



Philippine National
Research Center for Teacher Quality

Prototype Syllabi for Pre-service Teacher Education
Compendium Series

COMPENDIUM 4:

Bachelor of Secondary Education

English Specialization Courses

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List of Acronyms

BTI	beginning teacher indicator
CLO	Course learning outcome
CMO	CHED Memorandum Order
COD	Center of Development
COE	Center of Excellence
ILO	Intended learning outcome
IM	Instructional material
OBE	Outcome-based Education
OECD	Organisation for Economic Co-operation and Development
PPST	Philippine Professional Standards for Teachers
PSG	Policies, Standards and Guidelines
PST	pre-service teacher
TEI	teacher education institution
TLA	teaching and learning activity
TOS	table of specifications

Development of PPST-based Prototype Syllabi on Priority Programs in Pre-Service Teacher Education

PROJECT BACKGROUND

Rationale

This compendium is one of ten in the series of **Prototype Syllabi on Priority Programs in Pre-service Teacher Education** developed through the Philippine National Research Center for Teacher Quality (RCTQ), with the Teacher Education Council (TEC) as lead, in partnership with select Centers of Excellence and Centers of Development in Teacher Education. The Development of PPST-based Prototype Syllabi on Priority Programs in Pre-Service Teacher Education Project aims to further align current teacher education curricula with the Philippine Professional Standards for Teachers (PPST) to ensure that the future educators are geared towards educating students for a long term and sustainable nation building.

The PPST-based prototype syllabi aim to provide a benchmark that TEIs can adopt or adapt to enhance their curricula. This promotes shared understanding and expectations of quality pre-service training throughout the country.

The Philippine Professional Standards for Teachers (PPST)

The National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST) (DepEd Order No. 42, S. 2017) sets clear expectations of teachers along well-defined career stages. In adopting it, DepEd integrates PPST in all its professional development programs, learning and delivery systems, and HR systems. The DepEd adoption and integration of the PPST necessitate that Teacher Education Institutions (TEIs) align their curricula with what the department needs. The new CHED-issued PSGs on teacher education (2017) are based on PPST to ensure that every graduate of pre-service teacher education programs can cope with the demands of DepEd. The development of prototype syllabi supports new pre-service teacher education curriculum based on CHED requirements and DepEd needs.

"Teacher qualifications, teacher's knowledge and skills, make more difference for student learning than any other single factor."
(Darling-Hammond, 2011)

Linking Theory to Practice

The developed prototype syllabi do not only respond to the curricular requirements of the PPST and CHED's PSGs. A key feature of the syllabi is the inclusion of activities that give opportunities for pre-service teachers to put their learnings into practice. This supports international studies on linking theory to practice. According to Darling-Hammond (George Lucas Educational Foundation, 2001):

"It's hard to learn theoretical ideas in isolation, try to remember them for two years until you get to student teaching, and then all of sudden be put in a situation where you're supposed to implement something you've never seen in practice. That doesn't work. That's the old model of teacher education."

The prototype syllabi were anchored on the core principles of the **Pre-service Teachers' Practice-based Training (PSTePT) framework**, developed by RCTQ, with TEC as lead, and select COEs and CODs in teacher education. In this framework, practice-based teacher education training is described as experiential, developmental, formative, integrative and system-based. It is an attempt to integrate practicum into the course work of pre-service teachers starting from their professional education courses, by recommending the inclusion of experiential activities in the field like observations, interviews, and other opportunities to demonstrate their understanding of theories to actual practice.

Partnerships Towards Quality Pre-service Teacher Education

RCTQ and TEC partnered with select teacher education institutions on the development of 10 compendiums of prototype syllabi. Two to three TEIs collaboratively worked on one compendium/priority program. Three to four writers per institution were sent to attend a series of writeshops, reviews and validation to finalize the outputs.

Partner institutions in the development of the PPST-based Prototype Syllabi

CORDILLERA ADMINISTRATIVE REGION



Benguet State University

Values Education



University of the Cordilleras

Social Studies



Saint Louis University

Values Education

REGION I



Pangasinan State University

Social Studies

REGION II



Saint Mary's University

Science

REGION III



Angeles University Foundation

Physical Education

REGION V



Ateneo De Naga University

Elementary Education



Bicol University

Elementary Education

REGION VIII



Leyte Normal University

Filipino



Southern Leyte State University

Filipino

REGION VII



University of San Jose-Recoletos

English



Cebu Normal University

English

REGION IX



Ateneo De Zamboanga University

Mathematics



Western Mindanao State University

Professional Education

REGION X



Bukidnon State University

Professional Education



Xavier University
ATENEUM DE CAGAYAN

Xavier University

Mathematics

NATIONAL CAPITAL REGION



Centro Escolar University

Early Childhood Education



De La Salle University - Manila

Science



Philippine Normal University

*Professional Education
Physical Education*



University of Asia and the Pacific

Early Childhood Education

PPST-BASED PROTOTYPE SYLLABI PRIORITY PROGRAMS

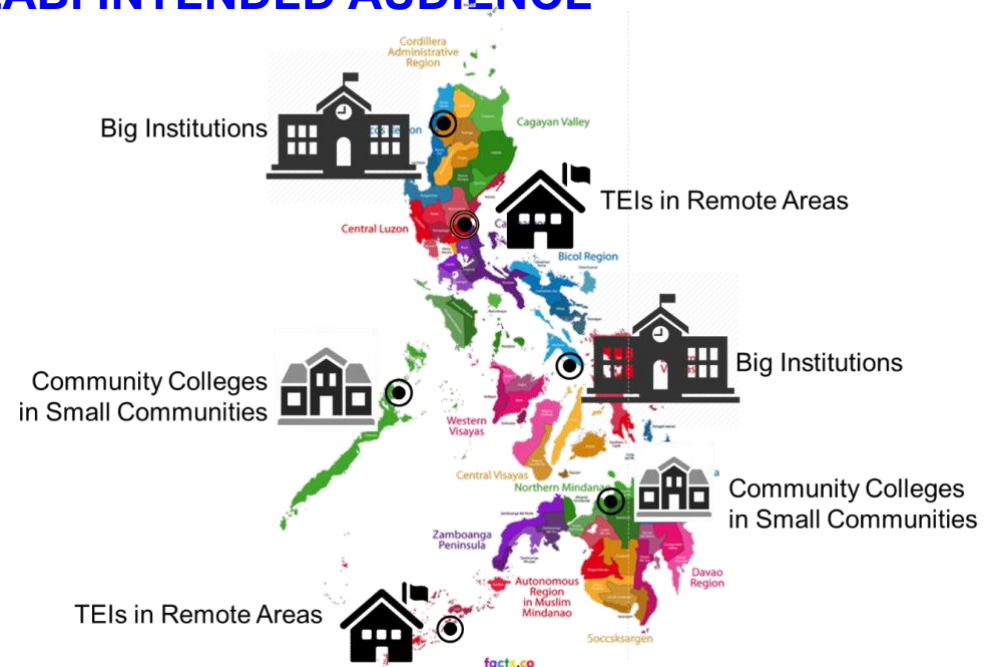
The priority programs were selected based on various consultations. The prototype syllabi are on the following programs:

- Early Childhood Education
- Elementary Education
- English
- Filipino
- Mathematics
- Physical Education
- Science
- Social Studies
- Values Education

PPST-BASED PROTOTYPE SYLLABI INTENDED AUDIENCE

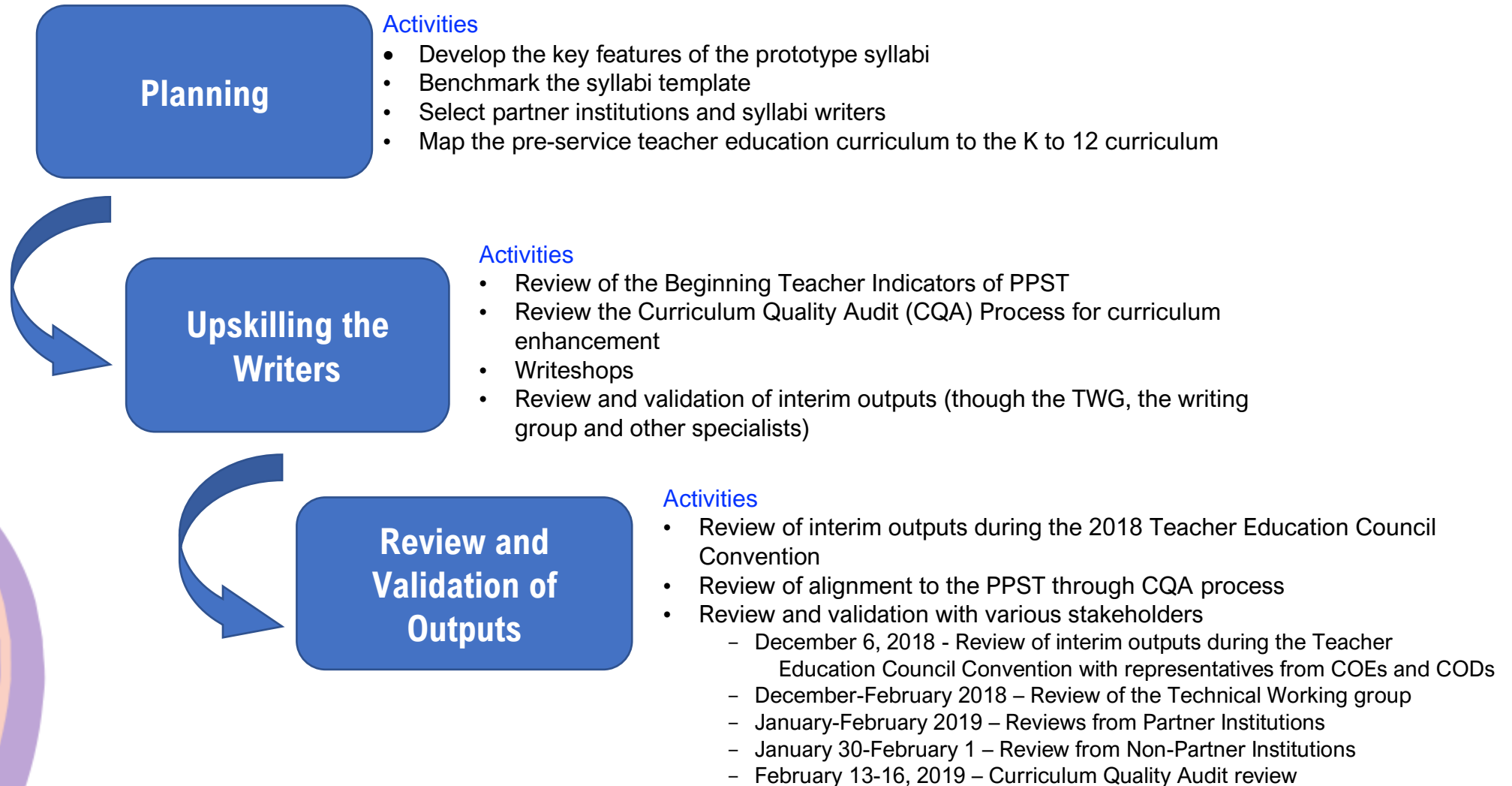
The developed prototype syllabi are intended to assist all TEIs in the country. Specifically, they were developed to assist community colleges, colleges in remote areas, and other teacher education institutions to have further guidance in enhancing their teacher education curriculum.

Through established partnerships with COEs and CODs in teacher education across the country and the guidance of the Teacher Education Council, the continuity of the usability and impact of the PPST-based prototype syllabi is ensured.



THE PROTOTYPE SYLLABI DEVELOPMENT PROCESS

The development followed three key phases:



GUIDE TO THE PROTOTYPE SYLLABI COMPENDIUM

This compendium is one of 10 in the PPST-based Prototype Syllabi in Pre-service Teacher Education Compendium Series:

Compendium 1: Professional Education Courses

Compendium 2: Early Childhood Education Specialization Courses

Compendium 3: Elementary Education Specialization Courses

Compendium 4: English Specialization Courses

Compendium 5: Filipino Specialization Courses

Compendium 6: Mathematics Specialization Courses

Compendium 7: Physical Education Specialization Courses

Compendium 8: Science Specialization Courses

Compendium 9: Social Studies Specialization Courses

Compendium 10: Values Education Specialization Courses

Each compendium contains prototype syllabi that Teacher Education Institutions (TEIs) could either adapt or adopt. Parts of the prototype syllabi template were benchmarked from local and international sources and were agreed upon by the Technical Working Group and partner institutions.

GUIDE TO READING AND UNDERSTANDING THE PPST-BASED PROTOTYPE SYLLABI

Each prototype syllabi contains the common parts like:

- Institutional Logo and other information
- Vision, Mission and College Goals
- Class Information/Schedule
- Instructor's Information
- Course Information

Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted
Vision		Mission
College Goals		
Program Outcomes		
Class Information		Instructor's Information
Section		Instructor's Name
Schedule		Office Designation
Time		Office Hours
Venue		Office Telephone
Term		E-mail Address

Course Information			
Course Name	Assessment in Learning 1	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs/wk. (18 weeks, 54 hrs total)
Course Requirements:			
<ul style="list-style-type: none"> Major Exams Summative quizzes Per unit outputs as specified in the assessment End of course learning log (reflective journal) and portfolio (compilation of assessment outputs) on test development 			
Grading System			

Course Description	Course Description BTIs
This course focuses on the principles, development and utilization of conventional assessment tools to improve the teaching learning process. It emphasizes the use of assessment of, as, and for learning in measuring knowledge, comprehension and other thinking skills in the cognitive, psychomotor or affective domains. It takes pre-service teachers through the standard steps in test construction and development, the application of grading systems, and the provision of timely, accurate, and constructive feedback to improve learner performance. Trends and issues related to assessment are also addressed.	1.1.1; 5.1.1; 5.3.1, 5.5.1
Course Learning Outcomes	Course Learning Outcomes BTIs
<i>At the end of the course, pre-service teachers should be able to:</i>	1.1.1; 1.2.1
(1) demonstrate current, research-based knowledge and understanding of the basic concepts and principles of assessment and how they are applied in teaching and learning;	4.2.1
(2) identify learning outcomes that are aligned with learning competencies;	5.1.1
(3) demonstrate knowledge in designing, developing, selecting and using appropriate diagnostic, formative and summative assessment strategies in line with K to 12 standards, guidelines and requirements;	5.2.1
(4) demonstrate knowledge of monitoring and evaluating learner progress using learner attainment data;	5.5.1
(5) demonstrate understanding of the role of assessment in making instructional decisions;	5.3.1
(6) demonstrate knowledge of providing timely, accurate and constructive feedback to improve learner performance; and	5.4.1
(7) demonstrate familiarity with strategies for communicating students' learning needs, progress and achievement to key stakeholders.	

These parts were intentionally left blank and will be up to the teacher education institution, college of education and/or the faculty handling the course to fill in.

The remaining parts have been filled in by the technical working group, research team and writers. They are designed to be adopted or to serve as a benchmark and model that may be adapted by teacher education institutions, colleges of education and/or the faculty handling the course.

Course Information	
Course Name	Assessment in Learning 1
Pre-requisite Subject	
Course Requirements	
Grading System	
Course Description	
This is a course that focuses on the principles, development and utilization of conventional assessment tools to improve the teaching learning process. It emphasizes on the use of assessment of, as, and for learning in measuring knowledge, comprehension and other thinking skills in the cognitive, psychomotor or affective domains. It allows students to go through the standard steps in the test construction and development, and the application of grading system in order to provide timely, accurate, and constructive feedback to improve learner's performance. Trends and issues related to assessment will also be addressed.	BTIs covered 1.1.1; 5.1.1; 5.3.1
Course Outcomes	
At the end of the course, the pre-service teachers can: [1] demonstrate understanding of the basic concepts and principles of assessment based on recent developments and research and how they are applied in teaching and learning; [2] demonstrate knowledge in designing, developing, selecting and using appropriate diagnostic, formative and summative assessment strategies in line with K to 12 standards, guidelines and requirements; [3] demonstrate understanding the role of assessment in making instructional decisions; [4] demonstrate knowledge of providing timely, accurate and constructive feedback to improve learner performance; and [5] demonstrate familiarity with strategies for communicating students' learning needs, progress and achievement to key stakeholders.	BTIs covered 1.1.1; 1.2.1 5.1.1 5.5.1 5.3.1 5.4.1

Course Description

The course descriptions are enhanced versions of the course descriptions in the Policies, Standards and Guidelines (PSGs). Enhancements include additional inputs and/or elaboration using the language of the PPST to clarify the intent of the course and make the alignment to the PPST more explicit.

Course Learning Outcomes

The course outcomes use the language of the standards to make alignment to the standards more explicit. The course outcomes are constructively aligned with the course description, content and assessment.

Beginning Teacher Indicator (BTI) coverage

The column for Beginning Teacher Indicators (BTIs) is a new feature in pre-service teacher education syllabi. It shows which BTIs are addressed/covered by a course. It also shows where BTIs are covered, specifically in the description, course learning outcomes, content and assessment. Mapping course components to BTIs promotes constructive alignment, that is the intentional alignment of course content, assessment and feedback to achieve course learning outcomes (Biggs, 2003; Biggs & Tang, 2011). Examining **alignment of outcomes, content and assessment** supports constructive alignment in outcomes-based pre-service teacher education.

Time Allotment

The Time Allotment column indicates the recommended duration to cover the content.

Intended Learning Outcomes (ILOs)

The ILOs column presents outcomes which are specific to the content covered. It presents what pre-service teachers should be able to know or do after covering the topics.

The ILOs are learner-centered rather than content-centered. They provide guidance on the focus and intent of the content to be covered.

Content

The Content column outlines topics to be covered.

Mapping to the CLOs

Aside from the BTI coverage, the prototype syllabi also map ILOs and the Suggested Assessment to the corresponding CLO/s, to ensure constructive alignment.

Example: 1.1.1 [A]

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs/ CLOs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs/ CLOs
Week 1-2	At the end of the unit, the pre-service teacher (PST) can: a. explain the basic concepts related to child and adolescent development; and b. explain how current research and theories on child and adolescent development contribute to teaching and learning within and across different areas.	1.1.1 [1] 1.2.1 [2]	Unit 1 – Basic Concepts A. Definitions of Child and Adolescent Learners 1. Definitions from UNESCO, UNICEF and WHO B. Growth and Development: Nature or Nurture? C. Periods of Development D. Developmental Tasks and Education (Havighurst) E. Domains of Development 1. Biological 2. Cognitive 3. Socio-emotional F. Context and Development G. Development and Pedagogy: Theory and Research 1. Theories and hypotheses 2. Methodology 3. Integrating theory and practice	Facilitated discussion using comparative study. A comparative discussion of the definition and characteristics of child and adolescent learners coming from various sources or authorities. Advanced reading/research. Topics on growth and development may be given in advance to PSTs in small groups to prepare them for debate and further discussions. Explicit Instruction. This shall involve modelling, guided learner practice and independent learner practice. Current research shall be used to highlight key concepts, with emphasis on the integration of theory into practice. Online journal search strategies will also be introduced to promote PSTs' academic literacy.	Summative quizzes Unit learning log or reflective journal. Infographic. The PST, individually or in small groups, will <i>explain</i> the basic concepts related to child and adolescent learners' development and growth using text and graphic presentation or infographic. The output will be presented in class or exhibited in a gallery. Debate. Debate may also be used to assess PSTs' understanding of the "nature or nurture" issue based on their research. Groupings will be pre-determined to guide PSTs in their research. Premium will be given on the justifications and clarity of points. Library/Online research. This involves the systematic gathering of information in order to write a paper, create a presentation, or complete a project. As used in this context, pre-service teachers shall gather research information on identified topics from journals. The preservice teachers shall focus on	1.1.1 [1] 1.2.1 [2] 1.1.1 [1] 1.2.1 [2] 1.1.1 [1] 1.2.1 [2]

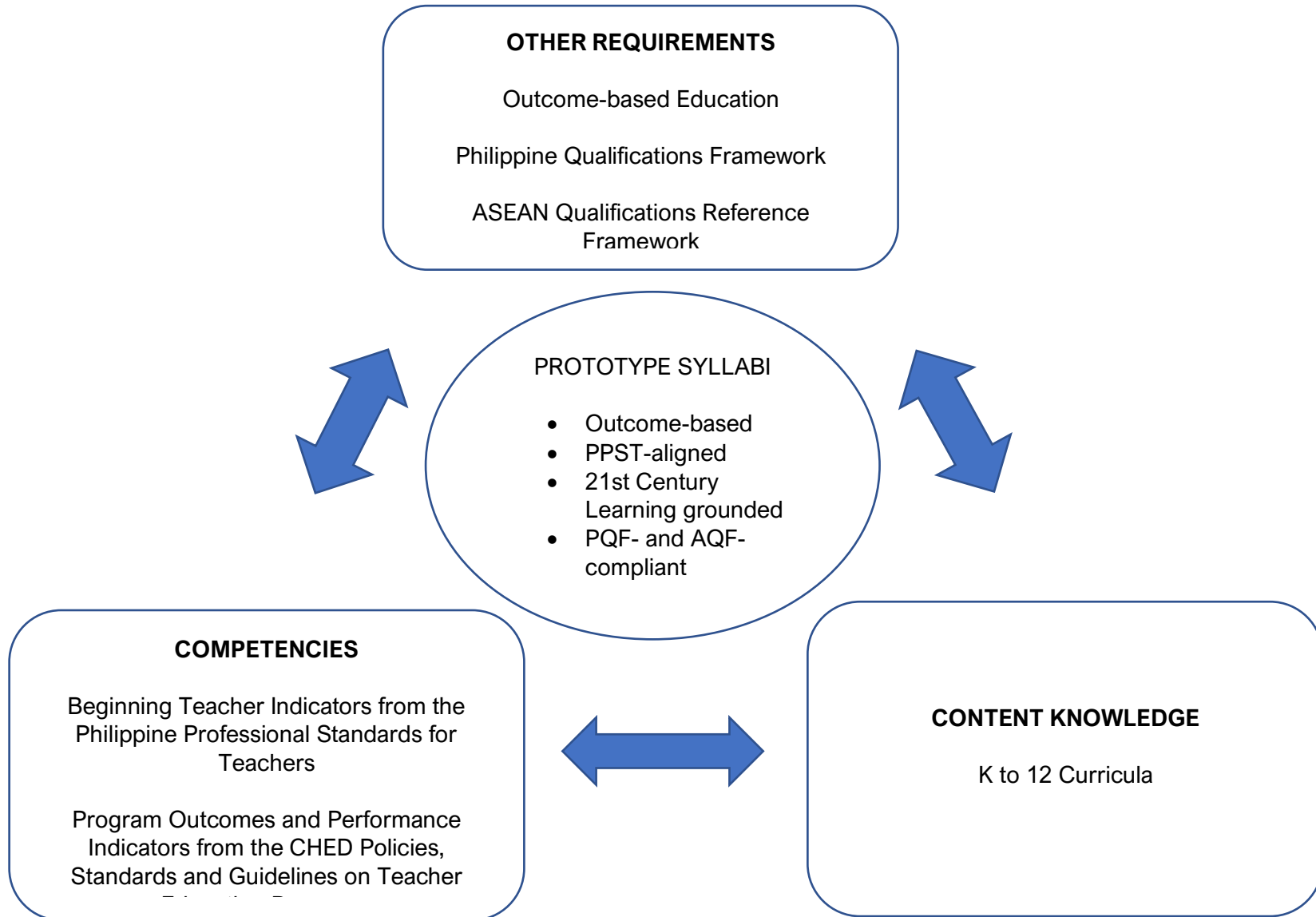
Suggested Teaching Learning Activities (TLAs)

The Suggested TLAs column indicates recommended activities to deliver the content and help facilitate the pre-service teachers' achievement of the ILOs.

Suggested Assessment

The Suggested Assessment column indicates recommended formative or summative activities to measure the achievement of the ILOs and/or mastery of the content covered.

FEATURES OF THE PROTOTYPE SYLLABI



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THE BEGINNING TEACHER INDICATORS

Domain 1: Content Knowledge and Pedagogy	Domain 2: Learning Environment	Domain 3: Diversity of Learners
1.1.1 Demonstrate content knowledge and its application within and/or across curriculum teaching areas.	2.1.1 Demonstrate knowledge of policies, guidelines and procedures that provide safe and secure learning environments.	3.1.1 Demonstrate knowledge and understanding of differentiated teaching to suit the learners' gender, needs, strengths, interests and experiences.
1.2.1 Demonstrate an understanding of research-based knowledge and principles of teaching and learning.	2.2.1 Demonstrate understanding of learning environments that promote fairness, respect and care to encourage learning.	3.2.1 Implement teaching strategies that are responsive to the learners' linguistic, cultural, socio-economic and religious backgrounds.
1.3.1 Show skills in the positive use of ICT to facilitate the teaching and learning process.	2.3.1 Demonstrate knowledge of managing classroom structure that engages learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within the available physical learning environments	3.3.1 Use strategies responsive to learners with disabilities, giftedness and talents.
1.4.1 Demonstrate knowledge of teaching strategies that promote literacy and numeracy skills.	2.4.1 Demonstrate understanding of supportive learning environments that nurture and inspire learner participation.	3.4.1 Demonstrate understanding of the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices.
1.5.1 Apply teaching strategies that develop critical and creative thinking, and/or other higher-order thinking skills.	2.5.1 Demonstrate knowledge of learning environments that motivate learners to work productively by assuming responsibility for their own learning.	3.5.1 Demonstrate knowledge of teaching strategies that are inclusive of learners from indigenous groups.
1.6.1 Use Mother Tongue, Filipino and English to facilitate teaching and learning.	2.6.1 Demonstrate knowledge of positive and non-violent discipline in the management of learner behavior.	
1.7.1 Demonstrate an understanding of the range of verbal and non-verbal classroom communication strategies that support learner understanding, participation, engagement and achievement.		

Domain 4: Curriculum and Planning	Domain 5: Assessment and Reporting	Domain 6: Community Linkages and Professional Engagement	Domain 7: Personal Growth and Professional Development
4.1.1 Prepare developmentally sequenced teaching and learning processes to meet curriculum requirements.	5.1.1 Demonstrate knowledge of the design, selection, organization and use of diagnostic, formative and summative assessment strategies consistent with curriculum requirements.	6.1.1 Demonstrate an understanding of knowledge of learning environments that are responsive to community contexts.	7.1.1 Articulate a personal philosophy of teaching that is learner-centered.
4.2.1 Identify learning outcomes that are aligned with learning competencies.	5.2.1 Demonstrate knowledge of monitoring and evaluation of learner progress and achievement using learner attainment data.	6.2.1 Seek advice concerning strategies that build relationships with parents/guardians and the wider community.	7.2.1 Demonstrate behaviors that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect and integrity.
4.3.1 Demonstrate knowledge in the implementation of relevant and responsive learning programs.	5.3.1 Demonstrate knowledge of providing timely, accurate and constructive feedback to improve learner performance.	6.3.1 Demonstrate awareness of existing laws and regulations that apply to the teaching profession, and become familiar with the responsibilities specified in the Code of Ethics for Professional Teachers.	7.3.1 Seek opportunities to establish professional links with colleagues.
4.4.1 Seek advice concerning strategies that can enrich teaching practice.	5.4.1 Demonstrate familiarity with a range of strategies for communicating learner needs, progress and achievement.	6.4.1 Demonstrate knowledge and understanding of school policies and procedures to foster harmonious relationships with the wider school community.	7.4.1 Demonstrate an understanding of how professional reflection and learning can be used to improve practice.
4.5.1 Show skills in the selection, development and use of a variety of teaching and learning resources, including ICT, to address learning goals.	5.5.1 Demonstrate an understanding of the role of assessment data as feedback in teaching and learning practices and programs.		7.5.1 Demonstrate motivation to realize professional development goals based on the Philippine Professional Standards for Teachers.

THE PPST-BASED ENGLISH SPECIALIZATION COURSES PROTOTYPE SYLLABI

Document Bases:

CMO No. 75, s. 2017: Policies, Standards, and Guidelines for Bachelor of Secondary Education (BSEd)
K to 12 Curriculum Guide English (Grade 1 to Grade 10) [May 2016]
Philippine Professional Standards for Teachers (DO 42, s 2017)

Total Number of
Specialization Courses

21

Available Specialization
Course Outputs

21

Total Number of
Elective Courses

5

Available Elective Course
Outputs

4

Lead Writers:



Secondary Writers/ Reviewers:



Xavier University
ATENEO DE CAGAYAN

Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted

Vision	Mission
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College Goals**Program Outcomes** (from CMO No. 75, s. 2017 p. 4):

- 6.3.1.a. Possess broad knowledge of language and literature for effective learning
- 6.3.1.d. Demonstrate proficiency in oral and written communication

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Introduction to Linguistics	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

<p>Course Description</p> <p>This course provides an overview of linguistics as a discipline, its development, levels of structure, and its significance to English language teaching. The pre-service English teachers will recognize the general structural aspect of language (i.e. phonology, morphology, syntax, semantics, and pragmatics) and major theories of linguistics in language acquisition, psycholinguistics, sociolinguistics and other related studies. With this, the course will help future language teachers demonstrate linguistic content knowledge and application across other languages and use English competently to facilitate teaching and learning in the future.</p>	<p align="center">BTIs covered</p> <p align="center">1.1.1 1.6.1</p>
<p>Course Learning Outcomes</p> <p>At the end of the course, the pre-service teachers should be able to:</p> <ul style="list-style-type: none"> A. demonstrate content knowledge and application of the structural aspects of language, i.e. phonology, morphology, syntax, semantics, and pragmatics across languages and other fields through sharing arguments and counter-arguments; B. use English competently in varied linguistic activities (performing a jazz chant, recording a listening material dialogue, writing appropriate learning materials); and C. draw implications of the theories of linguistics to language teaching, learning, and benefit to community and society through a reflection paper. 	<p align="center">BTIs covered</p> <p align="center">1.1.1 1.6.1 1.1.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Weeks 1-3	At the end of these weeks, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. discuss the scientific study of language in relevance to language teaching, learning, and benefits to community and society; b. differentiate the views on language study in order to explain further possible language origins and language teaching methods; c. define, compare and contrast the components of grammar; and d. share arguments and contentions on the incidence of various Englishes, NESTs and non-NESTs and standard English. 	1.1.1 (C) 1.1.1 (C) 1.1.1 (A) 1.1.1 (A)	1. Overview of Introduction to Linguistics <ol style="list-style-type: none"> 1. Linguistics as the Science of Language 2. Definitions of Language according to Famous Linguists/Theorists 3. Macro Skills of Language 4. Views and Overview on Theories in Language Study <ul style="list-style-type: none"> • Behaviorist • Innatist/Nativist • Cognitivist • Interactionist 5. Communicative Competence by D. Hymes <ul style="list-style-type: none"> • Linguistic • Sociolinguistic • Discourse • Strategic 6. Components of Grammar – An Introduction <ul style="list-style-type: none"> • Phonetics and Phonology • Morphology • Syntax • Semantics • Pragmatics 7. World Englishes – An Introduction <ul style="list-style-type: none"> • World vs. Philippine vs. Standard Englishes • NESTs vs. Non-NESTs 8. Kachru’s Concentric Circles 	<ul style="list-style-type: none"> • Roundtable discussion and creative presentation on assigned definitions of language to connect with linguistics as a science and a discipline • Lecture on Linguistics, Language Definitions, Views on Language Study, and Components of Grammar • Table differentiation on the Views on Language Study and Components on Grammar • Reading and analysis of a research paper discussing Communicative Competence • Student-led discussion on World Englishes, NESTs vs. Non-NESTs, and Kachru’s Concentric Circles • Drafting of own reflection paper to discuss Linguistic Study, Communicative Competence vis-a-vis Language Components while sharing implications of these to language teaching, learning, and benefits to community and society • Reading of rubrics for reflection paper • Consultation/checking of reflection paper with instructor 	<ul style="list-style-type: none"> • Group process assessment on the creative presentation of assigned language definition • Reflection paper on Linguistic Study, Communicative Competence vis-à-vis Language Components and implications to teaching, learning, and benefits to community and society (focusing on Personal Reflection, Organization, and Discussion of Linguistic Concepts) 	1.1.1 1.1.1

Weeks 4-7	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <ol style="list-style-type: none"> differentiate linguistic terms in phonology (pronunciation vs. articulation, vowels vs. consonants, etc.); produce vowel, consonant, and diphthong sounds correctly and fluently; identify vowel sounds according to placement in the tongue and consonant sounds according to place, manner and voicing; produce sounds with proper effective voice elements; present a jazz chant or any similar speech presentation to practice and showcase knowledge and understanding of segmentals and suprasegmentals; and create a teaching-learning material (i.e. listening recording) for phonology study. 	<p>1.1.1 (A)</p> <p>1.6.1 (B)</p> <p>1.1.1 (A)</p> <p>1.6.1 (B)</p> <p>1.6.1 (B)</p> <p>1.6.1 (B)</p>	<p>2. Phonetics and Phonology</p> <ol style="list-style-type: none"> Phonetics vs. Phonology vs. Pronunciation vs. Articulation Vowel vs. Consonant Sounds (Segmentals) Vowels and Diphthongs <ul style="list-style-type: none"> Front Vowels [i], [I], [eI], [ɛ], [æ] Back Vowels [u], [U], [o], [ɔ] Mid Vowels [ə], [ɜ], [ʌ], [ɪ] Diphthongs [aU], [aI], [oI] Consonants <ul style="list-style-type: none"> Place and Manner of Articulation Voice and Voiceless Consonants Bilabial [p], [b], [m], [w] Labiodental [f], [v] Dental [θ], [ð] Alveolar [t], [d], [s], [z], [n], [l] Palatal [ʃ], [ʒ], [tʃ], [dʒ], [r], [j] Velar and Glottal [k], [g], [ŋ], [h] Suprasegmentals <ul style="list-style-type: none"> Pitch and Tone Rate and Resonance Intonation and Emphasis Juncture Enunciation Effective Voice and Paralanguage Elements 	<ul style="list-style-type: none"> Lecture on linguistic terms in phonology Creating of graphic organizers to differentiate linguistic terms, vowels, consonants, and diphthongs (segmentals), and suprasegmentals for future study Demonstration on the correct production of segmentals and suprasegmentals Drills on fluency on the production of segmentals through the following oral drills containing the sound/s focused: <ul style="list-style-type: none"> -sample words -contrast drills -phrases and sentences -tongue twisters -songs -quotations -very short narratives -jazz chants and raps Placing phonological symbols on a favorite song Drills on fluency on the production of suprasegmentals through the following oral drills containing the effective voice element focused: <ul style="list-style-type: none"> -sentences -conversations -tongue twisters -situations for original composition by students Group work on creative presentation of a jazz chant 	<ul style="list-style-type: none"> Graphic organizers synthesis on differentiating linguistic terms, vowels, consonants, and diphthongs (segmentals) and suprasegmentals Various phonetic and phonological verbal participation activities Process assessment on both jazz chant presentation and listening recording material synthesis Jazz chant class presentation (focusing on Performance Effort, Accuracy of Phonological Components, and Originality of Jazz Chant Script) Phonological study learning material (i.e. listening recording material) 	<p>1.1.1</p> <p>1.6.1</p> <p>1.6.1</p> <p>1.6.1</p> <p>4.5.1</p>
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				<p>focusing on assigned vowel, consonant, and diphthong sounds and with emphasis on suprasegmentals</p> <ul style="list-style-type: none"> Practices and consultation with instructor on one's speech production Drafting of a script containing a contextual situation which could apply the segmentals and suprasegmentals Project method – practice and actual recording of the contextual script to be used as learning material for phonological study 		
Weeks 8-11	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <ol style="list-style-type: none"> differentiate linguistic terms in morphology (free vs. bound, derivational vs. inflectional, etc.); analyze morphologically word structures to identify thoughtful units of the language; use context clues and vocabulary building techniques to identify and analyze English words; and create a teaching-learning material (i.e. story book dictionary) for morphology study. 	<p>1.1.1 (A)</p> <p>1.1.1 (A)</p> <p>1.6.1 (B)</p> <p>1.6.1 (B)</p>	<p>3. Morphology</p> <p>1, Morphemes and Inflections</p> <ul style="list-style-type: none"> Free vs. Bound Morphemes (Content Words vs. Affixes) Derivational vs. Inflectional Morphemes Lexical and Grammatical Morphemes <p>1. Word Formation Processes</p> <ul style="list-style-type: none"> Prefixes, Suffixes, and Root Words Decodable and Sight Words Context Clues and Vocabulary Building Synonyms and Antonyms Definitions and Supporting Details Lexicography – The Dictionary 	<ul style="list-style-type: none"> Indirect approach to identifying morphemes and inflections through word analysis activities Lecture on types of morphemes – free vs. bound, derivational vs. inflectional, lexical vs. grammatical, word formation processes Creating of graphic organizers to differentiate linguistic terms, morphemes, inflections, word formation processes Group activity and class presentation on table completion of sample words for prefixes, suffixes, root words, with meanings and context clues Sharing decodable and leveled reading books with sample 	<ul style="list-style-type: none"> Graphic organizers synthesis on linguistic terms, morphemes, inflections, word formation processes Various oral and written participation activities in morphology Process assessment on story book making Morphological study learning material through children story books (focusing on Use of New Words in Story, Originality of Story, and Appropriateness and Contextualization) 	<p>1.1.1</p> <p>1.6.1</p> <p>1.6.1</p> <p>4.5.1</p>

				<p>decodable and sight words for teaching literacy/reading</p> <ul style="list-style-type: none"> • Answering drill worksheets on context clues and vocabulary building • Short review discussion on synonyms, antonyms, definitions, and details • Analyzing the dictionary and sample entries • Drafting of a book containing appropriate vocabulary lists which could apply morphological study • Project method – actual design and development of a story book to be used as learning material for morphological study 		
Weeks 12-15	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <ol style="list-style-type: none"> differentiate linguistic terms in syntax (the parts of speech, grammar vs. syntax, etc.); identify the parts of speech in individual units, phrases and clauses; review the grammatical rules for competent language learning; use syntactic rules in creating correct phrases, clauses, sentences, and paragraphs; and create a teaching-learning material (i.e. grammar worksheet) for syntactic study. 	<p>1.1.1 (A)</p> <p>1.1.1 (A)</p> <p>1.1.1 (A)</p> <p>1.6.1 (B)</p> <p>1.6.1 (B)</p>	<p>4. Syntax</p> <ol style="list-style-type: none"> Eight Parts of Speech <ul style="list-style-type: none"> • Nominals (Nouns and Pronouns) • Verbs • Modifiers (Adjectives and Adverbs) • Prepositions, Conjunctions, and Interjections Phrases and Clauses Sentences <ul style="list-style-type: none"> • Subject and Predicate • Kinds of Sentences (According to Use, According to Purpose) • Sentence Patterns Grammar Rules <ul style="list-style-type: none"> • Subject-Verb Agreement • Pronoun-Antecedent Agreement 	<ul style="list-style-type: none"> • Answering pre-test on grammar concepts – basis for review lecture on syntax • Short review discussion on topics with low scores in pre-test • Writing reflection journal on one's grammatical competence • Answering drill worksheets on phrases, clauses, sentences, and grammar rules • Group discussion and sharing of assigned grammar rules, syntax topic with showing of sample texts with incorrect and correct discourses 	<ul style="list-style-type: none"> • Pre-test on grammar concepts • Graphic organizers synthesis on linguistic terms, parts of speech, phrases, clauses, sentences, and rules • Various oral and written participation activities in syntax, grammar rules • Process assessment on worksheet making • Syntactic study learning material through original grammar worksheets (focusing on Appropriateness of Activity in Worksheet, Originality of 	<p>1.1.1</p> <p>1.1.1</p> <p>1.6.1</p> <p>1.6.1</p> <p>4.5.1</p>

			<ul style="list-style-type: none"> Common Usage Problems 	<ul style="list-style-type: none"> Drafting a worksheet on an assigned syntax topic which could apply syntactic study Project method – actual design and development of a grammar worksheet to be used as learning material for syntactic study 	Texts/Tasks, and Feedbacking Mechanism)	
Weeks 16-18	At the end of these weeks, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. differentiate linguistic terms in semantics and pragmatics (semantics vs. pragmatics, connotative vs. denotative, formal vs. informal, etc.); b. analyze language discourses based on meaning and use; c. use semantic techniques to arrive at connotative and denotative; and meaning of words and sentences d. create a teaching-learning material (i.e. funny comic strip) for semantic and pragmatic study. 	1.1.1 (A) 1.1.1 (A) 1.6.1 (B) 1.6.1 (B)	5. Semantics and Pragmatics <ol style="list-style-type: none"> Word and Sentence Meaning Connotative vs. Denotative Meaning Figurative Language Idiomatic Expressions Pragmatics and Language Registers (Formal, Informal, Conversational, Colloquial, Slang, etc.) 	<ul style="list-style-type: none"> Story telling of a text containing multiple idioms/history of figures of speech and idioms Review discussion on connotative and denotative meaning, figures of speech, idiomatic expressions Student-led discussion on reasons why meaning is different for contexts and people, differentiating terms stated above Answering drill worksheets on connotative and denotative meaning, figures of speech, idiomatic expressions Group discussion, creative presentation and sharing of situations which show different language registers and functions Drafting a comic strip with the use of a Comic Synthesis, Application Software on a correct and incorrect interpretation of a word, figure of speech, idiomatic expression, or language register which could apply semantic and pragmatic study 	<ul style="list-style-type: none"> Verbal participation on different meanings for contexts and people, review on connotative and denotative meaning, figures of speech, and idiomatic expressions Various oral and written participation activities in connotative and denotative meaning, figures of speech, idiomatic expressions Group sharing and creative presentation on situations for language registers Process assessment on comic strip making Semantic and pragmatic study learning material (original comic strip) using an online synthesis application software (focusing on Originality of Comic Strip, Appropriateness of Scenes/Elements to Show Semantics/Pragmatics, and Effort in the Use of Software/ Application) Summative Reflection Paper on Improving One's Communicative Competence in the five 	1.1.1 1.6.1 1.6.1 1.6.1 4.5.1 1.6.1

				<ul style="list-style-type: none"> Project method – actual design and development of a comic strip to be used as learning material for semantic and pragmatic study 	components and its Implications as an English Teacher and Learner	
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Suggested References

Anderson, A. & Lynch, T. (1988). *Language teaching: Listening*. Oxford, U.S.A.: Oxford University Press.

