



GEC 005 – THE CONTEMPORARY WORLD/ ANG KASALUKUYANG DAIGDIG

**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 (CMO 46 s. 2012)**

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<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

INSTITUTIONAL OUTCOMES (IO)							
a	b	c	d	e	f	g	
✓	✓					✓	
✓	✓		✓			✓	
✓		✓	✓	✓	✓		
✓	✓	✓	✓	✓	✓		
✓	✓	✓	✓	✓	✓		
				✓	✓	✓	
				✓	✓	✓	
					✓	✓	

- g. participate actively in the national, regional and local development plans.

✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

1 COURSE CODE	GEC 005
2 COURSE TITLE	The Contemporary World/ Ang Kasalukuyang Daigdig
3 PREREQUISITE	None
4 CREDITS	3 units

#### 5 COURSE DESCRIPTION

This course introduces students to the contemporary world by examining the multifaceted phenomenon of globalization. Using the various disciplines of the social sciences, it examines the economic, social, political, technological, and other transformations that have created an increasing awareness of the interconnectedness of people and places around the globe. To this end, the course provides an overview of the various debates in global governance, development, and sustainability. Beyond exposing the student to the world outside the Philippines, it seeks to inculcate a sense of global citizenship and global ethical responsibility. This course includes topics on population education in the context of population and demography.

#### 6 COURSE LEARNING OUTCOMES AND ITS RELATIONSHIPS TO PROGRAM OUTCOMES

##### Course Learning Outcomes (CLO)

At the end of the course, a student can:

###### Competencies

- a. Distinguish different interpretations of and approaches to globalization
- b. Describe the emergence of global economic, political, social, and cultural systems
- c. Analyze the various contemporary drivers of globalization
- d. Understand the issues confronting the nation-state
- e. Assess the effects of globalization on different social units and their responses

Program Outcomes						
a	b	c	d	e	f	g
✓	✓	✓	✓	✓	✓	✓
✓	✓	✓	✓	✓	✓	✓
✓	✓	✓	✓	✓	✓	✓
✓	✓	✓	✓	✓	✓	✓
✓	✓	✓	✓	✓	✓	✓
✓	✓	✓	✓	✓	✓	✓
✓	✓	✓	✓	✓	✓	✓
✓	✓	✓	✓	✓	✓	✓
✓	✓	✓	✓	✓	✓	✓
✓	✓	✓	✓	✓	✓	✓
✓	✓	✓	✓	✓	✓	✓
✓	✓	✓	✓	✓	✓	✓
✓	✓	✓	✓	✓	✓	✓

###### Skills

- f. Analyze contemporary news events in the context of globalization
- g. Analyze global issues in relation to Filipinos and the Philippines
- h. Write a research paper with proper citations on a topic related to globalization

###### Values

- i. Articulate personal positions on various global issues
- j. Identify the ethical implications of global citizenship

#### 7 COURSE CONTENTS

WEEK	CONTENT	INTENDED LEARNING OUTCOMES (ILOs)	TEACHING AND LEARNING ACTIVITIES (TLA)	OUTCOMES-BASED ASSESSMENT (OBA)	COURSE LEARNING OUTCOMES (CLOs)
1-2	Course Orientation SKSU VMGO, Classroom Policies, Course Overview, Course Requirements, Grading	<p>The student can:</p> <ul style="list-style-type: none"> <li>a. discuss the University's VMGO, classroom policies, course overview, requirements and grading system</li> </ul>	<p>Discuss the VMGO of the University, the classroom policies, scope of the course, course requirements and grading system</p>	<ul style="list-style-type: none"> <li>• Recitation</li> </ul>	a, b, c f i

