</b>	Soc Sc 102
<b>II. Descriptive Title</b>	Readings in Philippine History
<b>III. Course Description</b>	<p>The course analyses Philippine history from multiple perspectives through the lens of selected primary sources coming from various disciplines and of different genres. Students are given opportunities to analyse the author's background and main arguments, compare different points of view, identify biases and examine the evidences presented in the document. The discussions will tackle traditional topics in history and other interdisciplinary themes that will deepen and broaden their understanding of Philippine political, economic, cultural, social, scientific and religious history. Priority is given to primary materials that could help students develop their analytical and communication skills. The end goal is to develop the historical and critical consciousness of the students so that they will become versatile, articulate, broad minded, morally upright and responsible citizens.</p> <p>This course includes mandatory topics on the Philippine Constitution, agrarian reform, and taxation.</p>
<b>IV. Credits Units and Number of hours</b>	3 units/54 hours/18 weeks
<b>V. Prerequisite/s</b>	None
<b>VI. Co-requisite/s (if applicable only)</b>	Not Applicable
<b>VII. Vision of the University</b>	A globally recognized university in a heritage city by 2030.
<b>VIII. Mission of the University</b>	To produce globally skilled and morally upright professionals instilled with rich cultural values.
<b>IX. Goal of the College</b>	The College of Arts and Sciences aims to prepare students to become responsible leaders and creative and productive citizens.
<b>X. Objectives of the College</b>	<ol style="list-style-type: none"><li>1. To provide students a firm foundation in the human and natural sciences and humanities,</li><li>2. To develop students' competence in their field of specialization for immediate gainful employment and/or advanced studies, and;</li><li>3. To instil in the students the values of social responsibility, environmental protection and cultural heritage.</li></ol>
<b>XI. Program Outcomes</b>	(PO of the specific course where the faculty will be teaching the subject)
<b>XII. Course(Subject) Learning Outcomes</b>	At the end of the course, students should be able to:

1. Evaluate primary sources for their credibility, authenticity, and provenance,
2. Analyse the context, content, and perspective of different kinds of primary sources,
3. Determine the contribution of different kinds of primary sources in understanding Philippine history,
4. Develop critical and analytical skills with exposure to primary sources,
5. Demonstrate the ability to use primary sources to argue in favor or against a particular issue,
6. Effectively communicate, using various techniques and genres, their historical analysis of a particular event or issue that could help others understand the chosen topic,
7. Propose recommendations/solutions to present-day problems based on their understanding of root causes and their anticipation of future scenarios,
8. Display the ability to work in a team and contribute to a group project,
9. Manifest interest in local history and concern in promoting and preserving our country's national patrimony and cultural heritage,
10. Execute competencies in conducting historical research.

#### COURSE OUTLINE

Learning Outcomes	Course Content	References	Teaching and Learning Activities (TLAs)	Assessment Tasks (ATs)	Resource Materials	Time Frame
<p>At the end of the lesson, the students should be able to:</p> <p>1. Evaluate primary sources for their credibility, authenticity and provenance</p>	<p>I. Meaning and relevance of history; distinction of primary and secondary sources; external and internal criticism; repositories of primary sources, and different kinds of primary sources (SDG #04 Quality Education, SDG #05 Gender Equality, SDG #10 Reduced Inequalities, &amp; SDG #16 Peace, Justice and Strong Institutions)</p>	<p>THE 17 GOALS   Sustainable Development. (n.d.). <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a></p> <p>Gottschalk, L. A. (1951). Understanding History: A Primer of Historical Method. <i>Journal of Southern History</i>, 17(2), 238. <a href="https://doi.org/10.2307/2198266">https://doi.org/10.2307/2198266</a></p> <p>Howell, M., &amp; Prevenier, W. (2002). From Reliable Sources: An Introduction to Historical Methods. <i>The Sixteenth Century Journal</i>, 33(4), 1247. <a href="https://doi.org/10.2307/4144236">https://doi.org/10.2307/4144236</a></p>	Lecture			
			<ol style="list-style-type: none"> <li>1. Lecture/Discussion</li> <li>2. Library, Museum and Archives visitation</li> <li>3. Comparative analysis of primary and secondary sources</li> </ol>	<ol style="list-style-type: none"> <li>1. Give examples of primary sources and the corresponding secondary sources derived from them.</li> </ol>	<ol style="list-style-type: none"> <li>1. Course Syllabus</li> <li>2. Laptop</li> <li>3. Projector</li> <li>4. Journals/Articles</li> <li>5. Books</li> </ol>	<p>6 hours (2 Weeks)</p>

		<p>Candelaria J.L, et. al. (2018). Readings in Philippine History. Chapter 1: Sources of Criticism in History. Rex Book Store, Inc.</p> <p>Alvarez, S., Malay, P. C. S., &amp; Paredes, R. R. (1992). The katipunan and the revolution: Memoirs of a general : with the original Tagalog text.</p> <p>Agoncillo, T. A. (1973). History of the Filipino people.</p> <p>Fox, R. J. (1970). The Tabon Caves : archaeological explorations and excavations on Palawan Island, Philippines. In National Museum eBooks. National Museum.  <a href="http://ci.nii.ac.jp/ncid/BA33619107">http://ci.nii.ac.jp/ncid/BA33619107</a></p> <p>Scott, W. K. (1984). Prehispanic source materials for the study of Philippine history. In New Day Publishers eBooks. New Day Publishers.  <a href="https://ci.nii.ac.jp/ncid/BA06647110">https://ci.nii.ac.jp/ncid/BA06647110</a></p> <p>Gottschalk, L. A. (1951b). Understanding History: A Primer of Historical Method. Journal of Southern History, 17(2), 238.  <a href="https://doi.org/10.2307/2198266">https://doi.org/10.2307/2198266</a>.</p>				
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		<p>Furay, C., &amp; Salevouris, M. J. (1988b). The Methods and Skills of History: A Practical Guide.</p> <p>Howell, M., &amp; Prevenier, W. (2002b). From Reliable Sources: An Introduction to Historical Methods. <i>The Sixteenth Century Journal</i>, 33(4), 1247. <a href="https://doi.org/10.2307/4144236">https://doi.org/10.2307/4144236</a></p> <p>Schumacher, J. (1993). The Making of a Nation. Essays on Nineteenth-Century Filipino Nationalism. <i>Pacific Affairs</i>, 66(2), 300. <a href="https://doi.org/10.2307/2759400">https://doi.org/10.2307/2759400</a></p> <p>"The Propagandists' Reconstruction of the Philippine Past" in <i>The Making of a Nation: Essays on Nineteenth-Century Filipino Nationalism</i>, 102-116.</p>				
<p>2. Analyse the context, content, and perspective of different kinds of primary sources.</p> <p>3. Determine the contribution of different kinds of primary sources in Philippine history.</p>	<p>II. Content and contextual analysis of selected primary sources; identification of the historical importance of the text; and examination of the author's main argument and point of view (SDG #04 Quality Education, SDG #05 Gender Equality, SDG #10 Reduced</p>	<p>THE 17 GOALS   Sustainable Development. (n.d.). <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a></p> <p>Candelaria J.L, et. al. (2018). Readings in Philippine History. Chapter 2: Content and Contextual Analysis of selected Primary Sources. Rex Books Store, Inc.</p> <p>Pigafetta. A. <i>First Voyage Around</i>, (pp. 23-48) [Chronicle]</p>	<ol style="list-style-type: none"> <li>1. Lecture/Discussion</li> <li>2. Library research</li> <li>3. Textual Analysis</li> <li>4. Small group discussion</li> <li>5. Film Analysis</li> </ol>	<p>1.Quizzes</p> <p>2. Critical Essay about a particular primary source: students are to discuss the importance of the text, the author's background, the context of the document, and its contribution to understanding Philippine history.</p> <p>3. Graded Reporting</p>	<ol style="list-style-type: none"> <li>1. Projector</li> <li>2. Laptop</li> <li>3. Interactive PowerPoint Presentation</li> <li>4. Picture</li> <li>5. Journals/Articles</li> <li>6. Videos</li> <li>7. Film</li> <li>8. Books</li> </ol>	<p>15 hours (5 weeks)</p>



4. Develop critical and analytical skills with exposure to primary sources	Inequalities, & SDG #16 Peace, Justice and Strong Institutions)	<p>de Plasencia, J. <i>Customs of the Tagalogs</i>, (Garcia 1979, pp. 221-234) [Friar account]</p> <p>Jacinto, E. "<i>Kartilla ng Katipunan</i>" (Richardson, 2013, pp. 131-137) [Declaration of Principles]</p> <p>Aguinaldo, E. <i>Mga Gunita ng Himagsikan</i>. (pp. 78-82; 95-100; 177-188; 212-227) [Memoirs]</p> <p>National Historical Institute (1997). <i>Documents of the 1898 Declaration of Philippine Independence, The Malolos Constitution and the First Philippine Republic</i>. Manila: National Historical Institute (pp. 19-23) [Proclamation]</p> <p>McCoy, A. <i>Political Caricature of the American Era</i> (Editorial cartoons)</p> <p>Commission on Independence, <i>Filipino Grievances Against Governor Wood</i> (Zaide 1990, vol. 11. Pp230-234). [Petition letter]</p> <p>Aquino, C. <i>President Corazon Aquino's Speech before the U.S. Congress Sept. 18, 1986</i> [Speech]</p> <p>Raiders of the Sulu Sea (film)</p>				
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		Works of Luna and Amorsolo [Paintings] <a href="http://philmuseum.tribupod.com/archeo.html">http://philmuseum.tribupod.com/archeo.html</a>				
5. Demonstrate the ability to formulate arguments in favour or against a particular issue using primary sources	<p>III. "One past but many histories": controversies and conflicting views in Philippine history</p> <p>a. Site of the First Mass</p> <p>b. Cavite Mutiny</p> <p>c. Retraction of Rizal</p> <p>d. Cry of Balintawak or Pugadlawin</p> <p>(SDG #04 Quality Education, SDG #05 Gender Equality, SDG #10 Reduced Inequalities, &amp; SDG #16 Peace, Justice and Strong Institutions)</p>	<p>THE 17 GOALS   Sustainable Development. (n.d.). <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a></p> <p>Candelaria J.L, et. al. (2018). Readings in Philippine History. Chapter 3: "One Past but many Histories": Controversies and Conflicting Views in Philippine History. Rex Bookstore, Inc.</p> <p>Pigafetta, A. <i>First Voyage Around the World</i>, (pp. 23-32)</p> <p>de Tavera, TP. <i>Filipino Version of the Cavite Mutiny of 1872</i>, (Zaide 1990, vol. 7, pp. 269-280)</p> <p>Montero y Vidal, J. <i>Spanish Version of the Cavite Mutiny of 1872</i>, (Zaide 1990, vol. 7, pp. 269-273)</p> <p>Izquierdo, R. <i>Official Report on the Cavite Mutiny</i>, (Zaide 1990, vol. 7, pp. 281-286)</p> <p>Garcia, R. <i>The Great Debate: The Rizal Retraction</i> (pp. 9-19; 31-43)</p> <p>Cavanna, JM. <i>Rizal's Unfading Glory</i>, (pp. 1-52)</p> <p>Pascual, J. <i>Rizal Beyond the Grave</i>, (pp. 7-36)</p>	<ol style="list-style-type: none"> <li>1. Lecture/Discussion</li> <li>2. Document analysis</li> <li>3. Group discussion</li> <li>4. Debate, round table discussion or symposium</li> </ol>	<ol style="list-style-type: none"> <li>1. Debate a particular issue in Philippine History</li> <li>2. Reaction/reflection paper on a sponsored activity like lecture, symposium, round table discussion and the like</li> </ol>	<ol style="list-style-type: none"> <li>1. Projector</li> <li>2. Laptop</li> <li>3. Interactive PowerPoint Presentation</li> <li>4. Video/s</li> <li>5. Books</li> </ol>	9 hours (3 weeks)