Brown, H. D. (1994). *Teaching by principles: An interactive approach to language pedagogy*. Englewood Cliffs: Prentice Hall Regents.

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Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted

Vision	Mission
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College Goals

<p>Program Outcomes (from CMO No. 75, s. 2017 p. 4):</p> <p>6.3.1.a. Possess broad knowledge of language and literature for effective learning</p> <p>6.3.1.b. Use English as a global language in a multilingual context as it applies to the teaching of language and literature</p> <p>6.3.1.g. Inspire students and colleagues to lead relevant and transformative changes to improve learning and teaching language and literature</p>
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Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Language, Culture, and Society	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements:			
Grading System			

<p>Course Description</p> <p>This course allows the pre-service English teachers to explore the inextricable link between and among language, culture, and society and its implications to the development of English as a global language and the ways by which it is learned and taught. With this, they must demonstrate content knowledge and application of the lingua franca to cultural, societal, and even pedagogical development through a study of research-based principles in language and language teaching. Also, they must be able to gain insights of responsive learning environments in terms of language and community/society needs.</p>	<p align="center">BTIs covered</p> <p align="center">1.1.1 1.2.1 6.1.1</p>
<p>Course Learning Outcomes</p> <p>At the end of the course, the pre-service teachers should be able to:</p> <ul style="list-style-type: none"> A. demonstrate content knowledge and application of the relationship of language, culture and society in the perspective of English language teaching; B. apply research-based knowledge and principles of English language teaching and learning through case presentations and journal reviews; and C. demonstrate an understanding of knowledge of language learning environments that respond to community contexts. 	<p align="center">BTIs covered</p> <p align="center">1.1.1 1.2.1 6.1.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Weeks 1-3	At the end of these weeks, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. review concepts in linguistics in reference to culture and society; b. differentiate linguistic terms in general language study (L1 vs L2, Mother Tongue vs. Native Tongue, Pidgin vs. Creole, etc.); c. discuss the plurality of English and its implications to society and language teaching; d. argue as to the need for Standard English and World Englishes; and e. relate Philippine English to local/community needs. 	1.1.1 (A) 1.1.1 (A) 1.2.1 (B) 6.1.1 (C) 6.1.1 (C)	1. Review on Linguistic Components of Language <ol style="list-style-type: none"> 1. Review on Definitions of Language, Macro Skills, Communicative Competence, Views on Language, and Components of Grammar 2. First Language (L1) vs. Second Language (L2), Native Language vs. Mother Tongue vs. Foreign Language 3. Pidgins and Creoles 4. Macro and Micro Linguistic Studies 5. Prescriptive vs. Descriptive 6. Diachronic vs. Synchronic 7. Oral vs. Written Language 8. Plurality of English <ul style="list-style-type: none"> • Linguistic Universals and Universal Grammar • English vs. Englishes • Standard English • Common Language vs. Multilingualism • World Englishes • Kachru's Concentric Circles (Inner, Outer, Expanding Circles) • Philippine English 	<ul style="list-style-type: none"> • Review discussion on the Nature of Language and Language Study and the Plurality of English • Debate on the Standard English and World Englishes • Drawing Implications of Plurality of English to society and language teaching • Creating a differentiation table on important contrasting literary terms • Four S Brainstorming Activity about the relationship of Philippine English to Community Needs 	<ul style="list-style-type: none"> • Short objective quiz on the Nature of Language and Language Study and the Plurality of English • Debate about Standard English vs World Englishes (focusing on arguments formulation) 	1.1.1 1.1.1
Weeks 4-6	At the end of these weeks, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. recognize the features that distinguish human and animal languages; b. identify the functions of language distinct to humans; 	1.1.1 (A) 1.1.1 (A)	2. Language and Humans <ol style="list-style-type: none"> 1. Features of Human Language by Hockett 2. Halliday's Language Functions 3. Non-Human Communication 4. Transmission in Animal Language 	<ul style="list-style-type: none"> • Lecture discussion on the Language and Humans highlighting on its features, functions and the non-human communication • Group documentation activity on surveying the community to determine the relationship of 	<ul style="list-style-type: none"> • Verbal participation on the discussion on Concepts of Language and Humans • Group process assessment on surveying community and its language needs 	1.1.1 6.1.1

	<p>c. identify contextual community and school learning activities in relation to language functions;</p> <p>d. discuss and present how animals communicate with humans and other animals with or without consciousness; and</p> <p>e. imply tenets of language teaching and learning through analyzing the cases/experiments on apes with human language.</p>	<p>6.1.1 (C)</p> <p>1.2.1 (B)</p> <p>1.2.1 (B)</p>	<p>5. Animal Consciousness</p> <p>6. Experiments on Languages and Animals (Viki, Kanzi, Gua, Koko, etc.)</p>	<p>language functions and school learning activities</p> <ul style="list-style-type: none"> Mixed-Pair- Discuss Activity or the Elbow Partners Activity to deeply discuss the ways on how animals communicate with humans and other animals with or without consciousness within an environment or community. Case Analysis on Apes Experiment on the language of humans- a research-based perspective of teaching and learning a language 	<ul style="list-style-type: none"> Community and Language Needs Assessment Documentation Report (focusing on Completeness of Documentation, Discussion Analysis on Community's Needs, and Organization) Case Analysis/Journal Review of an Anthropological Linguistics Research on animals/apes (focusing on Interest and Discussion, Depth of Understanding with Anthropological Linguistics, and Organization of Ideas) 	<p>1.1.1</p> <p>1.2.1</p>
Weeks 7-8	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. trace the possibility of language origin in a cultural (anthropological) perspective;</p> <p>b. recognize sign language as a language of cultural significance to people with special needs; and</p> <p>c. identify the different theories of anthropological linguistics and relate them to society and language learning through a case presentation.</p>	<p>1.1.1 (A)</p> <p>6.1.1 (C), 3.1.1</p> <p>1.2.1 (B)</p>	<p>2. Language and Culture</p> <ol style="list-style-type: none"> Accounts on the Origin of Language Biblical, Mythological, Historical and Scientific Accounts Otto Jespersen's Language Origin Hypotheses Semiotics or Sign Language Icon, Index, Symptom, Signal, and Symbol Sign Languages (Finger Spelling, Filipino Sign Language, other means of SL, etc.) Theories in Language and Culture <ul style="list-style-type: none"> Sapir-Whorf Hypothesis Ethnopoetics Oral Gesture Theory by Paget 	<ul style="list-style-type: none"> Match Mine: Trace What I Say Activity- this is to trace the origin of language in an anthropological perspective Sign Language Appreciation Report to people with and without special needs Discussion of research results of common theories in language and culture 	<ul style="list-style-type: none"> Formative Assessment on Concepts about Language and Culture through oral participation Mastery Test on Language and Humans and Language and Culture Sign Language Appreciation Performance (focusing on Creativity of SL Presentation, Sincerity of Attitude towards SL Users, and Group Effort) Oral participation on research results in language and culture 	<p>1.1.1</p> <p>1.1.1</p> <p>6.1.1</p> <p>1.2.1</p>
Weeks 9-11	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p>		<p>3. Language and History</p> <ol style="list-style-type: none"> Historical Timeline of Noteworthy Linguists (from 	<ul style="list-style-type: none"> Historical Timeline of Language Activity to trace the development of language and the English 	<ul style="list-style-type: none"> Timeline synthesis on Language and History Contents as formative assessment 	<p>1.1.1</p>

	<p>a. identify noteworthy linguists and their contributions to language that it is today;</p> <p>b. trace the development of language and the English language in a historical perspective from Anglo-Saxon to global periods;</p> <p>c. recognize the language family of English including the modern foreign languages related to it in phonology, morphology, syntax, and semantics;</p> <p>d. differentiate the three Englishes according to time period – Old, Middle, and Modern – through in-depth historical linguistics analysis case; and</p> <p>e. analyze the changes of English from Old to Modern through tracing Grimm’s Law and the Great Vowel Shift in sample discourses.</p>	<p>1.1.1 (A)</p> <p>1.1.1 (A)</p> <p>6.1.1 (C)</p> <p>1.2.1 (B)</p> <p>1.2.1 (B)</p>	<p>Aristotle to Lowth, Jones, de Saussure, Chomsky)</p> <p>2. Historical Development of Language (Evolutionary or Darwinian)</p> <p>3. Historical Development of English (from Anglo-Saxon to Global English)</p> <p>4. The English Language Family Tree</p> <p>5. Proto Indo-European</p> <p>6. Proto-Germanic</p> <p>7. Old English, Middle English, and Modern English</p> <p>8. Changes in the English Language</p> <ul style="list-style-type: none"> • Grimm’s Law • Great Vowel Shift 	<p>language in a historical perspective and its noteworthy contributions to language progress</p> <ul style="list-style-type: none"> • Recognizing the Language Family of English including the modern foreign languages • Discourse Analysis on the changes of English from Old to Modern • Sharing of discoveries from the analyses made about the development of language and its history to justify its relevance to the community 	<ul style="list-style-type: none"> • Group process assessment on creating a discourse analysis on historical development of English • Discourse Analysis Paper tracing Grimm’s Law and the Great Vowel Shift in the Historical Development of English (focusing on Use of Theories/Historical Linguistic Concepts, Organization of Ideas, Reflection) • Class Participation Result during the Sharing of Analysis for in-depth discussions 	<p>1.2.1</p> <p>1.2.1</p> <p>1.1.1</p>
<p>Weeks 12-15</p>	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. define and differentiate linguistic terms in sociolinguistics (language vs. dialect, contact vs. borrowing, etc.);</p> <p>b. discuss how language affects aspects in society and vice versa (gender, social class, ethnicity, power, etc.);</p> <p>c. recognize the role of research in sociolinguistics;</p> <p>d. appreciate how language is alive in the different variations, sociolects, idiolects, and slangs in</p>	<p>1.1.1 (A)</p> <p>6.1.1 (C)</p> <p>1.2.1 (B)</p> <p>1.1.1 (A)</p>	<p>5. Language and Society</p> <p>1. Language vs. Dialect</p> <p>2. The Speech Community</p> <p>3. Linguistic Borrowing and Language Contact</p> <p>4. Language Variations</p> <p>5. Language Registers</p> <p>6. Language Shift and Death</p> <p>7. Language and Gender</p> <p>8. Language and Social Class or Ethnicity</p> <p>9. Language and Power (Politeness)</p> <p>10. Sample Studies in Sociolinguistics</p> <p>11. Philippine Sociolinguistics</p> <p>12. Varieties of Philippine English with Studies (Yaya English by</p>	<ul style="list-style-type: none"> • Defining and differentiating language terms in sociolinguistics • Lecture Discussions on the construct of Language and Society and Role of Research in Sociolinguistics • Team Stray Activity and Creative Presentations on the utilization of language in the different variations, sociolects, idiolects, and slangs in Philippine English • Case Study Activity/Journal Review of researches on language and society through its various aspects 	<ul style="list-style-type: none"> • Open response answering of questions on the concepts, terms and related topics of Language and Society as formative assessment • Group process assessment on collaborative work/ creative presentation on language variations • Collaborative Work/ Creative Presentation on the utilization of languages in the different variations, sociolects, idiolects, and slangs in Philippine English (focusing on Respectful Use of Language Variations, Creativity of 	<p>1.1.1</p> <p>1.1.1, 6.1.1</p> <p>1.1.1, 6.1.1</p>

	Philippine English through creative presentations; and e. conduct case studies/ research presentation on language and society through its various aspects.	1.2.1 (B)	Bautista, <i>Colehiala</i> English by Perez) 13. Sociolinguistic Varieties of Philippine English by Llamzon (Acrolect, Mesolect, Basilect) 14. 'Stanguages' in the Philippines (<i>Jologs</i> or Salitang Kalye, <i>Beki</i> Language/ <i>Swardspeak</i> , <i>Jejemon</i>)		Presentation, and Teamwork and Collaboration) • Case Study Analysis/ Journal Review and Presentation of researches on Sociolinguistics	1.2.1
Weeks 16-18	At the end of these weeks, the pre-service teacher (PST) should be able to: a. recognize ethnography and ethno-linguistic research as viable tools to improve and advocate languages; b. argue on codeswitching as a product or sub-form of language; c. point out and produce several language discourses that could help culture and society; d. draft a language policy that could be relevant to culture and social groups in the community; and e. discuss language teaching and learning scenarios which show application of linguistics in culture and society.	1.1.1 (A) 1.2.1 (B) 6.1.1 (C) 6.1.1 (C) 6.1.1 (C)	6. Introduction to Ethnography and Ethnolinguistic Research 1. Linguistic Borrowing 2. Code Switching 3. Discourses of Language in Cultural and Social Relevance (i.e. Speeches, Meetings, Policy Making, Journalism, etc.)	<ul style="list-style-type: none"> Lecture discussion on Contents related to Applied Linguistics Argument report on codeswitching as a product or sub-form of language Societal Survey on language issues concerning language teaching and learning to show the application of linguistics in culture and society Reading samples on ethnography and ethnolinguistic researches Writing and producing several language discourses to improve culture and for the needs of society 	<ul style="list-style-type: none"> Short objective quiz on Essential Contents of Applied Linguistics Argument Report on Codeswitching (focusing on Arguments Formulation and Organization of Ideas) Societal Survey Documentation Report on Language Issues (focusing on Completeness of Documentation, Reflection, and Effort on Survey) Creative Presentation on Community-Based Language Discourses (focusing on Creativity of Presentation, Teamwork and Collaboration, and Use of Language in Relevance to Culture and Society) 	1.1.1 1.2.1 6.1.1 1.1.1, 1.2.1, 6.1.1

Suggested References

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Podur, J. (2002). Society, culture, and communities. Znet Institutional Racism Instructional [Online] Available at http://zmag.org/racewatch/znet_race_instructional.htm (accessed 6 September 2002).

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Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted

Vision	Mission
College Goals	
<p>Program Outcomes (from CMO No. 75, s. 2017 p. 4):</p> <p>6.3.1.a. Possess broad knowledge of language and literature for effective learning 6.3.1.c. Acquire extensive reading background in language, literature, and allied sciences 6.3.1.d. Demonstrate proficiency in oral and written communication</p>	

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Structures of English	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements:			
Grading System			

Course Description

This is a course which provides pre-service English teachers with an in-depth understanding of content knowledge on the grammatical concepts of the English language. It focuses on developing their ability to use the phonological, lexical, syntactic, and semantic structures of English in written and oral communication. It further equips them with skills in explaining the form, meaning and use of various English language structure which are useful in their role as future facilitators of language teaching and learning.

BTIs covered

1.1.1

Course Learning Outcomes

At the end of the course, the pre-service teachers should be able to:

- A. explain the form, meaning, and use of various English language structure through small and big group discussion; and
- B. demonstrate in-depth content knowledge and understanding of the grammatical concepts of English language structures in designing a level - specific English enrichment activities.

BTIs covered

1.1.1

1.1.1

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Week 1	At the end of the week, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. discuss how words are formed; its mechanism and process, and 	1.1.1 (A)	1. Word: The Definition and Criteria	<ul style="list-style-type: none"> • Article reading on How New Words Are Born by Andy Boodle (https://www.theguardian.com/media/mind-your- 	<ul style="list-style-type: none"> • Read the research article on Morphological Awareness and Some Implications for English Language Teaching and discuss what you think is the importance of possessing morphological 	1.1.1

	b. reflect on how word meaning changes when used in varied contexts.	1.1.1 (A)		language/2016/feb/04/english-neologisms-new-words Then: a Small Group Discussion on the article read using these guide questions: <ol style="list-style-type: none"> How are new words formed? How are words formed? How many new words are created every day? What are some mechanisms in forming new words? Which word formation process is the source of the English word modern? <ul style="list-style-type: none"> A Lecture Discussion on Word Definition and Criteria will follow. 	(word formation) awareness and its implication to your role as a future English Teacher https://ac.els-cdn.com/S187704281403777X/1-s2.0-S187704281403777X-main.pdf?_tid=d1e8e433-dfed-40b9-b1ea-810eef7774b7&acdnt=1550839426_218d0ac988e216826c97ac95c466437 <ul style="list-style-type: none"> Answer an activity worksheet on How new words are created 	
Weeks 2-3	At the end of these weeks, the pre-service teacher (PST) should be able to: <ol style="list-style-type: none"> describe and analyze meaning, and use of various noun and pronoun structure. 	1.1.1 (A)	2. Grammatical Categories <ol style="list-style-type: none"> Nouns <ul style="list-style-type: none"> Classes Inflection and Declension Properties Pronouns: <ul style="list-style-type: none"> Properties Classes 	<ul style="list-style-type: none"> Why Nouns Are Important? Have students write short summaries of their favorite books, movies, or TV shows. Then have them cross out all of the nouns in the story, and write the story over leaving out all of the nouns. Have them share the products of this experiment with the class. Note how confusing the summaries sound, and discuss with students how the experiment can help them understand the importance of nouns. Processing of answers follow. Deconstructing Reading Texts 	<ul style="list-style-type: none"> Give the case of every noun in the following extracts. This may be made a general review of the NOUN by giving also gender, person, and number of all nouns included. Sample Extracts: (1) The manly part is to do with might and main what you can do.- EMERSON The Conduct of Life (2) There is character in spectacles- the pretentious tortoise-shell, the meek pince – nez of the school teacher, the twisted silver framed glasses of the old villager. Babbitt's spectacles had huge, circular frameless lenses of the very best glass; the ear-pieces were thin bars of gold.- Sinclair Lewis Babbitt,ch.1. 	1.1.1

				<p>Provide students with any reading texts. Have students identify all of the nouns .Let them recognize the nouns, their classes, properties, etc. and how they are formed. Make students analyze the meaning and spelling of words by breaking them into parts (morphemes). Discussed that some nouns are formed from verbs by the addition of suffixes called nominalisation.</p>	<p>(3) Suit the action to the word, the word to the action.- Shakespeare <i>Hamlet</i>,act iii,sc.2.</p> <ul style="list-style-type: none"> Tell the number and person of each personal pronoun in the following extracts and decline the pronoun. Sample Extracts: <ol style="list-style-type: none"> A friend should bear his friend's infirmities, But Brutus makes mine greater than they are.- SHAKESPEARE <i>Julius Caesar</i>, act.iv.sc.1. I heard him walking across the floor As he always does, with a heavy tread.- LONGFELLOW <i>The Golden Legend</i>,pt.ii Let us go then, you and I, When the evening is spread out against the sky Like a patient etherised upon a table. -T.S. Eliot <i>The Love Song of J. Alfred Prufrock</i> 	1.1.1
Weeks 4-5	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <ol style="list-style-type: none"> discuss the forms and functions of adjectives; and point the adjectives in a reading text. 	1.1.1 (A)	<p>3. Adjectives</p> <ul style="list-style-type: none"> Classes Position Properties Comparison Numerals The Articles 	<ul style="list-style-type: none"> Recalling adjectives with Adjectives Pop-up <p>Steps in making adjectives pop-up:</p> <ol style="list-style-type: none"> Fold a piece of 6 - ½" x 8- 1/2 " paper so that it has a pocket as shown. On the left side of the fold, list all the demonstrative, interrogative, and indefinite pronouns. 	<ul style="list-style-type: none"> In groups, discuss and point out all the adjectives, including numerals and articles in the following extracts, and state what noun each adjective modifies. Note the instances where the use of article gives to the adjective the force of a noun. Note comparatives and superlatives Sample extracts: <ol style="list-style-type: none"> A foot more light, a step more true, Ne'er from the heath-flower dashed the dew.-SIR 	1.1.1.

				<p>c. On the right, complete the sentence, and making sure that the verb agrees in number with the pronoun. <i>This is the best. Those are the best.</i></p> <p>d. Now, make a list of nouns in the pocket, so that when you open the paper fully, you get a complete sentence in adjective, noun, and verb all agree in number.</p> <p>e. When you open the paper, the pronouns become adjectives</p> <ul style="list-style-type: none"> A lecture on adjectives through a power point presentation may follow after. 	<p>WALTER SCOTT <i>Lady of the Lake</i>, can.i,st. 18.</p> <ul style="list-style-type: none"> Find it in Your Writing. Look through your portfolio to Find examples of adjectives. Make sure that they agree in number with the nouns they modify and with the verbs. 	
Weeks 6-8	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. recall and recognize verbs in various texts; express self using appropriate verbs.</p>	1.1.1 (A)	<p>4. Verbs</p> <ul style="list-style-type: none"> Classes Properties <ul style="list-style-type: none"> i. Voice ii. Mood iii. Infinitives iv. Tense v. Person vi. Number Gerund Conjugation Principal Parts The Stem and Inflected forms of Irregular verbs Linking Verbs Modals 	<ul style="list-style-type: none"> Show an old map. Then make students write three sentences describing actions of people who might have used this old map. Past-tense verbs must be used in each sentence. Ask volunteer students to read their work Conduct a Diagnostic Test on verbs. Making use of the results of the diagnostic test, the teacher provides a video-lecture presentation on verbs 	<ul style="list-style-type: none"> In the extracts below do the following with a partner: <ul style="list-style-type: none"> (1) Point out all the finite verbs, infinitives, and participles. (2) Tell which of the verbs are regular and which irregular. (3) Tell the mood and tense of each finite verb. (4) Explain the use of each infinitive (with or without to) (5) Give the name of each participle. <p>Sample Extracts:</p> <p>a. From morn</p> <p>To moon he fell, from noo to dewy eve, A summer's day; and with the setting sun Dropt from the zenith like a falling start. MILTON <i>Paradise Lost</i>, bk.i.1.742</p>	1.1.1

					<p>b. How far that little candle throws his beams!</p> <p>So shines a good deed in a naughty world.- SHAKESPEARE <i>Merchant of Venice</i>, act v.sc.1</p> <ul style="list-style-type: none"> Write a paragraph about a new experience you are having. Maybe you are living in a new place, taking a new class, or working at a new job. Describe the situation. How is it different from what you usually do? How do you feel in the situation?
Week 9	<p>At the end of the week, the pre-service teacher (PST) should be able to:</p> <p>a. evaluate appropriate usage of adverbs in varied contexts; and</p> <p>b. narrate and compare ideas with adverbs.</p>	<p>1.1.1 (A)</p> <p>1.1.1 (A)</p>	<p>5. Adverbs</p> <ul style="list-style-type: none"> Classes Comparison Special Uses, Suggestions, and Cautions 	<ul style="list-style-type: none"> Ask students to read a transcript of Two TV sports casters talking about a game in their program. Direct students' attention to how the TV sports casters describe and compare the actions of players during the game. Lead students to recall what are adverbs. Provide a short lecture on adverbs 	<ul style="list-style-type: none"> Read a diary entry. Find and correct mistakes in the use of adverbs. Write a paragraph comparing two sports figures. Choose either two people that you know or two famous athletes.
Week 10	<p>At the end of the week, the pre-service teacher (PST) should be able to:</p> <p>a. determine appropriate usage of prepositions; and</p> <p>b. use correct prepositions in oral and written discourse.</p>	<p>1.1.1 (A)</p> <p>1.1.1 (A)</p>	<p>6. Preposition</p> <ul style="list-style-type: none"> Definition Types <ul style="list-style-type: none"> i. Time ii. Place and Directions iii. Agents or Things iv. Phrasal Prepositions 	<ul style="list-style-type: none"> Think-Pair-Share. Team up with a classmate to complete this story of an (imaginary) person who spent three years alone on an island. Put in the missing prepositions. Results shall be shared in class Sample text: ... a Thursday evening... October 1931... about eight o'clock, the ship 'voyager' sank.The ship had been sailing...the end of September, when she left London, 	<ul style="list-style-type: none"> Cloze test. Complete the news item about the Filipino Boxing Champ,Manny Pacquiao.Put in the missing prepositions. Worksheet Designing. As a future teacher of English, students will design a worksheet on each of the grammatical categories. Activities should be in varying levels of difficulty.

				<p>and was on her way ... England...Australia.The only survivor was a man called Wilfred, who saved himself... swimming two miles.He spent three years...an island...the middle of the Indian Ocean.</p> <ul style="list-style-type: none"> • A lecture on prepositions using a power point presentation. 	
Week 11	<p>At the end of the week, the pre-service teacher (PST) should be able to:</p> <ol style="list-style-type: none"> explain the purpose of conjunction; and demonstrate command on the appropriate usage of conjunctions in both speaking and writing. 	<p>1.1.1 (A)</p> <p>1.1.1 (A)</p>	<p>7. Conjunction</p> <ul style="list-style-type: none"> • Definition • Types <ol style="list-style-type: none"> Coordinating Correlative Subordinating 	<ul style="list-style-type: none"> • Direct Instruction. <ol style="list-style-type: none"> Show the video on this link: (https://study.com/academy/lesson/conjunction-definition-writing-examples-quiz.html) As guide, ask the following after the video: <ol style="list-style-type: none"> What can coordinating conjunctions join? Where are subordinating conjunctions found? What is their job? How are various conjunctions similar and different? Which conjunctions are used most often? What would happen if we didn't have conjunctions? 	<ul style="list-style-type: none"> • Provide worksheets and class exercises that require students to fill in the blank with an appropriate conjunction then ask them to explain the appropriateness of the chosen conjunction. • Putting Everything Together. Make students put together the types of parts in the sentence and put these parts together.

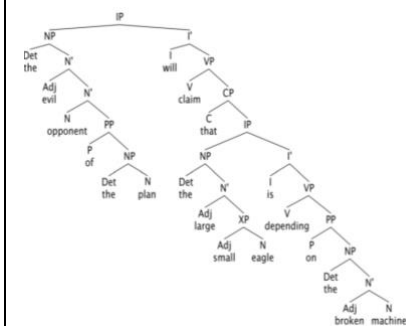
Week 12	At the end of the week, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. recognize the purpose and functions of conjunctions; and b. use interjections that match the context and feelings of the writer or speaker. 	1.1.1 (A) 1.1.1 (A)	8. Interjection <ul style="list-style-type: none"> • Definition • Rules 	<ul style="list-style-type: none"> • Explicit instruction highlighting how interjections are different from adjectives; how they are used in writing, and what are its interesting features and usage 	<ul style="list-style-type: none"> • Give students several feelings (e.g. <i>scared, excited, surprised</i>) and ask them to name a corresponding interjection and use it in context. • Create an interjection worksheet 	1.1.1
Week 13	At the end of the week, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. demonstrate an understanding of punctuation through correct usage; and b. Identify when each punctuation is needed. 	1.1.1 (A) 1.1.1 (A)	3.Punctuation	<ul style="list-style-type: none"> • Change is Coming! <ol style="list-style-type: none"> 1. Give students a passage from a well-known story, with all the complex and compound sentences changed to simple sentences. Give them the revised version. 2. Show the original copy and explain why the revised passage is ineffective. 3. In diads, have them discuss and compare the revision with the original. 4. Discuss how punctuation works! 	<ul style="list-style-type: none"> • Create dialogues and descriptions of action, thoughts and feelings demonstrating correct usage of punctuation 	1.1.1
Week 14	At the end of the week, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. construct different types of sentences; and b. improve sentence structures. 	1.1.1 (A) 1.1.1 (A)	4. Sentence: Definition and Types <ol style="list-style-type: none"> 1. According to: <ul style="list-style-type: none"> • Structure • Function 	<ul style="list-style-type: none"> • A video presentation on the kinds of sentences according to use or function (http://www.youtube.com/watch?v=x3epNegcz6g) Process Questions: <ol style="list-style-type: none"> 1. What are types of sentences according to structure? functions? 2. What is the basic structure of a sentence? 3. How do you improve sentence structure? • Modelling Clauses Through Shared and Modelled Reading 	<ul style="list-style-type: none"> • Write a play with four characters. Each character can only speak in one type of sentence. • With these questions as guide, evaluate each sentence construction. <ol style="list-style-type: none"> (1) Is the sentence grammatically correct?; (2) If not, what is wrong with the sentence? Identify the key problem(s) with the sentence; and (3) How would you re-write the sentence to improve its key problem(s)? Write your own 	1.1.1

				<p>a. Students have a wide range of clause combinations read to them through quality texts with the clause grouping emphasized through intonation and pausing.</p> <p>b. Students identify simple, compound and complex sentences (including main and subordinate clause/s) as they read or as sentences are read to students.</p> <p>c. Students identify the number of ideas contained within modelled sentences from texts and then identify which idea is the main (independent clause) that can stand on its own.</p> <p>(https://education.nsw.gov.au/teaching-and-learning/student-assessment/smart-teaching-strategies/literacy/writing/stage-3/sentence-structure/writing-complex-sentences#Activities1)</p>	<p>sentence that corrects the problem(s) you identified.</p>							
Week 15	<p>At the end of the week, the pre-service teacher (PST) should be able to:</p> <p>a. point out phrases and clauses in varied context; and</p> <p>b. combine phrases and clauses appropriately to produce sensible sentences.</p>	<p>1.1.1 (A)</p> <p>1.1.1 (A)</p>	<p>5. Syntax</p> <p>1. Phrases</p> <ul style="list-style-type: none"> • Definition • Types <ul style="list-style-type: none"> i. Noun Phrase ii. Adjective Phrase iii. Adverbial Phrase iv. Prepositional Phrase v. Conjunctional Phrase vi. Interjectional Phrase 	<ul style="list-style-type: none"> • Cooperative Learning Activity: You Phrase Me Up and Clause Me Down <ul style="list-style-type: none"> • Have students list down activities they want to invite other students to do with them like: <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>activity</th> <th>Student 1</th> <th>Student 2</th> </tr> </thead> <tbody> <tr> <td>Watch movies</td> <td>I want to go watch movies with you</td> <td>Although I love watching movies but I have</td> </tr> </tbody> </table> 	activity	Student 1	Student 2	Watch movies	I want to go watch movies with you	Although I love watching movies but I have	<ul style="list-style-type: none"> • Answer a grammar worksheet which highlights on identifying types phrases and clauses and combining phrases and clauses to produce simple and complex sentences. 	1.1.1.
activity	Student 1	Student 2										
Watch movies	I want to go watch movies with you	Although I love watching movies but I have										

			<p>2. Clauses</p> <ul style="list-style-type: none"> • Definition • Types <ul style="list-style-type: none"> i. Independent ii. Dependent 	<table border="1"> <tr> <td></td> <td></td> <td>things to study.</td> </tr> <tr> <td>play soccer</td> <td></td> <td></td> </tr> </table> <ul style="list-style-type: none"> • The student invited must write his/her reply in the blank. • Lead students to the discussion on how the simple have evolved from one column to the other. • Provide a in-depth lecture – discussion on phrases and clauses. 			things to study.	play soccer				
		things to study.										
play soccer												
Week 16	<p>At the end of the week, the pre-service teacher (PST) should be able to:</p> <p>a. discuss and illustrate the concept conditionals; and</p> <p>b. use conditional sentences to describe an idea or image.</p>	<p>1.1.1 (A)</p> <p>1.1.1 (A)</p>	<p>6. Conditionals</p> <ul style="list-style-type: none"> • Definition • Types <ul style="list-style-type: none"> i. Real Conditionals and ii. Unreal Conditionals 	<p>What if?????</p> <ul style="list-style-type: none"> • Start by asking hypothetical questions like: What will you do if it rains today? What would you buy if someone gave you 5 million pesos? What would you have done if you had fallen in front of everyone? • Tell students that answering questions like those above required conditionals. • Discuss the conditionals and the types of conditionals. 	<ul style="list-style-type: none"> • Play the song and let students revise the conditionals present to describe the image or idea they see about themselves. <p>Sample Song Time After Time – Cyndi Lauper</p> <p><i>If you're lost you can look--and you will find me, time after time. If you fall I will catch you--I will be waiting, time after time.</i></p>	1.1.1						
Weeks 17-18	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. tell the importance of syntax; and</p> <p>b. describe syntactic structure.</p>	<p>1.1.1 (A)</p> <p>1.1.1 (A)</p>	<p>7. Syntactic Structures</p> <ul style="list-style-type: none"> • Structure of Predication • Structure of Modification • Structure of Complementation • Structure of Coordination • Structure of Subordination 	<ul style="list-style-type: none"> • Direct Instruction. Show students the power point presentation on syntactic structures ; use the following guide questions for lecture and discussion: Why do we need syntactic structure? 	<ul style="list-style-type: none"> • Draw a tree for the following sentences. If any instances of movement are involved, indicate with arrows. The evil opponent of the plan will claim that the large small eagle is depending on the broken machine. 	1.1.1						

- Structure of Correlation
- Structure of Negation
 - Split Structure
 - Parallel Structure
 - Elements of Sentence

Who needs it? for what?
 How do we find syntactic structure?
 How do we describe syntactic structure? –analysis How do we understand sentences?



