

COLLEGE MODULE



**Wesleyan College of Manila**  
1706 Leveriza St Pasay City Tel 3104131 to 35/6526932  
PACUCOA LEVEL II

**Vision**

*The vision of Wesleyan College of Manila is to seek “the unity of piety and learning” in human formation*

**Mission**

*The college emphasizes academic excellence, forms Christian character and motivates commitment for responsible citizenship and nation-building for the community of nations*

**Core Values**

*Love Integrity Faith Excellence*

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**COLLEGE OF BUSINESS ADMINISTRATION**

**PROGRAM SPECIFICATIONS**

**I. Program Description**

**1.1 Degree Name**

**1.1.1 Bachelor of Science in Business Administration Major in Human Resource Management**

The Human Resource Development Program aims to prepare the graduate for a career in the field of Human Resource Management in various corporations whether in the manufacturing, marketing and service sectors, or in the different types of industries such as pharmaceutical, semi-conductor, food and beverage, banking industries and other types of organization.

Built into the program is the normal evaluation of Human Resources (HR) profession on the various stages of development of an enterprise. At the infancy stage of a company, the HR organization is limited to perform the traditional functions in personnel management. As it grows, HR gets involved in the administrative processes to ensure that policies, systems and procedures are in place to have consistency and order in handling and managing people. Thereafter, HR assists line managers in the acquisition and development of skills and competencies of employees before it engages in the 3 more strategic directions of making its employees more competitive in the business environment given global competition.

**1.1.2 Bachelor of Science in Business Administration Major in Marketing Management (MM)**

The Marketing Management program prepares the students to be responsive to the total environment by providing technical skills and competencies in the areas of marketing. Theory is blended with practicum activities to give the students a broad and enriched base for career in marketing.

**1.1.3 Bachelor of Science in Business Administration Major in Financial Management(FM)**

The Financial Management program aims to equip the students to with a strong foundation on theory, principles and concepts, as well as analytical tools and perspectives that would provide a sound and competitive basis for financial decision making.

The program requires high levels of dynamism and commitment from the students. The students will work in depth in each course through proper balancing of finance theory and research literature with the practical aspects of financial management.

The program aims to produce graduates for careers in financial department of general businesses, investment banking firms, broker-dealer firms, management consulting firms, various departments of commercial banks and other financial institutions, central banks and international financial institutions.

**1.2 Program Goals**

1.3.1 Display innovative skills, competence and excellence in performing management functions beneficial to one’s affiliated organization/institution.

1.3.2 Demonstrate sound decision-making constructed through critical thinking and situational analysis using accepted management concepts as basis and responsive to the benefit of the affiliated organization/institution.



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- 1.3.3 Living out together with colleagues in practicing his/her profession with integrity and excellence in professional performance as responsible citizens of the nation.
- 1.3.4 Maintain and uphold moral responsiveness through the alignment of formed Christian character and faith in God.
- 1.3.5 Practice responsible stewardship through actively supporting programs that articulate one's care for environment and its inhabitants, fellow human beings and love for all peoples and nations.
- 1.3.6 Make the importance of uniting piety and learning bear upon the formation of responsible citizens for the world and upon the management of change for the better.

**1.3 Specific professions/career occupations for graduates**

**1.3.1 Entry-level jobs for Human Resource Management specialization**

People Management  
Management Trainee in Human Resource  
Office Assistant  
Administrative Assistant Human Resource Assistant  
Executive Assistant  
Entrepreneur  
Recruitment Assistant  
Compensation Assistant  
Benefits Assistant  
Training and Development

**1.3.2 Entry-level jobs for Marketing Management specialization**

Marketing Management  
Management Trainee in Marketing  
Marketing Assistant  
Account Executive  
Merchandising  
PR/ Advertising Assistant  
Service Crew Customer  
Service Agent/ Representative  
Junior Sales Trainer  
Receptionist  
Entrepreneur  
Product/Brand/Assistant  
Order/Billing Assistant

**1.3.3 Entry-level jobs for Financial Management specialization**

Financial Management  
Management Trainee in Finance  
Financial Management  
Management Trainee in Finance  
Credit and Collection Assistant  
Credit Analyst  
Treasury Assistant  
Entrepreneur  
Order/Cashier  
Trader/Stock  
Financial Analyst

**1.3.4 Allied Fields**

Business Administration is functionally closely related to the fields of entrepreneurship, management, marketing, operations, human resources management, finance, economics,



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agribusiness, industrial psychology, hotel and restaurant management, office administration, and all programs that involve business and management processes.

**II. Curriculum**

The curriculum of Business Administration covers a balance treatment of different functional majors of Human Resource, Operations, and Marketing and Financial subjects aimed to produce students that are well rounded in these different areas.

**III. Curriculum Delivery**

1. Lecture - Presentation segments with embedded interactive experiences such as question and answer sessions.
2. Demonstration - Faculty members show how a skill should be performed after which students are observed as they perform a learning outcome.
3. Discussion - Formal or informal interaction on selected topics, usually primed by leading and/or open-ended questions. a. Class discussion: The faculty member serves as facilitator, prompting and probing to ensure the discussion remains focused and objectives are met. b. Discussion Panel: Students or experts focus on one issue and varying views or aspects are raised.
4. Collaborative Learning - Students work in small groups to complete a specific task or to work together over time to complete various assignments. The most productive collaborations involve a fair division of labor and relevant and complex projects that cannot be completed by an individual alone. Interdependence is required.
5. Literature Review - Students read and reflect on articles in the professional journals in order to become familiar with the current research.
6. Student Presentations - Research shows peer teaching is an active learning strategy that results in significant gains in learning. Students practice professional roles and improve communication skills.
7. Case Study /Discussion Method - An open ended story or case study provides a vehicle for analysis, criticism, and reaching conclusions.
8. Multimedia Instruction - Integrating varying formats such as lecture, text, graphics, audio, video, Web resources, projection devices, and interactive devices in a lesson. Increases motivation, alertness, and can improve the quality of student responses. Simultaneous presentation using multiple formats allows students to learn using multiple senses.
9. Problem Solving - Problems common to a discipline are integrated in scenarios to allow students to strengthen creative and critical thinking. Problem solving is the most independent of learning methods that empowers the students to initiate their own learning. The learner sequences action steps that will lead to the correct solutions. The teacher therefore must assume the role of the facilitator, and be prepared to provide students with feedback rather than solutions
10. Role-Playing - Each student takes the role of a person affected by an issue and studies the impacts of the issues on human life and/or the effects of human activities on the world around us from the perspective of that person. More rarely, students take on the roles of some phenomena, such as part of an ecosystem, to demonstrate the lesson in an interesting and immediate manner. The instructor needs to decide the context for the exercise and the role(s) that the students will play. If the students are taking human roles, the context is generally a specific problem such as global warming or dealing with an active volcano.



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11. Graphic Organizers - Clarify relationships with diagrams or graphs. Clarify processes with flow charts. Implementation Suggestions: a. useful as part of lectures b. useful as a student assignment to verify their understanding of complex learning.

12. Immersion Environments - Students are placed within a setting or situation in which they exclude all else from their experiences. If they are immersed in a language, they speak, hear, write, and read only that language. If they are immersed in a work setting and assigned a role there, they become that role and their communications and actions comply with that role.

13. Portfolio - Collecting, organizing, reflecting upon and publishing a variety of student work including papers, presentations, videos, and images.

14. Google Classroom – Online classroom where students are given notes, handouts and activities to be passed online.

15. Web Based Applications – Uses of web based applications such as Market Watch, Bookkeeping , Survey Monkey, TQM for mobile and computer devices.



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**Bachelor of Science in Business Administration**  
**MAJOR IN HUMAN RESOURCE MANAGEMENT/ (HRDM)**  
**For K12 GRADUATES**