		<p>Valenzuela, P. <i>Cry of Pugadlawin</i>, (Zaide 1990, vol. 8, pp. 301-302)</p> <p>Alvarez, S. <i>Cry of Bahay Toro</i> (Zaide 1990, vol. 8, pp. 303-304)</p> <p>de Jesus, G. <i>Version of the First Cry</i> (Zaide 1990, vol. 8, pp. 305-306)</p> <p>Masangkay, G. <i>Cry of Balintawak</i> (Zaide, 190, vol. 8, pp. 307-309)</p> <p><a href="http://philmuseum.tripod.com/archo.html">http://philmuseum.tripod.com/archo.html</a></p>				
<p>6. Communicate effectively using various techniques and genres, historical analysis of a particular event or issue that could help others understand the chosen topic;</p> <p>7. Propose recommendations or solutions to present day problems based on their understanding of root causes, and their anticipation of future scenarios</p>	<p>IV. Social, political, economic and cultural issues in Philippine history:</p> <p>Mandated topics:</p> <ol style="list-style-type: none"> <li>1. Agrarian Reform Policies (SDG #01 Eliminating Poverty, &amp; SDG #10 Reduced Inequalities)</li> <li>2. The Philippine Constitution: -1899 (Malolos) Constitution -1935 Constitution -1973 Constitution</li> <li>3. -1987 Constitution</li> </ol>	<p>THE 17 GOALS   Sustainable Development. (n.d.). <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a></p> <p>A. Agrarian Reform Policies</p> <p>The Philippine Rice Share Tenancy Act of 1933 (Act 4054) <a href="http://www.chanrobles.com/acts/actsno4045.html">http://www.chanrobles.com/acts/actsno4045.html</a></p> <p>Candelaria J.L, et. al. (2018). Readings in Philippine History. Chapter 4: Social, Political, and Cultural Issues in Philippine History, Rex Book Store, Inc.</p> <p>A. Agrarian Reform Policies</p> <p>The Philippine Rice Share Tenancy Act of 1933 (Act 4045) <a href="http://www.chanrobles.com/acts/actsno4045.html">http://www.chanrobles.com/acts/actsno4045.html</a></p>	<ol style="list-style-type: none"> <li>1. Lecture/ discussion</li> <li>2. Library and Archival research</li> <li>3. Document analysis</li> <li>4. Group reporting</li> <li>5. Documentary Film Showing</li> </ol>	<p>1. research output that may be in the form of a term paper, exhibit, documentary presentation, diorama, webpage and other genres where students can express their ideas. The topic should trace the evolution of the chosen topic through at least three periods. Group members should collaborate to produce a synthesis that examines the role of this issue in promoting/hindering nation building and provide appropriate recommendations rooted in a historical understanding of the issue.</p>	<ol style="list-style-type: none"> <li>1. Projector</li> <li>2. Laptop</li> <li>3. PowerPoint Presentation</li> <li>4. Research Journals</li> <li>5. Books</li> </ol>	<p>18 hours (6 weeks)</p>

<p>8. Display the ability to work in a multi-disciplinary team and contribute to a group endeavor.</p>	<p>(SDG #03 Good Health and Well-Being, SDG #5 Gender Equality, &amp; SDG #16 Peace, Justice and Strong Institutions)</p> <p>4. Taxation (SDG #04 Quality Education, SDG #10 Reduced Inequalities &amp; SDG 16 Peace, Justice and Strong Institutions)</p> <p>Other sample topics:</p> <p>1. Filipino Cultural heritage (SDG #10 Reduced Inequalities &amp; SDG #16 Peace, Justice and Strong Institution)</p> <p>2. Filipino-American relations (SDG #10 Reduced Inequalities &amp; SDG #16 Peace, Justice and Strong Institution)</p>	<p>"Agricultural Tenancy Act of the Philippines in 1954" (RA 1199)<a href="http://www.lawphil.net/t/">http://www.lawphil.net/t/</a></p> <p>Agricultural Land Reform Code of 1963 (RA 3844) <a href="http://www.lawphil.net/statutes/repacts/ra1963/ra_3844_1963.html">http://www.lawphil.net/statutes/repacts/ra1963/ra_3844_1963.html</a></p> <p>P.D. 27 of 1972 <a href="http://www.lawphil.net/statutes/presdecs/pd1972/pd_27_1972.html">http://www.lawphil.net/statutes/presdecs/pd1972/pd_27_1972.html</a> Comprehensive Agrarian Reform Program of 1988</p> <p>RA 6657 <a href="http://www.gov.ph/downloads/1988/06jun/19880610-RA-6657-CCA.pdf">http://www.gov.ph/downloads/1988/06jun/19880610-RA-6657-CCA.pdf</a></p> <p>Comprehensive Agrarian Reform Program Extension with Reforms of 2009 (RA 9700) <a href="http://www.chanrobles.com/republicacts/republicactsno9700_pdf.php">http://www.chanrobles.com/republicacts/republicactsno9700_pdf.php</a></p> <p>B. Philippine Constitution</p> <p>Malolos Constitution of 1899. <a href="http://www.lawphil.net/constitution/cons_malo.html">http://www.lawphil.net/constitution/cons_malo.html</a></p>				
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	<p>3. Government peace treaties with Muslim Filipinos (SDG #10 Reduced Inequalities &amp; SDG #16 Peace, Justice and Strong Institution)</p> <p>4. Institutional history of schools, corporations, industries, religious groups, and the like (SDG #10 Reduced Inequalities &amp; SDG #16 Peace, Justice and Strong Institution)</p> <p>5. Biography of a prominent Filipino (SDG #10 Reduced Inequalities &amp; SDG #16 Peace, Justice and Strong Institution)</p>	<p>Commonwealth Constitution of 1935.  <a href="http://www.gov.ph/constitutions/1935-constitution-amended/">http://www.gov.ph/constitutions/1935-constitution-amended/</a></p> <p>1973 Constitution.  <a href="http://www.gov.ph/constitutions/1973-constitution-of-the-republic-of-the-philippines-2/">http://www.gov.ph/constitutions/1973-constitution-of-the-republic-of-the-philippines-2/</a></p> <p>1987 Constitution.  <a href="http://www.gov.ph/constitutions/1987-constitution/">http://www.gov.ph/constitutions/1987-constitution/</a></p> <p>C. Taxation</p> <p>Edwin Valencia and Gregorio Roxas, <i>Income Taxation: Principles and Laws with Accounting Applications</i></p> <p>Efren Vincent Dizon, <i>Taxation Law Compendium</i>.</p> <p>Danilo Duncano, <i>Philippine Taxation Handbook</i>.</p> <p>Artemio Saguinsin, <i>Taxation in the Philippines</i>.</p> <p>Hector S. de Leon and Hector de Leon Jr., <i>The Fundamentals of Taxation</i></p>				
9. Manifest interest in local history and show concern in	V. Critical evaluation and promotion of local and oral history,	THE 17 GOALS   Sustainable Development. (n.d.). <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a>	1. Lecture/Discussion	1. Reaction paper or critique of the shrines, historical	1. Projector 2. Laptop	6 hours

promoting and preserving the country's historical and cultural heritage	museums, historical shrines, cultural performances, indigenous practices, religious, etc. (SDG #04 Quality Education, SDG #10 Reduced Inequalities & SDG #16 Peace, Justice and Strong Institution)	<p>Candelaria J.L, et. al. (2018). Readings in Philippine History. Chapter 5: Doing History: A guide for Students. Rex Book Store, Inc</p> <p>1. Historical Data Papers</p> <p>2. Erreccion de Pueblos (Creation of Towns)</p> <p>3. Museums, Local Studies Centers</p> <p>4. Art Galleries, Painting collections</p> <p>5. Historical landmarks and UNESCO sites</p> <p>6. Performances that showcase traditional arts and culture</p> <p>7. Fiestas and similar local celebrations</p>	<p>2. Research in Local libraries and Local Studies Centers (if available)</p> <p>3. Tour in local museums sites, art galleries, archaeological sites and other places where one could see cultural and heritage displays.</p> <p>4. Conduct Oral interview.</p>	<p>sites, museums the students visited</p> <p>2. letter to the editor</p> <p>3. Blogs</p> <p>4. Transcript of oral interview.</p>	<p>3. PowerPoint Presentation</p> <p>4. Gallery Picture</p> <p>5. Video Presentations</p>	(2weeks)						
Suggested/Additional Readings	<ul style="list-style-type: none"><li>• "The Propagandists' Reconstruction of the Philippine Past" in <i>The Making of a Nation: Essays on Nineteenth-Century Filipino Nationalism</i>, 102-116.</li><li>• Milagros Guerrero, Emmanuel Encarnacion and Ramon Villegas. "Andres Bonifacio and the 1896 Revolution", <i>Sulyap Kultura</i>, 2-12.</li><li>• Vivencio Jose, "Ang Diskurso ng Kaisipan at Layunin ng Katipunan" in <i>Pagbabalik sa bayan: mga lektura sa kasaysayan ng historiograpiya at pagkabansang Pilipino</i>, 117-138.</li><li>• P.D. 27 of 1972 <a href="http://www.lawphil.net/statutes/presdecs/pd1972/pd_27_1972.html">http://www.lawphil.net/statutes/presdecs/pd1972/pd_27_1972.html</a> Comprehensive Agrarian Reform Program of 1988</li><li>• 1973 Constitution. <a href="http://www.gov.ph/constitutions/1973-constitution-of-the-republic-of-the-philippines-2/">http://www.gov.ph/constitutions/1973-constitution-of-the-republic-of-the-philippines-2/</a> Documents on building of towns: Historical Papers, Ereccion de Pueblo Archives, museums, local studies centers, Art galleries, painting collections Historical landmarks, UNESCO heritage sites</li><li>• Performances that showcase traditional arts and customs Fiestas and related activities</li><li>• Hector S. de Leon and Hector de Leon Jr., <i>The Fundamentals of Taxation</i></li></ul>											
Course Requirements	Quizzes, Projects, Analysis/Critical Essays/Reflection Paper, Individual/Group Outputs, Assignments, Midterm and Final Examinations											
Grading System	<p>Midterm Grade and Tentative Final Grade</p> <table><tr><td>Examination (Midterm and Finals)</td><td>30%</td></tr><tr><td>Class Standing (Quizzes, Projects, Analysis/Critical Essays/Reflection Paper, Individual/ Group Outputs, Assignments)</td><td>70%</td></tr><tr><td>Final Grade= Midterm Grade + Tentative Final Grade</td><td>100%</td></tr></table>						Examination (Midterm and Finals)	30%	Class Standing (Quizzes, Projects, Analysis/Critical Essays/Reflection Paper, Individual/ Group Outputs, Assignments)	70%	Final Grade= Midterm Grade + Tentative Final Grade	100%
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Class Standing (Quizzes, Projects, Analysis/Critical Essays/Reflection Paper, Individual/ Group Outputs, Assignments)	70%											
Final Grade= Midterm Grade + Tentative Final Grade	100%											

	Justice and Strong Institution)	5. Historical landmarks and UNESCO sites  6. Performances that showcase traditional arts and culture 7. Fiestas and similar local celebrations															
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2																	

Updated on: May 03, 2023

Prepared by:

JUNIOR A. AMODO, LPT

JULIE MAY N. MOLINA, LPT

MARJORIE B. MAGIT, LPT

CHRISMA JEAN N. BAGAOL, ID

WINSTON M. PADRE, LPT

STEPHEN C. TABIOS, BSE

IREN JAN B. DONATO, LPT

MAMERTO S. BANAY JR., MAED

BENMAR O. TABUSO, ATTY.

JEAN S. DUMBRIQUE, Ed. D.


LESTER R. SALGUA, LPT

Reviewed by:

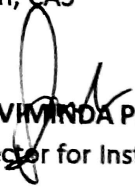

CHASE MARK S. SUYAT, EdD  
Head, DSSP Department



Recommending Approval:




REMEDIOS T. NAVARRO, EdD  
Dean, CAS



LUZVIMINDA P. RELON, EdD  
Director for Instruction

Approved:



ROLANDO B. NAVARRO, EdD  
Vice President for Academic Affairs



Republic of the Philippines  
**UNIVERSITY OF NORTHERN PHILIPPINES**  
Tamag, Vigan City  
2700 Ilocos Sur

I. Course Code	SOC SCI 101
II. Descriptive Title	UNDERSTANDING THE SELF
III. Course Description	<p>The course deals with the nature of identity, as well as the factors and forces that affect the development and maintenance of personal identity. The directive to Know Oneself has inspired countless and varied ways to comply. Among the questions that everyone has had to grapple with at one time or other is "Who am I?" At no other period is this question asked more urgently than in adolescence- traditionally believed to be a time of vulnerability and great possibilities. Issues of self and identity are among the most critical for the young.</p> <p>This course is intended to facilitate the exploration of the issues and concerns regarding self and identity to arrive at a better understanding of one's self. It strives to meet this goal by stressing the integration of the personal with the academic- contextualizing matters discussed in the classroom and in the everyday experiences of students-making for better learning, generating a new appreciation for the learning process, and developing a more critical and reflective attitude while enabling them to manage and improve their selves to attain a better quality of life.</p> <p>The course is divided into three major parts: The first part seeks to understand the construct of the self from various disciplinal perspectives: philosophy, sociology, anthropology, and psychology-as well as the more traditional division between the East and West-each seeking to provide answers to the difficult but essential question of "What is the self?" And raising, among others, the question: "Is there even such a construct as the self?" The second part explores some of the various aspects that make up the self, such as the biological and material up to and including the more recent Digital Self. The third and final part identifies three areas of concern for young students: learning, goal setting, and managing stress. It also provides for the more practical application of the concepts discussed in this course and enables them the hands-on experience of developing self-help plans for self-regulated learning, goal setting, and self-care.</p> <p>This course includes the mandatory topics on Family Planning and Population Education.</p>
IV. Credits Units and Number of hours	3/54
V. Prerequisite/s	None
VI. Co-requisite/s (if applicable only)	N/A
VII. Vision of the University	A globally recognized university in a heritage city by 2030.

