



DLSHSI
 DE LA SALLE HEALTH SCIENCES INSTITUTE
Nurturing Life



College of Humanities and Sciences

Lourdes E. Campos, MD Building
 City of Dasmariñas, Cavite, Philippines
 Trunk Lines: (63) (46) 481-8000 (63) (2) 988-3100
 DLSHSI URL: www.dlshsi.edu.ph
 CHS URL: <https://sites.google.com/site/dlshsichs/>

Local: 5007 (Dean's Secretary) | 1412 (Dean)
 1345 (Dept. of Integrated Humanities and Sciences)
 1408 (Dept. of Chemistry)
 1115 (Chemistry Lab) | 1405 (Biology & Physics Lab)

COURSE SYLLABUS

| | | |
|----------------------|---|---|
| DEPARTMENT | : | Integrated Humanities and Sciences |
| COURSE CODE/ TITLE | : | GE-LITT101 /Literatures of the Philippines |
| NUMBER OF UNITS | : | 3 |
| PRE-REQUISITE | : | _____ |
| ROOM | : | _____ |
| INSTRUCTOR/PROFESSOR | : | _____ |
| CONSULTATION TIME | : | _____ |

COURSE DESCRIPTION:

The course acquaints students with the various literary works written by Filipino authors in English and Filipino. It includes the study of literary forms or genres as exemplified by selected literary text/s from various regions of the Philippines written at different periods in Philippine literary history.

LEARNING OUTCOMES:

- LO1: Higher levels of comprehension (Textual, Visual, etc.)
- LO2: Proficiency in communication: Writing, speaking, and use of new technologies
- LO3: Understanding of basic concepts across the domains of knowledge
- LO4: Critical, analytical and creative thinking
- LO5: Application of different analytical modes (quantitative and qualitative, artistic and scientific. Textual and visual, experimental, observation, etc.) in tackling problems methodologically
- LO6: Appreciation of various human conditions
- LO7: Capacity to personally interpret human experience
- LO8: Ability to view the contemporary world from both Philippine and global perspective
- LO9: Self-assuredness in knowing and being a Filipino

LO10: Capacity to reflect critically and shared concerns and think of innovative, creative solutions guided by ethical standards

LO11: Ability to appreciate and contribute to artistic beauty

LO12: Understanding and respect for human rights

LO13: The ability to contribute personally and meaningfully to the country's development

LO14: Working effectively in a group

LO15: The ability to negotiate the world of technology responsibly

LO16: Ability to solve problems (including real world problems)

LO17: Knowledge of basic work related skills

LEARNING PLAN:

| TOPICS | INTENDED LEARNING OBJECTIVES | TEACHING AND LEARNING ACTIVITIES | METHOD OF ASSESSMENT |
|--|---|---|---|
| Course Orientation | Introduce self confidently and creatively. Discuss self expectations of the course. | Course Orientation and Leveling of Expectations “Creative Introduction” | Presentation of Outputs |
| A. Introduction to Philippine Literature 1. Concepts 2. Literary Genres 3. Issues | Recall basic literature concepts and genres. Assess variety of issues. | Lecture, Multi-media Presentation, Concept Mapping, and Mini Debate Watching Movies/Theatre Plays | Quiz Debate Presentation of Outputs: WART (World, Author, Reader, Text) Worksheet |
| I. Philippine Folk Literature 1. Folk Filipino's Concept of Supreme Power and Cultural Heroes a. Myth - “Panay-Visayan Myth” b. Legend - “The Legend of | Determine concepts on Philippine Folklores. Analyze Filipino values in various Philippine literary texts. Assess real Filipino values in the texts. | Concept Mapping, Small Group Discussion with Plenary; Formal Lecture, Sharing of Riddles and Proverbs Oral Interpretation Listening to Music | Quiz Oral Presentation WART Worksheet POEM Analysis Worksheet Author and Text Worksheet Presentation of Riddles/Interpretative |

| | | | |
|--|--|---|---|
| <p>Maragtas” c. Epic – “Hudhud at Alim” (Ifugao) 2. Filipino Values a. Folk Speech i. Riddles ii. Proverbs b. Folk songs “Inday Pamutos na” / Inday Go Pack your Things” (Cebu) c. Folk Tales “The Giant and the Dwarf” (Ibaloy)</p> | | <p>Mini Debate Composing Riddles Interpretative Reading</p> | <p>Reading Costume play of the different characters</p> |
| <p>II. Spanish Influence In Philippine Literature Ethical Standards and Social Manners in Modesto’s Epistolary : Pagsusulatan ng //Dalawang Binibining si Urbana at si Feliza 1. Pakikipagkapwa- tao 2. Ang Pinag-aralan ni Urbana III. Literature of Resistance A Formalistic Reading of “Like the Molave” by R. Zuleta da Costa</p> | <p>Define Ethical Standards. Enumerate events of “pakikipagkapwa tao” depicted in the text. Differentiate characters of Urbana and Feliza.</p> | <p>Lecture, Video Presentation, Group Activity (Collection of Written Outputs)</p> | <p>Oral Recitation Author Worksheet Character Analysis Worksheet 1</p> |
| FIRST | COMPREHENSIVE | ASSESSMENT | |

