



**Syllabus in GEC 008 (Ethics)**  
**1<sup>st</sup> Semester S.Y. 2024-2025**

## UNIVERSITY VISION

A leading university that advances scholarly innovation, multi-cultural convergence, and responsive public service in a borderless region.

## UNIVERSITY MISSION

The University shall primarily provide advance instruction and professional training in science and technology, agriculture, fisheries, education and other related field of study. It shall undertake research and extension services, and provide progressive leadership in its area of specialization.

## UNIVERSITY GOAL

1. Deliver quality services to stakeholders to address current and future needs in the instruction, research, extension, and production.
2. Observe strict implementation of the laws as well as the policies and regulations of the university.
3. Acquire with urgency state-of-the-art resources for its services areas.

4. Bolster the relationship of the university with its local and international customers and partners.
5. Leverage the qualifications and responsiveness of the university system and process.

## UNIVERSITY OBJECTIVES

- 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 Objectives and its relationship to University Objectives:

PROGRAM OBJECTIVES (PO)	UNIVERSITY OBJECTIVES						
	a	b	c	d	e	f	G
A graduate of BS in Information Technology (BSIT) can:							
A. Innovate technological concept and ideas underpinning desired IT solutions;	/	/	/	/	/	/	/
B. Administer competently the computer networks, system development, software application, hardware and maintenance;	/	/	/	/	/	/	/
C. Design industry-based application, infrastructures and technologies that will promote the advancement and development of the community;	/	/	/	/	/	/	/



## 7. Course Content

Course Objectives, Topics, Time Allotment	Desired Student Learning Outcomes	Outcomes-Based Assessment (OBA) Activities	Evidence of Outcomes	Course Learning Outcomes	Program Objectives	Values Integration
<b>Topic: SKSU VMGO, Classroom Policies, Course Overview, Course Requirements, Grading System (1 hours)</b>						
1. State the VMGO of the university, classroom policies, scope of the course, course requirements and grading system	1.1 Students can express awareness and appreciation of the university's VMGO, classroom policies, course overview, requirements and grading system.	Individual participation in class discussion and group presentation	Group and individual discussions	g	a,b,c,d,e,f, g,h,i,j,k,l, m,n	Value of appreciation
<b>Topic: Introduction key Concepts of Ethics (8 hours)</b>						
2.1. Discuss the origin and nature of ethics; its definition based on the questions on morality.	2.1. Students can discuss the origin and nature of ethics; its definition based on the questions on morality.	<u>Oral Recitation.</u>	Graded oral recitation.	a, b, c, g	b, c, d, e, h, n	- Belongingness
2.2. Explain and express the need to study ethics.	2.2. Students can explain and express the need to study ethics.	<u>Think-Pair- Share</u> discussion among students.	Graded discussion notes and oral presentations of students.			-Patience  -Politeness in communicating with others
2.3. Explain the	2.3. Students can explain the	<u>One minute paper</u> on the	Graded One minute			- Resourcefulness  -Teamwork

assumption of ethics.	assumption of ethics.	students. Assumption about ethics.	paper			
<b>Topic: Man as a person (8 hours)</b>						
3.1. Describe man based on different philosophical views.	3.1. Students can describe man based on different philosophical views.	<u>Oral recitation</u>	Graded oral recitation	c, e, d, f, g	b, c, d, e, h, n	-Creativity
3.2. Compare the different philosophical views of man.	3.2 Students can compare the different philosophical views of man.	<u>Exit /Admit Tickets-</u> Students will write an accurate interpretation of the main idea behind the lesson of the day and deposit it in the box, the next meeting they will have an admission ticket where they will provide details about the topic.	Graded exit/admit tickets			-Belongingness
3.3. Express one's philosophy on the nature of man.	3.3 Students can express ones philosophy on the nature of man					-Patience
						-Politeness in communicating with others
						-Honesty
						-Respect for cultural diversity
<b>Topic: Morality (9 hours)</b>						
4.1. Explain morality and the importance of rules.	4.1 Students can explain morality and the importance of rules.	<u>Role playing-</u> students will role play three moral experiences.	Accomplished Rubrics for Role Playing	b, d, e, f, g	b, c, d, e, h, n	-Creativity
4.2. Differentiate moral and non-moral standards.	4.2 Students can differentiate moral and non-moral standards.	<u>Strategic Questioning-</u> students will answer HOTS questions regarding the moral issues in the role playing	Graded Oral Recitation			-Belongingness
4.3. Discuss the different level of dilemma.	4.3 Students can discuss the different level of dilemma.	Individual Dilemma	Graded Individual Dilemma			-Patience
4.4. Explain the role of freedom in making	4.4 Students can explain the role of	<u>Reflection paper</u> on reactions and insights about a video	Graded student's reflection			-Teamwork
						-Honesty
						-Respect for cultural diversity