VIII. Mission of the University	To produce globally skilled and morally upright professionals instilled with rich cultural values.
IX. Goal of the College	The College of Arts and Sciences aims to prepare students to become responsible leaders and creative and productive citizens
X. Objectives of the College	<ol style="list-style-type: none"> <li>1. To provide students a firm foundation in the human and natural sciences and humanities</li> <li>2. To develop students' competence in their field of specialization for immediate gainful employment and/or advanced studies, and;</li> <li>3. To instill in the students the values of social responsibility, environmental protection and cultural heritage</li> </ol>
XI. Program Outcomes	<b>(PO of the specific college or course where the faculty member will be teaching the subject)</b>
XII. Course (Subject) Learning Outcomes	<p>At the end of the course, the students will be able to:</p> <ol style="list-style-type: none"> <li>1. Discuss the different representations and conceptualizations of the self from various disciplinary perspectives.</li> <li>2. Compare and contrast how the self has been represented across different disciplines and perspectives.</li> <li>3. Examine the different influences, factors, and forces that shape the self.</li> <li>4. Demonstrate critical and reflective thought in analysing the development of one's self and identity by developing a theory of the self.</li> <li>5. Explore the different aspects of self and identity.</li> <li>6. Demonstrate critical, reflective thought in integrating the various aspects of self and identity.</li> <li>7. Identify the different forces and institutions that impact the development of various aspects of self and identity.</li> <li>8. Examine one's self against the different aspects of self-discussed in class.</li> <li>9. Understand the theoretical underpinnings for how to manage and care for different aspects of the self.</li> <li>10. Acquire and hone new skills and learnings for better managing of one's self and behaviours.</li> <li>11. Apply these new skills to one's self and functioning for a better quality of life.</li> </ol>

COURSE OUTLINE						
Learning Outcomes	Course Content	References	Teaching and Learning Activities (TLAs)	Assessment Tasks (ATs)	Resource Materials	Time Frame
	<p><b>COURSE INTRODUCTION</b></p> <ul style="list-style-type: none"> <li>• VMGO Presentation</li> <li>• Getting to Know Each Other</li> </ul> <p>Course overview</p> <p>Classroom policies</p>	Soc Sci 101 Course Syllabus	<p>Class Activity: Getting to Know Me and You</p> <p>Class Discussion: Raising fundamental questions regarding the self</p> <p>Discussions of the mechanics of the course</p>		<p>Course Syllabus</p> <p>Books Power Point Presentation Pictures</p>	WEEK 1



<p>At the end of the course, the students will be able to:</p> <p>a. Discuss the different representations and conceptualizations of the self from various disciplinary perspectives</p> <p>b. Compare and contrast how the self has been represented across different disciplines and perspectives</p> <p>c. Examine the different influences, factors, and forces that shape the self</p> <p>d. Compare and contrast individualistic vs collective self, and identifying what is embedded on their culture and tradition</p> <p>e. Demonstrate critical and reflective thought in analyzing the development of</p>	<p>The Self from Various Perspectives</p> <p>a. Philosophy -Socrates, Plato and Augustine to Descartes, Locke, Hume, Kant, Freud, Ryle, Churchland and Merleau-Ponty – all try to answer the question Who are you?</p> <p>( SDG #3: Good Health and Well Being )</p> <p>b. Sociology •The self as a product of modern society among other constructions</p> <p>( SDG #5: Gender Equality )</p> <p>•Mead and the social self</p> <p>c. Anthropology</p>	<p>Alata, E.J.P., Caslib, B.N., Jr., Serafica, J.P.J. &amp; Pawilen, R.A. (2019). Understanding the Self. Rex Bookstore, Inc., 1st Edition</p> <p>THE 17 GOALS   Sustainable Development. (n.d.). <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a></p>	<p>Lecture</p> <p>Group Discussions centering on similarities/differences of self-representations and conceptualizations and the various identified influences</p> <p>Group Discussions: How is myself shaped and influenced by culture?</p> <p>Totoo ba? A Discussion: Is the Philippines really a collectivist society? Give examples and if true, how does this shape/impact our idea of Self?</p>	<p>Individual submission of essay on self: How do I understand myself? What led up to this self?</p> <p>Short paper on Real/Ideal Self and discussion/assessment of any differences</p> <p>Three things I learned about myself from this topic (Reflection)</p>	<p>Books Power Point Presentation Pictures</p>	<p>Week 2-8</p>

<p>one's self and identity by developing a theory of the self</p>	<ul style="list-style-type: none"> <li>•The Self and person in contemporary anthropology</li> <li>•The self-embedded in culture</li> </ul> <p>d. The Self in Western and Oriental/Eastern Thought</p> <ul style="list-style-type: none"> <li>•Individualistic vs Collective self</li> <li>•The Social Construction of the Self in Western thought</li> <li>•The Self as embedded in relationships and through spiritual development in Confucian thought</li> </ul> <p>e. Psychology</p> <ul style="list-style-type: none"> <li>•The Self as a Cognitive Construction: <ul style="list-style-type: none"> <li>- William James and the Me-Self; I-Self</li> <li>-Global vs differentiated models</li> <li>-Real and Ideal self-concepts</li> <li>-Multiple vs Unified selves</li> <li>-True vs False selves</li> </ul> </li> <li>•The Self as Proactive and Agentic</li> </ul>					
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	<p>characteristics and the human reproductive system</p> <ul style="list-style-type: none"> <li>•Discussing the Erogenous Zones</li> <li>•Understanding the Human sexual response <ul style="list-style-type: none"> <li>- The basic biology of sexual behavior</li> <li>- Understanding the Chemistry of lust, love and attachment</li> <li>The Psychological aspect: <ul style="list-style-type: none"> <li>- What turns people on: the phases of sexual response</li> </ul> </li> </ul> </li> </ul> <p>( SDG #3: Good Health and Well Being SDG #5: Gender Equality )</p> <ul style="list-style-type: none"> <li>•The diversity of sexual behavior: solitary, heterosexual, homosexual and bisexual, transsexual</li> <li>•Sexually transmitted diseases (STIs)</li> <li>•Methods of Contraception (natural and artificial)</li> </ul>	<p>THE 17 GOALS   Sustainable Development. (n.d.). <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a></p>	<p>discussion</p> <ul style="list-style-type: none"> <li>•Tanungin si Ora: Totoo ba? Surfacing common beliefs and misconceptions regarding the body, sex, and sexuality</li> <li>•What does he want? (According to him/according to her). What does she want? (According to her/according to him): Comparing expectations</li> <li>•Usap tayo: A Discussion on Love, Sex, Relationships, and Family</li> <li>•Genderbread person in understanding the complexity of Gender</li> </ul> <p>Activity: From what you have you have a learned from the chapter sexual self, propose a campaign or public announcement or infographic that can help educate others protect themselves from perils of sexual violence.</p> <ul style="list-style-type: none"> <li>•Lecture</li> <li>•Class/group discussion on</li> </ul>	<p>Paper on my most prized possession:</p>		
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	<p>c. THE MATERIAL/ECONOMIC SELF:</p> <ul style="list-style-type: none"> <li>• I shop; therefore, I Am: I have; therefore, I am?</li> <li>• Shaping the way, we see ourselves: The role of consumer culture on our sense of self and identity</li> </ul> <p>d. THE SPIRITUAL SELF: The practice of religion: belief in supernatural being and power</p> <ul style="list-style-type: none"> <li>• The concept of "dungan" - spirit or soul</li> <li>• Rituals and ceremonies: <ul style="list-style-type: none"> <li>- The function of rituals</li> <li>- Rituals and ceremonies</li> <li>- Religion, Magic and Witchcraft</li> </ul> </li> </ul>		<p>the role of mass media in shaping purchase behaviors: What makes an ad effective or ineffective? What affects my purchase behavior?</p> <ul style="list-style-type: none"> <li>• My bag/wallet and me (an unobtrusive measure)</li> </ul> <p>Activity: List five things in your room that you think ideally capture who you are. List them down and state the reason for choosing each.</p> <p>• Lecture</p> <ul style="list-style-type: none"> <li>• Class discussion: Listing of beliefs in spirits and the supernatural prevalent in the area</li> </ul> <p>Activity</p> <ol style="list-style-type: none"> <li>1. Are you familiar with all the supernatural beings that were portrayed?</li> <li>2. Why do you think that in some areas, some of these beings are not known to them?</li> <li>3. Compare and contrast two different religions?</li> <li>4. Do you belong to any religion? If yes, how does your membership in that religion shape you?</li> </ol>	<p>What would I save first in any emergency and Why?</p> <p>Paper: Me and My Favorite Things (what these are and what they say about me)</p> <p>Interview of Informant/s regarding most common rituals in locale, description, and the functions they serve</p> <p>Personal Essay: Reflections of Frankl's ways of discovering meaning</p>		
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<ul style="list-style-type: none"> <li>•Finding and creating meaning</li> <li>- Three ways of discovering meaning in life</li> </ul> <p>( SDG #3: Good Health and Well Being )</p> <p>e. THE POLITICAL SELF</p> <ul style="list-style-type: none"> <li>•Developing a Filipino Identity: Values, Traits, Community and Institutional factors</li> <li>•Establishing a democratic culture</li> </ul> <p>( SDG #17: Partnership to Achieve the Goal )</p> <p>f. THE DIGITAL SELF: Self and other in cyberspace</p> <ul style="list-style-type: none"> <li>•I, me, myself and my user ID online identity</li> <li>•Selective self-presentation and impression management</li> </ul>	<p>THE 17 GOALS   Sustainable Development. (n.d.). <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a></p> <p>THE 17 GOALS   Sustainable Development. (n.d.). <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a></p>	<ul style="list-style-type: none"> <li>•Lecture</li> <li>•Class discussion: Who is the Filipino? What makes a Filipino?</li> <li>•A Game: You know you're Filipino if/when. (Inspired by the book of the same title)</li> </ul> <p>Activity: Draw a caricature of male or female. The left side represent the bad attitude and right side is good attitude. These are the guide questions.</p> <ol style="list-style-type: none"> <li>1. Did you put the same characteristics for the boy and girl? Why?</li> <li>2. What could be the reason why those negative characteristics persist?</li> <li>3. What can be done to change the negative characteristics and enhance the positive traits?</li> <li>4. What are the traits that make your personal fall short of becoming a good Filipino?</li> <li>5. if given the chance, would you migrate abroad? Why or why not?</li> </ol> <ul style="list-style-type: none"> <li>•Lecture</li> <li>•Group discussion/sharing: My FB experiences</li> <li>•Quick Survey: Who goes Online and why?</li> </ul> <p>Activity: Virtual/online personal and/or vicarious learning experiences</p>	<p>Make an acrostic (FILIPINO) which will describe them in relation to being a Filipino.</p> <p>Creative Work: Form groups with 3-4 members. Make a slogan or poster about becoming a responsible Internet user.</p>		
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	<ul style="list-style-type: none"> <li>•Impact of online Interactions on the self</li> <li>•Boundaries of the self-online: private vs public; personal/ individual vs social identity online; gender and sexuality online</li> </ul> <p>( SDG #5: Gender Equality )</p>	<p>THE 17 GOALS   Sustainable Development. (n.d.). <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a></p>	<p>1. Try to recall all the social networking sites on which you had an account and list them down. Share a memorable communication encounter for each.</p> <p>2. Enumerate the advantages and disadvantages of engaging in a virtual a romantic relationship.</p>			
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<p>a. Illustrate and classify the theoretical underpinnings for how to manage and care for different aspects of the self</p> <p>b. Discover and relate new skills and learnings for better managing of one's self and behaviour's</p> <p>c. Apply these new skills to one's self and functioning for a better quality of life</p>	<p>Managing and Caring for the Self</p> <p>a. Learning to be a better student</p> <ul style="list-style-type: none"> <li>•What happens during learning? Brain and behavior changes</li> <li>•Metacognition and study strategies</li> <li>•Managing your own learning: Self-regulated learning</li> </ul> <p>b. Setting goals for Success</p> <ul style="list-style-type: none"> <li>•The importance of goals</li> <li>•Bandura's Self efficacy, Dweck's Mindset (growth vs fixed)</li> <li>•Locke's goal setting theory</li> </ul> <p>c. Taking charge of one's health</p> <ul style="list-style-type: none"> <li>•Stressors and responses</li> </ul>	<p>Alata, E.J.P., Caslib, B.N., Jr., Serafica, J.P.J. &amp; Pawilen, R.A. (2019). Understanding the Self. Rex Bookstore, Inc., 1st Edition</p>	<ul style="list-style-type: none"> <li>•Guided lecture and how-to demonstration: Examination of own study strategies and development of more effective study plans and strategies (self-regulated learning program)</li> <li>•Answering the Metacognition Awareness Inventory</li> <li>•The Power of Habit at <a href="http://www.youtube.com/watch?v=4HofTwtPLfo">http://www.youtube.com/watch?v=4HofTwtPLfo</a></li> </ul> <p>Activity 12: Get to know your classmate. Ask 5 personal information that you can memorize and present them in class. Make sure that the classmate has also given you a consent to share this information to the whole class. Teach a new skill to your classmate that he/she can learn in 10 mins.</p> <ul style="list-style-type: none"> <li>•Guided lecture and how-to demonstration: Examination of goals (short and long term) as well as plans for accomplishing these</li> <li>•Clarifying goals and setting up a plan for the short term (for the semester)</li> <li>•Answering the Test your Mindset Instrument at <a href="http://mindsetonline.com/testyourmindset/steQ1.QhQ">http://mindsetonline.com/testyourmindset/steQ1.QhQ</a></li> <li>•Answering the Internal/External Motivation</li> </ul>	<ul style="list-style-type: none"> <li>•Feedback report on initial implementation: what happened, problems encountered, etc.</li> <li>•Working of my Bad Habits (paper)</li> <li>•Feedback report on initial implementation of goals</li> <li>•Feedback on Implementation</li> <li>•Recap and Insights on the importance of Mental Health</li> </ul>	<p>Books Power Point Presentation Pictures</p>	<p>Week 16-17</p>
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	<ul style="list-style-type: none"> <li>•Sources of coping and strength</li> <li>•Stress and Filipinos: The social and cultural dimensions of stress</li> <li>•Taking care of the self: The need for self-care and compassion ( SDG #3: Good Health and Well Being )</li> </ul>	THE 17 GOALS   Sustainable Development. (n.d.). <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a>	<p>Scale and the Locus of Control Scale at <a href="http://www.1;1sych.uncc.edu/Qa_goolka/LocusofControl-intro.ht">http://www.1;1sych.uncc.edu/Qa_goolka/LocusofControl-intro.ht</a></p> <ul style="list-style-type: none"> <li>•Guided lecture and how-to demonstration: Identifying personal stressors and usual coping</li> <li>•Identifying effective and ineffective coping responses</li> <li>•FINAL PROJECT: Developing a self-care intervention plan</li> </ul>	•FINAL PROJECT: Developing a self-care intervention plan		
<p align="center"><b>SUBMISSION OF FINAL PROJECT</b>  <b>RECAP OF FINAL COVERAGE</b>  <b>FINAL EXAMINATION</b></p>						<b>Week 18</b>
<b>Suggested/Additional Readings</b>	<p>Department of Health (n.d). Family Planning. <a href="https://doh.gov.ph/family-planning">https://doh.gov.ph/family-planning</a></p> <p>Wolfson. (2010). The Chemistry and Chimera of Desire. <a href="http://www.healthline.com/healthy/what-is-desire">http://www.healthline.com/healthy/what-is-desire</a></p> <p>World Health Organization (2018). Family planning/contraception. <a href="https://www.psychologytoday.com/blog/the-mindful-self-express/201603/the-science-love-and-">https://www.psychologytoday.com/blog/the-mindful-self-express/201603/the-science-love-and-</a></p>					
<b>Course Requirements:</b>	<p>Midterm/Final Exams                      Reflection Papers/Essay/Journals</p> <p>Summative quizzes                      Poster Slogan</p>					



