



Republic of the Philippines  
SULTAN KUDARAT STATE UNIVERSITY  
Isulan, Sultan Kudarat  
College of Industrial Technology



# GEC 008

# ETHICS / ETIKA

2<sup>ND</sup> Semester  
School Year 2024 – 2025

Prepared by

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Republic of the Philippines



SULTAN KUDARAT STATE UNIVERSITY  
ACCESS, EJC Montilla, 9800 City of Tacurong  
Province of Sultan Kudarat



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
- f. 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

A graduate of Sultan Kudarat State University can:	INSTITUTIONAL OUTCOMES (IO)						
	a	b	c	d	e	f	g
a. discuss the current developments and advancements in the specific field of practice;	✓	✓					✓
b. demonstrate independently the 21 <sup>st</sup> 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.		✓	✓	✓	✓	✓	✓	✓
h.	participate actively in the national, regional and local development plans.	✓	✓	✓	✓	✓	✓	✓

**1 COURSE CODE** GEC 008  
**2 COURSE TITLE** ETHICS/ETIKA  
**3 PREREQUISITE** None  
**4 CREDITS** 3 units

### 5 COURSE DESCRIPTION

This course deals with the nature of mathematics, appreciation of its practical, intellectual, and aesthetic dimensions, and application of mathematical tools in daily life. This course begins with an introduction to the nature of mathematics as an exploration of patterns (in nature and the environment) and as an application of inductive and deductive reasoning. This course then proceeds to survey ways in which mathematics provides a tool for understanding and dealing with various aspects of present day living, such as managing personal finances, making social choices, appreciating geometric designs, understanding codes used in data transmission and security, and dividing limited resources fairly.

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

Course Learning Outcomes (CLO)	Program Outcomes						
	a	b	c	d	e	f	g
At the end of the course, a student can:			✓	✓			
a. Differentiate moral and non-moral problems				✓		✓	✓
b. Describe what a moral experience is as it happens in different levels of human existence				✓		✓	✓
c. Explain the influence of Filipino culture on the way students look at moral experiences and solve moral dilemmas				✓		✓	✓
d. Describe the elements of moral development and moral experiences				✓			✓
e. Use ethical framework or principles to analyze moral experiences				✓			✓
f. Make sound ethical judgments based on principles, facts, and the stakeholders affected				✓			✓
g. Develop sensitivity to the common good				✓			✓
h. Understand and internalize the principles of ethical behavior in modern society at the level of the person, society, and in interaction with the environment and other shared resources.	✓						

### 7 COURSE CONTENTS

WEEK	CONTENT	INTENDED LEARNING OUTCOMES( ILOs)	TEACHING AND LEARNING ACTIVITIES (TLA)	OUTCOMES-BASED ASSESSMENT (OBA)	COURSE LEARNING OUTCOMES (CLOs)
1	<b>Course Orientation</b> SKSU VMGO, <i>Classroom Policies,</i> <i>Course Overview,</i> <i>Course Requirements,</i> <i>Grading System</i>	At the end of the week, the pre-service teacher (PST) can: a. discuss 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		

