



PANGASINAN STATE UNIVERSITY
Alaminos City Campus

BACHELOR OF SECONDARY EDUCATION - ENGLISH

1st Semester, S.Y 2021 – 2022

COURSE SYLLABUS

COURSE INFORMATION

COURSE CODE	Prof Ed 103
COURSE TITLE	Foundation of Special and Inclusive Education
COURSE CREDIT	3 units
CLASS HOURS	3 Hours/Week
COURSE PREREQUISITE/ CO-REQUISITE	NONE
COURSE SCHEDULE	T 1:01 – 2:30 (Asynchronous) TH 1:01 – 2:00 (Synchronous) & 2:01 – 2:30 (Asynchronous)

UNIVERSITY VISION, MISSION, QUALITY POLICY, INSTITUTIONAL OUTCOMES AND PROGRAM OUTCOMES

UNIVERSITY VISION	To become an ASEAN Premier State University by 2025.
UNIVERSITY MISSION	The Pangasinan State University, through instruction, research, extension and production, commits to develop highly principled, morally upright, innovative and globally competent individuals capable of meeting the needs of industry, public service and civil society.
QUALITY POLICY	The Pangasinan State University shall be recognized as an ASEAN premier state university that provides quality education and satisfactory service delivery through instruction, research, extension and production. We commit our expertise and resources to produce professionals who meet the expectations of the industry and other interested parties in the national and international community. We shall continuously improve our operations in response to changing environment and in support of the institution's strategic direction.
INSTITUTIONAL OUTCOMES	The Pangasinan State University Institutional Learning Outcomes (PSU ILO) are the qualities that PSUnians must possess. These outcomes are anchored on the following core values: A ccountability and Transparency, C redibility and Integrity, C ompetence and Commitment to Achieve, E xcellence in Service Delivery, S ocial and Environmental Responsiveness, and S pirituality – (ACCESS).

Anchored on these core values, the PSU graduates are able to:

1. Demonstrate through institutional mechanisms, systems, policies, and processes which are reflective of transparency, equity, participatory decision making, and accountability;
2. Engage in relevant, comprehensive and sustainable development initiatives through multiple perspectives in decisions and actions that build personal and professional credibility and integrity.
3. Set challenging goals and tasks with determination and sense of urgency which provide continuous improvement and producing quality outputs leading to inclusive growth;
4. Exhibit life-long learning and global competency proficiency in communication skills, inter/interpersonal skills, entrepreneurial skills, innovative mindset, research and production initiatives and capability in meeting the industry requirements of local, ASEAN and international human capital market through relevant and comprehensive programs;
5. Display, socially and environmentally responsive organizational culture, which ensures higher productivity among the university constituents and elevate the welfare of the multi-sectoral communities and;
6. Practice spiritual values and morally upright behavior which promote and inspire greater harmony to project a credible public image.

PROGRAM OUTCOMES		
GRADUATE ATTRIBUTES	PROGRAM OUTCOMES	PERFORMANCE INDICATORS
People's Champion	<p>PO1. Demonstrate through institutional mechanisms, system, policies, and processes which are reflective of transparency, equity, participatory decision making, and accountability.</p> <p>PO2. Engage in relevant, comprehensive, and sustainable development initiatives through multiple perspectives in decisions and actions that build personal and professional credibility and integrity.</p> <p>PO3. Set challenging goals and tasks with determination and sense of urgency which provide continuous improvement and</p>	<ul style="list-style-type: none"> ▪ Integrate the relationship of language, literature, culture, and society in the teaching-learning process.