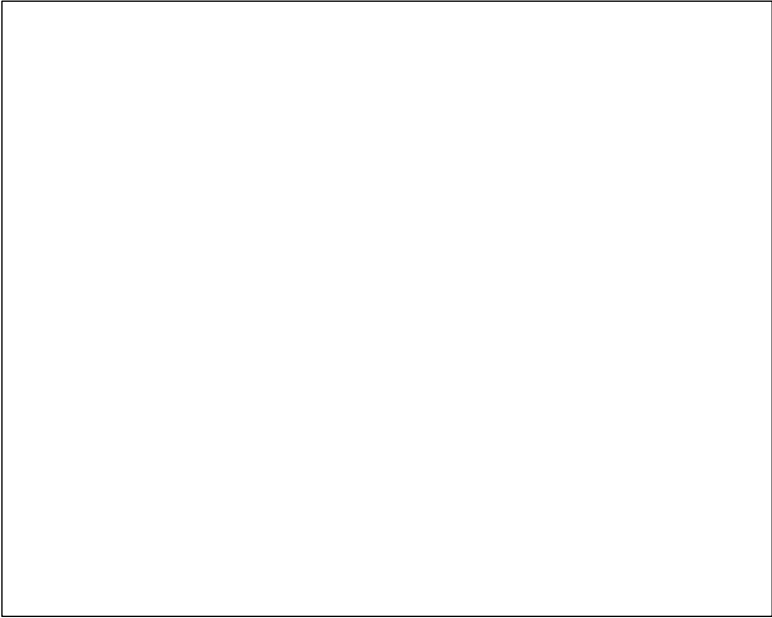
CODE		1 <sup>ST</sup> Year	PRE REQUISITE	UNITS	RATING
		FIRST SEMESTER			
GE1		Understanding the Self		3	
GE2		Readings in the Philippine History		3	
GE3		The Contemporary World		3	
GE4		Mathematics in the Modern World		3	
FILI		Panitikan I ( Mga Piling Tula ng Pilipino )		3	
CE1		Culture and Scripture		2	
BBC1		Elementary Accounting		3	
PE1		Health Education		2	
NSTP1		CWTS		3	
			TOTAL	25	
		SECOND SEMESTER	PRE REQUISITE	UNITS	RATING
GE5		Purposive Communication		3	
GE6		Art Appreciation		3	
GE7		Science, Technology and Society		3	
GE8		Ethics		3	
LD1		Leadership 1		2	
BBC2		Computer in Business	BBC 1	3	
PE2		Individual Sports	PE 1	2	
NSTP2		CWTS II	NSTP 1	3	
			TOTAL	22	
		2 <sup>ND</sup> Year			
		FIRST SEMESTER	PRE REQUISITE	UNITS	RATING
GE9		Rizal's Life and Work		3	
GE10		Mathematics, Science and Technology		3	
GE11		Social Science and Philosophy		3	
GE12		Arts and Humanities		3	
FIL2		Panitikan II ( Mga Piling Babasahing Pilipino )	FIL I	3	
CE2		Christian Perspective	CE1	2	
ELEC 1		Language Elective - Mandarin		3	
PE3		Dual Sports	PE 1	2	
			TOTAL	22	
		SECOND SEMESTER	PRE REQUISITE	UNITS	RATING
BAC1		Basic Microeconomics		3	
BAC2		Business Law		3	
BAC3		Business Taxation		3	
HRM1		Administrative and Office Management		3	
LD2		Leadership 2	LD1	2	
ELEC 2		Language Elective - Mandarin 2	ELEC 2	3	
PE4		Team Sports	PE 1	2	
			TOTAL	19	



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3 <sup>rd</sup> Year				
FIRST SEMESTER		PRE REQUISITE	UNITS	RATING
CBMEC1	Operations Management		3	
BAC4	Good Governance and Social Responsibility		3	
BAC5	Human Resource Management		3	
BAC6	International Trade and Agreement		3	
CE3	Christian Values and Human Formation		2	
HRM2	Recruitment and Selection	HRM1	3	
HRM3	Training and Development	HRM1	3	
HRM4	Special Topics in Human Resource Management	HRM1	3	
		TOTAL	23	
SECOND SEMESTER		PRE REQUISITE	UNITS	RATING
ELEC 3	Entrepreneurship		3	
BAC7	Business Research		3	
BAC8	Feasibility Study		3	
HRM5	Labor Law and Negotiations	HRM4	3	
LD3	Leadership 3	LD2	2	
ELEC 4	Data Mining in Business	CBMEC1	3	
ELEC 5	ASEAN Culture		3	
HRM6	Labor Law and Legislation	HRM4	3	
		TOTAL	23	
4 <sup>th</sup> Year				
FIRST SEMESTER		PRE REQUISITE	UNITS	RATING
HRM7	Compensation Administration		3	
HRM8	Organizational Development		3	
RW1	Lecture Thesis		3	
LD4	Leadership 4		2	
CBMEC2	Strategic Management	CBMEC1 and HRM6	3	
OJT 1	Mini Practicum		3	
		TOTAL	17	
CODE	SUBJECT		UNITS	RATING
OJT 2	Practicum	HRM 8	6	
RW2	Thesis Writing and Oral Defense	RW1	5	
		TOTAL	11	

SUBJECTS	UNITS
GENERAL ELECTIVE	36
FILIPINO AT PANITIKAN	6
PHYSICAL EDUCATION	8
NSTP	6
BAC	24
CBMAC	6
ELECTIVES	9
MAJORS	24
CHRISTIAN EDUCATION	6
LEADERSHIP	8
LANGUAGE ELECTIVE	6
RESEARCH	8
PRACTICUM	9
BUSINESS BASIC COURSE	6
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**PACUCOA LEVEL II**

COURSE INFORMATION							
Course Code	GE1	Course Title	Understanding the Self	Prerequisites		Credit Units	3
INSTRUCTOR'S INFORMATION							
Name of Instructor				Consultation Hours			
Email Address				Contact No			
COURSE DESCRIPTION							
<p>The course deals with the nature of identity, as well as the factors and forces that affect the development and maintenance of personal identity</p> <p>The directive to Know Oneself has inspired countless and varied ways to comply. Among the questions that everyone has had to grapple with at one time or other is "Who am I?" At no other period is this question asked more urgently than in adolescence— traditionally believed to be a time of vulnerability and great possibilities. Issues of self and identity are among the most critical for the young</p> <p>This course is intended to facilitate the exploration of the issues and concerns regarding self and identity to arrive at a better understanding of one's self. It strives to meet this goal by stressing the integration of the personal with the academic—contextualizing matters discussed in the classroom and in the everyday experiences of students—making for better learning, generating a new appreciation for the learning process, and developing a more critical and reflective attitude while enabling them to manage and improve their selves to attain a better quality of life.</p> <p>The course is divided into three major parts: The first part seeks to understand the construct of the self from various disciplinary perspectives: philosophy, sociology, anthropology, and psychology—as well as the more traditional division between the East and</p> <p>West—each seeking to provide answers to the difficult but essential question of "What is the self?" And raising, among others, the question: "Is there even such a construct as the self?"</p> <p>The second part explores some of the various aspects that make up the self, such as the biological and material up to and including the more recent Digital Self. The third and final part identifies three areas of concern for young students: learning, goal setting, and managing stress. It also provides for the more practical application of the concepts discussed in this course and enables them the hands-on experience of developing self-help plans for self-regulated learning, goal setting, and self-care.</p>							
COURSE OUTCOME							
<p>At the end of the course, the students will be able to.</p> <p><b>The Self from Various Perspectives</b></p> <ol style="list-style-type: none"> <li>1. Discuss the different representations and conceptualizations of the self from various disciplinary perspectives</li> <li>2. Compare and contrast how the self has been represented across different disciplines and perspectives</li> <li>3. Examine the different influences, factors, and forces that shape the self</li> <li>4. Demonstrate critical and reflective thought in analyzing the development of one's self and identity by developing a theory of the self</li> </ol> <p><b>Unpacking The Self</b></p>							





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5. Explore the different aspects of self and identity
6. Demonstrate critical, reflective thought in integrating the various aspects of self and identity
7. Identify the different forces and institutions that impact the development of various aspects of self and identity
8. Examine one's self against the different aspects of self-discussed in class

**Managing and Caring for The Self**

9. Understand the theoretical underpinnings for how to manage and care for different aspects of the self
10. Acquire and hone new skills and 'earnings for better managing of one's self and behaviors 1 1 Apply these new skills to one's self and functioning for a better quality of life.

WEEK	TOPIC	OBJECTIVES	WCM CORE LIFE VALUES	STUDENT LEARNING OUTCOME	STRATEGY REFERENCES
1	<b>The Self From Various Perspectives</b> <b>a. Philosophy</b> <ul style="list-style-type: none"><li>Socrates, Plato and Augustine to Descartes, Locke, Hume, Kant, Freud, R le, Church land and Merleau-Ponty all try to answer the question Who are you?</li></ul> <b>b. Sociology</b> <ul style="list-style-type: none"><li>The self as a product of modern society among other constructions</li><li>Mead and the social self</li></ul> <b>c. Anthropology</b> <ul style="list-style-type: none"><li>The Self and person in contemporary anthropology</li><li>The self-embedded in culture</li></ul> <b>d. Psychology</b> <ul style="list-style-type: none"><li>The Self as a Cognitive Construction: William James and the Me-Self; I-Self Global vs differentiated models Real and Ideal self-concepts</li></ul>	<ol style="list-style-type: none"><li>Discuss the different representations and conceptualizations of the self from various disciplinary perspectives</li><li>Examine the different influences, factors and forces that shape the self</li><li>Compare and contrast how the self has been represented across the different disciplines and perspectives</li><li>Demonstrate critical and reflective thought in analyzing the development of one's self and identity by developing a theory of the self</li></ol>	<ol style="list-style-type: none"><li>Develop love for oneself.</li><li>Appreciate and get to know more about oneself</li><li>Develop interest and love towards the course.</li></ol>	<ol style="list-style-type: none"><li>The students can make a Group write-up of quickie survey results</li><li>The students can create an essay: "How do I understand myself? What led up to this self?"</li><li>The group will be given a point for their group presentation</li><li>The students can make a journal entitled "Three things I learned about myself from this topic"</li></ol>	<ul style="list-style-type: none"><li>Lecture</li><li>Group discussions centering on similarities/differences of self-representations and conceptualizations and the various identified influences</li><li>Class project (quickie survey): How is self-understood?</li><li>Class discussions and processing of survey results once data have been written up (see assessment)</li><li>Group Discussion: How is my self-shaped and influenced by culture? (May be discussed at either or</li></ul>