Grading System:

FACTORS	MIDTERM GRADE	TENTATIVE FINAL GRADE
Midterm /Final Examination	30 %	30%
Class Standing	70 %	70 %
<ul style="list-style-type: none"> <li>• Quizzes (20%)</li> <li>• Activities/Projects/ Case Analyses (30%)</li> <li>• Class Participation (Forum Discussions) (20%)</li> </ul>		
Total	100 %	100 %

Final Grade is computed as follows:

$$\text{Final Grade} = (\text{Midterm Grade} + \text{Tentative Final Grade}) / 2$$

Prepared by:

JUNIOR A. AMODO, BSEd SS

MOSES R. BAYAT

JENALYN M. RAGUDO, LPT

RENMAR O. TABUSO, ATTY

CHRISMA JEAN N. BAGAOL, JD

JULIE MEY N. MOLINA, LPT

LESTER K. SALDUA, BSEd SS

IREN IAN B. DONATO, BSEd SS

WINSTON M. MADRE, BSEd SS

MARJORIE B. SUMAGIT, BSEd SS

JEAN S. DUMBRIQUE, Ed. D.

MAMERTO S. PANAY JR., MAEd

STEPHEN C. TABIOS, BSE

Reviewed by:

REMIGIO L. OBRERO, Ph. D.  
Department Head, DSSP &  
Asst. Dean for GE Courses

Recommending Approval:

REMEDIOS T. NAVARRO, Ed.D.  
Dean

LUZVIMINIA P. RELON, Ed.D.  
Director for Instruction

Approved:

ROLANDO B. NAVARRO, EdD  
Vice President for Academic Affairs



Republic of the Philippines  
**UNIVERSITY OF NORTHERN PHILIPPINES**  
Tamag, Vigan City  
2700 Ilocos Sur

I. Course Code	SOC SCI 104
II. Descriptive Title	GENDER AND SOCIETY
III. Course Description	This course deals with the study of the social construction of gender. Basically, it concentrates on the discussion of basic concepts of gender, gender socialization, gender is theoretical foundation of gender, gender and development and its legal bases and gender mainstreaming as a strategy to attain gender equality and women empowerment
IV. Credits Units and Number of hours	3 units/3 hours/week
V. Prerequisite/s	NONE
VI. Co-requisite/s (if applicable only)	
VII. Vision of the University	A globally recognized university in a heritage city by 2030.
VIII. Mission of the University	To produce globally skilled and morally upright professionals instilled with rich cultural values.
IX. Goal of the College	The College of Arts and Sciences aims to prepare students to become responsible leaders and creative and productive citizens.
X. Objectives of the College	
XI. Program Outcomes	(PO of the specific college or course where the faculty member will be teaching the subject)
XII. Course (Subject) Learning Outcomes	<ol style="list-style-type: none"><li>1. Recognize the significance of understanding the social construction of gender.</li><li>2. Relate and share their personal experiences on how their perception of gender is influenced by the different agencies of socialization.</li><li>3. Articulate their awareness on gender issues that can affect their personal, academic, cultural, economic, and social lives.</li><li>4. Value the importance of having knowledge and awareness on gender issues and concerns in the society</li><li>5. Criticize and reflect on their experiences and observations on gender issues and concerns in their own communities.</li><li>6. Summarize the theoretical foundation of gender.</li><li>7. Discover how feminism started and its contribution in the attainment of gender and development goals.</li><li>8. Explain the meaning and goals of gad and how it started.</li><li>9. Appreciate the efforts of gad advocates to realize gender equality and women empowerment.</li><li>10. Defend and protect their rights as human beings and the rights of other people.</li><li>11. Identify areas where gender should be mainstreamed particularly in the philippine society and they communities they live in.</li><li>12. Develop an individual plan with identified gender issues and activities that could address issues affecting them personally and the community they belong with.</li></ol>

#### COURSE OUTLINE

Learning Outcomes	Course Content	References	Teaching and Learning Activities (TLAs)	Assessment Tasks (ATs)	Resource Materials
<ul style="list-style-type: none"> <li>Introduce self to classmates and teacher</li> <li>Present expectations for the course</li> <li>Reflect on the rules and policies of the class</li> </ul>	Course Introduction/ Orientation 1. Getting to Know Each Other 2. Presentation of VMGO, Class Rules and Policies 3. Course Overview		Self-Introduction and Course Orientation  Access the course syllabus and fills up the information sheet		Course Syllabus
At the end of Chapter I, the students are expected to: <ul style="list-style-type: none"> <li>Identify the differences between sex and gender.</li> </ul> Interpret how gender roles influence the gender perceptions of the people.	Chapter I Social Construction of Gender  1. Sex vs. Gender (SDG #05 Gender Equality & SDG #10 Reduced Inequalities) 2. Gender Roles  (SDG #05 Gender Equality & SDG #10 Reduced Inequalities)	THE 17 GOALS   Sustainable Development. (n.d.). <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a>  Bhasin, K. (2014). <i>Understanding Gender</i> . Raj Press R-3 Inderpuri, New Delhi.  Bhasin, K., & Khan, N. S. (2003). <i>Some Questions on Feminism and Its Relevance in South Asia</i> (Philippine Edition). ProQuest Publishing Inc.  Killerman, S. (2017). <i>Genderbread Person Version 4</i> . <a href="https://www.genderbread.org">https://www.genderbread.org</a>  <i>Sex and gender - Gender Matters</i> - <a href="http://www.coe.int">www.coe.int</a> . (n.d.). Gender Matters. <a href="https://www.coe.int/en/web/gender-matters/sex-and-gender">https://www.coe.int/en/web/gender-matters/sex-and-gender</a>	Lecture – Discussions  Students download the lecture either from the messenger, google drive or google classroom	Quizzes  Learning Tasks  Reflection Paper on Gender Division of Labor (GDL) Story.	Powerpoint Presentation  Short Audio-Visual Presentation on Gender Roles  Module
<ul style="list-style-type: none"> <li>Determine how gender division of labor takes place</li> </ul>	3. Gender Division of Labor (SDG #05 Gender Equality & SDG #10 Reduced Inequalities)	THE 17 GOALS   Sustainable Development. (n.d.). <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a>  Bhasin, K. (2014). <i>Understanding Gender</i> . Raj Press R-3 Inderpuri, New Delhi.	Lecture – Discussions  Students download the lecture either	Quizzes  Learning Tasks	Powerpoint Presentation  Sheet of paper with illustration of 24-hour clock



inside their private and public lives. <ul style="list-style-type: none"> <li>Reflect on their Gender Division of Labor (GDL) Story.</li> </ul>		Bhasin, K., & Khan, N. S. (2003). <i>Some Questions on Feminism and Its Relevance in South Asia</i> (Philippine Edition). ProQuest Publishing Inc.  Killerman, S. (2017). <i>Genderbread Person Version 4</i> . <a href="https://www.genderbread.org">https://www.genderbread.org</a>  World Health Organization: WHO. (2019). Gender. <a href="https://www.who.int/health-topics/gender#tab=tab_1">www.who.int. https://www.who.int/health-topics/gender#tab=tab_1</a>	from the messenger, google drive or google classroom	Creative Works related to Personal Experiences	
<ul style="list-style-type: none"> <li>Identify the agencies of gender socialization.</li> <li>Examine the influences of the different agencies on the perceptions and attitudes towards gender differences.</li> </ul>	4. Gender Socialization and Its Agencies (SDG #05 Gender Equality & SDG #10 Reduced Inequalities)	THE 17 GOALS   Sustainable Development. (n.d.). <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a>  Bhasin, K. (2014). <i>Understanding Gender</i> . Raj Press R-3 Inderpuri, New Delhi.  Bhasin, K., & Khan, N. S. (2003). <i>Some Questions on Feminism and Its Relevance in South Asia</i> (Philippine Edition). ProQuest Publishing Inc.  <i>How Harmful Gender Norms Create an Unequal World for Children</i> . (n.d.). Save the Children. <a href="https://www.savethechildren.org/us/charity-stories/how-gender-norms-impact-boys-and-girls#:~:text=What%20are%20gender%20roles%3F,to%20cultural%20norms%20and%20traditions.">https://www.savethechildren.org/us/charity-stories/how-gender-norms-impact-boys-and-girls#:~:text=What%20are%20gender%20roles%3F,to%20cultural%20norms%20and%20traditions.</a>	Lecture – Discussions  Students download the lecture either from the messenger, google drive or google classroom	Quizzes  Learning Tasks	Powerpoint Presentation
At the end of Chapter II, the students are expected to: <ul style="list-style-type: none"> <li>Summarize the effects of Patriarchy.</li> </ul> Explain how Patriarchy is considered one of the root causes of gender issues.	Patriarchy(SDG #05 Gender Equality & SDG #10 Reduced Inequalities)	THE 17 GOALS   Sustainable Development. (n.d.). <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a>  Bhasin, K. (2014). <i>Understanding Gender</i> . Raj Press R-3 Inderpuri, New Delhi.  Bhasin, K., & Khan, N. S. (2003). <i>Some Questions on Feminism and Its Relevance in South Asia</i> (Philippine Edition). ProQuest Publishing Inc.	Lecture – Discussions  Students download the lecture either from the messenger, google drive or google classroom	Quizzes  Learning Tasks  Video Analysis	Powerpoint Presentation

		<p>Facio, A., &amp; Solis, M. (2013). <i>What is Patriarchy?</i> <a href="http://www.learnwhr.org/wp-content/uploads/D-Facio-What-is-Patriarchy.pdf">http://www.learnwhr.org/wp-content/uploads/D-Facio-What-is-Patriarchy.pdf</a></p> <p>Mananzan, M. J. (2007). <i>The woman question in the Philippines</i>. Manila, Institute of Women's Studies, St. Scholastica's College.</p> <p>Lumen Learning. (n.d.). <i>Gender and Socialization / Introduction to Sociology</i>. <a href="https://courses.lumenlearning.com/wm-introductiontosociology/chapter/gender-and-socialization/#:~:text=Gender%20socialization%20occurs%20through%20four,as%20religion%20and%20the%20workplace.">https://courses.lumenlearning.com/wm-introductiontosociology/chapter/gender-and-socialization/#:~:text=Gender%20socialization%20occurs%20through%20four,as%20religion%20and%20the%20workplace.</a></p>			
<ul style="list-style-type: none"> <li>Exemplify the stereotypical roles, attributes and characteristics which are considered as gender issues.</li> </ul>	<p>Gender Issues</p> <p>1. Stereotyping(SDG #05 Gender Equality, SDG #08 Decent Work and Economic Growth &amp; SDG #10 Reduced Inequalities)</p> <p>2.Economic Marginalization(SDG #05 Gender Equality, SDG #08 Decent Work and Economic Growth &amp; SDG #10 Reduced Inequalities)</p>	<p>THE 17 GOALS   Sustainable Development. (n.d.). <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a></p> <p>Bhasin, K. (2014). <i>Understanding Gender</i>. Raj Press R-3 Inderpuri, New Delhi.</p> <p>Bhasin, K., &amp; Khan, N. S. (2003). <i>Some Questions on Feminism and Its Relevance in South Asia</i> (Philippine Edition). ProQuest Publishing Inc.</p> <p>Mananzan, M. J. (2007). <i>The woman question in the Philippines</i>. Manila, Institute of Women's Studies, St. Scholastica's College.</p> <p><i>GENDER STEREOTYPING   gender-equality-law</i>. (n.d.). Gender-equality-law. <a href="https://www.genderequalitylaw.org/gender-stereotyping">https://www.genderequalitylaw.org/gender-stereotyping</a></p> <p>MasterClass. (2022, September 16). <i>What Is Marginalization? Types, Causes, and Effects - 2023 - MasterClass</i>. <a href="https://www.masterclass.com/articles/marginalization-explained">https://www.masterclass.com/articles/marginalization-explained</a></p> <p><i>MODULE 4: ECONOMIC, SOCIAL AND CULTURAL RIGHTS OF WOMEN</i>. (n.d.). <a href="http://hrlibrary.umn.edu/">http://hrlibrary.umn.edu/</a></p>	<p>Lecture – Discussions</p> <p>Students download the lecture either from the messenger, google drive or google classroom</p>	<p>Quizzes</p> <p>Learning Tasks</p> <p>Reflection Paper on Gender Division of Labor (GDL) Story.</p>	<p>Powerpoint Presentation</p> <p>Video of Gender Issues (Impossible Dream)</p>

