



GEC 008 – ETHICS/ ETIKA

UNIVERSITY VISION

A leading University in advancing scholarly innovation, multi-cultural convergence, and responsive public service in a borderless Region.

UNIVERSITY MISSION

The University shall primarily provide advanced instruction and professional training in science and technology, agriculture, fisheries, education and other related fields of study. It shall also undertake research and extension services, and provide progressive leadership in its areas of specialization.

UNIVERSITY STRATEGIC GOALS

- a. Deliver quality service to stakeholders to address current and future needs in instruction, research, extension, and production
- b. Observe strict implementation of the laws as well as the policies and regulations of the University
- c. Acquire with urgency state-of-the-art resources for its service areas
- d. Bolster the relationship of the University with its local and international customers and partners
- e. Leverage the qualifications and competences in personnel action and staffing

Evaluate the efficiency and responsiveness of the University systems and processes

INSTITUTIONAL OUTCOMES (IO)

- a. Enhance competency development, commitment, professionalism, unity and true spirit of service for public accountability, transparency and delivery of quality services
- b. Provide relevant programs and professional trainings that will respond to the development needs of the region
- c. Strengthen local and international collaborations and partnerships for borderless programs
- d. Develop a research culture among faculty and students
- e. Develop and promote environmentally-sound and market-driven knowledge and technologies at par with international standards
- f. Promote research-based information and technologies for sustainable development
- g. Enhance resource generation and mobilization to sustain financial viability of the university

PROGRAM OUTCOMES (PO) COMMON TO ALL PROGRAMS AND ITS RELATIONSHIPS TO INSTITUTIONAL OUTCOMES (CMO 46 s. 2012)

	INSTITUTIONAL OUTCOMES (IO)						
	a	b	c	d	e	f	g
A graduate of Sultan Kudarat State University can:							
a. discuss the current developments and advancements in the specific field of practice;	✓	✓					✓
b. demonstrate independently the 21 st century competencies and skills;	✓	✓		✓		✓	
c. work collaboratively in multi-disciplinary and multi-cultural groups;	✓		✓	✓	✓		
d. exhibit professional, social and ethical accountability;	✓	✓	✓	✓	✓		
e. preserve Filipino historical and cultural heritage;	✓	✓	✓	✓	✓		
f. generate new knowledge through data-driven research and development projects; and				✓	✓	✓	✓

g. participate actively in the national, regional and local development plans.		<input checked="" type="checkbox"/>
1 COURSE CODE	GEC 008	5 COURSE DESCRIPTION
2 COURSE TITLE	Ethics/Etika	This course deals with principles of ethical behavior in modern society at the level of the person, society, and in interaction with the environment and other shared resources. (CMO 20 s 2013).
3 PREREQUISITE	None	Morality pertains to the standards of right and wrong that an individual picks up from the community. The course discusses the context and principles of ethical behavior in modern society at the level of individual, society, and in the interaction with the environment and other shared resources. The course also teaches the students to make moral decisions by using dominant moral frameworks and by applying a seven-step moral reasoning model to analyze and solve moral dilemmas.
4 CREDITS	3 units	The course is organized according to the three (3) main elements of the moral experience: (a) agent, including context-cult communal, and environment; (b) the act; and 9c) reason or framework for the act). This course includes the mandatory topic on taxation.

6 COURSE LEARNING OUTCOMES (CLO) AND ITS RELATIONSHIPS TO PROGRAM OUTCOMES

Course Learning Outcomes (CLO)

At the end of the course, a student can:

- a. demonstrate understanding on the nature and importance of ethics,
 - b. differentiate between moral and non-moral problems,
 - c. describe what a moral experience is as it happens in different levels of human existence,
 - d. explain the influence of Filipino culture on the way students look at moral experiences and solve moral dilemmas,
 - e. describe the elements of moral development and moral experience,
 - f. use ethical frameworks or principles to analyze moral experiences,
 - g. make sound ethical judgments based on principles, facts, and the stakeholders affected,
 - h. practice sensitivity to the common good, and
 - i. internalize the principles of human behavior in modern society.