<p><b>System</b> Classroom Policies</p>	<p>b. enumerate house rules c. introduce creatively to classmates  d. list expectations for the course  e. write a personal definition of globalization based on a concept map</p>	<p><b>Classroom sharing ( Creative Introductions)</b></p> <p><b>Activity</b> • Brainstorming Personal concept map of globalization:</p> <p><b>Analysis</b> Students will engage in a free association exercise of ideas they associate with "globalization."</p> <p><b>Abstraction</b> Based on the concepts listed, they will synthesize a personal definition of the concept.</p> <p><b>Application</b> Slogan making contest on globalization</p>	<p>• Concept mapping</p> <p>• Reflection Paper</p> <p>• Slogan making contest on globalization</p>	
<p><b>Introduction to the Study of Globalization</b></p>	<p>a. engage in a free association exercise of ideas they associate with "globalization".  b. synthesize a personal definition of the concept of globalization.  c. differentiate the competing conceptions of globalization  d. identify the underlying philosophies of the varying definitions of globalization  e. agree on a working definition of globalization for the course</p>	<p><b>Activity</b> Classroom sharing (Introductions) Discussion/Lecture</p> <p><b>Analysis</b> Personal concept map of globalization: Students will engage in a free association exercise of ideas they associate with "globalization." Based on the concepts they list, they will synthesize a personal definition of the concept.</p> <p><b>Abstraction</b> Discussion: News report critique: Students will find and read three newspaper op-eds (local or international) discussing globalization. Before class, they will write 50-word summaries of each op-ed, identifying the underlying definitions of globalization that op-ed writers use.</p> <p>Reading Materials, Chapter 2 of textbook: "Approaches to the Study of Globalization" by Manfred B. Steger</p>	<p>• Written Work:</p> <p>• Reflection</p> <p>• Oral Recitation</p>	<p>a, b,c, f, g, j</p>

		<p>Steger, Manfred B. "Ideologies of Globalization," 2005.  <i>Journal of Political Ideologies</i> 10(1): 11–30.</p> <p><b>Application</b>  <b>Reflection</b>  <b>Activity</b>  <b>Debate:</b>  The students will debate the motion "That global free trade has done more harm than good."</p> <p><b>Analysis</b>  <b>Guided questions</b></p> <p><b>Reading Materials:</b>  Chapter 9 of textbook: "The Globalization of Economic Relations" by István Benczes  Wallerstein, Immanuel. 2004. "The Modern World-System as a Capitalist World Economy: Production, SurplusValue, and Polarization." In <i>WorldSystems Analysis: An Introduction</i>. Durham &amp; London: Duke University Press, pp. 23-41.</p> <p><b>Abstraction</b>  <b>Discussions</b></p> <p><b>Application</b>  <b>Reflection Activity</b>  <b>Activity</b>  <b>Brainstorming</b></p> <p><b>Analysis</b>  Film viewing and discussion  <b>Guided Questions</b></p> <p><b>Abstraction</b>  <b>Reading Materials:</b>  Chapter 17 of textbook: "The Rise of the Global Corporation" by Deane Neubauer Bello, Walden F. 2006. "The Multiple Crises of Global Capitalism." In</p>	a, b,c, d, f, g, i
3-5	<p><b>The Structures of Globalization</b></p> <p><b>The Global Economy</b></p>	<ul style="list-style-type: none"> <li>a. define economic globalization</li> <li>b. Identify the actors that facilitate economic globalization</li> <li>c. define the modern world system</li> <li>d. articulate a stance on global economic Integration</li> </ul>	<ul style="list-style-type: none"> <li>• Graded Recitation</li> </ul>
	<b>Market Integration</b>	<p><b>Abstraction</b>  <b>Discussions</b></p> <p><b>Application</b>  <b>Reflection Activity</b>  <b>Activity</b>  <b>Brainstorming</b></p> <p><b>Analysis</b>  Film viewing and discussion  <b>Guided Questions</b></p> <p><b>Abstraction</b>  <b>Reading Materials:</b>  Chapter 17 of textbook: "The Rise of the Global Corporation" by Deane Neubauer Bello, Walden F. 2006. "The Multiple Crises of Global Capitalism." In</p>	<ul style="list-style-type: none"> <li>• Reflection</li> <li>• Quiz on reading materials</li> <li>• Recitation</li> <li>• Reflection</li> </ul>

