



**OUTCOMES-BASED EDUCATION (OBE) COURSE SYLLABUS**

**LTNG 299 -- Graduate Seminar**  
First Semester, A.Y. 2021 - 2022

**I. UNIVERSITY INFORMATION**

**1. Vision of the University**

A globally competitive university for science, technology, and environmental conservation

**2. Mission of the University**

Development of a highly competitive human resource, cutting-edge scientific knowledge and innovative technologies for sustainable communities and environment.

**3. VSU Quality Policy Statement**

The Visayas State University (VSU), a globally competitive university of science and technology and environmental conservation, is created by law to develop highly competitive human resource, cutting-edge scientific knowledge and innovative technologies for sustainable communities and environment.

Towards this end, we, at the Visayas State University, commit to:

- Produce highly competent, quality and world-class manpower in science and technology, especially for agriculture, environmental management and industry who are proficient in communication skills, critical thinking and analytical abilities;
- Generate and disseminate relevant knowledge and technologies that lead to improved productivity, profitability and sustainability in agriculture, environment and industry; and
- Satisfy the needs and applicable requirements of the industry, the community and government sectors who are in need of quality graduates and technology ready for commercialization through the establishment, operation, maintenance and continual improvement of a Quality Management System (QMS) which is aligned with the requirements of ISO 9001:2015.

It shall be the policy of the university that the quality policies and procedures are communicated to and understood by all faculty, staff, students and other stakeholders and that the system be continually improved for its relevance and effectiveness.

  
**EDGARDO E. TULIN**  
President  
v0 07-16-2019

#### 4. Goal and Objectives of Graduate School

- Goal.  
Produce high quality manpower in agriculture and its allied fields through graduate education to serve the development needs of the region.
- General Objective.  
To strive for excellence in graduate education for regional growth and rural development.
- Specific Objectives
  1. To offer graduate courses to teachers, researchers, extension workers, administrators and other professionals.
  2. To train and guide graduate students in conducting productive and independent research studies relevant to agriculture and its allied fields.
  3. To design and implement innovative strategies for the enhancement of managerial and leadership skills of professional and development workers.
  4. To strengthen personal discipline and moral character of graduate students to better serve their clientele.

#### II. PROGRAM INFORMATION

1. Name of the Program	<b>Master of Science in Language Teaching (MS-LT)</b>
2. CHED CMO Reference	CMO no.36, s. 1998 (Policies and Standards on Graduate Education)
3. BOR Approval	BOT Resolution No. 6, s. 1992 (January 21, 1992)

#### 6. Program Educational Objectives and Relationship to Institution Mission

Program Educational Objectives	Mission*		
	a	b	c
a. To provide a focused study for English language professionals in pursuing their advanced knowledge and skills of English language teaching across professions.	/	/	/
b. To enhance the graduate students' English language proficiency as well as deepen their understanding of the theory and practice of language teaching as a discipline.	/	/	/
c. To present appropriate approaches, methods, strategies, and techniques required to challenge the different phases of the academe and stakeholders in areas of instruction, research, extension and production in relation to professional practice, trainings, conferences, arts, and leadership roles in language teaching in local or international setting.	/	/	/

*\*a - development of a highly competitive human resource, b - cutting-edge scientific knowledge, c - innovative technologies for sustainable communities and environment*

#### III. COURSE INFORMATION

1. Course Code	<b>LTNG 299</b>
2. Course Title	<b>Graduate Seminar</b>
3. Pre-requisite	<b>COI (Consent of Instructor)</b>
4. Co-requisite	<b>None</b>

5. Credit	<b>1 unit</b>
6. Semester Offered	<b>First Semester AY 2021-2022</b>
7. Number of hours	<b>1 hour per week</b>
8. Course Description	<b>The course focuses on the graduate students' needed preparatory skills to writing and presenting seminar paper, making a research poster, as well as writing and getting research articles published in academic journals.</b>