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	<ul style="list-style-type: none"><li>- Multiple vs Unified selves</li><li>- True vs False selves</li><li>- The Self as Proactive and Agentic</li></ul> <p><b>e. The Self in Western and Oriental/Eastern Thought</b></p> <ul style="list-style-type: none"><li>• Individualistic vs Collective self</li><li>• The Social Construction of the Self in Western thought</li><li>• The Self as embedded in relationships and through spiritual development in Confucian thought</li></ul>				both the regional/ national levels)
2	<p><b>Unpacking The Self</b></p> <p><b>a. THE PHYSICAL SELF:</b> The self as impacted by the body</p> <ul style="list-style-type: none"><li>• The impact of culture on body image and self Esteem: The importance of beauty</li></ul> <p><b>b. SEXUAL SELF</b></p> <ul style="list-style-type: none"><li>• Development of Secondary sex characteristics and the human reproductive system</li><li>• Discussing the Erogenous Zones</li><li>• Understanding the Human sexual response</li><li>• The basic biology of sexual behavior</li><li>• Understanding the Chemistry of lust, love and attachment</li><li>• The</li></ul>	<p><b>1.</b> Explore the different aspects of self and identity</p> <p><b>2.</b> Demonstrate critical, reflective thought in integrating the various aspects of self and identity</p> <p><b>3.</b> Identify the different forces and institutions that impact the development of various aspects of self and identity</p> <p><b>4.</b> Examine one's self against the different aspects of self-discussed in class</p>	<p><b>1.</b> Recognize the importance of knowing oneself</p> <p><b>2.</b> Inculcate deeper understanding towards the topic</p> <p><b>3.</b> Show excellence during class discussion/ interaction and reporting</p>	<p><b>1.</b> The students can make an Individual construction of the personal self-illustrating how the different aspects are situated relative to one another and the importance of each relative to the other.</p> <p><b>2.</b> The students can write an essay about “Me and my Favorite Things”</p> <p><b>3.</b> The students can conduct an interview of Informant/s regarding most common rituals in locale, description, and the functions they serve</p> <p><b>4.</b> The students can make a</p>	<ul style="list-style-type: none"><li>• Lecture</li><li>• Group discussion and presentation: Who is beautiful? Cultural conceptions and standards of beauty of face and body (If time permits, this may also be given as a quickie class survey)</li><li>• Class may bring pictures of who is beautiful to begin discussion</li><li>• Psychological Tests Self-esteem scale</li></ul>



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	<p>Psychological aspect:</p> <ul style="list-style-type: none"><li>• What turns people on: the phases of sexual response</li><li>• The diversity of sexual behavior: solitary, heterosexual, homosexual and bisexual, transsexual</li><li>• Sexually transmitted diseases (STIs)</li><li>• Methods of Contraception (natural and artificial)</li></ul> <p><b>c. THE MATERIAUECONOMIC SELF</b></p> <ul style="list-style-type: none"><li>• I shop, therefore I Am: I have, therefore I am?</li><li>• Shaping the way, we see ourselves: The role of consumer culture on our sense of self and identity</li></ul> <p><b>d. THE SPIRITUAL SELF:</b> The practice of religion: belief in supernatural being and owner</p> <ul style="list-style-type: none"><li>• The concept of "dungan" - spirit or soul</li><li>• Rituals and ceremonies: - The function of rituals</li><li>• Rituals and ceremonies</li><li>• Religion, Magic and Witchcraft</li><li>• Finding and creating meaning - Three ways of discovering meaning in life</li></ul> <p><b>e. THE POLITICAL SELF</b></p> <ul style="list-style-type: none"><li>• Developing a Filipino Identity:</li></ul>			<p>personal Essay: Reflections of Frnakl’s ways of discovering meaning</p>	<ul style="list-style-type: none"><li>• Body esteem scale</li><li>• What do men and women find attractive: A class discussion</li><li>• Ask the Doctors: Is it true? Surfacing common beliefs and misconceptions regarding the body, sex, and sexuality</li><li>• What does he want? (according to him/according to her). What does she want? (according to her/according to him): Comparing expectations</li><li>• Usap tayo: A Discussion on Love, Sex, Relationships , and Family</li><li>• Lecture</li><li>• Class/group discussion on the role of mass media in shaping purchase behaviors: What makes an ad effective or ineffective? What affects my purchase behavior?</li><li>• Class discussion: Listing of beliefs in</li></ul>
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	<p>Values, Traits, Community and Institutional factors</p> <ul style="list-style-type: none"><li>Establishing a democratic culture</li></ul> <p><b>f. THE DIGITAL SELF: Self and other in cyberspace</b></p> <ul style="list-style-type: none"><li>I, me, myself and my user ID online identity</li><li>Selective self-presentation and impression management</li><li>Impact of online Interactions on the self</li><li>Boundaries of the self-online: private vs public; personal/ individual vs social identity online; gender and sexuality online</li></ul>				<p>spirits and the supernatural prevalent in the area</p> <ul style="list-style-type: none"><li>Lecture</li><li>Group discussion: Who is the Filipino? What makes a Filipino?</li><li>A Game: You know you're Filipino if/when. (Inspired by the book of the same title)</li><li>Lecture</li><li>Group discussion/sharing: My FB experiences</li><li>Quickie Survey: Who goes online and why?</li></ul>
3	<p><b>Managing and Caring for the Self</b></p> <p><b>a. Learning to be a better student</b></p> <ul style="list-style-type: none"><li>What happens during learning? Brain and behavior changes?</li><li>Metacognition and study strategies</li><li>Managing your own learning: Self-regulated learning</li></ul> <p><b>b. Setting goals for Success</b></p> <p>The importance of goals</p> <ul style="list-style-type: none"><li>Bandura's Self-efficacy, Dweck's Mindset (growth vs fixed)</li><li>Locke's goal</li></ul>	<p><b>1.</b> Understand the theoretical underpinnings for how to manage and care for different aspects of the self</p> <p><b>2.</b> Acquire and hone new skills and learnings for better managing of one's self and behaviors</p> <p><b>3.</b> Apply these new skills to one's self and functioning for a better quality of life</p>	<p><b>1.</b> Develop more understanding towards managing and caring for the self.</p> <p><b>2.</b> Show honesty and truthfulness in Answering the Test your Mindset Instrument</p> <p><b>3.</b> Develop love in managing and caring for the self.</p>	<p><b>1.</b> The students can write a Feedback report on initial implementation. what happened, problems encountered, etc.</p> <p><b>2.</b> The students can create a Feedback report on initial implementation of goals</p>	<ul style="list-style-type: none"><li>Guided lecture and how-to demonstration: Examination of own study strategies and development of more effective study plans and strategies (self-regulated learning program)</li><li>Answering the Metacognition Awareness Inventory The Power of</li></ul>