| TOPICS | INTENDED LEARNING OBJECTIVES | TEACHING AND LEARNING ACTIVITIES | METHOD OF ASSESSMENT |
|---|--|--|---|
| IV. Literature Under the US Colonialism Nationalism “Miss Pathuphats” by Crisostomo Soto | Discuss changes in Miss Pathupats characteristics. Compare the character with real and current attributes of Filipinos. | Lecture, Discussion, Multimedia Presentation, Character Interpretation | Quiz Author Worksheet Character Analysis Presentation Worksheet 2 |
| V. Literature During the First Republic 1. Feminist Reality “Magnificence” by Estrella Alfon 2. Structuralism “Where’s the Patis” by Carmen Guerrero Nakpil 3. Masculinity and Power “The World is an Apple” by Alberto S. Florentino | Define gender and gender differences. Discuss gender equality and discrimination illustrated in the texts. Illustrate characteristics of Filipino here and around the world in an art. | Lecture, Discussion, Multimedia Presentation, Role Playing Alternative Class(Preparation for the Drama Presentation) | Quiz WART Worksheet Two-faced Art Worksheet Drama Presentation |
| SECOND | COMPREHENSIVE | ASSESSMENT | |

| TOPICS | INTENDED LEARNING OBJECTIVES | TEACHING AND LEARNING ACTIVITIES | METHOD OF ASSESSMENT |
|--|---|---|---|
| VI. Contemporary Literature Women and the Promise of Working Abroad Soledad Sisters by Jose Dalisay | Differentiate characteristics of the major characters. Distinguish reality in the literature. Discuss Filipino values illustrated in the literature. Create a multimedia presentation of the literature. | Lecture, Discussion, Video Presentation, Reporting, Group Presentation Alternative Class- Completion of the Final Requirement Multi-media Presentation in CD Format (Literary Review) | Quiz WART worksheet Author Worksheet Multimedia Presentation |
| THIRD | COMPREHENSIVE | ASSESSMENT | |

FINAL COURSE OUTPUT:

As evidence of attaining the above learning outcomes, the students are required to do and submit the indicated output below.

| LEARNING OUTCOME | REQUIRED OUTPUT | DUE DATE |
|------------------|---|------------|
| LO1-17 | A Literary Review through a Movie Trailer of the novel entitled: Soledad Sisters by Jose Dalisay with application of different analytical modes and emphasis on critical reflection and appreciation of various human conditions | March 2016 |

RUBRIC FOR ASSESSMENT:

| CRITERIA | EXEMPLARY 4 | SATISFACTORY 3 | DEVELOPING 2 | BEGINNING 1 | RATING |
|---|--|--|---|--|--------|
| GOD - LOVING Faith | Highly demonstrates the author's belief in the Divine Providence by anchoring arguments on the careful analysis of the wisdom of the Gospel and showing the author's conviction to ensure that experience of God is lived and shared within their communities. | Demonstrates the author's belief in the Divine Providence by anchoring arguments and analysis on the wisdom of the Gospel and expresses the author's desire to ensure that experience of God is lived and shared within their communities. | Moderately demonstrates the author's belief in the Divine Providence by critically analyzing the wisdom of the Gospel and expresses the author's awareness of the need to ensure that the experience of God is lived and shared within their communities. | Does not demonstrate the author's belief in the Divine Providence by not considering the wisdom of the Gospel in developing their arguments and instead are anchored on superficial motherhood statements. | |
| Honesty | Exhibits author's total originality and critical thinking in their written works and analyses. | Exhibits careful synthesis and analysis of others' works and adding their own ideas on their written works. | Cites sources of ideas reacted to in their written works, to avoid plagiarism. | Does not acknowledge sources of ideas used in their outputs. | |