	<b>The Study of Ethics</b> a. Define what is ethics and its importance, b. Identify the two ethical systems, and c. Incorporate the professional code of ethics for Computer Engineers in guiding one's actions	a. Students shall be able to define what is ethics and its importance. b. Students shall be able to identify the two ethical systems, and c. Students shall incorporate the professional code of ethics for Computer Engineers in guiding their actions.	a. Oral Recitation score b. Assignment score	a. Class discussion b. Oral Recitation c. Assignment	a, b, d
3	<b>The Human Acts</b> a. Define human acts and their essential attributes and kinds, and b. Identify the moral distinctions and voluntariness	a. Students shall be able to define human acts and their essential attributes and kinds, and b. Students shall identify the moral distinctions and voluntariness	a. Oral Recitation score b. Assignment score	a. Class discussion b. Oral Recitation c. Assignment	a, b, d
4	<b>The Modifier of Human Acts</b> a. Define the modifier of human acts and its principles, b. Explain action and emotion and how to refine emotions, and c. Identify the Kagandahan ng Loob of Filipinos	a. Students shall be able to define the modifier of human acts and its principles, b. Student shall be able to explain action and emotion and how to refine emotions, and c. Students shall identify the kagandahan ng loob of Filipinos	a. Oral Recitation Score b. Quiz Score c. Assignment Score d. Pair/Group Reporting Score	a. Class discussion b. Oral Recitation c. Quiz d. Assignment e. Pair/Group Reporting	a, b, d,
5	<b>Ethics: An Introduction</b> a. Define ethics as a philosophic study; b. explain the role of ethics in their lives; c. examine the connection between theory and action; d. distinguish ethics from morality; and	a. Students shall be able to define ethics as a philosophic study; b. Students shall be able to explain the role of ethics in their lives; c. Students shall be able to examine the connection between theory and action; d. Students shall be able to distinguish ethics from morality; and compare normative ethics and meta-ethics	a. Oral Recitation Score b. Quiz Score c. Assignment Score d. Pair/Group Reporting Score	a. Class discussion b. Oral Recitation c. Quiz d. Assignment e. Pair/Group Reporting	a, b, d,

	compare normative ethics and meta-ethics				
6	<b>Ethics and Critical Thinking</b> <ul style="list-style-type: none"> <li>a. Differentiate critical thinking from ordinary thinking</li> <li>b. Identify the nine elements of critical thinking</li> <li>c. Apply the said elements in ethical reasoning; and</li> <li>d. Recognize the importance of critical thinking in ethical reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>a. Students shall be able to differentiate critical thinking from ordinary thinking</li> <li>b. Students shall be able to identify the nine elements of critical thinking</li> <li>c. Students shall be able to apply the said elements in ethical reasoning; and</li> <li>d. Students shall be able to recognize the importance of critical thinking in ethical reasoning</li> </ul>	<ul style="list-style-type: none"> <li>a. Oral Recitation Score</li> <li>b. Quiz Score</li> <li>c. Assignment Score</li> <li>d. Pair/Group Reporting Score</li> </ul>	<ul style="list-style-type: none"> <li>a. Class discussion</li> <li>b. Oral Recitation</li> <li>c. Quiz</li> <li>d. Assignment</li> <li>e. Pair/Group Reporting</li> </ul>	a, b, d,
7	<b>Formation and Transformation of Self</b> <ul style="list-style-type: none"> <li>a. Explain why ethical consciousness always begins with self-awareness;</li> <li>b. Relate self-cultivation with ethical responsibility;</li> <li>c. Identify the relevant theoretical implications of ethics centered on self; and</li> <li>d. Recognize the dynamic tension between formation and transformation in self-cultivation.</li> </ul>	<ul style="list-style-type: none"> <li>a. Students shall be able to explain why ethical consciousness always begins with self-awareness;</li> <li>b. Students shall be able to relate self-cultivation with ethical responsibility;</li> <li>c. Students shall be able to identify the relevant theoretical implications of ethics centered on self; and</li> <li>d. Students shall be able to recognize the dynamic tension between formation and transformation in self-cultivation.</li> </ul>	<ul style="list-style-type: none"> <li>a. Oral Recitation Score</li> <li>b. Quiz Score</li> <li>c. Assignment Score</li> <li>d. Pair/Group Reporting Score</li> </ul>	<ul style="list-style-type: none"> <li>a. Class discussion</li> <li>b. Oral Recitation</li> <li>c. Quiz</li> <li>d. Assignment</li> <li>e. Pair/Group Reporting</li> </ul>	a,b,c,d

