



OUTCOMES-BASED EDUCATION (OBE) COURSE SYLLABUS

Course No. Litr13

Course Title: Literatures of the Philippines

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. Quality Goals of the College of Arts and Sciences

- Sustained Excellence in Instruction. Produce highly competent and world-class manpower in science and technology (S&T), especially for agriculture, environmental management and industry who are proficient in communication skills, critical thinking, and analytical abilities,
- Innovative RDE System and Competitive S&T Products. Generate and disseminate relevant knowledge and technology that lead to improved productivity, profitability and sustainability in agriculture, environment, and industry,
- Adequate and Sustainable Resource Generation Activities. Generate adequate resources to support the University's instruction, research and extension pursuits and physical infrastructure needs in the face of declining government subsidy to state universities and colleges (SUCs),
- Efficient, Effective and Client-Centered Administrative Support Services. Provide a timely, accessible, acceptable and customer-friendly administrative support system that promotes partnership and sense of shared stewardship with students, faculty, alumni and other stakeholders.

5. Quality Objectives of the Department of Liberal Arts and Behavioral Sciences

Vision:

A center of excellence in the humanities and behavioral sciences genuinely concerned in the total development of the individual as a catalyst for societal change.

Mission:

Provide dynamic leaders who are globally competent through a strong foundation in both knowledge and skills in communication, human behavior, and the arts.

Goals:

1. Provide high professional instruction in the shaping of individuals as human beings vis-à-vis with their exposure to agriculture, technical and allied fields.
2. Promote research, extension, and production geared towards countryside development.

General Objectives

1. Develop high caliber VSU graduates with strong background in the humanities and social sciences and who can provide effective leadership in scientific investigation.
2. Become a center in the application of new knowledge for cultural and social upliftment.

Specific Objectives

1. Graduate Program

1. Provide a pragmatic leadership and expertise in language teacher training.
2. Promote productive scholarship through research-oriented projects and enriched curricular activities.

3. Encourage students to be self-reliant and practice independent thinking through extramural studies while still carrying out their jobs and other responsibilities.
2. General Preparatory Program
 1. Provide basic liberal arts and social science courses such as English, Filipino, Humanities, Psychology, Social Science, Speech, Philosophy and Spanish, for all degree and non-degree programs of VSU.
 2. Develop student's communication skills useful in their fields of specialization.
 3. Provide students with experiences designed to enhance their fields of specialization.
 4. Enliven teaching approaches by accelerating general teacher improvement through in-service trainings and professional exchange program.
 5. Strengthen the development of instructional materials.
 6. Continuously monitor and evaluate students' performance to seek venues for improving instructions.

3. Undergraduate Program

1. Prepare students for language and social science activities in agro-technical schools and colleges as well as language learning researches.
2. Expose students to language learning activities, theories and research methodologies in language, language acquisition, and language teaching.
3. Develop a sense of literary awareness, taste, and creativity and to promote appreciation of the performing arts.
4. Provide support to all students in understanding theories other courses through Instructional Materials (IM) that go across curriculum.

4. Research

1. Provide students and teachers a climate that inspires the development of research-oriented minds by leading them through instruction.
2. Conduct researches that are truly responsive to institutional, local, regional or national goals and studies that could strengthen the department's curricular programs.

5. Extension

1. Prepare, collect and evaluate scripts with environmental and developmental concerns.
2. Provide necessary training to target clientele for the development of the community's human resources for cultural and social development.
3. Present development plays, dramas with developmental themes that can really respond to the particular community needs.

4. Make all VSU staff available for consultancy and other services needed by target communities.

II. PROGRAM INFORMATION

1. Name of the Program	General Education (Minor)
2. CHED CMO Reference	CMO 20 s. 2013
3. BOR Approval	NA

4. Program Educational Objectives and Relationship to Institution Mission

Program Educational Objectives	Mission*		
	a	b	c
1. Provide basic liberal arts and social courses such as English, Filipino, Humanities, Psychology, Social Science, Speech, Philosophy, and Spanish for all degree and non-degree programs of VSU.	/		
2. Develop student's communication skills useful in their fields of specialization.	/	/	/
3. Provide students with experiences designed to enhance their fields of specialization.	/	/	/
4. Enliven teaching approaches by accelerating general teacher improvement through in-service trainings and professional exchange program.	/	/	/
5. Strengthen the development of instructional materials.	/	/	/
6. Continuously monitor and evaluate students' performance to seek venues for improving instructions.	/		/

*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	Litr13
2. Course Title	Literatures of the Philippines
3. Pre-requisite	None
4. Co-requisite	None
5. Credit	3 units
6. Semester Offered	2 nd Semester
7. Number of hours	3 hours lecture/week
8. Course Description	This course provides students with comprehension, appreciation, and valuation of Philippine Literature through the selected major literary pieces that are indicative of the complex socio-cultural, economic, and political facets of Philippine society-local and national.