		<p><i>Deglobalization: Ideas for a New World Economy.</i> Quezon City: Ateneo de Manila University Press, pp. 1-31.</p> <p>Film: "The Corporation" directed by Mark Achbar and Jennifer Abbott</p>	
The Global Interstate System	<ul style="list-style-type: none"> <li>a. explain the effects of globalization on governments</li> <li>b. Identify the institutions that govern International relations</li> <li>c. differentiate internationalism from globalism</li> </ul>	<p><b>Application</b> <b>Reflection</b> <b>Activity</b> Lecture/discussion</p> <p><b>Analysis</b> Group Discussion</p> <p><b>Abstraction</b> Reading Materials:</p> <p>Chapter 7 of textbook: "Governments and Citizens in a Globally Interconnected World of States" by Hans Schattke Mazower, Mark 2006. "An International Civilization? Empire, Internationalism, and the Crisis of the Mid-Twentieth Century." <i>International Affairs</i> 82(3): 553–566.</p>	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Recitation</li> <li>• Collage</li> </ul> <p>a, b,c, d,e, f,g, i</p>
Contemporary Global Governance	<ul style="list-style-type: none"> <li>a. identify the roles and functions of the United Nations</li> <li>b. identify the challenges of global governance in the twenty-first century</li> <li>c. explain the relevance of the state amid globalization</li> </ul>	<p><b>Application</b> Collage making</p> <p><b>Activity</b> Think, pair, and Share</p> <p><b>Analysis</b> Challenges encountered</p> <p><b>Abstraction</b> Reading Materials:</p> <p>Chapter 29 of textbook: "The United Nations Meets the Twenty-first Century: Confronting the Challenges of Global Governance" by Thomas G. Weiss and Ramesh</p>	<ul style="list-style-type: none"> <li>• Quiz on the reading materials</li> <li>• Recitation</li> <li>• Group Presentation</li> </ul> <p>a, b, c, d, e, f, g, i</p>

		Thakur Hobsbawm, Eric J. 1996. "The Future of the State." <i>Development and Change</i> 27(2): 267–278.		
6-8	A World of Regions	<p>a.define the term "Global South"</p> <p>b.differentiate the Global South from the Third World</p> <p>c.analyze how a new conception of global relations emerged from the experiences of Latin American countries</p>	<p><b>Application</b> Group Presentation (Role Play, Newscasting, Literary, Performing Arts)</p> <p><b>Activity</b> Lecture/discussion Brainstorming</p> <p><b>Analysis</b> Guided questions</p> <p><b>Abstraction</b> Group report</p> <p>Reading Materials: Chapter 12 of textbook: "Locating the Global South" by Lisandro E. Claudio Connell, Raewyn. 2007. "Dependency, Autonomy and Culture. In <i>Southern Theory: The Global Dynamics of Knowledge in Social Science</i>. Cambridge, UK: Polity Press, pp. 139- 163.</p>	<ul style="list-style-type: none"> <li>• Quiz on the reading materials</li> <li>• Graded group report</li> <li>• Recitation</li> </ul> <p>a, b, c, d, e, f, g, i, j</p>
	Asian regionalism	<p>a. differentiate between regionalization and globalization</p> <p>b. identify the factors leading to a greater integration of the Asian region</p> <p>c. analyze how different Asian states confront the challenges of globalization and regionalization</p>	<p><b>Application</b> G7- Collage making</p> <p><b>Activity</b> Lecture Discussion Think, pair, and share</p> <p><b>Analysis</b> Guided questions</p> <p><b>Abstraction</b> Group Report</p> <p>Reading Materials: Chapter 13 of textbook: "Globalization and the Asia Pacific and South Asia" by Ehito Kimura Shiraishi, Takashi. 2006. "The Third Wave: Southeast Asia and Middle-Class Formation in the Making of a Region." In</p>	<ul style="list-style-type: none"> <li>• Quiz on the reading materials</li> <li>• Graded group report</li> <li>• Case Analysis</li> </ul> <p>a, b,c, f, g, i</p>

*Beyond Japan: The Dynamics of East Asian Regionalism,*  
ed. Peter Katzenstein and Takashi Shiraishi. Ithaca, NY: Cornell University Press, pp. 237-71.

**Application**  
**Country Case Analysis**

**MIDTERM EXAM**

• Written Test

9	Synthesize knowledge concerning globalization	<ul style="list-style-type: none"> <li>a. synthesize knowledge concerning globalization</li> <li>b. answer the relevant questions concerning the ideas and concepts of globalization</li> </ul>	<p>Midterm</p> <ul style="list-style-type: none"> <li>A. Essay</li> <li>B. Objective Types</li> </ul> <p>Midterm Essay</p> <p>Students will be asked to write 2,000-word essays answering one of these two questions:</p> <ol style="list-style-type: none"> <li>1. How do we make globalization more just?</li> <li>2. How is the state affected by globalization? How is the nation affected by globalization? Do these institutions/concepts remain relevant? Why/why not?</li> </ol>	
10-11	A World of Ideas Global Media Cultures	<ul style="list-style-type: none"> <li>a. analyze how various media drive various forms of global integration</li> <li>b. explain the dynamic between local and global cultural production</li> </ul>	<p>Activity</p> <p>Lecture/discussion</p> <p>Brainstorming</p> <p>Analysis</p> <p>Group Role Playing</p> <p>Reading Materials:</p> <p>Chapter 22 of textbook: "Globalization and the Media: Creating the Global Village" by Jack Lule Chapter 23 of textbook: "Popular Music and Globalization" by Yara El-Ghadban</p>	<p>• Graded Recitation</p> <p>• Role Playing</p>

