Carlos Hilado Memorial State College
Alijis Campus | Binalbagan Campus | Fortune Towne Campus | Talisay Campus

College of Computer Studies

Revision No.	0
Date of Revision	June 28, 2021
Date of Effectivity	September 6, 2021
Page No.	**Page 1 of 27**

GENERAL EDUCATION COURSE SYLLABUS

COURSE CODE	**GECPPC**	**CREDIT UNITS**	LEC	LAB	TOTAL
			3 Units	**0**	**3**
COURSE TITLE	PHILIPPINE POPULAR CULTURE	**HOURS/ WEEK**	LEC	LAB	TOTAL
			3 hrs./wk	**0**	**3**

VISION OF THE INSTITUTION	To be a leading GREEN institution of higher learning in the global community by 2030. (GREEN stands for **G**ood governance, **R**esearch-oriented, **E**xtension-driven, **E**ducation for Sustainable Development and **N**ation-building)
MISSION OF THE INSTITUTION	WE are a green institution committed to empower the youth and life-long learners who will contribute to nation building and global transformation through quality instruction, inclusive and creative teaching-learning pedagogies, relevant research, social innovation, dynamic partnership, and active civic engagement, in a conducive and fulfilling environment for students, faculty, staff, and partners.

GENERAL EDUCATION OUTCOMES (GEO) **AND COURSE MAP**	GE LEARNING OUTCOMES	Philippine Popular Culture
	Knowledge (Intellectual Competencies)	
	1. Analyze text (written, visual, oral, etc) critically	L
	2. Demonstrate proficient and effective communication (writing, speaking, and use of new technologies)	P
	3. Use basic concepts across the domains of knowledge	L
	4. Demonstrate critical, analytical, and creative thinking	P
	5. Apply different analytical modes in problem solving	P
	Values (Personal and Civic Responsibilities)	
	1. Appreciate the complexity of the human condition;	P
	2. Interpret the human experience in various perspectives	P
	3. Examine the contemporary world from both Philippine and global perspectives	L
	4. Take responsibility for knowing and being Filipino	L
	5. Reflect critically on shared concerns	P
	6. Generate innovative practices and solutions guided by ethical standards	O
	7. Make decisions based on moral norms and imperatives	O
	8. Appreciate various art forms	P
	9. Contribute to aesthetics	O

	Carlos Hilado Memorial State College	**Revision No.**	0
	Alijis Campus | Binalbagan Campus | Fortune Towne Campus | Talisay Campus	**Date of Revision**	June 28, 2021
	College of Computer Studies	**Date of Effectivity**	September 6, 2021
		Page No.	**Page 2 of 27**

GENERAL EDUCATION COURSE SYLLABUS

	10. Advocate respect for human rights	O
	11. Contribute personally and meaningfully to the country's development	O
	Skills (Practical Skills)	
	1. Work effectively in a group	P
	2. Apply computing tools to process information effectively	P
	3. Use current technology to assist and facilitate learning and research	P
	4. Negotiate the world of technology responsibly	
	5. Create solutions to problems in various fields	O
	6. Manage one's knowledge, skills, and values for responsible and productive living	O
	7. Organize one's self for lifelong learning	O
	Legend: L – Learned P- Practiced O – Opportunity to Learn	
COURSE DESCRIPTION	The course introduces students to the Philippine Popular Culture by examining the historico- spatial condition and phenomenon of Philippine modernity in the forms of art, music, and literature arising from opportunities and demands of mass audiences, markets and mass media, and their social, economic, and political contexts (CMO 20 series 2013). Using the theories in popular culture the students will learn continuously throughout life-that will enable them to live meaningfully in a complex, rapidly changing and globalized world engaging in their community and the nation's development issues and concern that affects the Filipino culture. This course also will provide students with the necessary tools of analysis on exploring the various forms of Philippine popular culture represented in various media by utilizing the everyday contexts of power, mode of production, representations and subjectivity as critical trope. To this end, the course train students to view the world from local and global perspectives through preservation of Filipino culture to promote sustainable development despite of modernity.	
COURSE LEARNING OUTCOMES	At the end of the course, the students should be able to 1. understand and discuss critically the theoretical approaches applied to Philippine popular culture; 2. articulate how society interacts with popular culture and offer analysis on the core issues and debates based on various theoretical approaches in Popular culture; 3. evaluate Philippine popular culture from differing viewpoints and perspectives and identify the strengths and flaws of each stance in preserving Filipino culture to promote sustainable development; 4. analyze Philippine pop culture texts, videos, ads, film, fashion and cuisine to assess how they reinforce or challenge norms of their particular social and historical moment, with attention to ideas about race, gender and class;	

