



POLYTECHNIC UNIVERSITY OF THE PHILIPPINES  
PARANAQUE CAMPUS

**Summative Assessment for Midterm Requirement**  
**1st Semester SY 2022-2023**  
**ETHICS**

Name: CORTEZ, REYNALDO JR. B.  
Prepared by Prof. HERMENEGILDO C. CENIZA

Score: \_\_\_\_\_  
Date: 12/17/2022

**ESSAY TYPE (100 Points)**

**INSTRUCTION:** Kindly write your synthesized ideas in a form of a reflection as your answers to the given 3 questions below. Your critical and creative ideas, should be coherent, legally and morally sound (English or Taglish version). Please answer all given questions in order to avoid deduction. Every idea counts so maximize your answers.

**LEARNING OUTCOMES:** Critical and creative synthesis of the general ethics- human acts and the wisdom to know what is right and wrong. The special ethics applied to Rizal's education and romance with excellent performance

**KNOWLEDGE:** *General comprehension and awareness of the nature and extend of general and applied ethics.*

1. You are right to follow your head or your heart in making decision to love. It is therefore a question of freedom. Remember the Thomistic ethical approach of education: Motivation-deliberation-decision and action- applied to Rizal's education and romance. His motivation why he chose with deliberation to take ophthalmology was LOVE for his mother and which was finally elevated to the highest level- LOVE for the motherland. Rizal believed in the mission of education which should be to elevate the country to the highest seat of glory and to develop the people's mentality. **Write here your capsulized final stance in falling in love and justify your stance in 100-150 words (30 points)**\_\_\_\_\_

**SKILLS:** *Personal intellectual capability to discuss, analyze, synthesize and share the nature and extend of general and applied ethics with focus on the issue of divorce as discussed by the group reporter*

**ANSWER:** A lot of factors, including a person's personality, upbringing, past experiences, and cultural influences, can have an impact on how difficult and individualized the process of falling in love is. There isn't a single, universal "ultimate viewpoint" on falling in love. Some people might believe that falling in love is a happy, natural process that brings happiness and contentment. Some people could view dating as a riskier or more complicated activity and approach relationships with caution or mistrust. Your unique experiences and perspectives will ultimately shape how you feel about falling in love. Being receptive to the possibility of falling in love is essential.

**2. Write here your ideas and reflection on the most ethical way of falling in love The IQ, EQ and SQ of love that should be until death do as part not until divorce do us part in 100-150 words (30 Points).** \_\_\_\_\_

**ANSWER:** Our ability to use knowledge and solve issues is measured by our IQ. EQ examines our capacity to understand and evaluate our own emotions in relation to those of others. Our capacity and ability to understand our needs, goals, and identities are measured by SQ. We distinguish ourselves from other living forms by the combination and application of these three. Utilizing these three is crucial when someone is in love. There will be times when you must work together to solve issues, comprehend one another's emotions, and acknowledge one another's wants and objectives.

It's been said that to love someone is to wish them well. Additionally, it was stated that everyone should accept the complementarity and diversity in the physical, moral, and spiritual aspects of marriage. If a couple is truly in love, they wish each other well. A marriage that wouldn't even consider divorce is the outcome of the partners' complementarity on a physical, moral, and spiritual level as well as their persistent love for one another.

**VALUES:** *Personal capacity to reflect, understand, internalize and apply in a form of resolutions, the most important lessons/positive values that you have learned from this subject. Course Intended Learning Outcomes (CILO). Remember the La Sallian method of education: "Teaching minds, touching hearts and transforming lives of the students. Write here your synthesized answer in 100-150 words (40 points).*\_\_\_\_\_

**ANSWER:** Strong mental and emotional health might influence one's way of life in general. But how do we become "strong in heart" and "strong in mind"? We must first accept. The first step is acceptance; we should accept and love who and what we are. Motivation comes next. We must inspire ourselves to persevere no matter how challenging things become. then you should have faith in the process. We don't become better people over night. Therefore, we should be consistent, patient, and goal-focused. But in addition to those steps, there is one more that ought to come before them all: doing it for God. Because without God living inside of you to lead and guard your progress, you cannot change.

