



## **OUTCOMES-BASED EDUCATION (OBE) COURSE SYLLABUS**

### **LTNG 227 -- Instructional Materials Development for Special Academic Needs** First Semester, A.Y. 2021 - 2022

#### **I. UNIVERSITY INFORMATION**

##### **1. Vision of the University**

A globally competitive university for science, technology, and environmental conservation

##### **2. Mission of the University**

Development of a highly competitive human resource, cutting-edge scientific knowledge and innovative technologies for sustainable communities and environment.

##### **3. VSU Quality Policy Statement**

The Visayas State University (VSU) is a higher education institution created by law to provide excellent instruction, conduct relevant research and foster community engagement that produce highly competent graduates necessary for the development of the country. Toward this end, we, at the Visayas State University, commit to:

- produce highly competent, quality and world-class manpower in science and technology (S&T), especially for agriculture, environmental management and industry who are proficient in communication skills, critical thinking and analytical abilities
- generate and disseminate relevant knowledge and technology that lead to improved productivity, profitability and sustainability in agriculture, environment and industry,
- satisfy the needs of the industry, the community and government sector who are in need of quality graduates and technology ready for commercialization through the establishment, operation, maintenance and continuous improvement of a Quality Management System which is aligned with the requirements of ISO 9001:2008.

  
**EDGARDO E. TULIN**  
President  
v0 07-16-2019

##### **4. Goal and Objectives of Graduate School**

- Goal.  
Produce high quality manpower in agriculture and its allied fields through graduate education to serve the development needs of the region.
- General Objective.  
To strive for excellence in graduate education for regional growth and rural development.

- **Specific Objectives**
  1. To offer graduate courses to teachers, researchers, extension workers, administrators and other professionals.
  2. To train and guide graduate students in conducting productive and independent research studies relevant to agriculture and its allied fields.
  3. To design and implement innovative strategies for the enhancement of managerial and leadership skills of professional and development workers.
  4. To strengthen personal discipline and moral character of graduate students to better serve their clientele.

## II. PROGRAM INFORMATION

1. Name of the Program	<b>Master of Science in Language Teaching (MS-LT)</b>
2. CHED CMO Reference	CMO no.36, s. 1998 (Policies and Standards on Graduate Education)
3. BOR Approval	BOT Resolution No. 6, s. 1992 (January 21, 1992)

### 6. Program Educational Objectives and Relationship to Institution Mission

Program Educational Objectives	Mission*		
	a	b	c
a. To provide a focused study for English language professionals in pursuing their advanced knowledge and skills of English language teaching across professions.	/	/	/
b. To enhance the graduate students' English language proficiency as well as deepen their understanding of the theory and practice of language teaching as a discipline.	/	/	/
c. To present appropriate approaches, methods, strategies, and techniques required to challenge the different phases of the academe and stakeholders in areas of instruction, research, extension and production in relation to professional practice, trainings, conferences, arts, and leadership roles in language teaching in local or international setting.	/	/	/

\*a - development of a highly competitive human resource, b - cutting-edge scientific knowledge, c - innovative technologies for sustainable communities and environment

## III. COURSE INFORMATION

1. Course Code	<b>LTNG 227</b>
2. Course Title	<b>Instructional Materials Development for Special Academic Needs</b>
3. Pre-requisite	<b>COI</b> (Consent of Instructor)
4. Co-requisite	<b>None</b>
5. Credit	<b>3 units</b>
6. Semester Offered	<b>First Semester AY 2021-2022</b>
7. Number of hours	<b>3 hours per week</b>
8. Course Description	<b>The course focuses on the English Language Teaching (ELT) instructional materials development, design, and other instructional resources from the digital media.</b>

### 7. Program Outcomes (POs) in relation to the Program Educational Objectives (POEs)

**Vision:** A globally competitive university for science, technology, and environmental conservation.  
**Mission:** Development of a highly competitive human resource, cutting-edge scientific knowledge and innovative technologies for sustainable communities and environment.