9. Program Outcomes (POs) in relation to the Program Educational Objectives (PEOs)						
Program Outcomes (POs)		Program Educational Objectives				
		1	2	3	4	5
a	Higher levels of comprehension (textual, visual, etc.)	/	/			
b	Proficient and effective communication (writing, speaking, and use of new technologies)	/	/			
c	Critical, analytical, and creative thinking		/	/		

d	Capacity to personally interpret the human experience	/		/	/	
e	Ability to reflect on moral norms/imperatives as they reflect individuals and society	/		/	/	

10. Course Outcomes (COs) and Relationship to Program Outcomes (POs)													
After completing this course, the student must be able to perform the following COs:	Program Outcomes Code												
	a	b	...	g	..								
CO1: Understand experiences, relationships, cultural, and societal values of Filipino people through literature.	D	D	D	I	E								
CO2: Develop and apply critical reading and interpretative thinking skills through an analysis of the construction of realistic fictional characters in relation to the function of the narrative point of view, and in the context of cultural values in the specific setting in time and place.	D	E	D	D	D								
CO3: Identify and apply literary devices in analysing poems.	E	D	E	E	E								
CO4: Improve analytical skills using play/drama as text diachronically analysed within a larger social-cultural context.	I	E	D	D	D								

Legend: I – Introductory, E – Enabling, D – Demonstrative

Each letter indicates the expected level of competency that each CO should provide for each PO.

11. Course Content and Plan					
Week	Topics	Learning Outcomes	Teaching and Learning Activities		Assessment Tasks
			Teaching Activities	Learning Activities	
ORIENTATION AND INTRODUCTION OF THE COURSE					
Week 1	Class Orientation 1. VMGO 2. Core Values 3. Quality Policy Statement 4. Course Syllabus 5. Course policies Values Integration:	At the end of this lesson, students are able to: A. Recall the Vision, Mission, Goals, Objectives.	Online Mode: Virtual Meeting/ Viewing of recorded presentation: Q & A for	Online Mode: Opinion Shariing	Oral recitation

	<u>Responsibility</u>	Core Values, and Quality Policy Statement of the Visayas State University. B. Learn the Course Content, class policies, and grading system.	<i>clarification, setting of expectations , and getting-to-know-each other</i> <i>Class interaction</i> <i>Sharing of Ideas</i> <i>Feedbacks</i> VSUEE/VC*: Familiarization of the virtual classroom		
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CO1: Understand experiences, relationships, cultural, and societal values of Filipino people through literature.

Week 2	Module No. 1 Philippine Literature Lesson 1.1 Historical Overview of Philippine Literature <ul style="list-style-type: none"> a. Oral Lore from Pre-colonial Times b. Literature under Spanish Colonialism c. Literature Under US d. Literature under the Republic e. Literature after EDSA f. Philippine Literature in the 21st Century 	At the end of this lesson, students are able to: <ul style="list-style-type: none"> A. Trace Philippine literary historical background B. Differentiate the literary trends in the historical context of the Philippines C. Appreciate the growth and evolution of Philippine literature through time D. Explain and clarify the issues in language usage in terms of 	Online Mode: Online class through Google Meet or Zoom <ul style="list-style-type: none"> • Recorded online class and posted in Google Classroom • Interactive lecture using PowerPoint presentation • Initiate In-class Discussion Offline Mode: Printed Learning Guide (independent study)	Online Mode: VSUEE/VC: Oral recitation (turn-taking) Downloading resource materials Offline Mode: Answer Learning Tasks: <ul style="list-style-type: none"> • Timeline of Philippine Literature based on Historical Context • Insight Paper on Language Issue on Philippine Literature 	Module 1 Pretest Answer Assessment: • Timeline of Philippine Literature based on Historical Context • Insight Paper on Language Issue on Philippine Literature Module
Week 3	Lesson 1.2 Language Issue: Literature in English and Filipino				