		<p><b>Graded Group Report:</b> Students will form groups of 3-5. Each group will be asked to pick an Asian musical act that became internationally famous.</p> <p><b>Ethics of Journalism</b></p> <p>In their group report, they must answer the following questions:</p> <ol style="list-style-type: none"> <li>1. Where did the musical act/artist originate?</li> <li>2. In which countries did the artist become famous?</li> <li>3. How did the artist become famous?</li> <li>4. Why do you think the artist became famous?</li> </ol> <p><b>Activity</b> Brainstorming</p> <p><b>Analysis</b> Guided Questions</p> <p><b>Abstraction</b> Film showing Lecture/discussion</p> <p><b>Reading Materials:</b> Chapter 10 of textbook: "Religion and Globalization" by Victor Roudomet of Chapter 43 of textbook: "Religion and Global Conflict" by Mark Juergensmeyer</p> <p>Film: PBS Frontline: "The Rise of ISIS" (<a href="http://www.pbs.org/wgbh/frontline/film/rise-of-isis/">http://www.pbs.org/wgbh/frontline/film/rise-of-isis/</a>)</p> <p><b>Application</b> Reflection: Types of religion</p>	<ul style="list-style-type: none"> <li>● Group Report</li> <li>● Quiz on Reading materials</li> <li>● Recitation</li> <li>● Portfolio</li> </ul>	a, b,c, d, e, f, g, i, j
12-14	<b>Global Population and Mobility</b> The Global City	<p>a. identify the attributes of a global city</p> <p>b. analyze how cities serve as engines of globalization</p>	<p><b>Activity</b> Lecture/discussion Think-Pair-Share</p> <p><b>Analysis</b> Group Panel Discussion</p>	<ul style="list-style-type: none"> <li>● Quiz on the reading materials</li> <li>● Recitation</li> </ul>
				a, b,c, d, e, f, g, i, j

Mandated topic:  
Global Demography

a. explain the theory of demographic transition as it affects global population

**Reading Materials:**  
Chapter 26 of textbook: "Mobility, Diversity and Community in the Global City" by Val Colic-Peisker  
Sassen, Saskia. 2005. "The Global City: Introducing a Concept." *Brown Journal of World Affairs* XI(2): 27-43.

- Compilation of Group Report

**Abstraction**

Graded Group Report: Students will form groups of 3-5. Each group will be assigned a global city to discuss and research on the topic.. Their reports should Answer the following questions:

1. How would you describe your city?
2. What is your city known for?
3. What makes your city a global city?

**Application**

Commodities / Compilation of group report

- Quiz on the reading materials
- Exhibit/Gallery
- Research Paper

a, b,c, d, e, f,  
g,h, i,j

**Activity**  
Group Discussion  
Brainstorming

**Analysis**

Has the Philippines undergone the demographic transition?  
Why or why not?

**Abstraction**

Reading Materials:  
Lee, Ronald. 2003. "The Demographic Transition: Three Centuries of Fundamental Change." *Journal of Economic Perspectives* 17(4): 167-190. Lesthaeghe, Ron. 2010. "The Unfolding Story of the Second Demographic Transition." *Population and Development Review* 36(2): 211-251. Livi-Bacci, Massimo. 2005. "What We Can and Cannot Learn from the History of World Population."

