



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

TLE 211 – INTRODUCTION TO INDUSTRIAL ARTS

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 TLE 211
 2 COURSE TITLE Introduction to Industrial Arts
 3 PREREQUISITE None
 4 CREDITS 3 units

5 COURSE DESCRIPTION

This course introduces students to the nature, scope, and significance of industrial arts and technology in a modern/industrialized society. It covers the history and evolution of technology; organization of industry; common materials, tools, processes and products; occupational opportunities; and health & safety practices. Students acquire foundational knowledge and hands-on familiarity with basic areas such as woodworking/carpentry, metalworking, basic electrical/electronic concepts, drafting and shop practices, enabling them to demonstrate entry-level competencies useful for Technical-Vocational Education and Technology & Livelihood Education (TLE) exploratory teaching.

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

Course Learning Outcomes (CLO)		Program Outcomes					
At the end of the course, a student can:		a	b	c	d	e	f
a.	Explain in oral or written form the basic concepts, importance, and applications of industrial arts, electrical technology, and food service management.	✓	✓	✓	✓	✓	✓
b.	Identify and describe the functions, uses, and proper care of common tools, equipment, and materials used in woodworking, electrical works, and food service.	✓	✓	✓	✓	✓	✓
c.	Observe and apply safety and sanitation procedures during shop work, kitchen activities, and electrical tasks, as demonstrated in lectures and practice sessions.	✓	✓	✓	✓	✓	✓
d.	Perform simple practical tasks such as basic wiring connections, minor carpentry repairs, and basic food preparation following demonstrated procedures.	✓	✓	✓	✓	✓	✓
e.	Prepare and present a short report or demonstration on selected topics or projects related to industrial arts, electrical technology, or food service management.	✓	✓	✓	✓	✓	✓
f.	Draw and interpret simple layouts or diagrams for an electrical plan, a small carpentry project, or a basic kitchen workspace, based on lecture discussions and practical exercises.	✓	✓	✓	✓	✓	✓

7 COURSE CONTENTS

WEEK	CONTENT	INTENDED LEARNING OUTCOMES (ILOs)	TEACHING AND LEARNING ACTIVITIES (TLA)	OUTCOMES-BASED ASSESSMENT (OBA)	COUR LEARN OUTCO (CLO)
1	Course Orientation <i>SKSU VMGO, Classroom Policies, Course Overview, Course Requirements, 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	a. Recitation and quiz on the SKSU VMGO and Course Overview	
2-3	Introduction to Industrial Arts - Definition, scope, and importance of Industrial Arts - Historical development and trends - Role of Industrial Arts in livelihood and technology education	a. Define Industrial Arts and explain its scope and significance. b. Describe the historical development and trends in Industrial Arts. c. Relate Industrial Arts to livelihood and technology education.	a. Lecture-discussion on Industrial Arts concepts and scope. b. Viewing of historical documentary or multimedia presentation. c. Group brainstorming on practical applications of Industrial Arts.	a. Written quiz on definitions and historical facts. b. Reflection paper on the role of Industrial Arts. c. Group presentation of Industrial Arts applications.	

4-5	Food Service Management - Fundamentals of food safety and sanitation - Basic kitchen tools, equipment, and maintenance - Principles of meal planning and preparation	a. Identify basic principles of food safety and sanitation. b. Describe and demonstrate proper use and care of kitchen tools and equipment. c. Apply basic principles in planning and preparing simple meals.	a. Lecture and demonstration on food safety practices. b. Hands-on activity in kitchen tool identification and maintenance. c. Meal planning workshop with group participation.	a. Practical demonstration of sanitation procedures. b. Checklist-based evaluation of kitchen tool handling. c. Submission of a simple meal plan and preparation report.	
6-7	Unit 3: Electrical Technology Basics - Electrical safety guidelines - Basic tools and materials for electrical works - Simple wiring and circuit connections	a. State the fundamental safety rules for electrical work. b. Identify and describe the uses of basic electrical tools and materials. c. Demonstrate simple wiring and circuit connection techniques.	a. Lecture-discussion on electrical safety. b. Tool identification and function demonstration. c. Hands-on wiring and circuit connection exercises.	a. Safety compliance observation checklist. b. Practical test on tool identification and use. c. Performance-based assessment on wiring activity.	
8-10	Unit 4: Integration Project - Combining food service and electrical applications in a project - Project planning and design - Presentation and evaluation	a. Integrate concepts from Food Service Management and Electrical Technology into a practical project. b. Create a detailed plan and design for the project. c. Present and defend the project output.	a. Guided project planning and consultation sessions. b. Supervised hands-on work on integrated project. c. Oral presentation and defense of project.	a. Project plan submission with rubric-based evaluation. b. Final project output assessment. c. Oral defense graded based on clarity, relevance, and application.	