<b>7. Program Outcomes (POs) in relation to the Program Educational Objectives (POEs)</b>						
<b>Program Outcomes (POs)</b>		<b>Program Educational Objectives</b>				
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
a.	Articulate a substantive and pragmatic view of the English language as a discipline and across all professions;	/	/	/	/	/
b.	Communicate in English (both oral and written) as well as foster a critical and analytical perspective on the theory and practice of language teaching in the academe as applied in professional settings and in the corporate world;	/	/	/	/	/
c.	Facilitate the use of the English language to promote cultural understanding;	/	/	/	/	/
d.	Teach English communication skills in a high-level state-of-the-art instruction for every day communication, leadership, supervision, and to pursue research in English language studies;	/	/	/	/	/
e.	Enhance creativity, resourcefulness, and critical thinking among graduate students through interpreting and evaluating critical ideas, values, and themes that appear in literary and cultural texts as well as in the modes of communication; and	/	/	/	/	/
f.	Engage in English language extension and production blending knowledge of the different subfields of linguistics and linguistics updates in the digital world.	/	/	/	/	/

<b>8. Course Outcomes (COs) and Relationship to Program Outcomes (POs)</b>													
After completing this course, the student must be able to perform the following COs:	<i>Program Outcomes Code</i>												
	<i>a</i>	<i>b</i>	<i>c</i>	<i>d</i>	<i>e</i>	<i>f</i>	<i>g</i>	<i>h</i>	<i>i</i>	<i>j</i>	<i>k</i>	<i>l</i>	<i>m</i>
<b>CO1</b> To explicate meanings concerning academic conference, <i>Seminar Method of Teaching</i> , and other terms related to attending academic conferences.	I	E	D	I	E	D							
<b>CO2</b> To demonstrate knowledge on how to write and present seminar paper with the necessary writing skills, and with regard to PowerPoint alternatives.	E	E	D	I	E	D							
<b>CO3</b> To exhibit understanding on research poster making, writing research article, and getting research articles published in academic journals.	D	E	D	I	E	D							

Legend: I – Introductory, E – Enabling, D – Demonstrative  
 Each letter indicates the expected level of competency that each CO should provide for each PO.

9. Course Content and Plan					
Week	Topics	Learning Outcomes	Teaching and Learning Activities		Assessment Tasks
			Teaching Activities	Learning Activities	
<p><b>CO1: To explicate meanings concerning academic conference, Seminar Method of Teaching, and other terms related to attending conferences.</b></p> <p><b>CO2: To demonstrate knowledge on how to write and present seminar paper with the necessary writing skills, and with regard to PowerPoint alternatives.</b></p>					
1-5	<p><b>*Class Orientation</b>  <b>*Values Reorientation</b>                      (character values, work values, personal values)                      -----</p> <p><b>Module No. 1</b>                      Academic Conference, Meeting, Session, Glossary of Terms, Writing A Seminar Paper, and Tips for Effective Paper Presentation</p> <p><b>Lesson 1.1</b>                      Academic Conference, Meeting, Session, and Glossary of Terms</p> <p><b>Topics:</b>                      *Academic Conference                      *Types of Meetings                      *Types of Sessions                      *Glossary of Terms</p> <p><b>Figures --</b>  <i>Figure 1: "Going Places"</i>  <i>Figure 2: Meeting of the Minds</i></p>	<ol style="list-style-type: none"> <li>To deepen understanding about academic conference, meetings, and sessions.</li> <li>To analyze terms related to attending academic conferences.</li> <li>To explain what is meant by <i>Seminar Method of Teaching</i>.</li> <li>To evaluate the literal and figurative meanings of the phrases "going places" and "meeting of the minds" .</li> <li>To apply knowledge about submitting a scrapbook that features happenings in academic conferences.</li> </ol>	<ol style="list-style-type: none"> <li>Printed Modules/ Online Classes                             <ul style="list-style-type: none"> <li>Lecture</li> <li>Digital Media</li> <li>Open Educational Resources (OERs)</li> <li>PowerPoint presentation</li> <li>Apps</li> <li>Demonstrations</li> </ul> </li> <li>Blended Learning (BL)                             <ul style="list-style-type: none"> <li>Enriched Virtual BL</li> <li>Project-based BL</li> <li>Self-directed BL</li> <li>Supplemental BL</li> <li>The Flex Model BL</li> <li>The Online Driver Model BL</li> <li>Master-based BL</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>Podcasts</li> <li>Web quests</li> <li>Blogging</li> <li>Vlogging</li> <li>Journal writing</li> <li>Focus listing</li> <li>Peer quizzes</li> <li>Talk-it-out</li> <li>Daring Doodles</li> <li>Oral recitations</li> <li>Seatwork</li> </ul> <p><b>***Learning Tasks/ Activities</b></p> <p><b>A. Refer to Figure 1 and to Figure 2.</b></p> <ol style="list-style-type: none"> <li>What do we mean by "Going Places"?</li> <li>What happens when there is a meeting of the minds?</li> <li>Aside from listening to the speakers and presenting your paper, what makes an academic conference more fulfilling and substantial? Explain why.</li> </ol> <p><b>B. Research more about academic conference and conference proceedings.</b></p> <ol style="list-style-type: none"> <li>Why do we regard an academic conference an opportunity, and why is it important among researchers and among people in the academe?</li> <li>Describe the following basic categories of academic</li> </ol>	<p><b>***Module 1 Pretest</b></p> <ul style="list-style-type: none"> <li>Summarizing</li> <li>Probing</li> <li>Memory matrix</li> <li>Quizzes</li> <li>Projects</li> <li>Researches</li> <li>Concept maps</li> <li>Dramatization</li> <li>Role playing</li> <li>Play production</li> <li>Quiz show</li> <li>Talk show</li> <li>Twitter board</li> </ul> <p><b>***Assessment</b>  <b>Submit a scrapbook on the different academic conferences (local, regional, national, and international) with at least 15 photos or other images with descriptions. Have your own style and format of the scrapbook. Just don't forget the Submitted by and Submitted to, which are</b></p>