Program Outcomes (POs)		Program Educational Objectives				
		1	2	3	4	5
a.	Articulate a substantive and pragmatic view of the English language as a discipline and across all professions;	/	/	/	/	/
b.	Communicate in English (both oral and written) as well as foster a critical and analytical perspective on the theory and practice of language teaching in the academe as applied in professional settings and in the corporate world;	/	/	/	/	/
c.	Facilitate the use of the English language to promote cultural understanding;	/	/	/	/	/
d.	Teach English communication skills in a high-level state-of-the-art instruction for every day communication, leadership, supervision, and to pursue research in English language studies;	/	/	/	/	/
e.	Enhance creativity, resourcefulness, and critical thinking among graduate students through interpreting and evaluating critical ideas, values, and themes that appear in literary and cultural texts as well as in the modes of communication; and	/	/	/	/	/
f.	Engage in English language extension and production blending knowledge of the different subfields of linguistics and linguistics updates in the digital world.	/	/	/	/	/

### 8. Course Outcomes (COs) and Relationship to Program Outcomes (POs)

After completing this course, the student must be able to perform the following COs:	Program Outcomes Code												
	a	b	c	d	e	f	g	h	i	j	k	l	m
<b>CO1</b> To discuss instructional materials design in a technology-based learning.	I	E	D	I	E	D							
<b>CO2</b> To explicate instructional materials development, teaching demo, and syllabus production.	E	E	D	I	E	D							
<b>CO3</b> To generate knowledge on how to produce and use the different teaching aids, learning assessments, and instructional modules.	D	E	D	I	E	D							

*Legend: I – Introductory, E – Enabling, D – Demonstrative*

*Each letter indicates the expected level of competency that each CO should provide for each PO.*

### 9. Course Content and Plan

Week	Topics	Learning Outcomes	Teaching and Learning Activities		Assessment Tasks
			Teaching Activities	Learning Activities	
CO1: To discuss instructional material design in a technology-based learning. CO2: To explicate instructional materials development, teaching demo, and syllabus production.					
1-5	*Class Orientation *Values Reorientation	1. To deepen understanding on the existence of	1. Printed Modules/ Online Classes	●Podcasts ●Web quests ●Blogging ●Vlogging	***Module 1 Pretest  ● Summarizing