| | | | | | |
|--------------------------------------|---|---|--|---|--|
| Responsibility | Displays creativity, resourcefulness and diligence by submitting required outputs that manifest excellent reading and writing skills on or before the deadline. | Displays diligence and productivity by submitting required outputs that manifest excellent reading and writing skills on time. | Displays diligence and productivity by submitting their required outputs on time. | Does not display diligence and productivity by submitting late their required outputs, which do not manifest the target reading and writing skills. | |
| PERSON-ORIENTED Communion | Highly manifests connection, understanding and appreciation of others by focusing on themes that show critical perception of the society they live in. | Manifests connection understanding and appreciation with others by focusing on themes that show clear perception of the society they live in. | Moderately manifests connection with others by focusing on themes that reflect the society they live in. | Does not manifest connection and understanding of others by not reflecting social awareness or is not anchored on social responsibility. | |
| Concern | Highly manifests the willingness and readiness of the author to take productive actions in response to the needs of their communities. | Manifests the willingness and readiness of the author to take productive actions in response to the needs of their communities. | Suggests the willingness and readiness of the author to take productive actions in response to the needs of their communities. | Does not manifest nor suggest the willingness and readiness of the author to take productive actions in response to the needs of their communities. | |
| Respect | Highly recognizes every individual's giftedness by carefully considering others' situations and opinions and refraining from presumptuous judgments. | Recognizes every individual's giftedness by carefully considering others' situations and opinions and refraining from presumptuous judgments. | Moderately recognizes every individual's giftedness by suggesting careful consideration of others' situations and opinions. | Does not recognize every individual's giftedness by making presumptuous judgments. | |
| PATRIOTIC HEALTH PROFESSIONAL | Highly demonstrates the author's respect for our | Demonstrates the author's respect for our national | Moderately demonstrates awareness of the importance | Does not demonstrate awareness of the | |

| | | | | | |
|-----------------------------|--|---|---|--|--|
| Good Citizenship | national symbols, laws and statutes and upholds the same. | symbols, laws and statutes and upholds the same. | of our national symbols, laws and statutes. | importance of our national symbols, laws and statutes. | |
| Social Consciousness | Highly conveys the author's fervent intention to contribute to the eradication of the ills of our nation such as poverty, lack of education and proper health care, corruption, and other social depression. | Conveys the author's fervent intention to contribute to the eradication of the ills of our nation such as poverty, lack of education and proper health care, corruption, and other social depression. | Conveys the author's awareness of the social issues plaguing the country today. | Does not show author's awareness of the social issues confronted by the nation. | |
| Commitment | Clearly illustrates the author's conviction to be a dedicated and productive health professional to serve her/his fellowmen, the country and for the glory of God by identifying what they can do to make a difference through the practice of their profession. | Illustrates the author's conviction to be a dedicated and productive health professional to serve her/his fellowmen, the country and for the glory of God. | Illustrates the author's awareness of the need to be a dedicated and productive health professional to serve her/his fellowmen, the country and for the glory of God. | Does not illustrate any awareness of the need to be a dedicated and productive health professional to serve her/his fellowmen, the country and for the glory of God. | |
| | | | | TOTAL: | |

LEVELS OF ASSESSMENT:

| Preliminary Criteria | Percentage | Midterm and Final term Criteria | Percentage |
|------------------------------|-------------------|--|-------------------|
| Assignment/Quizzes | 15% | Drama Presentation/Literary Review | 40% |
| Individual Recitation | 15% | Individual Recitation | 20% |
| Group Activities/Performance | 20% | Assignment/Quizzes/Long Tests | 20% |
| Occasional Paper | 20% | Group Activities /Performance | 20% |
| Character Presentation | 30% | | |
| Total: | 100% | | 100% |

OTHER REQUIREMENTS AND ASSESSMENTS:

Aside from the final output, the students will be assessed at other times during the term by the following:

1. Written Outputs (Quizzes, Assignments, Papers, Worksheets)
2. Class Participation: Individual and Group (socialized recitation)
3. Presentations and Reports
4. Major Examinations
5. Active Participation in “Si Kuya Juan at ang Kabataan”.
6. One Research Day/Alternative Class per Term
7. Watch Stage Play

REFERENCES:

- Abad, Gemino H. (1998). *The Likhaan anthology of Philippine literature in English from 1900 to the present*. Quezon City: University of the Philippines Press.
- Arguilla, Manuel.(1998). *How my brother Leon brought home a wife and other stories*. Manila: De La Salle University Press.
- Bascara, Linda R. (1999). *Philippine literature: A tertiary textbook for literature 1 under the new curriculum*. Manila: Rex Book Store.
- Dimalanta, Ophelia A. and Mata, V.M. (2001). *Philippine contemporary literature in English*. Manila: UST Printing Press.
- Enriquez, Delia C. (2003). *Philippine literature: A regional approach*. Manila: National Bookstore Inc.
- Eugenio, Damiana O.(2007). *Philippine folk literature: An anthology 2nd ed*. Quezon City: University of the Philippines Press.
- Evasco, Eugene.(2002). *Anina ng mga alon*. Quezon City: Adarna House.
- Garcia, Fanny. (2007). *Sandaang damit: 16 na maikling kuwento*. Quezon City: University of the Philippines Press.
- Garcia, Neil and Danton Remoto, ed.,(2007). *Ladlad 3: An anthology of Philippine gay writing*. Pasig City: Anvil.
- Jose, Sionil. (1983). *Mass: A novel*. Manila: Solidaridad Publishing House.
- Kahayon, Alicia H. and Zulueta, Celia A. (2000). *Philippine literature: Through the years*. Mandaluyong City: National Book Store.
- Hidalgo, Cristina Pantoja. (2005). *My fair maladies: Funny essays and poems on various ailments and afflictions*. Quezon City: Milflores Pub., 2005.