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	<p>setting theory</p> <p><b>c. Taking charge of one's health</b></p> <ul style="list-style-type: none"><li>• Stressors and responses</li><li>• Sources of coping and strength</li><li>• Stress and Filipinos:</li><li>• The social and cultural dimensions of stress</li><li>• Taking care of the self: The need for self-care and compassion</li><li>• </li></ul>				<p>Habit at <a href="http://www.youtube.com/watch">http://www.youtube.com/watch</a></p> <ul style="list-style-type: none"><li>• Guided lecture and how-to demonstration: Examination of goals (short and long term) as well as plans for accomplishing these</li><li>• Clarifying goals and setting up a plan for the short term for the semester</li><li>• Answering the Test your Mindset Instrument at <a href="http://minds.etonline.com/testyourmindset/step1.php">http://minds.etonline.com/testyourmindset/step1.php</a></li><li>• Answering the Internal/External Motivation</li><li>• Scale and the Locus of Control Scale at <a href="http://www.psych.uncc.edu/paoolka/LocusofControl-intro.htm">http://www.psych.uncc.edu/paoolka/LocusofControl-intro.htm</a></li><li>• Guided lecture and how-to demonstration: Identifying personal</li></ul>
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					<div>stressors and usual coping</div> <div><div></div>Identifying effective and ineffective coping responses</div> <div><div></div>Developing a self-care plan</div>
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GRADING POLICY	COURSE REQUIREMENTS
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<table><tr><td>1. Midterm/Quizzes</td><td>20%</td></tr><tr><td>2. Finals</td><td>20%</td></tr><tr><td>Tests</td><td>40%</td></tr><tr><td>1. Attendance and Conduct</td><td>10%</td></tr><tr><td>2. Papers</td><td>10%</td></tr><tr><td>3. Reporting</td><td>10%</td></tr><tr><td>4. Participation</td><td>10%</td></tr><tr><td>Class Participation</td><td>40%</td></tr><tr><td>Final Output</td><td>20%</td></tr><tr><td>TOTAL</td><td>100%</td></tr></table>	1. Midterm/Quizzes	20%	2. Finals	20%	Tests	40%	1. Attendance and Conduct	10%	2. Papers	10%	3. Reporting	10%	4. Participation	10%	Class Participation	40%	Final Output	20%	TOTAL	100%	<div>1. Failing mark for absences incurring 20% or more time allotted.</div> <div>2. Late 30% of the time is considered as absent.</div> <div>3. Must be in proper uniform all the time.</div> <div>4. Speak in language required by the course.</div> <div>5. Submit all reports, presentation, papers on time.</div> <div>6. Pass major exams.</div> <div>7. Gadgets usage upon the digression of the instructor.</div> <div>8. Cheating and plagiarism in the work is sanctioned appropriately based from the WCM Student Manual.</div> <div>9. Must address the instructor courteously and respectfully.</div> <div>10. Must consult with the instructor regarding academic standing.</div>
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REFERENCES AND READINGS
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	<div><div></div>Bandura, A. (1999). Social Cognitive Theory of Personality. In Pervin and John (eds) Handbook of Personality Theory and Research. 2nd ed. Guilford Press 134 — 194. (For the topic, The Self from Various Perspectives - The Self in Western and Oriental/Eastern Thought)</div> <div><div></div>Belk (2013). Extended Self in a Digital World. Journal of Consumer Research. 40. 3. 477 — 500 (For the topic, Unpacking The Self - The Digital self)</div> <div><div></div>Chafee, J. (2013) Who are you? Consciousness, Identity and the Self. fn the Philosopher's Way: Thinking Critically about Profound Ideas. Pearson. 106 — 169. (For the topic, The Self from Various Perspectives - Philosophy)</div> <div><div></div>Csordas, T. (1999). Self and Person. In bode (ed). Psychological Anthropology. Praeger. 331 — 350 (For the topic, The Self from Various Perspectives - Anthropology)</div> <div><div></div>Demello, M. (2014). Beautiful Bodies. Pp 173 188. And Fat and Thin Bodies. 189 — 205. In Body Studies: An</div> <div><div></div>Introduction. Routledge (For the topic, Unpacking the Self - The Physical Self)</div> <div><div></div>Demetrio, Fernando &amp; Zialcita. (1991). The soul, 95-97, One is not enough. 99-101. The Soul Book. GCF Books. (For the topic, Unpacking the Self - The Spiritual Self)</div> <div><div></div>Diokno, MS (1997). Becoming a Filipino Citizen. In Perspectives on Citizenship and Democracy. UP Third World Studies Center. 17 — 38 (For the topic, Unpacking the Self The Political Self)</div> <div><div></div>Dittmer, H. The Individual Centered Approach: Material Possessions as Parts of the Extended Self. Pp. 41-64 and Possessions as Symbolic Expressions of Identity. Pp. 95-121 in The Social Psychology of Material Possessions: To Have is to Be? St. Martin's Press. (For the topic, Unpacking the Self - The Material/Economic Self)</div> <div><div></div>Doronilla, ML (1997). An Overview of Filipino Perspectives on Democracy and Citizenship. In Perspectives on</div> <div><div></div>Citizenship and Democracy. UP TWSC. 69 1 12 (For the topic,</div>
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	<p>Unpacking the Self - The Political Self)</p> <ul style="list-style-type: none"><li>• J. Duntosky, K.A. Rawson, E.J. Marsh, M.J. Nathan, &amp; D. T. Willingham. (2013). Improving Students' Learning with Effective Learning Techniques: Promising Directions from Cognitive and Educational Psychology. Psychological Science in the Public Interest, 14(1), 4-58. Doi:10.1177/1529100612453266 (For the topic, Managing and Caring for the Self) Ellison et. Al. (2006). Managing impressions online: Self presentation processes in the online dating environment. Journal of Computer Mediated Communication. 11. 415 — 441. Dot: 10.111/j.1083-6101.9006.00020x (For the topic, Unpacking the Self The Digital Self)</li><li>• Feldman, R. (2008) Understanding Psychology. 8th ed. McGraw Hill. Module 34: Understanding Human Sexual Response. 369-375; Module 35: Diversity of Sexual behavior. 379-385; Module 36: Sexual Difficulties. 389-391 (For the topic, Unpacking the Self - The Sexual Self)</li><li>• Fisher, H. (2004). Why We Love: The Nature and Chemistry of Romantic Love. Chapter 3: Chemistry of Love. 51-76,Chapter 4: Web of Love: Lust, Love and Attachment. 77-98. (For the topic, Unpacking the Self - The Sexual Self) Frankl, V. (1959) Man's Search for Meaning: An Introduction to Logotherapy. Especially Part 2: Basic Concepts of Logotherapy- 149-210. (For the topic, Unpacking the Self - The Spiritual Self)</li><li>• Geerü, C. (1973). The Impact of the Concept of Culture and the Concept of Man. 33 — 54 and Persont Time and Conduct in Bali. 360 — 411. In The Interpretation of Culture. Basic Books. (For the topic, The Self from Various Perspectives Anthropology)</li><li>• Gibbs et. Al. (2006). Self-Presentation in online personals: The role of anticipated future interactions, self-disclosures and perceived success in internet dating. Communications Research. 33.2.152-172. (For the topic, Unpacking the Self - The Digital self)</li><li>• Gonzales &amp; Hancock (2010). Mirror, Mirror on my FB Wall: Effects of Exposure to FB on self-esteem. Cyberpsychology,Behaviour and Social Networking. Doi: 10.1089/cyber.2009.0411 (For the topic, Unpacking The Self - The Digital Self)</li><li>• Harter, S (1996). Historical Roots of Contemporary Issues Involving the Self-Concept. In Bracken (ed) Handbook of Self Concept: Developmental, Social and Clinical Considerations. John Wiley &amp; Sons Inc. 1 — 37. (For the topic, The Self from Various Perspectives - Psychology)</li><li>• Haviland, et. al. (2007) Spirituality, Religion and the Supernatural. In the Essence of Anthropology. Thomson Wadsworth. 289-306. (For the topics Unpacking the Self - The Spiritual Self)</li><li>• Kawada, M. (1996). Bayad sa Dili Naton Kaipon: A Visayan Ritual of Offering to the Spirits. In Ushijima &amp; Zayas (eds). Binisaya Nga Kinabuhi (Visayan Life). Visayas Maritime Anthropological Studies. CSSP Publications. 213 — 240. (For the topic, Unpacking the Self - The Spiritual Self)</li><li>• Lanuza, G. (2004). The Constitution of the Self. In David, R. (ed) Nation, Self and Citizenship: An invitation to Philippine Sociology. Anvil Publishing. (For the topic, The Self from Various Perspectives - Sociology)</li><li>• Locke, E. (2002). Setting Goals for Life and Happiness. In Snyder &amp; Lopez (eds.) Handbook of Positive Psychology.</li><li>• Oxford University Press. 299 — 312. (For the topic, Managing and Caring for the Selt)</li><li>• Lague &amp; De Leon (2001). Textbook on Family Planning. Rex Printing. (For the topic, Unpacking the Self The Sexual self)</li><li>• Magos, A. The Ideological Context of Ma-aram Practice in Mariit. In The Enduring Ma-aram Tradition: An ethnography ofKinaray-a Village in Antique. New Day Publishers. 46-62. (For the topic, Unpacking the Self - The Spiritual Self)</li></ul>
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COURSE INFORMATION							
Course Code	GE2	Course Title	Reading in Philippine History	Prerequisites		Credit Units	3
INSTRUCTOR'S INFORMATION							
Name of Instructor				Consultation Hours			
Email Address				Contact No			
COURSE DESCRIPTION							
<p>The course analyzes Philippine history from multiple perspectives through the lens of selected primary sources coming from various disciplines and of different genres. Students are given opportunities to analyze the author's background and main arguments, compare different points of view, identify biases and examine the evidences presented in the document. The discussions will tackle traditional topics in history and other interdisciplinary themes that will deepen and broaden their understanding of Philippine political, economic, cultural, social, scientific and religious history. Priority is given to primary materials that could help students develop their analytical and communication skills. The end goal is to develop the historical and critical consciousness of the students so that they will become versatile, articulate, broadminded, morally upright and responsible citizenship.</p>							





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COURSE OUTCOME					
At the end of the course, students should be able to:					
<ol style="list-style-type: none"><li>1. Evaluate primary sources for their credibility, authenticity, and provenance</li><li>2. Analyze the context, content, and perspective of different kinds of primary sources</li><li>3. Determine the contribution of different kinds of primary sources in understanding Philippine history</li><li>4. Develop critical and analytical skills with exposure to primary sources</li><li>5. Demonstrate the ability to use primary sources to argue in favor or against a particular issue</li><li>6. Effectively communicate, using various techniques and genres, their historical analysis of a particular event or issue that could help others understand the chosen topic</li><li>7. Propose recommendations/solutions to present-day problems based on their understanding of root causes and their anticipation of future scenarios</li><li>8. Display the ability to work in a team and contribute to a group project</li><li>9. Manifest interest in local history and concern in promoting and preserving our country's national patrimony and cultural heritage</li></ol>					
WEEK	TOPIC	OBJECTIVES	WCM CORE LIFE VALUES	STUDENT LEARNING OUTCOME	STRATEGY REFERENCES
1-2	I - Meaning and relevance of history; distinction of primary and secondary sources; external and internal criticism, repositories of primary sources, and different kinds of primary sources.	1.Evaluate primary sources for their credibility, authenticity, and provenance	<ol style="list-style-type: none"><li>1. Shows love towards the Philippine history.</li><li>2. Practice truthfulness and sincerity in our own history.</li></ol>	1. Produce examples of primary sources and the corresponding secondary sources derived from them	<p>Lecture/ Discussion</p> <p>Library, Museum and Archives visitation (depends on the location of the HEI)</p> <p>Comparative analysis of primary and secondary sources</p>
2	II — Content and contextual analysis of selected rima sources; identification of the historical importance of the text; and examination of the author's main argument and point of view	<ol style="list-style-type: none"><li>2. Analyze the context, content, and perspective of different kinds of primary sources</li><li>3. Determine the contribution of different kinds of primary sources in understanding Philippine history</li><li>4. Develop critical and analytical skills with exposure to primary sources</li></ol>	<ol style="list-style-type: none"><li>1. Develop each one's maximum potentials of correct thinking in primary sources.</li><li>2. Shows moral understanding in the historical importance of text.</li></ol>	<ol style="list-style-type: none"><li>1. Graded Reporting</li><li>2. Quizzes</li><li>3. Critical Essay about a particular primary source: students are to discuss the importance of the text, the author's background, the context of the document, and its contribution to</li></ol>	<p>Lecture/ Discussion</p> <p>Library research</p> <p>Textual analysis</p> <p>Small group discussion</p> <p>Reporting</p> <p>Film Analysis</p>