		<p>edumat/IHRIP/circle/modules/module4.htm</p> <p>User, S. (n.d.). <i>What are gender issues?</i>  <a href="https://www.gerc.ph/index.php/resources/48-what-are-gender-issues">https://www.gerc.ph/index.php/resources/48-what-are-gender-issues</a></p> <p>Philippine Commission on Women. (2023, February 23). <i>FAQs Republic Act 7877: The Anti-Sexual Harassment Act of 1995 - Philippine Commission on Women</i>. <a href="https://pcw.gov.ph/faq-republic-act-7877-anti-sexual-harassment-act-of-1995/#:~:text=The%20employer%20or%20head%20of,or%20prosecution%20of%20sexual%20harassment.">https://pcw.gov.ph/faq-republic-act-7877-anti-sexual-harassment-act-of-1995/#:~:text=The%20employer%20or%20head%20of,or%20prosecution%20of%20sexual%20harassment.</a></p> <p><i>Republic Act 7877 The Anti-Sexual Harassment Act Of 1995 A Briefer</i>. (n.d.). <a href="https://library.pcw.gov.ph/wp-content/uploads/2020/12/PCW-Republic-Act-7877-The-Anti-Sexual-Harassment-Act-of-1995-A-Briefer-No-Date.pdf">https://library.pcw.gov.ph/wp-content/uploads/2020/12/PCW-Republic-Act-7877-The-Anti-Sexual-Harassment-Act-of-1995-A-Briefer-No-Date.pdf</a></p>			
Distinguish practices and activities where subordination and multiple burden are observed.	3. Political Subordination(SDG #05 Gender Equality, SDG #08 Decent Work and Economic Growth & SDG #10 Reduced Inequalities 4. Multiple Burden(SDG #05 Gender Equality, SDG #08 Decent Work and Economic Growth & SDG #10 Reduced Inequalities)	<p>THE 17 GOALS   Sustainable Development. (n.d.). <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a></p> <p>Bhasin, K. (2014). <i>Understanding Gender</i>. Raj Press R-3 Inderpuri, New Delhi.</p> <p>Bhasin, K., &amp; Khan, N. S. (2003). <i>Some Questions on Feminism and Its Relevance in South Asia</i> (Philippine Edition). ProQuest Publishing Inc.</p> <p>Mananzan, M. J. (2007). <i>The woman question in the Philippines</i>. Manila, Institute of Women's Studies, St. Scholastica's College.</p> <p>Philippine Commission on Women. (2023, February 23). <i>FAQs Republic Act 7877: The Anti-Sexual Harassment Act of 1995 - Philippine Commission on Women</i>. <a href="https://pcw.gov.ph/faq-republic-act-7877">https://pcw.gov.ph/faq-republic-act-7877</a></p>	<p>Lecture – Discussions</p> <p>Students download the lecture either from the messenger, google drive or google classroom</p>	<p>Quizzes</p> <p>Learning Tasks</p>	Powerpoint Presentation



		<p>-anti-sexual-harassment-act-of-1995/#:~:text=The%20employer%20or%20head%20of,or%20prosecution%20of%20sexual%20harassment.</p> <p><i>Republic Act 7877 The Anti-Sexual Harassment Act Of 1995 A Briefer.</i> (n.d.). <a href="https://library.pcw.gov.ph/wp-content/uploads/2020/12/PCW-Republic-Act-7877-The-Anti-Sexual-Harassment-Act-of-1995-A-Briefer-No-Date.pdf">https://library.pcw.gov.ph/wp-content/uploads/2020/12/PCW-Republic-Act-7877-The-Anti-Sexual-Harassment-Act-of-1995-A-Briefer-No-Date.pdf</a></p>			
Reflect on the cases of VAW in the society and present some recommendations to minimize the issue.	<p>5. Violence Against Women(SDG #05 Gender Equality, SDG #08 Decent Work and Economic Growth &amp; SDG #10 Reduced Inequalities</p> <p>6. Gender-based Violence(SDG #05 Gender Equality, SDG #08 Decent Work and Economic Growth &amp; SDG #10 Reduced Inequalities</p> <p>7. Sexual Harassment(SDG #05 Gender Equality, SDG #08 Decent Work and Economic Growth &amp; SDG #10 Reduced Inequalities</p>	<p>THE 17 GOALS   Sustainable Development. (n.d.). <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a></p> <p>Mananzan, M. J. (2007). <i>The woman question in the Philippines</i>. Manila, Institute of Women's Studies, St. Scholastica's College.</p> <p>Philippine Commission on Women. (2023, February 23). <i>FAQs Republic Act 7877: The Anti-Sexual Harassment Act of 1995 - Philippine Commission on Women</i>. <a href="https://pcw.gov.ph/faq-republic-act-7877-anti-sexual-harassment-act-of-1995/#:~:text=The%20employer%20or%20head%20of,or%20prosecution%20of%20sexual%20harassment.">https://pcw.gov.ph/faq-republic-act-7877-anti-sexual-harassment-act-of-1995/#:~:text=The%20employer%20or%20head%20of,or%20prosecution%20of%20sexual%20harassment.</a></p> <p><i>Republic Act 7877 The Anti-Sexual Harassment Act Of 1995 A Briefer.</i> (n.d.). <a href="https://library.pcw.gov.ph/wp-content/uploads/2020/12/PCW-Republic-Act-7877-The-Anti-Sexual-Harassment-Act-of-1995-A-Briefer-No-Date.pdf">https://library.pcw.gov.ph/wp-content/uploads/2020/12/PCW-Republic-Act-7877-The-Anti-Sexual-Harassment-Act-of-1995-A-Briefer-No-Date.pdf</a></p> <p>World Health Organization: WHO. (2021). Violence against women. <a href="http://www.who.int">www.who.int</a>. <a href="https://www.who.int/news-room/fact-sheets/detail/violence-against-women">https://www.who.int/news-room/fact-sheets/detail/violence-against-women</a></p> <p><i>What is violence against women? – National Plan to Reduce Violence against Women and their Children.</i> (n.d.).</p>	<p>Lecture – Discussions</p> <p>Students download the lecture either from the messenger, google drive or google classroom</p>	<p>Quizzes</p> <p>Learning Tasks</p> <p>Video Analysis</p> <p>Case Analysis</p> <p>Reflection Paper</p>	<p>Powerpoint Presentation</p> <p>Video of Violence Against Women</p>

		<a href="https://plan4womenssafety.dss.gov.au/resources/what-is-violence-against-women/">https://plan4womenssafety.dss.gov.au/resources/what-is-violence-against-women/</a>  <i>What is gender-based violence?</i> (n.d.). European Institute for Gender Equality. <a href="https://eige.europa.eu/gender-based-violence/what-is-gender-based-violence">https://eige.europa.eu/gender-based-violence/what-is-gender-based-violence</a> <i>Frequently asked questions: Types of violence against women and girls.</i> (n.d.). UN Women – Headquarters. <a href="https://www.unwomen.org/en/what-we-do/ending-violence-against-women/faqs/types-of-violence">https://www.unwomen.org/en/what-we-do/ending-violence-against-women/faqs/types-of-violence</a>			
Display a sense of commitment to lessen the cases of discrimination in the society.	8. Discrimination (SDG #05 Gender Equality, SDG #08 Decent Work and Economic Growth & SDG #10 Reduced Inequalities 9. SOGIE/Issues (SDG #05 Gender Equality, SDG #08 Decent Work and Economic Growth & SDG #10 Reduced Inequalities)	THE 17 GOALS   Sustainable Development. (n.d.). <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a>  Bhasin, K. (2014). <i>Understanding Gender</i> . Raj Press R-3 Inderpuri, New Delhi.  Bhasin, K., & Khan, N. S. (2003). <i>Some Questions on Feminism and Its Relevance in South Asia</i> (Philippine Edition). ProQuest Publishing Inc.  Killerman, S. (2017). <i>Genderbread Person Version 4</i> . <a href="https://www.genderbread.org">https://www.genderbread.org</a>	Lecture – Discussions  Students download the lecture either from the messenger, google drive or google classroom	Quizzes  Learning Tasks  Short Film Review	Powerpoint Presentation  Short Film on Discrimination Issues
Articulate their ideas and thoughts on the gender-fair language or non-sexist terms.	10. Sexism (SDG #05 Gender Equality, SDG #08 Decent Work and Economic Growth & SDG #10 Reduced Inequalities 11. Gender-fair Language (SDG #05 Gender Equality, SDG #08 Decent Work and Economic Growth & SDG #10 Reduced Inequalities)	THE 17 GOALS   Sustainable Development. (n.d.). <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a>  <i>What is sexism?</i> (n.d.). European Institute for Gender Equality. <a href="https://eige.europa.eu/publications/sexism-at-work-handbook/part-1-understand/what-sexism">https://eige.europa.eu/publications/sexism-at-work-handbook/part-1-understand/what-sexism</a>  <i>Social: Gender fair language - HandWiki.</i> (n.d.). <a href="https://handwiki.org/wiki/Social:Gender_fair_language">https://handwiki.org/wiki/Social:Gender_fair_language</a>	Lecture – Discussions  Students download the lecture either from the messenger, google drive or google classroom	Quizzes  Learning Tasks Journal Writing	Powerpoint Presentation
<b>MIDTERM EXAMINATION</b>					
At the end of Chapter III, the students are expected to:	III. Theoretical Foundation of Gender 1. Definition of Feminism	THE 17 GOALS   Sustainable Development. (n.d.). <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a>	Lecture – Discussions	Quizzes  Learning Tasks	Powerpoint Presentation  Module

<ul style="list-style-type: none"> <li>Define feminism and identify its theoretical foundation.</li> <li>Explain the contributions of feminists during the first wave of feminism.</li> </ul>	2. First Wave Feminism a. Liberal b. Marxist (SDG #05 Gender Equality, SDG #08 Decent Work and Economic Growth & SDG #10 Reduced Inequalities)	<p><i>Theoretical Perspectives on Gender and Development.</i> (n.d.). <a href="https://www.idrc.ca/sites/default/files/openbooks/272-4/index.html">https://www.idrc.ca/sites/default/files/openbooks/272-4/index.html</a></p> <p>Rampton, M. (2014). <i>Four waves of Feminism</i>. Pacific Edu. <a href="https://www.pacificu.edu/magazine/four-waves-feminism#:~:text=\The%20first%20wave%20of%20feminism,with%20a%20focus%20on%20suffrage.">https://www.pacificu.edu/magazine/four-waves-feminism#:~:text=\The%20first%20wave%20of%20feminism,with%20a%20focus%20on%20suffrage.</a></p> <p><i>Liberal Feminism (Stanford Encyclopedia of Philosophy).</i> (2020, December 31). <a href="https://plato.stanford.edu/entries/feminism-liberal/">https://plato.stanford.edu/entries/feminism-liberal/</a></p> <p>Armstrong, E. (2020). <i>Marxist and Socialist Feminism</i>. <a href="https://scholarworks.smith.edu/cgi/viewcontent.cgi?article=s1014&amp;context=swg_facpubs">https://scholarworks.smith.edu/cgi/viewcontent.cgi?article=s1014&amp;context=swg_facpubs</a></p>	Students download the lecture either from the messenger, google drive or google classroom	Individual Research	Video of Feminism
<ul style="list-style-type: none"> <li>Highlight the challenges and achievements of the second wave feminists.</li> </ul>	3. Second Wave Feminism a. Radical b. Social c. Ecofeminism d. Intersectionality (SDG #05 Gender Equality, SDG #08 Decent Work and Economic Growth & SDG #10 Reduced Inequalities)	<p>THE 17 GOALS   Sustainable Development. (n.d.). <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a></p> <p><i>Radical Feminism.</i> (n.d.). StudySmarter UK. <a href="https://www.studysmarter.co.uk/explanations/politics/political-ideology/radical-feminism/">https://www.studysmarter.co.uk/explanations/politics/political-ideology/radical-feminism/</a></p> <p>MasterClass. (2022, October 7). <i>Socialist Feminism Explained: What Is Socialist Feminism - 2023 - MasterClass</i>. <a href="https://www.masterclass.com/articles/socialist-feminism">https://www.masterclass.com/articles/socialist-feminism</a></p> <p>Buckingham, S. (2015). Ecofeminism. In <i>Elsevier eBooks</i> (pp. 845–850). <a href="https://doi.org/10.1016/b978-0-08-097086-8.91020-1">https://doi.org/10.1016/b978-0-08-097086-8.91020-1</a></p>	Lecture – Discussions  Students download the lecture either from the messenger, google drive or google classroom	Quizzes  Learning Tasks	Powerpoint Presentation  Module