Suggested References

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Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted

Vision	Mission
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College Goals

<p>Program Outcomes (from CMO No. 75, s. 2017 p. 4):</p> <p>6.3.1.a. Possess broad knowledge of language and literature for effective learning.</p> <p>6.3.1.h. Display skills and abilities to be a reflective and research-oriented language and literature teacher.</p>

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Principles and Theories of Language Acquisition and Learning	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements:			
Grading System			

<p>Course Description</p> <p>This course provides an avenue for the pre-service English teachers to examine and demonstrate content knowledge on the principles, factors, and contexts of language acquisition and learning based on theories and research findings. Moreover, this course enables them to explore and analyze the relationship of language learning principles and theories to classroom practice. They are expected to create a Language Acquisition Model/Framework integrating the relationship of language acquisition and learning with the view of improving language instruction.</p>	<p>BTIs covered</p> <p>1.1.1 1.2.1</p>
<p>Course Learning Outcomes</p> <p>At the end of the course, the pre-service teachers should be able to:</p> <ol style="list-style-type: none"> a. examine the principles, factors, and contexts of language acquisition and learning through various teaching/learning events/scenarios; and b. demonstrate research-based content knowledge on the relationship of language acquisition and learning theories to classroom practice. 	<p>BTIs covered</p> <p>1.1.1 1.2.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Weeks 1-2	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <ol style="list-style-type: none"> define <i>language</i> and <i>learning</i> according to different authorities; discuss how one's understanding of <i>language</i> determines how one teaches it; and share their insights on how one's understanding of the way a learner learns determine one's philosophy of education, teaching style, approach, methods, and classroom techniques. 	1.1.1 (A)	<p>1. The Nature of Language and Learning</p> <ul style="list-style-type: none"> Definition of Language Definition of Learning 	<ul style="list-style-type: none"> <i>Word/Tag Clouding</i> Students may create a word cloud with <i>Language</i> and <i>Learning</i> as two big words. <i>Think Pair Share</i> Students may compare their word cloud and relate the concepts they have formed based on the different definitions of <i>learning</i> and <i>language</i> from different authorities. <i>Brainstorming</i> Students may brainstorm and discuss their answers to the following questions: <ul style="list-style-type: none"> How does learning take place? How can a person ensure success in language learning? What is the optimal interrelationship of cognitive, affective, and physical domains for successful language learning? What are the effects of varying methodological approaches, textbooks, materials, teacher styles, and institutional factors? <i>Consider the amount of time spent in classrooms learning a second language: is there an optimal length of time required for successful mastery? Should the learner be exposed to three or five or ten hours a week in the classroom? Or a five-to-seven-hour day in an intensive language program? And how "active"</i> 	<ul style="list-style-type: none"> Students present their word cloud and come up with what are the common concepts related to language and learning. A rubric will be used to evaluate students' output. The students will synthesize the discussion they have with their groupmates and present this to the class. The teacher may use rubric for students' oral presentation/engagement. 	1.1.1.

				of ideas have been generated, have students begin grouping them into similar categories, then label the categories and discuss why the ideas fit within them, how the categories relate to one another, and so on.		
Weeks 7-10	At the end of these weeks, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. discuss the different theories of second language acquisition b. explain the importance of adherence to and utilization of the principles behind second language teaching and learning; and c. give reactions to research findings where the principles of L2 teaching and learning create impact to teachers' and students' performance. 	1.1.1 (A)	4. Theories of Second Language (L2) Acquisition <ul style="list-style-type: none"> • The acquisition-learning distinction • The natural order hypothesis <ul style="list-style-type: none"> - Transitional forms • The Monitor Hypothesis <ul style="list-style-type: none"> - Individual variation in Monitor use • The input hypothesis <ul style="list-style-type: none"> - Statement of the hypothesis - Evidence supporting the hypothesis • The affective filter hypothesis 	<ul style="list-style-type: none"> • Students may watch the video on the "Benefits of a Bilingual Brain" https://www.youtube.com/watch?v=MMmOLN5zBLY • <i>Group Facilitation</i> Students may be grouped and each group is assigned one theory to discuss. Students also cite classroom practices that is reflective of the different theories. • <i>Case studies</i> Students may read different cases on how a child learns another language other than his/her mother tongue. Students present their own ideas on how L2 will be taught and practice in the classroom • <i>Bumper Stickers</i> Students may write a slogan-like bumper sticker to sum up the entire unit in one sentence. 	<ul style="list-style-type: none"> • Students give their insights on the video • A rubric may be used to evaluate student's group discussion/reporting • Pen and Paper Test • Reflection Log -Students write their realizations on how they think they learned their L1 and L2. • Rubric on writing slogans may be used to evaluate students' summarized concepts on what they have learned in the entire unit. 	1.1.1 1.2.1

<p>Weeks 11-13</p>	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <ol style="list-style-type: none"> discuss the variables in L2 acquisition; cite research-based classroom practices that addresses the different variable of L2 acquisition; cite teaching implications for each causative variable; and create their own Language Acquisition Model or Framework that shows the relationship of language acquisition and learning theories to classroom practice. 	<p>1.1.1 (A)</p> <p>1.2.1 (B)</p>	<p>5. The Causative Variable in Second Language Acquisition</p> <ul style="list-style-type: none"> The causative variables Language teaching: does it help? <ul style="list-style-type: none"> When language teaching helps When language teaching does not help Exposure variables Age Acculturation 	<ul style="list-style-type: none"> <i>Research findings Presentation/Case Presentation</i> <p>Students may search and present articles and researches on second language acquisition highlighting the different causative variables.</p> <ul style="list-style-type: none"> <i>Reflective Activity</i> <p>Students reflect on the following questions:</p> <ul style="list-style-type: none"> What are the teaching implications for each causative variable? What cognitive processes are we also developing when we teach language and how might they contribute to language learning? What affective aspects need to be taken into account when conducting a language lesson? How do we stimulate students' interest in language learning? (e.g. How do we help students who don't like reading become interested in reading in a language classroom?) <p>Based from the case presentations/research findings presentation, students create their own Language Acquisition Model or Framework that shows the relationship of language acquisition and learning theories to classroom practice.</p>	<ul style="list-style-type: none"> Students present orally the published researches/cases they have read on L2 Acquisition highlighting the causative variables Pen and Paper Test Reflection Log -Students write their realizations on the different concepts highlighted. Students present their created L2 acquisition model or framework. Rubric will be used to assess their output 	<p>1.1.1</p> <p>1.2.1</p>
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<p>Weeks 15-18</p>	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <ul style="list-style-type: none"> a. discuss the varied approaches to language teaching; b. cite specific classroom practices wherein each approach is applied; and c. relate the principles of interactive language teaching to classroom practices. 	<p>1.1.1 (A)</p> <p>1.2.1 (B)</p>	<p>6. Approaches to Language Teaching</p> <ul style="list-style-type: none"> • Present-day Teaching Methods <ul style="list-style-type: none"> - Grammar-translation - Audio-lingualism - Cognitive-code - Direct Method - Natural approach - Total Physical Response - Suggestopedia and Desuggestopedia • The Principles of Interactive Language Teaching 	<ul style="list-style-type: none"> • <i>Group Facilitation</i> Students are grouped and each group is assigned one L2 approach to discuss. Students also cite classroom practices that is reflective of the different approaches. • <i>Think Pair Share</i> Students share their insights on the different principles of interactive language teaching • <i>Reflective Activity</i> <ul style="list-style-type: none"> - How are language teachers' practices (or what we regard as "good practices") shaped by different sets of principles and ideas? - What are the various diverse social contexts in which language teaching takes place and what effect might it have on our language teaching practices? 	<ul style="list-style-type: none"> • Group reporting/discussion on the different L2 approaches Students create an infographic on L2 Approaches. A rubric may be used to evaluate their output. • Pen and Paper Test • Reflection Log Students write a reflection highlighting the importance of understanding the principles and theories of L2 Acquisition to Second Language Teaching 	<p>1.1.1 1.2.1</p>
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Suggested References

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Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted

Vision	Mission
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College Goals

<p>Program Outcomes (from CMO No. 75, s. 2017 p. 4):</p> <p>6.3.1.a. Possess broad knowledge of language and literature for effective learning</p> <p>6.3.1.b. Use English as a global language in a multilingual context as it applies to the teaching of language and literature</p> <p>6.3.1.c. Acquire extensive reading background in language, literature, and allied sciences</p> <p>6.3.1.d. Demonstrate proficiency in oral and written communication</p> <p>6.3.1.h. Display skills and abilities to be a reflective and research-oriented language and literature teacher.</p>
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Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Language Programs and Policies in Multilingual Societies	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs/wk. (18 weeks, 54 hrs total)
Course Requirements:			
Grading System			

<p>Course Description</p> <p>This course allows the pre-service English teachers to survey local and international basic education language programs and policies that account for issues and considerations relevant to the engagement of teachers in school settings. Moreover, it presents research-based content knowledge of language policies and programs across countries to exhibit clear understanding of the design, development, and dissemination of a language curriculum and to discuss how school policies i.e: language policies have shaped and influenced English language teaching in multicultural setting.</p>	<p align="center">BTIs covered</p> <p align="center">1.1.1</p>
<p>Course Learning Outcomes</p> <p>At the end of the course, the pre-service teachers should be able to:</p> <ul style="list-style-type: none"> A. demonstrate a research-based content knowledge and working awareness of the local and international language program and policies; B. demonstrate knowledge in understanding of language policies and programs and their relevance to the engagement of teachers in school settings; and C. demonstrate knowledge and understanding of school policies and procedures that shape and influence language teaching in multicultural setting. 	<p align="center">BTIs covered</p> <p align="center">1.2.1</p> <p align="center">1.1.1</p> <p align="center">6.4.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Week 1	At the end of the week, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. talk about the languages in the Philippines; and b. react on issues regarding current linguistic situations in the Philippines. 	1.1.1 (B) 6.4.1 (C)	1. Languages in the Philippines: An Overview	<ul style="list-style-type: none"> • Assign students some readings on the languages of the Philippines. Essential Questions: <ul style="list-style-type: none"> - Why is the Philippines considered a multilingual nation? - What are the major languages in the Philippines? - What are the current linguistic situations of the Philippines? - Using the questions as guide, discuss with students the challenges and opportunities of having multilinguals and multidialects in the Philippines. 	<ul style="list-style-type: none"> • Write a research-based opinion regarding current issues plaguing languages in the Philippines. <p>Note: An Analytic Rubric may be used to evaluate students' output.</p>	6.4.1
Weeks 2-4	At the end of these weeks, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. discuss significant changes in Philippine Language Programs and Policies; and b. identify relevant issues in place that help government institutions in upholding and propagating the national language. 	1.1.1 (B) 6.4.1 (C)	2. Language – in - Education Policy Evolution <ul style="list-style-type: none"> • Dept. Order No. 25, s. 1974 • 1987 Constitution of the Philippines • Department Order No.53, s.1987 Constitution- The 1987 Policy of Bilingual Education • DECS Order No.11, s.1987- An Act Granting Priority to Residents of the Barangay, Municipality or City where the School is Located, in the Appointment or Assignment of Classroom Public School Teachers. • Executive Order No. 335 s.1988 • The Language Policy of the Commission on 	<ul style="list-style-type: none"> • Assign Readings on Language Programs and Policies in the Philippines • Brainstorming/Collaborative Learning: Using the Guide Questions below, students work on the answers with their assigned group: <ul style="list-style-type: none"> a. What are the policies governing language use in the Philippines? b. What are challenges in the implementation of these policies? c. What are current issues governing the use of language in public schools? d. Over the years, how have these policies aid government institutions in upholding and propagating the national language? 	<ul style="list-style-type: none"> • Make students critic on national language policies in the Philippines <p>Note: An Analytic Rubric may be used to evaluate students' output.</p>	1.1.1, 6.4.1

			<p>Higher Education (Higher Education Act of 1994)</p> <ul style="list-style-type: none"> • Executive Order No.210 (May 17, 2003)- “Establishing the Policy to Strengthen the Use of the English Language as Medium of Instruction in the Educational System” • DepEd Memorandum No.81,s. 2003-English language be used as medium of instruction 			
Week 5	<p>At the end of the week, the pre-service teacher (PST) should be able to:</p> <p>a. describe how the Bilingual Policy have been implemented in all government and non-government institutions; and</p> <p>b. critic on its implementation process and practices</p>	<p>1.1.1 (A)</p> <p>6.4.1 (C)</p>	<p>3. Implementation of the Bilingual Education Policy</p> <ul style="list-style-type: none"> • Early Childhood • Primary Grades • Lingua Franca Project (1999-2003) 	<ul style="list-style-type: none"> • Make students answer the activity individually regarding their knowledge on the implementation of Philippine Bilingual Policy. • Allow students to form groups to discuss their answers and then come up with collective description on their knowledge on the implementation of Philippine Bilingual Education Policy. • Discuss the implementation of the PBEP-gaps, issues, challenges, and development. 	<p>Have students gather some studies related to the implementation of PBEP and ask them to critic on the implementation process and practice as a reaction to the studies read.</p> <p>Note: A Critical Thinking Rubric may be used to evaluate students’ output.</p>	<p>1.1.1,</p> <p>6.4.1</p>
Week 6	<p>At the end of the week, the pre-service teacher (PST) should be able to:</p> <p>a. identify the languages they understand, speak, read and write; and</p> <p>b. discuss how knowing different languages benefit them, particularly as future teachers</p>	<p>1.1.1 (A)</p> <p>6.4.1 (C)</p>	<p>4. Multilingualism in the Classroom</p>	<ul style="list-style-type: none"> • Do a class language survey. Students may have more languages to name. <p>Legend; U-understand S-Speak R-Read W-Write</p>	<ul style="list-style-type: none"> • Translanguaging in the classroom. • Students discuss a topic in pairs using their home language.For these students to understand each other, they may say: In Cebuano, we say.... In Iloilo, it means... 	

				<ul style="list-style-type: none"> Discuss the result emphasizing what knowledge of different languages and culture brings people's lives particularly in the classroom. 	<ul style="list-style-type: none"> Give students these reflection questions: <ol style="list-style-type: none"> How was your experience translanguaging? How was it different for you? 	
Weeks 7-8	<p>At the end of the week, the pre-service teacher (PST) should be able to:</p> <ol style="list-style-type: none"> share their ideas on the Mother Tongue-based Multilingual Education; demonstrate their understanding of how MTB-MLE is implemented in the classroom; and convey their understanding of the MTB-MLE by describing a teacher in a multilingual classroom. 	<p>1.1.1 (A) 6.4.1 (C)</p>	<p>5. Multilingual Philippines</p> <ul style="list-style-type: none"> Mother Tongue-Based-Multilingual Education <ol style="list-style-type: none"> Underlying Theories and Assumptions RA 10533-An Act Enhancing the Philippine Basic Education System By Strengthening Its Curriculum and Increasing the Number of Years for Basic Education, Appropriating Funds Therefor and For Other Purposes <ol style="list-style-type: none"> DepEd Order 31 s.2012 DepEd Order 31 s.2013 Gaps, Issues, and Challenges in the implementation of Mother Tongue Based – Multilingual Education 	<ul style="list-style-type: none"> Three Part Interview. <p>Ask the class, what do you think are the three biggest issues related to Mother Tongue Based –Multilingual Education?</p> <p>Choose the student with the birthday closest to the day Buwan ng Wika is celebrated and have them stand and share their 3 responses to the question for one minute.</p> <p>Move clockwise around the room until all have shared.</p> <p>Continue with a lecture on how the MTB-MLE came to be and its scientific and legal basis.</p>	<ul style="list-style-type: none"> Essay. Make students answer the ff. questions: <p>How must MTB-MLE be implemented in the classroom?</p> <p>What is required of a teacher in a multilingual classroom?</p> <p>Note: An Analytic Rubric may be used to evaluate students' output.</p> 	1.1.1, 6.4.1
Week 10	<p>At the end of the week, the pre-service teacher (PST) should be able to:</p> <ol style="list-style-type: none"> explore the importance of languages in relation to the Millenium Development Goals; and reflect on practices, issues and challenges of language in the MDGs. 	<p>1.1.1 (A) 6.4.1 (C)</p>	<p>6. Language and Millenium Development Goals</p> <ul style="list-style-type: none"> Essential Question: Why is language important in the Millenium Development Goals? <ol style="list-style-type: none"> Do a schema checking on students' awareness and knowledge of the Millenium Development Goals. Ask what role does language play in MDGs 	<ul style="list-style-type: none"> Make students gather research studies on issues and challenges in the MDG implementation and how language is important in MDG. Let them synthesize these studies by writing a reflection paper. Note: A Reflection Writing Rubric may be used to evaluate students' output. 	1.1.1, 6.4.1	

				3. Discuss the MDG and why language is an essential factor in the realization of the MDGs		
Weeks 11-13	At the end of the week, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. conduct a research on language in the context of Inclusive Basic Education; and b. demonstrate deeper and wider understanding of Language by relating it to its role in inclusive education. 	1.1.1 (A) 6.4.1 (C)	7. Language and Inclusive Basic Education Issues and Challenges	<ul style="list-style-type: none"> • Organize a debate on some issues and challenges on the role of language and inclusive education. • Wrap up by giving insights on Language and Inclusive Basic Education. 	<ul style="list-style-type: none"> • Make students conduct a survey on students' and teachers' extent of knowledge and awareness on Language and its role in Inclusive Basic Education. • Content of the survey questionnaire must be checked by the professor. • Require students to write a one – page blog about the survey results. 	1.1.1, 6.4.1
Weeks 14-18	At the end of the week, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. explore and share their understanding of language programs across ASEAN countries; and b. demonstrate deeper and wider understanding of language programs. 	1.1.1 (A) 6.4.1 (C)	8. From Monolingual to Multilingual: Language Programs and Policies Across Asean Countries	<ul style="list-style-type: none"> • Form students into Groups. Each group shall be assigned a country to report about its language programs and policies 	<ul style="list-style-type: none"> • Have students as a group conduct a comparative analysis of the language programs and policies of these countries including the Philippines Note: A Critical Thinking Paper Rubric may be used to evaluate students' output. 	1.1.1, 6.4.1

Suggested References

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Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted

Vision	Mission
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College Goals

<p>Program Outcomes (from CMO No. 75, s. 2017 p. 4):</p> <p>6.3.1.e. Show competence in employing innovative language and literature teaching approaches, methodologies, and strategies.</p> <p>6.3.1.f. Use technology in facilitating language learning and teaching.</p>
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Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Language Learning Materials Development	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs/wk (18 weeks, 54 hrs total)
Course Requirements			
Grading System			

Course Description

This course engages the pre-service English teachers in the selection, development, production, and evaluation of variety of language teaching and learning resources based on the identified K to 12 learning competencies. Through these activities, they are able to demonstrate content knowledge on the principles and procedures of language materials development. Students show competence in employing innovative strategies on the design and development of contextualized and localized instructional materials that provide opportunities for meaningful, purposeful language use thereby facilitate language learning and teaching.

BTIs covered

1.1.1
4.5.1

Course Learning Outcomes

At the end of the course, the pre-service teachers should be able to:

- A. demonstrate content knowledge on the principles and procedures of designing and developing contextualized and localized materials; and
- B. show competence in the selection and development of language learning materials.

BTIs covered

1.1.1
4.5.1

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Weeks 1-3	At the end of these weeks, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. discuss what “materials development” and “materials” are; 	1.1.1 (A)	1. Introduction to Materials Development <ol style="list-style-type: none"> 1. Defining materials and materials development 2. Current trends and issues in materials development 3. Who should develop the materials 	<ul style="list-style-type: none"> ▪ <i>Group Discussion</i> Students discuss the answers to the following questions: <i>What is Materials Development?</i> <i>What are ‘materials’?</i> 	<ul style="list-style-type: none"> ▪ Oral Engagement/ Participation Note and present the group’s ideas on the following discussion points. 	1.1.1

	<ul style="list-style-type: none"> b. cite examples of language learning materials used in the classroom; c. point out the negative and positive trends of materials development; d. relate the principles and theories of language learning to the development of appropriate language learning materials; and e. provide example materials that corresponds to each principle of SLA. 		<ul style="list-style-type: none"> 4. Principles of second language acquisition (SLA) relevant to the development of materials 5. Principles and Procedures of Materials Development 	<p><i>What do others say about the current (positive and negative) trends of materials development? (research findings and related literature)</i></p> <p><i>What should drive materials development?</i></p> <p><i>What are the principles and theories of language teaching and learning relevant to materials development?</i></p> <ul style="list-style-type: none"> ▪ <i>Brainstorming</i> Students discuss on the following points: <ul style="list-style-type: none"> ▪ Every teacher is a materials developer' (English language Centre, 1997) who needs to be able to evaluate, adapt and produce materials so as to ensure a match between their learners and the materials they use. ▪ The most effective ways of 'helping teachers to understand and apply theories of language learning – and to achieve personal and professional development – is to provide monitored experience of the process of developing materials' (Tomlinson, 2001). ▪ 'Materials' 'include anything which can be used to facilitate the learning of a language. (Tomlinson, 2001). 	<ul style="list-style-type: none"> ▪ Learning Log ▪ Students write their takeaways based from the discussion of their groupmates and the teacher. 	
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Week 4	<p>At the end of the week, the pre-service teacher (PST) should be able to:</p> <ol style="list-style-type: none"> evaluate language learning materials used in a basic education classroom using the principles in materials evaluation; examine the K to 12 English curriculum and cite materials used to facilitate mastery of a specific competency; and list down specific competencies from the K to 12 English curriculum and identify possible language learning materials to be used for these competencies. 	1.1.1 (A)	<p>2. Materials Evaluation</p> <ol style="list-style-type: none"> Definition and principles in materials evaluation Qualities each unit of material should reflect Types of materials evaluation 	<ul style="list-style-type: none"> ▪ <i>Pass the Pointer</i> The teacher projects images of various instructional materials on the screen and asks for volunteers to temporarily borrow the laser pointer to identify key features/qualities of an effective material. ▪ <i>Brainstorm a list of universal criteria</i> Students may brainstorm the universal criteria which would apply to any language learning materials anywhere for any learners. ▪ The teacher presents the assessment points/criteria when evaluating language learning materials and students check if the features/qualities they have mentioned in the previous activity are listed. 	<ul style="list-style-type: none"> ▪ Oral Engagement/ Participation Students identify key features/qualities of an effective material ▪ Students provide a list of the universal criteria when evaluating language learning materials. ▪ They compare and take note of these criteria to that presented by their teacher. <i>*media-specific criteria</i> <i>*content-specific criteria</i> <i>*age-specific criteria</i> <i>*local criteria</i> 	1.1.1
Weeks 5-6	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <ol style="list-style-type: none"> outline the process of materials adaptation from different points of view; examine range of technology-based materials and tools available to classroom language teachers; and apply the criteria in selecting and evaluating language learning materials. 	1.1.1 (A)	<p>3. Adapting Materials</p> <ol style="list-style-type: none"> Teacher-centered and learner-centered approach to adaptation Key features in materials adaptation Materials and Digital Technology 	<ul style="list-style-type: none"> • <i>Vodcasting/Vlogging</i> The teacher may ask students to create a vodcast/vlog on teacher-centered and learner-centered approaches to materials adaptation. They may interview language teachers on how they select materials in their classroom. • <i>Let's Explore</i> The teacher may ask students to explore technology-based/digital language learning materials and tools and have these presented in the classroom. <ul style="list-style-type: none"> ○ <i>Designing materials using online tools</i> 	<ul style="list-style-type: none"> • Students' vodcast or vlog is graded using a rubric. • Group Presentation on the chosen technology-based/digital language learning materials • Student Portfolio on the different materials they have explored and designed 	1.1.1 4.5.1

				<ul style="list-style-type: none"> ○ <i>Creating audio and video materials (podcasts, vodcasts, vlogs)</i> ○ <i>Interactive web pages</i> ○ <i>Language corpora and concordancing</i> ○ <i>Creating stories for language learning using ICT (vlogs, blogs, bubblar, etc.)</i> ○ <i>Teaching writing with technology (grammarman, eyercize etc.)</i> ○ <i>Computer-mediated communication and language learning- mobile-assisted language learning (MALL)</i> <ul style="list-style-type: none"> ● <i>Tutorial</i> Selected students may be asked to tutor the class on how to use the materials and tools they have presented. 	<ul style="list-style-type: none"> ● Classroom Demonstration on how these materials will be used. A rubric will be used to evaluate students' performance and output. 	
Weeks 7-18	At the end of these weeks, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. select appropriate materials for the specific competencies/macro skills; b. design and/or improve (existing) contextualized and localized materials for the identified K to 12 English competencies; and c. produce language learning materials specific for the teaching of grammar, vocabulary, reading, writing, speaking, listening, viewing, and cultural awareness vis-a-vis the K to 12 learning competencies 	1.1.1 (A) 4.5.1 (B)	4. Developing Specific Types of Materials <ol style="list-style-type: none"> 1. Materials for the Teaching of Grammar - Criteria 2. Materials for Teaching Vocabulary - designing input and output activities to encourage/help vocabulary learning and fluency development 3. Materials for Developing Reading Skills - alternative approach to materials for teaching reading 	<ul style="list-style-type: none"> ● <i>Group Project</i> Students may be grouped according to the type of materials they will be designing. These materials will be based on the identified competencies/topics from the K to 12 English curriculum. ● <i>Class Exhibit</i> For everyone to be able to see and explore these different language learning materials, the teacher may ask students to organize a classroom exhibit showcasing the different contextualized and localized 	<ul style="list-style-type: none"> ● Group Output/Portfolio ● Students compile/package the different language learning materials they have designed for the identified competencies. ● Rubric on the classroom exhibits will be used. 	1.1.1 4.5.1

			<p>4. Materials for Developing Writing Skills</p> <ul style="list-style-type: none"> - the role of writing materials - selecting writing materials (textbook and internet creative writing materials) <p>5. Developing Materials for Speaking Skills</p> <ul style="list-style-type: none"> - speaking skill and the need for relevant materials - trends in materials for speaking skills - utilizing verbal sources from real life <p>6. Developing Materials for Listening Skills</p> <ul style="list-style-type: none"> - intake rich activities and multidimensional listening skills lessons <p>7. Materials for Developing Viewing Skill</p> <ul style="list-style-type: none"> - activities and materials to strengthen viewing skills <p>8. Materials for Cultural Awareness</p> <ul style="list-style-type: none"> - the culture of language and the language of culture 	<p>materials (traditional and technology-based) which they have created/designed specifically for each competency/topic/macro skill.</p>		
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Suggested References

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Institution Logo	Name of Institution		Date Last Revised
	College Name		Revision Date
	Department		Semester Adopted
Vision		Mission	
College Goals			
Program Outcomes (from CMO No. 75, s. 2017 p. 4):			
<p>6.3.1.b. Use English as a global language in a multilingual context as it applies to the teaching of language and literature.</p> <p>6.3.1.c. Acquire extensive reading background in language, literature, and allied fields.</p> <p>6.3.1.d. Demonstrate proficiency in oral and written communication.</p> <p>6.3.1.e. Show competence in employing innovative language and literature teaching approaches, methodologies, and strategies</p>			

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Teaching and Assessment of Literature Studies	Course Code	
Pre-requisite Subject		Course Credit	
Course Requirements			
Grading System			

<p>Course Description</p> <p>This course allows pre-service English teachers to explore the nature of literature and the theoretical bases, principles, and methods and strategies in teaching and assessing literature. It aims to provide them with various strategies for pre-lesson, during lesson, and post-lesson which will develop their learners' higher order thinking skills in the use of the English language and will respond to their various backgrounds. Also, they are expected to design developmentally-sequenced lesson plans and provide a range of assessment strategies to communicate learners' needs, progress and achievement in literature.</p>	<p>BTIs covered</p> <p>4.5.1 5.4.1</p>
<p>Course Learning Outcomes</p> <p>At the end of the course, the pre-service teachers should be able to:</p> <ul style="list-style-type: none"> A. adapt competency-based learning materials in teaching literature which respond to the various linguistic, cultural, socio-economic, and religious backgrounds of learners; B. be familiar with a range of assessment strategies in teaching literature that address learners' needs, progress, and achievement which are consistent with the selected competencies; C. craft a learning plan according to the English curricula that develops higher order thinking skills of learners through the use of literary texts; and D. conduct a teaching demonstration of a developmentally-sequenced learning process using innovative teaching principles, skills, and strategies for teaching literature. 	<p>BTIs covered</p> <p>3.2.1 5.4.1 1.5.1 4.1.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Weeks 1-3	At the end of these weeks, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. explain the purposes and genres under the literature umbrella; and b. identify notable authors appropriate for literature study in K to 12 English Literature. 	1.1.1 1.1.1	1. Overview on the Nature of Literature and its Genres <ol style="list-style-type: none"> 1. Literature as Significant Human Experience 2. Purposes of Literature 3. Prose vs. Poetry vs. Drama 4. Fiction vs. Non-Fiction 5. A Survey of Authors <ul style="list-style-type: none"> a. Filipino Authors b. International Well-Known Authors 6. Literature Competencies in English K to 12 Curriculum 	<ul style="list-style-type: none"> • Review activity on the purposes and genres literature studies • Concept Mapping about the Nature of Literature and its Genres • Trivia quiz on famous Filipino and international authors • Class discussion on literature overview and famous authors for literary study • Group analysis of literature competencies and choosing of appropriate texts to use for such competencies • Presentation of analysis and choice of texts 	<ul style="list-style-type: none"> • Review Test on the Nature of Literature and its Genres • Group process assessment on analysis of literature competencies and choice of appropriate texts • Documentation Report and Presentation of Analysis of Literature Competencies and Choice of Appropriate Literary Texts (focusing on Proper Analysis and Critical Thinking Shown, Teamwork and Collaboration, and Appropriateness of Literary Texts) 	1.1.1 3.2.1 3.2.1
Weeks 4-7	At the end of these weeks, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. recognize important concepts in teaching literature in English; b. identify appropriate methods and approaches to teach literature; and c. discuss the right books, reading materials, and comprehension questions in teaching literature. 	4.1.1 (D) 1.5.1 (C) 3.2.1 (A)	2. Teaching Literature – An Overview <ol style="list-style-type: none"> 1. Value of Literature 2. Factors Affecting Interests in Literature 3. Choosing Books and Reading Materials 4. Models of Teaching Literature 5. Language Model 6. Cultural Model 7. Personal Growth Model 8. Approaches to Teaching Literature 9. Language-Based Approach 10. Paraphrastic Approach 11. Moral-Philosophical Approach 12. Stylistics Approach 	<ul style="list-style-type: none"> • Concept Mapping Activity on the Overview of Teaching Literature • Graphic Organizer to compile appropriate methods and approaches to teach literature • Sharing of experiences in literature classes and identifying approaches used by former teachers • Discussion on the differences and implications on the approaches to teaching literature 	<ul style="list-style-type: none"> • Graphic organizer as formative assessment on the appropriate methods and approaches in teaching literature • Peer Teaching in using right books, reading materials and or comprehensive questions (focusing on Appropriate Use of Approach, Choice of Learning Material, Comprehension Questions Asked, and Factor of Literature Focused) 	1.5.1 3.2.1

			13. Levels of Comprehension Questions 14. Assessment Strategies in Teaching Literature	<ul style="list-style-type: none"> Preparation for peer teaching activity using a chosen text and an appropriate approach Peer Teaching Activity on the right books, reading materials, and comprehension questions in teaching literature 		
Weeks 8-12	At the end of these weeks, the pre-service teacher (PST) should be able to: <ol style="list-style-type: none"> adapt competency-based learning materials in teaching poetry which respond to the various linguistic, cultural, socio-economic, and religious backgrounds of learners; identify a range of assessment strategies in teaching poetry that address learners' needs, progress, and achievement which are consistent with the selected competencies; craft a learning plan according to the English curricula that develops higher order thinking skills of learners through the use of poetic texts; and conduct a teaching demonstration of a developmentally-sequenced learning process using innovative teaching principles, skills, and strategies for teaching poetry. 	3.2.1 (A) 5.4.1 (B) 1.5.1 (C) 4.1.1 (D)	3. Teaching Poetry and Dramatic Poetry <ol style="list-style-type: none"> Review on the Genres of Poetry Literary Devices Fun Poetry <ul style="list-style-type: none"> Riddles Limericks Haikus Shape Poems Comprehending Poetry Strategies in Teaching Poetry Reading Aloud Choral Reading Silent Reading Literary Appreciation and Valuing in/of Poetry Lesson Design in Teaching Poetry Materials and Resources in Teaching Poetry Assessment in Teaching Poetry 	<ul style="list-style-type: none"> Designing competency-based learning materials in teaching poetry which are responsive to the various linguistic, cultural, socio-economic, and religious backgrounds of learners Planning, designing and implementing assessment strategies in teaching poetry that address learners' needs, progress, and achievement which are consistent with the selected competencies Learning Plan Making according to the English curricula that develops higher order thinking skills of learners through the use of poetic texts Individual Teaching Demonstration of a developmentally-sequenced learning process using innovative teaching principles, skills, and strategies for teaching poetry 	<ul style="list-style-type: none"> Creation of Original Instructional Materials and/or Adapted Literary Poetic Texts (focusing on Appropriateness and Resourcefulness) Designing an Assessment Tool in Testing Poetry (focusing on Validity, Reliability, and Administrability) Making a Learning Plan in Teaching Poetry (focusing on Completeness, Appropriate Approach Used, and Facilitative Process) Teaching Demonstration in Poetry (focusing on Teacher-Like Simulation, Preparation, Classroom Management, Learning Environment, and Interest and Diligence in Teaching Poetry) 	3.2.1 5.4.1 1.5.1 3.2.1, 4.1.1, 5.4.1
Weeks 13-18	At the end of these weeks, the pre-service teacher (PST) should be able to: <ol style="list-style-type: none"> adapt competency-based learning materials in teaching 	3.2.1 (A)	4. Teaching Prose and Dramatic Prose <ol style="list-style-type: none"> Review on the Genres of Prose Comprehending Prose 	<ul style="list-style-type: none"> Designing competency-based learning materials in teaching prose and drama which are responsive to the various 	<ul style="list-style-type: none"> Creation of Original Instructional Materials and/or Adapted Literary Prose Texts (focusing on 	3.2.1

<p>prose which respond to the various linguistic, cultural, socio-economic, and religious backgrounds of learners</p> <p>b. familiarize a range of assessment strategies in teaching prose that address learners' needs, progress, and achievement which are consistent with the selected competencies</p> <p>c. craft a learning plan according to the English curricula that develops higher order thinking skills of learners through the use of prose texts</p> <p>d. conduct a teaching demonstration of a developmentally-sequenced learning process using innovative teaching principles, skills, and strategies for teaching prose</p>	5.4.1 (B)	<p>3. Strategies in Teaching Prose</p> <ul style="list-style-type: none"> • Silent Reading • Prose Performances • Dramatic Performance <p>4. Literary Appreciation and Valuing in/of Prose</p> <p>5. Lesson Design in Teaching Prose</p> <p>6. Materials and Resources in Teaching Prose</p> <p>7. Assessment in Teaching Prose</p>	<p>linguistic, cultural, socio-economic, and religious backgrounds of learners</p> <ul style="list-style-type: none"> • Planning, designing and implementing assessment strategies in teaching prose and drama that address learners' needs, progress, and achievement which are consistent with the selected competencies • Learning Plan Making according to the English curricula that develops higher order thinking skills of learners through the use of prose and dramatic texts • Individual Teaching Demonstration of a developmentally-sequenced learning process using innovative teaching principles, skills, and strategies for teaching prose and drama 	<p>Appropriateness and Resourcefulness)</p> <ul style="list-style-type: none"> • Designing an Assessment Tool in Testing Prose (focusing on Validity, Reliability, and Administrability) • Making a Learning Plan in Teaching Prose (focusing on Completeness, Appropriate Approach Used, and Facilitative Process) • Teaching Demonstration in Prose (focusing on Teacher-Like Simulation, Preparation, Classroom Management, Learning Environment, and Interest and Diligence in Teaching Poetry) 	5.4.1
	1.5.1 ©				1.5.1
	4.1.1 (D)				3.2.1, 4.1.1, 5.4.1

Suggested References

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Institution Logo	Name of Institution		Date Last Revised
	College Name		Revision Date
	Department		Semester Adopted
Vision		Mission	
College Goals			
Program Outcomes (from CMO No. 75, s. 2017 p. 4):			
6.3.1.d. Demonstrate proficiency in oral and written communication.			
6.3.1.e. Show competence in employing innovative language and literature teaching approaches, methodologies, and strategies.			
Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Teaching and Assessment of the Macroskills	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

Course Description	BTIs covered
<p>This course allows the pre-service English teachers to explore the nature of the macro skills and the theoretical bases, principles, and methods and strategies in teaching and assessing listening, speaking, reading, writing, and viewing. It aims to provide various strategies for pre-lesson, during lesson, and post-lesson to develop research-based knowledge and principles in teaching the macro skills while using differentiated teaching to suit learners' gender, needs, strengths, interests, and experiences. Also, they will be able to identify learning outcomes aligned with the learning competencies and provide timely, accurate, and constructive feedback to improve learners' performance in the macro skills.</p>	<p>1.2.1 3.1.1 4.2.1 5.3.1</p>
Course Learning Outcomes	BTIs covered
<p>At the end of the course, the pre-service teachers should be able to:</p> <ul style="list-style-type: none"> A. select differentiated learning tasks in teaching the macro skills to suit learners' gender, needs, strengths interests, and experiences; B. demonstrate how to provide timely, accurate, and constructive feedback to improve learner performance in the different tasks in the macro skills through simulations; C. craft a learning plan according to the English curricula that is developed from research-based knowledge and principles of the five language macro-components and the theoretical bases, principles, methods, and strategies in teaching these components; and D. conduct a teaching demonstration of the assigned learning competencies in the macro skills. 	<p>3.1.1 5.3.1 1.2.1 4.2.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Weeks 1-3	At the end of these weeks, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. recognize important concepts in teaching the macro skills in English; b. discuss the connection of teaching the macro skills with the other language skills and competencies; c. identify appropriate methods and approaches to teach the English macro skills; and d. list down qualities of an effective English teacher in the macro skills. 	1.1.1 1.2.1 (C) 3.1.1 (A) 1.1.1	1. An Overview on the Teaching of the Macro Skills <ul style="list-style-type: none"> • Receptive vs. Expressive Macro Skills • Macro Skill Competencies in the English K to 12 Curriculum • Viewing as a New Macro Skill • Connection of the Macro Skills with Vocabulary, Grammar and Literature • Review on Communicative Competence • BICS vs. CALP • Content-Based Instruction • Communicative Language Teaching • Qualities of an Effective English Macro Skills Teacher 	<ul style="list-style-type: none"> • Differentiating Receptive vs Expressive Macro Skills • Group analysis and identification of appropriate activities for the Speaking, Listening, Reading, Writing, and Viewing competencies in the English K to 12 Curriculum • Lecture discussion on English Language Macro Skills Teaching concepts, approaches and methods • Listing and classification of researched activities appropriate for teaching the macro skills • Giving of examples of activities in BICS or CALP, CBI, and CLT • Analyzing a sample lesson plan/teaching demonstration of an ESL class and identifying approach and qualities shown 	<ul style="list-style-type: none"> • Venn diagram as formative assessment in understanding English Macro Skills concepts • Documentation and Group Presentation of Analyzed Macro Skills Competencies (focusing on Critical Thinking Shown, Completeness, Teamwork and Collaboration, and Appropriate Activities Designed) • Reflection Essay on Qualities of an Effective English Macro Skills Teacher (focusing on Unique Ideas Presented, Organization of Ideas, and Concepts/Approaches Cited) 	1.1.1 1.2.1 3.1.1
Weeks 4-7	At the end of these weeks, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. select differentiated learning tasks in teaching speaking to suit learners' gender, needs, strengths interests, and experiences; b. demonstrate how to provide timely, accurate, and constructive feedback to improve learner performance in the different tasks in speaking through simulations; 	3.1.1 (A) 5.3.1 (B)	2. The Expressive Macro Skills – Speaking <ul style="list-style-type: none"> • Nature and Purposes of Speaking • Mechanics and Process of Speaking • Speech Styles and Registers (Frozen, Formal, Consultative, Casual, Intimate, Aggressive, Passive, Assertive) • Austin and Searle's Speech Acts 	<ul style="list-style-type: none"> • Creating summaries and/or mind maps on the nature and purposes, process, speech styles and registers, speech acts, phonology review, modes of communication, and formats in speaking • One Stay-Team Stray activity to share the summaries/mind maps made on important concepts in teaching speaking • Individual/pair/group preparation and presentation of speaking 	<ul style="list-style-type: none"> • Oral participation (OSTS activity) in sharing important concepts in teaching speaking • Speaking Task/Performance (focusing on Confidence, Speaking Simulation, Varied Speaking Concepts Applied) • Speaking Task Feedbacking Simulation (focusing on Feedbacking Process, Use of Rubrics, and Appropriate 	1.1.1 3.1.1 5.3.1