8	<b>Politics and Society</b> <ul style="list-style-type: none"> <li>a. Explain the concept of politics</li> <li>b. Determine the relationship of ethics and politics;</li> <li>c. Examine the political dimension of becoming human; and</li> <li>d. Assess the importance of citizenship education</li> </ul>	<ul style="list-style-type: none"> <li>a. Students shall be able to explain the concept of politics</li> <li>b. Students shall be able to determine the relationship of ethics and politics;</li> <li>c. Students shall be able to examine the political dimension of becoming human; and</li> <li>d. Students shall be able to assess the importance of citizenship education.</li> </ul>	<ul style="list-style-type: none"> <li>a. Oral Recitation Score</li> <li>b. Quiz Score</li> <li>c. Assignment Score</li> <li>d. Pair/Group Reporting Score</li> </ul>	<ul style="list-style-type: none"> <li>a. Class discussion</li> <li>b. Oral Recitation</li> <li>c. Quiz</li> <li>d. Assignment</li> <li>e. Pair/Group Reporting</li> </ul>	a,b,c,d
9	<b>Ethics and Religion</b> <ul style="list-style-type: none"> <li>a. Specify the influence of ethics as a dominant ethical norm;</li> <li>b. Compare different religious traditions and their respective ethical cultures;</li> <li>c. Explain the phenomenon of religious extremism as an ethical problem;</li> <li>d. Examine the link between ethics and religion in the Philippines context; and</li> <li>e. Identify the different problems inherent in the close union between ethics and religion.</li> </ul>	<ul style="list-style-type: none"> <li>a. Students shall be able to specify the influence of ethics as a dominant ethical norm;</li> <li>b. Students shall be able to compare different religious traditions and their respective ethical cultures;</li> <li>c. Students shall be able to explain the phenomenon of religious extremism as an ethical problem;</li> <li>d. Students shall be able to examine the link between ethics and religion in the Philippines context; and</li> <li>e. Students shall be able to identify the different problems inherent in the close union between ethics and religion.</li> </ul>	<ul style="list-style-type: none"> <li>a. Oral Recitation Score</li> <li>b. Quiz Score</li> <li>c. Assignment Score</li> <li>d. Pair/Group Reporting Score</li> </ul>	<ul style="list-style-type: none"> <li>a. Class discussion</li> <li>b. Oral Recitation</li> <li>c. Quiz</li> <li>d. Assignment</li> <li>e. Pair/Group Reporting</li> </ul>	a,b,c,d,e

**MIDTERM EXAM**

10

**Ethics and Outside Religion**

- a. Identify alternative norms for ethics other than religion;
- b. Explain the theories that support non-religious ethics;
- c. Recognize the important implications of a theory of ethics outside religion;

- a. Students shall be able to identify alternative norms for ethics other than religion;
- b. Students shall be able to explain the theories that support non-religious ethics;
- c. Students shall be able to recognize the important implications of a theory of ethics outside religion;
- d. Students shall be able to build awareness of possible issues related with non-religious ethics; and
- e. Students shall be able to develop a broader understanding of secularism vis-à-vis the evolution of ethics outside religion.

- a. Oral Recitation Score
- b. Quiz Score
- c. Assignment Score
- d. Pair/Group Reporting Score

- a. Class discussion
- b. Oral Recitation
- c. Quiz
- d. Assignment
- e. Pair/Group Reporting

a,b,c,d,e

11

**Ethics and Culture**

- a. Explain the critical role of culture in ethical reasoning
- b. Examine how culture can sometimes be in conflict with ethics;
- c. Show how other cultures can widen one's ethical horizon;
- d. Identify the challenges posed by multiplicity of cultures to ethical reasoning; and
- e. Determine the different cultural elements involved in evaluating ethical issues.

- a. Students shall be able to explain the critical role of culture in ethical reasoning
- b. Students shall be able to examine how culture can sometimes be in conflict with ethics;
- c. Students shall be able to show how other cultures can widen one's ethical horizon;
- d. Students shall be able to identify the challenges posed by multiplicity of cultures to ethical reasoning; and
- e. Students shall be able to determine the different cultural elements involved in evaluating ethical issues

- a. Oral Recitation Score
- b. Quiz Score
- c. Assignment Score
- d. Pair/Group Reporting Score

- a. Class discussion
- b. Oral Recitation
- c. Quiz
- d. Assignment
- e. Pair/Group Reporting

a,b,c,d,e

12

**Ethics and Science**

- a. Explain the positive contributions of science to humanity;
- b. Identify the ethical challenges posed by

- a. Students shall be able to explain the positive contributions of science to humanity;
- b. Students shall be able to identify the ethical challenges posed by these scientific achievements;
- c. Students shall be able to examine the helpful and harmful effects of science;