		<p>producing quality outputs leading to inclusive growth.</p> <p>PO4. Exhibit life-long learning and global competence proficiency in communication skills, intra/interpersonal skills, entrepreneurial skills, innovative mindset, research and production initiatives and capability in meeting industry requirements of local, ASEAN and international human capital market through relevant and comprehensive programs.</p> <p>PO5. Display, socially and environmentally responsive organizational culture, which ensures higher productivity among the university constituents and elevate the welfare of the multi-sectoral communities.</p> <p>PO6. Practice spiritual values and morally upright behavior which promote and inspire greater harmony to project a credible public image.</p> <p>PO7. Articulate and discuss the latest development in the specific field of practice.</p> <p>PO9. Work effectively and independently in multi-disciplinary and multi-cultural teams</p>	
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		<p>PO10. Act in recognition of professional, social, and ethical responsibility.</p> <p>PO12 Articulate the rootedness of education in philosophical, socio-cultural, historical, psychological, and political contexts.</p> <p>PO18. Practice professional and ethical teaching standards sensitive to the changing local, national, and global realities.</p> <p>PO26. Inspire students and colleagues to lead relevant and transformative changes to improve learning and teaching language and literature.</p>	
	<p>Continuous-Innovative Learner</p>	<p>PO3. Set challenging goals and tasks with determination and sense of urgency which provide continuous improvement and producing quality outputs leading to inclusive growth.</p> <p>PO4. Exhibit life-long learning and global competence proficiency in communication skills, inter/interpersonal skills, entrepreneurial skills, innovative</p>	<ul style="list-style-type: none"> ▪ Conduct an independent investigation of a selected structure of English in the context of the language classroom. ▪ Critique selected literary pieces using appropriate literary theories. ▪ Incorporate features of English as a global language in the design of the curriculum, learning activities, and materials. ▪ Prepare an annotated reading list appropriate for a particular grade level to enhance students' reading skills.

		<p>mindset, research and production initiatives and capability in meeting industry requirements of local, ASEAN and international human capital market through relevant and comprehensive programs.</p> <p>PO8. Effectively communicate orally and in writing using both Mother Tongue and English and Filipino</p> <p>PO13. Demonstrate mastery of subject matter/discipline.</p> <p>PO14. Facilitate learning using a wide-range of teaching methodologies and delivery modes appropriate to specific learners and their environments.</p> <p>PO15. Develop innovative curricula, instructional plans, teaching approaches, and resources for diverse learners.</p> <p>PO16. Apply skills in the development and utilization of ICT to promote quality, relevant, and sustainable educational practices.</p> <p>PO17. Demonstrate a variety of thinking skills in planning, monitoring, assessing, and reporting learning processes and outcomes.</p>	<ul style="list-style-type: none"> ▪ Show the ability to enrich the curriculum to include an extensive reading list for learning language, literature, and allied fields. ▪ Conduct research concerning the teaching of language and literature. ▪ Conduct a comprehensive language profiling to identify students' needs. ▪ Conduct an analysis of assessment results to improve teaching and learning in a language classroom. ▪ Prepare one independent and one supervised technology-based lesson. ▪ Utilize a variety of oral communication forms in order to become an effective model to learners. ▪ Prepare original compositions in expository and creative writing. ▪ Employ a variety of teaching approaches, methodologies, and strategies. ▪ Design learning plans following the expectations of the curricula for Grades 7-10. ▪ Perform one independent and one supervised teaching demonstration. ▪ Construct appropriate assessment tools for the language and literature classroom. ▪ Prepare one independent and one supervised technology-based lesson.
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		<p>PO19. Pursue lifelong learning for personal and professional growth through varied experiential and field-based opportunities.</p> <p>PO20. Possess broad knowledge of language and literature for effective learning.</p> <p>PO21. Use English as a global language in multilingual context as it applies to the teaching of language and literature.</p> <p>PO22. Acquire extensive reading background in language, literature, and allied fields.</p> <p>PO23. Demonstrate proficiency in oral and written communication.</p> <p>PO24. Show competence in employing innovative language and literature teaching approaches, methodologies, and strategies.</p> <p>PO25. Use technology in facilitating language learning and teaching</p> <p>PO27. Display skills and abilities to be a reflective and research-oriented language and literature teacher.</p>	
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		PO28. Contribute to the generation of new knowledge by participating in various research and development projects.	
	Community Developer	<p>PO5. Display, socially and environmentally responsive organizational culture, which ensures higher productivity among the university constituents and elevate the welfare of the multi-sectoral communities.</p> <p>PO6. Practice spiritual values and morally upright behavior which promote and inspire greater harmony to project a credible public image.</p> <p>PO11. Preserve and promote “Filipino historical and cultural heritage”</p>	<ul style="list-style-type: none"> ▪ Draft a proposal for and implement a community-based English language or literature-based learning program. ▪ Conduct a community language profiling survey to make lessons more localized. ▪ Conduct a comprehensive language profiling to identify students’ needs.

COURSE DESCRIPTION

The course shall deal with philosophies, theories and legal basis of special needs and inclusive education, typical and atypical development of children, learning characteristics of students with special needs (gifted and talented, learners with difficulty seeing, learners with difficulty hearing, learners with difficulty communicating, learners with difficulty walking/moving, learners with difficulty remembering and focusing, learners with difficulty with self-care) and strategies in teaching and managing these learners in the regular class.

