



CAVITE STATE UNIVERSITY GENERAL TRIAS CITY CAMPUS

Town Proper, City of General Trias, Cavite

Creating a Community of Life-Long Learners

BACHELOR OF SCIENCE IN OFFICE ADMINISTRATION

FIRST SURVEY VISIT

**AREA III
CURRICULUM AND INSTRUCTION**



CAVITE STATE UNIVERSITY GENERAL TRIAS CITY CAMPUS

Town Proper, City of General Trias, Cavite

BACHELOR OF SCIENCE IN OFFICE ADMINISTRATION

FIRST SURVEY VISIT

AREA III
CURRICULUM AND
INSTRUCTION

GRADING SYSTEM



Click the following to view the documents.

COURSE SYLLABI

GRADING SYSTEM



BS OFFICE ADMINISTRATION

IX. Assessment and Evaluation of Students' Performance

1. Examination may be administered in any mode accessible to all students.
2. Assessment/evaluation for remote/distance mode shall be conducted using alternative strategies including but not limited to the following:
 - 2.1 Question-based assessment
 - 2.1.1 Open-book or "take home" assessment
 - 2.1.2 Series of Quizzes
 - 2.1.3 Student-developed quiz questions
 - 2.2 Project-based assessment
 - 2.2.1 Development of video presentations/demonstration
 - 2.2.2 Annotated anthology or bibliography
 - 2.2.3 Fact Sheet
 - 2.2.4 Peer- and self-review activity/case analysis/ critique paper
 - 2.2.5 e-Portfolio
 - 2.2.6 Term paper
3. Should an exam be conducted online, plan to offer a "trial quiz" first, prior to the launch of the actual examination.
4. Ask students to sign an honor system pledge



GRADING SYSTEM

Major Examinations (Midterm and Final Exam)	60%
Other Requirements	40%
Final Grade	100%

where weight for major examinations and other requirements are distributed as follows:

For Midterm:

Chapter Assessments	10%
OBA Projects	10%
Case Analyses/Reflection/Insight Papers	10%
Midterm Examination	20%
Mid-Term Grade	50%

For Final Term:

Chapter Assessments	10%
OBA Projects	10%
Case Analyses/Reflection/Insight Papers	10%
Midterm Examination	20%
Final Term Grade	50%

and Final Grade to be computed as follows:

Midterm Grade	50%
Final Term Grade	50%
Final Grade	100%

STANDARD TRANSMUTATION TABLE FOR ALL COURSES

96.7 – 100.0	1.00
93.4 – 96.6	1.25
90.1 – 93.30	1.50
86.7 – 90.0	1.75

V01-2018-07-17

83.4 – 86.6	2.00
80.1 – 83.3	2.25
76.7 – 80.0	2.50
73.4 – 76.6	2.75
70.00 – 73.3	3.00
50.0-69.9	4.00
Below 50	5.00

INC

Passed the course but lack some requirements.

Dropped

If unexcused absence is at least 20% of the Total Class Hours.

Total Class Hours/Semester: (3 unit Lec – 54 hrs; 2 unit Lec – 36 hrs)

(1 unit Lab – 54 hrs; 2 units Lab – 108 hrs; 3 units Lab – 162 hrs)



BS OFFICE ADMINISTRATION

TERM PAPER GRADING:

Logical organization / flow of ideas	/ 10
Adequate treatment of factual/historical information & its reliability	/ 25
Discussion/Analysis/Interpretation	/ 25
Important viewpoints considered	/ 15
References (adequacy, use, format)	/ 15
Extra effort / thoroughness	<u> / 10 </u>

POINT SUBTOTAL:

DEDUCTIONS (these apply if checked):

- Topic not submitted on time (-5)
- Paper not submitted on time (-10)
- Inadequate care in spelling, punctuation, word usage, etc. (-20)
- Needs more/better illustrations
- Species names need to be in italics
- Capitalize genus but not species name
- Please use author-date citations
- Too much reliance on only 1-2 sources

TOTAL GRADE: =

Prepared by:

agile
APRIL GALLOSE-GILE

Instructor

Department of Management





Republic of the Philippines
CAVITE STATE UNIVERSITY
Tanza | Trece Martires City | Gen. Trias City Campus
☎ 235-7997 | ☎ 410-5247 | ☎ 437-0693


www.cvsu.edu.ph

GENERAL TRIAS CITY CAMPUS
Department of Arts and Sciences

RUBRICS FOR VIDEO PROJECT

	Exemplary (100 pts)	Proficient (75 pts)	Developing (50 pts)	Beginner (25 pts)
Content Quality	Appropriate, engaging, reflective and respectful to others. Video are in depth analytical, reflective and make connection beyond the clip.	Appropriate and respectful to others. Video have a purpose or main topic about and is reflective.	Video and comments done but lacks engagement and analysis or substantial reflection or maybe off topic.	Video not engaging, irrelevant or difficult to follow in meaning.
Originality and Creativity	Video shows a large amount of original thought. Ideas are creative	Video shows some original thought. Video shows new ideas and insight.	Video shows little original thought, Video display few new ideas and insight.	Video lacks evidence of original thought. Video displays no new ideas or insight.
Video Quality	Video is well lit and frames subject appropriately. Editing enhances cohesiveness of video.	Video is well lit and frames the subject without excessive movement.	Video is fairly well lit within minimal movement. Subject is usually within the frame.	Difficult to view, poorly lit and subject is not clearly in video.
Sound Quality	Sound is clear and volume is appropriate.	Sound is understandable and volume is appropriate.	Sound quietly difficult to hear or voice occasionally fade.	Sound is difficult to hear and not understandable.