		Sharkey, G. (2020, March 11). What is "Intersectional Feminism"? Denison University. <a href="https://denison.edu/academics/womens-gender-studies/feature/679e94e7-text=intersectional%20feminism%20takes%20into%20account,%20whether%20minority%20groups%20face">https://denison.edu/academics/womens-gender-studies/feature/679e94e7-text=intersectional%20feminism%20takes%20into%20account,%20whether%20minority%20groups%20face</a> .			
<ul style="list-style-type: none"> <li>Determine the contributions of the third wave feminists.</li> </ul>	<p>4. Third Wave Feminism</p> <p>a. Post-colonial/ Third World</p> <p>b. Gender and Development</p> <p>c. Black Feminism</p> <p>SDG #5 Gender Equality, SDG #8 Decent Work and Economic Growth &amp; SDG #10 Reduced Inequalities</p>	<p>THE 17 GOALS   Sustainable Development. (n.d.). <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a></p> <p>Postcolonial Feminism. (n.d.). StudySmarter UK. <a href="https://www.studysmarter.co.uk/explanations/politics/political-ideology/postcolonial-feminism/">https://www.studysmarter.co.uk/explanations/politics/political-ideology/postcolonial-feminism/</a></p> <p>Gender Equality Mainstreaming Towards Nation Building. (2023). coa.gov.ph. <a href="https://web.coa.gov.ph/G42/index.php/knowledgebase/67-what-is-gender-and-development-gad">https://web.coa.gov.ph/G42/index.php/knowledgebase/67-what-is-gender-and-development-gad</a></p> <p>LibGuides: The Black Feminist Movement: What is Black Feminism? (n.d.). <a href="https://school-fsu.libguides.com/blackfeminism/blackfeminism">https://school-fsu.libguides.com/blackfeminism/blackfeminism</a></p>	<p>Lecture – Discussions</p> <p>Students download the lecture either from the messenger, google drive or google classroom</p>	<p>Quizzes</p> <p>Learning Tasks</p>	<p>Powerpoint Presentation</p> <p>Module</p>
<ul style="list-style-type: none"> <li>Outline the significant events happened during the fourth wave feminism.</li> </ul>	<p>5. Fourth Wave</p> <p>a. Online Feminism</p>	<p>THE 17 GOALS   Sustainable Development. (n.d.). <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a></p> <p>Social Media: A Double-Edged Sword for the Feminist Movement. (n.d.). Pulitzer Center. <a href="https://pulitzercenter.org/stories/social-media-double-edged-sword-feminist-movement">https://pulitzercenter.org/stories/social-media-double-edged-sword-feminist-movement</a></p> <p>What is Online Feminism   IGI Global. (n.d.). <a href="https://www.igi-global.com/dictionary/measuring-enclosures-and-efficacy-in-online-feminism/57548">https://www.igi-global.com/dictionary/measuring-enclosures-and-efficacy-in-online-feminism/57548</a></p>	<p>Lecture – Discussions</p> <p>Students download the lecture either from the messenger, google drive or google classroom</p>	<p>Quizzes</p> <p>Learning Tasks</p>	<p>Powerpoint Presentation</p> <p>Module</p>
<ul style="list-style-type: none"> <li>Present the events, dates, people who contributed to the introduction and</li> </ul>	<p>Feminism in the Philippines</p> <p>SDG #5 Gender Equality, SDG #8 Decent Work and</p>	<p>THE 17 GOALS   Sustainable Development. (n.d.). <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a></p>	<p>Lecture – Discussions</p>	<p>Quizzes</p> <p>Learning Tasks</p>	<p>Powerpoint Presentation</p> <p>Module</p>

development of feminism in the Philippines.	Economic Growth & SDG #10 Reduced Inequalities	Wpadmin. (2018). Early Feminism in the Philippines. <i>The Asia Foundation</i> . <a href="https://asiafoundation.org/2012/03/07/early-feminism-in-the-philippines/">https://asiafoundation.org/2012/03/07/early-feminism-in-the-philippines/</a>  <i>Feminism and the womens' movement in the Philippines</i> . (n.d.). <a href="https://asia.fes.de/news/feminism-and-the-womens-movement-in-the-philippines">https://asia.fes.de/news/feminism-and-the-womens-movement-in-the-philippines</a>	Students download the lecture either from the messenger, google drive or google classroom		
At the end of Chapter IV, the students are expected to: <ul style="list-style-type: none"> <li>Define GAD and explain its twin goals.</li> </ul>	IV. Gender and Development <ul style="list-style-type: none"> <li>a. Definition of GAD</li> <li>b. Herstory of GAD</li> <li>c. Gender Needs</li> <li>d. Twin Goals of GAD</li> </ul> (SDG #05 Gender Equality, SDG #08 Decent Work and Economic Growth, SDG #10 Reduced Inequalities & SDG #17 Partnership for Goals)	THE 17 GOALS   Sustainable Development. (n.d.). <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a>  <i>Welcome to Gender and Development Website</i> . (n.d.). <a href="https://gad.bulacan.gov.ph/definition_of_terms.php">https://gad.bulacan.gov.ph/definition_of_terms.php</a>  Philippine Commission on Women. (2022, September 15). <i>Herstory - Philippine Commission on Women</i> . <a href="https://pcw.gov.ph/herstory/">https://pcw.gov.ph/herstory/</a> <i>Gender needs</i> . (n.d.). United Nations. <a href="https://www.unescwa.org/sd-glossary/gender-needs#:~:text=Definition%3A,assigned%20to%20them%20in%20society.">https://www.unescwa.org/sd-glossary/gender-needs#:~:text=Definition%3A,assigned%20to%20them%20in%20society.</a>  Philippine Commission on Women. (2020, May 29). <i>Gender Equality and the Sustainable Development Goals - Philippine Commission on Women</i> . <a href="https://pcw.gov.ph/gender-equality-and-the-sustainable-development-goals/">https://pcw.gov.ph/gender-equality-and-the-sustainable-development-goals/</a>	Lecture – Discussions  Students download the lecture either from the messenger, google drive or google classroom	Quizzes  Learning Tasks  Reflection Paper	Powerpoint Presentation  Module
<ul style="list-style-type: none"> <li>Summarize the legal bases of GAD.</li> </ul>	Legal Bases of Gender and Development (SDG #05 Gender Equality, SDG #08 Decent Work and Economic Growth & SDG #10 Reduced Inequalities, Inequalities & SDG #17 Partnership for Goals)	THE 17 GOALS   Sustainable Development. (n.d.). <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a>  <i>The Gender and Development (GAD) Program – Government Service Insurance System</i> . (n.d.). <a href="https://www.gsis.gov.ph/gad/#:~:text=The%20Magna%20Carta%20of%20Women,and%20actualization%20of%20human%20potentials.">https://www.gsis.gov.ph/gad/#:~:text=The%20Magna%20Carta%20of%20Women,and%20actualization%20of%20human%20potentials.</a>  <i>Republic Act No. 9710   GOVPH</i> . (2009, August 14). Official Gazette of the Republic of the Philippines. <a href="https://www.officialgazette.gov.ph/2009/08/14/republic-act-no-9710/">https://www.officialgazette.gov.ph/2009/08/14/republic-act-no-9710/</a>	Lecture – Discussions  Students download the lecture either from the messenger, google drive or google classroom	Quizzes  Learning Tasks  Video Analysis	Powerpoint Presentation  Module  Video of Magna Carta of Women

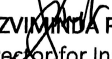

<p>At the end of Chapter V, the students are expected to:</p> <ul style="list-style-type: none"> <li>Define gender mainstreaming and identify its mandates.</li> <li>Determine the entry points of gender mainstreaming.</li> </ul>	<p>V. Gender Mainstreaming</p> <p>a. Definition of Gender Mainstreaming</p> <p>b. Mandates of Gender Mainstreaming</p> <p>c. Entry Points of Gender Mainstreaming</p> <p>(SDG #05 Gender Equality, SDG #08 Decent Work and Economic Growth &amp; SDG #10 Reduced Inequalities &amp; SDG #17 Partnership for Goals)</p>	<p><i>What is gender mainstreaming.</i> (n.d.). European Institute for Gender Equality. <a href="https://eige.europa.eu/gender-mainstreaming/what-is-gender-mainstreaming#:~:text=It%20involves%20the%20integration%20of,essential%20guide%20to%20gender%20mainstreaming">https://eige.europa.eu/gender-mainstreaming/what-is-gender-mainstreaming#:~:text=It%20involves%20the%20integration%20of,essential%20guide%20to%20gender%20mainstreaming</a></p> <p>Philippine Commission on Women. (2020, August 13). <i>Gender Mainstreaming - Philippine Commission on Women</i>. <a href="https://pcw.gov.ph/gender-mainstreaming/">https://pcw.gov.ph/gender-mainstreaming/</a></p>	<p>Lecture – Discussions</p> <p>Students download the lecture either from the messenger, google drive or google classroom</p>	<p>Quizzes</p> <p>Learning Tasks</p>	<p>Powerpoint Presentation</p> <p>Module</p>
<ul style="list-style-type: none"> <li>Relate their experiences as students to the gender mainstreaming efforts of the university.</li> </ul>	<p>Gender Mainstreaming in the University of Northern Philippines</p> <p>(SDG #05 Gender Equality, SDG #08 Decent Work and Economic Growth &amp; SDG #10 Reduced Inequalities &amp; SDG #17 Partnership for Goals)</p>	<p><b>THE 17 GOALS   Sustainable Development.</b> (n.d.). <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a></p> <p><i>Republic Act 7877 The Anti-Sexual Harassment Act Of 1995 A Briefer.</i> (n.d.). <a href="https://library.pcw.gov.ph/wp-content/uploads/2020/12/PCW-Republic-Act-7877-The-Anti-Sexual-Harassment-Act-of-1995-A-Briefer-No-Date.pdf">https://library.pcw.gov.ph/wp-content/uploads/2020/12/PCW-Republic-Act-7877-The-Anti-Sexual-Harassment-Act-of-1995-A-Briefer-No-Date.pdf</a></p> <p><i>The Gender and Development (GAD) Program – Government Service Insurance System.</i> (n.d.). <a href="https://www.gsis.gov.ph/gad/#:~:text=The%20Magna%20Carta%20of%20Women,and%20actualization%20of%20human%20potentials.">https://www.gsis.gov.ph/gad/#:~:text=The%20Magna%20Carta%20of%20Women,and%20actualization%20of%20human%20potentials.</a></p> <p><i>Republic Act No. 9710 / GOVPH.</i> (2009, August 14). Official Gazette of the Republic of the Philippines. <a href="https://www.officialgazette.gov.ph/2009/08/14/republic-act-no-9710/">https://www.officialgazette.gov.ph/2009/08/14/republic-act-no-9710/</a></p>	<p>Lecture – Discussions</p> <p>Students download the lecture either from the messenger, google drive or google classroom</p>	<p>Quizzes</p> <p>Learning Tasks</p> <p>Individual Plan</p>	<p>Powerpoint Presentation</p> <p>Module</p> <p>Template of Individual Plan</p>
<p>Suggested/Additional Readings</p>		<p>Sayudan-Dacuycoy, Connie; Dacuycoy, Lawrence. 2017. <i>Analyzing Housework Through Family and Gender Perspectives</i>. Philippine Institute for Development Studies. <a href="http://hdl.handle.net/11540/7339">http://hdl.handle.net/11540/7339</a>.</p> <p>Ferrant, G. (2016). <i>Unpaid care work: The missing link in the analysis of gender gaps in labour outcomes</i>. OECD Development Center.</p>			



Recommending Approval:



REMEDIOS T. NAVARRO, EdD  
Dean, CAS



LUZVIMINDA P. RELON, EdD  
Director for Instruction

Approved:



ROLANDO B. NAVARRO, EdD  
Vice President for Academic Affairs



Republic of the Philippines  
**UNIVERSITY OF NORTHERN PHILIPPINES**  
 Tuguegarao, Cagayan  
 5600 Ilocos Sur

**Syllabus Template for Subjects with lecture only**

<b>I. Course Code</b>	SOC SCI 105
<b>II. Descriptive Title</b>	Philippine Indigenous Communities
<b>III. Course Description</b>	This course focuses on the Indigenous People/Groups of the Philippines along with their way of life, functions, and contributions to Filipino culture. It places a strong emphasis on the rights, protection, and preservation of their culture since these aspects of their identity as a nation must be continually taught. Students are encouraged to respect and care for the Indigenous People/Groups in order to maintain development, promote inclusivity and equity and embracing cultural diversity.
<b>IV. Credits Units and Number of hours</b>	3 units/54 hours
<b>V. Prerequisite/s</b>	Not applicable
<b>VI. Co-requisite/s (If applicable only)</b>	Not applicable
<b>VII. Vision of the University</b>	A globally recognized university in a heritage city by 2030.
<b>VIII. Mission of the University</b>	To produce globally skilled and morally upright professionals instilled with rich cultural values.
<b>IX. Goal of the College</b>	The College of Arts and Sciences aims to prepare students to become responsible leaders and creative and productive citizens
<b>X. Objectives of the College</b>	<ol style="list-style-type: none"> <li>1. To provide students a firm foundation in the human and natural sciences and humanities;</li> <li>2. To develop students' competence in their field of specialization for immediate gainful employment and/or advanced studies, and;</li> <li>3. To instill in the students the values of social responsibility, environmental protection and cultural heritage.</li> </ol>
<b>XI. Program Outcomes</b>	(PO of the college where the faculty will be teaching the course)
<b>XII. Course (Subject) Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. Define and explain the different concepts of culture.</li> <li>2. Classify and formulate examples with the different types of culture.</li> <li>3. Describe the Filipino culture during the Pre-colonial Philippines.</li> <li>4. Illustrate the cause and effect of cultural imperialism to the living standard of Indigenous Peoples.</li> <li>5. Compare the different positive and negative Filipino traits.</li> <li>6. Critique the legal bases that protect the Indigenous People in the local, national, and global level.</li> <li>7. Explain the importance of the different rights of Indigenous People.</li> <li>8. Investigate contemporary problems confronting indigenous groups in aspects of economic, social, education and health.</li> <li>9. Establish awareness on variety of struggles present in the indigenous people.</li> <li>10. Propose a bill intended to address different issues concerning the IPS.</li> <li>11. Describe the socio – demographic profile of the different Indigenous Cultural Communities in the Philippines.</li> <li>12. Conduct an interview to the indigenous members.</li> <li>13. Discuss the different Indigenous Cultural Communities in the Philippines.</li> <li>14. Produce a gallery exhibition depicting native cultures of the Indigenous Cultural Communities.</li> </ol>

15. Differentiate local and aboriginal communities in Region 1 and CAR.  
16. Explain and execute distinct cultures of Indigenous Groups of Region 1 and CAR.