		writing Philippine literature		<ul style="list-style-type: none"> Read articles in relation to Language Issues in Philippine Literature 	Posttest Due Date: <u>February 28, 2022</u>
CO2: Develop and apply critical reading and interpretative thinking skills through an analysis of the construction of realistic fictional characters in relation to the function of the narrative point of view, and in the context of cultural values in the specific setting in time and place.					
Week 4	Module No. 2 Fiction in Regional Language (with English Translation) Lesson 2.1 Cebuano Short Story: "Pamato" by Merlie Alunan -Rationale and Introduction of Key Concepts for Understanding	At the end of this lesson, students are able to: A. Identify the characters and the story's narrator in order to describe the dramatic conflict of the story. B. Conduct a close-reading analysis of the narrator's discursive techniques to understand how the narrator manipulate the meaning of the story. C. Understand and imagine the specific cultural values represented in the story.	Online Mode: Virtual Meeting/ Online Mode: Virtual Meeting/ Viewing of recorded presentation: Online class through Google Meet or Zoom Recorded online class and posted in Google Classroom •Interactive Discussion using PowerPoint Presentation •Oral Recitation (Think-Pair-Share) •Initiate in-class Discussion •Facilitate character	Online Mode: Oral Recitation (Think-Pair-Share) Answer Learning Task: • Pre-reading exercise • Close reading activity • Character Sketch • Creative Writing	Module 2 Pretest Answer Assessment: • Character Sketch Worksheet • Communication Model Plotting • Journal Entry #1 Module 2 Posttest Due Date: March 11, 2022
Week 5	Lesson 2.2: -Enriching the Critical Reading of the text with the student's reflection on the story -Enjoying the Literary Text -Application of Learning in one's life				

			mapping •Creative Writing Entries		
Week 6	Module 3: Fiction in English Lesson 3.1: Philippine Fiction in English (“Wedding Dance” by Amador Daguio and “The Fence” by Jose Garcia Villa) -Rationale and Introduction of key concepts for understanding	At the end of this lesson, students are able to: A. Demonstrate the ability to identify, infer, and compare the cultural practices in the stories. B. Synthesize and interpret the textual evidences in order to identify the theme. C. Reflect and relate their experiences to the story through creative writing.	Online Mode: Online class through Google Meet or Zoom Recorded online class and posted in Google Classroom •Interactive Discussion using PowerPoint Presentation •Oral Recitation (turn taking) •Initiate in-class Discussion •Audio Playing (setting the mood) •Initiate Creative Writing	Online Mode: Oral Recitation (turn taking) Answer Learning Tasks • Venn Diagram • Creating Story board • Audio Listening • Recalling Experiences • Creative Writing (Letter to a Character)	Module 3 Pretest Answer Assessment: • Venn Diagram • Affective Analysis Rubric (Audio) • Theme Analysis (With Guide Questions) • Story board • Journal Entry #2 Module 3 Posttest Due Date: April 8, 2022
Week 7	Lesson 3.2: Background and Contexts (Comparison and Contrast of Wedding Dance and The Fence)				
Week 8	Lesson 3.3: Setting the Mood and Tone (Visual and Auditory Arts)				
Week 9: MIDTERM WEEK (APRIL 6-12, 2022)					
CO3: Identify and apply literary devices in analyzing poems.					
Week 10	Module 4: Poetry in English Lesson 4.1: “Ochre Tones” by Marjorie Evasco -Rationale and Introduction of Key Concepts for understanding	At the end of this lesson, students are able to: A. Close read of the selected poem B. Identify and describe the literary devices	Online Mode: Online class through Google Meet or Zoom Recorded online class and posted in Google Classroom •Interactive	Online Mode: Oral Recitation (turn taking) Downloading Resource Materials	Module 4 Pretest Answer Assessment: • Close Reading Analysis (With Guide Questions)
Week 11	Lesson 4.2: Close Reading the				