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<p>(character values, work values, personal values) -----</p> <p><b>Module No. 1</b> (Instructional Materials Design and Development)</p> <p><b>Lesson 1.1</b> (Instructional Materials Design)</p> <p><b>Topics:</b> *Instructional Materials *International Materials Rationale *Examples of Instructional Materials Content Types * Instructional Design *Preparing Instructional Materials *Digital Learning Glossary</p> <p><b>IM Photos --</b> IM Photo #1: Instructional materials can help learners become more creative and resourceful. IM Photo #2: Instructional materials facilitate students' learning. IM Photo #3: Tangible and online instructional materials can enrich students' experiential learning. IM Photo #4: Exposing the students to a variety of</p>	<p>instructional materials in a teaching-learning environment.</p> <p>2. To explicate the importance of instructional design and categorize the different instructional design models based on their relevance to the subject matter.</p> <p>3. To familiarize with some digital learning terms and relate them to different traditional and technology-based learning.</p> <p>4. To analyze the learning domains (cognitive, psychomotor, and affective) with their corresponding teaching-learning strategies.</p> <p>5. To create artistic projects based on the students' knowledge and skills in instructional design and <i>creatives</i>.</p>	<ul style="list-style-type: none"> <li>● Lecture</li> <li>● Digital Media</li> <li>● Open Educational Resources (OERs)</li> <li>● PowerPoint presentation</li> <li>● Apps</li> <li>● Demonstrations</li> </ul> <p><b>2. Blended Learning (BL)</b></p> <ul style="list-style-type: none"> <li>● Enriched Virtual BL</li> <li>● Project-based BL</li> <li>● Self-directed BL</li> <li>● Supplemental BL</li> <li>● The Flex Model BL</li> <li>● The Online Driver Model BL</li> <li>● Master-based BL</li> </ul>	<ul style="list-style-type: none"> <li>● Journal writing</li> <li>● Focus listing</li> <li>● Peer quizzes</li> <li>● Talk-it-out</li> <li>● Daring Doodles</li> <li>● Oral recitations</li> <li>● Seatwork</li> </ul> <p><b>***Learning Tasks/Activities</b></p> <p><b>A. Make a diagram, chart, or grid with definitions and explanations about the cognitive (knowing), psychomotor (doing), and affective (feeling) learning domains when it comes to formulating instructional goals and objectives.</b></p> <ol style="list-style-type: none"> <li>1. How can the instructional materials be used to achieve instructional goals inasmuch as within the instructional process?</li> <li>2. How do the three domains (cognitive, psychomotor, and affective) take part to the two major aspects of an instructional situation? <ol style="list-style-type: none"> <li>1.) the setting under which the instruction will take place</li> <li>2.) the objective relating to the learning outcomes</li> </ol> </li> </ol> <p><b>B. Submit sample printed instructional materials (flyer, leaflet, pamphlet, and brochure).</b></p> <ol style="list-style-type: none"> <li>1. Describe each of the printed materials focusing on the design, content, and message.</li> <li>2. Derive at least 2 goals and 2 objectives from each of the above-mentioned</li> </ol>	<ul style="list-style-type: none"> <li>● Probing</li> <li>● Memory matrix</li> <li>● Quizzes</li> <li>● Projects</li> <li>● Researches</li> <li>● Concept maps</li> <li>● Dramatization</li> <li>● Role playing</li> <li>● Play production</li> <li>● Quiz show</li> <li>● Talk show</li> <li>● Twitter board</li> </ul> <p><b>***Assessment</b> Submit a compilation of the different <b>Projected and Non-projected instructional materials</b> for Linguistics and Literature courses. The compilation must have the following items to consider:</p> <ol style="list-style-type: none"> <li>1. Cover page (<i>Title</i>)</li> <li>2. <i>Submitted by</i> and <i>Submitted to</i></li> <li>3. Introduction</li> <li>4. Discussion <ol style="list-style-type: none"> <li>4.1 Projected and Non-projected instructional materials</li> <li>4.2 Possible lessons for each kind of Instructional material and how they are to be presented</li> </ol> </li> </ol> <p><b>***Due date:</b> September 2021</p>
