



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-PHLO 120/ Philosophy of Human Person
NUMBER OF UNIT/S	:	3
PRE-REQUISITE	:	None
ROOM	:	_____
INSTRUCTOR/PROFESSOR	:	_____
CONSULTATION TIME	:	_____

COURSE DESCRIPTION:

This course discusses the authentic meaning of the existence of human beings according to some well-known philosophers and theologians. It also focuses on the cultivation and careful evaluation of the essence and existence as human persons. It exposes the students to the diverse meanings of man in their relation to themselves, to others, and God, in the context of their experiences as a Filipino.

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/S OF ASSESSMENT
I. Syllabus/ Course Orientation	Demonstrate the expected concepts and ideas to be discussed in this subject.	Discussion of the Syllabus, Expectations and Class Policies	
II. Introduction Definition of Philosophy Components of Philosophy	Clarify and compare the appropriateness of accepted definition and the role of Logic as an introduction for any philosophical inquiry. Indicate and present the relevance of critical philosophical thinking to the medical and para-medical sciences and clarify the limitations therein.	Lecture & Interactive Discussion Video Presentation Of Medical and Para-medical Setting with Processing by writing a Reflection Paper Group Dynamics	Quizzes Reaction Paper Presentation of reflection paper
III. The Perennial Problem: Who is Man? a. Asian Perspectives i. Lao Tzu and Buddha ii. Confucius b. Greek & Western Perspectives i. Socrates and Plato ii. Aristotle c. Christian Perspective i. St. Augustine ii. St. Thomas Aquinas	Initiate & stimulate deeper thinking about man as presented by Greek, Asian & Christian thinkers. Differentiate and synthesize the universality of pursuit for universal happiness.	Buzz Session on the different Notions about Man Lecture Discussion Group Reporting Evaluation of Group Reports	Quizzes Creative Presentations Assignments
FIRST COMPREHENSIVE ASSESSMENT			

TOPICS	INTENDED LEARNING OBJECTIVES	TEACHING AND LEARNING ACTIVITIES	METHOD/S OF ASSESSMENT
IV. Core Philosophy of Man a. Man & Himself: a.1. Concept of Self a.2. Buber's "I-Thou"	Demonstrate the critical introspection of man's relationship with himself.	Buzz Sessions on 'Self Introspection' (Who Am I? and How Am I Related with Others?)	Presentation of outputs
b. Man, Law & Society: b.1. Origin & Purpose of Society	Present how society evolved & developed according to man's needs and perceived nature.	Group Reporting Evaluation of Group Reports	Presentation of evaluation made
c. Man and God: God as Creator & His Existence d. Man, Ethics, Nature Stewardship and Responsibilities	Initiate & promote conviction how capacity for knowledge leads to existence of a superior being. Instill sense of stewardship & responsibility.	Video Presentation Lecture and Situational Analysis	
V. Man, Sex and Sanctity	Promote the conviction on the holistic relationship of man's nature.	Academic exchange	
IX. Synergy of Asian, Western & Christian Moral Philosophy: Morality of Social Inclusion	Create synthesis on the universality of moral philosophy.	Recapitulations of Past Lectures and Creative Analysis	Output presentation (Creative analysis)
SECOND COMPREHENSIVE ASSESSMENT			

TOPICS	INTENDED LEARNING OBJECTIVES	TEACHING AND LEARNING ACTIVITIES	METHOD/S OF ASSESSMENT
X. Introduction to Filipino Philosophy a. Origin of Filipino Philosophy b. Ways of Filipino Thinking & Behaving	Illustrate and describe in general the typical Filipino ways of thinking.	Buzz Sessions on Cultural and Behavioral Uniqueness of Filipinos	Quizzes Presentation of Analysis
c. Salazar's Contribution c.1. "Kaluluwa & Ginhawa" - Christian Filipino Concept	Indicate how Christian religion molds, affects and reflects the mindset of the Filipinos about their customs and traditions.	Group Discussion	Graded Recitation
d. Enriques' "Filipino Human Interactions" d.1. Transformation from Pakikitungo to Pakiki-isa" d.2. Value and Meaning of Filipino Meal	Create introspection how human interaction reveals our Filipino mindset. Display with conviction how Filipino meal reveals & describes their Filipino mindset.	Video Presentation & Analysis	Presentation of Analysis
e. De Leon's Anthropological Filipino Core Values:	Describe the Filipino anthropological concept of personhood.	Intellectual Discussion	Presentation of Outputs

e.1. Core Values e.2. Levels of Interactions e.3. Filipino Concept of Personhood		Group Work	
THIRD COMPREHENSIVE ASSESSMENT			

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.

LEARNING OUTCOME	REQUIRED OUTPUT	DUE DATE
LO1 to LO17	<p style="text-align: center;">“The Lasallian Response to the Prevailing Moral Issues Today”</p> <p>The class will be divided into four (4) groups and will research on prevailing moral issues in our society. The background and origin of a chosen moral issue will be scrutinized by the reporter and will be contextualized in a certain community. The concepts and principles of Philosophy of Man will be used as a method and means for evaluating the moral issues. The solution to the same moral issue will be contextualized according to the philosophy of St. John Baptist de La Salle. Contextualization of the evaluated moral issues needs to be emphasized by the reporters.</p> <p>The professor will make sure that on the exposition of moral issues and their proper evaluation as guided by the concepts and principles reporting is tailored to the ELGA component of the syllabus. The efficiency of the reporter will be based on REED 103 and the expected learning output mentioned above.</p> <p><u>Outline:</u> <i>Part One:</i> Situationer - The prevailing Moral Issue: Background and Origin <i>Part Two:</i> SJBDLS' Concept of Man: Who is man in relation to A) Himself B) God C) Society D) Nature <i>Part Three:</i> Contextualization of the evaluated prevailing moral issue <i>Part Four:</i> Lasallian response to the evaluated prevailing moral issue</p>	<p style="text-align: center;">Phase I. (Prelims) Proposal for the Moral issue to be discussed</p> <p style="text-align: center;">Phase II. (Midterm) Data-gathering on the proposed moral issue</p> <p style="text-align: center;">Phase III. (Finals) Presentation of the contextualized Lasallian response to the chosen prevailing moral issue</p>

