



Republic of the Philippines
SULTAN KUDARAT STATE UNIVERSITY
Isulan, Sultan Kudarat
College of Industrial Technology
2nd Semester A.Y. 2024-2025
GE 709 – LIFE AND WORKS OF JOSE RIZAL



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 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. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

1 COURSE CODE GE 709
 2 COURSE TITLE Life and Works of Jose Rizal
 3 PREREQUISITE None
 4 CREDITS 3 units

5 COURSE DESCRIPTION

This course covers the life and works of the country's national hero, *Jose P. Rizal*, as mandated by the Republic Act 1425, also known as the Rizal Law. Among the topics covered are Rizal's biography and his writings, particularly the novels *Noli Me Tangere* and *El Filibusterismo*, some of his essays, and various correspondence.

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. discuss the Jose Rizal's life within the context of 19 th -century Philippines; | | | | | ✓ | | ✓ ✓ |
| b. analyze Rizal's various works, particularly novels <i>Noli Me Tangere</i> and <i>El Filibusterismo</i> ; | | | | | ✓ | | ✓ ✓ |
| c. organize Rizal's ideas into various themes; | | | | | ✓ | | ✓ ✓ |
| d. demonstrate a critical reading of primary sources; | | | | | ✓ | | ✓ ✓ |
| e. interpret the values that can be derived from studying Rizal's life and works, and; | | | | | ✓ | | ✓ ✓ |
| f. display an appreciation for education and love of country. | | | | | ✓ | | ✓ ✓ |

7 COURSE CONTENTS

| WEEK | CONTENT | INTENDED LEARNING OUTCOMES (ILOs) | TEACHING AND LEARNING ACTIVITIES (TLA) | OUTCOMES-BASED ASSESSMENT (OBA) | COURSE LEARNING OUTCOMES (CLOs) |
|------|---|--|--|--|---------------------------------|
| 1 | Course Orientation <i>SKSU VMGO, Classroom Policies, Course Overview, Course Requirements, Grading System</i> | At the end of the week, the students 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 | | |
| 1-2 | Introduction to the Course: Republic Act 1425 "Rizal Law" | a. Students can explain the history of the Rizal Law and its important provisions. b. Students can critically assess the effectiveness of the Rizal course. | a. Historical background and context of RA 1425 Follow-up questioning (Why study the life and works of Rizal?) b. Interactive Lecture (Read the "Rizal Law" RA 1425) -students are presented with facts and history and are asked to give the best answer c. Think-Group-Share | a. Discussion and oral recitation b. Written work | c,e,f |