- a. Oral Recitation Score
- b. Quiz Score
- c. Assignment Score
- d. Pair/Group Reporting Score

- a. Class discussion
- b. Oral Recitation
- c. Quiz
- d. Assignment
- e. Pair/Group Reporting

a,b,c,d,e

	<p>these scientific achievements;</p> <p>c. Examine the helpful and harmful effects of science;</p> <p>d. Illustrate why ethics is indispensable in considering the impact of science; and</p> <p>e. Demonstrate appreciation of the tension between ethics and science.</p>	<p>d. Students shall be able to illustrate why ethics is indispensable in considering the impact of science; and</p> <p>e. Students shall be able to demonstrate appreciation of the tension between ethics and science.</p>			
13	<p><b>Ethics and Economy</b></p> <p>a. Explain that economic is more than just a profit-making activity;</p> <p>b. Identify the ethical implications of economic policies and practices;</p> <p>c. Discuss how labor and economy are not ethically neutral contexts;</p> <p>d. Examine the role of the state in promoting a healthy ethical climate alongside economic growth; and</p> <p>e. Develop awareness of alienation as an ethical fact.</p>	<p>a. Students shall be able to explain that economic is more than just a profit-making activity;</p> <p>b. Students shall be able to identify the ethical implications of economic policies and practices;</p> <p>c. Students shall be able to discuss how labor and economy are not ethically neutral contexts;</p> <p>d. Students shall be able to examine the role of the state in promoting a healthy ethical climate alongside economic growth; and</p> <p>e. Students shall be able to develop awareness of alienation as an ethical fact</p>	<p>a. Oral Recitation Score</p> <p>b. Quiz Score</p> <p>c. Assignment Score</p> <p>d. Pair/Group Reporting Score</p>	<p>a. Class discussion</p> <p>b. Oral Recitation</p> <p>c. Quiz</p> <p>d. Assignment</p> <p>e. Pair/Group Reporting</p>	a,b,c,d,e
14	<p><b>Ethics and Digital Age</b></p> <p>a. Examine the digital sphere as an emerging context of a new technology and human interaction;</p> <p>b. Students shall be able to determine the implications of the digital sphere for the study of ethics;</p>	<p>a. Students shall be able to examine the digital sphere as an emerging context of a new technology and human interaction;</p> <p>b. Students shall be able to determine the implications of the digital sphere for the study of ethics;</p>	<p>a. Oral Recitation Score</p> <p>b. Quiz Score</p> <p>c. Assignment Score</p> <p>d. Pair/Group Reporting Score</p>	<p>a. Class discussion</p> <p>b. Oral Recitation</p> <p>c. Quiz</p> <p>d. Assignment</p> <p>e. Pair/Group Reporting</p>	a,b,c,d,e