MIDTERM EXAMINATION

11-14	<p>Practical Color Application Techniques</p> <ul style="list-style-type: none"> a. Blending, gradients, tints, and shades b. Layered inks and spot colors for print c. Simulating textures and effects in lettering d. Studio workshop: producing color-rich lettering compositions for posters or signage 	<p>By the end of this unit, the student should be able to:</p> <ul style="list-style-type: none"> a. Apply blending, gradients, tints, and shades to enhance lettering designs. b. Use layered inks and spot colors appropriately for print applications. c. Simulate textures and effects to add depth and character to lettering. d. Create a lettering composition demonstrating at least three different color application techniques. 	<ul style="list-style-type: none"> a. Demonstration of blending, gradients, tints, and shades using various tools. b. Studio workshop on layered inks, spot colors, and textural effects. c. Guided experimentation with traditional and digital media for lettering enhancement. d. One-on-one instructor consultations during project work. e. Peer sharing of experimental results and technique demonstrations. 	<ul style="list-style-type: none"> a. Project showing blending, gradients, tints, and shades. b. Exercise using layered inks and spot colors. c. Lettering application with simulated textures. d. Process documentation of applied techniques. 	
15-16	<p>Integrating Lettering and Color for Print and Digital Media</p> <ul style="list-style-type: none"> a. Preparing lettering for print: CMYK workflow, spot color setup b. Preparing lettering for digital outputs: RGB workflow, resolution, file formats c. Applying lettering to logos, packaging, and editorial layouts d. Student presentations on project proposals and design process 	<p>By the end of this unit, the student should be able to:</p> <ul style="list-style-type: none"> a. Prepare lettering files correctly for print production, using proper color settings. b. Prepare lettering files correctly for digital publication, ensuring appropriate resolution and formats. c. Integrate lettering and color treatments into functional designs such as logos, packaging, or layouts. d. Present and justify a project proposal, demonstrating alignment between concept, lettering style, and color scheme. 	<ul style="list-style-type: none"> a. Lecture-demo on CMYK and RGB workflows for print and digital media. b. Studio activity: preparing lettering outputs for both media formats. c. Application workshop: integrating lettering into logos, packaging, and layouts. d. Student project proposal presentations with instructor and peer feedback. e. Digital file preparation session using industry-standard software. 	<ul style="list-style-type: none"> a. CMYK and RGB lettering design submission. b. Applied design project (logo, packaging, or editorial layout). c. Proposal presentation with visual aids. d. Peer review and feedback of project proposal. 	

17-18	Project Development and Presentation	By the end of this unit, the student should be able to: a. Plan, execute, and complete a comprehensive lettering project integrating learned techniques. b. Prepare and mount final works for professional presentation or portfolio inclusion. c. Defend design decisions in an oral presentation, citing design principles and technical processes. d. Critically evaluate peer work and respond constructively to critique.	a. Independent work sessions with regular instructor consultation. b. Mounting and portfolio preparation workshop. c. Formal oral defense/reporting of final lettering project. d. Class-wide final critique with structured peer and instructor evaluation. e. Submission of a process documentation folder showcasing development from concept to final output.	a. Final lettering project graded with rubric (design + color integration) b. Oral defense explaining design process and choices. c. Submission of a complete project portfolio. d. Peer evaluation of final works.	
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9	FINAL EXAMINATION
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Total No. of Hours : 54

8 COURSE REQUIREMENTS AND COURSE POLICIES

Each student is required to:

COURSE REQUIREMENTS

1. submit accomplished tasks, plates, portfolio and projects;
2. prepare a comprehensive lecture and activity notebook;
3. make a presentation, and discuss an assigned topic to report and participate in class discussions; and
4. 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 1 three consecutive meetings shall be marked absent.