GENERAL EDUCATION COURSE SYLLABUS

	5. apply sociological and political analysis in Philippine popular culture that reflect and recognize moral standards and social responsibility for the development of a humane society; 6. demonstrate knowledge of the Mission of CHMSC through articulation of the contents of CHMSC's mission of a green institution that endeavors to provide excellent instruction, relevant and responsive research, extension and training services and through creation of an image of a dynamic competitive, and globally responsive CHMSCian within the content of the course.
COURSE REQUIREMENTS	1. Module activities 2. Group Presentations 3. Produce videos/digital magazines/ and other forms of digital presentation featuring the Philippine Popular Culture 4. Debate/ panel discussion 5. Quiz/Exams

GRADING SYSTEM

ASSESSMENT TOOL (General Education /Professional Educ/Major subjects	WEIGHT (%) MIDTERM GRADE MTG	WEIGHT (%) ENDTERM GRADE ETG	FINAL GRADE EVALUATION

Assessment
   Quizzes
   Outputs (performance tasks/assignments, module activities)
 Term Major Output
	20%
	 30%
	 30%
		20%
		 30%
		 30%
			FINAL GRADE =50% MTG + 50%ETG
			
			 To pass the course, the student must have a FG ≥ 75.

Examination	20%	20%	
Total	100%	100%	

LEARNING PLAN (For Flexible Learning)

GENERAL EDUCATION COURSE SYLLABUS

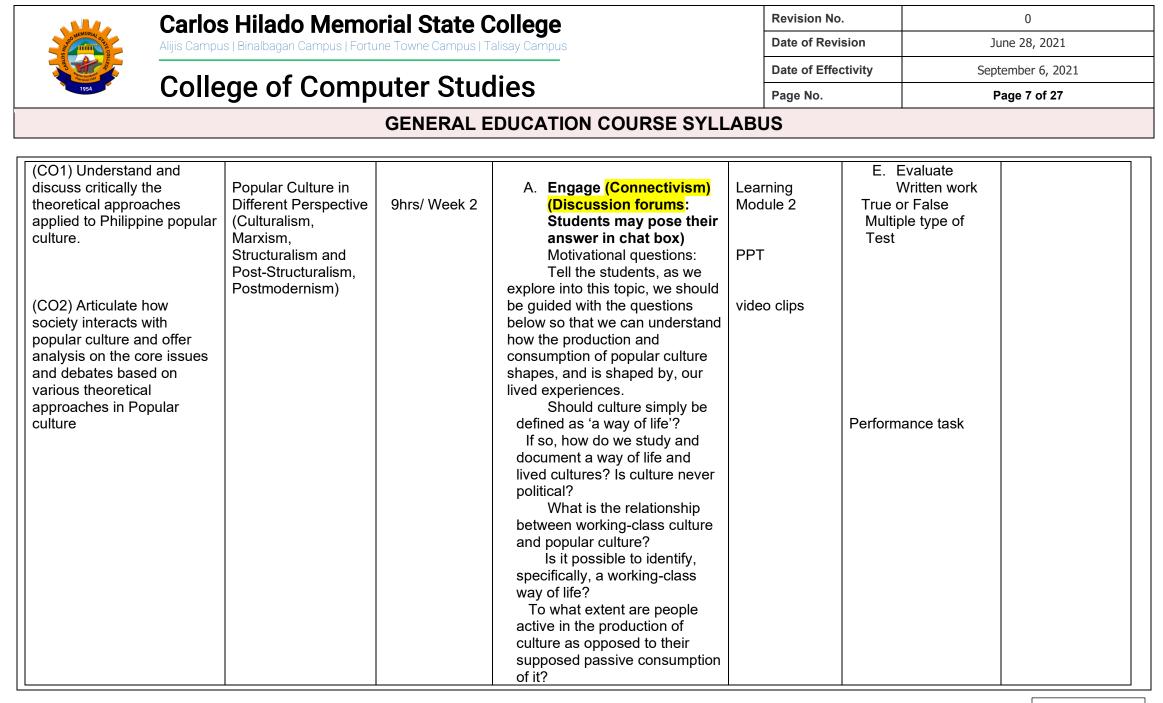| COURSE OUTCOMES (CO)	TOPICS	TIME ALLOTMENT	Outcomes-Based Teaching- Learning		Assessment	
			Teaching-Learning Activities	**Instructional Materials**	**TYPE (Written Work/Performance Task/ Major Exam)**	**Tool/ Instrument**
			Synchronous/Asynchronous Modular/Digital			
(CO 6). Demonstrate knowledge of the Mission of CHMSC through articulation of the contents of CHMSC's mission of a green institution that endeavors to provide excellent instruction, relevant and responsive research, extension and training services and through creation of an image of a dynamic competitive, and globally responsive CHMSCian within the content of the course.	CHMSC Preliminaries: Institutional Learning Outcomes as • Vision, Mission/Graduate Attributes • Goals of the College Cascaded to Program Outcomes cascaded to Course Outcomes	2 hours (Week 1)	A. Engage Motive Questions: Asking students their expectations from the college as well as from the subject. B. Explore Showing various images associated with the CHMS Vision, Mission and Core values. Student analyze the picture by writing 2 to 3 sentences opposite column of each image. C. Explain Multi-modal interpretations Students react to slides showing the VMGO of the College and the core values of a CHMSCian student through multi-modal interpretations	Learning Module 1 Lesson 1 PPT	E. Evaluate Performance Task	