Icasiano-Habana, Pacita and Carmela D. Ortigas.(2009). *Searching for balance: Stories of loss and healing*. Pasig City: Anvil.

Lacia, F.C. et, al.,(2003). *The Literatures of the Philippines*. Manila: Rex Bookstore.

Lumbera, Bienvenido. (2001). *Filipinos writing: Philippine literature from the regions*. Pasig City: Anvil Publishing Inc.

Mangansakan, Gutierrez I.(2007). *Children of the ever-changing moon: Essays by Young moro writers*. Pasig City: Anvil Pub.

Ormos, Petra S. (2007). *A glimpse of Philippine literature*. Makati City: Grandwater Publications.

Patron, I. (2002). *Philippine literature*. Quezon City: Great Books Trading, Inc.,.

Paterno, Pedro Alejandro. (2002). *Ninay: Ugali ng catagalugan*. Manila: De La Salle University Press.

Villanueva, Rene. (1999). *Personal: Mga danaysay sa lupalop ng gunita*. Pasig City: Anvil.

CLASS POLICIES:

1. Students are allowed 20% of the total number of school days or 14 hours of absences inclusive of tardiness. All absences after that shall mean excessive absences, which will merit a grade of 0.00. Attendance policies found in the Student Handbook apply.
2. Should the students fail to submit a requirement the following will be considered such that:
 - a. they will be given a score of zero (0) with a corresponding grade of zero percent (0%) in a requirement which is not submitted under the following conditions:
 - a.1. they are given a chance to make-up for the said requirement and
 - a.2. they are given enough time to work on the make-up requirement.
 - b. they will be given a score of zero (0) with a corresponding grade of zero percent (0%) in a quiz which is given during their absence, under the following conditions:
 - b.1. the absence is unexcused;
 - b.2. they are offered a make-up quiz and still fail to show-up during the given time and
 - b.3. they are given enough time to prepare for the make-up quiz.
 - c. In case the students submitted a requirement given by the instructor/professor to make-up for their lost grade, a certain percent will be deducted on their actual grade.
 - c.1. The deduction will be determined by the subject teacher.

- d. Home works will be due at the beginning of the class. No homework shall be accepted thereafter.
 - e. Special major examinations are scheduled a week after the administration of the major examinations. No special examination will be given thereafter EXCEPT IN SPECIAL SITUATIONS. Moreover, there are no special practical examinations that will be given to those who failed to take it on the scheduled date.
4. Students are expected to participate in small-group exercises and/or other class learning activities.
 5. Cellular/Mobile phones and the likes should always be in silent mode during class hours; the use of cellular phones is prohibited in class unless a special permission is sought. Tablets and laptops may be used to take down notes and may not be used to browse online resources at the time of discussion otherwise such devices will be confiscated throughout the duration of the class except with the permission of the professor.
 6. Cheating and plagiarism in any form will merit a final grade of 0.00. To avoid cheating during examinations, handkerchief, jackets and gadgets like cellphones, tablets and calculators (teacher's prerogative) should be placed inside the school bags. Furthermore, these school bags should be placed in front of the teacher's table.
 - a. Plagiarism is a form of cheating which will be strictly dealt with, in accordance to the provisions stipulated in the Student's Manual.
 7. Any concerns (teaching, grades, interrelationship inside and relative to the class, etc.) should be properly addressed to the subject-teacher for appropriate action. Students may seek the help and guidance of their academic/registration adviser in resolving the issue with the subject-teacher.

All policies (attendance, tardiness, decorum, grievances, etc.) will be subject to the provisions of the latest version of the Student Handbook.

ENDORSED:



MAE ANN T. BOBADILLA, MAT
Cluster Coordinator, Liberal Arts

RECOMMENDED:



ILUMINADA A. RONIO, MsC
Department Chair

APPROVED:



MARGEL C. BONIFACIO, RCH, PhD
Dean