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	<p><b>Values integration:</b> Enthusiasm, Grit and Social Intelligence</p>		<p>conferences: themed conference, general conference, and professional conference.</p> <p>3. Enumerate and describe the basic format to reference conference proceedings.</p> <p><b>C. Read more about "colloquium", "symposium", "seminar", "workshop", and "roundtable discussion."</b></p> <ol style="list-style-type: none"> <li>1. What is a colloquium class and what do we mean by a <i>research colloquium</i>?</li> <li>2. Explain the two types of symposia: Panel symposia and Presenter symposia.</li> <li>3. Research on the <i>Seminar Method of Teaching</i>: What happens in a seminar class? What are the needed skills for the speaker to deliver a quality talk in a seminar? Write an invitation program for a seminar class.</li> <li>4. What happens during a seminar-workshop?</li> <li>5. Write down five (5) Roundtable Discussion examples.</li> </ol> <p><b>D. Take time to read more about attending the Plenary and Parallel sessions of the academic conference.</b></p> <ol style="list-style-type: none"> <li>1. What are some of the guidelines or protocols for Plenary session moderators and speakers?</li> <li>2. How are Parallel sessions being moderated?</li> <li>3. As a non-presenter, what is your criteria in choosing which</li> </ol>	<p><b>very important parts of the scrapbook.</b></p> <p><b>***Due date: September 2021.</b></p>
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				<p>parallel sessions you are going to attend?</p> <p><b>E. Have a Google Search about Creative Commons (CC).</b></p> <ol style="list-style-type: none"> <li>1. How does CC differ from ISBN?</li> <li>2. What are the different types of CC licenses?</li> <li>3. How do you apply a CC license to your work (research articles e-books, etc.)?</li> </ol>	
6-10	<p><b>Lesson 1.2</b> Writing A Seminar Paper and Tips for Effective Seminar Presentation</p> <p><b>Topics:</b> *Writing Preliminaries *Seminar Paper Format *Tips for Effective Seminar Paper Presentation</p> <p><b>Figure --</b> <i>Figure 3: "Sound Engagement"</i></p> <p><b>Values integration:</b> Sincerity, Integrity, and Wit</p>	<ol style="list-style-type: none"> <li>1. To exhibit understanding on the significance of having a library or Google search prior to writing a seminar paper, writing its PowerPoint version, and presenting the seminar paper before an audience.</li> <li>2. To discuss some other PowerPoint alternatives.</li> <li>3. To demonstrate "sound engagement" during seminar paper presentation.</li> </ol>	<p>1. Printed Modules/ Online Classes</p> <ul style="list-style-type: none"> <li>● Lecture</li> <li>● Digital Media</li> <li>● Open Educational Resources (OERs)</li> <li>● PowerPoint presentation</li> <li>● Apps</li> <li>● Demonstrations</li> </ul> <p>2. Blended Learning (BL)</p> <ul style="list-style-type: none"> <li>● Enriched Virtual BL</li> <li>● Project-based BL</li> <li>● Self-directed BL</li> <li>● Supplemental BL</li> <li>● The Flex Model BL</li> <li>● The Online Driver Model BL</li> <li>● Master-based BL</li> </ul>	<ul style="list-style-type: none"> <li>● Podcasts</li> <li>● Web quests</li> <li>● Blogging</li> <li>● Vlogging</li> <li>● Journal writing</li> <li>● Focus listing</li> <li>● Peer quizzes</li> <li>● Talk-it-out</li> <li>● Daring Doodles</li> <li>● Oral recitations</li> <li>● Seatwork</li> </ul> <p><b>***Learning Tasks/Activities</b></p> <p><b>A. Read more on writing a seminar paper and seminar paper format.</b></p> <ol style="list-style-type: none"> <li>1. What are some key considerations or guidelines in writing a seminar paper with respect to its content and format?</li> <li>2. Pass a sample of a seminar paper related to language and literature research and describe it.</li> <li>3. Write your own version of a PowerPoint transcript of the sample seminar paper that you are going to submit.</li> </ol> <p><b>B. Research on PowerPoint presentation of a seminar paper.</b></p> <ol style="list-style-type: none"> <li>1. What makes a quality PowerPoint presentation of a seminar paper?</li> <li>2. How do you make a</li> </ol>	<ul style="list-style-type: none"> <li>● Summarizing</li> <li>● Probing</li> <li>● Memory matrix</li> <li>● Quizzes</li> <li>● Projects</li> <li>● Researches</li> <li>● Concept maps</li> <li>● Dramatization</li> <li>● Role playing</li> <li>● Play production</li> <li>● Quiz show</li> <li>● Talk show</li> <li>● Twitter board</li> </ul> <p><b>***Assessment</b> <b>Submit a 3-5 minute (when done orally) PowerPoint presentation of your research paper outline and preparations for thesis writing.</b></p> <p><b>***Module 1 Posttest</b> <b>***Midterm Exam</b> <b>***Due date: October 2021</b></p>



