

URGENT


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MEMORANDUM NO. OVCAA-ECA 18-207

TO : ALL DEANS, DIRECTORS, HEADS OF ACADEMIC UNITS
UPD GE CLUSTER CHAIRS

FROM :  EVANGELINE C. AMOR, Ph.D. ^γ
Vice-Chancellor for Academic Affairs

SUBJECT : Reconfigured GE Courses and Reminders on the GE Courses to be Offered
for the 2nd Semester, AY 2018-2019

DATE : 20 August 2018

This is to inform everyone that as of this date, out of 74 UP Diliman GE courses, there are 33 reconfigured and 3 revised GE courses based on the Revised GE Program Framework. Meanwhile, 8 GE courses were newly instituted.

A. Reconfigured/ Revised*

	GE Courses	Course Title
1	Art Stud 2	<i>Art Around Us: Exploring Everyday Life</i>
2	Eng 11	<i>Literature and Society</i>
3	Eng 12	<i>World Literatures</i>
4	Eng 30	<i>English for the Professions</i>
5	FA 28	<i>Arts in the Philippines</i>
6	FA 30	<i>Art Pleasures</i>
7	Fil 40	<i>Wika, Kultura, at Lipunan</i>
8	L Arch 1	<i>Designing Eden: Introduction to Philippine Landscape Architecture</i>
9	Pan Pil 17	<i>Panitikan at Kulturang Popular</i>
10	Pan Pil 19	<i>Sekswalidad, Kasarian at Panitikan</i>
11	Theatre 11	<i>Dula at Palabas</i>
12	Theatre 12	<i>Acting Workshop</i>
13	Bio 1	<i>Contemporary Topics in Biology</i>
14	Chem 1	<i>Chemistry: Science that Matters</i>
15	FN 1	<i>Food Trip</i>
16	Geol 1	<i>Our Dynamic Earth</i>
17	MBB 1	<i>Biotechnology & You</i>
18	MS 1	<i>Oceans and Us</i>
19	Physics 10	<i>Physics & Astronomy for Pedestrians</i>
20	Anthro 10	<i>Bodies, Senses and Humanity</i>
21	Archaeo 2	<i>Archaeological Heritage: The Past is not a Foreign Land</i>

22	Arkiyoloji 1	<i>Ang Pilipinas: Arkiyoloji at Kasaysayan</i>
23	Econ 11	<i>Markets and the State</i>
24	Geog 1	<i>Places and Landscapes in a Changing World</i>
25	Kas 1	<i>Kasaysayan ng Pilipinas</i>
26	Kas 2	<i>Ang Asya at ang Daigdig</i>
27	Lingg 1	<i>Ikaw at Wika Mo</i>
28	Philo 1	<i>Philosophical Analysis</i>
29	Philo 10	<i>Approaches to Philosophy</i>
30	Philo 11	<i>Logic</i>
31	Soc Sci 2	<i>Social, Economic and Political Thought</i>
32	Socio 10	<i>Being Filipino: A Sociological Exploration</i>
33	SEA 30	<i>Asian Emporiums: Networks of Culture and Trade in Southeast Asia</i>
34	STS 1*	<i>Science, Technology and Society</i>
35	Math 2*	<i>Mathematics in Everyday Life</i>
36	DRMAPS*	<i>Disaster Risk Mitigation, Adaptation and Preparedness Strategies</i>

B. Newly Instituted

	GE Courses	Course Title
1	ARTS 1	<i>Critical Perspectives in the Arts</i>
2	Eng 13	<i>Writing as Thinking</i>
3	ETHICS 1	<i>Ethics and Moral Reasoning in Everyday Life</i>
4	LIS 10	<i>Information and Society</i>
5	MATH 10	<i>Mathematics, Culture, and Society</i>
6	PHILARTS 1	<i>Philippine Arts and Culture</i>
7	Speech 30	<i>Public Speaking and Persuasion</i>
8	SAS 1	<i>Self and Society</i>

Concerned units are reminded to submit their reconfigured syllabus for GE course/s intended to be offered this second semester, AY 2018-2019. Per Memorandum No. OVCAA-ECA 17-052, OVPAAM Memorandum No. 2017-78 and Memorandum No. PDLC 18-27, only reconfigured, revised and instituted GE courses based on the Revised GE Program Framework shall be offered and can be taught starting first semester, AY 2018-2019.