	Poem (Translation)	<p>present in the poem</p> <p>C. Translate the poem into Cebuano with emphasis on the cultural nuances of the poem</p> <p>D. Reflect on their own attitudes towards life by creating an art project.</p>	<p>Discussion using PowerPoint Presentation</p> <ul style="list-style-type: none"> • Guide Close Reading activity • Initiate in-class discussion • Translation activity • Facilitate Individual Reflection • Give Instructions on Art Project 	<p>Answer Learning Tasks:</p> <ul style="list-style-type: none"> • Pre-reading Activity (Photo analysis) • Close Reading • Translating the poem • Journal Entry • Making of Art Project (Concept: Circle of Life) 	<ul style="list-style-type: none"> • Translation Output (Rubric) • Journal Entry #3 • Art Project <p>Module 4 Posttest</p> <p>Due Date: April 29, 2022</p>
Week 12	<p>Module 5: Poetry in Filipino (with English Translation)</p> <p>Lesson 5.1: "Pandarayuhan" by Angelica Anzures (A Spoken Word Poetry for OFWs by an OFW) -Rationale and Introduction of Key Concepts for Understanding</p>	<p>At the end of this lesson, students are able to:</p> <p>A. Identify and describe the literary devices, situation, and tone of the poem.</p> <p>B. Internalize the cultural, historical, and societal aspects of Philippine labor export.</p> <p>C. Reflect their attitude towards nationalism and migration, as well as the shifting roles of men</p>	<p>Online Mode:</p> <p>Online class through Google Meet or Zoom</p> <p>Recorded online class and posted in Google Classroom</p> <ul style="list-style-type: none"> • Interactive Discussion using PowerPoint Presentation • Guided Close Reading activity • Initiate in-class discussion • Assign Group Writing 	<p>Online Mode:</p> <p>Oral Recitation (turn taking)</p> <p>Downloading Resource Materials</p> <p>Answer Learning Tasks:</p> <ul style="list-style-type: none"> • Pre-reading Activity (Informal Survey) • Close Reading • Group 	<p>Module 5 Pretest</p> <p>Answer Assessment:</p> <ul style="list-style-type: none"> • Close Reading Analysis (With Guide Questions) • Journal Entry #4: Reflective Writing • Film/Documentary/Video Analysis with guide questions <p>Module 5 Posttest</p>
Week 13	Lesson 5.2: Close Reading the Poem				

		and women.	<ul style="list-style-type: none"> •Facilitate Individual Reflection •Film/Documentary/Video Clips Showing 	Writing <ul style="list-style-type: none"> • Journal Entry • Film/Documentary/Video Clips Watching 	Due Date: May 13, 2022
CO4: Improve analytical skills using play/drama as text diachronically analyzed within a larger socio-cultural context.					
Week 14	Module 6: Philippine Drama/Play	At the end of this lesson, students are able to:	Online Mode:	Online Mode:	Module 6 Pretest
	Lesson 6.1: "The World is an Apple" by Alberto S. Florentino -Rationale and Introduction of Key Concepts for Understanding	A. Engage in critical thinking in analyzing dramatic texts	Online class through Google Meet or Zoom Recorded online class and posted in Google Classroom	Oral Recitation (think-pair-share)	Answer Assessment:
Week 15	Lesson 6.2: Cultural Contextualization (Dramatic Impressions)	B. Probe dramatic elements such as themes and characters	•Interactive Discussion using PowerPoint Presentation	Downloading Resource Materials	<ul style="list-style-type: none"> • Close Reading Analysis (With Guide Questions) • Drama Performance (Reading and Acting) *with Rubric
Week 16	Lesson 6.3: The Art of Dramatic Reading and Stage Play "The Dancers" by Alberto S. Florentino	C. Identify socio-cultural issues embedded in dramatic texts	•Guided Close Reading activity	Answer Learning Tasks:	• Journal Entry #4: Reflective Writing
		D. Appreciate the beauty of dramatic language and expressions	•Initiate in-class discussion	• Pre-reading Activity	
		E. Perform dramatic reading and dramatic act	•Assign Group Writing	• Close Reading	
			•Facilitate Individual Reflection	• Recorded Dramatic reading	Module 6 Posttest
				• Recorded Scene Enactment	Due Date: June 3, 2022
				• Journal Entry	
Week 17	Module 7: Teaching Strategy Planning Form	At the end of this lesson, students are able to:	Online Mode:	Online Mode:	Module 7 Pretest
	Lesson 7.1: How to		Online class through	Oral Recitation	Answer Assessment