moral decision.	freedom in making moral decision.	clip.				
<b>Topic: The Culture (8 hours)</b>						
5.1. Identify the five elements of culture.	5.1 Students can identify the five elements of culture.	<u>Group Discussion</u> : Students will discuss on the five elements of culture.	Discussion Transcripts	a, b, c, d, e, f, g	b, c, d, e, h, n	-Teamwork  -Respect for cultural diversity
5.2. Discuss the three elements that influence human behavior.	5.2 Students can discuss the three elements that influence human behavior.	<u>Class Debate</u> : elements that influence human behavior with respect to justice and fairness.	Graded Debate			-Fairness
<b>Topic: The Act (9 hours)</b>						
6.1. Discern the two general forms of act.	6.1 Students can discern the two general forms of act.	<u>Roll the Dice</u> : Each student will roll the dice and answer aloud question based on the number rolled.	Graded Oral Recitation	b, c, f, g	b, c, d, e, h, n	-Teamwork  -Respect for cultural diversity
6.2. Discuss the philosophical insight of feelings and its influence in discussion making.	6.2 Students can discuss the philosophical insight of feelings and its influence in discussion making.	<u>Round Robin Charts</u> : Students will pass the charts with their answer among groups regarding decision making.	Accomplished Round Robin Charts			-Fairness
6.3. Explain why reason and impartiality are requirements for morality.	6.3 Students can explain why reason and impartiality are requirements for morality.					
6.4. Determine a situation where there is a need for moral courage.	6.4 Students can determine a situation where there is a need for moral courage.	<u>Reflection paper</u> : Students will reflect about moral courage.	Graded Reflection			



9. Grading System:

MIDTERM AND FINAL TERM

Mid Term/Final Exam	-50%
Quizzes Assignment and recitation	-20%
Attendance	-10%
Class Participation (Reporting)	-20%
	<b>100%</b>

10. Rubrics:

Group/Class Discussion

Exemplary (16-20)	Effective (11-15)	Minimal (6-10)	Unsatisfactory (1-5)
<div><input type="checkbox"/> Contributes to class activities by offering quality ideas and asking appropriate questions on a regular basis.</div> <div><input type="checkbox"/> Constructively challenges the accuracy and relevance of statements made.</div> <div><input type="checkbox"/> Accurately expresses foundational knowledge pertaining to issues raised during the discussion.</div> <div><input type="checkbox"/> Always supportive of other students' ideas.</div>	<div><input type="checkbox"/> Contributes to class activities by offering ideas and asking questions on a regular basis.</div> <div><input type="checkbox"/> Challenges the accuracy and relevance of statements made.</div> <div><input type="checkbox"/> Expresses basic foundational knowledge pertaining to class discussions.</div> <div><input type="checkbox"/> Often supportive of other students' ideas</div>	<div><input type="checkbox"/> Occasionally contributes to class activities by offering ideas and asking questions.</div> <div><input type="checkbox"/> Sometimes has an understanding of main points</div> <div><input type="checkbox"/> Expresses limited foundational knowledge pertaining to class discussions.</div> <div><input type="checkbox"/> Sometimes supportive of other students' ideas.</div>	<div><input type="checkbox"/> Fails to contribute to class activities.</div> <div><input type="checkbox"/> Demonstrates little understanding of main points.</div> <div><input type="checkbox"/> Expresses no relevant foundational knowledge.</div> <div><input type="checkbox"/> Occasional disruptive behavior.</div>

Reflection:

Exemplary (46-60)	Sufficient (31-45)	Minimal (16-30)	Unsatisfactory (1-15)
<div><input type="checkbox"/> Viewpoints and</div>	<div><input type="checkbox"/> Viewpoints and</div>	<div><input type="checkbox"/> Viewpoints and</div>	<div><input type="checkbox"/> Response demonstrates a</div>

<p>interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.</p> <p><input type="checkbox"/> There are no more than three spelling, grammar, or syntax errors per page of writing.</p> <p><input type="checkbox"/> Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course.</p>	<p>interpretations are supported. Appropriate examples are provided, as applicable.</p> <p><input type="checkbox"/> There are no more than five spelling, grammar, or syntax errors per page of writing.</p> <p><input type="checkbox"/> Response shows evidence of synthesis of ideas presented and insights gained throughout the entire course.</p>	<p>interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.</p> <p><input type="checkbox"/> There are more than five spelling, grammar, or syntax errors per page of writing.</p> <p><input type="checkbox"/> Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire course.</p>	<p>lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date.</p> <p><input type="checkbox"/> There are numerous spelling, grammar, or syntax errors throughout the response.</p> <p><input type="checkbox"/> Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire course.</p>
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**Role Playing**

Exceptional (31-40)	Admirable (21-30)	Acceptable (11-20)	Attempted (1-10)
<input type="checkbox"/> Factual information is accurate. <input type="checkbox"/> All members contribute. <input type="checkbox"/> Entertaining; engages audience. <input type="checkbox"/> Speaks loudly and clearly. <input type="checkbox"/> Appropriate use of body language.	<input type="checkbox"/> Factual information is mostly accurate. <input type="checkbox"/> Some members contribute. <input type="checkbox"/> Engages audience. <input type="checkbox"/> Can be heard. <input type="checkbox"/> Some use of body language.	<input type="checkbox"/> Factual information is somewhat accurate. <input type="checkbox"/> Few members contribute. <input type="checkbox"/> Engages audience intermittently. <input type="checkbox"/> Hard to hear. <input type="checkbox"/> Some movement.	<input type="checkbox"/> Information is inaccurate. <input type="checkbox"/> One person does all the work. <input type="checkbox"/> Audience bored. <input type="checkbox"/> Mumbles. <input type="checkbox"/> Body language is lacking; inappropriate.