GENERAL EDUCATION COURSE SYLLABUS

(CO1) Understand and discuss critically the theoretical approaches applied to Philippine popular culture.	Nature, and Concepts of Popular Culture	7hrs (Week 1)	D. Elaborate (Online Learning Model) (Individual Task) Using the worldwide web, create a picture collage that shows Core Values of Carlos Hilado Memorial State College, write a short description/values of each picture		Individual Performance task	Collage Rubric
					Performance Task-Group	Video Presentation Rubric
			A. Engage (Connectivism) Picture analysis Showing the slide with graffiti wall to the students. Asking students if the graffiti wall which draws millions of people's attention can be consider contemporary art. Then ask them, if the contemporary art is culture.	Learning Module 1 Lesson 2	E. Evaluate Written test True and False Essay writing	
			B. Explore (Practice exercises using the Kahoot) Conceptualizing the meaning of popular culture by categorizing the term into three such as culture, popular and ideology. The students will answer the given template to explore the concept of popular culture.	Kahoot.it app PPT		Essay rubric

	Carlos Hilado Memorial State College		Revision No.	0
	Alijis Campus | Binalbagan Campus | Fortune Towne Campus | Talisay Campus		Date of Revision	June 28, 2021
			Date of Effectivity	September 6, 2021
	College of Computer Studies		Page No.	**Page 6 of 27**

GENERAL EDUCATION COURSE SYLLABUS

			C. Explain <mark>(Online Learning Model)</mark> Online class discussion on nature and concept of popular culture. Lecture notes taken from the book of John Storey entitled "Cultural Theory and Popular Culture- An Introduction 7th Edition" and from Raymond Williams 'Culture and Masses' in Popular Culture: A Reader edited by R. Guins and O. Cruz. **D. Elaborate (Group Output)** <mark>**(Online Collaborative Learning/Breakout room)**</mark> Student will collaborate to answer the template given to them. Using the links given to them, the students will research on the prominent figures, their contributions, keywords associated with popular culture.			

GENERAL EDUCATION COURSE SYLLABUS

| (CO1) Understand and discuss critically the theoretical approaches applied to Philippine popular culture.

(CO2) Articulate how society interacts with popular culture and offer analysis on the core issues and debates based on various theoretical approaches in Popular culture | Popular Culture in Different Perspective (Culturalism, Marxism, Structuralism and Post-Structuralism, Postmodernism) | 9hrs/ Week 2 | A. **Engage (Connectivism) (Discussion forums: Students may pose their answer in chat box)**
Motivational questions:
Tell the students, as we explore into this topic, we should be guided with the questions below so that we can understand how the production and consumption of popular culture shapes, and is shaped by, our lived experiences.
Should culture simply be defined as 'a way of life'?
If so, how do we study and document a way of life and lived cultures? Is culture never political?
What is the relationship between working-class culture and popular culture?
Is it possible to identify, specifically, a working-class way of life?
To what extent are people active in the production of culture as opposed to their supposed passive consumption of it? | Learning Module 2

PPT

video clips | E. Evaluate
Written work
True or False
Multiple type of Test

Performance task | |

Carlos Hilado Memorial State College	**Revision No.**	0
Alijis Campus | Binalbagan Campus | Fortune Towne Campus | Talisay Campus	**Date of Revision**	June 28, 2021
	Date of Effectivity	September 6, 2021
College of Computer Studies	**Page No.**	**Page 8 of 27**

GENERAL EDUCATION COURSE SYLLABUS

			B. Explore <mark>(Online Learning Model)</mark>
			   Using the internet, interview with friends, and other means of communication, students will give one example of popular culture. They are using the template under explore Module 2 that will give them wide array of genres of popular culture rooted from the various theories.
			
			C. Explain
			   Lecture/Discussion on various theories of popular culture such as Culturalism, Marxism, Structuralism and Post-Structuralism, Postmodernism
			  To have a comprehensive knowledge on the various theories of popular culture, students need to read the excerpt taken from the book of John Storey entitled "Cultural Theory and Popular Culture- An Introduction 7th Edition", McRobbie, Angela (2005) Postmodernism and Popular
				Lecture notes in Module 2		

Carlos Hilado Memorial State College

Alijis Campus | Binalbagan Campus | Fortune Towne Campus | Talisay Campus

College of Computer Studies

Revision No.	0
Date of Revision	June 28, 2021
Date of Effectivity	September 6, 2021
Page No.	**Page 9 of 27**