				<p>PowerPoint presentation attractive and effective?</p> <p>3. Describe the following PowerPoint alternatives: Visme, Prezi, Keynote, Slides, Slidebean, Zoho Show, Google Slides, Canva, Beautiful.ai, and Microsoft Sway.</p> <p><b>C. Refer to Figure 3.</b></p> <ol style="list-style-type: none"> <li>1. What makes a paper presentation "sound"?</li> <li>2. How do you engage your audience as you present your paper?</li> <li>3. How do you deal with participants with varying degrees of appreciation during the question and answer portion?</li> </ol>	
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**CO3: To exhibit understanding on research poster making, writing research article, and getting research articles published in academic journals.**

11-14	<p><b>Module No. 2</b> Academic Conference Poster Presentation and Publishing A Research Article</p> <p><b>Lesson 2.1</b> Academic Conference Poster Presentation</p> <p><b>Topics:</b> *Research Paper Poster *Other Tips for Poster Making</p> <p><b>Figure --</b> <i>Figure 4: Posters and Photo-ops</i></p>	<ol style="list-style-type: none"> <li>1. To apply knowledge on the different tips on how to make a research poster for poster presentation in an academic conference.</li> <li>2. To discuss some inspiring and awesome experiences when one gets to have a photo opportunity with experts in the fields and celebrity guests while</li> </ol>	<ol style="list-style-type: none"> <li>1. Printed Modules/ Online Classes <ul style="list-style-type: none"> <li>● Lecture</li> <li>● Digital Media</li> <li>● Open Educational Resources (OERs)</li> <li>● PowerPoint presentation</li> <li>● Apps</li> <li>● Demonstrations</li> </ul> </li> <li>2. Blended Learning (BL) <ul style="list-style-type: none"> <li>● Enriched Virtual BL</li> <li>● Project-based BL</li> <li>● Self-directed BL</li> <li>● Supplemental BL</li> <li>● The Flex Model BL</li> <li>● The Online Driver Model BL</li> <li>● Master-based BL</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>● Podcasts</li> <li>● Web quests</li> <li>● Blogging</li> <li>● Vlogging</li> <li>● Journal writing</li> <li>● Focus listing</li> <li>● Peer quizzes</li> <li>● Talk-it-out</li> <li>● Daring Doodles</li> <li>● Oral recitations</li> <li>● Seatwork</li> </ul> <p><b>***Learning Tasks/Activities</b></p> <p><b>A. Refer to Figure 4.</b></p> <ol style="list-style-type: none"> <li>1. How do you get to have a photo opportunity with some of the popular authors and celebrity guest speakers in academic conferences?</li> <li>2. What makes an academic conference more interesting and fulfilling?</li> <li>3. Why do some</li> </ol>	<p><b>***Module 2 Pretest</b></p> <ul style="list-style-type: none"> <li>● Summarizing</li> <li>● Probing</li> <li>● Memory matrix</li> <li>● Quizzes</li> <li>● Projects</li> <li>● Researches</li> <li>● Concept maps</li> <li>● Dramatization</li> <li>● Role playing</li> <li>● Play production</li> <li>● Quiz show</li> <li>● Talk show</li> <li>● Twitter board</li> </ul> <p><b>***Assessment</b> <b>Make your own version of an academic poster based on either of the two samples (old or modern)</b></p>
