



**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/TITLE : **GE-SOSC 110/ Life, Works and Writings of Rizal**  
 NUMBER OF UNIT/S : **3**  
 PRE-REQUISITE : **None**  
 ROOM : \_\_\_\_\_  
 INSTRUCTOR/PROFESSOR : \_\_\_\_\_  
 CONSULTATION TIME : \_\_\_\_\_

**COURSE DESCRIPTION**

This course is a study of the life and writings of Dr. Jose P. Rizal and its crucial role behind the making of the Filipino nation. The study of his novels and other writings would allow the students a view into the historical realities of the Philippines and the world in the 19th century and relate them to the contemporary social and global situations.

**LEARNING OUTCOMES (LO)**

- 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 reflect on moral norms/imperatives as they affect individuals and society.
- 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:**

<b>TOPICS</b>	<b>INTENDED LEARNING OBJECTIVES</b>	<b>TEACHING/LEARNING ACTIVITIES</b>	<b>METHOD/S OF ASSESSMENT</b>
I. Course Overview, Policies and Requirements II. Rizal Law	Understand the basis and importance of studying Rizal's life and works.  Discuss and contextualize the ratification of Batas Rizal.	Establishing rapport Expectations check Lecture-Discussion	
III. Concept of Heroism and Choosing a National Hero A. "Why is Rizal our Greatest National Hero?" by Esteban de Ocampo	Analyze the controversies surrounding the choice of Rizal as the national hero.  Develop their own concepts of heroism based on the readings and their own insights.	Lecture-Discussion	Quiz Seatwork
IV. Nationalism A. Europe in the 19 <sup>th</sup> Century (particularly Spain) B. Philippines in the 19 <sup>th</sup> Century	Explain nationalism as a concept and ideology.  Discuss the socio-economic, political and religious developments in Europe and their impact on the Philippines.  Identify the characteristics of nationalism that grew under Spanish colonialism.  Analyze the factors contributing to the growth of nationalism in 19 <sup>th</sup> century Philippines.	Lecture-Discussion	Research work Quiz
V. Mercado-Rizal Family and their Influences in Rizal's Philosophy 1. "To My Fellow Children"	Explain the role of Rizal's family in the development of his thought and character.	Documentary Film Viewing: Jose Rizal, Ang Bayani	Rizal and My Life Quiz
VI. Influence of Rizal's Formal Education A. Ateneo Municipal de Manila 1. "Intimate Alliance between Religion and Good	Analyze the development of Rizal's character, beliefs and philosophy as influenced by his formal education and reflected in his early works and writings.	Group Presentation Lecture-Discussion	

<p>Education”</p> <p>2. “Through Education Our Motherland Receives Light”</p> <p>3. “Junto Al Pasig”</p> <p>B. University of Santo Tomas</p> <p>1. “To the Filipino Youth”</p>			
<b>FIRST</b>	<b>COMPREHENSIVE</b>	<b>ASSESSMENT</b>	
<p>VII. Rizal and the Campaign for Nationalism</p> <p>A. Period of Preparation and Expedition (1882 -1888)</p> <p>1. “Love of Country”</p> <p>2. “Noli Me Tangere”</p> <p>3. “Song of Maria Clara”</p>	<p>Describe the effect of the socio-economic, educational, and political climate of Europe on Rizal.</p> <p>Identify Rizal’s views and convictions on social and political issues.</p> <p>Discuss the gains and struggles in the campaign of the Propaganda Movement.</p> <p>Analyze the development of Rizal’s character, beliefs and philosophy based on his writings and works .</p>	<p>Group Presentation</p> <p>Lecture-Discussion</p>	<p>Quiz</p> <p>Seatwork</p>
<p>B. Period of Research and Writings (1888 – 1891)</p> <p>1. Hymn to Labor</p> <p>2. On the Indolence of the Filipinos</p> <p>3. Letter to the Women of Malolos</p>	<p>Discuss Rizal’s socio-political analysis of Philippine society as reflected in the novels and poems.</p> <p>Describe the impact of the novels to Philippine socio-political situation during Rizal’s time and the present</p>	<p>Group Presentation</p> <p>Lecture-Discussion</p> <p>Evaluation</p>	<p>Quiz</p> <p>Poster-making</p>
<p>C. Nostalgic Historian</p> <p>1. The Philippines a Century Hence</p> <p>2. <i>Sucesos de las Islas Filipinas (Annotated)</i></p> <p>D. The Reluctant Revolutionary</p>			