**A. RUBRIC:**

| Rubric for Essay Type of Examination  |   |   |  |  |
|---|---|---|--|--|
| CRITERIA / SCALE  | Excellent<br>Exceeds<br>Expectations  | Good<br>Meets<br>Expectations   | Poor<br>Needs<br>Improvement   | Very Poor<br>Inadequate  |
| <b>Structure (40%)</b> <ul style="list-style-type: none"> <li>Organization</li> <li>Flow of thought</li> <li>Transitions</li> <li>Format</li> <li>Doctrine &amp; Moral</li> </ul> | <ul style="list-style-type: none"> <li>Paper is logically organized</li> <li>Easy to follow</li> <li>Effective, smooth, and logical transitions</li> <li>Professional format</li> <li>Coherent morally and legally sound</li> </ul> | <ul style="list-style-type: none"> <li>Paper has a clear organizational structure with some digressions, ambiguities or irrelevances</li> <li>Not so easy to follow</li> <li>Structured format</li> <li>Lack coherence but morally and legally sound</li> </ul> | <ul style="list-style-type: none"> <li>There is some level of organization though digressions, ambiguities, irrelevances are too many</li> <li>Difficult to follow</li> <li>Ineffective transitions</li> <li>Lack of coherence, moral and legal soundness</li> </ul> | <ul style="list-style-type: none"> <li>There is no apparent organization to the paper.</li> <li>Difficult to follow</li> <li>Poor transitions</li> <li>No format</li> <li>Nothing of essence, legal and moral</li> </ul> |
| <b>Grammar/mechanics (15%)</b> <ul style="list-style-type: none"> <li>sentence structure</li> <li>punctuation/mechanics</li> </ul>  | <ul style="list-style-type: none"> <li>Manipulates complex sentences for effect/impact</li> <li>No punctuation or mechanical errors</li> </ul>  | <ul style="list-style-type: none"> <li>Uses complex sentences</li> <li>Few punctuation or mechanical errors</li> </ul>  | <ul style="list-style-type: none"> <li>Uses compound sentences</li> <li>Too many punctuation and/or mechanical errors</li> </ul>   | <ul style="list-style-type: none"> <li>Uses simple sentences</li> <li>Too many mechanical errors</li> </ul>  |

|   |   |  |  |   |
|---|---|--|--|---|
| <b>Language (15%)</b> <ul style="list-style-type: none"> <li>• Vocabulary; use of vocabulary</li> <li>• Tone</li> </ul>   | <ul style="list-style-type: none"> <li>• Vocabulary is sophisticated and correct as are sentences which vary in structure and length</li> <li>• Uses and manipulate subject specific vocabulary effectively</li> <li>• Writer's tone is clear, consistent and appropriate for intended readers or audience</li> </ul> | <ul style="list-style-type: none"> <li>• Vocabulary is varied,</li> <li>• specific and appropriate</li> <li>• Frequently uses subject specific vocabulary correctly</li> <li>• Writer's tone emerges and is generally appropriate to readers or audience</li> </ul>                | <ul style="list-style-type: none"> <li>• Vocabulary used is not proper in the sentences</li> <li>• Incorrect use of specific vocabulary</li> <li>• Writer's tone exhibits some level of insensitivity to the readers or audience</li> </ul>  | <ul style="list-style-type: none"> <li>• Vocabulary is unsophisticated, not used properly in all simple sentences</li> <li>• Uses vocabulary too sparingly</li> </ul>   |
| <b>Content/information (30%)</b> <ul style="list-style-type: none"> <li>• Clarity of purpose</li> <li>• Critical and original thought</li> <li>• Use of examples</li> </ul> | <ul style="list-style-type: none"> <li>• Central idea is well developed and clarity purpose is exhibited</li> <li>• throughout the paper</li> <li>• Abundance of evidence of critical, careful thought and analysis</li> <li>• Evidence and examples are vivid and specific, with focus and direction</li> </ul>      | <ul style="list-style-type: none"> <li>• Central idea and clarity purpose are generally evident throughout the essay</li> <li>• Evidence of critical, careful thought and analysis and/or insight</li> <li>• There are good, relevant supporting examples and evidences</li> </ul> | <ul style="list-style-type: none"> <li>• The central idea is expressed though it may be vague or too broad; Some sense of purpose is not noticeable</li> <li>• Only few of evidence of critical careful thought and analysis and/or insight</li> <li>• There are few general examples and evidences</li> </ul> | <ul style="list-style-type: none"> <li>• Central idea and clarity purpose are absent or incompletely expressed and maintained</li> <li>• Little or no evidence of critical, careful thought analysis and/or insight</li> <li>• There are too few, no examples and evidence or they are mostly irrelevant</li> </ul> |

**TABLE OF SPECIFICATIONS**  
**SUMMATIVE ASSESSMENT FOR FINAL REQUIREMENT**  
**ETHICS**

| <b>Content Outline</b>  | <b>KNOWLEDGE/COMPREHENSION</b> | <b>SKILLS/ANALYSIS</b> | <b>APPLICATION/EVALUATION</b> | <b>Total</b> | <b>Percentage</b> |
|---|--------------------------------|------------------------|-------------------------------|--------------|-------------------|
| General and special ethics as applied in the education and romance of Rizal | 30                             | 30                     | 40                            | 100          | 100.00            |
| <b>Total</b>  | 30                             | 30                     | 40                            | 100          | 100               |
| <b>Percentage</b>   | 30.00                          | 30.00                  | 40.00                         | 100          | 100               |
| Submitted by  |                                |                        |                               |              |                   |
| Prof.<br>Hermenegildo C. Ceniza   |                                |                        |                               |              |                   |
| Faculty   |                                |                        |                               |              |                   |