COURSE OUTCOMES

Course Outcomes: (Specific outcomes of the course/subject)

At the end of the semester, students are able to:

1. Deal with philosophies, theories, and legal basis of special needs and inclusive education;
2. Differentiate the learning characteristics of students with special needs;
3. Distinguish the teaching and learning strategies for the students with special needs;
4. Keep abreast with research, issues, trends, and practices vis-à-vis local and global context about inclusive education and person with disabilities;
5. Demonstrate/ apply skills in being a teacher of inclusive education and students with special needs; and
6. Appreciate and gain inspiration with the lives of person with disabilities.

COURSE LEARNING PLAN

Course Outcome/s	Learning Outcomes	Topics	Hours	Learning Activities (Face-to-Face and Remote Teaching)	Learning Materials and Platform	Assessment
CO4 CO5	At the end of the discussion the students should have mastered the VMGO and delivered accurate and updated content knowledge using appropriate methodologies, approaches and strategies.	Course Orientation VMGO Quality Policy Classroom Policies LMS Orientation Remote Learning Preferences	1	Virtual Instruction (Synchronous or Asynchronous whichever is accessible to the class)	Student handbook (provided by the university) Course Guide and Study Guide MS Teams	Q and A Application
CO1 CO2 CO3 CO4 CO5 CO6	At the end of the chapter you will be able to: a. Discuss the meaning and significance of diversity; b. Demonstrate the use of Loden’s Wheel of Diversity; and c. Support diversity as a positive component of	CHAPTER 1: UNDERSTANDING DIVERSITY I. Definition II. Loden’S Diversity Wheel a. How to use diversity wheel b. The diversity Whee III. Ability (and disability) as a dimension of diversity IV. The Dilemma of Diversity	3	Virtual Instruction (Synchronous or Asynchronous whichever is accessible to the class) Reading Individual / Group work Cooperative learning task	Aligada-Halal, et.al. (2020), Foundations of Special and Inclusive Education, Rex Bookstore Inc Inciong, et. al., 2010, Introduction to Special- A textbook for College Students- First Edition, Rex Book Store Publishing Inc.	Activities Interviews Written Quiz Socratic Method

	relationships, education and organizations.			Collaboration through Google Docs		
CO1 CO2 CO3 CO4 CO5 CO6	At the end of the chapter you will be able to: a. Create a safe, inclusive, and culturally responsive learning environment for students with additional needs; b. Use knowledge of general and specialized curricula to individualize learning for students with additional needs; and c. Demonstrate reflective thinking and professional self-direction.	CHAPTER 2: UNDERSTANDING DIVERSITY through the years: SPECIAL AND INCLUSIVE EDUCATION I. MODELS OF DISABILITY a. The Moral/Religious Model b. The biomedical / individual model c. The functional / rehabilitation model d. The social model e. Rights-based model and twin track approach II. What is Special Needs education? III. Why Inclusion? IV. The 2030 Agenda	3	Virtual Instruction (Synchronous or Asynchronous whichever is accessible to the class) Content Focus Brainstorming Cooperative learning task Peer teaching Games	Aligada-Halal, et.al. (2020), Foundations of Special and Inclusive Education, Rex Bookstore Inc MS Teams Inciong, et. al., 2010, Introduction to Special- A textbook for College Students- First Edition, Rex Book Store Publishing Inc. Andas, Celia B. (2012). <i>Special Topics Vol. II.</i> Lorimar Publishing Inc. Garcia, Claro. M. (2006). <i>Managing Children with Special Needs.</i> Sampaloc Manila, Philippines : Rex Book Store INC	Personality Drawing Quiz/Essay Activities Group Task Objective test Inquiry-based Assessment
CO1 CO2 CO3 CO4	At the end of the chapter you will be able to: a. Respond effectively to educational needs of	CHAPTER 3: MAKING SCHOOLS INCLUSIVE, A UNIFYING FRAMEWORK I. Creating Inclusive Cultures	3	Virtual Instruction (Synchronous or Asynchronous whichever is accessible to the class)	MS Teams Aligada-Halal, et.al. (2020), Foundations of Special and	Activities