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	<p><b>Values integration:</b> Resourcefulness, Diligence, and Zest</p>	<p>attending an academic conference.</p> <p>3. To submit a research poster for evaluation.</p>		<p>academic conferences do not have a Poster Session?</p> <p><b>B. Devote some time surfing the Internet for samples of academic posters related to Language and Literature.</b></p> <ol style="list-style-type: none"> <li>Enumerate some tips for a catchy and scholarly poster design.</li> <li>What are the salient points emphasized in an academic poster?</li> <li>What makes an ideal template for Poster Making?</li> </ol> <p><b>C. Pass a sample of an old academic poster in the 80s or earlier and another sample made in the last five (5) years.</b></p> <ol style="list-style-type: none"> <li>Differentiate the two sample academic posters in terms of design.</li> <li>Comment on the way words are expressed in the two sample academic posters.</li> <li>What's the role of the modern technology in Poster Making?</li> </ol>	<p>that you have researched in the Internet.</p> <p><b>***Due date: November 2021</b></p>
15-18	<p><b>Lesson 2.2</b> Publishing a Research Article</p> <p><b>Topics:</b> *Writing a Research Article for Journal Publication *Getting Your Paper Published</p> <p><b>Figure --</b> <i>Figure 5: Write, Today, Read Tomorrow</i></p> <p><b>Values integration:</b> Patience</p>	<ol style="list-style-type: none"> <li>To evaluate different research articles in academic journals.</li> <li>To develop understanding on how to write a research article with reference to journal specifications for future readership.</li> <li>To determine the needed writing skills,</li> </ol>	<p>1. Printed Modules/ Online Classes</p> <ul style="list-style-type: none"> <li>● Lecture</li> <li>● Digital Media</li> <li>● Open Educational Resources (OERs)</li> <li>● PowerPoint presentation</li> <li>● Apps</li> <li>● Demonstrations</li> </ul> <p>2. Blended Learning (BL)</p> <ul style="list-style-type: none"> <li>● Enriched Virtual BL</li> <li>● Project-based BL</li> <li>● Self-directed BL</li> <li>● Supplemental BL</li> <li>● The Flex Model BL</li> </ul>	<ul style="list-style-type: none"> <li>● Podcasts</li> <li>● Web quests</li> <li>● Blogging</li> <li>● Vlogging</li> <li>● Journal writing</li> <li>● Focus listing</li> <li>● Peer quizzes</li> <li>● Talk-it-out</li> <li>● Daring Doodles</li> <li>● Oral recitations</li> <li>● Seatwork</li> </ul> <p><b>***Learning Tasks/Activities</b></p> <p><b>A. Read more about writing research articles for publication.</b></p> <ol style="list-style-type: none"> <li>Describe journal research articles.</li> <li>Explain about paraphrasing and citing sources.</li> <li>What are the steps in writing a research article? .</li> </ol>	<ul style="list-style-type: none"> <li>● Summarizing</li> <li>● Probing</li> <li>● Memory matrix</li> <li>● Quizzes</li> <li>● Projects</li> <li>● Researches</li> <li>● Concept maps</li> <li>● Dramatization</li> <li>● Role playing</li> <li>● Play production</li> <li>● Quiz show</li> <li>● Talk show</li> <li>● Twitter board</li> </ul> <p><b>***Assessment</b></p> <p>Submit a 15-20 page seminar paper and a research article</p>