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				understanding Philippine history	
	III — "One past but many histories" controversies and conflicting views in Philippine history a. Site of the First Mass b. Cavite Mutiny c. Retraction of Rizal d. Cry of Balintawak or Pugadlawin	5. Demonstrate the ability to formulate arguments in favor or against a particular issue using primary sources	1. Practice honesty and truthfulness to assess the evidence and conflicting interpretations.  2. Develop critical thinking in views of Philippine History.	1. Debate a particular issue in Philippine history  2. Reaction/reflection paper on a sponsored activity like lecture, symposium, round table discussion, and the like	Lecture/ Discussion  Document analysis  Group discussion  Debate, round table discussion or symposium
	IV — Social, political, economic and cultural issues in Philippine history: Mandated topics 1. Agrarian Reform Policies 2. The Philippine Constitution - 1899 (Malolos) Constitution - 1935 Constitution - 1973 Constitution - 1987 Constitution 3. Taxation Other sample topics: 1. Filipino Cultural heritage 2. Filipino-American relations 3 Government peace treaties with Muslim Filipinos 4. Institutional history of schools, corporation	6. Effectively communicate, using various techniques and enres, historical analysis of a particular event or issue that could help others understand the chosen topic;  7. Propose recommendati ons or solutions to present day problems based on their understanding of root causes, and their anticipation of future scenarios  8. Display the ability to work in a multidisciplinary team and contribute to a group endeavor	1. Shows love in our cultural heritage.  2. Practice fairness and equality among Filipinos.  3. Develop unity to other countries.	Research output that may be in the form of a term paper, exhibit, documentary  Documentary Film Showing	Lecture/ Discussion  Library and Archival research  Document analysis  Group presentation, diorama, webpage, and other genres where students can express their ideas. The output should trace the evolution of the chosen topic through at teats three periods. Group members should collaborate to produce a synthesis that examines the role of this issue in promoting /hindering nation building, and provide appropriate recommendations rooted in a historical understanding of the issue



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	s, industries, religious groups, and the like. 5. Bio graph of a promine nt Filipino																								
	V. Critical evaluation and promotion of local and oral history, museums, historical shrines, cultural performances, indigenous practices, religious rites and rituals, etc.	Manifest interest in local history and show concern in promoting and preserving the country's historical and cultural heritage	1. Shows love in historical shrines and cultural performances.  2. Practice righteousness of religious rites and rituals.  3. Develop each one’s maximum potentials of correct thinking and evaluating local and oral history.	1 Reaction paper or critique of the shrines, historical sites, museums the students visited  2. Letter to the editor  3. Blogs  4 Transcript of oral interview	Lecture/ Discussion  Research in Local libraries and Local Studies Centers (if available)  Tour in local museums, historical sites, art galleries, archeological sites and other places where one could see cultural and heritage displays  Conduct Oral interview																				
GRADING POLICY		COURSE REQUIREMENTS																							
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REFERENCES AND READINGS																									

COURSE INFORMATION							
Course Code	GE3	Course Title	The Contemporary World	Prerequisites		Credit Units	3
INSTRUCTOR’S INFORMATION							
Name of Instructor				Consultation Hours			
Email Address				Contact No			



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**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 peoples 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 mandatory topics on population education in the context of population and demography.

**COURSE OUTCOME**

At the end of the course the students should be able to:

**A. Competencies**

1. Distinguish different interpretations of and approaches to globalization
2. Describe the emergence of global economic, political, social, and cultural systems
3. Analyze the various contemporary drivers of globalization
4. Understand the issues confronting the nation-state
5. Assess the effects of globalization on different social units and their response

**B. Skills**

1. Analyze contemporary news events in the context of globalization
2. Analyze global issues in relation to Filipinos and the Philippines
3. Write a research paper with proper citations on a topic related to globalization

**C. Values**

1. Articulate personal positions on various global issues
2. Identify the ethical implications of global citizenship

WEEK	TOPIC	OBJECTIVES	WCM CORE LIFE VALUES	STUDENT LEARNING OUTCOME	STRATEGY REFERENCES
1	I. Introduction to Globalization  Course overview  Classroom policies	1. Introduce self to classmates and teachers 2. List expectations for the course 3. Recall course rules 4. Write a personal definition of globalization based on a concept map	1. Develops love and respect to one another  2. Realizes the importance of following rules.	Quiz on the reading materials  Recitation	Classroom sharing (Introductions)  Lecture  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.  Course syllabus  Introduce textbook: Manfred Stegger, Paul Battersby, and Joseph M. Siracusa, eds. 2014.The



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					SAGE Handbook of Globalization. Two vols. Thousand Oaks: SAGE.
2	Introduction to the Study of Globalization	1. Differentiate the competing conceptions of globalization  2. Identify the underlying philosophies of the varying definitions of globalization  3. Agree on a working definition of globalization for the course	1. develops excellency in understanding the topic and what it represents to the real world  2. Recognizes the different point of views with freedom, responsibility and love.	Quiz on the reading materials  Recitation	Lecture and 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 what the underlying definitions of globalization the op-ed writers use.  Reading Materials Chapter 2 of textbook: "Approaches to the Study of Globalization" by Manfred B. Steger  Steger, Manfred B. "Ideologies of Globalization." 2005. Journal of Political Ideologies 10(1): 11–30.
3	II. The Structures of Globalization				
	The Global Economy	1. Define economic globalization  2. Identify the actors that facilitate economic globalization  3. Define the modern world system 4. Articulate a stance on global economic integration	1. Develops excellency in learning the course  2. Engages in economic activity which develop the virtue of honesty and respect  3. Shows integrity when working independently	Recitation  Debate: The students will debate the motion "That global free trade has done more harm than good."	Lecture/discussion  Reading Materials 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 WorldSystems Analysis: An Introduction. Durham & London: Duke University Press, pp. 23-41.
	Market Integration	1. Explain the role of international financial institutions in the creation of a	1. Realizes the importance of honesty and truthfulness in dealing with global	Quiz on the reading materials  Recitation	Lecture/discussion  Film viewing and discussion  Reading Materials:



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		global economy  2. Narrate a short history of global market integration in the twentieth century 3. Identify the attributes of global corporations	economy.  2. Develops deep understanding on global market.		Chapter 17 of textbook: “The Rise of the Global Corporation” by Deane Neubauer  Bello, Walden F. 2006. “The Multiple Crises of Global Capitalism.” In Deglobalization: Ideas for a New World Economy. Quezon City: Ateneo de Manila University Press, pp. 1-31.  Film: “The Corporation” directed by Mark Achbar and Jennifer Abbott
4	The Global Interstate System	1. Explain the effects of globalization on governments  2. Identify the institutions that govern international relations 3. Differentiate internationalism from globalism	1. Develops excellency of the course in order to attain the virtue of understanding and compassion  2. develops a sense of responsibility and honesty		Lecture/discussion  Reading Materials Chapter 7 of textbook: “Governments and Citizens in a Globally Interconnected World of States” by Hans Schattle  Mazower, Mark. 2006. “An International Civilization? Empire, Internationalism and the Crisis of the Mid-Twentieth Century.” International Affairs 82(3): 553–566
5	Contemporary Global Governance	1. Identify the roles and functions of the United Nations  2. Identify the challenges of global governance in the twenty-first century 3. Explain the relevance of the state amid globalization	1. Realizes the importance of cooperation and respect to one another.  2. Recognizes the weaknesses and strengths of one another with love and respect	Quiz on the reading materials  Recitation	Lecture/discussion  Reading Materials Chapter 29 of textbook: “The United Nations Meets the Twenty-first Century: Confronting the Challenges of Global Governance” by Thomas G. Weiss and Ramesh Thakur  Hobsbawm, Eric J. 1996. “The Future of the State.” Development and Change 27(2): 267–278.
6	III. A World of Regions  Global Divides: The North and the South (focus on Latin America)	1. Define the term “Global South” 2. Differentiate the Global South from the	1. Shows respect in dealing with others.  2. Recognizes	Quiz on the reading materials  Graded Group Report: Students will form groups	Lecture/discussion  Group report  Reading Materials Chapter 12 of textbook:



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		Third World 3. Analyze how a new conception of global relations emerged from the experiences of Latin American countries	the needs between freedom and responsible behavior	of 3-5. Each group will be assigned a Latin American country to report on. These groups will deliver 10minute presentations on the contemporary foreign and economic policies of their respective countries.	“Locating the Global South” by Lisandro E. Claudio Connell, Raewyn. 2007. “Dependency, Autonomy and Culture. In Southern Theory: The Global Dynamics of Knowledge in Social Science. Cambridge, UK: Polity Press, pp. 139163.
7-8	Asian regionalism	1. Differentiate between regionalization and globalization  2. Identify the factors leading to a greater integration of the Asian region  3. Analyze how different Asian states confront the challenges of globalization and regionalization	1. Develops deep knowledge of the course and how it represents to one’s life.  2.Recognizes weaknesses and strengths and how it used to accept challenges with faith.	Quiz on the reading materials  Graded Group Report: Students will form groups of 3-5. Each group will be assigned an Asian country to research and report on. These groups will deliver 10minute presentations on the contemporary foreign and economic policies of their respective countries.	Lecture Discussion  Group Report  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 Beyond Japan: The Dynamics of East Asian Regionalism, ed. Peter Katzenstein and Takashi Shiraishi. Ithaca, NY: Cornell University Press, pp. 237–71.
9	Midterm Synthesis	- Synthesize knowledge concerning globalization	1. Develops a sense of responsibility and honesty  2. Inculcates deep knowledge of the course	Midterm essay: Students will be asked to write 2,000word essays answering one of these two questions:  1. How do we make globalization more just? 2. How is the state affected by globalization? How is the nation affected by globalization? Do these institutions/concepts remain relevant?	Midterm essay





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				Why/why not?	
10	IV. A World of Ideas  Global Media Cultures	1. Analyze how various media drive various forms of global integration  2. Explain the dynamic between local and global cultural production	1.Develops a sense of responsibility of using various media	Quiz on the reading materials  Graded Group Report: Students will form groups of 3-5. Each group will be asked to pick an Asian musical act that became internationally famous. In their group report, they must answer the following questions: 1. Where did the musical act/artist originate? 2. In which countries did the artist become famous? 3. How did the artist become famous? 4. Why do you think the artist became famous?	Lecture/discussion  Group Report  Reading Materials 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
11	The Globalization of Religion	1.Explain how globalization affects religious practices and beliefs  2. Analyze the relationship between religion and global conflict and, conversely, global peace	1. Develops strong faith in religious practices and beliefs.  2. Shows respect and appreciate the different religious practices and beliefs.	Quiz on the reading materials  Recitation	Lecture/discussion  Discussion of film  Reading Materials Chapter 10 of textbook: "Religion and Globalization" by Victor Roudometof  Chapter 43 of textbook: "Religion and Global Conflict" by Mark Juergensmeyer  Film: PBS Frontline: "The Rise of ISIS"
12	V. Global Population and Mobility  The Global City	1. Identify the attributes of a global city	1. Recognizes the good quality of a person by	Quiz on the reading materials  Graded Group	Lecture/discussion  Group report





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		2. Analyze how cities serve as engines of globalization	showing respect and love. 2. Realizes the value of a person through appreciating and respecting their individuality and how it represent to achieve unity	Report: Students will form groups of 3-5. Each group will be assigned a global city to discuss and research on. 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?	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
	Mandated topic: Global Demography	1.Explain the theory of demographic transition as it affects global population	1. Develops deep knowledge of the course and what it signifies to one's self  2. Develops respect and be appreciative to the different races.	Quiz on the reading materials  Short research paper to discuss the topic: Has the Philippines undergone the demographic transition? Why or why not?	Lecture/discussion  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, Massiomo. 2005. "What We Can and Cannot Learn from the History of World Population. Population Studies: A Journal of Demography 69(S1): S21–S28.
13	Global Migration	1.Analyze the political, economic, cultural, and social factors underlying the global movements of people 2. Display first-hand knowledge of the experiences of OFWs	1. Shows excellency in understanding the course.  2. Recognizes the diversity by showing love and respect.  3. Realizes the sacrifices of OFWs by appreciating	Quiz on the reading materials  Recitation  OFW Interview: Each student will be asked to interview a former or a current OFW (face-to-face or online).In class they will share what they	Lecture/discussion  Reading Materials  Castles, Stephen. 2000. "International Migration at the Beginning of the TwentyFirst Century: Global Trends and Issues." International Social Science Journal 52 (165): 269–281.  Aguilar, Filomeno V. 2012. "Differentiating



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			and respecting.	learned from these interviews about transnationalism and the factors that affect global migrations	Sedimented from Modular Transnationalism: The View from East Asia.” Asian and Pacific Migration Journal 21(2): 149–17
14	Research Proposal Writing  Research Proposal Critique	- Write a research paper proposal with proper citation - Critique research proposals of classmates	1. Shows self-reliance and honesty	Proposal for final research paper: Students will begin writing a 500word proposal for their final research paper.	Mini-lecture on citation methods for research papers  Pair discussion: Students will pair off and critique each other’s research proposals.
15	VI. Towards a Sustainable World  Sustainable Development	1. Differentiate stability from sustainability  2. Articulate models of global sustainable development	1. Develops deep knowledge of the course in order to obtain balance and harmony  2. Integrates the value of balance by showing respect and appreciation	Quiz on the reading materials  Recitation	Lecture/discussion  Reading Materials Chapter 48 of textbook: “Sustainable Economic Systems” by Sebastian Plóciennik
16	Global Food Security	1. Define global food security  2. Critique existing models of global food security	1. Develops excellency of the topic and how it used in everyday living  2. Acknowledge the importance of sharing and giving.	Quiz on the reading materials  Recitation	Lecture/discussion  Film Viewing  Reading materials 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.  Film: “The Price of Sugar” directed by Bill Haney
17	VII. Conclusion  Global Citizenship	1. Articulate a personal definition of global citizenship  2. Appreciate	1. Shows respect to others point of views	Quiz on the reading materials  Recitation	Lecture/discussion  Personal concept map of global citizenship: Students will engage in a free association exercise of ideas they associate with “global citizenship.”



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		the ethical obligations of global citizenship	2. Develops sense of responsibility.		Based on this, they will synthesize a personal definition of the concept. Afterwards, they will list the obligations of a global citizen  Reading Materials Carter, April. 2001. "Global Civil Society: Acting as Global Citizens" in The Political Theory of Global Citizenship. London: Routledge, pp. 147-176.
18	Research paper writing	1. Write a research paper on a topic related to globalization, with proper citation	1. Shows excellency of the topic in order to achieve the virtue of honesty  2. Develops the virtue of integrity	Students will spend the final week completing their research papers.	

## GRADING POLICY

## COURSE REQUIREMENTS

1. Midterm/Quizzes	20%
2. Finals	20%
<b>Tests</b>	<b>40%</b>
1. Attendance and Conduct	10%
2. Papers	10%
3. Reporting	10%
4. Participation	10%
<b>Class Participation</b>	<b>40%</b>
<b>Final Output</b>	<b>20%</b>
<b>TOTAL</b>	<b>100%</b>

1. Failing mark for absences incurring 20% or more time allotted.
2. Late 30% of the time is considered as absent.
3. Must be in proper uniform all the time.
4. Speak in language required by the course.
5. Submit all reports, presentation, papers on time.
6. Pass major exams.
7. Gadgets usage upon the disgression of the instructor.
8. Cheating and plagiarism I the work is sanctioned appropriately based from the WCM Student Manual.
9. Must address the instructor courteously and respectfully.
10. Must consult with the instructor regarding academic standing.

## REFERENCES AND READINGS

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## COURSE INFORMATION

Course Code	GE4	Course Title	Mathematics in the Modern World	Prerequisites		Credit Units	3
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## INSTRUCTOR'S INFORMATION

Name of Instructor		Consultation Hours	
Email Address		Contact No	

## COURSE DESCRIPTION

This course deals with nature of mathematics, appreciation of its practical, intellectual, and aesthetic



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dimensions, and application of mathematical tools in daily life.

The course begins with an introduction to the nature of mathematics as an exploration of patterns (in nature and the environment) and as an application of inductive and deductive reasoning. By exploring these topics, students are encouraged to go beyond the typical understanding of mathematics as merely a set of formulas but as a source of aesthetics in patterns of nature, for example, and a rich language in itself (and of science) governed by logic and reasoning.

The course then proceeds to survey ways in which mathematics provides a tool for understanding and dealing with various aspects of present-day living, such as managing personal finances, making social choices, appreciating geometric designs, understanding codes used in data transmission and security, and dividing limited resources fairly. These aspects will provide opportunities for actually doing mathematics in a broad range of exercises that bring out the various dimensions of mathematics as a way of knowing, and test the students' understanding and capacity. (CMO No. 20, series of 2013)

**COURSE OUTCOME**

At the end of the course, the students would be able to:

**Knowledge**

1. Discuss and argue about the nature of mathematics, what it is, how it is expressed, represented, and used.
2. Use different types of reasoning to justify statements and arguments made about mathematics and mathematical concepts.
3. Discuss the language and symbols of mathematics.

**Skills**

1. Use a variety of statistical tools to process and manage numerical data,
2. Analyze codes and coding schemes used for identification, privacy, and security purposes;
3. Use mathematics in other areas such as finance, voting, health and medicine, business, environment, arts and design, and recreation.