GENERAL EDUCATION COURSE SYLLABUS

			Culture, Raymond Williams, 'Culture and Masses', Popular Culture: A Reader (Sage, 2005), ed. R. Guins and O. Cruz. and Marx, Karl and Engels, F (n.d) "Ruling Class and Ruling Ideas". **D. Elaborate** <mark>**(Community of Inquiry)**</mark> Based on the lecture notes and online links given, students will be able to differentiate the various theories using the diagram in Task 1 and analyze the music video using the template in Task 2 Note: Major term Output Groupwork: Students are placed into groups of three and assigned a topic to debate or panel discussion on the following issues: (Popular culture is defined by social ideals Celebrities influence the buying decisions of most people Most people will buy a product that is sold by a celebrity The popularity of soap operas will keep rising			Analysis rubric Panel discussion rubric

Carlos Hilado Memorial State College
Alijis Campus | Binalbagan Campus | Fortune Towne Campus | Talisay Campus

College of Computer Studies

Revision No.	0
Date of Revision	June 28, 2021
Date of Effectivity	September 6, 2021
Page No.	**Page 10 of 27**

GENERAL EDUCATION COURSE SYLLABUS

			The internet does not affect what people enjoy The internet affects what people like)			
(CO1) Understand and discuss critically the theoretical approaches applied to Philippine popular culture. (CO3) Evaluate Philippine popular culture from differing viewpoints and perspectives and identify the strengths and flaws of each stance in preserving Filipino culture to promote sustainable development.	Context of Philippine Popular Culture (Evolution of Philippine Popular Culture: Past & Present):	9hrs/ Week 3	A. Engage (Connectivism) Categorization of the images into common theme. Ask the students to categorize the images into classic and contemporary culture. B. Explore (OCL Theory) Collaboration work: Students will group themselves to accomplish the task. Using the worldwide web, the students will research the samples of Philippine popular culture and put them under the proper heading where in column 1 describes the various fields such as music, dance, films, TV shows, comics etc. before pre-Spanish-1898 to 1900 to present. They are going to use of the matrix under explore module 3.	Learning Module 3 PPT Lecture notes	E. Evaluate Written work Filling up the timeline chart for the history of Philippine Pop culture. Multiple Type of Test Essay	

Carlos Hilado Memorial State College

Alijis Campus | Binalbagan Campus | Fortune Towne Campus | Talisay Campus

College of Computer Studies

Revision No.	0
Date of Revision	June 28, 2021
Date of Effectivity	September 6, 2021
Page No.	**Page 11 of 27**

GENERAL EDUCATION COURSE SYLLABUS

			C. Explain Lecture/Discussion Presentation of ppt on the evolution of Philippine Popular Culture To have a comprehensive knowledge on the evolution of Philippine of popular culture, the students need to read the excerpt taken from the seminal paper of Doreen G. Fernandez entitled "Philippine Popular Culture: Dimensions and Directions. The State of Research in Philippine Popular Culture" published at Philippine Studies vol. 29, no. 1, Kritika Kultura: An Electronic Journal of Literary/Cultural And Language Studies retrieved from http://www.ateneo.edu/kritikakultura, Soledad S. Reyes entitled "Philippine Literary Studies, 1970-85: Some Preliminary Notes" and Sabangan Academic Journal Vol. 3 2017 Philippine Women's University **D. Elaborate (Online Learning Model)** Pair Think Share			Essay rubric Analysis rubric

Carlos Hilado Memorial State College
Alijis Campus | Binalbagan Campus | Fortune Towne Campus | Talisay Campus

College of Computer Studies

Revision No.	0
Date of Revision	June 28, 2021
Date of Effectivity	September 6, 2021
Page No.	**Page 12 of 27**

GENERAL EDUCATION COURSE SYLLABUS

			Based on the Evolution of Philippine popular culture discussed, the students will summarize the important events/changes happened in the Philippine popular culture. Record the events under its year, and the significant person that contribute to that event or change using the timeline chart on Elaborate portion of Module 3.			Graphic organizer rubric
			MIDTERM EXAMINATION			
(CO3) Evaluate Philippine popular culture from differing viewpoints and perspectives and identify the strengths and flaws of each stance in preserving Filipino culture to promote sustainable development. (CO4) Analyze Philippine pop culture texts, videos, ads, film, fashion and cuisine to assess how they	Philippine Popular Culture in Various Media (Internet Media, Broadcasting Media, And Print Media)	9hrs/ Week 4	**A. Engage (Connectivism)** Word Puzzle Students will be able to guess the kind of media used in Philippine popular culture with the images as the clue. **B. Explore (Online Collaborative Learning)** Collaborative work: Group students by 4. Classifying the traditional and new media.	Learning Module 4 Lectures notes Articles PPT Video clips	Written work Essay Completion of chart Theoretical analysis	Essay rubric Analysis rubric

Carlos Hilado Memorial State College

Alijis Campus | Binalbagan Campus | Fortune Towne Campus | Talisay Campus

College of Computer Studies

Revision No.	0
Date of Revision	June 28, 2021
Date of Effectivity	September 6, 2021
Page No.	**Page 13 of 27**