7 COURSE CONTENTS

WEEK	CONTENT	INTENDED LEARNING OUTCOMES (ILOs)	TEACHING AND LEARNING ACTIVITIES (TLA)	(OBA)	LEARNING OUTCOMES (CLOs)
1	Course Orientation <i>SKSU VMGO, Classroom Policies, Course Overview, Course Requirements, Grading System</i>	The students can: a. familiarize the University's VMGO, classroom policies, course overview, requirements and grading system	Discuss the VMGO of the University, the classroom policies, scope of the course, course requirements and grading system	a. graded recitation	f, g, h, i

	Key Concepts/ Understanding Morality and Moral Standards a. Moral and Non-Moral Standards b. Moral Dilemmas c. Three Levels of Moral Dilemmas d. Freedom as the Foundation of Moral Acts e. Universal values f. The Filipino Character	a. Distinguish between moral and non-moral standards. b. Explain moral dilemma as a moral experience. c. Distinguish between a moral dilemma and a false dilemma. d. Illustrate the three levels of moral dilemma. e. Explain why only human being can be ethical. f. Identify universal values. g. Explain why universal values are a necessity for human survival h. Analyze crucial qualities of the Filipino moral identity. i. Evaluates elements of the Filipino character	a. Concept Mapping -Students will make a graphic organizer of their understanding about morality. b. T-Chart -Students will make T-chart of Moral and Non-moral standards. c. Interactive Lecture -students will be sharing some of their individual dilemma. d. Role playing -Different levels of moral dilemma e. Song analysis and interpretation (Freedom - My way by frank Sinatra) f. Video clip presentation (Filipino Character) - Students will give their interpretation/ reflection about the video clip they watched.	a. Concept Note b. Discussion c. Completed T-Chart d. Students will be rated based on rubrics for role playing. e. Reflection paper	a, b c, f, g
4-5	The Moral Agent a. Culture: How it defines moral behavior b. Cultural relativism c. Man as a moral agent d. The development of moral character of the moral agent e. Stages of moral development	a. Articulate what culture, enculturation, inculcation and acculturation mean. b. Attribute facets of personal behavior to culture c. Explain how culture shapes the moral agent d. Cite and explain the strengths and weaknesses of cultural relativism with focus on ASEAN member countries. e. Explain what moral agent means f. Discuss the meaning of fundamental option. g. Explain the relationship between moral acts and character. h. Describe each stage of a moral development. i. Evaluate one's personal growth against the stages of personal development.	a. Post card of the past -students will bring or make a postcard showing different cultures and share how this culture affects moral behavior. b. Strategic questioning c. Think-pair share -Students will be paired and they will be sharing how they developed their moral character. They will then share to the class their similarities and differences. d. Poster making and sharing -Students will draw a symbol/thing that reflect to each level of their moral development and explain why they chose that symbol/thing.	a. Postcard making b. Oral recitation c. Poster making with its description.	a, b c, f, g, h, i
6-8	The Human Act a. The meaning of human act b. Accountability of Moral Act c. Feeling as a modifier of moral decision-making	a. Explain the meaning of human act, the morality and accountability of human act. b. Discuss the three bases of moral accountability. c. Give examples of modifiers of human act. d. Explain the role of feelings in moral decision making.	a. Modelling (sharing of a model person) -Students will pick a model person who influenced their moral act and share why they considered that person a model. b. Video clip presentation (court hearings) -Students will be shown a video clip on court	a. Reflection paper b. Discussion note	a, b c, d, e, f, g, h, i

	d. Reason and impartiality as minimum requirements for morality e. The difference between reason and will.	e. Define reason and impartiality as minimum requirements for morality. f. Apply the 7-step moral reasoning model and the value clarification process. g. Distinguish between reason and will.	hearings and make an observation report on feelings, reason and impartiality observed. c. Round table discussion -Students will group and be assigned to research about certain ethical issues, and use the 7 step-moral reasoning model while others listen and take down notes.	
9	Frameworks and principles behind our moral disposition frameworks a. The meaning of ethical framework b. Virtue Ethics: Aristotle c. St. Thomas: Natural Law d. Utilitarianism e. Love and Justice framework	a. Explain the meaning of ethical framework. b. Distinguish among five ethical frameworks. c. Articulate what virtue ethics is. d. Cite some criticisms or questions against virtue ethics. e. Articulate what natural law is f. Apply natural law ethics. g. Discuss the basic principles of utilitarian ethics. h. Apply utilitarianism in understanding and evaluating local and international scenarios. i. Explain how taxation can serve as an instrument of social justice and welfare.	MIDTERM EXAMINATION a. Fishbowl strategy b. Lecture c. Class discussion d. Interview (church leaders)	a. discussion note b. quiz c. One minute paper c, d, e, f, g, h, i
10-13	Deontology a. Basic principles of deontology b. Duty and agency c. Autonomy d. Kant and rights theorists e. Universalizability f. Kant Categorical Imperatives	a. Discuss the basic principle of deontology. b. Apply the concept of agency and autonomy to one's moral experience. c. Articulate the duty ethical framework. d. Differentiate what is legally right from what is morally right. e. Evaluate actions using the universalizability test or the categorical imperatives of Kant.	a. lecture b. case analysis	a. Case analysis c. quiz c, d, e, f, g, h, i
14-15	Ethics through thick and thin a. Globalization and Pluralism: New Challenges in Ethics b. Millennial and Fillennials: Ethical Challenges and responses c. The religious response: the role of religion in ethics.	a. Identify the moral challenges that globalization brings. b. Describe millennials and fillennials. c. Point out traits of the millennials and fillennials that are inimical to their moral development as human persons. d. Differentiate ethics from religion. e. Explain the role of religion in ethics.	a. Viewing of video Clip b. Reflection paper c. Class discussion d. graphic organizer	a. reflection paper b. quiz c. graphic organizer a, b c, d, e, f, g, h, i
16-17				4