**Values**

1. Appreciate the nature and uses of mathematics in everyday life.
2. Affirm honesty and integrity in the application of mathematics to various human endeavors

WEEK	TOPIC	OBJECTIVE S	WCM CORE LIFE VALUES	STUDENT LEARNING OUTCOME	STRATEGY REFERENCES
1-2	Section 1. The Nature of Mathematics  I. Mathematics in our World  <u>Core Idea.</u> Mathematics is a useful way to think about nature and our world  Patterns- and Numbers in Nature and to	1. Identify patterns in nature and regularities in the world (K)  2. Articulate the importance of mathematics in one's life (V)	1. Develops excellency in understanding patterns and what it represents to one's life  2. Appreciates the importance of mathematics in one's	<u>Evaluation Requirements</u> . (i) shortresponse /essay writing at the end of class to one question. Examples of these questions are: what new ideas about mathematics did you learn?; what is it about mathematics	<u>Activities to do.</u> (i) video watching (ii) pair-sharing or small group sharing (iii) journal writing (iv) whole class discussion <u>Questions to Pose.</u> (i) What is mathematics? (ii) Where is mathematics? (iii) What role does mathematics play in your world? <u>Some ideas to elicit and encourage.</u>



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<p>the World.          The strips and hyena's spots, the sunflower, snowflake and honeycomb          7          iger's          ttW=snail's          shett,          petal\$the          the weather, etc.          The Fibonacci Sequence          Mathematic s helps organize patterns and regularities in the world          Mathematics helps predict the behavior of nature and phenomena in the world.          Mathematic s helps control nature and occurrences in the world for our own ends.          Mathemati cs has numerous application s in the world making it indispensable</p>	<p>3. Argue about the nature of mathematics, what it is, how it is expressed, represented, and used (K)          4. Express appreciation for mathematics as a human endeavor (V)</p>	<p>life by showing patience in learning the course          3. Realizes the importance of mathematics through expressing love and how it influences lives</p>	<p>that might have changed your thoughts about it?, and , what is most useful about mathematics for humankind?          (ii) Two- to three-page synthesis paper focusing on one of the following aspects of mathematics:          (a) Mathematics helps organize patterns and regularities in the world          (b) Mathematics helps redict the behavior of nature and phenomena in the world. (c) Mathematics helps control nature and occurrences in the world for our own ends.  <u>Standards/Basis for Grading to Use.</u>          0 point — The student is unable to elicit the ideas and concepts from the readings and video indicating that s/he has not read the prescribed reading or watched the video.          1 point The student is able to elicit the ideas and concepts from the readings and video but shows erroneous</p>	<p>(i) Many patterns and occurrences exist in nature, in our world, in our life. Mathematics helps makes sense of these patterns and occurrences. (ii) Mathematics is a tool to quantify, organize, and control our world, predict phenomena, and make life easier for us.  <u>Some ideas to discourage or debunk or disprove.</u>          (i) Mathematics is just for the books, confined in the classroom.          (ii) Mathematics has no place in my life          Required: (1) Nature's Numbers by Ian Stewart or Mathematics in Nature: Modeling Patterns in the Natural World by John A. Adam or A Mathematical Nature Walk by John A. Adam, or any book of the same level, intent and approach          (2) <a href="https://vimeo.com/9953368">https://vimeo.com/9953368</a>  <u>Recommended:</u>          (I) A Day's Adventure in Math Wonderland by Akiyama &amp; Ruiz;          (2) The Number Devil by Enzensberger</p>
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				<p>understanding of these.</p> <p>2 points — The student is able to elicit the ideas and concepts from the readings and video and shows correct understanding of these</p> <p>3 points — The student not only elicits the correct ideas from the readings and video but also shows evidence of internalizing these.</p> <p>4 points — The student elicits the correct ideas from the readings and video, shows evidence of internalizing these, and consistently contributes additional thoughts to the Core Idea</p>	
2-3	<p>II. Mathematical Language and Symbols</p> <p><u>Core Idea.</u> Like any language, mathematics has its own symbols, syntax and rules.</p> <p>Characteristics of mathematical language: precise, concise,</p>	<p>1. Discuss the language, symbols, and conventions of mathematics (K)</p> <p>2. Explain the nature of mathematics as a language (K)</p> <p>3. Perform</p>	<p>1. Realizes the importance of symbols in math to appreciate the value of respect and understanding others</p> <p>2. Recognizes that math is a language used to communicate love, respecting</p>	<p><u>Evaluation Requirements.</u></p> <p>(i) Writing exercise sets</p> <p>(ii) Quiz</p> <p><u>Standards/Basis for Grading to Use.</u> Use numerical scores.</p>	<p><u>Activities to do.</u> (i) Individual or small group exercises including games (see exercises in The Language of Mathematics (from One Mathematical Cat, Please! by Carol Burns Fisher)</p> <p>(ii) Whole class discussions of the comparisons between the English language and Mathematical language</p> <p>(iii) Compilation of mathematical symbols and notations and their meanings</p> <p><u>Some ideas to elicit and encourage.</u></p> <p>(i) Mathematics is a language in itself. Hence, it is useful in communicating important ideas.</p>





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	<p>powerful Expressions vs. sentences</p> <p>Conventions in the mathematical language</p> <p>Four basic concepts. sets functions, relations, binary operations</p> <ul style="list-style-type: none"><li>• Elementary logic: connectives, quantifiers, negation, variables</li></ul> <p>Formality</p>	<p>operations on mathematical expressions correctly (S)</p> <p>4. Acknowledge that mathematics is a useful language (V)</p>	<p>and understanding one's situations</p>		<p>(ii) Mathematics as a language is clear and objective.</p> <p>(iii) Language conventions are necessary in mathematics for it to be understood by all.</p> <p><u>Some ideas to discourage or debunk or disprove.</u></p> <p>(i) Mathematics is not a Language but a useless set of formal rules and alien symbols.</p> <p>(ii) Mathematics confuses the communication of concepts and ideas.</p> <p>(iii) Mathematics is full of unnecessary symbols, rules, and conventions.</p> <p><u>Required for Instructors.</u></p> <p>Jamison, R. E. (2000). Learning the language of mathematics. Language and Learning across the Disciplines, 4(1), 45-54. (attached)</p> <p><u>Required for Students.</u></p> <p>(i) The Language of Mathematics (from One Mathematical Cat, Please! by Carol Burns Fisher)</p> <p>(ii) The Language and Grammar of Mathematics (both attached)</p>
4-5	<p>III. Problem Solving and Reasoning</p> <p><u>Core Idea.</u> Mathematics is not just about numbers; much of it is problem solving and reasoning.</p> <p>Inductive and Deductive Reasoning</p> <p>Intuition, proof, and certainty</p> <p>Polya's 4-steps in Problem Solving Problem</p>	<p>1. Use different types of reasoning to justify statements and arguments made about mathematics and mathematical concepts (K)</p> <p>2. Write clear and logical proofs (K)</p> <p>3. Solve problems involving</p>	<p>1. Develops excellency in understanding mathematical concepts and justifying statements</p> <p>2. Realizes the importance of giving a truthful statement</p> <p>3. Develops a diligent and a systematic way of finding proof</p>	<p><u>Evaluation Requirements.</u></p> <p>(i) one take-home problem set</p> <p>(ii) quiz on proving using deductive or inductive reasoning</p> <p><u>Standards/Basis for Grading to Use.</u></p> <p>0 point — The students did not make any attempt to solve any of the problems in the problem set or prove any of the statements in</p>	<p><u>Activities to do.</u> (i) reading and writing proofs (ii) small-group problem solving (iii) whole class discussions of key problems and solutions</p> <p><u>Some ideas to elicit and encourage.</u> (i) Mathematics requires not only facility with numbers but also the ability to critically think through situations, to reason and argue logically and to creatively solve problems. (ii) Mathematics is an active human endeavor. We can create the mathematics we need to solve problems. (iii) Mathematics is for everyone and anyone who cares to learn it. (iv) Mathematical problem solving takes time Solutions are not always apparent to the solver. (v) There may be more than one approach in solving mathematical problems.</p> <p><u>Some ideas to discourage or debunk or disprove.</u> (i) One only needs to learn numbers and fractions to be mathematically</p>



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	<p>solving strategies</p> <p>Mathematical Problems involving Patterns</p> <p>Recreational Problem using mathematics</p>	<p>patterns and recreational problems following Polya's four steps (S)</p> <p>4. Organize one's methods and approaches for proving and solving problems (V)</p>		<p>the quiz.</p> <p>1 point — The student attempted to solve 50% of the problems in the problem set or displayed logical reasoning 50% of the time in attempting to prove the statement/s in the quiz.</p> <p>2 points - The student attempted to solve all the problems in the problem set or displayed logical reasoning 75% of the time in attempting to prove the statement/s in the quiz.</p> <p>3 points — The student is able to completely solve 50% of the problems in the problems set or completed 75% of the proof/s in the quiz.</p> <p>4 points The student is able to completely solve 75% of the problems in the problem set or completed all the proof/s in the quiz.</p>	<p>proficient (ii) Mathematics is a spectator sport. Mathematics is just out there to be discovered and appreciated. (iii) Mathematics is only for the gifted. (iv) One is dumb if s/he cannot solve a mathematical problem right away. (v) There is only one way to solve a mathematical problem.</p> <p><u>Required:</u> Mathematical Excursions (Ch. 1) by R Aufmann et al.; What is Mathematics Really? (Ch. 4 &amp; 5) by R. Hersh,</p> <p><u>Recommended:</u> Mathematical Excursions (Ch. 2) by R Aufmann et al., Mathematics, A Practical Odyssey (Ch. 1) by Johnson &amp; Mowry; The Number Devil by Enzensberger, Professor Stewart's Cabinet of Mathematical Curiosities by Ian Stewart; Problem Solving Through Recreational Mathematics by Averbach and Chein.</p>
	<p>Section 2. Mathematics as a Tool (Part 1)</p> <p><u>Data</u></p>	<p>1. Use a variety of statistical tools to</p>	<p>1. Develops patience in data management</p>	<p><u>Sample Project Proposal</u></p> <p>You want the university to</p>	<p><u>Activities to do.</u></p> <p>(i) lectures</p> <p>(ii) work with appropriate</p>





