



DLSHSI
 DE LA SALLE HEALTH SCIENCES INSTITUTE
Nurturing Life



College of Humanities and Sciences

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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/COURSE TITLE : **GE-REED 101/Foundations of Christian Faith**
PRE-REQUISITE : **NONE**
CLASS DAYS/TIME : _____
ROOM : _____
INSTRUCTOR/PROFESSOR : _____
CONSULTATION HOURS : _____

COURSE DESCRIPTION:

This course lays the foundation for the entire Religious Education Program in College. It enriches the knowledge of the basic truths about Christian Faith, grounded on the Holy Bible, Sacred Tradition and the Magisterium. REED 101 provides opportunities that shall allow students to discover and experience the Lasallian Core Values of Faith, Zeal for Service and Communion in Mission.

LEARNING OUTCOMES:

- LO1: Higher levels of comprehension (Textual, Visual, etc.)
- LO2: Proficiency in communication: Writing, speaking, and use of new technologies, applied in Religious Education
- LO3: Understanding of Fundamental Doctrines of Christianity
- LO4: Critical, analytical and creative thinking
- LO5: Appreciation of various human conditions and respect for other faith traditions
- LO6: Capacity to personally interpret human experience in the light of faith, Sacred Scriptures and Teachings of the Church
- LO7: Ability to view and reflect on the contemporary world from both Philippine and global perspective
- LO8: Confidence and joy in being and becoming a genuine Filipino, a true Lasallian and a faithful disciple of Christ (or of the god/religion that other students may have)

- LO9: Capacity to reflect critically on shared concerns and think of innovative, creative solutions, guided by ethical and moral standards
 LO10: Ability to appreciate and contribute to artistic beauty
 LO11: Understanding and respect for human rights
 LO12: The ability to contribute personally and meaningfully to the country's development
 LO13: Working effectively in a group
 LO14: The ability to engage in the world of technology responsibly
 LO15: Ability to solve problems (including real world problems)
 LO16: Knowledge of basic work related values, skills and attitudes

LEARNING PLAN:

TOPIC	INTENDED LEARNING OBJECTIVES	TEACHING/ LEARNING STRATEGIES	METHODS OF ASSESSMENT
<p>I. Preliminary Lessons</p> <ul style="list-style-type: none"> a. Prayer: Meaning and Importance b. Basic Prayers c. Lasallian Prayers d. St. John Baptist de la Salle: A Man of Prayer <p>II. REVELATION</p> <ul style="list-style-type: none"> a. Introduction b. God's Revelation of Himself as Father c. The Creation Stories d. God's Revelation through His Son e. God's Revelation through the Holy Spirit f. God's Revelation In The Church <ul style="list-style-type: none"> f.1 The Pentecost f.2 Commissioning of the Apostles g. Sacred Scriptures h. Sacred Tradition i. Magisterium j. Summary 	<p>Manifest appreciation of and engagement in a more meaningful and consistent prayer-life.</p> <p>Understand the Basic Christian Doctrines and cite ways of integrating such in day-to-day living.</p>	<p>Gospel Reading at the start of every class</p> <p>Singing and Praying</p> <p>Moments of Reflection/Sharing</p> <p>Lecture Discussion</p> <p>“A ROVER NO MORE” and “GOD SENT YOU TO ME...” Stories from Youthful Hearts, Sunshine and Shattered Dreams by Br. Harry Reynolds</p> <p>Evaluation</p>	<p>Journal Writing</p> <p>Quizzes</p> <p>Reaction paper/Assignments</p> <p>Creative Presentation</p> <p>Reflection Paper: Seeing God in the Beauty of Creation</p>
FIRST	COMPREHENSIVE	ASSESSMENT	