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	<p>instructional materials enables them to develop their critical thinking.</p> <p><b>Values integration:</b>  <i>Respect, Stability, Optimism, Serenity, Cooperation</i></p>			<p>printed materials.</p> <p>3. What lesson on Linguistics could be best presented in a brochure? Elucidate why.</p> <p><b>C. Have a Google search on the factors in designing instructional materials.</b></p> <p>1. Explain the factors in designing instructional materials. Cite your sources.</p> <p>2. According to Malley, (1998), some of these factors include learners, context resources and facilities, personal confidence and competence, copyright compliance, and time. Which do you think are the 3 most complicated factors in designing instructional materials? Illustrate why.</p> <p>3. Based on your own experience, what other factors do you know in designing instructional materials?</p> <p><b>D. Design Creatives: Pass a T-shirt, blouse, or coat depicting your views on "Life's instructional materials" as shown in IMPhoto #1.</b></p> <p>1. Explain the text printed on your T-shirt/blouse/coat.</p> <p>2. Evaluate your project based on your self-made rubrics/criteria. Explicate your score.</p> <p>3. Based on what you have written (project), what do you think is the ultimate goal of a mentor/teacher/professor when it comes to their teaching</p>	
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				profession?	
6-10	<p><b>Lesson 1.2</b> (Instructional Materials Development)</p> <p><b>Topics:</b> *Developing Instructional Materials * Creating and Adapting Didactic Materials</p> <p><b>IM Photos --</b> IM Photo #5: Study guides and Instructional manuals can enhance students' intellect and precision.</p> <p><b>Values integration:</b> <i>Insight, Compassion, Authenticity, Focus, Productivity</i></p>	<p>1. To generate knowledge through instructional materials development illumination.</p> <p>2. To write sample lesson plans and perform a teaching demo based on a Task-based or PPP Lesson Plan.</p> <p>3. To produce two (2) sample syllabi for Linguistics and Literature courses.</p>	<p>1. Printed Modules/ Online Classes</p> <ul style="list-style-type: none"> <li>● Lecture</li> <li>● Digital Media</li> <li>● Open Educational Resources (OERs)</li> <li>● PowerPoint presentation</li> <li>● Apps</li> <li>● Demonstrations</li> </ul> <p>2. Blended Learning (BL)</p> <ul style="list-style-type: none"> <li>● Enriched Virtual BL</li> <li>● Project-based BL</li> <li>● Self-directed BL</li> <li>● Supplemental BL</li> <li>● The Flex Model BL</li> <li>● The Online Driver Model BL</li> <li>● Master-based BL</li> </ul>	<ul style="list-style-type: none"> <li>● Podcasts</li> <li>● Web quests</li> <li>● Blogging</li> <li>● Vlogging</li> <li>● Journal writing</li> <li>● Focus listing</li> <li>● Peer quizzes</li> <li>● Talk-it-out</li> <li>● Daring Doodles</li> <li>● Oral recitations</li> <li>● Seatwork</li> </ul> <p><b>***Learning Tasks/Activities</b></p> <p>A. Read and examine the two sample lesson plans presented below (<i>Task-based Lesson Plan and PPP Lesson Plan</i>). Write your own Task-based Lesson Plan and PPP Lesson Plan. Choose your own Student Level, Function, Form, Lesson Title, etc. Follow the template as indicated.</p> <p>A1. *Task-based Lesson Plan Student Level: Advanced Function: Mysteries of Anatomy (Poem) Form: Vocabulary</p> <p>A2. *PPP Lesson Plan Student Level: Grade 5</p> <p>Lesson Title: Identifying Subject and Predicate In A Sentence</p> <p>Lesson Materials: Pocket chart, cartolina, index cards</p> <p><b>Aims:</b> 1. Students will be able to identify simple subject and simple predicate in a sentence. 2. Students will be able to point out the complete subject and the complete predicate in a sentence. 3. Students will be able to distinguish a sentence from a sentence fragment.</p> <p><b>Assumptions:</b> 1. Students know the parts of speech. 2. Students know what a sentence is.</p>	<ul style="list-style-type: none"> <li>● Summarizing</li> <li>● Probing</li> <li>● Memory matrix</li> <li>● Quizzes</li> <li>● Projects</li> <li>● Researches</li> <li>● Concept maps</li> <li>● Dramatization</li> <li>● Role playing</li> <li>● Play production</li> <li>● Quiz show</li> <li>● Talk show</li> <li>● Twitter board</li> </ul> <p><b>***Assessment</b> Write a sample syllabus for the courses "Introductory Linguistics" and "Western Literary Works".</p> <p><b>***Module 1 Posttest</b></p> <p><b>***Midterm Exam</b></p> <p><b>***Due date:</b> October 2021</p>