Attached is the GE Course Proposal Template (updated as of 16 August 2018).

Deadline for submission to GE Center (GEC) Diliman through your respective GE Cluster Chair is **on or before Tuesday, 28 August 2018, 12:00 noon**. Note that only those who will be able to submit before the deadline will be included in the agenda for the next UPD GE Committee meeting on Thursday, 30 August 2018.

Thank you.

cc: GEC Diliman
OUR Diliman

Department/ Institute _____
College of _____
University of the Philippines ____ (campus) ____

PROPOSAL FOR THE RECONFIGURATION/ REVISION/ INSTITUTION OF ____ (course number) ____
____ (course title) ____

A. Course Catalogue Description

1. **Course Number:**
2. **Course Title:**
3. **Course Description:**
4. **Prerequisite:**
5. **Semester Offered:**
6. **Course Credit:**
7. **Number of Hours:**
8. **Course Goal/s:**

*State in infinitive form (To + verb) the course aims. This statement of goals is related to but **different from the statement of course outcomes in C.1** below in that it is a statement of **what the course (or those teaching the course) aims to do or accomplish** whereas the statement of learning outcomes articulates what the student is expected to be able to do after studying the course. The statement of course goals is a general statement of intent usually consisting of 1-2 infinitive clauses only.*

EXAMPLE (*adapted* from HIST 3 - History of Philippine Ethnic Minorities offered by UP Baguio)

Course Goal: To develop a nuanced, complex and dynamic understanding of the formation and transformation of localities and ethnicities, their responses to minoritization and their contributions to nation-building.

B. Rationale

State here why the course is being proposed for inclusion in the GE program — i.e. the significance of the course. If the course is an existing course that has been reconfigured for inclusion in the revised GE program, provide a summary statement of changes made, if any.

C. Course Outline

1. Course Outcomes (CO)

Upon completing the course, students must be able to:

- CO 1. (Verb phrase referring to higher-order learning)....
- CO 2. (Verb phrase referring to higher-order learning)....
- CO 3. (Verb phrase referring to higher-order learning)....
- CO 4. (Verb phrase referring to higher-order learning)....

List here what students will know and be able to do after completing the course. The list should refer to significant learning that students will gain from the course stated in the form of observable learning behaviors (i.e. student behavior demonstrating knowledge, skills, and/or dispositions/attitudes developed). The list should be summative, referring to higher-order learning outcomes (as opposed to task-level learning outcomes) — for example, discussing, analyzing, critiquing or evaluating, integrating or synthesizing. The average number of course learning outcomes is 3-5.

EXAMPLE (*adapted from SOC SCI 30 - Notions of Justice offered by UP Baguio*)

Upon completing the course, students must be able to:

- CO 1. Differentiate the various notions of justice, including their origins, elements and applications;
- CO 2. Construct arguments for alternative positions on political and social issues of justice; and
- CO 3. Evaluate various perspectives on justice.

1.1 GE Objectives Met by the Course

The revised GE Framework stipulates that a course should meet or contribute to four of the five GE program objectives¹. In this section of the proposal, **state in paragraph form which GE program objectives are met by the course and how**. And then in the table below, indicate (by ticking or shading the relevant cells) the GE objective/s that each course outcome is aligned with or addresses.

Course Outcomes	GE Objectives*				
	A	B	C	D	E

- *A Broaden intellectual and cultural horizons
- B Hone critical and creative thinking
- C Develop a passion for learning and scholarship
- D Cultivate a high sense of intellectual and moral integrity
- E Foster a commitment to nationalism and social justice

EXAMPLE (*adapted from SEA 30 - Asian Emporiums offered by UP Diliman*)