	Discipline, and Gratitude	prior knowledge, and other preliminaries to getting a research paper published in an academic journal. .	<ul style="list-style-type: none"> <li>● The Online Driver Model BL</li> <li>● Master-based BL</li> </ul>	<p><b>B. Refer to Figure 5.</b></p> <ol style="list-style-type: none"> <li>1. What do we mean by "Write Today, Read Tomorrow"?</li> <li>2. What is the importance of getting your work published?</li> <li>3. What are some tips to have a publishable research article?</li> </ol> <p><b>C. Search a copy of conference proceedings and a copy of a research journal.</b></p> <ol style="list-style-type: none"> <li>1. What are the components of conference proceedings?</li> <li>2. What are the parts of a research journal?</li> <li>3. Explain the difference between a research article and a seminar paper.</li> </ol>	<p>based from your seminar paper. .</p> <p><b>***Module 2 Posttest</b></p> <p><b>***Final Exam</b></p> <p><b>***Due date: December 2021</b></p>
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### 10. Life-long Learning Opportunities

- a. **Creativity:** Emotional, cognitive, deliberate, spontaneous
- b. **Problem-solving:** Trial and error, algorithm, heuristic
- c. **Critical thinking:** Clarity, precision, accuracy, relevance, depth, breadth, logicalness, significance, fairness
- d. **Leadership:** Clarity, decisiveness, courage, passion, humility
- e. **Communication:** Clarity, attention, feedback, informality, consistency, timeliness, adequacy
- f. **Collaboration:** Cooperation, assertiveness, autonomy, responsibility, accountability, communication, coordination, mutual trust and respect
- g. **Information management:** Design, develop, manage, use information with insight and innovation
- h. **Adaptability:** Perpetual optimism, showing extraordinary resilience
- i. **Curiosity:** Diverse, epistemic, emphatic
- j. **Reflection:** Technological, situational, deliberate, dialectal

### 11. Contribution of Course to Meeting the Professional Component (%)

General Education: 100%

Core Courses: 100 %

Field of Specialization (MS-Language Teaching): 100 %

## 12. References and Other Learning Resources

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- Creative Commons – full license text <http://creativecommons.org/licenses/by-nc-nd/2.5/legalcode>
- <http://creativecommons.org>
- <http://authorservices.taylorandfrancis.com>
- <https://meetingtomorrow.com/blog/tips-tricks-for-presenting-online>
- <https://www.acponline.org/membership/residents/competitions-award/acpnational-abstract-competitions/guide-to-preparing-for-the-abstract-competition/preparing-a-poster-presentation>
- [https://www.newworldencyclopedia.org/p/indtitle=Academic\\_conference&oldid=1026749](https://www.newworldencyclopedia.org/p/indtitle=Academic_conference&oldid=1026749)
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- [www.unl.edu](http://www.unl.edu)

## 13. Course Assessment and Evaluation

The performance of students will be assessed and evaluated based on the following:

A. Midterm Grade (MG)

1. Learning tasks/activities, assessments, orals, projects, assignments, etc. 70%

2. Midterm Exam	<u>30%</u>
	100%
B. Grade After Midterm (GAM)	
1. Learning tasks/activities, assessments, orals, projects, assignments, etc.	70%
2. Final Exam	<u>30%</u>
	100%
C. Final Grade (FG)	
FG = GAM (2/3) + MG (1/3)	