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|-----|---|---|--|---|--|-----------|
| 2-3 | 19th Century Philippines as Rizal's Context | <ul style="list-style-type: none"> a. Economic: end of the galleon trade, opening of the Suez Canal, opening of ports to world trade, rise of the export crop economy. And monopolies b. Social: education, rise of the Chinese mestizo; rise of the inquilino c. Political: Liberalism, impact of Bourbon reforms, Cadiz constitution | <ul style="list-style-type: none"> a. Students can analyze various social, political, economic, and cultural changes that occurred in the 19th century. b. Students can understand Jose Rizal in the context of his times. | <ul style="list-style-type: none"> a. Interactive Lecture: Brief summary of Spanish Colonization of the Philippines as a background. b. Lecture: the nineteenth century as a century of change c. Class Activity: Film viewing | <ul style="list-style-type: none"> a. Graphic Organizer/ Table mapping the changes in the nineteenth-century Philippines, categorizing social, political, economic, cultural changes b. Reflection paper about the film. | a,c,d,f |
| 4-5 | Rizal's Life: Family, Childhood and Early | <ul style="list-style-type: none"> a. Students can analyze Rizal's family, childhood, and early education. b. Students can evaluate the people and events and their influence on Rizal's early life. | <ul style="list-style-type: none"> a. Interactive Lecture: Rizal's family, Childhood, and Early Education b. Class Activity: Read Rizal's "Memoirs of a student in Manila" Chapter 1 c. Class activity: Create a timeline of Rizal's Childhood and Early Education | <ul style="list-style-type: none"> a. Written Works: Student will write a short biographical essay that compare the student's early childhood with Rizal's own | | a,d,e,f |
| 5-6 | Rizal's Life: Higher Education and Life Abroad | <ul style="list-style-type: none"> a. Students can explain the principle of assimilation advocated by the Propaganda movement; b. Students can appraise Rizal's relationship with other Propagandists. c. Students can analyze Rizal's growth as Propagandist and disavowal of assimilation. | <ul style="list-style-type: none"> a. Interactive Lecture: Rizal's Education at the Ateneo Municipal and at the University of Santo Tomas; Rizal's Life abroad b. Class activity: Read Jose Rizal's Brindis Speech c. Class activity: Read first issue of <i>La Solidaridad</i> and analyze the aims stated therein; answer written document analysis worksheet | <ul style="list-style-type: none"> a. Written document analysis worksheet | | a,c,d,e,f |
| 7-8 | Rizal's Life: Exile, Trial and Death | <ul style="list-style-type: none"> c. Students can analyze the factors that led to Rizal's execution. d. Students can analyze the effects of Rizal's execution on Spanish Colonial rule and the Philippine revolution. | <ul style="list-style-type: none"> a. Interactive Lecture: Rizal's years covering his exile, trial, and death b. Class activity: Read the Constitution of La Liga Filipina c. Class Activity: Read Rizal's last letter to family members and Blumentritt d. Class activity: Read Teodora Alonzo's letter to | <ul style="list-style-type: none"> a. Written Work: Reflection Paper on Rizal's last letter and about the film. | | a,c,d,e,f |

| | | | | | |
|-------|---|--|--|---|-------------|
| | | | Governor General Polaveja e. Film Viewing: <i>Jose Rizal</i> , GMA Films, Directed by Marilou Diaz Abaya | | |
| 9 | MIDTERM EXAM | | | | |
| 10-11 | <i>Noli Me Tangere</i> | a. Students can appraise important characters in the novel and what they represent. b. Examine the Philippine situation through the examples mentioned in Noli | a. Interactive lecture on rizal's representation of the conditions and problems of Philippine society in the nineteenth century through the <i>Noli Me Tangere</i> b. Present a skit showcasing a theme presented in the Noli c. Divide class into groups and have each draw the family tree of Crisostomo Ibarra. Have each group present in class and discuss. | a. Written works b. Performance Task | a,b,c,d,e,f |
| 12-13 | <i>El Filibusterismo</i> | a. Students can compare and contrast the characters, plot, and theme of the Noli and the El Fili. d. Students can value the role of the youth in the development and future of society. | a. Interactive lecture on background of the publication of the <i>El Filibusterismo</i> . b. Lecture on the Major themes, plot, characters, and ideas in the novel c. Read the dedication to Gomburza d. Think-Pair-Share: Discuss on the differences between the <i>Noli</i> and <i>El Filibusterismo</i> | a. Graphic Organizer: Compare and contrast and show and/or changes in Rizal's ideas expressed in the <i>Noli</i> and <i>Fili</i> . b. Reflection paper about select Chapters discussing the role of youth in society (e.g Ch.24 and Ch.39) | a,b,c,d,e,f |
| 14-15 | <i>Jose Rizal and Philippine Nationalism</i> <i>Bayani and Kabayanihan</i> | a. Students can interpret views and opinions about <i>Bayani</i> and <i>Kabayanihan</i> in the context of Philippine history and society b. Students can assess the concepts of <i>bayani</i> and <i>kabayanihan</i> in the context of Philippine society | a. Interactive lecture on the changing forms and definitions of <i>bayani</i> and <i>kabayanihan</i> from precolonial Philippines to present. b. Group Activity: Each group will choose their own bayani according to their standards and present it to class. | a. Oral Recitation | c,e,f |
| 16-17 | <i>Jose Rizal and Philippine Nationalism</i> <i>National Symbol</i> | a. Students can examine the values highlighted by the various representations of Rizal as a national symbol b. Students can advocate the values Rizal's life encapsulates | a. Interactive Lecture: Criteria for national heroes as determined by the National Heroes Committee created by EO No. 75, 1993. b. Class activity: Create a cluster diagram on the values highlighted by Rizal's life. | a. Written works b. Project | c,e,f |

