



COLLEGE OF EDUCATION
GEC 004 – UNDERSTANDING THE SELF/PAG-UNAWA SA SARILI

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. Communicate effectively with multidisciplinary and multicultural teams	✓	✓		✓	✓	✓	✓
b. Lead in promoting Filipino cultural heritage and environmental sustainability	✓	✓	✓	✓	✓	✓	✓
c. Generate research-based information and technologies at par from international standards, and	✓	✓	✓	✓	✓	✓	✓
d. Transfer knowledge and technology for effective partnerships	✓	✓	✓	✓	✓	✓	✓
e. Uphold professional and ethical behavior in their respective fields	✓	✓	✓	✓	✓	✓	✓

1	COURSE CODE	GEC 004
2	COURSE TITLE	UNDERSTANDING THE SELF
3	PREREQUISITE	None
4	CREDITS	3 units

5 COURSE DESCRIPTION

UNDERSTANDING THE SELF IS A COURSE DESIGNED TO ENGAGE STUDENTS IN THE EXPLORATION OF INDIVIDUAL IDENTITY AND SELF-AWARENESS THROUGH THE LENS OF PSYCHOLOGICAL AND PHILOSOPHICAL PERSPECTIVES. THE COURSE UNPACKS CONCEPTS OF THE SELF, PERSONALITY, EMOTIONS, MOTIVATIONS, AND INTERPERSONAL RELATIONSHIPS. IT AIMS TO DEVELOP THE STUDENT'S COMPETENCE IN SELF-REFLECTION AND PERSONAL DEVELOPMENT TO FOSTER HOLISTIC GROWTH AND ETHICAL BEHAVIOR.

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
a. Define and explain key concepts related to self and identity.		✓			
b. Analyze factors influencing the development of the self and personality.		✓	✓		
c. Demonstrate self-awareness through reflective activities.		✓	✓	✓	
d. Apply emotional intelligence principles in interpersonal relationships.		✓	✓		✓
e. Evaluate the impact of culture and environment on self-concept.			✓	✓	
f. Synthesize learning to create a personal growth plan demonstrating ethical and professional behavior.		✓	✓	✓	✓

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 SKSU VMGO, Classroom Policies, Course Overview, Course Requirements, Grading System	At the end of the Orientation, the Learners can: Discusses 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		
2-3	Introduction to the Self: Definitions and Theories of the Self	a. Define the self from psychological and philosophical perspectives b. Differentiate self from related concepts (identity, personality)	Interactive lecture, group discussions, reflection journals	Group presentation on theories of the self Reflection journal submission	a, b

4-5	Factors Affecting the Self: Biological, Psychological, Social	a. Identify biological and psychological factors influencing the self b. Examine the role of social influences in self-development	Case studies, role-playing, class discussions	Written quiz on factors affecting the self Case study analysis	b, c
6-7	Personality Development and Self-Concept	a. Explain theories of personality development b. Assess own self-concept and personality traits	Self-assessment inventories, peer feedback, lectures	Personality inventory results and reflection paper	b, c
8-9	Emotions and Emotional Intelligence	a. Describe the nature and types of emotions b. Apply emotional intelligence skills in real-life scenarios	Interactive lecture, group activities, role-playing	Emotional intelligence skills demonstration Quiz on emotions and EI	d
10	MIDTERM EXAM				
11-12	Motivation and the Self	a. Discuss theories of motivation b. Relate motivation to behavior and personal growth	Lecture, case studies, group discussions	Case study write-up on motivation	b, c, e
13-14	Culture and the Self	a. Analyze cultural influence on self-concept and behavior b. Compare self in individualistic vs collectivist cultures	Lecture, cultural immersion assignments, discussions	Research paper on cultural impact on self	e
15-16	Interpersonal Relationships and the Self	a. Explain the role of self-awareness in relationships b. Apply communication skills to enhance relationships	Role-play, group discussion	Practical role-play performance Reflection paper	d, e
17-18	Integration and Application: Personal Growth Plan	a. Synthesize insights from the course to develop a personal growth plan b. Demonstrate self-reflection and goal-setting skills	Workshop, mentoring sessions, portfolio creation	Personal growth plan presentation and portfolio submission	c, e
19	FINAL EXAMINATION				

Total No. of Hours: 120

8 COURSE REQUIREMENTS AND COURSE POLICIES

COURSE REQUIREMENTS

Each student is required to:

1. Regularly attend and participate in class discussions and activities.
2. Completion of all written assignments, reflections, and projects on time.
3. Pass the major exams (midterm and final).
4. Adhere to drafting standards and conventions.

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 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	
Projects/Presentations	30%
Examination	35%
Attendance/ Class Participation	15%
<u>Quizzes/ Reflection Papers</u>	20%
TOTAL	100%

Final Grade

Final Grade	
Projects/Presentations	30%
Examination	35%
Attendance/ Class Participation	15%
<u>Quizzes/ Reflection Papers</u>	20%
TOTAL	100%

RUBRICS FOR PRESENTATION

Criteria	Excellent (4)	Very Good (3)	Good (2)	Needs Improvement (1)	Score
Content Accuracy & Depth	All information is accurate, comprehensive, and well-explained; demonstrates in-depth understanding of the topic.	Information is accurate and well-explained; minor omissions or errors.	Most information is accurate; lacks depth or has some inaccuracies.	Information is mostly incorrect or incomplete, poor explanation.	
Organization & Clarity	Ideas are logically organized; transitions are smooth; presentation is clear and easy to follow.	Good organization; clear presentation with minor lapses.	Organization is apparent but somewhat confusing; unclear transitions.	Disorganized; difficult to follow or understand.	
Visual Aids & Materials	Uses highly effective, relevant, and visually appealing aids/materials that enhance understanding.	Visual aids are appropriate and helpful support presentation.	Some visual aids; limited effectiveness or relevance.	No or poor-quality visual aids; ineffective use of materials.	
Delivery & Communication Skills	Confident, engaging, clear voice; excellent eye contact; uses appropriate body language.	Clear voice; generally confident, some eye contact; acceptable body language.	Audibility or confidence lacking; minimal eye contact; limited body language.	Mumbles; hard to hear; reads entirely from notes; no engagement.	

10 REFERENCES

- Demata, G. (2020). *Understanding the Self*. Rex Book Store, Inc.
- Neisser, U. (1998). *The interface between psychology and philosophy*. American Psychologist, 53(12), 1260–1261. <https://doi.org/10.1037/0003-066X.53.12.1260>
- Santrock, J. W. (2021). *Life-span development* (17th ed.). McGraw-Hill Education.
- Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, 9(3), 185–211. <https://doi.org/10.2190/DUGG-P24E-52WK-6CDG>
- Markus, H., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. *Psychological Review*, 98(2), 224–253. <https://doi.org/10.1037/0033-295X.98.2.224>

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