III. The Human Person Responding to God's Revelation: FAITH a. Definition of Faith b. The Dimensions of Faith b.1 Believing (Head) b.2 Doing (Hands) b.3 Trusting/Entrusting (Heart) c. The Objective Meaning: Faith as c.1 Doctrine c.2 Moral c.3 Worship d. Paradoxical Characteristics of Faith	<p>Gain more confidence as they progress in knowledge of Christian Faith</p> <p>Reflect on their life experiences vis a vis their journey in faith.</p> <p>Determine the role and sublime importance of Faith in every person's life.</p>	<p>Daily Bible Reading/ Praying</p> <p>Lecture/Discussion</p> <p>Small Group Sharing</p> <p>Film Showing</p> <p>Research on Stories of Extraordinary Faith</p> <p>Evaluation</p>	<p>Journal Writing</p> <p>Quizzes</p> <p>Essay/Reflection Writing</p> <p>Research on the life of the Saint/Hero/Model of Faith whose Feast Day falls on his/her birthday</p>
SECOND	COMPREHENSIVE	ASSESSMENT	
IV. SIN and SALVATION a. The Salvation History b. Adam, Eve and the Fall c. Jesus, the new Adam d. Sin e. Heaven, Hell and Purgatory f. Grace and Love	<p>Grasp the story of God's salvific actions in the course of human history.</p> <p>Creatively express their appreciation of God's faithfulness to the world and entire humanity.</p> <p>Be resolved to embrace the promises of Heaven on earth through the grace and love offered by the Father, through the Son, and by the power of the Holy Spirit.</p>	<p>Bible Reading/ Praying</p> <p>Lecture Discussion</p> <p>Group Activity/ Sharing</p> <p>“COME ON TIMMY...” and “THE CLASSMATE WHO CONQUERED MOUNTAINS”</p> <p>Stories from Youthful Hearts, Sunshine and Shattered Dreams by Br. Harry Reynolds</p> <p>Evaluation</p>	<p>Planning and organizing each group's video presentation</p> <p>Quizzes</p> <p>Reflection Paper</p> <p>Group Presentation</p>
THIRD	COMPREHENSIVE	ASSESSMENT	

FINAL COURSE OUTPUT:

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

LEARNING OUTCOME	REQUIRED OUTPUT	DUE DATE
LO 1-16	<p style="text-align: center;">“My Evangelical Itinerary”</p> <p><u>Phase 1</u> Based on all the lessons and pertinent activities, the students will be asked to write their reflections and present a weekly faith journal entitled “My Evangelical Itinerary.” This process will focus on their experiences or whatever challenges, struggles, and encounters that come along the way, as they relate with God and try to respond in faith. This journal hopes to narrate how God’s revelation continues to be true in their personal lives and how they journey towards becoming God-loving, person-oriented and patriotic health professionals.</p> <p><u>Phase 2</u> Students will collaborate on a video presentation that synthesizes and showcases their communal reflections/struggles and growth-experiences in their faith journeys as persons in particular and students in general.</p>	<p><u>Phase 1: Journal</u> Compilation: a week before the prelim and midterm exam</p> <p><u>Phase 2:</u> Two weeks before the final exam</p>

RUBRIC FOR ASSESSMENT:

A. GOD- LOVING

INDICATOR	EXEMPLARY 4	VERY SATISFACTORY 3	SATISFACTORY 2	DEVELOPING 1	SCORE
Students live a life of worship and develop a	Students regularly attend their worship services and	Students sometimes attend their worship services and	Students rarely attend the worship services and	Students do not attend worship	

prayer-life as a loving response to God's revelation of Love.	observe daily personal devotion as a loving response to God.	observe daily personal devotion as an obligation.	occasionally observe personal devotion.	services and no personal devotion.	
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B. PERSON ORIENTED

INDICATOR	EXEMPLARY 4	VERY SATISFACTORY 3	SATISFACTORY 2	DEVELOPING 1	SCORE
Students value volunteerism by being actively involved in school and community-based social action activities.	Students always volunteer to do school and community-based/ social action activities.	Students sometimes take the initiative to respond to some school and community-based/ social action activities.	Students rarely respond when asked to do school and community-based/ social action activities.	Students do not respond in school and community-based/ social action activities	