GENERAL EDUCATION COURSE SYLLABUS

reinforce or challenge norms of their particular social and historical moment, with attention to ideas about race, gender and class.			Using the worldwide web, the students will research the most popular culture here in Philippines and put them under the proper heading. They are going to use of the matrix on Explore portion of Module 4. **C. Explain** Lecture/Discussion Presentation of ppt on Philippine Popular Culture in various media. To have a comprehensive knowledge on Philippine Popular in various media, students will direct themselves on the following articles and websites: 1. Garchitorena (2014). Pop Culture and the Rise of Social Media in the Philippines: An Overview retrieved from http://www.columbia.edu/~ hauben/ronda2014/Culture-Philippines.pdf 2. Pertierra (2012).The New Media, Society & Politics in the Philippines retrieved from https://library.fes.de /pdf-files/bueros/asia-media/09241.pdf 3. Guioguio, Rene (2015). An Overview of the Mass Media			

Carlos Hilado Memorial State College
Alijis Campus | Binalbagan Campus | Fortune Towne Campus | Talisay Campus

College of Computer Studies

Revision No.	0
Date of Revision	June 28, 2021
Date of Effectivity	September 6, 2021
Page No.	**Page 14 of 27**

GENERAL EDUCATION COURSE SYLLABUS

			Situation in the Philippines retrieved from https://www.mom-rsf.org/uploads/tx_lfrogmom/documents/7-167_import.pdf 4. Pacis, Jessamine Joyce Caunte (2012). Popping The K-Pop Bubble: A Study On The World Of K-Pop Fandom As A Subculture retrieved from https://iskwiki.upd.edu.ph/images/4/4a/ PoppingTheK-popBubble.pdf **D. Elaborate (OCL)** **Pair Activity: Analysis of Philippine Pop Culture in radio program, music and tv show** Using the worldwide web, students will research on the most popular radio show program, music and tv shows and analyze them using the guide questions in the elaborate portion of Module 4.			Analysis rubric
(CO4)Analyze Philippine pop culture texts, videos, ads, film, fashion and cuisine to assess how they reinforce or challenge norms of their particular	Images of Philippine Popular Culture (Performance such as Festival	9hrs/Week 5	**A. Engage (Connectivism)** **Guessing game** Students will find the missing letters based on the images as the clues. The answers will guide them the idea that every	Learning Module 5	**Written work** **Performance task**	Analysis rubric for group and individual task

	Carlos Hilado Memorial State College	Revision No.	0
	Alijis Campus | Binalbagan Campus | Fortune Towne Campus | Talisay Campus	Date of Revision	June 28, 2021
		Date of Effectivity	September 6, 2021
	College of Computer Studies	Page No.	**Page 15 of 27**

GENERAL EDUCATION COURSE SYLLABUS

| social and historical moment, with attention to ideas about race, gender and class.

(CO5) Apply sociological and political analysis in Philippine popular culture that reflect and recognize moral standards and social responsibility for the development of a humane society | &Theatre, Technology, Body, and Globalization) | | image represents something whether in film, magazines, advertisements, architecture and in some other media. Images convey messages to the audience. The meaning of it, depends on the audience perception and understanding.

B. Explore (OCL)
Brainwriting: (Group activity)
Using the link provided, the students, will able to note and discuss the representation of women images in advertisement. Each member of the group will require to give 3 ideas to share within the group and come up with the summary of women representation in the advertisement. The leader will consolidate the answers of each member as the group output. | PPT

Video clips | **Group and Individual Task** | |

	Carlos Hilado Memorial State College	Revision No.	0
	Alijis Campus | Binalbagan Campus | Fortune Towne Campus | Talisay Campus	Date of Revision	June 28, 2021
		Date of Effectivity	September 6, 2021
	College of Computer Studies	Page No.	**Page 16 of 27**

GENERAL EDUCATION COURSE SYLLABUS

			C. Explain Lecture/Discussion Questions Presentation of ppt and video clips in analyzing visual images. a. Changing Representations of Women in Popular Culture b. Popular Culture and This Phenomenon in the Culture of Dressed/ Fashion c. Filipino Cultural Identity d. Performed Cultural Narrative of Kadalag-an Festival: The Representation of Victoriahanon Identity **D. Elaborate** **Pair activity** Using the world wide web, the students will download the 10 pictures of various festivals in Philippines and analyze its representation. Follow the matrix in the elaborate portion of Module 5.			

	Carlos Hilado Memorial State College	**Revision No.**	0
	Alijis Campus | Binalbagan Campus | Fortune Towne Campus | Talisay Campus	**Date of Revision**	June 28, 2021
	College of Computer Studies	**Date of Effectivity**	September 6, 2021
		Page No.	**Page 17 of 27**