Prepared by:


EFRELHET N. SIAREZ, Rpm
Lecture

Reviewed by:

RONCESVALLE J. CAIPANG, MSc
Chairperson
Department of Arts and Sciences

Approved by:


NOEL A. SEDIGO, MSc
Campus Administrator



BS OFFICE ADMINISTRATION

Outcomes-Based Assessment (Mini Dictionary of Gender Fair Language)

For the class project, the class will produce an online infographic booklet of Gender Fair Language. They must provide at least five (5) sample sentences for each key element of Gender Fair Language. Please be guided by provided outline, size & scoring rubrics.

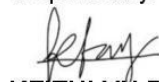
CONTENT OUTLINE:	12 KEY ELEMENTS OF GENDER-FAIR LANGUAGE
I. Title Page	1. Use Double Pronouns
II. About the Title	2. Drop Possessive Pronouns Or Substitute With An Article
III. Preface	3. Use Plural Form Instead Of The Singular Form
IV. Foreword	4. Use First-Or-Second Person Pronouns
V. Table of Contents	5. Substitute He/His With One/ One's
VI. Key Elements and Sample Sentences	6. Use The Passive Voice
VII. Acknowledgement	7. Change A Participial Phrase For A Clause To Recast A Sentence
VIII. References	8. Use Inclusionary Alternatives
BOOKLET SIZE: Half sized short bond paper and must be on .pdf format.	9. Avoid Using Terms Which Specify Gender
	10. Identify Men & Women The Same Way. Avoid Unnecessary Details
	11. Avoid Statements That Reinforce Sex-Role Stereotypes
	12. Avoid Using Courtesy Titles Which Regard Marital Relationships

1. You may use any layouting software such as Canva, MS Publisher, Photoshop, etc.

2. Be guided by the two difference scoring criteria below:

CRITERIA (for Gender Fair Language Booklet)		CRITERIA (for Peer Evaluation of the Process)	
Content:	25 points	Individual Output:	20 points
Coherence:	20 points	Communication:	15 points
Creativity:	20 points	Cooperation:	10 points
<u>Overall Presentation:</u>	<u>10 points</u>	<u>Overall Contribution:</u>	<u>5 points</u>
TOTAL:	75 points	TOTAL:	50 points

Prepared by:



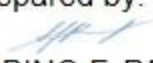
KEITHLYN BAY

Instructor

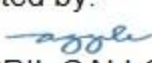


Points	1	2	3	4	Total
Organization	There is no sequence of information and/or so much is missing that the presentation makes little sense	Information is inconsistently organized (i.e. the visual information may be in order but the student jumps around)	Student presents information in logical sequence. More or less information would have been helpful	Student presents adequate information in logical sequence	
Graphics	Presentation includes no graphics or graphics are unrelated to the subject or distract from the message	Presentation includes graphics that rarely support text and presentation. Graphics are too 'busy'	Student's graphics relate to text and presentation.	Student's graphics explain and reinforce screen text and presentation	
Mechanics	Presentation has four or more spelling errors and/or grammatical errors	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	
Eye Contact	Student reads all of report with no eye contact	Student occasionally uses eye contact, but still reads most of report.	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.	
Elocution	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation	
				Total Points:	/20

Prepared by:


ALBINO F. PANOTES
Instructor

Noted by:


APRIL GALLOSE-GILE
Chair, DOM





INFORMAL ESSAY RUBRIC

Criteria	1-2 points	3-4 points	5-6 points	7-8 points	9-10 points
Insight (60%)	Did not demonstrate awareness of the lesson/content.	Demonstrates little awareness of the lesson/content but did not explore it.	Demonstrates awareness of the lesson/content and makes minimal comments/discussions.	Demonstrates awareness of the lesson/content and attempts to make an analysis and/or evaluation but gives a vague discussion.	Demonstrates awareness and deep understanding of the lesson/content and makes coherent discussion.
Personal Reflection (30%)	No personal response is made to the issue/concepts raised in the lesson.	Shows little evidence of personal response to the issue/concepts raised in the lesson.	Shows some evidence of personal response to the issue/concepts raised in the lesson.	Shows sufficient evidence of personal response to the issue/concepts raised in the lesson.	Shows significant evidence of personal response to the issue/concepts raised in the lesson.
Grammar (10%)	Grammatical errors make the output difficult to comprehend.	Grammatical errors interfere with the content discussion.	Few grammatical errors are made.	Occasional grammatical errors are made.	Uses correct grammar and syntax consistently.