<p>CO5 CO6</p>	<p>students with additional needs; and b. Create safe, inclusive, and culturally responsive learning environments for students with additional needs.</p>	<p>a. What stakeholders can do b. Special Education Vs. Mainstreaming Vs. Inclusive Education II. Producing inclusive policies III. Evolving Inclusive Practices a. Universal Design for Learning b. Differentiated Instruction</p>		<p>Buzz Session Individual / Group work Cooperative learning task Peer teaching Story-based reading</p>	<p>Inclusive Education, Rex Bookstore Inc Inciong, et. al., 2010, Introduction to Special- A textbook for College Students- First Edition, Rex Book Store Publishing Inc. Andas, Celia B. (2012). <i>Special Topics Vol. II</i>. Lorimar Publishing Inc. Garcia, Claro. M. (2006). <i>Managing Children with Special Needs</i>. Sampaloc Manila, Philippines : Rex Book Store INC</p>	<p>Written Quiz Reflection Inquiry-based Assessment</p>
<p>CO1 CO2 CO3 CO4 CO5 CO6</p>	<p>At the end of the chapter you will be able to: a. Enumerate the processes involved in Child Find through the pre-referral process; b. Identify the assessment tools, methods, and principles in working with children with additional needs; c. identify the different placement within in continuum;</p>	<p>CHAPTER 4: COMPONENTS OF SPECIAL AND INCLUSIVE EDUCATION I. Child find through a pre-referral process a. Pre-referral process b. Pre-referral strategies II. Assessment a. Assessment purposes b. Methods of assessment c. Assessment principles III. Placement IV. Accommodations and Curricular Modifications</p>	<p>4</p>	<p>Virtual Instruction (Synchronous or Asynchronous whichever is accessible to the class) Reading Individual / Group work Cooperative learning task Peer teaching</p>	<p>MS Teams Aligada-Halal, et.al. (2020), Foundations of Special and Inclusive Education, Rex Bookstore Inc Inciong, et. al., 2010, Introduction to Special- A textbook for College Students- First Edition, Rex Book Store Publishing Inc.</p>	<p>Activities Interviews Written Quiz Questioning</p>

	<p>d. compare accommodations and curriculum modifications; and</p> <p>e. Identify ways how to involve parents as part of the homeschool collaboration.</p>	<p>V. Parent Involvement</p> <p>a. Home-School Communication</p> <p>b. Other ways to involve parents</p>		<p>Peer Feedback</p>	<p>Andas, Celia B. (2012). <i>Special Topics Vol. II</i>. Lorimar Publishing Inc.</p> <p>Garcia, Claro. M. (2006). <i>Managing Children with Special Needs</i>. Sampaloc Manila, Philippines : Rex Book Store INC</p>	<p>Peer Evaluation</p>
<p>CO1 CO2 CO3 CO4 CO5 CO6</p>	<p>At the end of the chapter you will be able to:</p> <p>a. Identify typical and atypical milestones in the various stages of child development; and</p> <p>b. Differentiate typical and atypical development of children in various stages of their development.</p>	<p>CHAPTER 5: TYPICAL AND ATYPICAL DEVELOPMENT AMONG CHILDREN</p> <p>I. Child Development and its importance</p> <p>II. Child Development Theories</p> <p>a. Psychosocial Development Theory of Erik Erikson</p> <p>b. Cognitive Developmental Theory of Jean Piaget</p> <p>c. Sociocultural theory of Lev Vygotsky</p> <p>d. Social Learning Theory of Albert Bandura</p> <p>III. Typical and Atypical Development</p> <p>IV. Domains of Development</p> <p>V. Stages on Child Development</p>	6	<p>Virtual Instruction (Synchronous or Asynchronous whichever is accessible to the class)</p> <p>Buzz Session</p> <p>Individual / Group work</p> <p>Cooperative learning task</p> <p>Peer teaching</p> <p>Word Cloud</p>	<p>MS Teams</p> <p>Aligada-Halal, et.al. (2020), <i>Foundations of Special and Inclusive Education</i>, Rex Bookstore Inc</p> <p>Inciong, et. al., 2010, <i>Introduction to Special- A textbook for College Students- First Edition</i>, Rex Book Store Publishing Inc.</p> <p>Andas, Celia B. (2012). <i>Special Topics Vol. II</i>. Lorimar Publishing Inc.</p> <p>Garcia, Claro. M. (2006). <i>Managing Children with Special Needs</i>. Sampaloc Manila, Philippines : Rex Book Store INC</p>	<p>Application</p> <p>Activities</p> <p>Group Presentation</p> <p>Written Quiz</p> <p>Inquiry-based Assessment</p>