#### COURSE OUTLINE

Learning Outcomes	Course Content	References	Teaching and Learning Activities (TLAs)	Assessment Tasks (ATs)	Resource Materials	Time Frame
	<b>Course Introduction</b> <ul style="list-style-type: none"> <li>• VMGO Presentation</li> <li>• Getting to know each other</li> <li>• Course Overview</li> <li>• Classroom Policies</li> </ul>	Soc Sci 105 Course Syllabus	Class Activity: Hi, it's me!  Class Discussion: Raising fundamental questions regarding Indigenous People  Discussion of the mechanics of the course	Oral Recitation	Course Syllabus	3 hours(1 week)
At the end of the lesson, students should be able to: <ol style="list-style-type: none"> <li>define and explain the different concepts of culture</li> <li>classify and formulate examples with the different types of culture</li> </ol>	<b>I. Sociological Perspective</b> I.1. Culture <ol style="list-style-type: none"> <li>Definition of culture</li> <li>Types of culture</li> <li>Elements of culture</li> <li>Characteristics of culture (SDG #10: Reduced Inequalities &amp; SDG #16 Peace, Justice and Strong Institutions)</li> </ol>	<b>THE 17 GOALS   Sustainable Development.</b> (n.d.). <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a>  Gelman, S. A., & Roberts, S. B. (2017). How language shapes the cultural inheritance of categories. Proceedings of the National Academy of Sciences of the United States of America, 114(30), 7900–7907. <a href="https://doi.org/10.1073/pnas.1621073114">https://doi.org/10.1073/pnas.1621073114</a>  Jocano, F. (1975). Philippine prehistory: An Anthropological Overview of the Beginning of Filipino	For the students to understand concepts; <ul style="list-style-type: none"> <li>• The teacher will conduct lecture-based discussion</li> <li>• The teacher will raise open-ended questions</li> </ul>	<ul style="list-style-type: none"> <li>• Reflective essay</li> <li>• Concept mapping</li> </ul>	<ul style="list-style-type: none"> <li>• Laptop</li> <li>• Projector</li> <li>• Pictures</li> <li>• Textbooks</li> <li>• Graphic organizer</li> </ul>	3 hours (1 week)



		<p>Society and Culture. Philippine Center for Advanced Studies Publications Office.</p> <p>Omas-as, R., Capule, R., Jr., Guimpatan, J., Simbajon, R., Morales, J., &amp; Fernandez, D. (2003). General Sociology: Society, Culture, Population Dynamics and Gender Development. TRINITAS PUBLISHING, INC.</p> <p>Ortigas, L., Regalado, E., &amp; Hunt, L. (1977). Society and culture in the Philippines. Publisher, A. R. a. R. O. O. (2016, April 8). The Elements of Culture. Pressbooks. <a href="https://pressbooks.howardcc.edu/soci101/chapter/3-2-the-elements-of-culture/?fbclid=IwAR1cmZH EfwkY2kP8tUTN43 OB1C6XyBRkEae iyydpVFETekOhn 5UezWZ4ZF0">https://pressbooks.howardcc.edu/soci101/chapter/3-2-the-elements-of-culture/?fbclid=IwAR1cmZH EfwkY2kP8tUTN43 OB1C6XyBRkEae iyydpVFETekOhn 5UezWZ4ZF0</a></p>				
<p>At the end of the lesson, students should be able to:</p> <ol style="list-style-type: none"> <li>describe the Filipino culture during the Pre-colonial Philippines</li> </ol>	<p><b>II. Filipino Culture</b></p> <p>II.1. Pre-colonial Philippines</p> <p>II.2. Cultural Imperialism</p> <ol style="list-style-type: none"> <li>Spanish</li> <li>American</li> <li>Japanese</li> </ol>	<p>THE 17 GOALS   Sustainable Development. (n.d.). <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a></p> <p>Agoncillo, T., &amp; C. Milagros, Guerrero. (1977). History of the Filipino People (Fifth</p>	<ul style="list-style-type: none"> <li>The students will conduct Inquiry-based learning</li> <li>The teacher will</li> </ul>	<ul style="list-style-type: none"> <li>Role playing</li> <li>Bubble map</li> <li>Poster slogan</li> </ul>	<ul style="list-style-type: none"> <li>Laptop</li> <li>Projector</li> <li>Pictures</li> <li>Textbooks</li> <li>Graphic organizer</li> </ul>	<p><b>3 hours (1 week)</b></p>

<p>b. illustrate the cause and effect of cultural imperialism to the living standard of Indigenous Peoples</p> <p>c. compare different the positive and negative Filipino traits</p>	<p>II.3. Positive and Negative Filipino traits (SDG #10 Reduced Inequalities &amp; SDG #11 Sustainable Cities and Communities)</p>	<p>edition). R.P. GARCIA Publishing Co.</p> <p>Garcia, D., Zulueta, M., &amp; Caritativo, T. (1984). SOCIOLOGY: Focus in Filipino Society and Culture (Vol. 1). National Bookstore Inc.</p> <p>D. Andres, T., &amp; B. Ilada-Andres, P. (2001). <i>Understanding the Filipino</i>. New Day Publishers.</p>	<p>facilitate small-group discussion</p>			
<p>At the end of the lesson, students should be able to:</p> <p>a. critique the legal bases that protect the Indigenous People in the local, national, and global level</p> <p>b. explain the importance of the different rights of Indigenous People</p>	<p><b>III. Legal Bases Protecting Indigenous People</b></p> <p>III.1. United Nation Declaration on the Rights of Indigenous Peoples (SDG #9 Industry. Innovation and Infrastructure)</p> <p>III.2.RA 8371 (IPRA Law of 1997)</p> <p>2.1. Salient features of the IPRA Law</p> <p>2.2. Agency assigned to protect the rights of Indigenous People (SDG #10 Reduced Inequalities &amp; SDG #15 Life On land)</p>	<p>THE 17 GOALS   Sustainable Development. (n.d.). <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a></p> <p>Republic Act No. 8371   GOVPH. (1997, October 29). Official Gazette of the Republic of the Philippines. <a href="https://www.officialgazette.gov.ph/1997/10/29/republic-act-no-8371/">https://www.officialgazette.gov.ph/1997/10/29/republic-act-no-8371/</a></p> <p>United Nations Declaration on the Rights of Indigenous People. (2007, September 13). United Nations. <a href="https://social.desa.un.org/sites/default/files/migrated/19/2018/11/UNDRIP_E_web.pdf">https://social.desa.un.org/sites/default/files/migrated/19/2018/11/UNDRIP_E_web.pdf</a></p> <p>United Nations Declaration on the Rights of Indigenous Peoples   Division for</p>	<ul style="list-style-type: none"> <li>The teacher will explain the different legal bases and its importance</li> <li>The students will digest a case pertaining to these legal bases</li> <li>The teacher will raise open-ended questions to elaborate these legal bases protecting IPs</li> </ul>	<ul style="list-style-type: none"> <li>Position paper</li> <li>Subjective essay</li> </ul>	<ul style="list-style-type: none"> <li>Laptop</li> <li>Projector</li> <li>Journals/Articles</li> <li>Textbooks</li> </ul>	<p><b>6 hours (2 weeks)</b></p>

		<p>Inclusive Social Development (DISD). (n.d.-a). <a href="https://social.desa.un.org/issues/indigenous-peoples/united-nations-declaration-on-the-rights-of-indigenous-peoples">https://social.desa.un.org/issues/indigenous-peoples/united-nations-declaration-on-the-rights-of-indigenous-peoples</a></p> <p>United Nations Declaration on the Rights of Indigenous Peoples   Division for Inclusive Social Development (DISD). (n.d.-b). <a href="https://social.desa.un.org/issues/indigenous-peoples/united-nations-declaration-on-the-rights-of-indigenous-peoples">https://social.desa.un.org/issues/indigenous-peoples/united-nations-declaration-on-the-rights-of-indigenous-peoples</a></p> <p>Indigenous People In The Philippines. (2017, August 20). Adopt UN Draft Declaration on the Rights of Indigenous Peoples Now. <a href="https://www.iapad.org/wpcontent/uploads/2015/07/devera_ip_phl.pdf?fbclid=IwAR2XS5tI2P7aaNQ7sgsdo3_vVJsTlrSTDGeVG20uAYVVYtb_24KzFzN1ek">https://www.iapad.org/wpcontent/uploads/2015/07/devera_ip_phl.pdf?fbclid=IwAR2XS5tI2P7aaNQ7sgsdo3_vVJsTlrSTDGeVG20uAYVVYtb_24KzFzN1ek</a></p> <p>Eduardo, J. P. (n.d.). Indigenous Peoples and the Right to Education: the Dumagat Experience in the Provinces of Nueva Ecija and Aurora, in the</p>				
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		Philippines. <a href="https://eric.ed.gov/?q=Indigenous%20People%20in%20the%20Philippines&amp;id=EJ1302554&amp;fbclid=IwAR1CiysExDGK6JsCuzaU80qhV3OdYY9_VnJENsl9qIK-qboOkFZS6edyPwQ">https://eric.ed.gov/?q=Indigenous%20People%20in%20the%20Philippines&amp;id=EJ1302554&amp;fbclid=IwAR1CiysExDGK6JsCuzaU80qhV3OdYY9_VnJENsl9qIK-qboOkFZS6edyPwQ</a>				
<p>At the end of the lesson, students should be able to:</p> <ol style="list-style-type: none"> <li>Investigate contemporary problems confronting indigenous groups in aspects of economic, social, education and health</li> <li>establish awareness on variety of struggles present in the indigenous people</li> <li>propose a bill intended to address different issues concerning the IPS</li> </ol>	<p><b>IV. Issues Confronting Indigenous People/Communities in the Philippines</b></p> <ol style="list-style-type: none"> <li>Economic</li> <li>Social</li> <li>Education</li> <li>Health</li> </ol> <p>(SDG #01 No poverty, SDG #02 Zero Hunger, SDG #03 Good Health and Well-Being, SDG #04 Quality Education, SDG #10 Reduced Inequalities &amp; SDG #13 Climate Action)</p>	<p><b>THE 17 GOALS   Sustainable Development.</b> (n.d.). <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a></p> <p>“Norman King: The First Aeta UP Graduate”</p> <p>GMA Public Affairs. (2017a, July 27). Tunay na Buhay: Norman King, inspirasyon ng mga katutubong Aeta [Video]. YouTube. <a href="https://www.youtube.com/watch?v=YB70JT2V9JE">https://www.youtube.com/watch?v=YB70JT2V9JE</a></p> <p>“Walang rape sa Bontoc” Pining for the Fjords. (2014, September 4). Walang Rape sa Bontok Documentary Teaser Trailer [Video]. YouTube. <a href="https://www.youtube.com/watch?v=XW_TowtEmvg">https://www.youtube.com/watch?v=XW_TowtEmvg</a></p> <p>“Dumagat tribe vs Kaliwa Dam” ANC 24/7. (2023, February 22). Members of Dumagat-</p>	<ul style="list-style-type: none"> <li>The teacher will introduce the different issues confronting IPs using documentary films</li> <li>The students will propose a bill addressing contemporary problems that the IPs are experiencing</li> </ul>	<ul style="list-style-type: none"> <li>Documentary analysis</li> <li>Debate</li> <li>Infographics</li> <li>Advertisement/Promotional video</li> </ul>	<ul style="list-style-type: none"> <li>Laptop</li> <li>Projector</li> <li>Speaker</li> <li>Video</li> <li>Guide questions</li> </ul>	<b>9 hours (3 weeks)</b>