				<p><b>Assessable Outcome:</b> This lesson gives the students the building blocks they need to succeed in an English class.</p> <p><b>Answer the following questions:</b></p> <ol style="list-style-type: none"> <li>What are the advantages of Task-based Lesson Plan to PPP Lesson Plan?</li> <li>What are the weaknesses and disadvantages of the Task-based Lesson Plan?</li> <li>What are the advantages of the PPP Lesson Plan to Task-based Lesson Plan?</li> <li>What are the weaknesses and disadvantages of the PPP Lesson Plan?</li> <li>Submit a 15-20 minute video production with you having a teaching demo based on a Task-based or PPP Lesson Plan.</li> </ol> <p><b>B. Have a Google search on the types of syllabus used in English and Literature courses.</b></p> <ol style="list-style-type: none"> <li>Explain and describe each type of syllabus.</li> <li>Enumerate the parts or the components.</li> </ol> <p>Pass a 5-8 minute video production for your oral presentation of the types of syllabus.</p>	
<b>CO3: To generate knowledge on how to produce and use the different teaching aids, learning assessments, and instructional modules.</b>					
11-14	<p><b>Module No. 2</b> (Teaching Aids, Classroom Assessment Techniques, and Instructional Materials in the Academe)</p> <p><b>Lesson 2.1</b> (Teaching Aids)</p> <p><b>Topics:</b></p>	<p>1. To discuss the different visual and audio-visual teaching aids, and associate them with the nature of the subject matter for a more vivid lesson</p>	<p>1. Printed Modules/ Online Classes</p> <ul style="list-style-type: none"> <li>● Lecture</li> <li>● Digital Media</li> <li>● Open Educational Resources (OERs)</li> <li>● PowerPoint presentation</li> <li>● Apps</li> <li>● Demonstrations</li> </ul> <p>2. Blended Learning (BL)</p> <ul style="list-style-type: none"> <li>● Enriched Virtual</li> </ul>	<ul style="list-style-type: none"> <li>● Podcasts</li> <li>● Web quests</li> <li>● Blogging</li> <li>● Vlogging</li> <li>● Journal writing</li> <li>● Focus listing</li> <li>● Peer quizzes</li> <li>● Talk-it-out</li> <li>● Daring Doodles</li> <li>● Oral recitations</li> <li>● Seatwork</li> </ul> <p><b>***Learning Tasks/Activities</b></p> <p><b>A. Draw six (6) magic wands based on</b></p>	<p><b>***Module 2 Pretest</b></p> <ul style="list-style-type: none"> <li>● Summarizing</li> <li>● Probing</li> <li>● Memory matrix</li> <li>● Quizzes</li> <li>● Projects</li> <li>● Researches</li> <li>● Concept maps</li> <li>● Dramatization</li> <li>● Role playing</li> <li>● Play production</li> </ul>