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5-8	<p><u>Management Core Idea.</u> Statistical tools derived from mathematics are useful in processing and managing numerical data in order to describe a phenomenon and predict values.</p> <p>Data-Gathering and Organizing Data; Presentation of Data using graphs and charts Interpreting argued data Measures of Central Tendency: Mean, Median, Mode, Wiegthed Mean Measures of Dispersion Range, Standard Deviation and Variance Measures-of Relative z-score Percentiles, Quartiles and-Whiskers Plots Probability and Normal-Distributions Leave Regression and correlation: Least-squares line and linear correlation Coefficient</p>	<p>process and manage numerical data (S)</p> <p>2. Use the methods of linear regression and correlatio ns to predict the value of a variable given certain conditions</p> <p>3. Advocate the use of statistical data in making important decisions (V)</p>	<p>nt and what it means to real life</p> <p>2. Realizes the value of integrity and honesty to obtain a precise, and accurate value</p> <p>3. Develops the virtue of discernmen t in decision making</p>	<p>offer free shuttle rides for students, faculty, and staff from strategic points outside your university in order to improve traffic flow in your campus. The university chancellor asks your team to present hard data that will convince the administratio n. Prepare a proposal on how you will do this task.</p> <p><u>Standards/Basis for Grading to Use.</u> (i) Numerical scores for the quizzes, test and problem sets (ii) rubric for the project proposal</p>	<p>computer statistical software</p> <p>(iii) class discussions</p> <p>(iv) pseudo-proposal defense</p> <p><u>Examples of applications.</u></p> <p>1. A brisk walk at 6.4 km/hr burns an average of 300 calories per hour. If the standard deviation of the distribution is 8 calories, find the probability that a person who walks 1 hour at the rate of 6.4 km/hr will burn the given number of calories. Assume the variable is normally distributed. (a) More than 280 calories (b) Less than 293 calories (c) Between 285 and 320 calories (From: Sobecki et al. Math in Our World) Interpret the result for each number of calories.</p> <p>2. Does good health relate to education? Below are the figures for the Philippines:</p> <p>Immunization (measles, % of children ages 1223 months)</p> <p>2005...92 2006...92 2007...92 2008...92 2009...88 2010...80</p> <p>Primary completion rate (total, % of relevant age group)</p> <p>2005. 94 2006. 91 2007. 91 2008. 92 2009. 91 2010 no data</p> <p>Can you predict the primary completion rate for 2010?</p> <p><u>Required:</u> Mathematical excursions, Y<sup>d</sup> Edition (International Edition) by Aufmann et al. (Ch. 13)</p> <p><u>Recommended:</u> Mathematics, A Practical Odyssey by Johnson &amp; Mowry (Ch. 4)</p> <p>Math in Our World by Sobecki, Blumant &amp; Schirck-Matthews</p>
	Section 3. Mathematics as a Tool (Part	1. Apply	1.Develops	<u>Evaluation</u>	<u>Activities to do.</u> (i) small group or large class sharing of various



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9-10	<p>2)</p> <p><u>I. Geometric Designs Core Idea.</u> Geometry can help enhance one's artistic prowess as well as enrich one's own culture.</p> <p>Recognizing and analyzing geometric shapes</p> <p>Transformations</p> <p>Patterns- and Diagrams</p> <p>Des's, -Arts, &amp; Culture</p>	<p>geometric concepts, especially isometries in describing and creating designs (S)</p> <p>2. Contribute to the enrichment of the Filipino culture and arts using concepts in geometry (V);</p>	<p>excellency in understanding geometric concepts and what it represents to one's life</p> <p>2. Appreciates the beauty of arts and geometric concepts which symbolizes for love and dedication of work</p>	<p><u>requirements.</u></p> <p>(i) 1 problem set (ii) 1 long test</p> <p>(iii) class exhibit of created or collected indigenous designs</p> <p><u>Standards/Basis for Grading to Use.</u></p> <p>(i) numerical scores for problem set and long test</p> <p>(ii) rubric for the class exhibit</p> <p>(iii) peer evaluation for the class exhibit</p>	<p>indigenous designs found in one's home community (ii) lectures (iii) written exercises</p> <p><u>Required:</u> Geometry: Shapes, Patterns and Designs (A Chapter for the New Editions of the Math 12 Textbook for Ateneo de Manila University) by Vistro-Yu</p> <p><u>Recommended</u> Palaspas by Nochesada</p>
11-13	<p><u>II. Codes</u></p> <p><u>Core Idea.</u> The utility of mathematics goes beyond the mundane. Mathematics enables the development of codes and ciphers that are useful to individuals and to society</p> <ul style="list-style-type: none"> <li>• Binary codes <ul style="list-style-type: none"> <li>Integers in computers</li> <li>Logic and computer addition</li> </ul> </li> </ul> <p>Text data</p> <p>Errors</p> <ul style="list-style-type: none"> <li>Error detecting codes</li> <li>Repetition and Hamming Codes</li> </ul>	<p>1. Use coding schemes to encode and decode different types of information for identification, privacy, and security purposes</p>	<p>1. Shows respect to one another</p> <p>2. Recognizes the works of mathematics that unites and appreciate things with love.</p> <p>3. Exemplify honesty and integrity when using codes for security purposes</p>	<p><u>Activities to do.</u></p> <p>(i) role playing (ii) lectures (iii) written exercises (iv) computer exercises</p> <p><u>Evaluation requirement s.</u> (i) 3 quizzes (ii) 1 long test</p> <p><u>Standards/Basis for Grading to Use.</u></p> <p>Numerical scores</p>	<p>Lecture and Discussion</p> <p><u>Required:</u></p> <p>(i) For All Practical Purposes, Introduction to Contemporary Mathematics (2<sup>nd</sup> Ed.) by COMApt Inc.</p> <p>(ii) A Student's Guide to Coding and Information Theory by Moser and Chen</p> <p><u>Recommended:</u></p> <p><a href="http://www.exploratorium.edu/ronh/secret/secret.html">http://www.exploratorium.edu/ronh/secret/secret.html</a></p>
	<p><u>III Linear Programming</u></p> <p>Linear</p>	<p>1. Use mathematics</p>	<p>1. Develops excellency</p>	<p><u>Evaluation</u></p>	<p><u>Activities.</u> (i) lectures (ii) role playing (iii) written exercises</p>



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14-15	Inequalities Geometry of Linear Programm ing Simplex Method	ical concepts and tools in other areas such as in finance, voting, logic, business, networks and systems (S)	in understandi ng mathematic al concepts and tools and what it represents to one's life	<u>require ments.</u> (i) 1 proble m set (ii) an integrat ing project  <u>Sample Integrating Proiect (by groups)</u> Create a poster aimed at recruiting students to join a club that promotes mathematics as an important tool in everyday life.  <u>Standards/Basi s for Grading to Use.</u> (i) Numerical scores for problem sets (ii) Rubrics for the project	Johnson & Mowry, Ch 12
16	<u>IV. The Mathematics of Finance</u>  Simple and Compound Interest  Credit-Cards and Consumer Loans, Stock, Bonds and Mutual Funds Home ownership	1. Support the use of mathemat ics in various aspects and endeavors in life (V)	1. Exemplify honesty and integrity in terms of financial accounts		<u>Activities.</u> (i) lectures (ii) role playing (iii) written exercises  Aufmann et al., Chapter 11
	<u>V. Apportionmen t and Voting</u>  Introducti on to apportion ment  Introducti on to Voting	Support	1. Develops honesty and integrity in voting system		Aufmann et al. Chapter 4



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	• Weighted-Voting Systems	the use of mathematics in various aspects and endeavors in life (V)			
17	<u>VI. Logic</u> Logic Statements and quantifiers Truth tables and Tautologies  Conditional, Bi-conditional and related statements• Symbolic and-Euler Diagram		1.Develops a truthful judgment based on the table and statement		Aufmann et al., Chapter 3
18	<u>VII. The Mathematics of Graphs</u> • Graphs and Euler circuits Weighted graphs Euler's formula Graph coloring	1. Support the use of mathematics in various aspects and endeavors in life (V)	1.Develops excellency in understanding graphs and formulas and what it represents to real life		Aufmann et al Chapter 5
	<u>VIII. Mathematical Systems</u> • Modular Arithmetic Applications Group Theory		1.Develops excellency in understanding modular arithmetic and what it represents to real life		Aufmann et al., Chapter 8

GRADING POLICY		COURSE REQUIREMENTS
1. Midterm/Quizzes	20%	1. Failing mark for absences incurring 20% or more time allotted.
2. Finals	20%	2.Late 30% of the time is considered as absent.
<b>Tests</b>	<b>40%</b>	3. Must be in proper uniform all the time.
1. Attendance and Conduct	10%	4. Speak in language required by the course.
2. Papers	10%	5. Submit all reports, presentation, papers on time.
3. Reporting	10%	6. Pass major exams.
4.Participation	10%	7. Gadgets usage upon the digressions of the instructor.
<b>Class Participation</b>	<b>40%</b>	8. Cheating and plagiarism I the work is sanctioned appropriately based from the WCM Student Manual.
<b>Final Output</b>	<b>20%</b>	9. Must address the instructor courteously and respectfully.
<b>TOTAL</b>	<b>100%</b>	10. Must consult with the instructor regarding academic standing.



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