		<p><i>Population Studies: A Journal of Demography</i> 69(S1): S21–S28</p> <p><b>Application</b> Poster Making</p> <p><b>Activity</b> Panel Discussion</p> <p><b>Analysis</b> Guided Questions</p> <p><b>Abstraction</b> Reading Materials: Castles, Stephen. 2000. "International Migration at the Beginning of the TwentyFirst Century: Global Trends and Issues." <i>International Social Science Journal</i> 52 (165): 269–281. Aguilar, Filomeno V. 2012. "Differentiating Sedimented from Modular Transnationalism: The View from East Asia." <i>Asian and Pacific Migration Journal</i> 21(2): 149–171.</p> <p><b>Application</b> OFW Interview: Each student will be asked to interview a former or current OFW (face-to-face or online). In class, they will share what they learned from these interviews about transnationalism and the factors that affect global migrations.</p>	<ul style="list-style-type: none"> <li>• Graded Panel Discussion</li> <li>• Recorded video</li> <li>• Quiz on the reading materials</li> </ul>	a, b, c, d, e, f, g, i, j
Global Migration	<ol style="list-style-type: none"> <li>a. analyze the political, economic, cultural, and social factors underlying the global movements of people</li> <li>b. display first-hand knowledge of the experiences of OFWs</li> </ol>			
Research Proposal Writing	<ol style="list-style-type: none"> <li>a. write a research paper proposal with proper citation</li> <li>b. critique research proposals of classmates</li> </ol>	<p><b>Activity</b> Brainstorming</p> <p><b>Analysis</b> Guided questions</p> <p><b>Abstraction</b> Mini-lecture on citation methods for research papers</p>	<ul style="list-style-type: none"> <li>• Approval of the Research Proposal</li> <li>• Critique paper output</li> </ul>	a, b, c, d, e, f, g, h, i, j
Research Proposal Critique				

			<p><b>Proposal for final research paper:</b></p> <p>Students will begin writing a 500-word proposal for their final research paper.</p> <p><b>Application</b> Pair discussion: Students will pair off and critique each other's research proposals.</p> <p><b>Activity</b> Name and describe the picture</p> <p><b>Analysis</b> Analyze the Picture</p> <p><b>Abstraction</b> Reading materials: Chapter 48 of textbook: "Sustainable Economic Systems" by Sebastian Plóciennik Graded group discussions</p>	<ul style="list-style-type: none"> <li>• Quiz on reading materials</li> <li>• Graded Group Discussion</li> </ul>	a, b,c, d, e, f, g, h, i, j
15-16	<b>Towards a Sustainable World</b> <b>Sustainable Development</b>	a. differentiate stability from sustainability  b. articulate models of global sustainable development	<p><b>Application</b> Poster making</p> <p><b>Activity</b> Brainstorming</p> <p><b>Analysis</b> Guide Questions</p> <p><b>Lectures/ Discussion</b></p> <p><b>Film Viewing</b> Reading materials:</p> <p>Chapter 50 of textbook: "Global Food Security: The Challenge of Feeding the World" by Monika Barthwal-Datta McMichael, Philip. 2009. "A Food Regime Analysis of the „World Food Crisis. Agriculture and Human Values 26(4): 281-95.</p> <p><b>Abstraction</b></p>	<ul style="list-style-type: none"> <li>• Quiz on reading materials</li> <li>• Recitation</li> <li>• Slogan</li> </ul>	a, b,c, d, e, f, g, h, i, j
	Global Food Security	a. explain global food security  b. critique existing models of global food security			

		Film: "The Price of Sugar" directed by Bill Haney		
17	<b>Conclusion</b> Global Citizenship	<p>a. articulate a personal definition of global citizenship</p> <p>b. appreciate the ethical obligations of global citizenship</p>	<p><b>Application</b> Slogan Making</p> <p><b>Activity</b> Video presentation on Global citizenship</p> <p><b>Analysis</b> Guided Questions</p> <p><b>Abstraction</b> Lecture/discussion Personal concept map of global citizenship: Students will engage in a free association exercise of ideas they associate with "global citizenship."  Based on this, they will synthesize a personal definition of the concept. Afterwards, they will list the obligations of a global citizen.</p> <p><b>Reading Materials:</b> Carter, April. 2001. "Global Civil Society: Acting as Global Citizens" in <i>The Political Theory of Global Citizenship</i>. London: Routledge, pp. 147-176.</p> <p><b>Application</b> Video compilation Independent research and writing</p> <p>Students will spend the final week completing their research papers.</p>	<ul style="list-style-type: none"> <li>• Recorded video</li> <li>• Quiz on reading materials</li> <li>• Recitation</li> <li>• Written works</li> </ul>
	Research paper writing (major requirements)	a. write a research paper on a topic related to globalization, with proper citation	<ul style="list-style-type: none"> <li>• Research paper</li> </ul>	a, b,c, d, e, f, g, h, i,j