		<p>Remontado tribe begin march to Malacaniang in protest of Kaliwa dam project   ANC [Video]. YouTube.  <a href="https://www.youtube.com/watch?v=ximHgOfi3oI">https://www.youtube.com/watch?v=ximHgOfi3oI</a></p> <p>"TASADAY: The Hoax Tribe" GMA Public Affairs. (2017, August 12). I-Witness: "Tasaday," a documentary by Kara David (full episode) [Video]. YouTube.  <a href="https://www.youtube.com/watch?v=qXs7MIAFVo0">https://www.youtube.com/watch?v=qXs7MIAFVo0</a></p> <p>Amadou, I. Nj., Chakma, N., Khisa, S., Dim, A. B. H., Laltaika, E. I., Rubis, J. T., Viet, C. P., Enkiwe-Abayao, L., Guillao, J. A., Jubay-Dulay, M., &amp; Magata, H. (2011). Knowledge, Innovation and Resilience: Indigenous Peoples' Climate Change Adaptation and Mitigation Measures. Tebtebba Foundation. Minority Rights Group. (2021, March 5). <i>Indigenous peoples - Minority Rights Group</i>.  <a href="https://minorityrights.org/minorities/indigenous-peoples-6/">https://minorityrights.org/minorities/indigenous-peoples-6/</a></p> <p>Tugendhat, H., &amp; Dictaan-Bang-oa, E. (2013). <i>Realizing Indigenous</i></p>				
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		Women's Right. Tebtebba Foundation.				
MIDTERM EXAM						1 ½ hour
At the end of the lesson, students should be able to:	<b>V. Anthropological Perspective</b> V.1.Socio-demographic profile of the Indigenous Cultural Communities in the Philippines <ol style="list-style-type: none"> <li>Population</li> <li>Livelihood</li> <li>Political structure</li> <li>Religion</li> <li>Justice System</li> </ol> (SDG #14 Life on Water & SDG #15 Life on Land)	<b>THE 17 GOALS   Sustainable Development.</b> (n.d.). <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a>  Fast Facts: Indigenous Peoples in the Philippines   United Nations Development Programme. (n.d.). UNDP. <a href="https://www.undp.org/Philippines/publications/fast-facts-indigenous-peoples-philippines">https://www.undp.org/Philippines/publications/fast-facts-indigenous-peoples-philippines</a>  Hislop, K. (1971). Anitism: A Survey of Religious Beliefs Native to the Philippines. Filipinas Heritage Library. <a href="https://www.asj.upd.edu.ph/mediabox/archive/ASJ-09-02-1971/hislop-anitism-survey-religious%20beliefs-native-philippines.pdf">https://www.asj.upd.edu.ph/mediabox/archive/ASJ-09-02-1971/hislop-anitism-survey-religious%20beliefs-native-philippines.pdf</a>  SUSTAINABLE DEVELOPMENT: Indigenous Peoples. (2022, December). <i>United Nations</i> . <a href="https://sustainable">https://sustainable</a>	<ul style="list-style-type: none"> <li>Research-based discussion</li> <li>The students will conduct an interview to the IPs</li> </ul>	<ul style="list-style-type: none"> <li>Presentation</li> </ul>	<ul style="list-style-type: none"> <li>Laptop</li> <li>Projector</li> <li>Researches</li> </ul>	9 hours (3 weeks)



		<p>development.un.org/index.php?page=view&amp;type=30022&amp;nr=750&amp;menu=3170#:~:text=Indigenous%20peoples'%20traditional%20livelihood%20practices,to%20providing%20them%20food%20security</p> <p>Z. Domingo, Ma. O. (n.d.). Indigenous Leadership and Governance. Indigenous Leadership and Governance. <a href="https://www.pssc.org.ph/wp-content/pssc-archives/Philippine%20Journal%20of%20Public%20Administration/2004/Num%201-2/05_Indigenous%20Leadership%20and%20Governance.pdf">https://www.pssc.org.ph/wp-content/pssc-archives/Philippine%20Journal%20of%20Public%20Administration/2004/Num%201-2/05_Indigenous%20Leadership%20and%20Governance.pdf</a></p>				
<p>At the end of the lesson, students should be able to:</p> <p>a. discuss the different Indigenous Cultural</p>	<p><b>VI. Different Indigenous Cultural Communities in the Philippines</b></p> <p>A. Luzon B. Visayas C. Mindanao</p>	<p><b>THE 17 GOALS   Sustainable Development.</b> (n.d.). <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a></p> <p>Hirai, H. (2015b). Indigenous Communities in</p>	<ul style="list-style-type: none"> <li>• The teacher will conduct lecture-based discussion</li> <li>• The teacher will</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibit</li> <li>• Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Laptop</li> <li>• Projector</li> <li>• Textbooks</li> <li>• Pictures</li> <li>• Video clips</li> <li>• Speaker</li> </ul>	<p><b>6 hours (2 weeks)</b></p>

<p>Communities in the Philippines</p> <p>b. produce a gallery exhibit depicting native cultures of the Indigenous Cultural Communities</p>	<p>(SDG #14 Life on Water &amp; SDG #15 Life on Land)</p>	<p>the Philippines: A Situation Analysis. Research Gate. <a href="https://www.researchgate.net/profile/Hanayo-Hirai/publication/308742756_Indigenous_Communities_in_the_Philippines_A_Situation_Analysis/links/57edc8d708ae07d8d8f64d50/Indigenous-Communities-In-the-Philippines-A-Situation-Analysis.pdf">https://www.researchgate.net/profile/Hanayo-Hirai/publication/308742756_Indigenous_Communities_in_the_Philippines_A_Situation_Analysis/links/57edc8d708ae07d8d8f64d50/Indigenous-Communities-In-the-Philippines-A-Situation-Analysis.pdf</a></p> <p>IWGIA - International Work Group for Indigenous Affairs. (2023, March 29). Philippines - IWGIA - International Work Group for Indigenous Affairs. <a href="https://www.iwgia.org/en/philippines.html?fbclid=IwAR0dp3lPMDvLKzzlO2zqJt6x5VwIrs57uQL3U-laH-fSxfCQxK29fKu3a8#:~:text=The%20Igorot%2C%20the%20Lumad%20and%20the%20Mangyan">https://www.iwgia.org/en/philippines.html?fbclid=IwAR0dp3lPMDvLKzzlO2zqJt6x5VwIrs57uQL3U-laH-fSxfCQxK29fKu3a8#:~:text=The%20Igorot%2C%20the%20Lumad%20and%20the%20Mangyan</a></p>	<p>facilitate group reporting pertaining to the different IPs in the Philippines</p>			
<p>At the end of the lesson, students should be able to:</p> <p>a. differentiate local and aboriginal communities in</p>	<p><b>VII. Localization and Contextualization</b></p> <p>A. Region 1 (Ilocos Region)</p> <p>B. Cordillera Administrative Region (CAR)</p>	<p><b>THE 17 GOALS   Sustainable Development.</b> (n.d.). <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a></p> <p>Research Guides: Philippines: Indigenous</p>	<ul style="list-style-type: none"> <li>• Research-based discussion</li> <li>• The teacher will raise close and open-ended</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizer</li> <li>• Cultural variety show</li> </ul>	<ul style="list-style-type: none"> <li>• Laptop</li> <li>• Projector</li> <li>• Textbook</li> <li>• Journals</li> <li>• Articles</li> </ul>	<p><b>9 hours (3 weeks)</b></p>

<p>Region 1 and CAR</p> <p>b. explain and execute distinct cultures of Indigenous Groups of Region 1 and CAR</p>	<p>(SDG #14 Life on Water &amp; SDG #15 Life on Land)</p>	<p>Peoples of Luzon/The Cordilleras. (n.d.). <a href="https://guides.library.manoa.hawaii.edu/c.php?g=105238&amp;p=687381&amp;fbclid=IwAR1mzsFHGve9MRaa8yedouNWpAMtVqgB4-flhLqSgMjAheRvJKwp_PM_F8I">https://guides.library.manoa.hawaii.edu/c.php?g=105238&amp;p=687381&amp;fbclid=IwAR1mzsFHGve9MRaa8yedouNWpAMtVqgB4-flhLqSgMjAheRvJKwp_PM_F8I</a></p>	<p>questions to elaborate the distinct cultures of IPs</p>			
<p>Suggested/Additional Readings</p>		<p>THE 17 GOALS   Sustainable Development. (n.d.). <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a></p> <p>Indigenous livelihoods in the Philippines ~ Life at the Margins: The Challenges of Multiple Discrimination ~ Minority Stories. (n.d.). <a href="https://stories.minorityrights.org/lifeatthemargins/chapter/supporting-indigenous-livelihoods-in-baguio-city/">https://stories.minorityrights.org/lifeatthemargins/chapter/supporting-indigenous-livelihoods-in-baguio-city/</a></p> <p>Half of ancestral lands threatened by destructive projects — report. (1970). Philstar.com. <a href="https://www.philstar.com/headlines/climate-and-environment/2022/11/07/2222087/half-">https://www.philstar.com/headlines/climate-and-environment/2022/11/07/2222087/half-</a></p>				



		<p>ancestral-lands-threatened-destructive-projects-report/amp/</p> <p>Philippines: Officials 'Red-Tagging' Indigenous Leaders, Activists. (2023, January 27). Human Rights Watch. <a href="https://www.hrw.org/news/2023/01/26/philippines-officials-red-tagging-indigenous-leaders-activists">https://www.hrw.org/news/2023/01/26/philippines-officials-red-tagging-indigenous-leaders-activists</a></p> <p>Palicte, P. R. J. a. C. (2023, February 8). IP leaders call for unity to preserve IPRA, NCIP gains. Philippine News Agency. <a href="https://www.pna.gov.ph/articles/1194623">https://www.pna.gov.ph/articles/1194623</a></p> <p>Leilani. (2021, February 8). Indigenous leaders killed in Philippines were 'red-tagged' over dam opposition. Mongabay Environmental News. <a href="https://news.mongabay.com/2021/02/indigenous-leaders-killed-in-philippines-were-red-tagged-over-dam-opposition/">https://news.mongabay.com/2021/02/indigenous-leaders-killed-in-philippines-were-red-tagged-over-dam-opposition/</a></p>				
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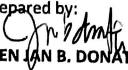
	<p>Esterman, I. (2021, November 30). Illegal mining threatens Indigenous land at foot of Philippines' tallest peak. Mongabay Environmental News.  <a href="https://news.mongabay.com/2021/11/illegal-mining-threatens-indigenous-land-at-foot-of-philippines-tallest-peak/">https://news.mongabay.com/2021/11/illegal-mining-threatens-indigenous-land-at-foot-of-philippines-tallest-peak/</a></p> <p>Half of ancestral lands threatened by destructive projects — report. (1970b). Philstar.com.  <a href="https://www.philstar.com/headlines/climate-and-environment/2022/11/07/2222087/half-ancestral-lands-threatened-destructive-projects-report/amp/">https://www.philstar.com/headlines/climate-and-environment/2022/11/07/2222087/half-ancestral-lands-threatened-destructive-projects-report/amp/</a></p> <p>Philippines: Officials 'Red-Tagging' Indigenous Leaders, Activists. (2023b, January 27). Human Rights Watch.  <a href="https://www.hrw.org/news/2023/01/26/philippines-officials-red-tagging-indigenous-leaders-activists">https://www.hrw.org/news/2023/01/26/philippines-officials-red-tagging-indigenous-leaders-activists</a></p>					1 ½ hour
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FINAL EXAM

		Watch. <a href="https://www.hrw.org/news/2023/01/26/philippines-officials-red-tagging-indigenous-leaders-activists">https://www.hrw.org/news/2023/01/26/philippines-officials-red-tagging-indigenous-leaders-activists</a>				
FINAL EXAM						
<b>Course Requirements</b>	Quizzes, Reflective Essay, Graphic Organizer, Role Playing, Position Paper, Subjective Essay, Documentary Analysis, Debate, Infographics, Advertisement/Promotional Video, Presentation, Exhibit, Cultural Variety Show					1 ½ hour
<b>Grading System</b>	<b>Midterm</b>	<b>Final</b>				
	Activities/Quizzes Class participation Project -70%	Activities/Quizzes Class participation Project -70%				
	Exam-30%	Exam-30%				
	<b>TOTAL- 100%</b>	<b>TOTAL- 100%</b>				

Updated on: MAY 2, 2023

Prepared by:

  
IREN IAN B. DONATO, LPT  
Faculty Member

  
LESTER R. SALDUA, LPT  
Faculty Member

  
WINSTON M. PADRE  
Faculty Member

  
JUNIOR A. AMODO  
Faculty Member

  
MARJORIE B. SUMAGIT  
Faculty Member

Reviewed by:


  
CHASE MARK S. SUYAT, EdD  
Head, DSSP Department




Reviewed by:


  
**REMIGIO L. OBRERO, PhD**  
Assistant Dean, CAS  
Head, DSSP Department

Recommending Approval:

  
**REMEDIOS T. NAVARRO, EdD**  
Dean, CAS

  
**LUZVIMINDA P. RELON, EdD**  
Director for Instruction

Approved:

  
**ROLANDO B. NAVARRO, EdD**  
Vice President for Academic Affairs