	write Teaching Strategy Planning Form	<p>A. Write an effective and efficient teaching strategy plan for literary class</p> <p>B. Appreciate the importance and meaning of literature</p>	<p>Google Meet or Zoom Recorded online class and posted in Google Classroom</p> <ul style="list-style-type: none"> • Interactive Discussion using PowerPoint Presentation • Initiate in-class discussion • Writeshop on Writing Teaching Strategy Plan 	<p>(Socratic Method)</p> <p>Downloading Resource Materials</p> <p>Answer Learning Tasks:</p> <ul style="list-style-type: none"> • Online synchronous and asynchronous recorded writeshop 	<p>ent:</p> <ul style="list-style-type: none"> • Teaching Strategy Plan/Lesson Plan <p>Module 7 Posttest</p> <p>Due Date: June 15, 2022</p>
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Week 18: Final Examination Week (June 13-18, 2022)

* VSUEE/VC – VSU E-Learning Environment/ Virtual Classroom

12. Life-long Learning Opportunities

In this subject, students will be able to demonstrate critical thinking skills in thinking and reading Philippine literary texts. Students will also be able to develop further understanding of people, their relationships, their cultural values, and society through literature. Most importantly, students will be inspired to reflect and translate their personal experiences through creative writing.

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

Minor: ✓

Major:

General Education: 100 %

Basic Education (Foundation): _____%

Professional Education (Major Field): _____%

14. References and Other Learning Resources

A. Textbook(s)/ E-Books

Baytan, Ronald (ed.). *A Manual for Teaching Philippine Literature*. Mandaluyong City: Anvil, 2014

Lumbera, Bienvenido and Cynthia Lumbera. *Philippine Literature: A History and Anthology*. Anvil 1997.

C. Other Learning Resources

<https://doi.org/10.1111/j.1467-971X.1986.tb00723.x>

<https://www.youtube.com/watch?v=yJLamaUUuu8>

<https://merliemalunan.wordpress.com/2016/06/30/pamato/>

http://likhaan_online.tripod.com/08242001archivesite/literary2.html

<https://www.wheninmanila.com/spoken-word-poetry-for-ofws-by-ofw/>

<https://www.scholastic.com/teachers/articles/teaching-content/what-dramatic-play-and-how-does-it-support-literacy-development-preschool/>

15. Course Assessment and Evaluation

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

50% Midterm + 50% Final Term = 100% (Overall Final)

Item No,	Assessment Tasks	Percentage Contribution (1)	No. of Times in the Semester (2)	Individual Task % Contribution (1/2)
1	Assessment Tasks (AT)	40%	22	1.8%
2	Learning Tasks (LT)	30%	27	0.9%
3	Term Examinations (TE)	30%	2	15%
		100%		

COs	Assessment Tasks	Weight in Percent	Minimum Average for Satisfactory Rating	Target and Standards
CO 1	LT 1	0.9%	60%	At least 70% of the students have at least 60% score
	LT 2	0.9%		
	AT 1	1.8%		
	AT 2	1.8%		
CO 2	LT 3	0.9%	60%	At least 70% of the students have at least 60% score
	LT 4	0.9%		
	LT 5	0.9%		
	LT 6	0.9%		
	LT 7	0.9%		
	LT 8	0.9%		
	LT 9	0.9%		
	LT 10	0.9%		
	LT 11	0.9%		
	AT 3	1.8%		
	AT 4	1.8%		
	AT 5	1.8%		
	AT 6	1.8%		
	AT 7	1.8%		
	AT 8	1.8%		
	AT 9	1.8%		
	AT 10	1.8%		
TE	MTE	15%		

CO 3	LT 12	0.9%	60%	At least 70% of the students have at least 60% score
	LT 13	0.9%		
	LT 14	0.9%		
	LT 15	0.9%		
	LT 16	0.9%		
	LT 17	0.9%		
	LT 18	0.9%		
	LT 19	0.9%		
	LT 20	0.9%		
	LT 21	0.9%		
	AT 11	1.8%		
	AT 12	1.8%		
	AT13	1.8%		
	AT 14	1.8%		
	AT 15	1.8%		
	AT 16	1.8%		
	AT 17	1.8%		
CO4	LT 22	0.9%	60%	At least 70% of the students have at least 60% score
	LT 23	0.9%		
	LT 24	0.9%		
	LT 25	0.9%		
	LT 26	0.9%		
	LT 27	0.9%		
	AT 19	1.8%		
	AT 20	1.8%		
	AT 21	1.8%		
	AT 22	1.8%		
TE	FTE	15%		
TOTAL		100%	1.8%	