## 8 COURSE REQUIREMENTS AND COURSE POLICIES

<b>COURSE REQUIREMENTS</b>	Each student is required to:
	1. attend at least 80% of the class hours;
	2. pass the regular quizzes;
	3. make a PowerPoint presentation, and a written summary of the assigned report;
	4. Submit midterm analysis paper;
	5. Submit final research paper and
	6. pass the major exams (midterm and final)
<b>COURSE POLICIES</b>	<p><b>Attendance:</b> 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.</p> <p><b>Missed work or exam:</b> Any student who missed to submit a work assignment or to take a test should consult the concerned instructor for immediate compliance</p> <p><b>Cheating and Plagiarism:</b> 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</p> <p><b>Use of Technology:</b> 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.</p>

## 9 GRADING SYSTEM AND RUBRICS FOR GRADING

<b>GRADING SYSTEM</b>	<b>MIDTERM GRADE</b>	<b>FINAL TERM GRADE</b>	<b>FINAL GRADE</b>
	Midterm Examination Attendance/ Class Participation Quizzes Group Reports/Performance Tasks Final Research Paper	Final Term Examination Attendance/Class Participation Quizzes Group Reports/Performance Tasks Final Research Paper	Midterm Grade Final Term Grade <b>TOTAL</b>
	<u>TOTAL</u> 100%	<u>TOTAL</u> 100%	50% 50% <b>TOTAL</b> 100%

### RUBRIC FOR THE INDIVIDUAL/ GROUP REPORT PRESENTATION OF THE TOPIC

<b>CRITERION</b>	<b>UNSATISFACTORY</b>		<b>FAIR</b>	<b>GOOD</b>	<b>EXCELLENT</b>
	1	2	3	4	
<b>CONTENT OF THE REPORT</b>	▪ Displays errors in knowledge of globalization concepts	▪ Explains globalization concepts without difficulty, but expresses ideas in basic form	▪ Clearly articulates globalization concepts	▪ Fully and eloquently articulates discuss globalization concepts	
<b>CITATIONS REFERENCES</b>	AND No citation or references used in the report	▪ 1 to 2 citation or references used in the report material	▪ 3-5 citation or references used in the report material	▪ Develops connections among mathematical concepts	▪ 5 or more citation or references used in the report material
<b>EXAMPLES</b>	▪ No examples or inappropriate examples are given.	▪ Adequate choice of examples; may contain minor flaws	▪ Appropriate choice of examples	▪ Well-chosen and well-sequenced examples.	

MIDTERM ESSAY PAPER	<ul style="list-style-type: none"> <li>Consistently inappropriate use of concepts and ideas coherence to the assigned topic</li> </ul>	<ul style="list-style-type: none"> <li>Adequate use of concepts and ideas coherence to the assigned topic</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate use of concepts and ideas coherence to the assigned topic</li> </ul>	<ul style="list-style-type: none"> <li>Sophisticated use of concepts and ideas coherence to the assigned topic</li> </ul>
REPORT'S DISCUSSION	<ul style="list-style-type: none"> <li>The discussion has no clearly defined structure of concepts and ideas</li> </ul>	<ul style="list-style-type: none"> <li>The discussion has a recognizable structure with an introduction, body and conclusion</li> </ul>	<ul style="list-style-type: none"> <li>The discussion has a clearly defined structure with some clear transitions and a logical introduction, body and conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>The discussion has a clearly defined structure with elegant transitions and an effective introduction, body and conclusion.</li> </ul>
ORAL RESEARCH PRESENTATION	<ul style="list-style-type: none"> <li>Does not speak clearly or demonstrated the desired research concepts, methodology and output.</li> </ul>	<ul style="list-style-type: none"> <li>Speaks clearly or demonstrated the desired research concepts, methodology and output.</li> </ul>	<ul style="list-style-type: none"> <li>Speaks clearly and effectively demonstrated the desired research concepts, methodology and output.</li> </ul>	<ul style="list-style-type: none"> <li>Speaks clearly and effectively in a demonstrated the desired research concepts, methodology and output.</li> </ul>
FINAL RESEARCH PAPER	<ul style="list-style-type: none"> <li>The research paper is inadequately coherence to the objectives, methodology, results and discussion, conclusion and recommendation.</li> </ul>	<ul style="list-style-type: none"> <li>The research paper is fairly coherence to the objectives, methodology, results and discussion, conclusion and recommendation.</li> </ul>	<ul style="list-style-type: none"> <li>The research paper is satisfactorily coherence to the objectives, methodology, results and discussion, conclusion and recommendation.</li> </ul>	<p>The research paper is consistent to the objectives, methodology, results and discussion, conclusion and recommendation.</p>

#### RUBRIC FOR VIDEO / PPT PRESENTATION

Task Description: Students will work together in assigned teams to create a video/power point presentation that details a specific aspect of the chosen tasks.