GENERAL EDUCATION COURSE SYLLABUS

(CO4)Analyze Philippine pop culture texts, videos, ads, film, fashion and cuisine to assess how they reinforce or challenge norms of their particular social and historical moment, with attention to ideas about race, gender and class.	Analyses and Fissures in the of Popular Culture: Gender and Sexuality in Crime Fiction and Chick Lit (*Strong Women in Crime Fiction: Their Coping Mechanism Against Violence in Stieg Larson's The Girl with the Dragon Tattoo and Denise Mina's Garnethill	4hrs/ 6Week	**A. Engage** **Video clips Presentation** Let the students watch the trailer with this https://youtu.be/fSqa0a3mGk8 Ask the students, what kind of power the female protagonist possess? Can you name Filipino Movies with strong Female characters? What makes them strong? How can they survive in life that makes happy ending?	Learning Module 6 PPT Video Clips Articles	Performance Task Individual task Group Task	
(CO5) Apply sociological and political analysis in Philippine popular culture that reflect and recognize moral standards and social responsibility for the development of a humane society	*Female Sleuths in Chick Lit: Girl Power in Maya Calica's Undercover TaiTai and Gemma Halliday's Killer in High Heels)		**B. Explore** **Group Activity** Using the worldwide web, the students will research the top 5 Filipino movies and top 5 romance fiction novel with strong female protagonist. They are going to follow the template in explore portion of Module 6. **C. Explain** Lecture and discussion of Feminism in Philippine Popular Culture in Crime Fiction and Chick literature Let the students read the articles:			Analysis Rubric

Carlos Hilado Memorial State College Alijis Campus | Binalbagan Campus | Fortune Towne Campus | Talisay Campus **College of Computer Studies**	**Revision No.**	0
	Date of Revision	June 28, 2021
	Date of Effectivity	September 6, 2021
	Page No.	**Page 18 of 27**

GENERAL EDUCATION COURSE SYLLABUS

			1. Strong Women in Crime Fiction: Their Coping Mechanism Against Violence in Stieg Larson's The Girl with the Dragon Tattoo and Denise Mina's Garnethill (Trujillo, J. 2019). International Review of Social Sciences,7 (7), 319-331. https://irss.academyirmbr.com/archives2.php?vol=7&ver=7&yea=2019 2. Female Sleuths in Chick Lit: Girl Power in Maya Calica's Undercover TaiTai and Gemma Halliday's Killer in High Heels. (Trujillo, J. 2018). KnE Social Sciences, 3(6), 743–759. https://doi.org/10.18502/kss.v3i6.2417 **3. Elaborate Pair Activity (Motion Picture Analysis)** The students will Watch the Movie ANG BABAENG ALLERGIC SA WIFI https://youtu.be/2wZZjnduoxc They will accomplish the Motion Picture Analysis Worksheet.			Motion Picture rubric

GENERAL EDUCATION COURSE SYLLABUS

(CO4) Analyze Philippine pop culture texts, videos, ads, film, fashion and cuisine to assess how they reinforce or challenge norms of their particular social and historical moment, with attention to ideas about race, gender and class. (CO5) Apply sociological and political analysis in Philippine popular culture that reflect and recognize moral standards and social responsibility for the development of a humane society .	Showcasing The Philippine Popular Culture	5hrs/Week 6	**Live streaming via fb inclusive for the class** **Note:** This scheduled time of the week will use for the students' preparation and making their final output in showcasing the Philippine Popular Culture thru pre- recorded video.	Video	Performance Task	Performance Evaluation Rubric

REFERENCES

Adorno,T. and Hokheimer, M (1944). "The Dialectic of Enlightenment: From The Culture Industry: Enlightenment as Mass Deception."   Norton Anthology of Theory and Criticism.Ed. Vincent Leitch. New York: W.W. Norton and Company. 1220- 1240.

Bieniek, A (2015). Feminist Theory and Pop Culture. Valencia College, Orlando, USA: Sense Publishers

Bowman, Paul (2012). Chapter 1, 'Culture is (not) the Media'. Culture and the Media. Basingstoke: Palgrave. Pp. 4-25.

Carlos Hilado Memorial State College	**Revision No.**	0
Alijis Campus | Binalbagan Campus | Fortune Towne Campus | Talisay Campus	**Date of Revision**	June 28, 2021
	Date of Effectivity	September 6, 2021
College of Computer Studies	**Page No.**	**Page 20 of 27**

GENERAL EDUCATION COURSE SYLLABUS

Fernandez, Doreen (1981). *Philippine Popular Culture: Dimensions and Directions. The State of Research in Philippine Popular Culture*. Philippine Studies vol. 29, no. 1 (1981) 26–44 retrieved from http://www.philippinestudies.net/files/journals /1/articles/1645/public/1645–1642-1-PB.pdf

Fiske, John (n.d) Understanding Popular Culture:Commodities and Culture. Retrieved from http://xroads.virginia.edu/~DRBR2/fiske.pdf

Garchitorena, A. (2014) Pop Culture and the Rise of Social Media in the Philippines: An Overview. Retrieved from http://www.columbia.edu/~hauben/ronda2014/Culture-Philippines.pdf

Geertz, C. (1973). *The Interpretation of Culture.* NEW YORK: Basic Books, Inc., Puhlishers.