	<p>*Visual and Audio-visual Aids</p> <p>*Using Technology in ESL Instruction</p> <p>*Essential ESL Teaching Tools</p> <p>*Ways to Teach English with Technology</p> <p><b>IM Photos --</b></p> <p>IM Photo #6: Printed materials production can develop students' resourcefulness and creativity.</p> <p>IM Photo #7: Seminar-Exhibit, recorded performance, and oral production make way for the students to showcase their prowess and versatility.</p> <p><b>Values integration:</b> <i>Honor, Trust, Justice, Truth, Industry</i></p>	<p>presentation.</p> <p>2. To examine and select appropriate technology-based teaching tools and devices to keep updated with instructional materials timeliness.</p> <p>3. To reinforce lesson coverage by researching further about the characteristics and use of color in instructional materials design and development.</p> <p>4. To illustrate and create images while interpreting the contents of the subject matter.</p> <p>5. To present different kinds of projected and non-projected instructional materials and compile them to serve as a reference portfolio.</p>	<p>BL</p> <ul style="list-style-type: none"> <li>● Project-based BL</li> <li>● Self-directed BL</li> <li>● Supplemental BL</li> <li>● The Flex Model BL</li> <li>● The Online Driver Model BL</li> <li>● Master-based BL</li> </ul>	<p>their respective empowerment spells. The color of the magic wands depends on the correct answer that you are going to fill in the blank. Note that if your answer is wrong, the color of the wand is also wrong. After producing the image, answer the following questions that follow.</p> <p><b>Instruction:</b> Fill in the blank with the appropriate color from the list: <b>red, yellow blue, green, purple, pink</b></p> <p><b>Wand #1:</b> Star-filled wand of deepest _____, show me what is loyal and true.</p> <p><b>Wand #2:</b> Bold _____ wand, give me strength today and help me chase mischief-makers away!</p> <p><b>Wand #3:</b> Little _____ wand, so cheerful and pretty, bring me a friend who is smart and witty.</p> <p><b>Wand #4:</b> Magic wand of _____ bright, lead me to wisdom and insights.</p> <p><b>Wand #5:</b> Bright _____ wand, filled with glee, bring me joy and creativity!</p> <p><b>Wand #6:</b> _____ wand, made from vine and tree, bring luck and prosperity to me!</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. If you think that all of your answers (correct colors indicated) are correct or if you are not sure with your answers, what could be your reasons?</li> <li>2. What do you know about the meanings of colors? Support your explanation with examples.</li> <li>3. What is the importance of "color choice" in the production of instructional materials/teaching aids? Cite your sources.</li> </ol> <p><b>B. Search for three (3) participants to perform</b></p>	<ul style="list-style-type: none"> <li>● Quiz show</li> <li>● Talk show</li> <li>● Twitter board</li> </ul> <p><b>***Assessment</b></p> <p>Pass a portfolio of the different kinds of Technology-based Instructional Materials. Describe each kind supported by images or illustrations.</p> <p><b>***Due date:</b> November 2021</p>
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				<p>the "Relationship Magic". After 5 days, interview them one by one.</p> <ol style="list-style-type: none"> <li>1. Write your report supported with images, graphs, and charts.</li> <li>2. What can you say about the final instruction indicated in the last paragraph (But, oh... be awesome.)?</li> <li>3. What could be the meanings or beliefs behind the materials indicated in the Relationship Magic"?</li> <li>4. Explain the significance of using the images, graphs, and charts indicated in your report in #1.</li> <li>5. Submit a PowerPoint presentation or a Prezi of your report.</li> </ol> <p><b>*Relationship Magic (modified from the book written by Samuels, 2000)</b>  <b>Wanna Meet Someone Special?</b>  Do you have crushes? Wanna say this one day "I'm with someone"? How would you like to try this spell?  <b>These stuff:</b> pink or red pen or pencil, 4-6-inch piece of paper, bud vase, water, 7-Up, white/pink/red rose  <b>Just when:</b> Anytime you feel passionate during your free time  <b>Just how:</b> 1. Using the paper or pencil, make a <i>Wish List</i> of everything you would like in someone special.  2. Fill the bud vase three-fourths full with water. Add a dash of 7-Up (to bring you sweet love).  3. Roll your <i>Wish List</i> around the stem of the rose, and place it in the vase, saying:  <i>Rose of love, and water sweet,  A special love I want to meet.</i>  But, oh, Ghur! You can't just sit down there and wait for graces. Go out, explore, and meet people. Try a new activity or sport or be active in your community or church services. Smile and make an extra mile, yeah, reach out! No to flirting though. Just get real and be awesome.</p>	
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15-18	<p><b>Lesson 2.2</b> (Classroom Assessment Techniques and Instructional Materials in the Academe)</p> <p><b>Topics:</b> *Checking Classroom Assessment Techniques *Instructional Materials (IMs) Development in the Academe *Major Types of IMs in the Academe</p> <p><b>IM Photos --</b> IM Photo #8: Awards and recognition make learning more productive and valuable to students and teachers as well.</p> <p><b>Values integration:</b> <i>Prestige, Intuition, Initiative, Harmony, Ingenuity</i></p>	<ol style="list-style-type: none"> <li>To construct and deliver modified Classroom Assessment Techniques (CATs) to adapt to the present setting.</li> <li>To write and produce samples of the major types of IMs in the academe.</li> <li>To design, develop, and submit a semi-detailed instructional module in Linguistics and Literature courses.</li> </ol>	<p><b>1. Printed Modules/ Online Classes</b></p> <ul style="list-style-type: none"> <li>● Lecture</li> <li>● Digital Media</li> <li>● Open Educational Resources (OERs)</li> <li>● PowerPoint presentation</li> <li>● Apps</li> <li>● Demonstrations</li> </ul> <p><b>2. Blended Learning (BL)</b></p> <ul style="list-style-type: none"> <li>● Enriched Virtual BL</li> <li>● Project-based BL</li> <li>● Self-directed BL</li> <li>● Supplemental BL</li> <li>● The Flex Model BL</li> <li>● The Online Driver Model BL</li> <li>● Master-based BL</li> </ul>	<ul style="list-style-type: none"> <li>● Podcasts</li> <li>● Web quests</li> <li>● Blogging</li> <li>● Vlogging</li> <li>● Journal writing</li> <li>● Focus listing</li> <li>● Peer quizzes</li> <li>● Talk-it-out</li> <li>● Daring Doodles</li> <li>● Oral recitations</li> <li>● Seatwork</li> </ul> <p><b>***Learning Tasks/Activities</b></p> <p><b>A. Write sample CATs in any of the Linguistics or Literature subject topics/lessons using the following strategies indicated. After writing your CATs, write your Answer Key.</b></p> <ol style="list-style-type: none"> <li>Content, Form, and Function Outline</li> <li>Concept Maps</li> <li>Application Cards</li> <li>Focused Autobiographical Sketch</li> <li>Process Analysis Journal</li> </ol> <p><b>Answer Key:</b></p> <ol style="list-style-type: none"> <li>(CFFO)</li> <li>(CM)</li> <li>(AC)</li> <li>(FAS)</li> <li>(PAJ)</li> </ol> <p><b>B. Review the lesson coverage in Module 1 and Module 2. Present any topic/lessons from the coverage in 5-8 minutes using the following:</b></p> <ol style="list-style-type: none"> <li>Powtoon</li> <li>Pixtoon</li> <li>Zaption</li> </ol> <p><b>C. Google search about writing workbooks, manuals, and handbooks.</b></p> <ol style="list-style-type: none"> <li>Write a sample part of the manual and handbook. Focus on the content area.</li> <li>Among the three (workbook, manual, and handbook), which is the easiest and the most difficult to make? Why?</li> <li>Write a complete (15-20 pages) Workbook for this Learning Guide in LTNG 227. *</li> </ol>	<ul style="list-style-type: none"> <li>● Summarizing</li> <li>● Probing</li> <li>● Memory matrix</li> <li>● Quizzes</li> <li>● Projects</li> <li>● Researches</li> <li>● Concept maps</li> <li>● Dramatization</li> <li>● Role playing</li> <li>● Play production</li> <li>● Quiz show</li> <li>● Talk show</li> <li>● Twitter board</li> </ul> <p><b>*** Assessment</b> Write a sample syllabus for the courses "Introductory Linguistics" and "Western Literary Works".</p> <p><b>***Module 2 Posttest</b></p> <p><b>***Final Exam</b></p> <p><b>***Due date:</b> December 2021</p>
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## 10. Life-long Learning Opportunities