**Postcard**

Distinguished (16-20)	Proficient (11-15)	Apprentice (6-10)	Novice (1-5)
<input type="checkbox"/> Design was unique and interesting. <input type="checkbox"/> Used more than five original artifacts.	<input type="checkbox"/> Design was original. <input type="checkbox"/> Used three to five original artifacts. <input type="checkbox"/> Used the same	<input type="checkbox"/> Made a few changes to background or layout. <input type="checkbox"/> Used one or two original artifacts.	<input type="checkbox"/> Used only design templates. <input type="checkbox"/> Artifacts were not original <input type="checkbox"/> Did not use backgrounds.



<input type="checkbox"/> Used the same colorful background for the entire project. <input type="checkbox"/> Graphics made ideas in the project easy to understand. <input type="checkbox"/> Writing had quality details which were interesting and supported the main idea.	background for the entire project. <input type="checkbox"/> Used graphics that match the topic. <input type="checkbox"/> Writing had many details that supported the main idea.	<input type="checkbox"/> Used too many different backgrounds. <input type="checkbox"/> One or two graphics did not match the topic. <input type="checkbox"/> Writing had few details that supported the main idea.	<input type="checkbox"/> Graphics did not match the topic. <input type="checkbox"/> Writing had no details.
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Debate

	Levels of Performance			
Criteria	Poor 1	Fair 2	Good 3	Excellent 4
<b>1. Organization and Clarity:</b>  Viewpoints and responses are outlined both clearly and orderly.	Unclear in most parts, arguments not tied well to an idea.	All arguments were clearly ties to an idea but the organization was sometimes not clear or logical	Most arguments were clearly tied to an idea and organized in a tight, logical fashion.	All arguments were clearly tied to an idea and organized in a tight, logical fashion.
<b>2. Use of Arguments:</b>  Reasons are given to support viewpoint.	Few or no relevant reasons given	Some relevant reasons given	Most reasons given: most relevant	Most relevant reasons given in support
<b>3. Use of Examples and Facts:</b>  Examples and facts are given to support reasons.	Some points were supported well, others were not.	Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable.	Every major point was adequately supported with relevant facts, statistics and/or examples.	Every major point was well supported with several relevant facts, statistics and/or examples.

<b>4. Use of Rebuttal:</b>  Arguments made are created to deal with first viewpoint effectively.	No effective counter-arguments made	Few effective counter-arguments made	Some effective counter-arguments made	Many effective counter-arguments made
<b>5. Relevance to Unit</b>	Barely makes a connection to the unit. Touches on one point from the unit.	The connection is weak, but there are parts of the book that are connected.	There is a connection to the unit. Connects with book material.	Strong connection to the unit, that goes above material in the book/classroom.

Total \_\_\_\_\_ x 5 = \_\_\_\_\_

### Case Analysis

Criteria	1	2	3
<b>1. Identification of Issues</b>	Failed to identify all major ethical, factual and conceptual issues.	Identified most but not all of the major issues.	Identified all major issues and stakeholders and the relation to technology.
<b>2. Identification of Options</b>	Failed to identify all of the relevant and practical options.	Identified most of the relevant practical options, but overlooked some related conceptual problems and issues.	Correctly identified all of the relevant practical options and all of the related conceptual problems and issues.
<b>3. Construction of Ethical Arguments</b>	Failed to apply moral standards and principles correctly.	Applied some moral standards and principles correctly, but overlooked others that are also relevant or misapplied some ethical principles.	Correctly applied all of the relevant moral standards and ethical principles that are relevant to the case.
<b>4. Evaluation of Arguments</b>	Failed to provide weightings of various ethical arguments and reasons.	Provided some evaluation of reasons and arguments, but overlooked important factual or logical errors in some reasons.	Provided appropriate and defensible evaluations for all relevant arguments noting wherever necessary factual assumptions, logical errors, or conceptual confusions.
<b>5. Ethical Decision</b>	Decision reached is not justified by the arguments and reasons used.	Decision reached is justified by ethical arguments and reasons, but failed to identify and respond to	Decisions reached is justified by arguments and reasons used and care is taken in responding to

		reasonable arguments.	ethical	counter-	reasonable counter-arguments.
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Schedule of Examination:

Midterm	-
Final Term	-
Classes End	-

References:

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15. Rawls, John. "A Theory of Justice." In *Reason at Work: Introductory Readings in Philosophy*, edited by Steven M. Cahn and George Sher. 262-76. Fort Worth, TX: Harcourt Brace College Publishers, 1996.

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**Prepared by:**

**EDRALIN DAYATAN-MESIAS, PHD**  
Instructor

**Reviewed by:**

**MARK JOVIC A. DADAY, DIT**  
BSIS, Program Chair

**Approved by:**

**BENEDICT A. RABUT, DIT**  
Dean, College of Computer Studies