FINAL EXAMINATION

Total No. of Hours : 54

8 COURSE REQUIREMENTS AND COURSE POLICIES

Each student is required to:

COURSE REQUIREMENTS

1. attend at least 80% of the class hours;
2. submit accomplished assignments, problem sets and a mini-research project;
3. prepare a comprehensive lecture notebook;
4. make a PowerPoint presentation, and a written summary of the assigned report;
5. discuss an assigned topic to report and participate in class discussions; and
6. pass the major exams (midterm and final)

COURSE POLICIES

Attendance: A student will be marked late if he/she enters the class 5 minutes after start of class period. Any student who comes to class 15 minutes after the scheduled time or always late for three consecutive meetings shall be marked absent.

Missed work or exam: Any student who missed to submit a work assignment or to take a test should consult the concerned instructor for immediate compliance

Cheating and Plagiarism: Any student who committed any form of academic dishonesty (e.g., copy-paste plagiarism) shall be given disciplinary action provided in the SKSU Student's Handbook

Use of Technology: Cell phones should be turned off while the session is in progress. Using laptops, notebook PCs, smart phones, and tablets shall be allowed only when needed.

9 GRADING SYSTEM AND RUBRICS FOR GRADING

Midterm Grade

Midterm Examination	50%
Class Participation	20%
Quizzes	15%
<u>Other requirements</u>	<u>15%</u>
TOTAL	100%

Final Term Grade

Final Term Examination	50%
Class Participation	20%
Quizzes	15%
<u>Other requirements</u>	<u>15%</u>
TOTAL	100%

FINAL GRADE

Midterm Grade	50%
<u>Final Term Grade</u>	<u>50%</u>
TOTAL	100%

SUGGESTED RUBRICS FOR ALTERNATIVE FORMS OF ASSESSMENT

A. Group/Class Discussion

Exemplary (16-20)	Effective (11-15)	Minimal (6-10)	Unsatisfactory (1-5)
<ul style="list-style-type: none"> Contributes to class activities by offering quality ideas and asking appropriate questions on a regular basis. Constructively challenges the accuracy and relevance of statements made. Accurately expresses foundational knowledge pertaining to issues raised during the discussion. Always supportive of other students' ideas. 	<ul style="list-style-type: none"> Contributes to class activities by offering ideas and asking questions on a regular basis. Challenges the accuracy and relevance of statements made. Expresses basic foundational knowledge pertaining to class discussions. Often supportive of other students' ideas 	<ul style="list-style-type: none"> Occasionally contributes to class activities by offering ideas and asking questions. Sometimes has an understanding of main points Expresses limited foundational knowledge pertaining to class discussions. Sometimes supportive of other students' ideas. 	<ul style="list-style-type: none"> Fails to contribute to class activities. Demonstrates little understanding of main points. Expresses no relevant foundational knowledge. Occasional disruptive behavior.

B. Role Playing

Exceptional (31-40)	Admirable (21-30)	Acceptable (11-20)	Attempted (1-10)
<ul style="list-style-type: none"> Factual information is accurate. All members contribute. Entertaining; engages audience. Speaks loudly and clearly. Appropriate use of body language. 	<ul style="list-style-type: none"> Factual information is mostly accurate. Some members contribute. Engages audience. Can be heard. Some use of body language. 	<ul style="list-style-type: none"> Factual information is somewhat accurate. Few members contribute. Engages audience intermittently. Hard to hear. Some movement. 	<ul style="list-style-type: none"> Information is inaccurate. One person does all the work. Audience bored. Mumbles. Body language is lacking; inappropriate.