- 1) To broaden intellectual and cultural horizons. Filipinos generally lack knowledge about Southeast Asia, probably due to centuries of colonization by Western countries. The course will broaden the students intellectual and cultural horizons by introducing them to the cosmopolitan world of monsoon Asia which was formed by interactions between its peoples through the centuries for the purpose of trade but also for other reasons such as pilgrimages, quests for symbols of power and prestige, collecting medicinal herbs, as well as sheer adventure.
- 2) To develop a passion for learning and scholarship. The course will expose students to inter-disciplinary and multi-disciplinary perspectives and approaches — from the Arts and Humanities, Social Sciences, and Philosophy — to understanding the cultures of monsoon Asia.
- 3) To hone critical and creative thinking. Critical and creative thinking will be stimulated through use of multimedia instructional resources with a thematic approach, developed by a team of Southeast Asian scholars.
- 4) To foster a commitment to nationalism and social justice. The common heritage that the Philippines shares with her Southeast Asian neighbors will make the students realize that the Philippines belongs to a bigger body of cultural ancestry with a long history of relations with Eastern and Western cultures. This should develop greater pride in their culture and in the country's important contributions to the enrichment of the larger Asian heritage.

¹ In the Revitalized GE Program, courses were expected to meet three of the four program objectives.

Course Outcome	GE Objectives*				
	A	B	C	D	E
Discuss the influence of physical and human geography on various Southeast Asian socio-cultural phenomena					
Re-construct the idea of emporium and trade in contemporary contexts					
Analyze commonalities and distinctiveness in Southeast Asian cultural heritage/practices					
Investigate the contribution of Southeast Asian faith traditions in the promotion of social justice					
Identify historico-cultural milestones in the Southeast Asian-Western encounter					

2. Course Content

Indicate in the table below the main course topics and the approximate number of hours for in-class work (at three hours per week for a 3-unit course).

Course Topics

3. Course Coverage

The table below is a horizontal syllabus providing an overview of how the course will proceed. It shows the course topics in sequence (in column 3) and the schedule and duration for each topic in terms of week/s in the term (in column 1).

In column 2, write the learning outcomes for each topic — i.e. what the students should know and be able to do (in the form of a learning behavior) after completing the topic. Note that this is different from the course outcomes listed in section C.1 above.

In column 4, state the essential or key question/s that is/are the focus of each topic and that students should be able to answer after studying the topic.

In column 5, indicate how each topic will be taught and/or taken up. Topics are usually taken up using a combination of teaching and learning activities. The following are examples of teaching and learning activities: lecture-discussion, viewing a film or video followed by a discussion, Socratic questioning, small group activity, problem solving, writing exercises or workshop, mapping (including concept mapping), role-play, structured debate, walking tour or field trip (including “virtual” field trips), wiki writing or collaborative writing, and

WebQuest.

In column 6, indicate how student learning for each topic or cluster of topics will be assessed. Types and examples of assessment tools or activities include:

Exams/Tests: unit test, long test, mid-term exam, final exam

Papers: commentary, critique, reaction paper, position paper, report, literature review, case study

Presentations: slide presentation, demonstration, exhibit

Digital projects: blog post, audio podcast, video recording, website, class wiki

Learning and summative assessment activities may be individual or collaborative activities.

In column 7, indicate the essential or core readings or learning resources that students must study for each topic (e.g. specific journal articles or book chapters, a specific corpus or collection of works). If such a listing is not feasible, this column need not be included and all course readings should instead be listed under the References section at the end of this proposal.

Week	Learning outcome/s	Course Topic	Essential or Key Questions	Suggested Teaching and Learning Activities	Suggested Assessment Tools/ Activities	Core Readings/ Learning Resources

(Note: This table must be printed in landscape orientation.)

4. Course Requirements

This is a summary listing of the main requirements for passing the course, including the summative assessment tools listed in column 6 in the table for course coverage (in the previous section).

EXAMPLE

1. Mid-term and final exam
2. Individual short papers
3. Group project
4. Participation in class activities

D. References

List here the references from which faculty might draw reading assignments and which they might use as basis for lectures and other class activities. The reference list should contain more recent/updated material (published in the last five years).

E. List of Faculty

Please list (by rank, name, highest educational attainment) in alphabetical order the faculty members who can teach the course.

If necessary, provide a list of faculty members who can be tapped as resource persons for specific portions of the course.