FINAL EXAMINATION

Total No. of Hours : 54

8 COURSE REQUIREMENTS AND COURSE POLICIES

Each student is required to:

COURSE REQUIREMENTS

1. submit accomplished assignments, 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)

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**GRADING SYSTEM**

| Midterm Grade | |
|---------------------------------|-------------|
| Midterm Examination | 50% |
| Attendance/ Class Participation | 15% |
| Quizzes | 10% |
| Project/ Groupwork | 15% |
| Assignment | 10% |
| TOTAL | 100% |

| Final Term Grade | |
|--------------------------------|-------------|
| Final Term Examination | 50% |
| Attendance/Class Participation | 15% |
| Quizzes | 10% |
| Project / Groupwork | 15% |
| Assignment/Problem Sets | 10% |
| TOTAL | 100% |

| FINAL GRADE | |
|------------------|-------------|
| Midterm Grade | 50% |
| Final Term Grade | 50% |
| TOTAL | 100% |

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

| CRITERION | UNSATISFACTORY 1 | FAIR 2 | GOOD 3 | EXCELLENT 4 |
|------------------------|--|---|--|--|
| ESSAY | ▪ The topic and main ideas are not clear. | ▪ There is one topic. Main ideas are somewhat clear. | ▪ There is one clear, well focused topic. Main ideas are clear but are not well supported by detailed information. | ▪ There is one clear, well focused ideas are clear and are well supported by detailed and accurate information |
| PRESENTATION STRUCTURE | ▪ The presentation has no clearly defined structure; or the structure is chaotic | ▪ The presentation has a recognizable structure with an introduction and conclusion | ▪ The presentation has a clearly defined structure with some clear transitions and a logical introduction and conclusions. | ▪ The presentation has a clear structure with elegant transitions and effective introduction and conclusions. |
| ORAL PRESENTATION | ▪ Does not speak clearly or demonstrated consistent grammatical errors | ▪ Speaks clearly with no grammatical errors | ▪ Speaks clearly and effectively | ▪ Speaks clearly and effectively in a sophisticated manner. |

| | | | | |
|-----------------------|--|---|---|--|
| WRITTEN COMMUNICATION | <ul style="list-style-type: none"> <input type="checkbox"/> Writing is illegible or not adequately used to record information | <ul style="list-style-type: none"> <input type="checkbox"/> Writing is legible and grammatically correct | <ul style="list-style-type: none"> <input type="checkbox"/> Writing is legible and well-organized. | <ul style="list-style-type: none"> <input type="checkbox"/> Communicates clearly and Legible and grammatically correct. |
|-----------------------|--|---|---|--|

10 REFERENCES

Textbooks

- Nery, I., Sion, P.J. (2019). The Life and Works of Jose Rizal. JTCA Publishing
 Zaide, G, Zaide, S. (2010). Life, works and Writings of a Genius, Writer, Scientist and National Hero. 2nd Ed.

Online References

- <https://www.youtube.com/watch?v=L79FJ91w4pk&list=PPSV>
<https://www.youtube.com/watch?v=z6b1A8aMBh4&list=PLsYlrWXG6nC9hLhfvzKaBAAPFQBbYpQ3r>
<https://www.youtube.com/watch?v=Z6TbZYchUbA&list=PLa5SsaDaWvoCTy6DX7g6MWmT00-Vxr8W&index=3>

Prepared by:



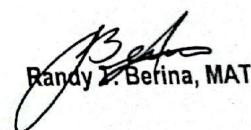
Donna Gin E. Castro

Reviewed by:



Jena Mae F. Valerio, MAT

Approved by:



Randy T. Befina, MAT