David, Joel (2016) How pop culture, social media played a role in Halalan 2016. The FilAm (A Magazines for Filipino and Americans in New York) retrieved from https://thefilam.net/archives/21165

Marx, Karl and Engels, F (n.d)"Ruling Class and Ruling Ideas" http://www.marxists.org/archive/marx/works/download/Marx_The_German_Ideology.pdf

McRobbie, Angela (2005) Postmodernism and Popular Culture. London and New York: Routledge

Raymond Williams, 'Culture and Masses', Popular Culture: A Reader (Sage, 2005), ed. R. Guins and O. Cruz.

Trujillo, Juliet (2019) Strong Women in Crime Fiction: Their Coping Mechanism Against Violence in Stieg Larson's The Girl with the Dragon Tattoo and Denise Mina's Garnethill. International Review of Social Sciences , 7 (7), 319-331. https://irss.academyirmbr.com/archives2.php?vol=7&ver=7&yea=2019

Trujillo, J. (2018). Female Sleuths in Chick Lit: Girl Power in Maya Calica's Undercover TaiTai and Gemma Halliday's Killer in High Heels. KnE Social Sciences, 3(6), 743–759. https://doi.org/10.18502/kss.v3i6.2417

Storey, John. (2015). *Cultural Theory and Popular Culture 7th Edition.* New York: Pearson & Longman.

Strinati, D. (2004). *An Introduction to Theories of Popular Culture Second Edition.* NEW YORK: Routledge.

GENERAL EDUCATION COURSE SYLLABUS

C L A S S P O L I C I E S (S p e c i f i c t o t h e C o u r s e)	
Pedagogical Nature and Delivery	The course implements Blended Mode of Instruction/ BMI through schoology.com. Enrollment to the said learning management system will be discussed in the classroom. This is on a flexi-learning course as the FS fieldwork requires a presentation of Action Research.
Attendance, Assignment and Submission Policies	Students are required to observe attendance in the class as monitored in the School Register Form. In case of BMI, the important dates are considered the attendance. Assignments and their submission are to be on time as announced or as scheduled in the class sessions/ BMI. Information regarding attendance and grades of students will be treated confidential.
Academic Honesty and Scholarship	All forms of dishonesty as indicated as ideal class rules in the basic and higher education is automatically equivalent to a failing grade of the academic exercise. Plagiarism is automatic "Failed" in an output.
Special Education Need and Disability Accommodation	Persons with physical/ learning disabilities are requested to see the Professor within the first two weeks of the semester. Their cases/ personal data will be disclosed within the class. A doable strategy is designed by both the Professor and student throughout the semester. Have an appointment with the Professor for his/ her consultation time.
Gender and Development Related Accommodation	All oral and written communication outputs/ class interactions are required to observe the use of gender sensitive language. The course prohibits discrimination and harassment based upon race, ethnicity, sex (including sexual assault), pregnancy, color, religion, national origin, physical or mental disability, age, marital status, sexual orientation, gender identity, and genetic information. Any student who has concerns about such behavior should reported to the Professor.
Religious Accommodation	In the academic work in the class, everybody is required to avoid conflicts with student's religious practices and/ or observances. For an exemption, the student may request reasonable accommodations. This request must be in writing, and the Professor will review the request and this may even seek for assistance from the Dean.
Academic Mentoring, Coaching and Consultation	Students who will be dropped from the class will undergo academic consultation and they will be treated with confidentially.

GENERAL EDUCATION COURSE SYLLABUS

PREPARED BY:	REVIEWED BY:	APPROVED BY:
JULIET S. TRUJILLO, Ph.D. Signature over Printed Name of Faculty	Signature over Printed Name of CRRS Chair Signature over Printed Name of CRRS Members:	Signature over Printed Name of Dean
Date: August 27, 2021	Date:	Date:

Carlos Hilado Memorial State College

Alijis Campus | Binalbagan Campus | Fortune Towne Campus | Talisay Campus

College of Computer Studies

GENERAL EDUCATION COURSE SYLLABUS

SAMPLE RUBRICS

COLLAGE RUBRIC

CATEGORY	30	22	14	6	Score
Amount of Information	Full photo analysis of 3 - 4 photographs. Contains complete factual information (what you can see) as well as complete inferred information (what you can guess because of what you see).	Full photo analysis of 3 - 4 photos. Factual and inferred information is nearly complete.	Factual and inferred information is lacking; analysis relies too much on opinion. OR Only 2 photographs are analyzed.	Photo analysis relies almost entirely on opinion. OR Fewer than 2 photographs have been completely analyzed.	
Clarity	Photographs are extremely well explained, and all assumptions are backed up with good reasons.	Photographs are well explained and all assumptions have supporting reasons.	Explanations of the photographs are a little confusing or incomplete. Supporting reasons are vague.	Explanations are confusing and incomplete. Assumptions are not supported.	
Mechanics	No grammatical, spelling or punctuation errors.	1 - 3 grammatical, spelling or punctuation errors	4 - 5 grammatical spelling, or punctuation errors.	6 or more grammatical, spelling, or punctuation errors.	
Organization	Information is very organized, brief, and too the point.	Information is organized, and too the point.	Information is organized, but the analysis is too complex or lengthy.	The information appears to be disorganized.	