Total marks = 40 marks

CATEGORY	4-5 POINTS	3 POINTS	2 POINTS	0-1 POINTS
CONTENT	There is very clear main idea that is well-developed with lots of detail throughout the presentation	The main idea is clear and the development throughout the presentation can be seen	The main idea is somewhat clear, but needs more development throughout the presentation	The main idea is not clear or well-developed
ORGANIZATION	Information is very organized with well-constructed slide/video continuity	Information is organized with well-constructed slide/video continuity	Information is organized, but the slide/video are not well-constructed	The information appears to be disorganized
CREATIVITY	Student clearly explored and expressed multiple ideas in a unique way	Student project is explored and expressed in a fairly original way	Student project is original, but mostly based on an existing idea	Student follows a set of direction to complete a project, but did not explore new ways to alter the idea

QUALITY OF INFORMATION	Information clearly relates to the main topic. It includes several	Information clearly relates to the main topic. It provides 1-2 supporting	Information clearly relates to the main topic. No details and/or example are	Information has little or nothing to do with the main topic
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COLLAGE RUBRIC				
CATEGORY	ATTENTION TO THEME	20% The student gives a reasonable explanation of how every item in the collage is related to the assigned theme. For most items, the relationship is clear without explanation	15% The student gives a reasonable explanation of how most items in the collage are related to the assigned theme. If or many of the items, the relationship is clear without explanation	10% The student gives a fairly reasonable explanation of how most items in the collage are related to the assigned theme
DESIGN		Graphics are out to an appropriate size, shape and the arranged neatly. Care has been taken to balance the pictures across the area. Items are glued nearby and securely	1-2 graphics are lacking in design or placement. There may be a few smudges or glue marks	3-4 graphics are lacking in design or placement. Too much background is showing. There are noticeable smudges or glue marks
CREATIVITY		All of the graphics or objects used in the collage reflect a degree of student creativity in their display	Most of the graphics or objects used in the collage reflect student creativity in their display	A few graphics or objects reflect students' creativity, but the ideas were typical rather than creative
ORIGINALITY / INTEREST		Many original ideas in material and display are evident and stimulate a great deal of interest Overall visual impact is very effective	Several original ideas in material or display are evident to stimulate much interest Overall visual impact is somewhat effective	Some original ideas in material or display are evident to stimulate some interest Overall visual impact is limited
VISUAL IMPACT				Graphics are not an appropriate size shape. Clue marks evident. Most of the back ground is showing. It appears little alteration was given to designing line collage None of the graphics or objects reflects student creativity The original ideas in material or display are evident to stimulate interest Overall visual impact is limited

RUBRICS FOR EVALUATION PANEL DISCUSSION				
COMMUNICATION	BEGINNING	DEVELOPING	GOOD SKILLS	EXCELLENT SKILLS
Correct sentence construction	Coherence of arguments suffers from many grammatical errors	Still requires a lot of work on the part of the listener to understand	Errors do not interfere with the meaning listening stress is less	Few grammatical errors and no stress on the part of the listener

Pronunciation	Errors interface strongly with meaning, very difficult to follow	Errors still requires a lot of work on the listener to understand	Errors do not interfere with the meaning listening stress is less	Pronunciation is good with few or no errors. Easy to listen to
Appropriate Vocabulary	Speaker is unable to find appropriate words to convey clear meanings	Speaker is still grasping at use of appropriate vocabulary	Speaker has enough word attack to convey general meanings	Speaker is able to find appropriate vocabulary with ease
Well organized oral text with staging	Arguments not staged no logical development	Arguments partially staged, but sequencing is still confusing	Arguments staged well and most developed logically	Arguments well staged and developed logically
Gives information with supporting evidence	Rarely supports arguments with evidence	Sometimes supports arguments with evidence	Usually supports arguments with evidence	Always supports arguments with evidence
Demonstrate understanding of other panelist views/able to clarify	Never ask other panelist for clarification or makes a comment on their arguments	Makes short simple comments on other panelist arguments	Attempts more detailed clarification or comments on other panelist arguments	Can formulate precise comments and clarification of other panelist arguments