	<p>c. craft a learning plan according to the English curricula that is developed from research-based knowledge and principles of speaking and the theoretical bases, principles, methods, and strategies in teaching these components; and</p> <p>d. conduct a teaching demonstration of the assigned learning competencies in speaking.</p>	<p>1.2.1 (C)</p> <p>4.2.1 (D)</p>	<p>(Locutionary, Illocutionary, and Perlocutionary)</p> <ul style="list-style-type: none"> Review on Segmentals, Suprasegmentals, Modes of Communication, Types of Speech Delivery) Speaking Formats (Interaction, Transaction, Performance) Lesson Design in Teaching Speaking Materials and Resources in Teaching Speaking Performance-Based Assessment in Teaching Speaking Feedbacking in Assessing Speaking 	<p>tasks (storytelling, oration, acting, conversation simulation, role play, theatrical play, etc.)</p> <ul style="list-style-type: none"> Pair feedbacking practice and simulation on speaking task performed Pair learning plan making in accordance to the English curricula speaking competencies Teaching speaking demonstration on the assigned/chosen learning competencies Feedbacking of instructor to demonstrator on teaching speaking 	<p>Tips/Feedback Provided to Learner)</p> <ul style="list-style-type: none"> Making a Learning Plan in Teaching Speaking (focusing on Completeness, Appropriate Approach Used, and Facilitative Process) Teaching Demonstration in Speaking (focusing on Teacher-Like Simulation, Preparation, Classroom Management, Learning Environment, and Feedbacking/Evaluation Process) 	<p>1.2.1</p> <p>4.2.1</p>
<p>Weeks 8-11</p>	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. select differentiated learning tasks in teaching writing to suit learners' gender, needs, strengths interests, and experiences;</p> <p>b. demonstrate how to provide timely, accurate, and constructive feedback to improve learner performance in the different tasks in writing through simulations;</p> <p>c. craft a learning plan according to the English curricula that is developed from research-based knowledge and principles of writing and the theoretical bases, principles, methods, and strategies in teaching these components; and</p> <p>d. conduct a teaching demonstration of the</p>	<p>3.1.1 (A)</p> <p>5.3.1 (B)</p> <p>1.2.1 (C)</p> <p>4.2.1 (D)</p>	<p>3. The Expressive Macro Skills – Writing</p> <p>a. Nature and Purposes of Writing</p> <p>b. Mechanics and Process of Writing</p> <p>c. Concerns and Strategies in Pre-Writing, Drafting, Revising, Editing, Proofreading, and Publishing</p> <p>d. Lesson Design in Teaching Writing</p> <p>e. Materials and Resources in Teaching Writing</p> <p>f. Performance and Portfolio-Based Assessment in Teaching Writing</p> <p>g. Feedbacking in Assessing Writing</p>	<ul style="list-style-type: none"> Roundtable discussion on the challenges of writing as a macro skill and teaching writing Individual/pair/group preparation and presentation of writing tasks (writing stories, poems, essays, creative outputs, researches, etc.) Pair feedbacking practice and simulation on writing task performed Pair learning plan making in accordance to the English curricula writing competencies Teaching writing demonstration on the assigned/chosen learning competencies Feedbacking of instructor to demonstrator on teaching writing 	<ul style="list-style-type: none"> Oral participation in sharing challenges and issues in teaching writing Writing Task/Performance (focusing on Organization of Ideas, Writing Simulation, Varied Writing Concepts Applied) Writing Task Feedbacking Simulation (focusing on Feedbacking Process, Use of Rubrics, and Appropriate Tips/Feedback Provided to Learner) Making a Learning Plan in Teaching Writing (focusing on Completeness, Appropriate Approach Used, and Facilitative Process) Teaching Demonstration in Writing (focusing on Teacher-Like 	<p>1.1.1</p> <p>3.1.1</p> <p>5.3.1</p> <p>1.2.1</p> <p>4.2.1</p>

	assigned learning competencies in writing.				Simulation, Preparation, Classroom Management, Learning Environment, and Feedbacking/Evaluation Process)	
Weeks 12-14	At the end of these weeks, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. select differentiated learning tasks in teaching listening to suit learners' gender, needs, strengths interests, and experiences; b. demonstrate how to provide timely, accurate, and constructive feedback to improve learner performance in the different tasks in listening through simulations; c. craft a learning plan according to the English curricula that is developed from research-based knowledge and principles of listening and the theoretical bases, principles, methods, and strategies in teaching these components; and d. conduct a teaching demonstration of the assigned learning competencies in listening. 	3.1.1 (A) 5.3.1 (B) 1.2.1 (C) 4.2.1 (D)	4. The Receptive Macro Skills – Listening <ul style="list-style-type: none"> • Active Listening Skill • Nature and Purposes of Listening • Listening Comprehension and Sub-Skills in Listening • Listening Techniques and Strategies • Approaches in Teaching Listening (Bottom-Up, Top-Down, Interactive) • Lesson Design in Teaching Listening • Materials and Resources in Teaching Listening • Performance and Observation-Based Assessment in Teaching Listening • Feedbacking in Assessing Listening 	<ul style="list-style-type: none"> • Lecture discussion on the relevance of listening in the communication process, nature, purposes, sub-skills, and techniques and strategies in listening effectively • Varied teacher-led activities on testing listening comprehension and sub-skills • Pair feedbacking practice and simulation on listening tasks performed • Differentiating/analyzing listening lesson plans applying bottom-up, top-down, and interactive approaches • Pair learning plan making in accordance to the English curricula listening competencies • Pair synthesis of original learning materials for listening appropriate for learners and the assigned/chosen competencies • Teaching listening demonstration on the assigned/chosen learning competencies • Feedbacking of instructor to demonstrator on teaching speaking 	<ul style="list-style-type: none"> • Various objective comprehension tasks in listening as diagnostic and formative assessments • Listening Task Feedbacking Simulation (focusing on Feedbacking Process, Use of Rubrics, and Appropriate Tips/Feedback Provided to Learner) • Making a Learning Plan in Teaching Listening (focusing on Completeness, Appropriate Approach Used, and Facilitative Process) • Making Original Instructional Materials in Teaching Listening (focusing on Appropriateness and Resourcefulness) • Teaching Demonstration in Listening (focusing on Teacher-Like Simulation, Preparation, Classroom Management, Learning Environment, and Feedbacking/Evaluation Process) 	3.1.1 5.3.1 1.2.1 1.1.1 4.2.1

<p>Weeks 15-18</p>	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. select differentiated learning tasks in teaching reading to suit learners' gender, needs, strengths interests, and experiences;</p> <p>b. demonstrate how to provide timely, accurate, and constructive feedback to improve learner performance in the different tasks in reading through simulations;</p> <p>c. craft a learning plan according to the English curricula that is developed from research-based knowledge and principles of reading and the theoretical bases, principles, methods, and strategies in teaching these components; and</p> <p>d. conduct a teaching demonstration of the assigned learning competencies in reading.</p>	<p>3.1.1 (A)</p> <p>5.3.1 (B)</p> <p>1.2.1 (C)</p> <p>4.2.1 (D)</p>	<p>5. The Receptive Macro Skills – Reading</p> <ul style="list-style-type: none"> Nature and Purposes of Reading Reading Comprehension and Sub-Skills in Reading Reading Techniques and Strategies Approaches in Teaching Reading (Bottom-Up, Top-Down, Interactive) Goddell's Reading Skills Ladder and Stages of Reading Reading Program and the Good Reader Lesson Design in Teaching Reading Materials and Resources in Teaching Reading Performance and Observation-Based Assessment in Teaching Reading Feedbacking in Assessing Reading 	<ul style="list-style-type: none"> Sharing of reading advocacies (video or live) by NGOs, famous personalities, and advocates Class discussion on the relevance of reading, nature, purposes, comprehension, sub-skills, and techniques and strategies in reading Varied teacher-led activities on testing reading comprehension and sub-skills Pair feedbacking practice and simulation on reading tasks performed Differentiating/analyzing lesson plans applying bottom-up, top-down, and interactive approaches Identifying skills and stages of readers in varied situations and discussing appropriate strategies for reading program implementation Pair learning plan making in accordance to the English curricula reading competencies Pair synthesis of original learning materials for reading appropriate for learners and the assigned/chosen competencies Teaching reading demonstration on the assigned/chosen learning competencies Feedbacking of instructor to demonstrator on teaching speaking 	<ul style="list-style-type: none"> Various objective comprehension tasks in reading as diagnostic and formative assessments Reading Task Feedbacking Simulation (focusing on Feedbacking Process, Use of Rubrics, and Appropriate Tips/Feedback Provided to Learner) Making a Learning Plan in Teaching Reading (focusing on Completeness, Appropriate Approach Used, and Facilitative Process) Making Original Instructional Materials in Teaching Reading (focusing on Appropriateness and Resourcefulness) Teaching Demonstration in Reading (focusing on Teacher-Like Simulation, Preparation, Classroom Management, Learning Environment, and Feedbacking/Evaluation Process) 	<p>3.1.1</p> <p>5.3.1</p> <p>1.2.1</p> <p>1.1.1</p> <p>4.2.1</p>
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Suggested References

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- Orlich, D. C., et al. (2004). *Teaching strategies: A guide to effective instruction*. USE: Houghton Mifflin Company.
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Institution Logo	Name of Institution		Date Last Revised
	College Name		Revision Date
	Department		Semester Adopted
Vision		Mission	
College Goals			
<p>Program Outcomes (from CMO No. 75, s. 2017 p. 4):</p> <p style="margin-left: 40px;">6.3.1.d. Demonstrate proficiency in oral and written communication.</p> <p style="margin-left: 40px;">6.3.1.e. Show competence in employing innovative language and literature teaching approaches, methodologies, and strategies.</p>			

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Teaching and Assessment of Grammar	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

<p>Course Description</p> <p>This course equips the pre-service English teachers with an understanding between and among the four types of grammar: functional, descriptive, prescriptive and pedagogic. Aside from the emphasis on how teaching and assessment vary considering the four types, the course also provides an avenue to carry out analysis on the role of grammar in achieving communicative competence. Specifically, it allows them to demonstrate linguistic proficiency as an important factor in promoting their students' literacy skills. As a manifestation of this competency, they are required to apply teaching strategies that are responsive to their students' linguistic backgrounds considering the principles of formative and summative assessments.</p>	<p>BTIs covered</p> <p>1.1.1 3.2.1 5.1.1</p>
<p>Course Learning Outcomes</p> <p>At the end of the course, the pre-service teachers should be able to:</p> <ul style="list-style-type: none"> A. design a compendium of assessment tasks-formative and summative, which are consistent with the selected competencies; B. craft a learning plan that promotes literacy among their students by incorporating their principled understanding of assessment of grammar; and C. conduct a teaching demonstration using innovative teaching approaches and tasks that are responsive to the students' linguistic needs. 	<p>BTIs covered</p> <p>5.1.1 1.4.1, 3.2.1 5.1.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Weeks 1-2	At the end of these weeks, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. discuss the fundamental terms and concepts associated to the teaching and assessing of grammar; and b. share the implications of one's knowledge of key concepts in the teaching learning process. 	1.1.1	1. Key Terms and Concepts in Managing and Implementing Standards-based Grammar Teaching <ol style="list-style-type: none"> 1. Grammaring 2. Grammaticalizing 3. Error correction vs feedback 4. Spoken vs written grammar 5. Grammatical assessment 6. Pedagogical Issues 	<ul style="list-style-type: none"> • <i>Getting to Know Me</i> The class will be given the strips of paper with the important terminology associated with the teaching and assessment of grammar. They take turn in writing and discussing what they know about them. Feedback and Input will follow after this activity. <p>Suggested sources include Mohamed Benhima (2015). "Grammaring," The fifth skill in language teaching and learning. https://www.moroccoworldnews.com/2015/06/160095/grammaring-the-fifth-skill-in-language-teaching-and-learning/ and Nan, C. (2015). Grammar and grammaring: toward modes for English grammar teaching in China. https://files.eric.ed.gov/fulltext/EJ1084297.pdfdoi:10.5539/elt.v8n12p79</p>	<ul style="list-style-type: none"> • Crowdsourcing Students will formulate questions which they think are relevant in understanding the concepts. The questions will be posted for the students to answer/comment. Ability to crowd-source will be rated using a scoring rubric. 	1.1.1
Weeks 2-4	At the end of these weeks, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. justify the occurrence of the issues identified in teaching and assessing grammar; and b. deduce the relevance and implications of understanding issues in grammar teaching. 	1.1.1	2. Issues of Grammar Teaching and Assessment <ol style="list-style-type: none"> 1. Why should we teach grammar? 2. Pedagogical Issues 3. Sequencing 4. Choice of Methods 5. Patterns and Reasons, Not Rules 6. From Structuralism to Transformational Generative Grammar 7. Fossilization 	<ul style="list-style-type: none"> • <i>Symposium</i> The class is assigned to plan and conduct a symposium which theme is on understanding the issues of grammar teaching and assessment. Sufficient time shall be given for planning, reading and preparing. <p>The students may be asked to read, How to Teach Grammar. This file can be accessed in</p>	<ul style="list-style-type: none"> • Therefore, I say... The students are to justify why issues in teaching grammar occur and identify ways to address them. In addition, they will deduce the relevance and implications of understanding issues in grammar teaching. 	1.1.1

				<p>http://www2.vobs.at/ludescher/pdf%20files/grammar.pdf</p> <p>This will provide them with the seven arguments for putting grammar in the foreground in second language teaching.</p> <ul style="list-style-type: none"> • <i>Issues, Issues</i> <p>The students will be asked to present and provide justifications of issues on grammar teaching.</p>		
Weeks 5-8	At the end of these weeks, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. design a grammar teaching portfolio that contain the important elements and sample <ul style="list-style-type: none"> - assessment tasks; b. design lessons based on the competencies given; and c. conduct a demo-lecture on the assigned method of teaching grammar. 	5.1.1 (A) 1.4.1 5.1.1 (B, C)	<p>3. Methods of Teaching Grammar</p> <ol style="list-style-type: none"> 1. Diagramming sentences 2. Learning through writing 3. Inductive teaching 4. Deductive teaching 5. Interactive teaching 6. Functional-notional approach 7. Situational contexts 8. Using texts, stories, songs and rhymes 9. PPP <p>Modes for Teaching Grammar</p> <ol style="list-style-type: none"> 1. Linguistic mode 2. Story-telling mode 	<ul style="list-style-type: none"> • <i>Group Dynamics</i> <p>The class will be given time to complete their Grammar Teaching e-Portfolio. Peer review and critiquing will be done to enhance the contents and presentation of the e-portfolio.</p> <ul style="list-style-type: none"> • <i>Micro teaching/Demo-lect</i> <p>The class will be in groups and each group identifies who the demonstrator be. Only a portion/ segment of the lesson will be presented to substantiate their discussion.</p> <p>Suggested materials can be accessed from</p> <p>https://www.inklyo.com/methods-of-teaching-grammar/ , and</p> <p>. http://teach-grammar.com/wp-content/uploads/2012/07/The-Grammar-of-Choice+.pdf (The</p>	<ul style="list-style-type: none"> • E-portfolio <p>The class submits an e-portfolio which contains the essence of Unit 3. This also includes their reflections and/or realizations after the demo-lecture.</p> <p>A scoring rubric will be used to rate the students' work.</p>	5.1.1 1.4.1 5.1.1

				Grammar of Choice by Larsen-Freeman		
Weeks 9-11	At the end of these weeks, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. construct narratives/ situationers that present the different rules in teaching grammar. 	1.4.1 (B)	4. Rules for Teaching Grammar <ol style="list-style-type: none"> 1. Rule of context 2. Rule of use 3. Rule of economy 4. Rule of relevance 5. Rule of nurture 6. Rule of appropriacy 	<ul style="list-style-type: none"> • <i>Let's Watch This</i> As a lead-in task, the students may be asked to view Effortless English Rule 2 Don't Study Grammar Rules! By A.J. Hoge from https://www.youtube.com/watch?v=Z97aFszFc9M. Then, challenged them to find its relevance in the way teachers teach grammar to non-English speakers. Input on the rules may be taken from: http://www2.vobs.at/ludescher/pdf%20files/grammar.pdf, How to Teach Grammar. • <i>Critical Reading and Sharing</i> Identifying scenarios/ situations where the rules are observed or violated. 	<ul style="list-style-type: none"> • How about this? The class will construct and present teaching situation/s that present/s the different rules in teaching grammar. 	1.4.1.
Weeks 12-18	At the end of these weeks, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. create a compendium of assessment tasks- both formative and summative. 	5.1.1 (A)	5. Assessing Grammar Effectively <ol style="list-style-type: none"> 1. Ways to address grammar in the writing classroom 2. Ways to assess grammar skill 3. Methods of marking grammatical errors 4. Grammar resources 5. Three- Dimensional Grammar Framework 6. Innovations in grammar assessment 7. Redefining the construct 8. Partial scoring 9. Social dimension 	<ul style="list-style-type: none"> • <i>Do you remember?</i> Asking the class how were their papers graded or marked for their error in sentence structure. Showing samples of graded papers to show the ways to address the grammar in writing. To deepen, the class may visit https://owl.purdue.edu/owl/teacher_and_tutor_resources/teaching_resources/teaching_and_assessing_grammar.html (Teaching and 	Creation of the Compendium The class, given the grade-level competencies, will create a compendium of assessment tasks. In this way, they will be able to enrich the K to 12 curriculum. Presentation of compendiums will be done during the last week of the semester. A scoring rubric will be used to rate the students' work.	5.1.1

			10. The standard	<p>Assessing Grammar In the Writing Classroom) , and read</p> <p>Hanse, L. and Keown, K.(2017). Assessing grammar and language convention skills. https://achievethecore.org/aligned/assessing-grammar-and-language-convention-skills/; and</p> <p>Diane Larsen-Freeman. Teaching and Testing Grammar. http://teach-grammar.com/wp-content/uploads/2012/07/Teaching-and-Testing-Grammar.Pdf</p>	
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Suggested References

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- Teaching and Assessing Grammar. https://owl.purdue.edu/owl/teacher_and_tutor_resources/teaching_resources/teaching_and_assessing_grammar.html
- Ways to assess grammar skill. <https://www.scribd.com/document/265191308/Ways-to-Assess-Grammar-Skill>

Speech and Theater Arts

Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted

Vision	Mission
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College Goals

<p>Program Outcomes (from CMO No. 75, s. 2017 p. 4):</p> <p style="margin-left: 40px;">6.3.1.b. Use English as a global language in a multilingual context as it applies to the teaching of language and literature.</p> <p style="margin-left: 40px;">6.3.1.d. Demonstrate proficiency in oral and written communication.</p>

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Speech and Theater Arts	Course Code	
Pre-requisite Subject		Course Credit	3 Units
Course Requirements			
Grading System			

<p>Course Description</p> <p>This course provides the pre-service English teachers an examination of the process of oral communications and the various forms of speech arts from public speaking and group discussions to debate, oral interpretation, and dramatics. Therefore, they will be able to demonstrate content knowledge and application of speech and theater arts while using verbal and non-verbal communication forms and drawing implications in teaching these language art forms to future students.</p>	<p align="center">BTIs covered</p> <p align="center">1.1.1 1.7.1</p>
<p>Course Learning Outcomes</p> <p>At the end of the course, the pre-service teachers should be able to:</p> <ul style="list-style-type: none"> A. demonstrate content knowledge and application of oral communications, various forms of speech arts, public speaking, group discussions, debate, oral interpretation, and dramatics in English language teaching by preparing original written speeches and scripts; and B. demonstrate and apply their understanding of verbal and non-verbal communication strategies to speech and theater arts through performing speeches in different modes. 	<p align="center">BTIs covered</p> <p align="center">1.1.1 1.7.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Weeks 1-4	At the end of these weeks, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. discuss major concepts in speech and communication – contexts, modes, processes, and the segmentals and suprasegmentals; b. recognize public speaking as a relevant linguistic activity in society; and c. express speech arts through sound drills, communication modes and processes simple simulations, and public speaking tasks. 	1.1.1 (A) 1.1.1 (A) 1.7.1 (B)	1. Speech Arts – An Overview <ol style="list-style-type: none"> 1. Concepts of Speech and Communication 2. Levels of Context of Communication 3. Modes of Communication 4. Review on the Communication Process 5. Review on Speech Sounds 6. Focus on the Suprasegmentals as Tools for Speech and Theater – Stress, Pitch, Volume, Enunciation, etc. 7. Public Speaking 	<ul style="list-style-type: none"> • Lecture discussion and review on the process, levels, and modes of communication through filling in a Concept Map • Drills and exercises on speech sounds and effective voice elements (use of contrast drills, tongue twisters, rhyming songs, vocal exercises, etc.) • Role play/acting on simple situations with focus on changes in stress, pitch, volume, enunciation, and other voice elements (i.e. acting like a grandparent with low volume and flexible small voice, delivering the valedictory speech) • Slogan making about public speaking as a relevant linguistic activity in society 	<ul style="list-style-type: none"> • Oral participation as formative assessment on concepts of speech and communication • Role Play/Acting Performance on the sounds, communication modes and processes simple simulations, and public speaking tasks (focusing on Confidence, Correct Use of Speech Sounds and Suprasegmentals, and Discourse and Strategic Competence Shown) • Group Slogan synthesis on relevance of Public Speaking (focusing on Creativity, Theme and Meaningfulness, Medium Used, Oneness of Idea) 	1.1.1 1.7.1 1.1.1
Weeks 5-9	At the end of these weeks, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. discuss the procedure and application of these different creative speech productions for English language study; b. explain the connection of these speeches to other macro skills and their contextual situations; and c. perform creative speech productions with proper verbal and non-verbal communication strategies in relation to English language teaching activities. 	1.1.1 (A) 1.1.1 (A) 1.7.1 (B)	2. Creative Speech Productions <ol style="list-style-type: none"> 1. Impromptu, Extemporaneous, Memorize, and Manuscript Speaking 2. Argumentation and Debate 3. Speeches for Special Occasion 4. Oral Interpretation 5. Storytelling 6. Interpretative Reading 7. Declamation 8. Monologue 9. Group Interpretation 10. Readers' Theater 	<ul style="list-style-type: none"> • Pairing Discussions on the procedure and application of the creative speeches • Sample Video viewing of speech productions, debate, and oral and group interpretation • Completing a matrix to distinguish the similarities and differences of various types of oral and group interpretations • Various Speech Productions with proper verbal and non-verbal 	<ul style="list-style-type: none"> • Short objective quiz on the types of creative speech productions • Process Assessment on the preparations for creative speech production presentations • Individual Performance (Impromptu, Extemporaneous, Memorize, or Manuscript Speech, Speeches for Special Occasion, Oral Interpretation – Storytelling, Interpretative Reading, Declamation, Monologue) presentations with plan and script 	1.1.1 1.1.1 1.7.1

			11. Chamber Theater 12. One Playlet	communication strategies in relation to English language teaching activities <ul style="list-style-type: none"> Group planning and implementation of creative oral interpretations of adapted appropriate texts for children/ adolescents Organization of a Speech Festival by the whole class Feedbacking of instructor on actual individual and group performances Class discussion on the role of speech activities to enhancement of skills in English Language teaching and learning 	(focusing on Originality/Appropriateness of Script, Confidence, Use of Public Speaking Elements, Gestures/Bodily Actions/Costumes/Props, and Language Mechanics) <ul style="list-style-type: none"> Group Performance (Debate, Readers' Theater, Chamber Theater, and/or Playlet) presentation (focusing on Originality/Appropriateness of Script, Confidence, Teamwork, Gestures/Bodily Actions/Costumes/Props, and Language Mechanics) Class Portfolio of Original Scripts Produced/Performed 	1.7.1
Weeks 10-13	At the end of these weeks, the pre-service teacher (PST) should be able to: <ol style="list-style-type: none"> recognize drama and theater as art, a social activity, and a way of learning English language competencies and skills; perform creative drama tasks with proper verbal and non-verbal communication strategies in relation to English language teaching activities; and identify the use of drama and theater to learn multiculturalism and other related themes. 	1.1.1 (A) 1.7.1 (B) 1.7.1 (B)	3. Theater Arts – An Overview <ol style="list-style-type: none"> The History and Elements of Drama Role of Drama and Theater Theater as an Art, Socializing Activity, and a Way of Learning Drama as a Learning Medium Creative Drama Role Playing Improvisation and Pantomime Scripted and Non-Scripted Performances Puppetry and Mask Making Multiculturalism and Drama 	<ul style="list-style-type: none"> Lecture discussion on the overview, history, and role of Theater Arts Biography reading of famous theater artists and sharing of students' analysis on artists' history, passion, work in theater, skills gained, and technicalities Group simulation activity on various creative drama styles using unique situations/contexts (i.e. Improv Comedy, Hand Puppets for Children's Storytelling) Skype-in-the-Classroom with two classes from different countries to discuss and differentiate forms and purposes of theater/drama 	<ul style="list-style-type: none"> Mind map summary notes as formative assessment on the overview, history, and role of Theater Arts Skype Classroom Oral Participation Reflection Paper on Drama, Multiculturalism and the English Language (focusing on Uniqueness of Ideas, Organization, Language Mechanics, Use of Theater Terms and Concepts) Group Creative Drama Performance Presentation (focusing on Originality/ Appropriateness of Script, Confidence, Teamwork, 	1.1.1 1.1.1 1.1.1, 1.7.1 1.1.1 1.7.1

				<ul style="list-style-type: none"> • Writing of reflection paper on 'The Multifaceted Drama in the English Language' • Creative Drama Presentation based on the given tasks with proper verbal and non-verbal communication strategies related to English language competencies and teaching 	Gestures/Bodily Actions/Costumes/Props, and Language Mechanics	
Weeks 14-18	At the end of these weeks, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. explore the world of theater – its elements, processes, creative people in production, sets, script, etc.; b. work as a team to plan, produce, and perform a stage play appropriate to English language learners; and c. apply skills in writing, acting, directing, and producing an original or adapted stage play with proper verbal and non-verbal communication strategies in relation to English language teaching activities. 	1.1.1 (A) 1.7.1 (B) 1.7.1 (B)	4. Theater Production <ol style="list-style-type: none"> 1. The Theatrical Process 2. Audience and Criticism 3. Theater Space and Design 4. Playwriting and Dramaturgy 5. Scene Design 6. Theater Acting 7. Directing and Producing a Stage Play 	<ul style="list-style-type: none"> • Inviting theater enthusiasts/ experienced artists to discuss the Theatrical Process • Workshop sessions with invited theater enthusiasts/experienced artists on Play Scriptwriting, Acting, and Producing/Directing • Brainstorming session activity for a Full Play Show including planning, producing and performing a stage play appropriate to English language learners • Consultations and feedbacking with instructor/invited guests on plans and implementation of original Full Play Production • Full Stage Play Presentation applying skills in writing, acting, directing, and producing an original or adapted stage play with proper verbal and non-verbal communication strategies in relation to English language teaching activities. 	<ul style="list-style-type: none"> • Workshop Participation • Process Assessment on Brainstorming session for class one-act play production • Formative Tasks towards Stage Play Production (Script, Producer's Plan, Director's Notes, Poster and other Marketing Materials, Play Bill) • Original Stage Play Production Presentation (focusing on Originality/ Appropriateness of Script, Relevance to English Language and/or Issues in Society, Confidence, Teamwork applying Theater Production Elements, Gestures/Bodily Actions/Costumes/Props, and Audience Impact) • Metalog on One's Experience in Preparing and Producing a Stage Play and its Relevance to English Language Teaching (focusing on Organization of Ideas, Reflection and Unique Insights, and Language Mechanics) 	1.1.1 1.1.1 1.1.1, 1.7.1

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Institution Logo	Name of Institution		Date Last Revised
	College Name		Revision Date
	Department		Semester Adopted
Vision		Mission	
College Goals			
<p>Program Outcomes (from CMO No. 75, s. 2017 p. 4):</p> <p style="margin-left: 40px;">6.3.1.a. Possess broad knowledge of language and literature for effective learning.</p> <p style="margin-left: 40px;">6.3.1.e. Show competence in employing innovative language and literature teaching approaches, methodologies, and strategies.</p> <p style="margin-left: 40px;">6.3.1.h. Display skills and abilities to be reflective and research-oriented language and literature.</p>			

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Language Research	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

<p>Course Description</p> <p>This three-unit course develops the pre-service English teachers’ skills in applying the principles and approaches in conducting research, an independent investigation, to find answers to questions concerning contemporary and relevant issues in language education. The emphasis is on the evaluative aspects of language research and its scientific preparation. In addition, it provides them with an avenue to learn how the critical review of extant literature in the field can aid in conceptualizing their research topics. Considerably, their content knowledge on the fundamental aspects of language teaching and learning shall be bases of a scholarly language research.</p>	<p align="center">BTIs covered</p> <p align="center">1.2.1 1.3.1</p>
<p>Course Learning Outcomes</p> <p>At the end of the course, the pre-service teachers should be able to:</p> <ul style="list-style-type: none"> A. organize research-based information of an identified pressing issue and problem in language teaching and learning to arrive at a concept paper; B. show skills in the positive use of ICT to obtain, to organize, and to present relevant information into a scholarly language research proposal; and C. conduct research concerning the teaching and learning of English language. 	<p align="center">BTIs covered</p> <p align="center">1.2.1 1.3.1 1.2.1</p>

	c. justify an effective rationale/introduction of their chosen topic.			<p>introduction to the topic and the thesis statement.</p> <p>The students may also be directed to visit http://www.crlsresearchguide.org/17_Writing_Introduction.asp and https://explorable.com/how-to-write-an-introduction to find answers to</p> <ol style="list-style-type: none"> 1. Why do it? 2. When do I do it? 3. How do I do it? <p>Open forum/ Sharing of Inputs/ Rationalizing the concepts and essentials in writing an Introduction</p> <p>Guided Writing and Editing of the Submitted Paper</p>		
Weeks 5-6	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <ol style="list-style-type: none"> a. use critical reading skills and ability in the use of seminal and current literature to support the chosen topic; b. present ways and techniques in working with electronic texts; c. justify the areas of literature that supports the research topic; and d. synthesize the related literature and studies observing proper in-text citation. 	<p>1.2.1 (A)</p> <p>1.3.1 (B)</p>	<p>3. Writing the Literature Review</p> <ol style="list-style-type: none"> 1. Purpose of a Literature Review 2. Organizing the Review 3. Synthesizing the Related Literature 4. Citing and referencing 	<ul style="list-style-type: none"> • <i>Facilitated Learning</i> The class, using metacards, defines a 'literature review'. • <i>Learning Corners</i> The students will be assigned with a subtopic to be presented in their assigned learning corners. <ol style="list-style-type: none"> 1. Purpose of a Literature Review 2. Evaluating Sources 3. Organization of Related Literature and Studies 4. Elements: Descriptive and Interpretive <p>The class may visit, https://www.youtube.com/watch?v=70n2-gAp7J0 and https://www.youtube.com/watch?v=9la5ytz9MmM to read about</p> 	<ul style="list-style-type: none"> • Time to Write! To assess the depth of the students' knowledge and understanding of the basic guidelines for successful academic writing, they will write their Literature Review. A scoring rubric will be used to rate the students' work. <i>The focus of the assessment task is to evaluate the students' ability to access and extract relevant information from secondary data sources, to complete an initial, cursory review of related literature and studies, and to narrow the list</i> 	<p>1.2.1</p> <p>1.3.1</p>

				<p>Academic Writing: Writing the Literature Review</p> <p>As an enrichment task, they may illustrate the structure (with techniques) in organizing the relevant literature and studies. In so doing, they may show evidence of their understanding of how to conduct a literature review of a chosen topic</p> <p>Guided Practice: Writing a preliminary literature review for the proposed research topic.</p>	<p><i>observing thematic presentation of ideas and concepts.</i></p>	
Weeks 7-8	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. articulate the importance of understanding the elements and parts of a research methodology; and</p> <p>b. complete the research methodology part of their paper.</p>	<p>1.2.1 (A)</p> <p>1.3.1 (B)</p>	<p>4. Methodology in Language Education Research</p> <ol style="list-style-type: none"> 1. Design 2. Locale 3. Participants 4. Instruments 5. Data Collection 6. Data Analysis 7. Ethics in Research 	<ul style="list-style-type: none"> • <i>Learning Together</i> <p>To jumpstart, the class may watch, Report Writing Made Easy- Research Methodology from https://www.youtube.com/watch?v=-_Q0ylcj1ek.</p> <p>The class will have one session to discuss within their groups the important sections in Research Methodology part. They may be given time to read in advance in some of the sites that offer helpful information. Suggested sites include:</p> <p>https://libguides.usc.edu/writingguide</p> <p>https://www.macmillanihe.com/studentstudyskills/page/choosing-appropriate-research-methodologies/</p>	<ul style="list-style-type: none"> • Methods, Methodology <p>Given the time to learn and the class activities to do, the students submits the completed research methodology' of their approved concept paper.</p> <p>A scoring rubric will be used to rate the students' work.</p>	<p>1.2.1</p> <p>1.3.1</p>

				<ol style="list-style-type: none"> 1. Students may also watch a TED Talk (of their choice) on research and research methods. 2. Group Sharing/ Topic Presentation (on the assigned part of a research methodology) 3. <i>Note:</i> The class maybe given an extra time to work on their paper after the discussion 		
Weeks 9-14	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <ol style="list-style-type: none"> a. demonstrate understanding of the components, rigor and collection of data by sharing their insights and realizations; b. submit a full research proposal; and c. gather the data needed to address the research question/objective. 	<p>1.2.1 (A)</p> <p>1.3.1 (B)</p> <p>1.2.1 (A)</p>	<p>5. Conducting the Language Education Research</p> <ol style="list-style-type: none"> 1. Components of Data Collection 2. Rigors in Research 3. Collection of Data 4. Data Treatment 	<ul style="list-style-type: none"> • <i>Group Dynamics</i> <p>Students will be assigned to read and present their realizations/insights through planning and conducting a symposium in the classroom. Group tasking/task assignments will be done by the students.</p> <p>(The class maybe given more time to complete their research proposal.)</p> <ul style="list-style-type: none"> • <i>Data-gathering</i> <p>With the instruments/tools being checked, the class will embark on a data-collection. Periodic and regular follow-up will be done to ensure timely submissions of output</p>	<ul style="list-style-type: none"> • Research Proposal Given the time and the input, the students shall submit their completed research proposal. • Data-gathering The class will gather the data needed to answer the problem posed in the study. 	<p>1.2.1</p> <p>1.3.1</p> <p>1.2.1</p>

<p>Weeks 15-18</p>	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <ul style="list-style-type: none"> a. employ the guidelines and principles in writing and presenting the research report; and b. display positive use of ICT and proper presentation skills to organize and to present the research report. 	<p>1.3.1 (B)</p> <p>1.2.1 (C)</p> <p>1.3.1 (B)</p>	<p>6. Writing and Presenting the Research Report</p>	<ul style="list-style-type: none"> • <i>Lecture:</i> APA Format (reference: APA 6th ed) www.apa.org • Making Sense of Data Academic Writing Writing Effectively Coherence and Paragraphing • <i>Roundtable discussion</i> (Preparing for the Oral Presentation) <p>The class shall organize an oral presentation of their researches. Guests and other teachers may be invited to give comments and feedback. Guidelines as to the number of power point slides, presentation time and dress code shall be given prior to the conduct of the oral presentation.</p>	<ul style="list-style-type: none"> • I/We did it! The students will submit their completed research paper. A checklist will be used to initially check the completeness of information/sections in their paper. <i>Note: Categories for checking may include introduction/ thesis, content knowledge: quality of research, content application: support of thesis and analysis, conclusion, and writing.</i> • This is the moment. A scoring rubric will be used to rate the students' skills and competence in presenting their research to an audience. (Note: See sampled of rubric for oral presentation of research paper.)] 	<p>1.3.1</p> <p>1.2.1</p> <p>1.3.1</p>
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Suggested References

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Children and Adolescent Literature

Institution Logo	Name of Institution		Date Last Revised
	College Name		Revision Date
	Department		Semester Adopted
Vision		Mission	
College Goals			
<p>Program Outcomes (from CMO No. 75, s. 2017 p. 4):</p> <p style="margin-left: 40px;">6.3.1.c. Acquire extensive reading background in language, literature, and allied fields.</p>			

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Children and Adolescent Literature	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