MIDTERM EXAMINATION							
CO1 CO2 CO3 CO4 CO5 CO6	At the end of the chapter you will be able to: a. Identify the various additional needs learners might have; b. Differentiate the additional needs from one another; and c. Recognize the characteristics of learners with additional need.	CHAPTER 6: LEARNERS WITH ADDITIONAL NEEDS	4	Virtual Instruction (Synchronous or Asynchronous whichever is accessible to the class)	MS Teams Online Video Documentaries		
		I. Learners who are gifted and Talented a. Definition b. Identification c. Learning Characteristics d. General Education Adaptation	4				
		II. Learners with difficulty seeing a. Definition b. Identification c. Learning Characteristics d. General Education Adaptation	4	Brainstorming Individual / Group work Cooperative learning task Peer teaching	MS Teams Online Video Documentaries Aligada-Halal, et.al. (2020), Foundations of Special and Inclusive Education, Rex Bookstore Inc	Activities Group Presentation Written Quiz	
		III. Learners with difficulty hearing a. Definition b. Identification c. Learning Characteristics d. General Education Adaptation	4	Mnemonic Strategy Panel Discussion Flipped Classroom Interactive Game	Inciong, et. al., 2010, Introduction to Special- A textbook for College Students- First Edition, Rex Book Store Publishing Inc.	Inquiry-based Assessment Recitation Questions	
		IV. Learners with difficulty Communicating a. Definition b. Identification	4	Question- generation Strategies Individual / Group work Cooperative learning task	Andas, Celia B. (2012). <i>Special Topics Vol. II.</i> Lorimar Publishing Inc. Garcia, Claro. M. (2006). <i>Managing Children with Special Needs.</i> Sampaloc	Checklists Objective Test Interviews Activities Interviews	

		<ul style="list-style-type: none"> c. Learning Characteristics d. General Education Adaptation <p>V. Learners with difficulty moving/walking</p> <ul style="list-style-type: none"> a. Definition b. Identification c. Learning Characteristics d. General Education Adaptation <p>VI. Learners with difficulty remembering and focusing</p> <ul style="list-style-type: none"> a. Definition (LD & ADHD) b. Identification(LD & ADHD) c. Learning Characteristics d. General Education Adaptation <p>VII. Learners with difficulty with Self-Care</p> <ul style="list-style-type: none"> a. Definition b. Identification c. Learning Characteristics d. General Education Adaptation 	<p>4</p> <p>4</p> <p>4</p>	<p>Peer teaching</p> <p>Lecture with group activity</p> <p>Brainstorming</p> <p>Individual / Group work</p> <p>Cooperative learning task</p> <p>Peer teaching</p> <p>Interactive Game Activities</p> <p>Panel Discussion</p> <p>Mnemonic Strategy</p>	<p>Manila, Philippines : Rex Book Store INC</p>	<p>Group Presentation</p> <p>Objective Test</p> <p>Output: Instructional Materials (ppt, audio - visual aids, charts, etc.)</p>
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<p>CO1 CO2 CO3 CO4 CO5 CO6</p>	<p>At the end of the chapter you will be able to:</p> <p>a. Discuss what marginalization means; and</p> <p>b. Identify different marginalized groups.</p>	<p>CHAPTER 7: LEARNERS IN OTHER MARGINALIZED GROUPS</p> <p>I. Marginalization in Education</p> <p>II. Marginalization and Inclusion</p> <p>III. Different Learners in Margalized Groups</p> <p>a. Child Laborers / Domestic Worker</p> <p>b. Indigenous People</p> <p>c. Abused Children</p> <p>d. Refugees or displaced children</p> <p>e. Children in conflict zones</p>	<p>4</p>	<p>Virtual Instruction (Synchronous or Asynchronous whichever is accessible to the class)</p> <p>Buzz Session</p> <p>Individual / Group work</p> <p>Cooperative learning task</p> <p>Peer teaching</p> <p>Mnemonic Strategy</p>	<p>MS Teams</p> <p>Online Video Documentaries</p> <p>Aligada-Halal, et.al. (2020), Foundations of Special and Inclusive Education, Rex Bookstore Inc</p> <p>Inciong, et. al., 2010, Introduction to Special- A textbook for College Students- First Edition, Rex Book Store Publishing Inc.</p> <p>Andas, Celia B. (2012). <i>Special Topics Vol. II.</i> Lorimar Publishing Inc.</p> <p>Garcia, Claro. M. (2006). <i>Managing Children with Special Needs.</i> Sampaloc Manila, Philippines : Rex Book Store INC</p>	<p>Activities</p> <p>Recitation</p> <p>Group Presentation</p> <p>Written Quiz</p> <p>Inquiry-based Assessment</p> <p>Lesson Planning</p>
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FINAL EXAMINATION