1. El Filibusterismo			
<b>SECOND</b>	<b>COMPREHENSIVE</b>	<b>ASSESSMENT</b>	
E. From Hong Kong to Exile in Dapitan (1891 –1892) 1. La Liga Filipina	Identify the different factors that led to Rizal’s decision to go to Hong Kong.  Explain how the founding of <i>La Liga Filipina</i> was a critical turning point in Rizal’s philosophy.	Lecture-Discussion Evaluation	Quiz Research work Seat work
F. Rizal in Dapitan G. Going to Cuba up to the Second Arrest H. Trial and Execution I. Last Farewell	Explain the impact of his exile on the people of Dapitan.  Identify the reason for Rizal’s arrest and imprisonment.  Discuss the events during the last hours of Rizal.  Assess the different issues surrounding Rizal’s martyrdom.  Analyze and explain <i>Ultimo Adios</i> as a final statement of Rizal’s life and purpose.	Film-viewing: Rizal sa Dapitan Lecture-Discussion Evaluation	
J. Other interpretations on the study of Dr. Jose Rizal’s Life 1. “Veneration without Understanding” by Renato Constantino 2 “Rizal and Bonifacio” by Claro M. Recto 3. “Maria Clara’s Locket” by Cesar Majul	Understand the different perspectives and interpretations on the study of Rizal’s life from other disciplines or schools of thought.	Film-Viewing: Bayaning Third World Small Group Discussion Lecture-Discussion Evaluation	
Presentation of Final Output: Character Interpretation	Analyze the role of the characters in Rizal’s novels as vehicles for his ideas.		
<b>THIRD</b>	<b>COMPREHENSIVE</b>	<b>ASSESSMENT</b>	

## FINAL COURSE OUTPUT

As evidence of attaining the above learning outcomes, the students are required to do and submit the following during the indicated dates of the term.

LEARNING OUTCOME	REQUIRED OUTPUT	DUE DATE
LO 1-17	Matrix of research and discussion done by the group on the ff. roles of the characters in the works of Rizal, significance, parallelism and representation in the 19 <sup>th</sup> century.	Week before the Second Comprehensive Assessment
	Script/Working outline of Character Interpretation	
	<p style="text-align: center;"><b>Presentation Of Character Interpretation</b></p> <p>The class is required to do a portrayal of the characters of the novels of Dr. Jose Rizal, explaining the significance and the role they played in the literary masterpieces of our national hero. They will cite the representation of these characters in the 19<sup>th</sup> Century and a parallelism in the contemporary Philippines.</p>	Week before the Third Comprehensive Assessment

### RUBRIC FOR ASSESSMENT:

CRITERIA	EXEMPLARY 4	SATISFACTORY 3	DEVELOPING 2	BEGINNING 1
<b>Content</b>	The presentation informs the audience of more than the basic data about the characters of Rizal's novels and clearly explains their representations in the contemporary Philippines. It also vividly reflects the presenters' profound awareness of the current social issues.	The presentation informs the audience of the basic data about the characters of Rizal's novels and barely explains their representations in the contemporary Philippines. It somehow provides basic information on the current social issues.	The presentation lacks basic information on the characters of Rizal's novels and fails to explain their representations in the contemporary Philippines. It barely manifests basic information on the current social issues.	The presentation does not provide information on the characters of Rizal's novels and fails to explain their representations in the contemporary Philippines. Neither does it manifest any information on the current social issues.
<b>Organization</b>	The presentation manifests clear and relevant information in logical and interesting sequence which can be easily understood.	The presentation manifests clear and relevant information in logical sequence which can be easily understood.	The presentation lacks logical sequence and the audience finds it difficult to understand.	The presentation has no sequence of information.
<b>Subject Knowledge</b>	The students demonstrate full knowledge of the topic by presenting information supported	The students demonstrate adequate knowledge of the topic by presenting information supported	The students lack knowledge on the topic. The students answer questions	The students have no grasp of information. They cannot answer questions about their