Prepared by:


EFRELHET N. SIAREZ, Rpm
Instructor

Noted by:

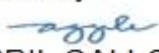
RONCESVALLE J. CAIPANG, MSc
Chairperson
Department of Arts and Sciences

Points	1	2	3	4	Total
Organization	There is no sequence of information and/or so much is missing that the presentation makes little sense	Information is inconsistently organized (i.e. the visual information may be in order but the student jumps around)	Student presents information in logical sequence. More or less information would have been helpful	Student presents adequate information in logical sequence	
Graphics	Presentation includes no graphics or graphics are unrelated to the subject or distract from the message	Presentation includes graphics that rarely support text and presentation. Graphics are too 'busy'	Student's graphics relate to text and presentation.	Student's graphics explain and reinforce screen text and presentation	
Mechanics	Presentation has four or more spelling errors and/or grammatical errors	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	
Eye Contact	Student reads all of report with no eye contact	Student occasionally uses eye contact, but still reads most of report	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.	
Elocution	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation	
				Total Points:	/20

Prepared by:


ALBINO F. PANOTES
Instructor

Noted by:


APRIL GALLOSE-GILE
Chair, DOM





GNED 01 - ART APPRECIATION
MUSIC VIDEO

Course and Yr: BSOA 2 -2

Evaluator : APRIL M. GILE

	Very Good	Good	Needs Improvement	Poor	Score
Content of the Video (20%)	Music Video includes a clear statement of purpose or theme and is creative, compelling and clearly written. A rich variety of supporting information in the video contributes to the understanding of the viewers. Events and messages are presented in a logical order.	Information is presented as a connected theme with accurate, current supporting information that contributes to understanding the main idea. Details are logical and persuasive information is effectively used. The content includes a clear point of view with a progression of ideas and supporting information.	The content does not present a clearly stated theme is vague, and some of the supporting information does not seem to fit the main idea or appears as a disconnected series of scenes with no unifying main idea.	Content lacks a central theme, clear point of view and logical sequence of information. Much of the supporting information is irrelevant to the overall message. The viewer is unsure what the message is because there is little persuasive information and only one or two facts about the topic are articulated. Information is incorrect, out of date or incomplete.	17%
Quality of the Video (30%)	Music Video was completed and had all video was well edited and moves smoothly from scene to scene with proper use of transitions. Audio and other enhancements were well used.	Music Video was completed and elements. Editing was not done as well as it should have been. Some poor shots remain. Video is still somewhat choppy. Audio and other enhancements were utilized, but not for maximum effect.	Music Video was made but had very Many poor shots remain. Video was very fragmented and choppy with little to poor audio reinforcement.	Music Video was totally unedited with audio support.	25%
Tone Quality, Intonation, Harmony, Diction, Presentation (20%)	Consistently demonstrates characteristic tone in all registers equally, accurate intonation in all registers. The section of singer/s is precisely balanced and blends with them. Singers demonstrate effective listening and balance adjustments by ear. Eye contacts with the viewers are good; face reflects the correct emotion of the performance, head and body show expression through pulse of the music.	Demonstrates characteristic tone with small consistency issues in outer ranges. Minor intonation issues that the singer are able to fix most of the time. The singer/s is balanced and blends well with only small issues maintaining each during difficult passages. The singers are focus and reflect general emotion of the piece, body and head are engaged, but not fully.	A basic tonal concept but inconsistent application throughout the entire range. Music are generally in tune, but the singers does not fix all intonation problems. Individual voices sometimes cause issues with blend and the sections are not well balanced. Listening skills in development. Singers are focus at times, face is one of effort but not expressive, body is in generally good posture but lacks any engagement in the music.	Tone is weak or forced register. Singers are out of tune, intonation adjustment not made. Prominence of individual voices detracts from the overall performance, singing skills in need of development. Singers are very inconsistent, dead-pan, body is not engaged in music	18%
Actors and Actresses (20%)	Actors and Actresses are effective to the viewers; the emotions are well emphasized, accurate performance and boosting with self-confidence.	Actors and Actresses are effective to the viewers, but needs to improve the way they deliver the message of the song with little improvement regarding the acting skills.	Actors and Actresses are little effective to the viewers, they are having difficulty when it comes to delivering the message to the viewers and the acting skills are not effective.	Actors and Actresses are not effective.	20%
Work Ethics (10%)	Every individual in the group contributed to the creation of the music video. Team members showed respect with each other without any complain.	2 members are not involved in the group project. Team members mostly showed respect with each other with little complain.	4-5 members are not involved in the music video. Team members fairly showed respect with each other and complaining too much about the work.	More than 6 members are not involved in the music video or group members are not working during the designated time or low levels of respect were evident within the team. Too much complaining about the work.	10%

Prepared by:

John Riel B. Labiang
JOHN RIEL B. LABIANG
 Instructor I

Reviewed:

Roncesvale J. Caipang
RONCESVALE J. CAIPANG
 Chairperson
 General Education Department

Approved:

Noel A. Sedigo
NOEL A. SEDIGO, MSc
 Campus Administrator