GENERAL EDUCATION COURSE SYLLABUS

VIDEO PRESENTATION RUBRIC

Criteria	Excellent	Good	Fair	Not Satisfactory
Creativity (40)	The students demonstrated creative methods for creating video presentation using multi modal with the technical aspect, such as editing, sound effect and transition were very neat and appealing. (40)	The student demonstrated creative methods for creating video presentation using multi modal with the technical aspect, such as editing, sound effect and transition were neat and appealing. (30)	Some effort was given to make the video presentation. (20)	Not much effort put into making the video presentation. (10)
Organization (30)	The video was well organized and included several types of media photos/ video clips required for this assignment. (30)	The presentation was organized and included several different types of media photos/ video clips required for this assignment. (20)	The presentation was generally organized/balanced, but student may not have included various types of video clips required for this assignment. (15)	The video was not organized/ balanced. (10)
Content Knowledge (20)	The video presentation sincerely demonstrated student's understanding of the gratitude assignment. Student added extra information above what was needed. (20)	The video clearly demonstrated student's understanding of gratitude and/or assignment. (15)	The video generally demonstrated student's understanding of gratitude and/or the assignment, but a few things were lacking. (10)	The video did not demonstrate student's understanding of gratitude and/or the assignment. (5)
Format (10)	Student followed format/instruction given for this assignment and included all required information. Student may have also included something extra. (10)	Student followed format/instruction given for this assignment and included all required information. (8)	Student generally followed format/instruction given for this assignment. (5)	Student did not follow format/ instruction given for this assignment. (3)

GENERAL EDUCATION COURSE SYLLABUS

ESSAY RUBRIC

Criteria	Excellent- 10	Very Good-8	Good- 6	Needs Improvement-4	Poor-2
Content (10)	Answers are comprehensive, accurate and complete. Key ideas are clearly states, explained, and well supported with illustrations and examples	Answers are accurate and complete. Key ideas are clearly states, explained, and supported with illustrations and examples	Answers are not comprehensive or completely stated. Key ideas are addressed but not well supported with illustrations and examples	Answers are partial or incomplete. Key points are not clear. Question not adequately answered.	Did not answer the question
Organization (10)	Ideas are well organized, coherently developed and easy to understand	Ideas is mostly clear and easy to understand.	Ideas are inadequate organize or develop. Structure of the answer is not easy to understand.	Ideas are not organized and structure detract from the answer	Ideas or sentences are rambling and do not answer the question
Mechanics of writing (spelling, punctuation, grammar, clarity of prose)-10	Displays no errors in spelling, punctuation, grammar, and sentence structure	Displays one to three errors in spelling, punctuation, grammar, and sentence structure	Displays three to five errors in spelling, punctuation, grammar, and sentence structure	Displays six to nine errors in spelling, punctuation, grammar, and sentence structure	Displays more than ten errors in spelling, punctuation, grammar, and sentence structure
Total: 30					

Carlos Hilado Memorial State College
Alijis Campus | Binalbagan Campus | Fortune Towne Campus | Talisay Campus

College of Computer Studies

Revision No.	0
Date of Revision	June 28, 2021
Date of Effectivity	September 6, 2021
Page No.	**Page 26 of 27**

GENERAL EDUCATION COURSE SYLLABUS

ANALYSIS RUBRIC

Criteria	Excellent- 20-18	Very Good-17-16	Good- 15-14	Needs Improvement-13-10	Poor-9-0
Content (20)	Answers are comprehensive, accurate and complete. Key ideas are clearly states, explained, and well supported with illustrations and examples	Answers are accurate and complete. Key ideas are clearly states, explained, and supported with illustrations and examples	Answers are not comprehensive or completely stated. Key ideas are addressed but not well supported with illustrations and examples	Answers are partial or incomplete. Key points are not clear. Question not adequately answered.	Did not answer the question
Analysis (20)	Discussions/arguments are highly organized/synthesized with evidence to reveal insightful patterns, differences, or similarities related to the data needed.	Discussions/arguments are organized or synthesized with evidence to reveal insightful patterns, differences, or similarities related to the data needed.	Discussions/arguments are organized or synthesized but the organization is not effective in revealing insightful patterns, differences, or similarities related to the data needed.	Discussions/arguments are organized or synthesized but do not reveal insightful patterns, differences, or similarities related to the data needed.	Discussions/arguments list evidences but not related to the data needed
Mechanics of writing (spelling, punctuation, grammar, clarity of prose)-10	10 Displays no errors in spelling, punctuation, grammar, and sentence structure	8 Displays one to three errors in spelling, punctuation, grammar, and sentence structure	6-5 Displays three to five errors in spelling, punctuation, grammar, and sentence structure	4-3 Displays six to nine errors in spelling, punctuation, grammar, and sentence structure	2-0 Displays more than ten errors in spelling, punctuation, grammar, and sentence structure
Total: 50					

GENERAL EDUCATION COURSE SYLLABUS