Required tools and materials: A student should bring necessary tools like T-square, triangles, pencils, pens, drawing papers, and coloring materials every meeting.

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 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	30%
Attendance/ Class Participation	10%
Quizzes/ Reporting	20%
Plates/ Portfolio	30%
Major Project	10%
TOTAL	100%

Final Term Grade

Final Term Examination	30%
Attendance/Class Participation	10%
Quizzes/ Reporting	20%
Plates/ Portfolio	30%
Major Project	10%
TOTAL	100%

FINAL GRADE

Midterm Grade	50%
Final Term Grade	50%
TOTAL	100%

RUBRIC FOR THE INDIVIDUAL/ GROUP LESSON PRESENTATION OF THE TOPIC

Criteria	Excellent (4 pts)	Very Good (3 pts)	Satisfactory (2 pts)	Needs Improvement (1 pt)
Content Mastery	Shows deep understanding of lettering and color concepts; explains accurately with clear examples from the course.	Mostly accurate explanation; minor errors; examples are relevant.	Basic understanding; lacks depth; examples are limited.	Inaccurate or incomplete explanation; lacks examples.
Organization & Flow	Presentation is well-structured, logical, and easy to follow; smooth transitions.	Clear structure; minor lapses in flow.	Some organization but ideas may jump or repeat.	Poor structure; ideas scattered or confusing.
Use of Visuals/ Demonstrations	Visual aids are creative, clear, accurate, and well-linked to content; lettering/color samples are neat and relevant.	Visuals are clear and mostly accurate; good connection to topic.	Visuals are present but limited or somewhat unclear.	No visuals or visuals are irrelevant/confusing.
Delivery & Engagement	Speaks confidently; engages audience; maintains eye contact; uses proper voice projection.	Mostly confident; some engagement; minor issues with voice or eye contact.	Reads often from notes; limited audience interaction.	Monotone reading; no engagement.
Teamwork (for group work)	Roles are well-distributed; smooth coordination; all members actively participate.	Most members participate; some imbalance in contribution.	Uneven participation; coordination issues.	One or few members dominant; poor coordination.
Time Management	Fits within allotted time; covers all key points without rushing or dragging.	Minor deviations from time; all points covered.	Significant rushing or delays; some points omitted.	Poor time control; major points missing.

Scoring:

- Total Points: 24 (individual) / 28 (group with teamwork criterion)
- Final Grade Formula: $(Score + Total Points) \times 100$

10 REFERENCES

Textbooks

- Bringhurst, R. (2013). *The elements of typographic style* (4th ed.). Hartley & Marks.
- Cheng, K. (2006). *Design: Type – A primer for the graphic designer*. Laurence King Publishing.
- Elam, K. (2007). *Typographic systems of design*. Princeton Architectural Press.
- Itten, J. (1970). *The elements of color: A treatise on the color system of Johannes Itten based on his book the art of color*. Van Nostrand Reinhold.
- Samara, T. (2014). *Design elements: A graphic style manual* (2nd ed.). Rockport Publishers.
- Wong, W. (1993). *Principles of form and design*. Van Nostrand Reinhold.

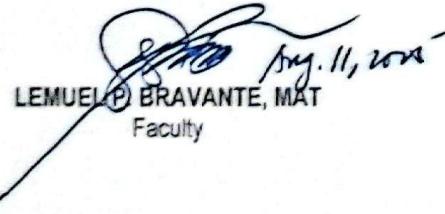
Online Sources

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- San José State University. (n.d.). Art 24: Lettering fundamentals. Retrieved August 11, 2025, from <https://www.sjsu.edu>
- University of Florida College of the Arts. (n.d.). Typography and design principles. Retrieved August 11, 2025, from <https://arts.ufl.edu>
- OpenLab City Tech. (n.d.). Typography resources. Retrieved August 11, 2025, from <https://openlab.citytech.cuny.edu>

CHED Memorandum Orders (CMOs)

- Commission on Higher Education. (2017). CHED Memorandum Order No. 79, series of 2017: Policies, standards and guidelines for Bachelor of Technical-Vocational Teacher Education (BTVTEd). Quezon City, Philippines: CHED.
- Commission on Higher Education. (2012). CHED Memorandum Order No. 20, series of 2012: General education curriculum: Holistic understandings, intellectual and civic competencies. Quezon City, Philippines: CHED.

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