<p>Course Description</p> <p>This course provides a survey of the categories and types of the world’s literature for children and adolescents. Therefore, pre-service English teachers will be able to demonstrate content knowledge on children and adolescent literature, promote literacy skills through the use of varied literary texts that suit learners’ gender, needs, strengths, interests and experiences.</p>	<p align="center">BTIs covered</p> <p align="center">1.1.1 1.4.1 3.1.1</p>
<p>Course Learning Outcomes</p> <p>At the end of the course, the pre-service teachers should be able to:</p> <ul style="list-style-type: none"> A. prepare an annotated reading list of literary selections and genres appropriate for children and adolescents and which will demonstrate their content knowledge; B. design literature/reading worksheets for teaching to enhance the literacy skills of future students that begins early in school and continues through life; and C. perform an adaptation of a chosen literary text that suits learners’ gender, needs, strengths, interests and experiences. 	<p align="center">BTIs covered</p> <p align="center">1.1.1 1.4.1 3.1.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Weeks 1-3	At the end of these weeks, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. expound on children and adolescent literature and its historical development, in relation to today's rich repertoire; and b. recognize how language development can be achieved through the use of children and adolescent literature. 	1.1.1 (A) 1.1.1 (A)	1. Children and Children's Literature <ol style="list-style-type: none"> 1. Personal and Academic Values of Literature to Children 2. Relationship between Children's Development and their Literature 3. Historical Background of Children's Literature <ul style="list-style-type: none"> • Classical Period – Aesop's Fables • Anglo-Saxon Period – Epics • Medieval Period <ol style="list-style-type: none"> 1. ABC Books 2. Hornbooks 3. Chapbooks • Puritan Period – Fairytales, Folktales, and Legends • John Newberry Era – Children's Books • Didactic Period – Books for Teaching Children 	<ul style="list-style-type: none"> • Small group discussion on the important concepts, values, and development of children and adolescent literature • Discussion and timeline making on the developmental history of children and adolescent's literature to today's rich repertoire • Trivia quiz on famous children's literature and discussion/ storytelling of these classical tales as representative of the periods of children and adolescent literature 	<ul style="list-style-type: none"> • Panel discussion and oral participation as formative assessment on concepts, values, and development of children and adolescent literature • Creation of an artistic Timeline on Historical Development of Children's Literature and Adolescent (focusing on Completeness of Details, Creativity, and Organization of Ideas) 	1.1.1 1.1.1
Weeks 4-7	At the end of these weeks, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. identify the elements of children and adolescent's literature making it a unique genre of its own; b. analyze the verbal, visual, and other stylistic elements of literature in suitable children and adolescent texts; and 	1.1.1 (A) 1.1.1 (A)	2. Elements of Children and Adolescent's Literature <ol style="list-style-type: none"> A. Verbal Elements <ol style="list-style-type: none"> 1. Writer's Purpose 2. Plot 3. Characters 4. Setting 5. Themes 6. Style B. Visual Elements <ul style="list-style-type: none"> • Line • Color • Shape 	<ul style="list-style-type: none"> • Lecture discussion on the elements of children and adolescent literature • Class analysis of elements of children and adolescent literature in sample texts with discussion and sharing of their purposes, appropriateness, and creativity • Individual/pair stylistic analysis on the verbal, visual, and other 	<ul style="list-style-type: none"> • Short quiz on the verbal, visual and other stylistic elements of children and adolescent literature • Individual/pair Stylistic Analysis of a suitable children and adolescent text (focusing on Accuracy of Analyzed Elements, Organization of Ideas, and Language Mechanics) • Synthesis of Text Worksheet for Children and Adolescent's 	1.1.1 1.1.1 1.4.1

	c. prepare a worksheet for children and adolescent literature students to recognize elements in famous texts.	1.4.1 (B)	<ul style="list-style-type: none"> • Texture • Styles • Illustrations C. Other Stylistic Elements • Musical Quality • Action • Humor • Story Interest • Variety of Subject Matter 	<p>elements of literature in suitable children and adolescent texts</p> <ul style="list-style-type: none"> • Worksheet Making Activity for children and adolescent literature students to recognize elements in famous texts 	Literature based on Elements identified (focusing on Facilitative for Self-Learning, Originality, Appropriateness, and Creativity of Task)	
Weeks 8-12	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. identify suitable children and adolescent literary texts for each genre which will suit learners' gender, needs, strengths, interests, and experiences;</p> <p>b. prepare learning materials and worksheets to introduce/aid/ assess children and adolescent's learning of literary texts; and</p> <p>c. perform creative presentations, storytelling, and drama appropriate as adapted from children and adolescent literature.</p>	<p>1.1.1 (A)</p> <p>1.4.1 (B)</p> <p>3.1.1 (C)</p>	<p>3. Categories of Children and Adolescent's Literature (with suitable texts)</p> <p>1. Poetry</p> <ul style="list-style-type: none"> • Mother Goose Nursery Rhymes • <i>The Owl and the Pussycat</i> by E. Lear • <i>Jabberwocky</i> by L. Carroll • <i>Little Red Riding Hood</i> by R. Dahl • <i>Life Doesn't Frighten Me</i> by M. Angelou <p>2. Picture Books</p> <ul style="list-style-type: none"> • <i>The Very Hungry Caterpillar</i> by E. Carle • <i>The Cat in the Hat</i> by Dr. Seuss • <i>The Giving Tree</i> by S. Silverstein • <i>Where the Wild Things Are</i> by M. Sendak <p>3. Traditional Literature</p> <ul style="list-style-type: none"> • Aesop's Fables • Andersen's Fairytales • The Grimm Brothers' Fairytales 	<ul style="list-style-type: none"> • Guided discussion on the different categories of Children and Adolescent's Literature • Identifying suitable children and adolescent literary texts other than the examples presented for each genre based on learners' gender, needs, strengths, interests, and experiences through class/small group discussion and note-taking • Learning Materials Development/Worksheet Making Activity of a chosen/assigned genre in Children and Adolescent's Literature • Storytelling, drama and/or creative presentations (i.e Tableau, Puppet Stories, etc.) of a chosen/assigned genre or literary text appropriate to children and adolescent learners' gender, needs and interest 	<ul style="list-style-type: none"> • Comprehension and literature response activities of the sample literary texts as formative assessment on the Categories of Children and Adolescent's Literature • Compilation of an Annotated List of Literary Texts for Children and Adolescent's Literature based on Appropriateness of Literary Texts Identified, Short Discussion/Gist/Explanation for each text chosen, and Completeness of Work) • Synthesis of Learning Material/Text Worksheet for Children and Adolescent's Literature based on category/genre identified (focusing on Facilitative for Self-Learning, Originality, Appropriateness, and Creativity of Task) • Storytelling/Drama/Creative Performance Presentation of a chosen/assigned literary text appropriate for children and adolescent literature (focusing on 	<p>1.1.1</p> <p>1.1.1</p> <p>1.4.1</p> <p>3.4.1</p>

			<ul style="list-style-type: none"> • <i>One Thousand and One Arabian Nights</i> Stories • Other Famous Fairytales • Filipino Folktales • Filipino Legends <p>4. Modern Fables</p> <ul style="list-style-type: none"> • <i>Peter Rabbit</i> by B. Potter • <i>Curious George</i> by M. Rey • <i>Charlotte's Web</i> by E.B. White • <i>Winnie the Pooh</i> by A. A. Milne <p>5. Modern Fantasy</p> <ul style="list-style-type: none"> • <i>A Christmas Carol</i> by C. Dickens • <i>Alice's Adventures in Wonderland</i> by L. Carroll • <i>Bridge to Terabithia</i> by K. Paterson • <i>Chronicles of Narnia</i> by C. S. Lewis • <i>Peter Pan</i> by J.M. Barrie • <i>Harry Potter</i> by J. K. Rowling <p>6. Realistic Fiction</p> <ul style="list-style-type: none"> • <i>Anne of Green Gables</i> by L.M. Montgomery • <i>Diary of a Wimpy Kid</i> by J. Kinney • <i>Wonder</i> by R.J. Palacio <p>7. Non-Fiction (Biographies and Essays)</p> <ul style="list-style-type: none"> • <i>I Am Malala</i> by M. Yousafzai • <i>Anne Frank: Diary of a Young Girl</i> by A. Frank 		<p>Appropriateness of Presentation and Text, Creativity and Resourcefulness, and Ability of Text to Pursue Children/ Adolescent Interest in Literature/Reading)</p>	
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			8. Historical Fiction <ul style="list-style-type: none"> • <i>Number the Stars</i> by L. Lowery • <i>Little House on the Prairie</i> by L. Wilder 9. Multi-cultural and International Literature <ul style="list-style-type: none"> • <i>Akong Bugsay</i> by A. Aboitiz • Stories by L. Gatmaitan and other Palanca awardees • <i>Hidden Figures</i> by M. L. Shetterly 			
Weeks 13-15	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. discuss the implications of some issues and concerns in children and adolescent's literature to education, language learning, and growth and development;</p> <p>b. analyze the impact of these issues and concerns to literary selection, language teaching and learning materials development; and</p> <p>c. perform an adapted/ deconstructed children and adolescent literary text which answers some issues and concerns of the genre.</p>	<p>1.1.1 (A)</p> <p>1.4.1 (B)</p> <p>3.1.1 (C)</p>	4. Issues and Concerns in Children and Adolescent's Literature <ol style="list-style-type: none"> 1. Censorship 2. Social Issues 3. Political Correctness in Fables and Tales 4. Rewriting/ Deconstruction of Classical Tales 5. Movie and TV Versions 	<ul style="list-style-type: none"> • Round Table discussion on the Issues and Concerns in Children and Adolescent's Literature • Discussion and writing of a critical reflection paper on the impact of movie and television versions and other issues in children and adolescent literature • Table Completion on the Issues, challenges, impacts and action to answers some issues and concerns of the genre. • Actual performance on adapted or deconstructed children and adolescent literary texts. 	<ul style="list-style-type: none"> • Class participation during the round table discussion activity on Issues and Concerns in Children and Adolescent's Literature • Critical Reflection Paper on Impact of Movie and Television versions and other issues in Children and Adolescent Literature (focusing on Arguments, Organization of Ideas, and Language Mechanics) • Formative Assessment on the issues, challenges, impact and actions to be taken to resolve issues in children and adolescent literature through identifying of appropriate activities, learning materials, and literary texts/resources • Creative Performance Presentation of a an adapted/deconstructed literary text appropriate for children and adolescent literature (focusing on Appropriateness of Presentation and Text, Creativity and 	<p>1.1.1</p> <p>1.1.1</p> <p>1.4.1</p> <p>3.1.1</p>

					Resourcefulness, and Ability of Text to Pursue Children/ Adolescent Interest in Literature/Reading)	
Weeks 16-18	At the end of these weeks, the pre-service teacher (PST) should be able to:		5. Teaching Children and Adolescent Literacy through Appropriate Books and Strategies in Literature			
	a. recognize how children and adolescent literature be an avenue to teach multiculturalism and media literacy;	1.1.1 (A)	1. Multiculturalism	• Group synthesis and presentation of graphic organizers to discuss Appropriate Teaching Strategies in teaching children and adolescent literature	• Graphic organizers as formative assessment on Appropriate Teaching Strategies in Children and Adolescent Literature	1.1.1
	b. identify strategies and techniques to storytelling and reading aloud for children and adolescents	1.4.1 (B)	2. Storytelling and Reading Aloud	• Class discussion on the role of Media and Technology in Children and Adolescent Literature to include literacy/ reading/academic development	• Process assessment on preparation for storytelling and reading aloud performance of a suitable literary text for children and adolescent literature	3.1.1
	c. prepare an annotated reading list of books appropriate to children and adolescent's gender, needs, strengths, interests, and experiences; and	1.1.1 (A)	3. Choice and Types of Books	• Preparation and presentation of Storytelling and Reading Aloud Simulation on suitable literary texts	• Storytelling and Reading Aloud Performance Presentation on suitable literary texts for children and adolescents (focusing on Confidence, Appropriateness of Material and Presentation, and Literacy Teaching Interest and Effectiveness)	3.1.1
	d. perform storytelling/ reading aloud to children and adolescents in line with competencies from the K to 12 English Curriculum Guide	3.1.1 (C)	4. Media and Technology in Children and Adolescent Literature	• Finalizing annotated reading list and literary worksheets for children and adolescent literature	• Compilation of Annotated Reading List and Literary Worksheets for Children and Adolescent Literature	1.1.1, 1.4.1

Suggested References

Anderson, N. A. (2006). *Elementary children's literature*. USA: Pearson Education, Inc.

Duncan, D. (2009). *Teaching children's literature*. USA: Routledge.

Gamble, N. (2013). *Exploring children's literature*. Singapore: Sage Publication Ltd.

Parayno, S. M. (1991). *Children's literature*. Quezon City: Katha Publishing Co., Inc.

Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted
Vision		Mission
College Goals		
<p>Program Outcomes (from CMO No. 75, s. 2017 p. 4):</p> <p>6.3.1.c. Acquire extensive reading background in language, literature, and allied fields.</p>		

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Mythology and Folklore	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

<p>Course Description</p> <p>This course introduces the pre-service English teachers to the exploration of mythology and folklore from different countries to gain insights into people’s origin, desires, fears, instincts, and needs. With this, they will be able to demonstrate content and research-based knowledge and principles of mythology and folklore in English language teaching as basis for their creative mythological presentations, narrative reports in folklore, and an enriched reading list of folkloric literature in the curriculum applicable to teaching and learning.</p>	<p align="center">BTIs covered</p> <p align="center">1.1.1 1.2.1</p>
<p>Course Learning Outcomes</p> <p>At the end of the course, the pre-service teachers should be able to:</p> <p>A. demonstrate content and principles of mythology and folklore from different countries in order to gain insights of people’s origin, desires, fears, instincts, and needs through a creative presentation; and</p> <p>B. demonstrate understanding of research-based knowledge and principles in mythology and folklore literatures through a research of mythologic and folkloric texts in one’s locale.</p>	<p align="center">BTIs covered</p> <p align="center">1.1.1 1.2.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Weeks 1-3	At the end of these weeks, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. describe folk literature as a relevant artifact of history; and b. discuss research-based theories which help understand folk literature. 	1.1.1 (A) 1.2.1 (B)	1. Folk Literature: Mythology and Folklore – An Overview <ol style="list-style-type: none"> 1. Folk Literature as a Relevant Historical Artifact 2. Genres of Folk Literature 3. Significance of Studying Folk Literature 4. Theories Related to Folk Literature <ol style="list-style-type: none"> 1. Ancient Theories (Rationalism, Etymological Theory, Allegorical Theory, Euhemerism) 2. Modern Theories (Naturalism, Ritualism, Diffusionism, Evolutionism, Freudianism, Jungian archetypes, Structuralism, Historical-critical theory) 	<ul style="list-style-type: none"> • Lecture discussion on the overview of Mythology and Folklore • Integrating research-based discussion for in-depth level of understanding through reviewing of researches on Mythology and Folklore • Jigsaw strategy to discuss and learn collaboratively on Ancient and Modern Theories in Folk Literature • Table completion of notes to clarify and differentiate the theories and their implications to the teaching of mythology and folklore 	<ul style="list-style-type: none"> • Oral participation as formative assessment on Overview of Folk Literature and Theories • Summary of Ancient and Modern Theories through Completed Notes • Journal Review of chosen Mythology and Folklore research with a theory identified (focusing on Research-Based Discussion, Relevance to Mythology and Folklore study and teaching, Language Mechanics, and Organization of Ideas) 	1.1.1 1.1.1 1.2.1
Weeks 4-6	At the end of these weeks, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. discuss and differentiate the creation myths around the world; and b. conduct a local-based survey on the creation myth believed by the community. 	1.1.1 (A) 1.2.1 (B)	2. Creation Myths (samples) <ol style="list-style-type: none"> 1. Gaea (Greek and Roman Mythology) 2. Yggdrasil (Norse Mythology) 3. Shintoism (Japanese Mythology) 4. Dragon and the Egg (Chinese Mythology) 5. Brahmanism (Hindu Mythology) 6. Malakas at Maganda, Tungkung Langit ug si Alunsina (Filipino Mythology) 	<ul style="list-style-type: none"> • Creative tableau presentation of the creation myths of the different cultures/countries • Discussion of creation myths through tableaus • Citing similarities and differences of creation myths across cultures/the world • Planning and preparation of survey on known creation myth by local community 	<ul style="list-style-type: none"> • Objective quiz on the creation myths • Creation Myth Tableau Performance Presentation (focusing on Resourcefulness and Creativity, Believable Representation of Creation Myth, Teamwork, and Effort and Impact) • Local-based Survey and Analysis on the believed creation myth by the community (focusing on 	1.1.1 1.1.1 1.2.1

				<ul style="list-style-type: none"> • Presentation of survey results on creation myths known by local community 	Documentation, Analysis Report, and Language Mechanics)	
Weeks 7-10	At the end of these weeks, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. discuss and differentiate the pantheons from around the world; and b. conduct a local-based survey on the pantheons believed by the community. 	1.1.1 (A) 1.2.1 (B)	3. The Pantheons and their Counterparts (samples) <ol style="list-style-type: none"> 1. Greek (Titans, Olympians, Zeus' wives and children, demi-gods) 2. Roman (Saturn, Jupiter, and the other lesser gods) 3. Norse (Odin, his children, and the lesser gods) 4. Japanese (Izanami, Izanagi, and their children gods) 5. Chinese (the gods of heaven, earth, and the underworld) 6. Hindu (the triune god and the lesser gods) 7. Filipino (Bathala and the other lesser gods) 	<ul style="list-style-type: none"> • Carousel/One-Stay-Team-Stray Strategy in sharing the selected pantheons around the world and literary texts • Planning, preparation, and designing of Character Cards (Yugioh© or Pokemon©) with the pantheons as the feature character (may use free and available Card Maker applications online, may also create a new unique pantheon, too) • Presentation of Character Cards • Planning and preparation of survey on known pantheons by local community • Presentation of survey results on pantheons known by local community • Discussion sharing on the relevance of multiple pantheons of the ancient people and the acceptance of a God/gods in world religions today 	<ul style="list-style-type: none"> • Short objective quiz on Knowledge and Understanding on the Pantheons from around the world • Character Cards synthesis complete with picture, description, powers, weakness, family history, and other relevant information (focusing on Creativity, Description and Details Included, Appropriate Depiction of the Pantheon, and Language Mechanics) • Local-based Survey on the believed pantheons from around the world (focusing on Documentation, Analysis Report, and Language Mechanics) • Metalog/Reflection paper on the relevance of multiple pantheons long time ago and the acceptance of world religions today 	1.1.1 1.1.1 1.2.1 1.2.1
Weeks 11-12	At the end of these weeks, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. discuss the stories of these myths based on religious 	1.1.1 (A)	4. Myths Derived from Scripture (samples) <ol style="list-style-type: none"> 1. Baucis and Philemon (Abraham and Sarah) 2. Deucalion and Pyrrha (Noah's Ark) 	<ul style="list-style-type: none"> • Legendary Maps making, exhibit, and sharing stories of the myths based on religious scriptures and historical figures 	<ul style="list-style-type: none"> • Formative assessment about the myths on religious scriptures and historical figures through the Legendary Map and exhibit made 	1.1.1

	<p>scriptures and historical figures; and</p> <p>b. analyze the relationship between the myth to its referred religious scripture or historical figure.</p>	1.2.1 (B)	<ol style="list-style-type: none"> 3. Orion (Jonah and the Whale) 4. Nissus and Scylla (Samson and Delilah) 5. The Labors of Hercules (Samson) 6. Legendary Personages in Myths and History (samples) 7. Theseus and Africa 8. The Trojan War 9. Fall of Troy, Return of the Greeks 10. Aeneas and Rome 11. Odysseus 12. Jason and the Argonauts 13. Pythagoras 14. Hippolyta and the Amazonians 	<ul style="list-style-type: none"> • Literary analysis about relationship between the myth to its referred religious scripture or historical figures 	<ul style="list-style-type: none"> • Literary Analysis paper on the relationship between the myth to its referred religious scripture or historical figures (focusing on Unique and Analytic Ideas, Reliable Researches Included, Organization, and Language Mechanics) 	1.2.1
Weeks 13-15	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. discuss the stories of these myths based on relevance with natural phenomena or as allegory to present-day realities; and</p> <p>b. analyze the relationship between the myth to its referrer natural phenomena or allegory.</p>	<p>1.1.1 A</p> <p>1.2.1 B</p>	<p>5. Myths as Explanations of Natural Phenomena (samples from Greek Mythology)</p> <ol style="list-style-type: none"> 1. Apollo and Daphne 2. Pyramus and Thisbe 3. Cephalus and Procris 4. Juno and her rivals 5. Ceyx and Alcyone 6. Echo, Narcissus, and Clytie 7. Persephone 8. Myths as Allegories (samples from Greek Mythology) <ul style="list-style-type: none"> • Pygmalion and Galatea • Adonis and Aphrodite • Cupid and Psyche • Perseus and Medusa • Meleager and Atalanta 	<ul style="list-style-type: none"> • Reading and answering literary comprehension worksheets on the myths as explanations of natural phenomena or as allegories • Viewing videos on the myths that explain natural phenomena or are allegorical • Creative storytelling on the relationship between the myth to its referred natural phenomena and/or allegory • Discussion on the role of myths to explain phenomena or to symbolize an existing condition/ situation • Planning and preparation of survey on local community myths and stories that explain natural phenomena or are allegorical 	<ul style="list-style-type: none"> • Answering worksheets on knowledge and understanding of the characters, creatures, and myths discussed • Creative storytelling on the relationship between the myth to its referrer natural phenomena • Local-based Survey on the believed local myths and stories that explain natural phenomena or symbolize existing conditions (focusing on Documentation, Analysis Report, and Language Mechanics) 	<p>1.1.1</p> <p>1.1.1</p>

			<ul style="list-style-type: none"> • Hercules, Hebe, and Ganymede • Arachne and Athena • Bacchus and Ariadne • Achilles and Penelope • Orpheus and Eurydice 	<ul style="list-style-type: none"> • Presentation of survey results on local myths and stories that explain natural phenomena or allegorical 		
Weeks 16-18	At the end of these weeks, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. discuss the different mythical creatures and other famous legends and folktales around the world; and b. conduct a research of the most prominent folktales and myths in one's locality through an understanding of the processes of literature and analysis. 	1.1.1 A 1.2.1 B	6. Creatures in Mythologies: Then and Now <ol style="list-style-type: none"> 1. Greek and Roman: Cerberus, Hecatoncheires, Sphinx 2. Chinese and Japanese: Baku, Zouyu, Shijin, Kitsune, Tengue, Onryo 3. Filipino: Aswang, Kapre, Tikbalang, Duwende, etc. 4. World: Leprechauns, Big Foot, Chupacubra, Sandman, Fairies, Elves, Santa Claus, etc. 5. Legends, Folktales and Local Color <ul style="list-style-type: none"> • Fables • Tall Tales • Legends related to Natural Phenomena • Religious Folktales • Horror Stories • Modern Cultural References of Myths and Folktales • Research on Local Folk Literature 	<ul style="list-style-type: none"> • Creating Mind maps on the different mythical creatures and other famous legends and folktales around the world • Discussing the creatures and stories through mind maps made • Sharing of experienced horror stories with local creatures through One Stay-Team Stray activity • Sharing of fables, tall tales, legends, and/or religious folktales by invited local persons • Planning and preparation of survey on local creatures, legends, folktales, and tall tales which are unique and identifiable of the place/region • Presentation of survey results on local creatures, legends, folktales, and tall tales • Discussing the relevance of mythology and folklore in literature, culture, and language learning 	<ul style="list-style-type: none"> • Objective quiz on creatures in mythologies and plots of local legends and folktales • Mind mapping as formative assessment on the different mythical creatures and other famous legends and folktales around the world • Local-based Survey on the believed creatures, fables, tall tales, legends, religious folktales, and horror stories (focusing on Documentation, Analysis Report, and Language Mechanics) • Portfolio/Compilation or Research on the survey results done in class on local myths and folktales (focusing on Analysis of Surveys, Organization of Ideas, Implications Included, and Language Mechanics) 	1.1.1 1.1.1 1.2.1 1.2.1

Suggested References

- Colin, D. (2010). *Dictionary of symbols, myths and legends*. London: Hachette Illustrated.
- De Beler, A. G. (2012). *Egyptian mythology*. Rochester, Kent: Grange Books.
- Encyclopedia of ancient myths and culture*. Hertfordshire: Eagle Editions. (2013).
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- Leeming, D. (2015). *The Oxford companion to world mythology*. Oxford: Oxford University Press.
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- Miles, Kate. (2015). *1000 facts on myth and legends*. Essex, CM: Bardfield Press.
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- Pollard, M. (2010). *Myths and legends of the Philippines*. Quezon City: Jacoby Publishing House.
- Stambovsky, P. (2014). *Myth and the limits of reason*. Lanham, Md.: University Press of America.
- Storm, R. (2000). *Asian Mythology: Myths and Legends of China, Japan, Malaysia and Indonesia*. London: Lorenz Books.
- Sykes, E. (2002). *Who's Who in Non-Classical Mythology*. New York: Oxford University Press.
- Thury, E. M. (2015). *Introduction to mythology: contemporary approaches to classical and world myths*. New York: Oxford University Press.
- Wickersham, J. M. (2012). *Myths and legends of the world*. New York, N. Y.: Macmillan Reference.

Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted
Vision		Mission
College Goals		
<p>Program Outcomes (from CMO No. 75, s. 2017 p. 4):</p> <p style="margin-left: 40px;">6.3.1.c. Acquire extensive reading background in language, literature, and allied fields.</p>		

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Survey of Philippine Literature in English	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

<p>Course Description</p> <p>This course enables the pre-service English teachers to demonstrate research-based content knowledge in analyzing the growth and development of Philippine Literature in English from 1900 to the present along socio-historical events as shown in representative works. Moreover, it provides them with an opportunity to enrich the K to 12 English curriculum by producing an extensive and grade-specific reading list to enhance their future students' reading skills. Particular attention is given to the analysis and appreciation of the cultural differences and similarities embodied in select literary texts.</p>	<p>BTIs covered</p> <p>1.1.1 1.2.1</p>
<p>Course Learning Outcomes</p> <p>At the end of the course, the pre-service teachers should be able to:</p> <p>A. demonstrate content knowledge of Philippine Literature in English; and B. demonstrate research-based knowledge in the preparation of an annotated reading list of the selected Philippine literary pieces.</p>	<p>BTIs covered</p> <p>1.1.1 1.2.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Week 1	At the end of the week, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. explain the role of literature in understanding the uniqueness of the Filipinos; and b. differentiate the varied types of literary genres in the country. 	1.1.1 (A) 1.1.1 (A)	1. Overview: Philippine Literature in English <ol style="list-style-type: none"> 1. Role of Literature 2. Essence and Functions 3. Main Divisions 4. Literary Genres <ul style="list-style-type: none"> • Drama • Essay • Poetry • Short story 	<ul style="list-style-type: none"> • <i>Critical Viewing</i> The students will be asked to view, Teaching Philippine Literature in English from https://www.youtube.com/watch?v=5URW1s1Jfuc to gain a snapshot of Philippine literature in English. • <i>Dyadic Discussion</i> In pairs, the students explore and share the essence and functions of literature, its main divisions, and the characteristics of the each type of genre: drama, essay, poetry and short story. • Key Points for Discussion: <ul style="list-style-type: none"> - readers as active producers of meaning. - difference between 'literature' and 'Literature' (from http://www.electricka.com/etaf/muses/literature/literature_poupups/whats_literature.htm) - close analytical reading of literary texts - four functions of literature: recreation, recognition, redemption and revelation 	<ul style="list-style-type: none"> a. My Daybook The students organize what they considered as salient points from the video in a daybook. A daybook is like a diary or a journal or a ledger which contains the transactions-in this case, the important ideas/concepts learned within week. (A scoring rubric will be used to rate the students' daybook entry.) 	1.1.1
Week 2	At the end of the week, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. come up with an infomercial that presents gist of the oral lore in the Philippines. 	1.1.1 (A)	2. Oral Lore from Pre-Colonial Times (--1564) <ol style="list-style-type: none"> 1. Riddles 2. Proverbs 3. Lo-as 4. Myths and Legends 5. Epics 	<ul style="list-style-type: none"> b. <i>Search and Share</i> The class will be given a time to read about the oral lore in the Philippines and to organize details in a creative presentation. In groups, they will discuss the nature and characteristics the oral lore present during the pre-colonial period. Their knowledge of the 	<ul style="list-style-type: none"> c. FYII Each group will present an infomercial that presents the gist of the oral lore in the Philippines during the pre-colonial period. 	1.1.1

				content shall be presented to the class.		
Weeks 3-4	At the end of these weeks, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. share the contribution of the outstanding Filipino writers during the Spanish era; and b. present the summary of the assigned literary piece. 	1.1.1 (A) 1.1.1 (A)	3. Literature under the Spanish Colonization <ol style="list-style-type: none"> 1. Filipino Writers 2. Literary Pieces (written in Spanish but translated in English) Suggested pieces: <ul style="list-style-type: none"> 3. Excerpts of Noli Me Tangere 4. El Filibusterismo 5. Urbana at Felisa 6. Maragtas 	<ul style="list-style-type: none"> • Name Game The class will be given the description, short biography of the outstanding Filipino writers during the Spanish era and they have to identify the name of the writer. They then will share the contribution of these writers to Philippine literature. • Option: Team Task Each team will choose a representative who will wear a sash with the name of the writer. Another member introduces the writer by citing important information about him guided by the 5Ws and H questions. 	<ul style="list-style-type: none"> • Magic 3. The students will choose 3 literary pieces and writes a two-page summary of each chosen text. (A scoring rubric will be used to rate the students' summary paper.) 	1.1.1 1.2.1
Weeks 5-8	At the end of these weeks, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. trace the historical events and development of Philippine literature during the American period; b. identify the contributions of American period to the Philippine literary tradition; and c. come with a timeline that presents the literary pieces during the American period. 	1.1.1 (A)	4. Literature under the US Colonialism <ol style="list-style-type: none"> 1. Newspaper 2. El Renacimiento 3. Philippine Free Press 4. Plays 5. Pioneer Filipino English Writers during the Period of Re-orientation <ul style="list-style-type: none"> • Justo Juliano (Sursum Corda) • Juan F. Salazar (My Mother" and Air Castles • Proceso Sebastian (To my Lady in Laoag) 6. Literature during the Period of Imitation (suggested titles) 	<ul style="list-style-type: none"> • Literature Circles In each session the students will be in groups, called Literature Circles, to share about nature, characteristics and literary pieces during the three periods: re-orientation, imitation, self-discovery • Close analytical reading Key Points: <ul style="list-style-type: none"> - Writers in this era wrote all forms of literature like news, poetry, stories, plays, essays and novels which depicted their love of country and longing for independence. 	<ul style="list-style-type: none"> • Check it out. The class (individually or in groups) designs their linear and comparative timeline that encapsulates the literature from pre-colonial era to the American period. A scoring rubric will be used to rate the students' timelines. 	

			<ul style="list-style-type: none"> • Never mind and Other Poems by Procopio Solidum • George Washington by Bernardo P. Garcia • Azucena by Marcelo de Gracia Concepcion • Reminiscences <p>By Lorenzo E. Paredes</p> <ol style="list-style-type: none"> 1. Life and Success by Zoilo Galang 2. Filipino Poetry by Rodolfo Dato 3. Dead Stars by Paz Marquez Benitez 4. Tales of the Philippines by Zoilo Galang 5. Daughters for Sale and Other Plays by Carlos P. Romulo <ul style="list-style-type: none"> • Literature during the Period of Self-discovery (suggested pieces) • Manila: A Collection of Verses by Luis Dato • Bamboo Flute by Marcelo de Gracia Concepcion • Moon Shadows on the Water by Aurelio S. Alvero • My Book of Verses by Luis Dato • First Leaves by Rafael Zulueta da Costa • Nuances by Aurelio Alvero 	<ul style="list-style-type: none"> - The spirit of nationalism of the people remained undaunted. - Summary of American Period to the Filipino Literature <ul style="list-style-type: none"> • <i>Supplementary Materials:</i> <ol style="list-style-type: none"> 1. The students may be asked to visit, https://www.youtube.com/watch?v=LR7djUKyNwM, to watch, Philippines during the American Colonization to deepen their understanding of the role of history in shaping the language and literature of the country. 2. Assign the class to read, Garcia's paper on Translation and the Problem of Realism in Philippine Literature in English from https://journals.ateneo.edu/ojs/index.php/kk/article/view/1883/1885 as basis for their reflection paper. 		1.1.1
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			<ul style="list-style-type: none"> • Soft Night by Abelardo Subido • Poems by Doveglion by Jose Garcia Villa • Filipino Love Stories by Paz Marquez Benitez • Philippines Short Stories by Jose Gracia Villa • How My Brother Leon Brought Home A Wife by Manuel Arguilla • Broken Parasol by Jose Lansang • Sunset by Paz Latorena • Talanata's Wife by Sinai Hamada • The Filipino Way of Life by Camilo Osias • I am a Filipino by Carlos P. Romulo • The Radiant Symbol by Jorge Bacobo • 13 Plays by Wilfrido Ma. Guerrero 			
Weeks 9-11	At the end of these weeks, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. discuss the influence of English language in shaping the literature under the Republic; and b. present an outline of the chosen literary piece. 	1.1.1 (A) 1.1.1 (A)	5. Literature under the Republic <i>(suggested titles)</i> <i>Note: Use the validated or acknowledged translated versions of the original texts)</i> <ol style="list-style-type: none"> 1. Isang Dipang Langit by Amado V. Hernandez 2. Ang Dapat Paniwalaan by Jose F.Lacaba 3. Gabi ng Isang Piyon by Lamberto Antonio 4. The World is an Apple by Alberto Florentino 5. Another Invitation of the Pope to Visit Tondo 	<ul style="list-style-type: none"> • Mull Over “History is not the story of heroes entirely. It is often the story of cruelty and injustice and shortsightedness. There are monsters, there is evil, there is betrayal. <i>That’s why people should read Shakespeare and Dickens as well as history—they will find the best, the worst, the height of noble attainment and the depths of depravity</i>” -David McCullough, http://thinkexist.com/quotations/literature/2.html 	<ul style="list-style-type: none"> • My Choice: The students will choose one of the literary pieces in this period, make an outline of it, and present it to the class. A scoring rubric will be used to rate the students’ outline. 	1.1.1

			<ul style="list-style-type: none"> • The Execution by Charlson Ong • Among the Disappeared by Ricardo Lee • Geyluv by Honorio De Dios 	<p>D. Distinct features characterize post-EDSA/ contemporary literature</p> <ul style="list-style-type: none"> • <i>Learning Stations</i> <p>The students, in each learning stations, will present the assigned literary piece creatively. Time for supervised study and material preparation will be given to ascertain the quality of the performance during the scheduled presentation in their respective stations.</p> <ul style="list-style-type: none"> • <i>It's Feedback Time</i> <p>Both the students and the teacher are expected to provide constructive feedback and comprehensible input to deepen the students' understanding of the literary pieces.</p>		
Weeks 15-16	At the end of these weeks, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. identify the different literary pieces in Luzon, Visayas and Mindanao; b. describe how are these literature differ in terms of type and theme; and c. prepare an annotated reading list of the selected literary pieces. 	1.1.1 (A) 1.1.1 (A) 1.2.1 (B)	7. Literature of the Regions <ol style="list-style-type: none"> 1. Luzon 2. Visayas 3. Mindanao 	<ul style="list-style-type: none"> • <i>Let It be Known</i> <p>Students do an independent close reading of the assigned literature in a particular region.</p> <ol style="list-style-type: none"> 1. Cordillera literature 2. Northern Luzon literature 3. Pangasinan literature 4. Pampanga literature 5. Central Luzon and Southern Tagalog literature 6. National Capital Region 7. Bicol literature 8. Eastern Visayas literature 9. Central Visayas literature 10. Western Visayas literature 11. Mindanao literature 	<ul style="list-style-type: none"> • This is It! <p>Students prepare an annotated reading list (ARL) of the selected Philippine literature from 1900 up to the present.</p>	1.2.1

				<ul style="list-style-type: none"> • <i>Simulation</i> A tour guide is with a group of students who are on their educational tour. As they move about in the room (of which sections are labeled with the different regions), a discussant presents the summary of the outstanding/popular literature in that region. Questions will be entertained during this simulation activity. 		
Weeks 17-18	At the end of these weeks, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. delineate nature of 21st century Philippine literature; and b. present samples of 21st century Philippine literature. 	1.2.1 (B)	8. 21st Century Philippine Literature <ol style="list-style-type: none"> 1. Flash Fiction 2. Speculative Literature 3. Graphic Novels 	<ul style="list-style-type: none"> • Interactive Discussions and Presentation of Samples on: <ul style="list-style-type: none"> - Philippine Flash Fiction https://pepulma.wordpress.com/tag/philippine-flash-fiction-anthology/ - Speculative Fiction - Graphic Novels- to include fiction and non-fiction and anthologized work • Group Sharing and Critiquing 	<ul style="list-style-type: none"> • Check this out! The students will come up with a collection of outstanding 21st century Philippine literature. 	1.2.1

Suggested References

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Survey of Afro-Asian Literature

Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted
Vision		Mission
College Goals		
<p>Program Outcomes (from CMO No. 75, s. 2017 p. 4):</p> <p style="margin-left: 40px;">6.3.1.c. Acquire extensive reading background in language, literature, and allied fields.</p>		

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Survey of Afro-Asian Literature	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

<p>Course Description</p> <p>This course deals with an intensive study of the selected literary texts from Asia and Africa, particularly India, China, Japan-the countries in the southeast region in Asia, and the African nations-south of the Sahara, along socio-historical, philosophical, and literary underpinnings. Using research-based content knowledge, the pre-service English teachers will be able to understand, analyze, and appreciate the outstanding characteristics: contexts, dimensions, elements, genres and structures, of Afro-Asian literatures which can lead to promotion of cultural tolerance. Moreover, they are expected to come up with an annotated reading list of the chosen literary texts and a synthesis paper that presents their critical interpretation and tolerance of diverse cultures encountered in the study of the select texts.</p>	<p>BTIs covered</p> <p>1.1.1 1.2.1</p>
<p>Course Learning Outcomes</p> <p>At the end of the course, the pre-service teachers should be able to:</p> <p>A. demonstrate content and research-based knowledge of Afro-Asian literature in the preparation of an annotated reading list (ARL); and</p> <p>B. write a synthesis paper which encapsulates their understanding of the outstanding characteristics of Afro-Asian literature along various viewpoints and lenses.</p>	<p>BTIs covered</p> <p>1.2.1 1.1.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Weeks 1-2	At the end of these weeks, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. characterize African literature; b. share representative literary works by early and contemporary African writers; and c. discuss the prevailing ethos, ideas and philosophies behind the chosen literary text. 	1.2.1 (A) 1.1.1 1.2.1 (A)	1. African Literature <ol style="list-style-type: none"> 1. Characteristics of African Literature 2. African Writers and Poets 3. African Poems and Short Stories 4. African Literature Suggested Literary Pieces: <ul style="list-style-type: none"> - Africa by David Diop - Once Upon a Time by Nadine Gordimer - Anticipation by Mabel Dove-Danquah 	<ul style="list-style-type: none"> • <i>Differentiated Tasks</i> The class will be assigned with tasks: <ul style="list-style-type: none"> - The Researchers - The Developers - The Discussants - The Participants - The Assessors - The Monitors <p>With the supervision of the teacher, the class conducts a meeting to plan for the presentation of topics in Unit 1. Periodic reports shall be submitted to the teacher with details on who does what and how.</p> <p>Focus of the Discussion:</p> <ul style="list-style-type: none"> - Types and characteristics of African literature - Famous African writers - Sample literary works <ul style="list-style-type: none"> o summary o themes o philosophy 	Lights, Camera, Action! A scoring rubric will be used to assess the performance of the students in terms of their assigned tasks. <ul style="list-style-type: none"> • The researchers organize the materials from various sources. • The developers prepare the audio/and or visual materials to be used during the presentation. • The discussants share important concepts and key information • The participants listen and ask questions relevant to the topics • The assessors provide thought-provoking questions to be answered by the participants. • The monitors give intelligent and informed feedback on the performance of each group. 	1.2.1
Weeks 3-4	At the end of these weeks, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. trace the historical background of Egyptian and Arabian literature; b. summarize selected literary pieces; and c. articulate one's awareness of how language works in literary text and author's style in writing. 	1.1.1 (B)	2. Egyptian Literature <ul style="list-style-type: none"> • Types • Tales and Love Songs • Myths and Legends 3. Arabian Literature <ul style="list-style-type: none"> • Prose • Poetry 	<ul style="list-style-type: none"> • <i>Literature Circle</i> Each is assigned to a topic within their group and monitored discussion will follow thereafter. <p><i>Discussion Question</i> Why do we always need to consider the culture of the people when we study literature?</p> <p>Key Points:</p>	<ul style="list-style-type: none"> • Summary Paper The class will summarize and outline the plot of the various pieces of African and Arabian literature; <p>Graded recitation on their</p> <ul style="list-style-type: none"> - reaction to literature in various ways; 	1.1.1