C. PATRIOTIC HEALTH PROFESSIONAL

INDICATOR	EXEMPLARY 4	VERY SATISFACTORY 3	SATISFACTORY 2	DEVELOPING 1	SCORE
Students promote Filipino nationalism by upholding justice, peace and integrity of creation	Students always collaborate in all activities that promote justice, peace and integrity of creation.	Students sometimes support several activities that promote justice, peace and integrity of creation.	Students rarely support activities that promote justice, peace and integrity of creation.	Students do not promote justice, peace and integrity of creation.	

OTHER REQUIREMENTS AND ASSESSMENT TECHNIQUES:

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

- Examinations/ Quizzes
- Reflection Papers/Assignments
- Group Reports/Presentations
- Class Recitations/Participation
- Seatwork (individual/group)
- One Research Day/Alternative Class per Term

LEVELS OF ASSESSMENT:

Preliminary/Midterm	Percentage	Final/Culminating	Percentage
Prelim/Midterm Output	20%	Final Output	40%
Class Participation/Behavior	20%	Class Participation/Behavior	20%
Assignment/Seatwork/Ref. Paper	20%	Assignment/Seatwork/Ref. Paper	20%
Quizzes	40%	Quizzes	20%
Total	100%	Total	100%

TEXTBOOK:

Reynolds, Harold FSC. (2015). *Youthful hearts, sunshine and shattered dreams: A collection of short stories*. Mandaluyong: Anvil Publishing, Inc.

REFERENCES:

Bishops' Conference of the Philippines. Definitive Edition. (1994). *Catechism of the Catholic Church*. Manila: Episcopal Commission On Catechesis and Catholic Education (ECCE) and Word and Life Publications.

Catholic Bishops' Conference of the Philippines. (1997). *Catechism for Filipino Catholics*. Manila: Episcopal Commission On Catechesis and Catholic Education (ECCE) and Word and Life Publications.

ON-LINE RESOURCES:

Catechism of the Catholic Church. (2003). Retrieved from http://www.vatican.va/archive/ENG0015/_INDEX.HTM.

Catholic Bishops' Conference of the Philippines. (1997) *Catechism for Filipino Catholics*. Retrieved from <http://www.scribd.com/doc/41395449/Catechism-for-Filipino-Catholics-Book>.

Daily Devotions. New Revised Standard Version. (February 10, 2011). Retrieved from <http://www.devotions.net/bible/00bible.htm>.

United States Conference of Catholic Bishops. (March 9, 2011). *The New American Bible Revised Edition (NABRE)*. Retrieved from <http://uscgb.org/bible/>.

CLASS POLICIES:

- A. Should the students fail to submit requirements
1. 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. They are given a chance to make-up for the said requirement;

- b. They are given enough time to work on the make-up requirement.
- 2. 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:
 - a. The absence is unexcused;
 - b. They are offered a make-up quiz and still fail to show-up during the given time;
 - c. They are given enough time to prepare for the make-up quiz.
- 3. In case the student 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. The deduction will be determined by the subject teacher.
- B. Students who arrive beyond the allowable time for tardiness will be allowed to enter the class but are marked absent. Attendance policies found in the Student Handbook apply.
- C. Students should read the topics before each class. Students are expected to come to class ready to discuss the readings or answer questions if called upon.
- D. Students are expected to participate in small-group exercises and/or other class learning activities.
- E. Cheating, Tardiness and other violations would be dealt with in accordance to the provisions stipulated in the Student Handbook.
- F. Cellphones should be turned off or put in silent mode during class hours.

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

ENDORSED:



ELLEN JOY P. PACUDAN, MA
Cluster Coordinator,
Health and Human Performance and Development

RECOMMENDING APPROVAL:



ILUMINADA A. RONIO, MSc
Department Chair

APPROVED:



MARGEL C. BONIFACIO, RCh, PhD
Dean