COURSE REFERENCES AND SUPPLEMENTAL READINGS

Books and E-books

1. Aligada-Halal, et.al. (2020), Foundations of Special and Inclusive Education, Rex Bookstore Inc
2. Recto, A. S. (2005). *Foundations of Education (Anthropological, Psychological, and Moral) Vol. I.* Sampaloc Manila, Philippines : Rex Book Store INC.

C. Electronic Sources

- [Thriving in the Face of Adversity | Stephanie Buxhoeveden | TEDxHerndon - YouTube](#)

3. Recto, A. S. (2005). *Foundations of Education (Historical, Philosophical, Legal, Theological) Vol. II*. Sampaloc Manila, Philippines : Rex Book Store INC.
4. Roberta Kanfman & Robert Wandbreg, 2010. *Powerful Practices for High-performing Special Educators*.
5. Andas, Celia B. (2012). *Special Topics Vol. II*. Lorimar Publishing Inc.
6. Garcia, Claro. M. (2006). *Managing Children with Special Needs*. Sampaloc Manila, Philippines : Rex Book Store INC.
7. Corpuz and Salandanan, (2009). *Methods of Teaching*. Lorimar Publishing Inc
8. Corpuz and Salandanan, (2003). *Principles and Strategies of Teaching*. Lorimar Publishing Inc.
9. Taag,et.al. (2013). *General Psychology*. IPM Publishing Inc.
10. Zulueta & Maglaya, (2004). *Foundations of Education*. National Bookstore.

[Differentiated Instruction: Why, How, and Examples - YouTube](#)

[The Gift of Adversity | Marcus Aurelius Andersen | TEDxCoMo - YouTube](#)

[Universal Design for Learning: UDL - YouTube](#)

B. Journals/Magazines

1. Rayner, Steve (2007). *Managing Special and Inclusive Education*, Sage Publication Inc.
2. Mitchell, David (2008). *What Really Works in Special and Inclusive Education, Using evidence-based teaching strategies*, Routledge Taylor and Francis Group, London and New York
3. Salvia, J. , Ysseldyke J.E., & Bolt, S. (2010), *Assessment in Special and Inclusive Education, 11th Edition*, Wadsworth Cengage Learning

COURSE REQUIREMENTS

1. There will be formative and summative tests to evaluate your performance in the course. Formative tests in our course include quizzes, activities (reflection/ reaction/ analysis, etc.) and class participation (in-class discussions, recitation, board work, sharing, etc.). Summative tests, on the other hand, include midterm exam, final exam, and unit tests (unit assessment tests in your textbook).
2. Formative Tests:
 - 2.1 The **quizzes** will test what you have learned during the entire chapter (maximum of 2 chapters). There will be six quizzes (3 for midterm and 3 for final grading) in our entire course. Each quiz is a combination of objective (either identification, true or false or multiple choice) and essay (short answer) types.
 - 2.2 The **activities** are used to supplement what you have learned in a particular topic during face-to-face lecture or discussion. Guide questions will be provided or guidelines and will require you short answers.
 - 2.3 The required **papers** (case analysis, short film/video clip analysis, situation analysis and reflection essays) are all home-based. These papers are outputs to the assigned readings and are basically provided with cases or situations guided by questions or statements to reflect on.
 - 2.4 **Class participation** is based on both attendance in discussion (both face-to-face and online remote modes) as well as the extent of your active participation, which includes recitation, involvement in board works or plays, raising questions, giving ideas, sharing experiences, and making comments pertinent to the topic at hand.
3. Summative Tests:
 - 3.1 The **midterm** and **final exams** are major exams that will test what you have learned collectively and comprehensively in the course.
4. For submission of homework during remote teaching mode, unless otherwise indicated, please send them on or before the deadline to the official MS Teams virtual classroom or my email address (bobalgua@psu.edu.ph). When you contact me through email, please indicate in the subject of the email your course, name

and the activity title (e.g. BSEd EL/MH-JuanDelaCruz-Activity1). Names of attachments (documents or photos) should also be renamed following the same format.