				<p>types and forms of Egyptian and Arabian literature</p> <p>Suggested Literary Pieces</p> <ul style="list-style-type: none"> - The Thousand and One Nights - The Tale of Sinuhe (anonymous author) - The Quran/Koran - The Arabian Nights by Tahir Shah - The Lady and Her Five Suitors - Love by Kahlil Gibran - The Prophet by Kahlil Gibran - Bewildered Arab by Nour-od-Din Abd-or-Rahman-e Jami - The Food of Paradise by Ibn Amjed - Count Not Your Chickens before they Hatched - To Whom Should I Speak Today by T. Eric Peet 	<ul style="list-style-type: none"> - reflection on the theme of the various pieces of literature; - expression of appreciation for the wisdom imparted by the various piece of literature; 	
Weeks 5-7	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <ol style="list-style-type: none"> a. survey the outstanding characteristics of Chinese and Hindu literature; b. compare and contrast the forms of Chinese and Hindu prose and poetry; and c. organize an annotated reading list of selected Chinese and Hindu literature. 	<p>1.2.1 (A)</p> <p>1.2.1 (A)</p>	<p>4. Chinese Literature</p> <p>Suggested Pieces:</p> <ul style="list-style-type: none"> - The Five Classics and the Four Books - A Wife Mourns for her Husband by Confucius <p>5. Hindu Literature</p> <p>Suggested Pieces:</p> <ul style="list-style-type: none"> - Mahabharata (Ganesha, Vyasa) - Panchatantra collection of Fables by Vishnu Sharma - Panchatantra Stories - Bhagavad Gita by Vyasa 	<ul style="list-style-type: none"> • <i>Think and Talk</i> Students, in smaller groups, discuss the characteristics of Chinese and Hindu literature focusing on the forms and structure-e.g. on prose and poetry. <p>Sample group tasks:</p> <ul style="list-style-type: none"> -Analysis of the life and teachings of Confucius -Discussion of Confucius Five Books and Six Principles -Identification of facts and figures on India and Indian system of government -Tracing India's history from 1947 to present -Reading India's religious and secular works 	<ul style="list-style-type: none"> • A Venn Diagram The class creates a venn diagram outlining the similarities and differences between Chinese and Hindu literature. A scoring rubric will be used to rate the students' work. • An Annotated Reading List / Annotated Bibliography of the selected literary pieces. The class will choose outstanding literary pieces and submits an 	1.2.1

			<ul style="list-style-type: none"> - Abhilaash (Hindi for Desire) by Rabindranath Tagore - Gitanjali by Tagore - Plays and Poems of Kalidasa 	<p>-Articulation and appreciation of the great epics of India: Mahabharata and Ramayana</p> <p>- Studying the life and writings of India's great writers</p> <ul style="list-style-type: none"> • <i>Informance</i> (also called 'lecture cum performance') A representative shares the summary of a chosen piece after describing the historical background when the piece of literature was written. • <i>Signs, Signs, Signs</i> Each class member will be assigned to one of the Analects of Confucius and they will transform such into a 'slogan' using the most appropriate choice and number of words. <p>For additional input, the class may be asked to visit https://www.youtube.com/watch?v=B4Z1PB97KY to watch Mahabharata: Krishna talks to Prince Arjuna, or https://www.youtube.com/watch?v=F-nNTGK0wFw for Unanswered-Mysteries from the Mahabharata TEDx Talks by Christopher Charles Doyle.</p>	annotated reading list or an annotated bibliography.	
Weeks 8-10	At the end of these weeks, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. perform the differentiated tasks that exemplify their understanding of Hebrew and Persian literature; and 	1.1.1 (B)	<p>6. Hebrew Literature</p> <ol style="list-style-type: none"> 1. Nature of the Hebrew Language, Poetry and Prose 2. Masterpieces of the Jews Suggested Pieces Genesis: The Creation Psalm 23 The Ecclesiastes 	<ul style="list-style-type: none"> • <i>Group Dynamics</i> Students possible tasks and possible outputs: <ul style="list-style-type: none"> - Timelines on the history of Hebrew and of Persian literature 	<p>An Annotated Reading List The class submits an annotated reading list of the selected Hebrew and Persian literature. A scoring rubric will be used to rate the students' work.</p>	<p>1.1.1</p> <p>1.2.1</p>

	b. prepare an annotated reading list of the chosen literary pieces.		<p>The Story of Joseph The Story of Ruth The Parables (The Good Samaritan, The Last Seat, Prodigal Son, Talents)</p> <p>7. Persian Literature</p> <ol style="list-style-type: none"> 1. Characteristics of Persian Literature 2. Persian Prose and Poetry Suggested Pieces: Rubaiyat by Omar Khayyam Hafiz's Poetry Rumi's epic and poems Ferdowsi's writings 	<ul style="list-style-type: none"> - Narration of one of the parables - Articulation of one's appreciation of the literary masterpieces of the Jews and the Iranians - An annotated reading list of the chosen literary pieces - Discussion of the facts and figures about Iran - Singling out of the important contributions of the writer to the growing body of Hebrew and Persian literature - Explanation of the different stanzas of Rubaiyat - Expounding the poems of Hapiz, Jami and Sadi 		
Weeks 11-14	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <ol style="list-style-type: none"> a. characterize Japanese and Korean literature; b. compose haikus; and c. write a synthesis paper on the various literary pieces of Japan and Korea. 	1.1.1 (B)	<p>8. Japanese Literature</p> <ol style="list-style-type: none"> 1. Development of Japanese literature from the beginning up to the modern period 2. Life and works of Japanese authors 3. Haikus of Bassho, Buson and others <p>Suggested Pieces:</p> <ul style="list-style-type: none"> • Tale of Genji • The Madman on the Roof by Hiroshi Kikuchi • In a Grove"by Akutagawa Ryunosuke <p>9. Korean Literature</p> <ol style="list-style-type: none"> 1. About Korea 2. Literary Works of Korea 	<ul style="list-style-type: none"> • <i>Peer Mentoring</i> As learning buddies, the students will discuss the development of Japanese literature from the beginning up to the modern period as well as the life and works of famous Japanese authors. The teacher may give a paper and pen test to check the students' grasp of the the concepts, names and titles of literary works. For background on what a haiku is, the students maybe asked to visit https://www.youtube.com/watch?v=VJHCGPp4G4k for features and structures of a haikus. • <i>Read and Tell</i> The students may be assigned with a literary piece to read and to share. 	<ul style="list-style-type: none"> • Writing Haikus The class will submit a compilation of written haikus. • Synthesis Paper The class will write a synthesis paper on the chosen literary pieces of Japan and Korea. 	1.1.1

				<p>Understanding Haikus As a lead-in, the students maybe given a time to view, Haikus from https://www.youtube.com/watch?v=VJHCGPp4G4k</p> <p>Sample haikus maybe provided before the class will compose their own haikus.</p>		
Weeks 15-18	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. explain how the Vietnam and Indonesian literature mirrors the customs and traditions of the people;</p> <p>b. reason out how literature affects the history and culture a nation like Vietnam and Indonesia; and</p> <p>c. organize an annotated reading list for all the outstanding literature of Afro-Asian countries.</p>	<p>1.1.1 (B), 1.2.1 (A)</p> <p>1.1.1 (B)</p> <p>1.2.1 (A)</p>	<p>10. Vietnam Literature</p> <ol style="list-style-type: none"> Facts about Vietnam Poetry and Short Stories Suggested Piece: -The Mandarin and the Flower Festival by P. Khiem <p>11. Indonesian Literature</p> <ol style="list-style-type: none"> Pujangga Lama Traditional Forms <ul style="list-style-type: none"> syair (traditional narrative poetry) pantun (quatrains made up of two seemingly disconnected couplets) gurindam (brief aphorism) hikayat (stories, fairy-tales, animal fables, chronicles) babad (histories or chronicles) <p>Suggested Piece:</p> <p>Everybody has his Burden (Indonesian Folktale)</p>	<ul style="list-style-type: none"> <i>Creative Presentation</i> Each group will be tasked to present a topic creatively. (on poems and short stories of Vietnam) Note: These are Vietnamese Literature written in English Writing an Analysis Paper: Suggested Pieces: -The Mandarin and the Flower Festival by P. Khiem -Selected Indonesian Literature 	<ul style="list-style-type: none"> Essay, Easy The class will answer the following essay questions. <ol style="list-style-type: none"> Explain how the Vietnam and Indonesian literature mirrors the customs and traditions of the people; Provide proofs on how literature affects the history and culture a nation like Vietnam and Indonesia. Annotated Reading List The students will organize an annotated reading list for all the outstanding literature of Afro-Asian countries. 	<p>1.2.1</p> <p>1.1.1</p>
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<https://www.acadshare.com/afro-asian-literature-course-synopsis/>, Afro-Asian Literature Course Synopsis

https://www.ancient.eu/Chinese_Literature/. Chinese Literature

<https://www.bartleby.com/214/0203.html>, Nature of the Hebrew language, poetry and prose

<https://www.wdl.org/en/item/6881/> Persian Prose and Poetry

<https://theculturetrip.com/middle-east/iran/articles/10-must-read-iranian-authors/> 10 must read Iranian Authors

<https://theculturetrip.com/asia/south-korea/articles/a-century-of-tumult-ten-important-modern-korean-authors/> Ten Important Modern and Contemporary Writers from South Korea

<https://www.youtube.com/watch?v=VJHCGPp4G4k>, Haikus

Institution Logo	Name of Institution		Date Last Revised
	College Name		Revision Date
	Department		Semester Adopted
Vision		Mission	
College Goals			
<p>Program Outcomes (from CMO No. 75, s. 2017 p. 4):</p> <p>6.3.1.c. Acquire extensive reading background in language, literature, and allied fields.</p>			

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Survey of English and American Literature	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

<p>Course Description</p> <p>This course engages pre-service English teachers in a historical survey of selected literary works produced by understanding English and American literatures from its beginnings to the 21st century. This way, they will be able to demonstrate content knowledge and application of English and American literature and use the English language within the context of literature and English language teaching.</p>	<p>BTIs covered</p> <p>1.1.1</p>
<p>Course Learning Outcomes</p> <p>At the end of the course, the pre-service teachers should be able to:</p> <ul style="list-style-type: none"> A. apply content knowledge of English and American literature by producing creative works such as original epics, modern adaptations of texts, etc. that will develop their students' understanding and use of the English language; B. demonstrate an understanding of content and research-based knowledge in preparing an annotated reading list of English and American literature based on an analysis of the texts' characteristics, motifs, archetypes, and symbols; and C. identify K to 12 English learning outcomes that are aligned with learning competencies under English-American literature for annotated readings. 	<p>BTIs covered</p> <p>1.1.1</p> <p>1.2.1</p> <p>4.2.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Weeks 1-3	At the end of these weeks, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. describe the characteristics and common genres of English-American Literature in relation to English and American geography, history, language, society, and culture; and b. identify the K to 12 English learning outcomes under English-American literature as preparation for an annotated reading list. 	1.1.1 (A) 4.2.1 (C)	1. Introduction to English-American Literature <ol style="list-style-type: none"> 1. Short Summary of English and American Geography, History, Language, Society, and Culture 2. Characteristics and Common Genres of English-American Literature 3. K to 12 English Literature Competencies related to English-American Literature 	<ul style="list-style-type: none"> • Lecture discussion on Introduction to English-American Literature, its summary, characteristics, common genres and K to 12 competencies • Writing Meta-learning logs/ short reflections on the learned summary, geography, history, language, society, and culture of English-American Literature • Curriculum review on the K to 12 English learning outcomes under English-American literature as preparation for an annotated reading list 	<ul style="list-style-type: none"> • Short quiz as formative assessment on the English-American Literature • Writing meta-learning logs/short reflections on the introduction to English-American Literature (focusing on Reflection and Organization of Ideas) • Competencies Analysis or Table Summary on the English-American Literature Curriculum of Grade 9 (focusing on Analysis of Competencies, Matching of Literature Competencies to Relevant Skills like Reading and Grammar, and Teamwork) 	1.1.1 1.1.1 4.2.1
Weeks 4-6	At the end of these weeks, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. recognize the early periods of English literature as relevant pieces in the current world history and literature compendium; b. outline the plot and literary elements of the stories, epics, poems, sonnets and plays in Old English, Medieval English, Renaissance, and Restoration literatures; c. produce literary responses for the definitive selected texts under the early periods of English literature; and d. prepare an annotated reading list under early periods of English literature. 	1.1.1 (A) 1.1.1 (A) 1.1.1 (A) 1.2.1 (B)	2. Early Periods in English Literature <ol style="list-style-type: none"> 1. Anglo-Saxon/ Old English Literature <ul style="list-style-type: none"> • Folk Poetry • <i>Beowulf</i> • Caesura and Kennings 2. Anglo-French/ Medieval English Literature 3. Metrical Tales and Romances <ul style="list-style-type: none"> • <i>King Arthur and the Knights of the Round Table</i> • <i>Canterbury Tales</i> by G. Chaucer 4. English Renaissance/ Elizabethan Period Literature <ul style="list-style-type: none"> • Shakespearian Sonnets 	<ul style="list-style-type: none"> • Discussion on the relevance of early periods of English literature in the current world history and literature compendium • Creative storytelling (i.e. Acting, Use of Puppets, Deconstructed Story, etc.) and intensive reading of selected texts in Early Periods of English Literature • Making an outline of the plot and literary elements of the stories, epics, poems, sonnets and plays in Old English, Medieval English, Renaissance, and Restoration literatures • Writing literary responses (i.e. Epic Writing with Caesura and Kennings, Metrical Romance Writing, Making a Knight's Oath, 	<ul style="list-style-type: none"> • Oral participation as formative assessment on sharing relevance of Early English literature • Performance on Creative storytelling of texts in the Early Periods of English Literature (focusing on Teamwork, Creativity, and Faithfulness to the Literary Text Presented) • Formative assessment through outlines and graphic organizers of plot and/or literary elements of the texts • Literary Writing products specific to genre identified/chosen (Epic Writing Rubric, Sonnet Writing Rubric, etc.) with criteria on application of period-specific 	1.1.1 1.1.1 1.2.1 1.1.1

			<ul style="list-style-type: none"> Shakespearian Drama <i>Romeo and Juliet</i> <p>5. The Restoration and the 18th Century Literature</p> <ul style="list-style-type: none"> Puritan Period Neoclassical Period <i>On His Blindness</i> by J. Milton 	<p>Sonnet Writing, Adapted Drama Writing, Original Essay Writing) for selected texts under the early periods of English literature</p> <ul style="list-style-type: none"> Preparation of annotated reading list of texts from Early Periods of English Literature which will be appropriate for English Language Study 	<p>elements i.e. Caesura and kennings for OE epics and poems</p> <ul style="list-style-type: none"> Annotated Reading List from the Early Periods of English Literature (focusing on Completeness of Details, Appropriateness of Chosen Texts to Learners and Competencies, and Descriptions Included) 	1.2.1, 4.2.1
Weeks 7-10	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. recognize the later periods of English literature as relevant pieces in the current world history and literature compendium;</p> <p>b. outline the plot and literary elements of the lyric poems, novels, short stories and non-fiction prose in the Romantic, Victorian, 20th Century, and Contemporary period literatures;</p> <p>c. produce literary responses for the definitive selected texts under the later periods of English literature; and</p> <p>d. prepare an annotated reading list under the later periods of English literature.</p>	<p>1.1.1 (A)</p> <p>1.1.1 (A)</p> <p>1.1.1 (A)</p> <p>1.2.1 (B)</p>	<p>3. Later Periods in English Literature</p> <p>1. The Romantic Period</p> <ul style="list-style-type: none"> Odes, Elegies, and Lyric Poetry <i>Ode to the West Wind</i> by P. Shelley <i>I Wandered Lonely as a Cloud</i> by W. Wordsworth <i>Elegy Written in a Country Churchyard</i> by T. Gray <p>2. Victorian Age</p> <ul style="list-style-type: none"> The Birth of Novels Historical Novels <i>The Shoemaker/ The Tale of Two Cities</i> by C. Dickens <p>3. The 20th Century to the Contemporary Period</p> <ul style="list-style-type: none"> Other Novel Types <i>Pride and Prejudice</i> by J. Austen <i>The Lord of the Flies</i> by W. Golding 	<ul style="list-style-type: none"> One Stay-Team Stray activity on poems and novels/short stories as a form of discussion on the literary texts Value-laden discussion on insights and learnings from literary texts read Outlining the plot and literary elements of the lyric poems, novels, short stories and non-fiction prose in the Romantic, Victorian, 20th Century, and Contemporary period literatures Writing creative literary responses (i.e. Romantic Poems, Flash Fiction, Adapted Novels) of selected texts under the later periods of English literature Preparation of annotated reading list of texts from Later Periods of English Literature which will be appropriate for English Language Study 	<ul style="list-style-type: none"> Group oral participation through OSTs activity on poems and novels/short stories in the later periods of English Literature Oral sharing of insights and learnings as formative assessment on literary texts read Formative assessment through outlines and graphic organizers of plot and/or literary elements of the texts Literary Writing products specific to genre identified/chosen (Poem Writing, Flash Fiction Writing, Adapted Novel Writing, etc.) with criteria on application of period-specific elements i.e. emotional and imagery diction for Romantic period poems Annotated Reading List from the Later Periods of English Literature (focusing on Completeness of Details, Appropriateness of Chosen Texts to Learners and Competencies, and Descriptions Included) 	1.1.1 4.2.1 1.2.1 1.1.1 1.2.1, 4.2.1

<p>Weeks 11-14</p>	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <ol style="list-style-type: none"> recognize the early periods of American literature as relevant pieces in the current world history and literature compendium; outline the plot and literary elements of the folk literature, non-fiction prose, essays, and novels in the Early American, American Colonial, Puritan, and Revolutionary period literatures; produce literary responses for the definitive selected texts under the early periods of American literature; and prepare an annotated reading list under early periods of American literature. 	<p>1.1.1 (A) 1.1.1 (A) 1.1.1 (A) 1.2.1 (B)</p>	<p>4. Early Periods in American Literature</p> <ol style="list-style-type: none"> Early American and Colonial Period Literature <ul style="list-style-type: none"> Folk Oral Literature of the Native Americans <i>Captured by Opechancanough</i> by J. Smith American Colonial Period and Puritan Literature <ul style="list-style-type: none"> Colonial Non-Fiction Prose and Essays <i>Sinners in the Hands of an Angry God</i> by J. Edwards Revolutionary Period Literature <ul style="list-style-type: none"> Autobiography and Biography Patriotic Speeches <i>The Whistle</i> by B. Franklin <i>The Gettysburg Address</i> by A. Lincoln 	<ul style="list-style-type: none"> Diorama making to picture out and/or summarize the literary texts in the early periods of American literature Discussion on the colonial and revolutionary implications as portrayed in the literary texts Character portrayal and speech presentation of selected patriotic speeches Making an outline of the plot and literary elements of the folk literature, non-fiction prose, essays, and novels in the Early American, American Colonial, Puritan, and Revolutionary period literatures Preparation of annotated reading list of texts from Early Periods of American Literature which will be appropriate for English Language Study 	<ul style="list-style-type: none"> Diorama Making on literary texts (focusing on Creativity and Resourcefulness, Faithfulness to the Literary Text, and Choice of Scene to Portray) Oral participation during discussion as formative assessment on colonial and revolutionary literary texts Character Portrayal/Speech Delivery Performance Presentation (focusing on Faithfulness to the Character/Literary Text, Creativity and Resourcefulness, and Confidence) Formative assessment through outlines and graphic organizers of plot and/or literary elements of the texts Objective quiz to test comprehension on the literary texts of the Early American Period Annotated Reading List from the Early Periods of American Literature (focusing on Completeness of Details, Appropriateness of Chosen Texts to Learners and Competencies, and Descriptions Included) 	<p>1.1.1 1.2.1 1.1.1 1.2.1 1.1.1 1.2.1, 4.2.1</p>
<p>Weeks 15-18</p>	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <ol style="list-style-type: none"> discuss the later periods of American literature as relevant pieces in the 	<p>1.1.1 (A)</p>	<p>5. Later Periods in American Literature</p> <ol style="list-style-type: none"> The American Republic and the Contemporary Periods 	<ul style="list-style-type: none"> Story/Author Talk on selected literary texts under the Later Periods in American Literature 	<ul style="list-style-type: none"> Story/Author Talk Performance Presentation to discuss stories/authors in the Later Periods in American Literature (focusing on Confidence, 	<p>1.1.1</p>

	<p>current world history and literature compendium;</p> <p>b. outline the plot and literary elements of the novels, poems, and plays in the American Republic, Contemporary, and Modern American period literatures;</p> <p>c. produce literary responses for the definitive selected texts under the later periods of American literature; and</p> <p>d. prepare an annotated reading list under the later periods of American literature.</p>	<p>1.1.1 (A)</p> <p>1.1.1 (A)</p> <p>1.2.1 (B)</p>	<ul style="list-style-type: none"> Regionalism and Cultural Independence Realism and Industrialization <i>The Adventures of Tom Sawyer</i> by M. Twain <i>Dr. Heidegger's Experiment</i> by N. Hawthorne <i>Stopping by Woods on a Snowy Evening</i> by R. Frost <i>A Separate Peace</i> by J. Knowles <p>2. New American Voices</p> <ul style="list-style-type: none"> Beat Generation Modern and Post-Modern Periods <i>On the Road</i> by J. Kerouac <i>1984</i> by G. Orwell 	<ul style="list-style-type: none"> Outlining the plot and literary elements of the novels, poems, and plays in the American Republic, Contemporary, and Modern American period literatures Preparation of annotated reading list of texts from Early Periods of English Literature which will be appropriate for English Language Study Writing a discussion paper on the development and role of English-American Literature and the job of an English teacher in propagating such masterpieces to 21st century students 	<p>Synthesis of Story/Author Presented, and Relevance of Story/Author to Literary Study)</p> <ul style="list-style-type: none"> Formative assessment through outlines and graphic organizers of plot and/or literary elements of the texts Annotated Reading List from the Later Periods of American Literature (focusing on Completeness of Details, Appropriateness of Chosen Texts, and Descriptions Included) Compilation of Annotated Reading Lists Discussion Paper on the development and role of English-American literature and job of an English teacher (focusing on Analysis and Understanding of Relevance of English-American Literature, Organization of Ideas, and Language Mechanics) 	<p>1.2.1</p> <p>1.2.1, 4.2.1</p> <p>1.2.1, 4.2.1</p> <p>1.1.1, 1.2.1, 4.2.1</p>
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Suggested References

Agathocleous, T. and Dean, A.C. (2003). *Teaching literature: A Companion*. New York: Palgrave.

Bercovitch, S. (1994–2005). *The Cambridge history of American literature*. Cambridge: Cambridge University Press.

Gillespie, S., et al. (2005). *World literature: Connecting nations and cultures*. Singapore: Pearson.

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Lyons, G. (2003). *Literature of the American west: A cultural approach*. New York: Longman.

Muller, T. (2017). *Handbook of the American novel of the twentieth and twenty-first centuries*. Boston: de Gruyter.

Sebastian, E. L., et al. (2006). *Readings in world literature*. Quezon City: C & E Publishing.

Institution Logo	Name of Institution		Date Last Revised
	College Name		Revision Date
	Department		Semester Adopted
Vision		Mission	
College Goals			
Program Outcomes (from CMO No. 75, s. 2017 p. 4):			
<p>6.3.1.a. Possess broad knowledge of language and literature for effective learning</p> <p>6.3.1.b. Use English as a global language in a multilingual context as it applies to the teaching of language and literature</p> <p>6.3.1.c. Acquire extensive reading background in language, literature, and allied sciences</p> <p>6.3.1.d. Demonstrate proficiency in oral and written communication</p> <p>6.3.1.h. Display skills and abilities to be a reflective and research-oriented language and literature teacher.</p>			

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Contemporary, Popular, and Emergent Literature	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

<p>Course Description</p> <p>This course provides pre-service English teachers with opportunities to acquire extensive reading backgrounds in literature and allied fields needed in the understanding and evaluation of critical issues in contemporary and popular literature and genres. This course allows them to demonstrate their research-based content knowledge and its relevance in the teaching learning process using various methods of literary analysis.</p>	<p align="center">BTIs covered</p> <p align="center">1.1.1 1.2.1</p>
<p>Course Learning Outcomes</p> <p>At the end of the course, the pre-service teachers should be able to:</p> <ul style="list-style-type: none"> A. discuss research-based content knowledge and critical issues on contemporary, popular, and emergent literature and its relevance in the teaching-learning process; B. explain the development of a given genre of popular literature from its beginning to its contemporary practice through a historical timeline; and C. use various methods of literary analysis, such as formal, psychological, and /or feminist analysis in writing a response paper 	<p align="center">BTIs covered</p> <p align="center">1.2.1 1.1.1 1.1.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Week 1	At the end of the week, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. explain the characteristics, types and elements of fiction; and b. Interpret and evaluate fiction. 	1.1.1 (B) 1.2.1 (A)	<ol style="list-style-type: none"> 1. Interpreting and Evaluating Fiction 2. Types and Elements of Fiction 	<ul style="list-style-type: none"> • In groups, students shall collaborate in interpreting and evaluating a sample fiction. Lead students to interpret and evaluate its content by providing each group guide questions for discussion. • Gather common responses from the groups and help students identify the types and elements of Fiction. • Lecture –Discussion on Fiction 	<ul style="list-style-type: none"> • Gather at least fiction stories and do a literary analysis using the format below. • Sample Fiction / Type / Summary / Analysis 	
Week 2	At the end of the week, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. acquaint themselves with styles and concerns of contemporary stories. 	1.1.1 (B)	<ol style="list-style-type: none"> 3. Introduction to Contemporary Literature: <ul style="list-style-type: none"> 1. Stories 	<ol style="list-style-type: none"> 1. Assign students contemporary stories to read off class. 2. Have students interpret and evaluate the story assigned to them using a teacher-made rubrics and guide questions. 3. Discussion on the styles and concerns of contemporary stories 	Make students conduct literature reviews on some selected contemporary stories	1.1.1
Week 3	At the end of the week, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. analyze elements of contemporary poetry; and b. trace the history, characteristics, and famous personality in contemporary poetry. 	1.1.1 (B)	<ol style="list-style-type: none"> 2. Poetry 	<ul style="list-style-type: none"> • Read Aloud. Choose a short contemporary poem to read aloud and ask students to pay particular attention during this phase. Essential Question: <ol style="list-style-type: none"> 1. What are the elements of poetry present in the poem read? 2. How was the poem different from the traditional poem you know? 3. What are its characteristics? 	<ul style="list-style-type: none"> • Choose one contemporary poem and analyse its elements. • Then make students write a comparative analysis between traditional poetry and contemporary poetry. 	

				<p>4. Name some famous contemporary poets?</p> <ul style="list-style-type: none"> Narrate how contemporary poems/poetry came to be. 		
Week 4	<p>At the end of the week, the pre-service teacher (PST) should be able to:</p> <ol style="list-style-type: none"> examine theatrical structures of contemporary drama; and trace the changes and development of contemporary drama. 	1.1.1 (B)	3. Drama	<ul style="list-style-type: none"> Bring students to watch a contemporary drama. Make them examine the its theatrical structure. Ask them to trace the changes and development of contemporary drama. 	<ul style="list-style-type: none"> Make students organize a stage drama reflecting the unique elements and theatrical structure of a contemporary drama. 	1.1.1
Week 5	<p>At the end of the week, the pre-service teacher (PST) should be able to:</p> <ol style="list-style-type: none"> Identify issues and challenges in contemporary literature; and Explain the development in genres in contemporary literature. 	1.1.1 (B)	4. Issues and Challenges in Contemporary literature	<ul style="list-style-type: none"> Misconception Check. Discover class preconceptions about contemporary poetry. Then solicit students' knowledge on issues and challenges in contemporary literature. 	<ul style="list-style-type: none"> Make students gather some issues and challenges in contemporary literature then write a reaction paper about these issues and challenges. 	1.1.1
Week 6	<p>At the end of the week, the pre-service teacher (PST) should be able to:</p> <ol style="list-style-type: none"> acquaint themselves with the nature, appeal, and social functions of popular literature 	1.1.1 (B)	5. Introduction to Popular Literature <ol style="list-style-type: none"> Nature Appeal c, Social Function 	<ul style="list-style-type: none"> Direct Instruction. Provide students some readings about popular literature. Discuss the nature, appeal and social function, and development of popular literature 	<ul style="list-style-type: none"> Research on the development of popular literature. Pick one literary texts under popular literature and using the guide questions, ask the students to describe its nature, appeal, and social function. 	1.1.1
Weeks 7-12	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <ol style="list-style-type: none"> describe the characteristics of popular literature; and 	1.1.1 (B)	6. Popular Literature Genres <ol style="list-style-type: none"> Romance Science Fiction Detective Story Comic books 	<ul style="list-style-type: none"> Organize a Photo exhibit displaying the different genres of popular literature titles and covers. 	<ul style="list-style-type: none"> Group students. Each group shall choose a popular literature genre to present 	1.1.1

	b. differentiate popular from contemporary literature genres.		5. Comic Strip	<ul style="list-style-type: none"> Introduce some of these titles and cover in display to students. Discuss the characteristics of popular literature and its difference from contemporary literature 	<ul style="list-style-type: none"> They must begin their presentation by describing the characteristic of their chosen genre and how is it different from the contemporary genre. Each presentation shall be evaluated using a rubric. 	
Week 13	At the end of the week, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. react on issues and challenges in popular literature; and b. conduct a critical analysis between contemporary and popular literature. 	1.1.1 (C)	7. Issues and Challenges in Popular Literature	<ul style="list-style-type: none"> Organize a talk show featuring the issues and challenges of popular literature. Prepare possible questions to be asked during the talk show. Let students share their opinion on these issues. 	<ul style="list-style-type: none"> Let students do a comparative analysis between contemporary and popular literature genres. 	1.1.1
Weeks 14-16	At the end of these weeks, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. determine new emerging genres of literature; b. discuss the elements and characteristics of these genres. 	1.1.1 (B,C)	8. Introduction to Emerging Literatures <ol style="list-style-type: none"> Creative Non-Fiction Hyper Poetry Chick lit/Chick Literature Illustrated Novel Graphic Novel Text-Talk Novels Manga Digi-Fiction Doodle Fiction Flash Fiction Six-word flash fiction Science Fiction Blog 	<ul style="list-style-type: none"> Student Story Telling. Pre-assign a student to prepare a spoken poetry about any topics and ask him/her to perform in class. <ol style="list-style-type: none"> Let the class describe what kind of genre of literature have they witnessed being performed. Continue the discussion by talking about new and emerging literatures, its elements and characteristics. 	<ul style="list-style-type: none"> Group students. Choose one Emerging literature to create. Display students' creation in an Emerging Literature Fair. 	1.1.1
Week 17	At the end of the week, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. examine unique characteristics of new emerging genres of literature; and 	1.1.1 (B)	9. Issues and Challenges in Emerging Literature	<ul style="list-style-type: none"> Panel Discussion. <ol style="list-style-type: none"> Assign 5 students as experts and moderators who will be talking about issues and challenges in emerging literature. (topics are pre assigned to them) 	<ul style="list-style-type: none"> Make students react on some issues and challenges facing new and emerging literature. Strengthen claims by citing research studies. 	1.1.1

	b. discuss issues and challenges in emerging literature.			2. Synthesis to be done by the teacher.		
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Week 18	At the end of the week, the pre-service teacher (PST) should be able to: a. discuss the relationship among contemporary, popular and emergent literature, and b. analyze the interconnectedness among literatures like contemporary, popular and emergent literature.	1.1.1 (B,C)	10. The Interrelationship of Contemporary, Popular and Emergent	<ul style="list-style-type: none"> Literature Circles. With their literature circles, students will collaboratively discuss the interrelationship of the contemporary vis-à-vis popular as parallel with emergent literature. (A Guide for discussion must be given to each group). Call on a representative to share what has been talked about in his/her circle Synthesis will be provided by the teacher 	<ul style="list-style-type: none"> Make students write a comparative/synergistic essay of the interrelationship among contemporary, popular and emergent literature. Note: An Analytic Rubric may be used to evaluate students' output 	1.1.1
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Suggested Reference/s

Heick, T. (2017). 12 strategies for teaching literature in the 21st century. www.teachthought.com

Institution Logo	Name of Institution		Date Last Revised
	College Name		Revision Date
	Department		Semester Adopted
Vision		Mission	
College Goals			
<p>Program Outcomes (from CMO No. 75, s. 2017 p. 4):</p> <p>6.3.1.a. Possess broad knowledge of language and literature for effective learning. 6.3.1.c. Acquire extensive reading background in language, literature, and allied fields. 6.3.1.d. Demonstrate proficiency in oral and written communication.</p>			

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Literary Criticism	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

<p>Course Description</p> <p>This course provides the pre-service English teachers with opportunities to study the basic approaches to literary theory and criticism and their application to selected literary works. They will be able to demonstrate content knowledge and application of literary criticism and critical theory approaches relevant to literature and English language teaching. Moreover, this will allow them to determine instructional implications in applying literature teaching strategies that will promote critical thinking and other higher order thinking skills through original critiques of literary pieces.</p>	<p align="center">BTIs covered</p> <p align="center">1.1.1 1.5.1</p>
<p>Course Learning Outcomes</p> <p>At the end of the course, the pre-service teachers should be able to:</p> <ul style="list-style-type: none"> A. discuss, analyze, and interpret a poetic text demonstrating their content knowledge and applying the basic approaches to literary theory and criticism relevant to the body of literature and English language teaching; B. analyze literary periods/movements using a definitive text/author thereby promoting critical thinking and other higher order thinking skills in literary criticism and critical theory approaches; and C. write an original critique paper addressing problems in critical theory from the classical to modern times as applied to literary works, and drawing implications to English language and literature teaching. 	<p align="center">BTIs covered</p> <p align="center">1.1.1 1.5.1 1.1.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Weeks 1-4	At the end of these weeks, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. review literature studies focusing on literary genres; b. define literary criticism and identify its purposes; c. differentiate significant terms related to literary criticism; and d. show interest in acquiring a deeper understanding of texts through literary criticism. 	1.1.1 (A) 1.1.1 (A) 1.1.1 (A) 1.1.1 (A)	1. Introduction to Literary Criticism <ol style="list-style-type: none"> 1. Review of Purposes and Benefits of Literature Studies 2. Review of Literary Genres 3. Review of Literary Techniques 4. Literary Criticism 5. Definitions 6. Purposes of Literary Criticism 7. Literary Discussion vs. Literary Analysis vs. Literary Interpretation 	<ul style="list-style-type: none"> • Review discussion on literature overview, purposes and benefits of literature, literary genres, and literary techniques • Sharing discussion on literary criticism and purposes through reading and analyzing sample reviews from newspapers and websites • Creating summary table to differentiate literary discussion, analysis, and interpretation • Identifying the processes involved in literary criticism, discussion, analysis, and interpretation through a process chart • Writing short reflection and/or metalog on the purposes of literary criticism to acquire a deeper understanding and appreciation of a literary work of art 	<ul style="list-style-type: none"> • Diagnostic assessment through objective test/open-ended test on purposes of literature, literary genres, and literary techniques • Oral participation in sharing and analyzing reviews of literary texts in newspapers and websites • Graphic organizers as formative assessment to summarize and differentiate literary criticism terms and processes • Reflection/Metalog Paper on the Purpose of Literary Criticism in Acquiring Deeper Understanding and Appreciation of a Literary Work (focusing on Reflection, Organization of Ideas, Use of Literary Criticism Terms, and Language Mechanics) 	1.1.1 1.1.1 1.1.1 1.1.1
Weeks 5-11	At the end of these weeks, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. trace the foundations of literature and literary criticism through literary period development; b. familiarize the intellectual, linguistic, religious, and artistic influences of literatures through the 	1.1.1 (A) 1.1.1 (A)	2. Periods and Movements in Literature <ol style="list-style-type: none"> 1. Overview of Literary Periods and Movements 2. Early Periods of Literature 3. Classical 4. Medieval 5. Renaissance 6. Reformation 	<ul style="list-style-type: none"> • Video viewing on the Overview of Literary Periods and Movements • Report preparation and synthesis on the periods and movements of literature • Table making as a summary of the literary periods and movements in 	<ul style="list-style-type: none"> • Oral Presentation during reporting, synthesis and analysis of the periods and movements of literature (focusing on Synthesis of Report, Choice and Analysis of a Definitive Text in Period/Movement, Preparation and Effort, and Confidence in Oral Reporting) 	1.1.1

	<p>literary periods and movements;</p> <p>c. identify definite characteristics of each literary period and movement for an in-depth study of literature; and</p> <p>d. create a critical analysis of a text and an author from a definite literary period or movement.</p>	<p>1.1.1</p> <p>1.5.1 (B)</p>	<p>7. Later/Modern Periods of Literature</p> <p>8. Enlightenment</p> <p>9. Romantic</p> <p>10. Victorian</p> <p>11. Modern</p> <p>12. Post-modern</p> <p>13. Literary Movements</p> <ul style="list-style-type: none"> • Metaphysical • Symbolists • Harlem Renaissance • The Beats • Confessional • New York School • Black Arts Movement 	<p>literature from early period to literary movements</p> <ul style="list-style-type: none"> • Oral sharing or reporting on the analysis of the periods and movements in Literature using definitive texts • Writing a critical analysis paper of a text and an author from a definite literary period or movements • Consultation and feedbacking from instructor on analysis paper made 	<ul style="list-style-type: none"> • Note Table Summary as formative assessment on the literary periods and movements • Objective quiz on the Periods and Movements of Literature • Analysis Paper of a text and an author from a definite literary period or movements (focusing on Literary Analysis, Choice of a Definitive Text in Period/ Movement, Organization of Ideas, and Language Mechanics) 	<p>1.1.1</p> <p>1.1.1</p> <p>1.5.1</p>
<p>Weeks 12-16</p>	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. trace the developments in literary criticism from traditional to modern times;</p> <p>b. familiarize the intellectual, linguistic, socio-emotional and artistic influences of literatures through literary theories;</p> <p>c. identify definite characteristics of each literary theory for an in-depth study of literature; and</p> <p>d. create a critical analysis of a poetic text through a definite literary theory.</p>	<p>1.1.1 (A)</p> <p>1.1.1 (A)</p> <p>1.1.1 (A)</p> <p>1.5.1 (B)</p>	<p>3. Literary Theories and Modern Criticism Schools of Thought</p> <p>1. Overview of Literary Theories, Modern Criticisms, and Schools of Thought</p> <p>2. Traditional Literary Criticism</p> <p>3. Formalism and New Criticism</p> <p>4. Marxism and Critical Theory</p> <p>5. Structuralism and Poststructuralism</p> <p>6. New Historicism and Cultural Materialism</p> <p>7. Ethnic Studies and Postcolonial Criticism</p> <p>8. Gender Studies, Feminism, and Queer Theory</p> <p>9. Cultural Studies</p>	<ul style="list-style-type: none"> • Lecture-discussion on each of the literary theories and modern criticisms • Video viewing on the explanation and examples of literary theories • Creating graphic organizers to understand the literary theories, modern criticisms, and schools of thought • Analyzing and sharing of sample critical analysis papers of famous literary texts using each of the Literary Theories and Movements • Group journal review of a sample critical analysis paper of a literary text with a literary theory/movement used • Writing a critical analysis of a poetic text through a definite literary theory 	<ul style="list-style-type: none"> • Summary outline as formative assessment of the Literary Theories, its construct and examples • Objective quiz on literary theories and modern criticism schools • Group Journal Review of a Sample Critical Analysis Paper as formative assessment on the use of literary theories and movements in analyzing literary texts • Critical Analysis Paper of a Poetic Text using a Literary Theory/Movement (focusing on Appropriateness of Poem and Theory/ Movement Chosen, Analysis and Discussion, Organization of Ideas, and Language Mechanics) 	<p>1.1.1</p> <p>1.1.1</p> <p>1.5.1</p> <p>1.5.1</p>

				<ul style="list-style-type: none"> • Consultation and feedbacking from instructor on critical analysis paper made 		
Weeks 17-18	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <ol style="list-style-type: none"> identify the elements necessary for a literary criticism paper; apply the structure and techniques in writing a literary criticism paper; and write an original critique paper addressing problems in critical theory. 	<p>1.1.1 (A)</p> <p>1.1.1 (C)</p> <p>1.5.1 (B)</p>	<p>4. Writing the Literary Criticism Paper</p>	<ul style="list-style-type: none"> • Round table discussion on the essential elements of a literary criticism paper • Analyzing and interpreting the structure and techniques in writing a literary criticism paper • Writing a critique paper addressing issues and problems in critical theory with novelty • Consultation and feedbacking from instructor on literary criticism paper made 	<ul style="list-style-type: none"> • Oral participation rubric during the round table discussion on the essential elements of a literary criticism paper • Literary Criticism Paper of a modern text analyzing the period/movement and identifying an appropriate theory/school of thought (focusing on Appropriateness of Text and Period/Theory Chosen, Analysis and Discussion, Organization of Ideas, and Language Mechanics) 	<p>1.1.1</p> <p>1.1.1, 1.5.1</p>

Suggested References

Baker, W. (1996). *Recent work in critical theory: 1989-1995*. Westport: Greenwood.