- a. **Creativity:** Emotional, cognitive, deliberate, spontaneous
- b. **Problem-solving:** Trial and error, algorithm, heuristic
- c. **Critical thinking:** Clarity, precision, accuracy, relevance, depth, breadth, logicalness, significance, fairness
- d. **Leadership:** Clarity, decisiveness, courage, passion, humility
- e. **Communication:** Clarity, attention, feedback, informality, consistency, timeliness, adequacy
- f. **Collaboration:** Cooperation, assertiveness, autonomy, responsibility, accountability, communication, coordination, mutual trust and respect
- g. **Information management:** Design, develop, manage, use information with insight and innovation
- h. **Adaptability:** Perpetual optimism, showing extraordinary resilience
- i. **Curiosity:** Diverse, epistemic, emphatic
- j. **Reflection:** Technological, situational, deliberate, dialectal

## 11. Contribution of Course to Meeting the Professional Component (%)

General Education: 100%

Core Courses: 100 %

Field of Specialization (MS-Language Teaching): 100 %

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### 13. Course Assessment and Evaluation

The performance of students will be assessed and evaluated based on the following:

#### A. Midterm Grade (MG)

1. Learning tasks/activities, assessments, orals, projects, assignments, etc.	70%
2. Midterm Exam	<u>30%</u>
	100%

#### B. Grade After Midterm (GAM)

1. Learning tasks/activities, assessments, orals, projects, assignments, etc.	70%
2. Final Exam	<u>30%</u>
	100%

#### C. Final Grade (FG)

FG = GAM (2/3) + MG (1/3)

### Grading System (60% Passing)

Range	Grade	Range	Grade	Range
96-100	1.00	68 - 71	2.50	96-100
92-95	1.25	64 - 67	2.75	92-95
88-91	1.50	60 - 63	3.00	88-91

### 14. Course Policies

- The official virtual classroom is VSU E-Learning Portal (<https://elearning.vsu.edu.ph> ). A class orientation will be done in relation to the use and navigation of the platform.
- ZOOM or Google Meet will be used for web-conferencing and real-time class meetings. Username



and password link will be posted in VSU E-Learning Portal.