	<p>b. Determine the implications of the digital sphere for the study of ethics;</p> <p>c. Explain cyberbullying as one of the consequences of the evolution of digital technology;</p> <p>d. Identify available interventions to combat cyberbullying; and</p> <p>e. Explore responsible use of digital technology.</p>	<p>c. Students shall be able to explain cyberbullying as one of the consequences of the evolution of digital technology;</p> <p>d. Students shall be able to identify available interventions to combat cyberbullying; and</p> <p>e. Students shall be able to explore responsible use of digital technology.</p>			
15	<p><b>Care for Nature</b></p> <p>a. Demonstrate understanding of the state of natural environment and the ongoing crisis it faces;</p> <p>b. Discuss a new perspective on humanity's place in the order of nature;</p> <p>c. Identify the factors which undermine ecological balance;</p> <p>d. Compare the various theories relevant to environmental ethics; and</p> <p>e. Formulate new ways to mitigate the impact of climate change</p>	<p>a. Students shall be able to demonstrate understanding of the state of natural environment and the ongoing crisis it faces;</p> <p>b. Students shall be able to discuss a new perspective on humanity's place in the order of nature;</p> <p>c. Students shall be able to identify the factors which undermine ecological balance;</p> <p>d. Students shall be able to compare the various theories relevant to environmental ethics; and</p> <p>e. Students shall be able to formulate new ways to mitigate the impact of climate change.</p>	<p>a. Oral Recitation Score</p> <p>b. Quiz Score</p> <p>c. Assignment Score</p> <p>d. Pair/Group Reporting Score</p>	<p>a. Class discussion</p> <p>b. Oral Recitation</p> <p>c. Quiz</p> <p>d. Assignment</p> <p>e. Pair/Group Reporting</p>	a,b,c,d,e
16	<p><b>Global Ethics</b></p> <p>a. Illustrate the possibility of an ethical system that transcends the boundaries of color, race, religion, or gender;</p> <p>b. Students shall be able to articulate the need for an ethical perspective that is attuned to the current</p>	<p>a. Students shall be able to illustrate the possibility of an ethical system that transcends the boundaries of color, race, religion, or gender;</p> <p>b. Students shall be able to articulate the need for an ethical perspective that is attuned to the current</p>	<p>a. Oral Recitation Score</p> <p>b. Quiz Score</p> <p>c. Assignment Score</p> <p>d. Pair/Group Reporting Score</p>	<p>a. Class discussion</p> <p>b. Oral Recitation</p> <p>c. Quiz</p> <p>d. Assignment</p> <p>e. Pair/Group Reporting</p>	a,b,c,d,

	<p>race, religion, or gender;</p> <p>b. Articulate the need for an ethical perspective that is attuned to the current highly globalized social, political, and cultural environments;</p> <p>c. Discuss common humanity as the fundamental basis of global ethics; and</p> <p>d. Develop and apply narrative imagination.</p>	<p>highly globalized social, political, and cultural environments;</p> <p>c. Students shall be able to discuss common humanity as the fundamental basis of global ethics; and</p> <p>d. Students shall be able to develop and apply narrative imagination.</p>			
17	<p><b>Rights and Duties</b></p> <p>a. Define the notion of rights, their kinds, and characteristics.</p> <p>b. Explain the Bill of Rights, civil and political rights, and</p> <p>c. Discuss the meaning of Human rights today.</p>	<p>a. Students shall be able to define the notion of rights, their kinds and characteristics;</p> <p>b. Students shall be able to explain the Bill of Rights, civil and political rights, and</p> <p>c. Students shall discuss the meaning of Human rights today.</p>	<p>a. Oral Recitation Score</p> <p>b. Quiz Score</p> <p>c. Assignment Score</p> <p>d. Pair/Group Reporting Score</p>	<p>a. Class discussion</p> <p>b. Oral Recitation</p> <p>c. Quiz</p> <p>d. Assignment</p> <p>e. Pair/Group Reporting</p>	a,b,c
18	<b>FINAL EXAMINATION</b>				

Total No. of Hours : 54

## 8 COURSE REQUIREMENTS AND COURSE POLICIES

### COURSE REQUIREMENTS

Each student is required to:

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

**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

## COURSE POLICIES

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. A scientific calculator (e.g. Casio fx-991ES) shall be utilized in solving.

## 9 GRADING SYSTEM AND RUBRICS FOR GRADING

### GRADING SYSTEM

#### Midterm Grade

Midterm Examination	50%
Attendance/ Class Participation	10%
Quizzes	15%
Project (E-Portfolio/ Lesson Plan)	15%
Assignment/Problem Sets	10%
<b>TOTAL</b>	<b>100%</b>

#### Final Term Grade

Final Term Examination	50%
Attendance/Class Participation	10%
Quizzes	15%
Project (E-Portfolio/ Lesson Plan)	15%
Assignment/Problem Sets	10%
<b>TOTAL</b>	<b>100%</b>