Grading System (% Passing: 50%)

Range	Grade	Range	Grade
95-100	1.00	53-58	2.75
89-94	1.25	45-52	3.00
83-88	1.50	0-44	5.00
77-82	1.75		
71-76	2.00		
65-70	2.25		
59-64	2.50		

16. Course Policies

- a. The official virtual classroom is VSU E-Learning Environment (VSUEE) (<https://elearning.vsu.edu.ph>). Class invitation will be sent to your email. A class orientation will be done in relation to the use and navigation of the platform.
 - b. ZOOM or Google Meet will be used for web-conferencing and real-time class meetings. Username and password link will be posted in VSUEE/VC.
- 2) 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.

- 3) The virtual meeting is our avenue for synchronous learning. Class interaction and participation is encouraged, sharing of ideas, feedbacking of your outputs and other related concerns in the subject will be done during this time.

4) **SUBMISSION OF REQUIREMENTS:**

There are two ways you can submit your output:

- a. **Submit through our Virtual Classroom.** An invitation that you can attend the class will be sent to your e-mail. Please standby for an important announcement about the subject.
 - b. **Online submission through email.** You can submit your outputs to class email. Make sure to write these information (**Recipient, Subject, Body of email, and Attachment**) before you hit send.
- 5) There are no quizzes for this subject. You will be graded based on your Learning Activities, Assessment Tasks, and Term Examinations.
- 6) The Learning Guide in *Litr13: Literatures of the Philippines* will be 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.
- 7) In the submission of exercises, there are deduction for late submissions.
- 8) Term Examinations are given twice: Midterm and final. They will be done in either of the following:
- a. With internet connection: VSUE-Learning Portal or through email
 - b. Without/unstable internet connection: Answers can be sent through a courier.
- 9) If you have any inquiries/clarifications, you may contact the course instructor/professor during official class schedule; Monday to Friday only.
- 10) Plagiarism is strictly prohibited.
- 11) All students are reminded to observe all policies, regulations, and rules of the university and other related laws of the land and are advised to read, understand, and practice the provisions of the VSU Student Manual.
- 12) 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.

This class policy serves 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.

17. Course Materials and Facilities Available

Vision:
Mission:

A globally competitive university for science, technology, and environmental conservation.
Development of a highly competitive human resource, cutting-edge scientific knowledge and innovative technologies for sustainable communities and environment.

1. Laptop
2. Ear/Headphones with microphone
3. Camera
4. Internet connection

18. Revision History

Revision number	Date of Revision	Date of implementation	Highlights of Revision
1	October 2020	1 st Semester S.Y. 2020-2021	<ul style="list-style-type: none"> Content Format
2	March 2020	2 nd Semester S.Y. 2020-2021	<ul style="list-style-type: none"> OBE Format Content
3	February 2022	2 nd Semester S.Y. 2021-2022	<ul style="list-style-type: none"> Content OBE updated Format

19. Preparation

	Name	Signature	Date Signed
Prepared by	J-Annie Gonzales-Ebit Course Instructor		February 10,2022

IV. INSTRUCTOR/PROFESSOR INFORMATION

1. Name of Instructor/Professor	J-Annie G. Ebit
2. Office and Department	DLABS
3. Telephone/Mobile Numbers	0916 738 8483
4. Email Address	j.annieebit@vsu.edu.ph
5. Consultation Time	Friday 1-3 PM

20. Department Instructional Materials Review Committee:

Committee	Name	Signature	Date Signed
Member:	CHERRY N. ROLA, DA		
Member:	SHEENA MAE P. LUBRIO		
Chairperson:	JETT C. QUEBEC, PHD		

	Name	Signature	Date Signed
Verified by:	MA. THERESA P. LORETO, PhD College Dean		
Validated by:	NANCY D. ABUNDA, PhD 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.

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.*

(3) Distribution of copies: OHIMD, Department, Faculty