Attending the virtual meeting is highly encouraged but not compulsory. If you cannot attend due to internet connection limitation, there is no problem. Just keep up with the lessons and do all the necessary exercises required of you.

The virtual meeting is our avenue for synchronous learning. Class interaction and participation is encouraged. Sharing of ideas, giving feedback about your outputs, and other related concerns in the subject will be done during this time.

- c. All requirements shall be submitted in this address: [parmis.annie@gmail.com](mailto:parmis.annie@gmail.com).
- d. The **LTNG 227 -- Instructional Materials for Special Academic Needs** Study Guide is our official instructional material in this subject. It will serve as your guide for the whole semester. Whether you have internet connection or not, use it.
- e. There will be no deductions for late submissions of requirements or exercises.
- f. Term Examinations are given twice: Midterm and Final.
- g. If you have any inquiries/clarifications, you may contact the course instructor during official class schedule; Monday through Friday only.
- h. Lastly, as we embark in this "new normal", let us have an open mind and heart as we adjust in this new way of delivering the teaching-learning process and still continue to aim for quality in education.

These course policies serve as our written agreement for the whole semester. If there are any changes to enhance the class learning opportunity within the semester, it will be communicated accordingly.

**\*Classroom Policies:**

1. Following instruction is a must.
2. Cheating is strictly prohibited.
3. Take home quizzes, assignments, and projects must be passed on time.
4. Criteria are set for evaluating performance. Students must satisfy each criterion to pass the course.
5. Non-compliance of any requirement would mean an incomplete grade.

**15. Course Materials and Facilities Available**

Instructional Modules, PowerPoint presentations, Lecture notes, Laptop, Handouts , etc.

**16. Revision History**

Revision number	Date of Revision	Date of implementation	Highlights of Revision
2	September 2021	- Onwards -	

**17. Preparation**

	Name	Signature	Date Signed
Prepared by	ANNIE A. PARMIS		

**III. INSTRUCTOR/PROFESSOR INFORMATION**

1. Name of Instructor/Professor	Annie A. Parmis
2. Office and Department	Department of Liberal Arts and Behavioral Sciences (DLABS)
3. Telephone/Mobile Numbers	09154384726
4. Email Address	<a href="mailto:parmis.annie@gmail.com">parmis.annie@gmail.com</a>
5. Consultation Time	4:00 to 5:00 pm MWF/TThF

## 18. Department Instructional Materials Review Committee:

Committee	Name	Signature	Date Signed
Member	Cherry N. Rola		
Member:	Maria Vanessa E. Gabunada		
Chairperson:	Jett C. Quebec		

	Name	Signature	Date Signed
Verified by:	ANABELLA B. TULIN Dean, Graduate School		
Validated by:	NANCY D. ABUNDA Head, IMD		

### Note:

- 1) The number of POs will depend on each degree program offered
- 2) COs and Relationship to POs
  - a. (I) - **Introductory** – an Introductory Course to an outcome
  - b. (E) - **Enabling** – an Enabling Course or a course that strengthens the outcome
  - c. (D) - **Demonstrated** – a Demonstrative Course or a course demonstrating an outcome.

*Note: A copy of the test paper with answer key shall be attached to the TOS for review of the DIMRC. After approval the test paper will be returned to the concerned faculty and will not be attached to the TOS when submitted to the College Dean and OHIMD.*

### REMINDER:

1. *The author should not be part of the DIMRC.*
2. *\*If the author is the Department Head, he/she will be replaced by another chairperson from among the senior faculty members.*
3. *\*\*If the author is the College Dean, the Head of Instructional Materials Development will approve.*
4. *Follow the next higher supervisor, no same person*
5. *For the component campuses, if the author is the College Dean, the Director for Academic Affairs will approve.*
6. *If the author is the Department Head and at the same time the College Dean, the Director for Academic Affairs will be the Chairperson of the DIMRC, and the Chancellor will approve it.*

*(3) Distribution of copies: OHIMD, Department, Faculty*