### Grading System (60% Passing)

Range	Grade	Range	Grade	Range
96-100	1.00	68 - 71	2.50	96-100
92-95	1.25	64 - 67	2.75	92-95
88-91	1.50	60 - 63	3.00	88-91
84-87	1.75	50 - 59	3.25	84-87

### 14. Course Policies

- a. ZOOM or Google Meet will be used for web-conferencing and real-time class meetings. Attending the virtual meeting is highly encouraged but not compulsory. If you cannot attend due to internet connection limitation, there is no problem. Just keep up with the lessons and do all the necessary exercises that is required of you.  
The virtual meeting is our avenue for synchronous learning. Class interaction and participation is encouraged. Sharing of ideas, giving of feedback about your outputs, and other related concerns in the subject will be done during this time.
- b. All requirements shall be submitted in this address: [parmis.annie@gmail.com](mailto:parmis.annie@gmail.com).
- c. The **LTNG 299 -- Graduate Seminar** Study Guide is our official instructional material in this subject. It will serve as your guide for the whole semester. Whether you have internet connection or not, use it.
- d. There are no deductions for late submissions of requirements and exercises.
- e. Term Examinations are given twice: Midterm and Final.
- f. If you have any inquiries/clarifications, you may contact the course instructor during official class schedule; Monday through Friday only.
- g. Lastly, as we embark in this "new normal", let us have an open mind and heart as we adjust in this new way of delivering the teaching-learning process and still continue to aim for quality in education.

These course policies serve as our written agreement for the whole semester. If there are any changes to enhance the class learning opportunity within the semester, it will be communicated accordingly.

#### \*Classroom Policies:

1. Following instruction is a must.
2. Cheating is strictly prohibited.
3. Take home quizzes, assignments, and projects must be passed on time.
4. Criteria are set for evaluating performance. Students must satisfy each criterion to pass the course.
5. Non-compliance of any requirement would mean an incomplete grade.

### 15. Course Materials and Facilities Available

Instructional Modules, PowerPoint presentations, Lecture notes, Laptop, Handouts , etc.

16. Revision History			
Revision number	Date of Revision	Date of implementation	Highlights of Revision

17. Preparation			
Prepared by	Name	Signature	Date Signed
	ANNIE A. PARMIS		

### III. INSTRUCTOR/PROFESSOR INFORMATION

1. Name of Instructor/Professor	Annie A. Parmis
2. Office and Department	Department of Liberal Arts and Behavioral Sciences (DLABS)
3. Telephone/Mobile Numbers	09154384726
4. Email Address	<a href="mailto:parmis.annie@gmail.com">parmis.annie@gmail.com</a>
5. Consultation Time	4:00 to 5:00 pm MW/ThS

### 18. Department Instructional Materials Review Committee:

Committee	Name	Signature	Date Signed
Member	Cherry N. Rola		
Member:	Maria Vanessa E. Gabunada		
Chairperson:	Jett C. Quebec		

	Name	Signature	Date Signed
Verified by:	ANABELLA B. TULIN Dean, Graduate School		
Validated by:	NANCY D. ABUNDA Head, IMD		

#### Note:

- 1) The number of POs will depend on each degree program offered
- 2) COs and Relationship to POs
  - a. (I) - **Introductory** – an Introductory Course to an outcome
  - b. (E) - **Enabling** – an Enabling Course or a course that strengthens the outcome
  - c. (D) - **Demonstrated** – a Demonstrative Course or a course demonstrating an outcome.

*Note: A copy of the test paper with answer key shall be attached to the TOS for review of the DIMRC. After approval the test paper will be returned to the concerned faculty and will not be attached to the TOS when submitted to the College Dean and OHIMD.*

#### REMINDER:

1. *The author should not be part of the DIMRC.*
2. *\*If the author is the Department Head, he/she will be replaced by another chairperson from among the senior faculty members.*
3. *\*\*If the author is the College Dean, the Head of Instructional Materials Development will approve.*
4. *Follow the next higher supervisor, no same person*

5. For the component campuses, if the author is the College Dean, the Director for Academic Affairs will approve.
6. If the author is the Department Head and at the same time the College Dean, the Director for Academic Affairs will be the Chairperson of the DIMRC, and the Chancellor will approve it.

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*Distribution of copies: OIMD, Department, Faculty*