#### FINAL GRADE

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

### RUBRIC FOR THE INDIVIDUAL/ GROUP SHORT LESSON VIDEO PRESENTATION OF THE TOPIC

CRITERION	UNSATISFACTORY 1	FAIR 2	GOOD 3	EXCELLENT 4
CONCEPTS	<ul style="list-style-type: none"> <li>▪ Displays errors in knowledge of concepts</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explains concepts without difficulty, but expresses ideas in rudimentary form</li> </ul>	<ul style="list-style-type: none"> <li>▪ Clearly articulates concepts</li> </ul>	<ul style="list-style-type: none"> <li>▪ Fully and eloquently articulates mathematical concepts</li> <li>▪ Develops connections among mathematical concepts</li> </ul>
PROCEDURES	<ul style="list-style-type: none"> <li>▪ Has difficulty explaining procedures.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explains procedures without difficulty</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explains mathematical procedures without difficulty and provides partial explanations for why procedures are valid or appropriate</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explains procedures without difficulty and provides full explanations for why procedures are valid or appropriate</li> </ul>
EXAMPLES	<ul style="list-style-type: none"> <li>▪ No examples or inappropriate examples are given.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Adequate choice of examples; may contain minor flaws</li> </ul>	<ul style="list-style-type: none"> <li>▪ Appropriate choice of examples</li> </ul>	<ul style="list-style-type: none"> <li>▪ Well-chosen and well-sequenced examples.</li> </ul>
COMMUNICATION	<ul style="list-style-type: none"> <li>▪ Consistently inappropriate use of terminology and/or symbols</li> </ul>	<ul style="list-style-type: none"> <li>▪ Adequate use of terminology and symbols; may contain minor flaws</li> </ul>	<ul style="list-style-type: none"> <li>▪ Appropriate use of terminology and symbols</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sophisticated use of mathematical terminology and symbols</li> </ul>
PRESENTATION STRUCTURE	<ul style="list-style-type: none"> <li>▪ The presentation has no clearly defined structure; or the structure is chaotic</li> </ul>	<ul style="list-style-type: none"> <li>▪ The presentation has a recognizable structure with an introduction and conclusion</li> </ul>	<ul style="list-style-type: none"> <li>▪ The presentation has a clearly defined structure with some clear transitions and a logical introduction and conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The presentation has a clearly defined structure with elegant transitions and an effective introduction and conclusion.</li> </ul>
ORAL PRESENTATION	<ul style="list-style-type: none"> <li>▪ Does not speak clearly or demonstrated consistent grammatical errors</li> </ul>	<ul style="list-style-type: none"> <li>▪ Speaks clearly with no grammatical errors</li> </ul>	<ul style="list-style-type: none"> <li>▪ Speaks clearly and effectively</li> </ul>	<ul style="list-style-type: none"> <li>▪ Speaks clearly and effectively in a sophisticated manner.</li> </ul>
WRITTEN COMMUNICATION	<ul style="list-style-type: none"> <li>▪ Writing is illegible or not adequately used to record information</li> </ul>	<ul style="list-style-type: none"> <li>▪ Writing is legible and grammatically correct</li> </ul>	<ul style="list-style-type: none"> <li>▪ Writing is legible and well-organized.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Communicates clearly and effectively. Legible and grammatically correct.</li> </ul>

10 REFERENCES

Textbooks

- Agapay, R. B. (1991). *Ethics and the Filipino a manual on morals for students and educators*. Quad Alpha Centrum Bldg. 125 Pioneer Street, Mandaluyong City: National Book Store.
- Carino, J.V. (2018). *Fundamentals of Ethics*. Quezon City: C & E Publishing, Inc.
- Comstock, G. L. (Ed.) (2010). *Life Science Ethics*. New York: Springer.
- Desjardins, J. R. (2013). *Environmental Ethics: An Introduction to Environmental Philosophy (5<sup>th</sup> Ed.)*. Boston: Cengage Learning.
- Ess, C. (2014). *Digital Media Ethics (2<sup>nd</sup> Ed.)*. Cambridge, UK: Polity Press.
- Fulcher, J. (2015). *Capitalism: A Very Short Introduction*. Oxford: Oxford University Press.
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- Mead, G. H. (2009). *Mind, Self and Society: From the Standpoint of a Social Behaviorist*. Chicago: University of Chicago Press.
- Nussbaum, M. (2016). *Not for Profit: Why Democracy Needs the Humanities*. Princeton: Princeton University Press.

Prepared by:



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Name of Faculty

Reviewed by:



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Program Chairperson

Approved by:



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College Dean