#### SAMPLE RUBRIC: SMALL-GROUP DISCUSSION

CRITERIA	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
PREPARATION	Almost always prepared with required materials and preparation work for discussion	Usually prepared with required materials and preparation work for discussion	Often Prepared with required materials and preparation work for discussion	Rarely prepared with required materials and preparation work for discussion
ACCURACY OF INFORMATION PRESENTED	All information presented in the discussion was clear, accurate, and thorough	Most information presented in the discussion was clear, accurate, and thorough	Most information presented in the discussion was clear and accurate, but was not usually thorough	Information had several inaccuracies or was usually not clear

<b>LISTENING SKILLS</b>	Always listened respectfully to the perspective of others	Usually listened respectfully to the perspective of others	Often listened to perspective of others	Rarely listened and often interrupted others
<b>SPEAKING STYLE</b>	Consistently used eye contact, tone of voice, and a level of enthusiasm in a way that kept the attention of the group	Usually used eye contract, tone of voice, and a level of enthusiasm in a way that kept the attention of the group	Often used gestures, eye contact, tone of voice, and a level of enthusiasm in a way that kept the attention of the group	Rarely used eye contact, tone of voice, and a level of enthusiasm in a way that kept the attention of the group

<b>SAMPLE RUBIC: ROLE PLAY</b>				
<b>CRITERIA</b>	<b>LEVEL 4</b>	<b>LEVEL 3</b>	<b>LEVEL 2</b>	<b>LEVEL 1</b>
ACCURACY AND BELIEVABILITY OF ROLE	Point-of-view, arguments, and solutions proposed were always realistic and consistently in character	Point-of-view, arguments, and solutions proposed were usually realistic and in character	Point-of-view, arguments, and solutions proposed were often realistic and in character	Point-of-view, arguments, and solutions proposed were rarely realistic and in character
CLARITY OF SPEECH	Speech is always clear and easy to understand	Speech is usually clear and easy to understand	Speech is often always clear and easy to understand	Speech is rarely clear and easy to understand
EXPRESSION AND BODY LANGUAGE	Always expresses emotion through voice, facial expression, and gestures	Usually expresses emotion through voice, facial expression, and gestures	Often expresses emotion through voice, facial expression, and gestures	Rarely expresses emotion through voice, facial expression, and gestures

KNOWLEDGE GAINED	Can explain several ways in which his or her character "saw" things differently than other characters and can explain why	Can clearly explain several ways in which his or her character "saw" things differently than other characters	Can clearly explain one way in which his or her character "saw" things differently than other characters	Cannot explain any ways in which his or her character "saw" things differently than other characters
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**REFLECTION PAPER RUBRIC  
POINTS**

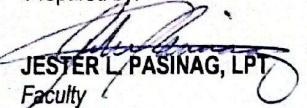
CATEGORY	5	4	3	2	1
ORGANIZATION	Information is very organized with well-constructed paragraphs, use of subheadings, and information is factual and correct	Information is organized with well-constructed paragraphs and information is factual and correct	Information is organized but paragraphs are not well constructed and information is factual	The information appears to disorganized information is suspect to being correct and factual	Information is not only disorganized but inaccurate
QUALITY OF INFORMATION	Information clearly relates to the main topic. It includes several supporting details and/or examples	Information clearly relates to the main topic. It provides 1 -2 supporting details and/or examples	Information clearly relates to the main topic. No details and or examples or given	Information has little to do with the main topic	Information has nothing to do with the main topic
MECHANICS	No grammatical, spelling or punctuation errors	Almost no grammatical, spelling, or punctuation errors	A few grammatical spelling, or punctuation errors	Many grammatical, spelling, or punctuation errors	Way to many for a college student getting ready to enter the health education field
SOURCES	All sources are accurately documented in the desired format (APA)	All sources are accurately documented, but a few are not in the desired format (APA)	All sources are accurately documented, but many are not in the desired format (APA)	Some sources are not accurately documented	To many sources are not documented accurately and there is not a format used

**10 REFERENCES**

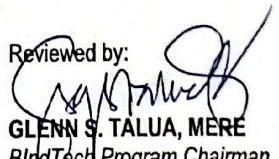
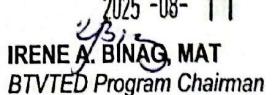
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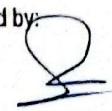
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