Baldick, C. (2015). *The Oxford dictionary of literary terms*. Oxford, United Kingdom: Oxford University Press.

Brise, J. and Pavlovski, L. (2001). *Twentieth Century Literary Criticism: Criticism of the works of novelists, poets, and playwrights*. Detroit: Michigan: Gale Research.

Banaag, L. M.. (2010). *Transworld civilizations and literature*. Mandaluyong: Books Atbp. Publishing Corp.

Fields, P. & Fowler, R. (2005). *The Routledge dictionary of literary terms*. London: Routledge.

McGeagh, E. (2001). *Poetry Criticism: Excerpts from Criticism of the Words of the Most Significantly and Widely Studied Poets*. Detroit, Michigan: Gale Group.

Villa, J. G.. (2009). *The critical villa: Essays in literary criticism*. Quezon City: Ateneo de Manila University Press.

Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted
Vision		Mission
College Goals		
<p>Program Outcomes (from CMO No. 75, s. 2017 p. 4):</p> <p>6.3.1.a. Possess broad knowledge of language and literature for effective learning 6.3.1.c. Acquire extensive reading background in language, literature, and allied sciences 6.3.1.d. Demonstrate proficiency in oral and written communication</p>		

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Technical Writing	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

Course Description	BTIs covered
The course develops pre-service teachers' technical and scientific writing skills necessary for information and communication across disciplines using global language in a multilingual context. It will provide them extensive reading background and considerable knowledge on the components and characteristics that determine technicality of language and concepts in a technical and scientific work. They will analyze a variety of professional rhetorical situations and write different technical reports to demonstrate their proficiency in the written communication.	1.1.1
Course Learning Outcomes	BTIs covered
At the end of the course, the pre-service teachers should be able to:	
A. analyze technical and scientific paper to display necessary for information and communication across discipline; and	1.1.1
B. demonstrate proficiency in the written communication by writing and revising different technical reports using global language.	1.1.1

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Weeks 1-2	At the end of these weeks, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. identify their level in the use of English language; b. show mastery on the knowledge and skills on grammar and sentence structure; and c. write correctly structured sentences and paragraphs in preparation to writing business letters and applying the different applications in technical writing. 	1.1.1 (A)	1. Review on the Structure of English with emphasis on: <ol style="list-style-type: none"> 1. S-V agreement 2. Sentence structure 3. Fragments 4. Run-ons 5. Parallelism 6. Misplaced and 7. Dangling modifier 8. Paragraph 9. Structure 	<ul style="list-style-type: none"> • Diagnostic Test: <ul style="list-style-type: none"> Part 1: Spelling, capitals and punctuation; Part 2 : Verbs, pronouns, adjectives and adverbs; Part 3: Sentence structure, sentence punctuation and clarity • Rationalize every item in the diagnostic test. • Provide a brief review on Grammar and Sentence Structure 	<ul style="list-style-type: none"> • Achievement Test on knowledge of Grammar and Sentence Structure • Writing Sentences and Paragraph • Peer Editing 	1.1.1
Weeks 3-5	At the end of these weeks, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. defines and compares technical writing to other types of written communication; and b. discuss the components of technical writing. 	1.1.1 (A)	2. Introduction to Technical Writing <ol style="list-style-type: none"> 1. Why study Technical Writing 2. Technical Writing vs. Essays 3. Communication Continuum 4. Five Components of Technical Writing 	<ul style="list-style-type: none"> • Provide a lecture-discussion on why technical writing is important, what technical writing entails, and how it differs from the type of writing they are used to. • Invite a guest speaker from business and other industries to talk about how technical writing skills are important to them. 	<ul style="list-style-type: none"> • Gather samples of technical writing such as reports, memos, etc. • In groups, students brainstorm on the unique characteristics of the example they brought (tone, content, etc) • Provide students samples of essays. Make them compare this type of correspondence to technical writing. 	1.1.1

<p>Weeks 6-8</p>	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. describe the traits of a technical writer.</p>	<p>1.1.1. (A)</p>	<p>3. Five Traits of Technical Writing</p> <ol style="list-style-type: none"> 1. Clarity 2. Conciseness 3. Accessibility 4. Audience Recognition 5. Accuracy 6. Five Trait Rubric 	<ul style="list-style-type: none"> • Brainstorming Activity: <ul style="list-style-type: none"> - In groups, make students, create a particular game and come up with some set of rules and mechanics. - Each group gets to play the game they created and then give feedback on how easy it was to interact with the game manual - Ask if all the other members of their groups understood clearly the game they created and the rules they set and what is understandable and not understandable with what they were asked to do. - Direct students' attention to a sample memo <ul style="list-style-type: none"> o Sample memo: <div data-bbox="1279 914 1592 1252" data-label="Image"> <p>Date: March 5, 2004 To: Michelle Fields From: Earl Eddings Subject: Meeting</p> <p>Please plan to prepare a presentation on sales. Make sure the information is very detailed. Thanks.</p> </div> <ul style="list-style-type: none"> • Ask these guide questions: What don't you know in this memo? What additional information should the writer have included for clarity? 	<ul style="list-style-type: none"> • Worksheet on the Five Traits of Technical writing <p>Example:</p> <p>Sample Activity 1. Reducing Sentences:</p> <ul style="list-style-type: none"> • Revise the following long sentences, making them shorter. <p><i>I will be calling you on May 31 to see if you have any questions at that time.</i></p>	<p>1.1.1</p>
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				<ul style="list-style-type: none"> Lead students in the discussion of the Five Traits of a Technical Writer 		
Weeks 7-18	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <ol style="list-style-type: none"> describe thoroughly each technical writing application; and write different applications of technical writing observing the five traits of technical writing. 	1.1.1 (B)	<p>4. Technical Writing Assignments</p> <ol style="list-style-type: none"> Sales Letters Letters of Inquiry Memos E-Mail Reports The Job Search Instructions Web Pages and PowerPoint Brochures/ Newsletters Fliers Grouped Assignments 	<ul style="list-style-type: none"> Demo-lecture on the different Technical Writing Assignments 	<ul style="list-style-type: none"> Individual Output: <i>Write an example of each technical document. Submit a compilation after all outputs are checked.</i> Group Output: <i>Create a technical writing module</i> <p>Criticquing and Feedbacking using standard criteria/rubric of a technical report</p>	1.1.1

Suggested References

Abelos, Alex V., et al. (2005). *Developing skills in business communication. A workbook in business English with basic technical Writing*. Valencia Educational Supply. Baguio City.

Gerson, Stephen M. A teacher's Guide to Technical Writing. Kansas Curriculum Center Washburn University Topeka, KS. PDF. September, 2013.

Menoy, Jesus Z. *The Simplified Research and Technical Report Writing*. Books Atbp. Publishing Corp. Mandaluyong City. 2009.

Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted
Vision		Mission
College Goals		
<p>Program Outcomes (from CMO No. 75, s. 2017 p. 4):</p> <p>6.3.1.b. Use English as a global language in a multilingual context as it applies to the teaching of language and literature.</p> <p>6.3.1.d. Demonstrate proficiency in oral and written communication.</p> <p>6.3.1.f. Use technology in facilitating language learning and teaching.</p> <p>6.3.1.g. Inspire students and colleagues to lead relevant and transformative changes to improve learning and teaching language and literature.</p> <p>6.3.1.h. Display skills and abilities to be a reflective and research-oriented language and literature teacher.</p>		

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Campus Journalism	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

<p>Course Description</p> <p>This course teaches the pre-service English teachers on the skills, principles, and strategies of writing, lay-outing and publishing a campus paper in traditional and new media formats. Ideas on how to get sources of news and how to be able to collate information from various sources will also be taught to those taking the course. The pre-service English teachers will be able to demonstrate content knowledge and application of this allied field while showing skills in the positive use of ICT in Desktop Publishing and ultimately to teaching and learning of journalism. Lastly, they are prompted to uphold the dignity of teaching and the journalism field through a caring attitude, social responsibility, respect, and integrity.</p>	<p align="center">BTIs covered</p> <p align="center">1.1.1 1.3.1 7.2.1</p>
<p>Course Learning Outcomes</p> <p>At the end of the course, the pre-service teachers should be able to:</p> <ul style="list-style-type: none"> A. demonstrate content knowledge and application of the principles, strategies, and language-related skills in journalistic writing and in teaching this skill to future learners through demo-lecture and workshop; B. demonstrate positive skills in the use of ICT in writing, doing a layout, and publishing a campus paper incorporating the general do's and don'ts of writing various sections of the paper including desktop publishing; and C. manifest caring attitude, social responsibility, respect, and integrity in pitching a story, writing articles, and publishing a campus paper. 	<p align="center">BTIs covered</p> <p align="center">1.1.1 1.3.1 7.2.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Weeks 1-4	At the end of these weeks, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. determine the significance of journalism from its history down to its modern cultural relevance; b. recognize the principles of journalism in sample articles; c. create implications to the teaching of Campus Journalism to future students through the analysis of RA 7079; d. convey contentions and possible solutions to issues in Campus Journalism; and e. develop the sense of social responsibility in responding to events guided with the principles of journalism. 	1.1.1 1.1.1 1.1.1 1.1.1 7.2.1	1. Overview of Campus Journalism <ol style="list-style-type: none"> 1. Introduction to Journalism 2. Definition 3. Common Media Forms 4. Overview/Review on Media Literacy 5. History of Journalism in the World 6. History of Journalism and Campus Journalism in the Philippines 7. Principles of Journalism 8. Features of a Campus Journalist 9. RA 7079 – Campus Journalism Act and the Press Conference 10. The Editorial Board 11. Issues in Campus Journalism 	<ul style="list-style-type: none"> • Carousel discussion on the Introduction of Journalism • Survey discussion on media in general and blended learning videos on Journalism • Writing metalogs/short reflections on the overview of Campus Journalism • Analyzing sample articles based on the principles, characteristics and significant roles of campus journalists in press freedom • Writing implications to the teaching of Campus Journalism • Blog making or propaganda to present issues in Campus Journalism with social responsibility, respect and integrity 	<ul style="list-style-type: none"> • Short objective quiz on History and Principles of Journalism • Timeline on the History of Journalism (focusing on Completeness of Details, Synthesis of Timeline, Creativity, and Language Mechanics) • Oral Recitation as formative assessment on Interviewing Sources, Quoting Sources, and Print Media • Reflection Paper or Metalog on the development, role, and issues in Campus Journalism (focusing on Reflection, Organization of Ideas, Relevance to Campus Journalism, and Language Mechanics) • Blog or Propaganda to deal with issues in Campus Journalism to instill social responsibility, respect, and integrity (focusing on Impact of Blog/Propaganda to Campus Journalism values, Teamwork, Effort in the Use of Technology, and Getting the Message Across) 	1.1.1 1.1.1 1.1.1 1.1.1 1.1.1 1.1.1, 7.2.1, 1.3.1, 7.2.1
Weeks 5-6	At the end of these weeks, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. describe the various sections of the Campus Paper; b. identify how to choose a topic for writing and publishing in the Campus Paper; c. produce a story pitch – in video – applying strategies in choosing a 	1.1.1 1.1.1 1.1.1	2. Pre-Writing Concerns in Campus Journalism <ol style="list-style-type: none"> 1. Sections of a Campus Paper 2. Choosing a Topic 3. Researching 4. Pitching a Story 5. Interviewing and Quoting Sources 	<ul style="list-style-type: none"> • Lecture discussion on the various sections of Campus Paper from choosing a topic up to interviewing and quoting • Practice and performance of story pitching to editor (teacher) 	<ul style="list-style-type: none"> • Oral Recitation as formative assessment on Interviewing Sources, Quoting Sources and Print Media • Process Assessment on Pitching a Story 	1.1.1 1.3.1

	<p>topic and researching while using ICT tools;</p> <p>d. demonstrate how to do interview and quote sources for Campus Paper articles through ICT tools;</p> <p>e. trace the print media process from choosing a topic to publishing the article; and</p> <p>f. display a caring attitude and social responsibility in one's story pitch.</p>	<p>1.3.1</p> <p>1.3.1</p> <p>7.2.1</p>	<p>6. The Print Media: From Topic to Article</p>	<ul style="list-style-type: none"> Producing a story pitch in video form applying strategies in choosing a topic and researching while using ICT tools and with caring attitude and social responsibility consideration Demonstration Simulation Activity on the process of interviewing and quoting sources using ICT tools (recording, audio-visual application softwares) Consultation and feedback with instructor on news pitch Mini-presscon (news, feature, sports, editorial, cartooning, photojournalism, copyreading and headline writing) to identify editorial board roles and functions 	<ul style="list-style-type: none"> News Story Pitch in video form and using ICT tools (focusing on Relevance of Chosen News to Society, Confidence in Presenting News Pitch, Elements of News Present, Use of Technology, and Language Mechanics) Demonstration Simulation of Interviewing and Quoting Sources using ICT tools (focusing on Appropriateness in Interviewing and Quoting Sources, Use of Technology, and Language Mechanics) 	<p>1.3.1, 7.2.1</p> <p>1.3.1</p>
<p>Weeks 7-8</p>	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. trace the different sources and process of news topics and events;</p> <p>b. discuss the elements of news and principles of journalism which should be present in articles;</p> <p>c. identify the Inverted Pyramid as a structure in writing news articles;</p> <p>d. recognize the different types of news according to area, topic, and heaviness;</p> <p>e. recognize the lead, its function and its types as an important part of the news article;</p> <p>f. write a news article using ICT tools applying the principles, structure, and strategies shared; and</p>	<p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.3.1</p>	<p>3. Campus News Writing</p> <ol style="list-style-type: none"> Sources and the Flight of Campus News Essentials of News Elements of News Principles of Journalism applicable to News Inverted Pyramid Structure in News Types of News The Lead Sources and Citation in News Writing Writing the Actual News Article 	<ul style="list-style-type: none"> Lecture-discussion on Campus News Writing and its technicalities Writeshop activity on campus news writing integrating tact, courtesy, truthfulness, and respect Drafting and finalizing news writing articles Writing a final news article using ICT tools applying the principles, structure, and strategies learned Consultation and feedbacking with instructor and ed-chief/news editor of news article made 	<ul style="list-style-type: none"> Short quiz on the Essentials and Types of News Writing Process Assessments on News Writing articles using ICT Tools News Writing Article (focusing on Journalistic Writing and Organization, Elements of News, Relevance of News to Society, and Language Mechanics) 	<p>1.1.1</p> <p>1.3.1</p> <p>1.1.1, 7.2.1</p>

	g. appreciate tact, courtesy, truthfulness, and respect in writing a campus news article.	7.2.1				
Weeks 9-10	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. define feature and science writing;</p> <p>b. discuss the principles of journalism which should be present in feature articles;</p> <p>c. recognize the different types of feature articles;</p> <p>d. write a feature/science article using ICT tools and applying the principles, structure, and strategies shared; and</p> <p>e. appreciate accuracy, creativity and integrity in writing a campus feature/science article.</p>	<p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.3.1</p> <p>7.2.1</p>	<p>4. Feature and Science Writing</p> <ol style="list-style-type: none"> 1. Elements of Feature and Science Writing 2. Definitions 3. Principles of Journalism applicable to Feature 4. Structure of the Feature Article 5. Types of Features 6. Interviewing for Feature 7. Writing the Actual Feature Article 	<ul style="list-style-type: none"> • Lecture-discussion on Feature and Science Writing and its technicalities • Writeshop activity on Feature and Science Writing with accuracy, creativity and integrity in writing a campus feature/science articles • Drafting and finalizing the feature and science writing article • Writing a feature and science writing using ICT tools applying the principles, structure, and strategies learned • Consultation and feedbacking with instructor and ed-chief/feature editor on feature article made 	<ul style="list-style-type: none"> • Table analysis on the Elements, Structure and Types of Feature and Science Writing • Process Assessment on Writing Feature and Science articles using ICT Tools • Interview for Feature Article Checklist to guide writer while doing the interview • Feature and Science Articles (focusing on Journalistic Writing and Organization, Elements of Feature and Science Articles, Relevance of Articles, and Language Mechanics) 	<p>1.1.1</p> <p>1.3.1</p> <p>1.1.1</p> <p>1.1.1, 7.2.1</p>
Weeks 11-12	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. define an editorial and an opinion column;</p> <p>b. discuss the principles of journalism which should be present in editorial articles;</p> <p>c. identify the persuasive structure in writing editorial articles;</p> <p>d. recognize the news peg, different types of editorials and the techniques in presenting opinions and supporting claims;</p>	<p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.3.1</p>	<p>5. Editorial/Opinion Writing</p> <ol style="list-style-type: none"> 1. Essentials of Editorial 2. Editorial vs. Opinion vs. Column 3. Principles of Journalism applicable to Editorial 4. Editorial Structures 5. Techniques in Claiming Opinions and Supporting Claims 6. Types of Editorials 7. Topic Choice/ News Peg 8. Writing the Actual Editorial Article 	<ul style="list-style-type: none"> • Lecture-discussion on Editorial or Opinion Writing and its principles, structures, types and techniques • Writeshop activity on Editorial or Opinion Writing with tact, courtesy, truthfulness, and integrity in writing a campus editorial article 	<ul style="list-style-type: none"> • Iconic representations on the Essentials, Structures, Techniques and Types of Editorials • Editorial Board Discussion rubric on deciding an issue for the school paper • Process Assessment on Editorial News Writing using ICT Tools • Editorial Writing Article (focusing on Journalistic Writing and 	<p>1.1.1</p> <p>1.3.1</p> <p>1.1.1</p> <p>1.1.1, 7.2.1</p>

	<p>e. write an editorial article using ICT tools and applying the principles, structure, and techniques shared; and</p> <p>f. appreciate tact, courtesy, truthfulness, and integrity in writing a campus editorial article.</p>	7.2.1		<ul style="list-style-type: none"> Drafting and finalizing the Editorial/Opinion writing article and news peg Writing an editorial article using ICT tools and applying the principles, structure, and techniques learned Consultating and feedbacking with instructor and ed-chief/opinion editor on editorial article made 	Organization, Elements of Editorial, Relevance of Editorial Issue to Society, and Language Mechanics)	
Week 13	<p>At the end of the week, the pre-service teacher (PST) should be able to:</p> <p>a. discuss the principles of journalism which should be present in sports articles;</p> <p>b. identify the descriptive structure in writing sports articles;</p> <p>c. recognize the different types of sports events and their corresponding jargons;</p> <p>d. write a sports coverage article using ICT tools and applying the principles, structure, and strategies shared; and</p> <p>e. appreciate tact, creativity, and respect in writing a campus sports article.</p>	1.1.1 1.1.1 1.1.1 1.3.1 7.2.1	<p>6. Sports Writing</p> <ol style="list-style-type: none"> Essentials of Sports Writing Sports News vs. Sports Feature Principles of Journalism applicable to Sports Writing Jargons in Different Sports Events The Sports Coverage 	<ul style="list-style-type: none"> Lecture-discussion on Sports Writing including its essentials, jargons and sports coverage processes Writeshop activity on sports writing incorporating tact, creativity, and respect in writing a campus sports article Drafting and finalizing sports writing articles Writing a sports coverage article using ICT tools and applying the principles, structure, and strategies shared learned Consultation and feedbacking with instructor and ed-chief/sports editor on sports article made 	<ul style="list-style-type: none"> Crossword puzzle on the Essentials of Sports Writing including Sports Jargons Process Assessment on Sports Writing using ICT Tools Checklist on Sports Coverage to guide writer while watching a sports event Sports Writing Article (focusing on Journalistic Writing and Organization, Elements of Sports, Relevance of Sports News, and Language Mechanics) 	1.1.1 1.3.1 1.1.1 1.1.1, 7.2.1
Week 14	<p>At the end of the week, the pre-service teacher (PST) should be able to:</p>	1.1.1	<p>7. Revising, Editing, Proofreading/ Copyreading, and Publishing</p>	<ul style="list-style-type: none"> Sharing of insights and realizations in revising, editing, 	<ul style="list-style-type: none"> Editing/Headlining articles tasks as formative assessment on Copyreading and Headline Writing 	1.1.1

	<p>a. discuss the revising up to the publishing process in campus print;</p> <p>b. identify the duties and characteristics of the copyreader and editor;</p> <p>c. use the copyreading and proofreading symbols in editing campus articles;</p> <p>d. edit articles using a Word Processing application to display one's ICT skills; and</p> <p>e. display accuracy, respect, and integrity in editing campus paper articles.</p>	<p>1.1.1</p> <p>1.1.1</p> <p>1.3.1</p> <p>7.2.1</p>	<ol style="list-style-type: none"> 1. Revising and Editing Processes in Campus Journalism 2. The Copyreader – Duties and Characteristics 3. Copyreading and Proofreading Symbols 4. Proofreading and Publishing Processes in Campus Journalism 	<p>copyreading and publishing articles</p> <ul style="list-style-type: none"> • Editing articles using a Word Processing application and other ICT tools available • Critiquing Paper based on the the Campus Journalism Processes aligned to the principles of accuracy, respect, and integrity in editing campus paper articles 	<ul style="list-style-type: none"> • Process Assessment on Revising, Editing, Proofreading/Copyreading, and Publishing using ICT Tools • Critique Paper on the Campus Journalism Processes (focusing on Process Discussion, Organization of Ideas, Relevance of Process to Campus Journalism, and Language Mechanics) 	<p>1.3.1</p> <p>7.2.1</p>
Week 15	<p>At the end of the week, the pre-service teacher (PST) should be able to:</p> <p>a. discuss the qualities of an effective photo for the campus paper;</p> <p>b. produce a photo essay applying the principles and techniques in taking photos, captioning, and photo editing;</p> <p>c. use a Photo Editing software to show one's ICT skills; and</p> <p>d. display a caring attitude and social responsibility in the produced photo essay about a school/ community issue.</p>	<p>1.1.1</p> <p>1.1.1</p> <p>1.3.1</p> <p>7.2.1</p>	<p>8. Photojournalism</p> <ol style="list-style-type: none"> 1. Qualities of Effective Photos 2. The Photo Essay 3. Techniques in Photojournalism 4. Captioning 5. Photo Editing 	<ul style="list-style-type: none"> • Showing sample photos – winning shots in previous Press Cons • Workshop on photojournalism, captioning and photo editing by the staffers-in-charge • Producing photo essay (captioning and editing) • Photo Editing Activity using a software 	<ul style="list-style-type: none"> • Short quiz on Photojournalism, Captioning and Layouting • Process Assessment on Photo Editing using software • Photo Essay Presentation (focusing on Effective Shots Taken, Creativity of Theme and Presentation, Relevance of Theme to Society, Organization, and Language Mechanics) 	<p>1.1.1</p> <p>1.3.1</p> <p>1.1.1, 1.3.1, 7.2.1, 1.3.1</p>
Week 16	<p>At the end of the week, the pre-service teacher (PST) should be able to:</p> <p>a. discuss the qualities of an effective cartoon and layout for the campus paper;</p>	<p>1.1.1</p> <p>1.1.1</p>	<p>9. Cartooning and Lay-outing</p> <ol style="list-style-type: none"> 1. Qualities of Effective Cartoons 2. Techniques in Editorial Cartooning 3. Qualities of a Good Layout 	<ul style="list-style-type: none"> • Lecture-discussion and showing of sample cartoons and layouts • Mini-Workshop on cartooning, and layouting by the staffers-in-charge with the use of ICT tools 	<ul style="list-style-type: none"> • Analyzing a Political Editorial Cartoon discourse paper (focusing on Arguments, Organization of Ideas, and Language Mechanics) 	<p>1.1.1</p>

	<p>b. produce an editorial cartoon applying the principles and techniques in cartooning;</p> <p>c. differentiate the types of layouts to be applied in the campus paper;</p> <p>d. identify the physical parts of the campus paper;</p> <p>e. discuss as an editorial board how the layout of the campus paper will look like to tap aesthetic quality and functionality;</p> <p>f. use a Publication Software to show one's ICT skills; and</p> <p>g. display a caring attitude and social responsibility in the produced cartoon about a school/ community issue.</p>	<p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.3.1</p> <p>7.2.1</p>	<p>4. Types of Layouts</p> <p>5. Physical Parts of the Campus Paper</p> <p>6. The Dummy</p> <p>7. Overview of Desktop Publishing</p>	<ul style="list-style-type: none"> • Publication Utilization Activity for Cartooning and Lay-outing • Presentation of Output Activity demonstrating the qualities, techniques and qualities of a good lay-out • Producing sample dummy of magazine • Showing rubrics of Desktop Publishing to guide/remind entire staff on their major output 	<ul style="list-style-type: none"> • Output Presentation on original cartoon and layout made (focusing on Cartooning Technical Techniques, Relevance of Issue, Effective Use of Symbols, and Organization) • Requirements Checklist on Dummy of Magazine 	<p>1.1.1, 1.3.1, 7.2.1</p> <p>1.3.1.</p>
<p>Weeks 17-18</p>	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. identify principles in news broadcasting for television and radio</p> <p>b. discuss the relevance of broadcasting in the spreading of accurate information and propagation of responsible journalism in the community and country</p> <p>c. publish the final campus paper complete with original articles in the different sections using several ICT productivity tools</p> <p>d. evaluate on the effectiveness and social responsibility of one's campus paper in the school community</p>	<p>1.1.1</p> <p>7.2.1</p> <p>1.3.1</p> <p>7.2.1</p>	<p>10. Script Writing and Newscasting</p> <p>1. TV vs. Radio Broadcasting</p> <p>2. Principles in Broadcasting</p> <p>3. Scriptwriting</p> <p>4. Actual Newscasting</p> <p>11. Desktop Publishing (Finalizing the Campus Paper)</p>	<ul style="list-style-type: none"> • Video watching on sample broadcasting for TV and Radio • Process meetings for scriptwriting and newscasting • Practice and performance for newscasting (TV and/or Radio) • Process meetings and synthesis for magazine • Publishing the Final and Complete Campus Paper • Planning for Magazine Launching • Magazine Launching • Class Evaluation Activity on the effectiveness and social responsibility of one's campus paper in the school community and the entire processes as a whole 	<ul style="list-style-type: none"> • Scriptwriting and Newscasting Performance Presentation (focusing on Original Script Made, Newscasting Elements Present, Confidence, Teamwork, and Language Mechanics) • Magazine Publication (focusing on Details in the Sections, Articles, Layouting, Use of Photos and Cartoons, and Overall Impact) • Campus Magazine Launching (focusing on Attained Rationale, Teamwork and Collaboration, and Active Participation of Stakeholders/Partners) • Class Evaluation Tool (Self, Peer, and Instructor) on the Campus Paper Publication 	<p>1.1.1, 1.3.1, 7.2.1</p> <p>1.1.1, 1.3.1, 7.2.1</p> <p>1.1.1, 1.3.1, 7.2.1</p>

Suggested References

Cruz , Ceciliano- J. (2008). *Basic Campus Journalism*. Rex Bookstore: Manila.

Cruz, Ceciliano- J. (2010). *Campus Journalism and School Paper Advising*. 2nd edition. Rex Bookstore: Manila.

Khan, R. E. (2010). *Campus Journalism*. Anvil Publishing: Quezon City.

Sunggay, R. R. (2014). *Ink. Paper. Color. Sounds Pixel: A Campus Journalism Book*. MP Princess Digital Solutions: General Santos City.

Institution Logo	Name of Institution		Date Last Revised
	College Name		Revision Date
	Department		Semester Adopted
Vision		Mission	
College Goals			
<p>Program Outcomes (from CMO No. 75, s. 2017 p. 4):</p> <p style="margin-left: 40px;">6.3.1.a. Possess broad knowledge of language and literature for effective learning.</p> <p style="margin-left: 40px;">6.3.1.d. Demonstrate proficiency in oral and written communication.</p>			

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Creative Writing	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

<p>Course Description</p> <p>This course focuses on the pre-service teachers' acquisition and application of the theories, concepts, and skills in creative writing to include biographical sketches, fiction, creative non-fiction, and poetry. The course also integrates the relationship of language and writing as a macro skill in the teaching-learning process and asks them to prepare original compositions in expository and creative writing. With this, they will be able to demonstrate creative writing content knowledge and skills as an avenue to embody personal and professional reflection and learning to improve one's practice.</p>	<p align="center">BTIs covered</p> <p align="center">1.1.1</p>
<p>Course Learning Outcomes</p> <p>At the end of the course, the pre-service teachers should be able to:</p> <p>A. demonstrate content knowledge and application of the competencies (principles, techniques, and styles) and skills in collecting original paragraphs following different orders of organization and in writing an expository text of a topic of interest; and</p> <p>B. perform and produce creative texts (biographical sketches, fiction, non-fiction, and poetry).</p>	<p align="center">BTIs covered</p> <p align="center">1.1.1</p> <p align="center">1.1.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Weeks 1-2	At the end of these weeks, the pre-service teacher (PST) should be able to: a. recognize creativity as a 21 st century skill to be developed through writing; and b. discuss writing as an expressive macro skill in the K to 12.	1.1.1 (A) 1.1.1 (A)	1. Creativity and Creative Writing 1. What is Creativity? 2. Creativity as a 21 st Century Skill 3. Why Creativity? 4. What is Creative Writing? 5. Purposes and Benefits of Creative Writing 2. Writing as a Language Macro Skill 1. Writing as an Idea, a Skill, and an Output/ Discourse 2. K to 12 English Writing Competencies including SHS Creative Writing Subject 3. Sub-skills in Writing 4. Writing Process – An Overview	<ul style="list-style-type: none"> Making a slogan on creativity as a 21st century skill to be developed Lecture discussion on writing as an expressive macro skill in the K to 12 Skype-in-the-Classroom Guest Talk with a novelist/book writer to discuss benefits of being a writer and technical skills one must have to be able to write and publish Curriculum review on the K to 12 English learning outcomes under Writing Competencies and SHS Creative Writing Subject 	<ul style="list-style-type: none"> Slogan on Creativity as a 21st century skill to be developed (focusing on Catchy Slogan Line, Creativity, and Relevance of Art Elements) Oral sharing as formative assessment about writing as an expressive macro skill in the K to 12 Competencies Analysis or Table Summary on the Writing Competencies and SHS Creative Writing Subject (focusing on Analysis of Competencies, Matching of Literature Competencies to Relevant Skills like Reading and Grammar, and Teamwork) 	1.1.1 1.1.1 1.1.1
Weeks 3-4	At the end of these weeks, the pre-service teacher (PST) should be able to: a. identify techniques in pre-writing for creative writing; and b. present plans as an important part in the creative writing process.	1.1.1 (A) 1.1.1 (A)	3. Pre-Writing 1. Pre-Writing Concerns – Role and Audience – Format and Topic – Strong Verb/ Purposes of Writing (Expressive, Poetic, Conative, Informative, Metalinguistic) 2. Intensive Planning for Writing	<ul style="list-style-type: none"> Lecture discussion on the different techniques in pre-writing for creative writing Pre-writing tasks to gather ideas 	<ul style="list-style-type: none"> Graphic organizer synthesis as formative assessment on the techniques in pre-writing for creative writing Standardized multiple choice test on the Writing Process, Parts of the Essay, Order of Organization 	1.1.1 1.1.1

<p>Weeks 5-7</p>	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. identify types, techniques and concerns in drafting for creative writing;</p> <p>b. recognize organization and development as an important part in the creative writing process; and</p> <p>c. produce essays of different types through proper organization and development.</p>	<p>1.1.1 (A)</p> <p>1.1.1 (A)</p> <p>1.1.1 (B)</p>	<p>4. Actual Writing (Drafting)</p> <ol style="list-style-type: none"> 1. Review on the Parts of the Essay <ul style="list-style-type: none"> • Introduction • Body • Conclusion 2. Arrangement of Ideas <ul style="list-style-type: none"> • Transitional Devices • Repetition and Use of Pronouns 3. Review on Order of Organization <ul style="list-style-type: none"> • Chronological • Spatial/ Descriptive • Importance • Comparison and Contrast • Cause and Effect 4. Organization of the Body 5. Review on the Types of Essay <ul style="list-style-type: none"> • Narrative (Biographical, Fictional, Personal) • Expository (Compare-Contrast, How-To, Informative) • Persuasive (Opinion, Pro-Con, Problem-Solution) • Response to Literature (Character Sketch, Plot Summary, Theme Analysis) • Research/ Report 	<ul style="list-style-type: none"> • Workshop on the types, techniques and concerns in drafting for creative writing • Group sequencing sentences to create an organized essay • Group graphic organizer making on the types of essay and their structures • Essay writing on the topic of the students' choice with proper organization and development • Consultation and feedbacking with instructor on one's essay 	<ul style="list-style-type: none"> • Workshop outputs on the different types, techniques and concerns in drafting for creative writing • Standardized multiple choice test on Arrangement of Ideas, Order of Organization, and Types of Essay • Process assessment on writing one's topic of choice • Essay Writing of a topic of one's choice (focusing on Organization and Development, Relevance of Topic, and Language Mechanics) 	<p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p>
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<p>Weeks 8-9</p>	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. identify techniques in revising and editing in creative writing; and</p> <p>b. recognize techniques in improving creativity for writing.</p>	<p>1.1.1 (A)</p> <p>1.1.1 (A)</p>	<p>5. Revising, Editing, and Proofreading</p> <ol style="list-style-type: none"> 1. Importance of Revising and Editing in Creative Writing 2. Review on Proofreading Marks <p>6. Creativity in Writing</p> <ol style="list-style-type: none"> 1. Simmering 2. Generating New Ideas 3. Improving Imagination for Creative Writing 	<ul style="list-style-type: none"> • Sharing of researches on the different techniques in revising and editing in creative writing • Short Workshop on the different techniques in revising and editing, proofreading, and generation of creative ideas for writing • Writing a reflection paper/metalog to improve creativity in writing – through a ‘Letter to Editor’ style 	<ul style="list-style-type: none"> • Journal Review on a research in Editing, Errors, Creativity in Writing, and actual Writing Skill (focusing on Discussion, Organization of Ideas, and Relevance to Creative Writing/Teaching) • Process assessment on improving text through actual revising, editing, proofreading, and generating ideas workshop tasks • ‘Letter to the Editor’ Reflection Paper/Metalog on Improving Imagination in Creative Writing (focusing on Reflection and Identified Tips for Improvement, Organization of Ideas, Use of Researches to Support Claims, and Language Mechanics) 	<p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p>
<p>Weeks 10-11</p>	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. recognize techniques and types of fiction writing; and</p> <p>b. produce fictional texts creatively.</p>	<p>1.1.1 (A)</p> <p>1.1.1 (B)</p>	<p>7. Writing Fiction and Drama</p> <ol style="list-style-type: none"> 1. Types of Fiction 2. Best Examples of Fiction and their Characteristics 3. General Reminders for Writing Fiction 4. Review on the Parts of a Story 5. Flash Fiction and Short Story Writing 6. Play Writing 	<ul style="list-style-type: none"> • Trivia quiz on fictional/drama creative texts, their authors, characters, and fan base • Finish the Story activity (oral or written) as a pre-writing exercise • Lecture discussion on the different techniques and types of fiction writing • Creating a summary table to differentiate types of fiction, how to write them, and giving examples for each • Sharing of examples for each fictional genre and analyzing their uniqueness, style of writing, plot 	<ul style="list-style-type: none"> • Finish the Story Activity Output as diagnostic assessment • Analysis on the different techniques and types of fiction writing used in sample texts as formative assessment • Fiction Writing – Flash Fiction/Short Story/Play Writing (focusing on Uniqueness and Style, Storyline Organization, and Word Choice) 	<p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p>