C. Postcard

Distinguished (16-20)	Proficient (11-15)	Apprentice (6-10)	Novice (1-5)
<ul style="list-style-type: none"> Design was unique and interesting. Used more than five original artifacts. Used the same colorful background for the entire project. Graphics made ideas in the project easy to understand. Writing had quality details which were interesting and supported the main idea. 	<ul style="list-style-type: none"> Design was original. Used three to five original artifacts. Used the same background for the entire project. Used graphics that match the topic. Writing had many details that supported the main idea. 	<ul style="list-style-type: none"> Made a few changes to background or layout. Used one or two original artifacts. Used to many different backgrounds. One or two graphics did not match the topic. Writing had few details that supported the main idea. 	<ul style="list-style-type: none"> Used only design templates. Artifacts were not original Did not use backgrounds. Graphics did not match the topic. Writing had no details.

D. Debate

	Levels of Performance

Criteria	Poor 1	Fair 2	Good 3	Excellent 4
1. Organization and Clarity: Viewpoints and responses are outlined both clearly and orderly.	Unclear in most parts, arguments not tied well to an idea.	All arguments were clearly tied to an idea but the organization was sometimes not clear or logical	Most arguments were clearly tied to an idea and organized in a tight, logical fashion.	All arguments were clearly tied to an idea and organized in a tight, logical fashion.
2. Use of Arguments: Reasons are given to support viewpoint.	Few or no relevant reasons given	Some relevant reasons given	Most reasons given: most relevant	Most relevant reasons given in support
3. Use of Examples and Facts: Examples and facts are given to support reasons.	Some points were supported well, others were not.	Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable.	Every major point was adequately supported with relevant facts, statistics and/or examples.	Every major point was well supported with several relevant facts, statistics and/or examples.
4. Use of Rebuttal: Arguments made are created to deal with first viewpoint effectively.	No effective counter-arguments made	Few effective counter-arguments made	Some effective counter-arguments made	Many effective counter-arguments made
5. Relevance to Unit	Barely makes a connection to the unit. Touches on one point from the unit.	The connection is weak, but there are parts of the book that are connected.	There is a connection to the unit. Connects with book material.	Strong connection to the unit, that goes above material in the book/classroom.

E. Case Analysis

Criteria	1	2	3
1. Identification of Issues	Failed to identify all major ethical, factual and conceptual issues.	Identified most but not all of the major issues.	Identified all major issues and stakeholders and the relation to technology.
2. Identification of Options	Failed to identify all of the relevant and practical options.	Identified most of the relevant practical options, but overlooked some related conceptual problems and issues.	Correctly identified all of the relevant practical options and all of the related conceptual problems and issues.
3. Construction of Ethical Arguments	Failed to apply moral standards and principles correctly.	Applied some moral standards and principles correctly, but overlooked others that are also relevant or misapplied some ethical principles.	Correctly applied all of the relevant moral standards and ethical principles that are relevant to the case.
4. Evaluation of Arguments	Failed to provide weightings of various ethical arguments and reasons.	Provided some evaluation of reasons and arguments, but overlooked important factual or logical errors in some reasons.	Provided appropriate and defensible evaluations for all relevant arguments noting wherever necessary factual assumptions, logical errors, or conceptual confusions.
5. Ethical Decision	Decision reached is not justified by the arguments and reasons used.	Decision reached is justified by ethical arguments and reasons, but failed to identify and respond to reasonable ethical counter-arguments.	Decisions reached is justified by arguments and reasons used and care is taken in responding to reasonable counter-arguments.

Reflection	Exemplary (46-60)	Sufficient (31-45)	Minimal (16-30)	Unsatisfactory (1-15)
<ul style="list-style-type: none"> Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable. There are no more than three spelling, grammar, or syntax errors per page of writing. Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. 	<ul style="list-style-type: none"> Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable. There are no more than five spelling, grammar, or syntax errors per page of writing. Response shows evidence of synthesis of ideas presented and insights gained throughout the entire course. 	<ul style="list-style-type: none"> Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment. There are more than five spelling, grammar, or syntax errors per page of writing. Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire course. 	<ul style="list-style-type: none"> Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. There are numerous spelling, grammar, or syntax errors throughout the response. Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire course. 	

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