	by sufficient pieces of evidence. The students can answer questions with explanations and elaborations.	by authentic basis. The students can answer questions without depth.	uncomfortably.	presentation.
<b>Collaboration and Cooperation</b>	The tasks/roles are appropriate to all members. Each member demonstrates excellent and serious portrayal of his/her role/task.	Majority of the group members have roles/tasks. They demonstrate these roles/tasks well with seriousness.	Less than half of the group members have roles/tasks to play. They demonstrate these roles with some errors and less seriousness.	Only very few members of the group have roles/tasks. There is no visible effort for serious portrayal of their roles.
<b>Creativity/ Originality</b>	The presentation does not look the same as the others. It shows creativity that works. It is not just unique but exciting.	The presentation is commendable but has similar components as other presentations.	The presentation is very conventional.	The presentation has too many parts that are strange and do not serve any purpose.
<b>TOTAL:</b>				

#### OTHER REQUIREMENTS AND ASSESSMENTS:

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

- Individual and Group Assignments /Reaction Paper/s
- Proficiency Test/ Quiz
- Individual/Group Topic Presentation
- Graded Recitation/ Participation in Discussions

#### LEVELS OF ASSESSMENT:

<b>Preliminary/Midterm</b>	<b>Percentage</b>	<b>Final/Culminating</b>	<b>Percentage</b>
Major Exam	30%	Final Exam	25%
Class Participation/Behavior	20%	Final Output	25%
Assignment/Seatwork/Ref. Paper	20%	Assignment/Seatwork/Ref. Paper	15%
Quizzes	30%	Quizzes	20%
		Class Participation	15%
<b>Total</b>	<b>100%</b>	<b>Total</b>	<b>100%</b>

## REFERENCES:

- Agoncillo, Teodoro A. Mangahas, Fe B. (2010). *Philippine history expanded and updated edition*. Quezon City. C & E publishing, Inc.
- Agoncillo, Teodoro. 1990. *History of the Filipino people (8<sup>th</sup> Edition)*. Garotech Publications.
- Ancheta, Celedonio. 1969. *Jose Rizal's life and his complete works*. Quezon City. University of the Philippines.
- Bonoan, Raul SJ. 1994. *The Rizal-Pastell's correspondence*. Quezon City. Ateneo de Manila University.
- Coates, Austin. *Rizal: 1986. Philippine nationalist and martyr*. Hongkong. Oxford University Press.
- De la Costa, Horacio SJ. 1992. *Reading in Philippine History*. Manila. Bookmark.
- \_\_\_\_\_ 1961. *The trial of Rizal. W. E. Retana's transcription of the official Spanish documents*. Quezon City. Ateneo de Manila University.
- Guerrero, León Maria III. 2003 *The first Filipino: A biography of Jose Rizal*. Manila. National Historical Institute of the Philippines.
- Joaquin Nick. 1977. *A question of heroes: Essays in criticism on ten key figures of Philippine History*. Makati Filipinas Foundation.
- Locsin- Lacson, Ma. Soledad(Translators). 1996. *Noli Me Tangere*. Makati City. Bookmark Inc.
- \_\_\_\_\_ . 1996. *El filibusterismo*. Makati City. Bookmark Inc.
- Morga, Antonio. 1962. *Historical events of the Philippine Islands*. Published in Mexico in 1609. Centennial Edition. Manila. Jose Rizal Centennial Commission.
- Ocampo, Ambeth. 1990. *Rizal without the overcoat*. Manila. Anvil Publishing Inc.
- Quibuyen, Floro. 1999. *A nation aborted: Rizal, American hegemony, and Philippine nationalism*. Quezon City. Ateneo de Manila University.
- Romero, Ma. Corona, Julieta Sta. Romana and Lourdes Santos 1978. *Rizal and the development of national consciousness*. Quezon City. JMC. Press,
- Schumacher, John. 1999 *The Making of a nation: Nineteenth Century Philippine nationalism*. Quezon City. Ateneo de Manila University Press.
- Zaide, Gregorio F. Zaide, Sonia M.1992. *Jose Rizal : life, works, and writings of a genius, writer, scientist, and national hero*. ALL NATIONS Publishing Co. Inc.

## ONLINE RESOURCES:

*Jose Rizal Website*. <http://www.joserizal.ph/in01.html>. Date Retrieved April 27, 2012.

## 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*