ASSESSMENT AND GRADING

- Written Outputs**

1. Quizzes (Announced and Unannounced)
2. Exams (Midterm and Final Examination)
3. Reflection Papers / Essays / Lesson Plan/ Unit Plan

- Performance Outputs**

1. Individual assignment and group/pair activities
2. Recitation/reports, role-play activities and/or attendance to webinars
3. Instructional Materials

Grading System:

Midterm Grade:

Midterm Exam	40%
Quizzes/Participations	30%
Home-Based/Online Activities	<u>30%</u>
	100%

T-Final Grade:

Final Exam/Performance	40%
Quizzes/Participations	30%
Home-Based/Online Activities	<u>30%</u>
	100%

Final Grade = (Midterm Grade + T-Final Grade)/2

COURSE POLICIES AND EXPECTATIONS

Class Attendance (Article 2, Section 14 of PSU Student Handbook)

1. A student who has a record of ten (10) unapproved absences from the class, and/or has been absent for more than 20 percent of the required number of hours without any valid reason are automatically dropped from the subject
2. Approved absences are limited only to illness as certified by a physician, death of a family member, official and authorized representation of Campus/ University in official function/ activities and other reasons as may be deemed justified by the faculty concerned.
3. For excused absences, it is the student’s responsibility to seek out missed assignments. Students should check the class FB page or group messenger and other students for notes, handouts, etc.

Academic Honesty and Class Conduct

1. Plagiarism and other forms of intellectual dishonesty will not be tolerated. An automatic grade of 5.00 will be given to submitted homework, report and research.
2. Cheating in Examination and Quizzes (Article 14, Section 1-n of PSU Handbook)
 - 1st Offense: Automatic grade of 5.00 in the particular examination where cheating occurred. Referral to guidance counselling.
 - 2nd offense: Automatic grade of 5.0 if done on the same subject and/or other subjects and suspension for one semester.

3rd offense: Automatic grade of 5.0 in the subjects) and suspension of one semester to dismissal from the institution.

Lecture Class Policies (Residential Face-to-face Class)

1. Please wear your face masks at all times. Bring your own alcohol, soap, ballpen, paper and other materials. Strictly no borrowing of things.
2. Please stay home if you are unwell.
3. Attendance in the class signifies readiness to participate in class discussions and activities.
4. A student is responsible for his/her absence
5. A student will be automatically marked DRP (Dropped) after eight (8) consecutive absences.
6. Requirements must be submitted within the designated date of submission.
7. All school rules will be followed as stated in the student handbook
8. Late work: Deductions will be given however, leniency will be observed.
9. Others (agreed upon by the class)

Lecture Class Policies (Online Class – Synchronous)

1. Wear a decent casual dress during web conference.
2. No foul words during online discussions.
3. Observe punctuality and courtesy
4. Private conversations during web conferencing are not allowed.
5. Respect shall be observed for the teacher and students.
6. Cheating and plagiarism not tolerated.
7. On-time submission of requirements as agreed during class orientation.

Classroom Expectations (Residential and Online)

1. **Be Prepared.** You and only you are responsible for your grade. Earn the good grade you deserve by coming to class prepared. Complete reading assignments and other homework before class so that you can understand the lecture and participate in discussion. Have your homework ready to submit.
2. **Be Participative.** Be ready and willing to participate in classroom discussions. Contribute proactively to class discussions, offer ideas or ask questions.
3. **Be on Time.** Seat plan will be used for the checking of attendance. Any student who is not seated on his/her designated area once the class started will be considered tardy.
4. **Be Respectful.** Any action that bothers another student or the teacher or any disruptive behavior in class is considered disrespectful. Demonstrate proper respect for teachers, other students, and school property. Listen to others and evaluate ideas on their own merit.

FACULTY CONTACT INFORMATION

NAME	
DESIGNATION	
MOBILE PHONE NUMBER	
E-MAIL ADDRESS	

CONSULTATION SCHEDULE	Wednesday (8:00 am - 5:00pm)		
OFFICE LOCATION	Purita Braganza Building – CTE Deans Office		
Prepared by: Faculty, Secondary and Professional Education Department	Checked by: Chairperson, Secondary and Professional Education Department	Recommended by: _____ Dean, College of Teacher Education	Approved: _____ Campus Executive Director Alaminos City Campus