RUBRIC FOR ASSESSMENT:

A. GOD-LOVING

CRITERIA	EXEMPLARY 4	VERY SATISFACTORY 3	SATISFACTORY 2	DEVELOPING 1	RATING
Values the will of God in one's life	Always following the prayers of SJBDLS about doing the will of God as part of his/her life.	Sometimes following the prayers of SJBDLS about doing the will of God as part of his/her life.	Rarely following the prayers of SJBDLS about doing the will of God as part of his/her life.	Does not pray the prayers of SJBDLS about doing the will of God.	

B. PERSON-ORIENTED

CRITERIA	EXEMPLARY 4	VERY SATISFACTORY 3	SATISFACTORY 2	DEVELOPING 1	RATING
Intensifies the importance and uniqueness of each person.	Regularly showing a great deal of sensitivity to the integral needs of others.	Sometimes showing a great sensitivity to the needs of others.	Rarely showing sensitivity to the needs of others.	Do not show sensitivity to the needs of others.	

C. PATRIOTIC HEALTH PROFESSIONAL

CRITERIA	EXEMPLARY (4 points)	VERY SATISFACTORY (3 points)	SATISFACTORY (2 points)	DEVELOPING (1 point)	RATING
Faithfully performs one's responsibilities in connection with poverty alleviation in the society.	Highly responsive to the community programs for the poor.	Moderately responsive to the community programs for the poor.	Selectively responsive to the community programs for the poor.	Is not responsive to the community programs for the poor.	

OTHER REQUIREMENTS AND ASSESSMENTS:

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
Major Exam	35%	Major Exam	20%
		Final Output	20%
Class Participation/Behavior	20%	Class Participation/Behavior	15%
Assignment/Seatwork/Ref. Paper	20%	Assignment/Seatwork/Ref. Paper	20%
Quizzes	25%	Quizzes	25%
Total	100%	Total	100%

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- Bachhuber, Andrew B. (1996). *Introduction to logic*. Mandaluyong City, Philippines: National Bookstore.
- Bauzon, Prisciliano , T. (2006). *Logic for Filipinos (2nd Ed.)*. Mandaluyong City, Philippines: National Bookstore.
- Co, Alfredo. P. (2009) *Issues in eastern philosophy, arts, and culture. across the philosophical silk road. A Festschrift in honor of Alfredo P.CO.*, Vol. VII. Manila, UST Publishing House, 2009
- Copi, Irving M. et al., (1998). *Introduction to logic (10th Ed.)*. Singapore: Prentice-Hall International.
- Cruz, Corazon L. (2007). *Introduction to logic (4th Ed.)*. Mandaluyong City, Philippines: National Bookstore.
- Donders, Joseph G. (2001). *The encyclicals in everyday language*. New York: Orbis Books.
- Dy, Manuel B., Jr. (1996). *Philosophy of man: Selected readings*. Manila: Goodwill Trading Co., Inc.
- Enriquez, Virgilio. (2008) *From colonial to liberation psychology: The Philippine experience*. Quezon City, The University of the Philippines Press.
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- Nery, Maria Imelda, N. (2007). *Fundamentals of Logic*. Mandaluyong City, National Bookstore.
- Nery-Nabor, Maria Imelda, (2009). *Philosophy of man*. Manila: National Bookstore.

Montemayor, Felix. (1995). *Introduction to Philosophy through the Philosophy of Man*. Mandaluyong City: National Bookstore.

Quito, Emerita S. (1983). *Ang pilosopiya ng tao*. Manila: De La Salle University.

Ratzinger, Cardinal Joseph. (1995). *In the beginning...: A catholic understanding of the story of creation and the fall*. Michigan, U.S.A.: Wm. B. Eerdmans Publishing Company.

Reyes, Jing R. (1999). *Pilosopiya ng katipunan: Mga babasahin sa pilosopiya ng tao*. Manila: Rex Bookstore.

Siringan, Hector S. (2011). *Philosophy of human person*. Manila: C & E Publishing Inc.

Solomon, Robert C. (1982). *The Big questions: A short introduction to philosophy*. New York: Harcourt Brace Jovnovich.

Timbersa, Florentino T. (2000). *Quest for meaning : Philosophy made easy for Filipinos*. Quezon City: New Day Publishers.

UST Department of Philosophy (2011). *Thomism and asian cultures : Celebrating 400 years of dialogue across civilizations*. Manila: University of Santo Tomas Press.

ONLINE REFERENCES:

<http://www.iep.utm.edu/buber/>
<http://plato.stanford.edu/entries/buber/>
http://en.wikipedia.org/wiki/Martin_Buber
<http://www.slideshare.net/inglesantonio/cathwor-6-filipino-core-values>

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 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