				<p>sequence, and other techniques used through group discussion and analysis</p> <ul style="list-style-type: none"> • Writeshop on Fiction text writing • Consultation and feedbacking with instructor or an invited fictional writer on the fiction text made 		
Weeks 12-14	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. recognize techniques and types of non-fictional prose writing; and</p> <p>b. produce non-fictional prose texts creatively.</p>	<p>1.1.1 (A)</p> <p>1.1.1 (B)</p>	<p>8. Writing Other Prose Types</p> <ol style="list-style-type: none"> 1. Non-Fiction Types and Best Examples 2. Characteristics of Creative Non-Fiction Prose 3. Creative Letter Writing 4. Writing for Reading (Expository Writing) 5. Writing for Speaking (Speech Writing) 6. Blog Writing 	<ul style="list-style-type: none"> • Writing a letter to oneself as an autobiographical entry and sending it to one's future self (through futureme.org) • Lecture discussion on the different techniques and types of non-fictional prose writing • Identifying characteristics of non-fiction prose through analyzing best examples • Differentiating non-fiction as intended to be read or spoken and debate on which is better in terms of creativity • Studying the best blogs or vlogs (in travel, fashion, gaming, food, or lifestyle) and discussing why people are hooked with their writing/documenting • Writeshop on Non-fictional prose writing • Consultation and feedbacking with instructor or an invited writer on the non-fiction prose made 	<ul style="list-style-type: none"> • Letter to Future Self Writing as diagnostic assessment • Analysis on the different techniques and types of non-fictional prose writing in sample texts as formative assessment • Non-Fiction Prose Writing – Expository Text, Speech, Blog (focusing on Accuracy of Facts, Attention to Detail and Creativity/Style, and Organization of Ideas) 	<p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p>

<p>Weeks 15-16</p>	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. recognize techniques and types of poetic writing; and</p> <p>b. produce poetic texts creatively.</p>	<p>1.1.1 (A)</p> <p>1.1.1 (B)</p>	<p>9. Writing Poetry</p> <ol style="list-style-type: none"> 1. Persona/ Enigma in Poetry 2. Imagery 3. Theme and Mood 4. Review on Figures of Speech and other Literary Devices 5. Paraphrasing Sentences and Lines in and to Poems 6. Modern Poetry Forms (Free Verse, Acrostic, Cinquain, Diamante, Concrete Poems, Senryu, etc.) 7. Poetry Writing 	<ul style="list-style-type: none"> • Writing a poem with an inanimate object as the enigma – focusing on tone of the object towards humans • Lecture discussion on persona, imagery, theme, mood, figures of speech, and literary devices in poetry • Paraphrasing famous quotes and movie lines as exercise in poetry writing and comprehension • Analyzing sample poetry texts with the usage of the techniques in poetic writing • Discussion and actual short writeshop on modern poetry forms – creating free verse, acrostic, cinquain, diamante, concrete poems, senryu, etc. • Writeshop on Poetic writing • Consultation and feedbacking with instructor or an invited poet on the original poem made 	<ul style="list-style-type: none"> • Enigma Poem as diagnostic assessment • Paraphrasing famous quotes and movie lines as formative assessment • Objective quiz on persona, imagery, theme, mood, figures of speech, and literary devices in poetry • Writing short modern poetry forms as formative assessment • Poetry Writing – Metered Poetry, Modern Poetry (focusing on Imagery, Uniqueness and Style, Word Choice, and Appropriate Tone/Mood of the Poem) 	<p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p> <p>1.1.1</p>
<p>Weeks 17-18</p>	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. judge students' texts based on fundamental elements of creative writing; and</p> <p>b. discuss concerns in teaching creative writing for students.</p>	<p>1.1.1 (A)</p> <p>1.1.1 (A)</p>	<p>10. Judging Creative Writing</p> <ol style="list-style-type: none"> 1. Elements of Writing with Style and Personality 2. Economy of Language 3. Precise Word Choice and Colorful Vocabulary 4. Specific, Concrete, Vivid Detail 5. Pleasing Sound, Rhythm, and Variety 6. Discernable Voice, Tone, and POV 	<ul style="list-style-type: none"> • Discussing the relevance of the elements of writing with style and personality through reading an article by a writer on writing • Simulation on judging Creative Writing through Peer Collaboration 	<ul style="list-style-type: none"> • Judging a Creative Writing Output (focusing on Analysis of the Writing Output, Feedback and Tips Provided to Assist Writer, and Organization of Ideas) • Group discussion/oral participation on the concerns in teaching creative writing for students as formative assessment 	<p>1.1.1</p> <p>1.1.1</p>

			<p>7. Grading Creative Writing Tasks</p> <p>8. Concerns in Creative Writing for Language Teaching and Learning</p>	<ul style="list-style-type: none"> Lecture discussion on the concerns in teaching creative writing for students Conducting a half-day Seminar-Workshop on Creative Writing to invited Elementary, JHS, SHS students with Creative Writing students as speakers/ organizers Compiling best outputs of the course through a class portfolio 	<ul style="list-style-type: none"> Class Organizing and Delivering a Seminar-Workshop (focusing on Participation and Team Effort, Relevance of Topics to Audience, Smooth Flow and Organization, Evidence of Learning from Creative Writing Course, and Impact to Audience) Class Compilation of Creative Writing Outputs (focusing on Documentation, Choice of Best Outputs, Reflections, and Collaboration and Effort) 	
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Suggested References

Baky, M. P., et al. (2010). *Boston tapestry writing 2: A revised edition of reflection and beyond*. MA Heinle and Heinle.

Conrad, B., et al. (2012). *Snoopy's guide to writing life*. Cincinnati, Ohio Writer's Digest Books.

Koppel, D. M. (2013). *The web writer's guide*. USA: Elsevier Science.

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Rawlins, J. (2015). *The writer's way*. 6th Ed. Houghton and Mifflin Company.

Robitaille, J., et al. (2013). *Writer's resources: From sentences to paragraphs*. Boston, MA Heinle Boston.

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Tate, G., et al. (2010). *A guide to composition pedagogies*. New York, Oxford University Press, Inc.

Institution Logo	Name of Institution		Date Last Revised
	College Name		Revision Date
	Department		Semester Adopted
Vision		Mission	
College Goals			
<p>Program Outcomes (from CMO No. 75, s. 2017 p. 4):</p> <p style="margin-left: 40px;">6.3.1.a. Possess broad knowledge of language and literature for effective learning.</p> <p style="margin-left: 40px;">6.3.1.d. Demonstrate proficiency in oral and written communication.</p>			

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Stylistics and Discourse Analysis	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

<p>Course Description</p> <p>This course is a language and style course that will help the pre-service English teachers in exploring primarily literary texts (prose, poetry, and drama) and acquiring research-based knowledge and skills in discourse analysis. Moreover, it focuses on the relationship between style and stylistics using stylistic devices and an explanation on how language creates meaning and effect. Therefore, they will be able to develop critical and higher-order thinking skills in reading and literary studies for their students while employing the conceptual framework and schema of linguistics and literature.</p>	<p align="center">BTIs covered</p> <p align="center">1.1.1 1.2.1</p>
<p>Course Learning Outcomes</p> <p>At the end of the course, the pre-service teachers should be able to:</p> <ul style="list-style-type: none"> A. demonstrate content knowledge of the literary, scientific, and technical aspects of language and texts through a stylistic analysis and discourse analysis; and B. demonstrate research-based knowledge on language and literature comparison, contrast, and analysis of extended meanings, purposes of texts and the author, discourse analysis in oral and written forms, and conducting discourse-based researches. 	<p align="center">BTIs covered</p> <p align="center">1.1.1 1.2.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Weeks 1-3	At the end of these weeks, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. define stylistics, style, meaning, contexts, expressiveness and emotiveness in relation to nature and goals of the study, history, and influences; b. discuss and differentiate styles, meanings, contexts, and devices and means in language and literature; and c. share one's interest in stylistic research and study through appreciation of authors' unique styles and literature as an art form. 	 1.1.1 (A) 1.2.1 (B) 1.2.1 (A)	1. An Overview of Stylistics <ol style="list-style-type: none"> 1. Nature and Goals of Stylistics 2. Rhetorics and the History of Stylistics 3. Influences: Analogists (Caesar) vs Anomalists (Cicero) 4. What is Style? <ul style="list-style-type: none"> • Norm • Individual Style • Functional Style 5. Denotative vs. Connotative, Lexical vs. Stylistic Meaning 6. Linguistic vs. Extralingual Contexts <ul style="list-style-type: none"> • Microcontext • Macrocontext • Megacontext 7. Expressiveness vs. Emotiveness 8. Expressive Means, Stylistic Devices, and Functional Means 	<ul style="list-style-type: none"> • Creating a graphic organizer on the overview of stylistics • Lecture discussion using graphic organizer made on overview of stylistics • Differentiating important terms and concepts on stylistics – influences, style, meaning, contexts, devices, and means – through a summary table • Analyzing sample texts on their denotative and connotative, lexical and stylistic meanings • Grouping task on identifying expressive means, stylistic devices, and functional means in famous paragraphs and lines of classical texts • Writing a Metalog/Short reflection on styles, meanings, contexts, and devices and means • Reading and researching on famous authors, their works, styles, and possible stylistic choices with class sharing and analysis • Planning, writing and presenting one's Analysis on a selected author's purpose, meaning, context, devices, techniques, and means across his texts • Consultation and feedbacking of instructor on one's Author Analysis with focus on purpose, meaning, context, devices, techniques, means, and process and interest in stylistic/author research 	<ul style="list-style-type: none"> • Summary table and grouping tasks as formative assessments on overview of stylistics concepts • Short quiz on the overview of stylistics • Metalog/Short Reflection on Uniqueness of Styles, Meaning of Meaning, Importance of Context and Use of Devices and Means (focusing on Reflection, Organization of Ideas, and Word Choice) • Author Analysis Performance Presentation (focusing on Analysis of Purpose, Style, Meaning, Context, Devices, and Means Used by Author, Organization of Ideas, and Word Choice) 	 1.1.1 1.1.1 1.1.1 1.2.1

<p>Weeks 4-7</p>	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. review prose genres, literary views and theories, and devices/ characteristics in the light of stylistic study;</p> <p>b. discuss a survey of prose authors, their unique styles and purposes of writing such texts; and</p> <p>c. create stylistic analyses of prose texts which are suitable for G7 to SHS English Literature.</p>	<p>1.1.1 (A)</p> <p>1.2.1 (B)</p> <p>1.2.1 (B)</p>	<p>2. Literary Prose and Drama Stylistics</p> <ol style="list-style-type: none"> 1. Review of Prose and Drama Genres 2. Survey of Prose Authors/Dramatists and their Unique Styles 3. Review of Critical Literary Views and Theories 4. Characteristics of Prose and Drama <ul style="list-style-type: none"> • Characters and Characterization • Setting and Conflict • Point of View • Plot • Theme • Prose and Dramatic Techniques • The Written Drama/ Script 5. Prose and Dramatic Meaning 6. Stylistic Analysis of Prose 	<ul style="list-style-type: none"> • Review discussion on the genres and characteristics of prose and drama • Discussing answers to reading comprehension texts to review genres and characteristics of prose and drama • Using a graphic organizer/video to review critical literary views and theories and match these views and theories to known authors • Survey discussion of prose and drama authors and their works – matching authors and their works to specific competencies, language tasks, themes, styles, and devices (i.e choosing Hugo to discuss societal themes or reading O. Henry’s short stories to identify ironies) • Planning, writing, and presenting one’s Stylistic analysis of a prose/drama text on style, genre, characteristics, other stylistic elements, and its suitability for English literature learners (according to grade level and/or age) • Consultation and feedbacking by instructor and peers on one’s Prose/Drama Stylistic Analysis 	<ul style="list-style-type: none"> • Standardized reading comprehension test focusing on genres and characteristics of prose and drama as diagnostic assessment • Oral participation on review of genres and characteristics of prose and drama, review of literary views and theories, and survey of prose/drama authors and their works as formative assessment • Prose/Drama Text Stylistic Analysis of a not so well-known author/genre/title (focusing on Choice of Text, Actual Stylistic Analysis – Genre, Elements, Purpose, Style, Meaning, Context, Devices, and Means, Organization of Ideas, and Word Choice) 	<p>1.1.1</p> <p>1.1.1</p> <p>1.1.1, 1.2.1</p>
<p>Weeks 8-11</p>	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p>	<p>1.1.1</p>	<p>3. Literary Poetry Stylistics</p> <ol style="list-style-type: none"> 1. Poetic Forms and Genres 	<ul style="list-style-type: none"> • Review discussion on the genres and characteristics of poetry 	<ul style="list-style-type: none"> • Analyzing chosen songs focusing on genres and characteristics of poetry as diagnostic assessment 	<p>1.1.1</p>

	<p>a. review poetry genres, language, devices/ techniques, and meaning in the light of stylistic study;</p> <p>b. discuss a survey of poetry authors, their unique styles and purposes of writing such poems; and</p> <p>c. create stylistic analyses of poetry texts which could be used for G7 to SHS English Literature.</p>	<p>(A)</p> <p>1.2.1 (B)</p> <p>1.2.1 (B)</p>	<p>2. Survey of Poetry Authors and their Unique Styles</p> <p>3. Language of Poetry</p> <p>4. Rhythm, Meter, and Beat</p> <p>5. Types of Feet</p> <p>6. Poetic Techniques</p> <p>7. Poetic Meaning</p> <p>8. Stylistic Analysis of Poetry/ Poetry Explication</p>	<ul style="list-style-type: none"> Analyzing songs in accordance to forms, genres, and characteristics of poetry Citing examples of rhythm, meter, types of feet, poetic techniques, and meaning in chosen songs Survey discussion of poets and their works – matching authors and their works to specific competencies, language tasks, themes, styles, and devices (i.e choosing e.e. cummings to discuss form and shape or reading Shakespeare’s sonnets and dramatic poems to pinpoint iambic pentameter measurement) Planning, writing, and presenting one’s Explication of a poem on form, genre, characteristics, other stylistic elements, and its suitability for English literature learners (according to grade level and/or age) Consultation and feedbacking by instructor and peers on one’s Poetry Stylistic Analysis/ Explication 	<ul style="list-style-type: none"> Oral participation on review of genres and characteristics of poetry and survey of poets and their works as formative assessment Poem Stylistic Analysis/ Explication of a not so well-known author/genre/title (focusing on Choice of Poem, Actual Stylistic Analysis – Genre, Elements, Purpose, Style, Meaning, Context, Devices, and Means, Organization of Ideas, and Word Choice) 	<p>1.1.1</p> <p>1.1.1, 1.2.1</p>
<p>Weeks 12-15</p>	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. define discourse analysis and its related terms and fields;</p> <p>b. identify the basics of investigating language through a discourse analysis; and</p> <p>c. apply knowledge of discourse analysis in studying a classroom-based language or a popular culture phenomenon.</p>	<p>1.1.1 (A)</p> <p>1.2.1 (B)</p> <p>1.2.1 (B)</p>	<p>4. Linguistic Stylistics and Discourse Analysis</p> <p>1. Definition of Discourse Analysis</p> <p>2. Genre Analysis</p> <p>3. Coherence and Cohesion</p> <p>4. Transcription</p> <p>5. Cataloguing and Analyzing Discourse Data</p> <p>6. Identity, Subjectivity, Power, and Discourse</p>	<ul style="list-style-type: none"> K-W-L Chart about discourse analysis Lecture discussion of concepts on Discourse analysis Sharing sample discourse analyses and discussing the basics of investigating language discourse 	<ul style="list-style-type: none"> Metalog on linguistic stylistics and discourse analysis of texts as formative assessment Oral participation on sharing and synthesis of sample discourse analysis research paper found as formative assessment Discourse Transcription on a chosen classroom language data 	<p>1.1.1</p> <p>1.2.1</p> <p>1.1.1, 1.2.1</p>

			7. Discourse Studies in the Classroom	<ul style="list-style-type: none"> Creating a short discourse transcription on a classroom-based language data or a popular culture language phenomenon 	or a popular culture phenomenon (focusing on Attention to Detail, Effort and Group Collaboration, and Organization of Transcription)	
Weeks 16-18	At the end of these weeks, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. craft a discourse analysis paper of a relevant issue/ concern in English language 	1.2.1 (B)	5. Doing an Oral and/or Written Discourse Analysis Paper	<ul style="list-style-type: none"> Review discussion on the relevance and process of discourse analysis Planning for a full-blown oral/ written discourse using data in the previous section Drafting and finalizing the discourse analysis paper Presenting through a mini-Research conference/ presenting in an organized language research conference 	<ul style="list-style-type: none"> Oral participation on the review discussion on discourse analysis Process assessment on the group's discourse analysis paper Final Discourse Paper Submitted Report and Oral Defense Presentation (focusing on Relevance of Chosen Language Issue, Actual Analysis Proper, Process of Discourse Analysis Done, and Organization of Ideas) 	1.1.1 1.2.1 1.2.1

Suggested References

Brise, J. and Pavlovski, L. (2001). *Twentieth century literary criticism: Criticism of the works of novelists, poets, and playwrights*. Detroit: Michigan: Gale Research.

Banaag, L. M. (2010). *Transworld civilizations and literature*. Mandaluyong: Books Atbp. Publishing Corp.

Fields, P. and Fowler, R. (2005). *The Routledge dictionary of literary terms*. London: Routledge.

McGeagh, E. (2006). *Poetry criticism: Excerpts from criticism of the words of the most significantly and widely studied poets*. Detroit, Michigan: Gale Group.

Institution Logo	Name of Institution		Date Last Revised
	College Name		Revision Date
	Department		Semester Adopted
Vision		Mission	
College Goals			
<p>Program Outcomes (from CMO No. 75, s. 2017 p. 4):</p> <p>6.3.1.b. Use English as a global language in a multilingual context as it applies to the teaching of language and literature.</p> <p>6.3.1.d. Demonstrate proficiency in oral and written communication.</p>			

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Translation and Editing of Text	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

<p>Course Description</p> <p>This course provides the pre-service English teachers with the principles, methods, and approaches of translation and adaptation of various literary and non-literary texts. It provides them exercises that require them to translate and adapt texts from one language to another (i.e. English to Filipino to Mother Tongue). Consequently, they will be able to demonstrate content knowledge and application of translation skills in providing contextualized materials that develop their learners’ critical, creative, and other higher-order thinking skills.</p>	<p align="center">BTIs covered</p> <p align="center">1.1.1</p>
<p>Course Learning Outcomes</p> <p>At the end of the course, the pre-service teachers should be able to:</p> <p>A. demonstrate content knowledge and application of translation theories and approaches to literary and non-literary texts through translation (conventional text translation and technology-based translation) using English, Filipino, and Mother Tongue; and</p> <p>B. compile adapted/translated/contextualized materials that develop English students’ critical and creative thinking skills in English and other languages.</p>	<p align="center">BTIs covered</p> <p align="center">1.1.1</p> <p align="center">1.1.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Weeks 1-4	At the end of these weeks, the pre-service teacher (PST) should be able to: a. identify the history, purposes, connections, and theoretical bases of translation as an applied language context; and b. discuss the relevance of context retention as a relevant process in translation from one language to the other.	1.1.1 (A) 1.1.1 (A)	1. Overview of Translation 1. History of Translation 2. Purposes of Translation 3. Translation as part of Applied Linguistics 4. Theoretical Bases of Translation (Jakobson, Holmes, Kelly) 5. Context Retention 6. Principle of Equivalence 7. Fidelity	<ul style="list-style-type: none"> Viewing funny videos on erroneous meanings or ordeals in translation as springboard to discuss the hows and whys of translation Timeline task on the history purposes, connections, and theoretical bases of translation Lecture discussion on translation as an applied linguistic study and task, theories on translation, and context retention Giving examples of translated texts to show equivalence and fidelity from source language to target language Group activity to translate given short Cebuano text to English and vice versa Think-Pair-Share (TPS) activities on the relevance of context retention as a relevant process in translation from one language to the other 	<ul style="list-style-type: none"> Timeline task, oral participation, group translation task, and TPS as formative assessment on overview of translation Short objective quiz on history, purposes, connections, and theoretical bases of translation Summarizing Translation Theories through Mind Maps (focusing on Structure of Mind Map, Creativity and Artistry, and Synthesis of Lesson on Translation) 	1.1.1 1.1.1 1.1.1
Weeks 5-8	At the end of these weeks, the pre-service teacher (PST) should be able to: a. describe and differentiate the types of translations in different contexts; and b. apply types and techniques in translating songs, poems, stories,	1.1.1 (A) 1.1.1 (A)	2. Types of Translation and Techniques in Translating 1. Interpretation as an Act of Translation 2. Sense-to-Sense and Faithful Translations 3. Literal, Legal, and Technical Translations 4. Literary Translation	<ul style="list-style-type: none"> Making a concept map of the different types of translations in different contexts Group activities to try the types of translation (sense-to-sense vs. faithful, literal vs. legal vs. 	<ul style="list-style-type: none"> Formative assessment on the different types of translations in different contexts through concept mapping and doing group activities in the types of translations 	1.1.1 1.1.1

	and non-fiction texts to English, Filipino, and Mother Tongue.		<ol style="list-style-type: none"> 5. Prose Translation 6. Poetic Translation 7. Interlingual, Intralingual, and Intersemiotic Translation Codes 8. Editing as Part of the Translation Writing Process 	<p>technical, prose vs. poetic, interlingual, intralingual, and intersemiotic) and applying translation theories/processes during the tasks</p> <ul style="list-style-type: none"> • Showing sample translated literary works and analyzing them as a class • Roundtable discussion on the role of editing in the translation writing process • Teacher’s presentation of an interpretation of a translated song as model for students’ output • Literary translation applying the types and techniques in translating songs, poems, stories, and non-fiction texts to English, Filipino, and Mother Tongue – group/pair planning, actual translation writing, practice, and presentation • Class discussion of choice of literary translation text in terms of appropriateness to grade level/ student language tasks, and competencies • Consultation and feedbacking of instructor on one’s interpretation and translation of a literary text 	<ul style="list-style-type: none"> • Interpretation of Translated Poem/Song/Stories Performance Presentation (focusing on Choice of Text, Actual Translation Faithfulness, Submission of Written Output, Continued Presence of Literary Style, and Language Mechanics) 	
Weeks 9-14	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <ol style="list-style-type: none"> a. describe and differentiate the technology-based translation types; and 	<p>1.1.1 (A)</p> <p>1.1.1</p>	<p>3. Technology-Based Translation</p> <ol style="list-style-type: none"> 1. Translation Applications – Benefits and Limitations 2. Computer-Assisted/ Machine Translation 3. Dubbing 	<ul style="list-style-type: none"> • Roundtable discussion on the technology-based translation types 	<ul style="list-style-type: none"> • Differentiation table on technology-based translation types as formative assessment • Process assessment on group Subtitling and Dubbing task 	<p>1.1.1</p> <p>1.1.1</p>

	b. apply technology-based translations in dubbing and subtitling Filipino movies to English and vice versa.	(B)	4. Subtitling	<ul style="list-style-type: none"> • Video presentation on artists' dubbing and subtitling of Filipino movies to English and vice versa • Visiting Amara.org to translate Youtube and similar videos through subtitling • Grouping and practice for original dubbing and subtitling tasks 	<ul style="list-style-type: none"> • Original Subtitling and Dubbing of a Filipino/ Cebuano Movie or Episode to English and/or vice versa (focusing on Effective Use of Technology, Actual Translation Faithfulness, Effort and Group Collaboration, and Impact of Final Output) 	1.1.1, 1.6.1
Weeks 15-18	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. discuss copyreading, role of editors, the style sheet, and grammar in order to recognize editing as an important part of the translation process; and</p> <p>b. compile translated contextualized learning materials in order to develop critical and creative skills of English learners.</p>	1.1.1 (A) 1.1.1 (A)	<p>4. Editing</p> <ol style="list-style-type: none"> 1. Review on Copyreading and Proofreading 2. Role of Editors in a Publication 3. Process of Editing and Publishing 4. The Style Sheet 5. Standard English and Review on Grammar Rules 6. Editing in the Translation Process 	<ul style="list-style-type: none"> • Mind mapping on copyreading, role of editors, the style sheet, and use of accurate grammar in texts • Analyzing sample style sheets of famous publications • Answering worksheets to review grammar rules, avoiding sentence errors, and writing effective sentences and paragraphs • Actual editing tasks – visiting a JHS/SHS English class and ask students on their difficulties in writing and help them through editing their compositions • Roundtable discussion on the role of editors, the need for grammar expertise, and openness in editing and the writing process as future teachers and linguists • Compiling translated texts appropriate as learning materials to be used to English language learners 	<ul style="list-style-type: none"> • Objective quiz on Copyreading and Proofreading symbols and Advanced Grammar and Composition concerns • Answering worksheets on grammar review as formative assessment on editing • Process assessment or Reflection writing on one's editing endeavor with students having difficulties in writing and composition and trying to help them out • Compilation of Translated Texts (focusing on Appropriateness of Translated Texts as Learning Materials, Organization of Compilation, and Group Effort and Collaboration) 	1.1.1 1.1.1 1.1.1 1.1.1

Suggested References

Haque, Z. (2009). *Translating literary prose: Problems and solution*. Retrieved on April 26, 2014 from TranslationDirectory.com

Hodges, P. (2013). *Literary approach to translation theory*. Retrieved on November 5, 2010 from <http://www.translationdirectory.com/articles/article2085.php>

Institution Logo	Name of Institution		Date Last Revised
	College Name		Revision Date
	Department		Semester Adopted
Vision		Mission	
College Goals			
Program Outcomes (from CMO No. 75, s. 2017 p. 4):			
6.3.1.f. Use technology in facilitating language learning and teaching.			

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Technology in Language Education	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

<p>Course Description</p> <p>This course directs the pre-service English teachers to focus on the design, production, utilization, and evaluation of Information and Communications Technology (ICT) materials for language instruction. It affords them to show their skills in the selection and development of an ICT-integrated and Project-based Learning Plan and the positive use of a variety of ICT-based resources in facilitating language learning and teaching.</p>	<p align="center">BTIs covered</p> <p align="center">1.3.1 4.1.1 4.5.1</p>
<p>Course Learning Outcomes</p> <p>At the end of the course, the pre-service teachers should be able to:</p> <ul style="list-style-type: none"> A. show skills in the positive use of ICT in designing and producing language learning resources; B. show skills in the development of project/problem-based/inquiry-based collaborative plans and activities using technology tools; and C. prepare developmentally-sequenced teaching-learning activities that use. 	<p align="center">BTIs covered</p> <p align="center">1.3.1 4.1.1 4.5.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Weeks 1-2	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. draw connections between concepts;</p> <p>b. discuss the importance of communication skills in relation to becoming a good digital communicator; and</p> <p>c. relate the importance of understanding copyright and fair use guidelines as a teacher.</p>	<p>1.1.1</p> <p>1.3.1 (A)</p>	<p>1. 21st Century Skills</p> <ul style="list-style-type: none"> • Communication Skills • Digital skills/Digital Citizenship 	<ul style="list-style-type: none"> • The teacher may ask students to watch the video entitled “Skills Every Child Will Need to Succeed in 21st century Dr. Laura A. Jana TEDxChandigarh” https://www.youtube.com/watch?v=z_1Zv_ECy0g • <i>Concept Mapping</i> Students may be asked to write keywords from the video in sticky notes and have these posted on the board for the teacher to process. The teacher may then present the 4Cs of the 21st Century highlighting on the importance of Communication Skills • <i>MyList</i> Students list possible answers to the question “How can one be a good digital communicator?” The teacher may then direct students to watch the video on Becoming a Good Digital Communicator https://edu.gcfglobal.org/en/communication-skills/being-a-good-digital-citizen/1/ • <i>Case Presentations</i> The teacher/students may present a case on cyberbullying or plagiarism. On plagiarism, the 	<ul style="list-style-type: none"> • Concept Map from the videos they have watched • Brochure of Communication Skills and Digital Skills • Oral Presentation on the cases of cyberbullying and plagiarism 	<p>1.1.1</p> <p>1.3.1</p>

				<p>teacher may discuss on Copyright and Fair Use Guidelines for Teachers https://www.xavier.edu/library/about/documents/Copyright_9-23-08.pdf</p>		
Weeks 3-5	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. discuss the principles, outcomes and guidelines of the K to 12 curriculum framework in English;</p> <p>b. examine the curriculum guide and come up with an alignment matrix; and</p> <p>c. explore and rationalize the use of ICT in teaching specific units/topics from the curriculum guide.</p>	<p>1.1.1</p> <p>1.3.1 (A), 4.5.1 (C)</p>	<p>2. K to 12 Curriculum Framework</p> <ol style="list-style-type: none"> Principles and guidelines of an effective language arts and multiliteracies curriculum Outcomes of the K to 12 English curriculum Components of the English curriculum Alignment of the language and literacy domains Content standards and Performance standards 	<ul style="list-style-type: none"> <i>Socratic Questioning</i> What major learning activities will help facilitate the development of 21st century skills particularly communication skills? How can ICT help teachers in making students acquire the English competencies? <i>Examining the Curriculum Guide</i> The teacher facilitates the walkthrough of the different components and features of the K to 12 English Curriculum Guide. <p>Students examine the learning competencies intended for each year level and point out some units in the curriculum guide that focus on the development of listening, speaking, reading, writing, viewing, and cultural awareness.</p> <p>The teacher may also guide students to identify specific units that can be best taught using ICT and have them rationalize it.</p>	<ul style="list-style-type: none"> Oral Engagement/ Participation Alignment Matrix of the language competencies, learning outcomes, learning activities, and assessment 	<p>1.1.1 1.3.1 4.5.1</p>
Weeks 6-7	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. compare and contrast problem-based and project-based learning approaches;</p>	<p>1.1.1 1.3.1 (A)</p>	<p>3. Nature of project-based and problem-based approaches in language teaching</p> <ol style="list-style-type: none"> Problem-based learning in language acquisition 	<ul style="list-style-type: none"> <i>Case Presentations</i> Students may be grouped and have them read research articles that talk about the integration of 	<ul style="list-style-type: none"> Professional Sharing of Articles on innovations in learning technologies and resources for language teaching 	<p>1.1.1 1.3.1 4.1.1 4.5.1</p>

	<p>b. analyze sample PBL plans and local DepEd sample plans; and</p> <p>c. examine articles on innovations in learning technologies and resources for language teaching.</p>	4.1.1 (B)	2. Teaching English with Projects/Project-based approach	<p>Problem-based Learning and Project-based Learning approaches in the teaching of English</p> <ul style="list-style-type: none"> • <i>T-Chart</i> Using a T-chart students show the similarities and differences of the two learner-centered approaches <p>Students explain how these two approaches facilitate language acquisition and development of communication skills</p> <ul style="list-style-type: none"> • <i>Reviewing Samples of Project-based Learning (PBL) Plans</i> The teacher/students may download the sample PBL plans and local DepEd sample plans to review. The students compare these two sets of sample plans. Students identify the technology tools used and describe how these tools were used to achieve the competencies intended. • <i>Group Activity (2-3 members)</i> The teacher may let students form into groups and have them choose units from the curriculum guide that can be integrated with any of the two approaches. They brainstorm and justify their choices to the class. • <i>Examining Relevant Tools</i> The teacher directs students to examine the different resources/articles in learning 	<ul style="list-style-type: none"> • T-chart showing similarities and differences of the two approaches • Infographics of Problem based learning and project-based learning plan • Evaluation/ Observation Log based from the sample PBL plans • Oral Engagement/Oral Presentation • Draft of their PBL plan • List of the possible tools they will use in the PBL plans 	
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				<p>technologies and resources for English Language Teaching Mottertam, G (2013). Innovations in learning technologies for English Language Teaching https://www.teachingenglish.org.uk/sites/teacheng/files/C607%20Information%20and%20Communication_WEB%20ONLY_FINAL.pdf</p> <p>The 2013 Free Education Technology Resources. (2012) https://www.humber.ca/centreforlearningandlearning/assets/files/Teaching%20Resources/2013_EmergingEdTech_Free-Education-Technology-Resources-eBook.pdf</p>		
Weeks 8-9	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <p>a. analyze sample learning plans; and</p> <p>b. develop problem-based/project-based learning plan integrating ICT from the identified language competencies</p>	<p>1.3.1 (A)</p> <p>4.1.1 (B)</p> <p>4.5.1 (C)</p>	<p>4. Writing a problem-based/project-based learning plan</p> <p>1. Parts of a Learning Plan</p> <p>2. Developing learning plan integrating ICT from the identified language competencies</p>	<ul style="list-style-type: none"> • <i>Group Work</i> Using the same groupings when they have to choose an approach and a unit, students can work on for their unit planning which should be ICT-integrated. Each group should represent a quarter. If possible, no repetition of units. <p>Students go over the repertoire of sample learning plans they have reviewed in the past weeks. The teacher facilitates the review of the parts and contents of the learning plan highlighting the parts where problem-based/project-based learning is/should be integrated.</p> <p>Let them identify from the sample plans the main learning activity</p>	<ul style="list-style-type: none"> • Draft of the PBL plans • Evaluation/ Observation Log/Matrix showing the different parts of the PBL plans • Alignment Matrix of the language competencies, learning outcomes, learning activities, and assessment 	<p>1.3.1</p> <p>4.1.1</p> <p>4.5.1</p>

				<p>that will require students to do inquiry activities or create projects. Lead students to the part of the sample plan where problem or project activities are indicated. (CMO No. 75, s 2017)</p> <p>The teacher should emphasize the alignment of the project (performance/product) with the acquisition of the desired competencies and outcomes.</p> <p>The teacher should guide students in the drafting of the lessons of their chosen Unit. Students should be guide on writing the objectives (for each lesson) - <i>The teacher may review as well Blooms Taxonomy of Objectives</i>; the selection of appropriate ICT-based tools for each lesson; and give students ample time in the drafting of their PBL plans for each lesson of the entire unit chosen.</p>		
Weeks 10-12	<p>At the end of these weeks, the pre-service teacher (PST) should be able to:</p> <ol style="list-style-type: none"> identify the uses of open-ended tools (productivity tools) in the teaching-learning of language; integrate these tools in their PBL learning plans; and create instructional materials using open-ended tools. 	<p>1.3.1 (A)</p> <p>4.1.1 (B)</p> <p>4.5.1 (C)</p>	<p>5. Open-ended tools and their uses in teaching and learning language skills</p> <ol style="list-style-type: none"> Using word in scaffolding student learning in a language classroom Using presentations in teaching language skills Using spreadsheets in language learning Using digital storytelling, blogging, podcasting, vodcasting in improving language skills Other technology tools and applications for teaching/learning English 	<ul style="list-style-type: none"> <i>Sharing of Experiences</i> The teacher may ask students to share their experiences in using open-ended tools as a student in the various courses they already have and describe other ways of using these tools as they plan learning activities for their PBL learning plans or language unit. <i>Creating sample outputs</i> The teacher shows samples of digital storytelling, blogging, podcasting, vodcasting etc and 	<ul style="list-style-type: none"> Oral Participation/ engagement Open-ended Tools and Rubric for evaluating instructional materials 	<p>1.3.1</p> <p>4.1.1</p> <p>4.5.1</p>

			(i.e MALL – Mobile Assisted Language Learning, QR code, Powtoon, Canva, Kahoot etc)	<p>guide students how to create these. The teacher discusses on becoming digital authors, digital storytellers and creating digital storytelling outputs using Claymation/stop motion animation, becoming podcasters and vodcasters/vloggers etc.</p> <p>The teacher may also introduce the material on <i>101 Free Tech Tools for Teachers</i> created by Lisa Greathouse and Lori Maldonado</p> <p>Students create and present to the class any of these outputs (presented above) which they can later on integrate in their PBL learning plans.</p> <p>Students also create instructional materials for their chosen unit using and/or integrating any of the open-ended tools (using word, presentation, and spreadsheets).</p>	<ul style="list-style-type: none"> • Compilation of technology tools in teaching English 	
Weeks 13-18	At the end of these weeks, the pre-service teacher (PST) should be able to: <ul style="list-style-type: none"> a. showcase through demo teaching the designed learning/unit plan; b. evaluate their own teaching demonstration and that of their classmates; and c. write their reflection log highlighting their takeaways after the demo teaching. 	<p>1.3.1 (A)</p> <p>4.1.1 (B)</p> <p>4.5.1 (C)</p>	6. Demonstration of designed Learning Plans	<ul style="list-style-type: none"> • <i>Microteaching</i> The teacher discusses the rubric for the class demonstration/microteaching and the rubric for evaluating Instructional Materials. The teacher may assign peer evaluators. <p>The teacher will also process the strengths and points to improve of the demonstration activity.</p>	<ul style="list-style-type: none"> • Rubric for microteaching and evaluating instructional materials • PBL learning plans 	<p>1.1.1</p> <p>1.3.1</p> <p>4.1.1</p> <p>4.5.1</p>

				<ul style="list-style-type: none"> • <i>Reflection Log</i> Student may write their reflection on their microteaching highlighting their key learning and their area/s of improvement in terms of how the macro skills can be strengthened and their unit planning be improved. Provide a scaffold question for their reflection. This can be posted via the class blog site/website. 	<ul style="list-style-type: none"> • Reflection Log 	
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Suggested References

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