

**Vision**

An internationally recognized university for cultural continuity and technological innovations that transforms lives and fosters sustainable development

**Mission**

MPSPC shall pursue responsive instruction and innovation to produce resilient and highly accountable leaders who promote transformational governance and contribute to sustainable development while rooted to their cultural heritage

**Major Thrust**

- T** – Transformational curriculum and instruction for international education
- R** – Relevant production and sustainable resources generation programs across professional areas
- A** – Accessible and equitable learning resources and student services and development
- N** – Noteworthy partnerships and extension services towards sustainable communities
- S** – Sustainable Development Goals integration to programs, projects, and activities
- F** – Functional leadership that cultivates personnel development amidst changing higher education landscapes
- O** – Organizational strengthening toward self-managing units and efficient delivery of services
- R** – Responsive local and global linkages in harmony with the industrial revolution and Internalization endeavors
- M** – Modern research-based solutions through responsive, innovative technologies and active knowledge generation

**SAE CORE VALUES**

- Professionalism
- Resiliency
- Inclusivity
- Moral Integrity
- Excellence



Republic of the Philippines  
**Mountain Province State Polytechnic College**  
Bontoc, Mountain Province

**COURSE SYLLABUS**  
**2<sup>nd</sup> Term S.Y.2023-2024**

**Course Number:** Lit 11

**Descriptive Title:** Cordillera Literature

**Pre-requisite Course/s:** none

**Course Credits:** 3

**Contact Hours/Week:** 3 hours/week, 54 hours/semester

**Course Description:** This course is designed to raise the student’s awareness and appreciation of the unique literary genres in Cordillera literature. Its scope includes representative samples from the traditional and contemporary literature in the cordillera ranging from oral (verbal and performing arts) to contemporary written literary texts. This course would also look into how women and men are portrayed in the literary pieces.

**I. OUTCOMES**

**A. INSTITUTIONAL LEARNING OUTCOMES**

1. Exhibit technical knowledge skills and professional ethics in the practice of the different fields of accounting towards global competitiveness
2. Responsibly apply eco-friendly and advanced technologies towards environmental sustainability, food security, and sufficiency

3. Confidently drive sound business decisions to gain competitive advantage over entrepreneurial, financial, and business engagements across local and global context
4. Effectively demonstrate skills in the conduct of public safety and peace and order using criminological principles
5. Design and implement engineering projects, systems and processes applying mathematics, engineering principles, modern technologies, and IT tools for the protection of people and the environment
6. Demonstrate holistic knowledge of and excellent skills in the tourism industry across all local and international contexts
7. Innovatively design and develop information technology solutions
8. Provide compassionate and proactive professional health care to individuals of various characteristics and illnesses in local and international settings
9. Proficiently demonstrate current techniques of office practice and procedures
10. Ethically manifest political involvement and good governance in various forms of public engagement
11. Manifest pedagogical, technological, and technical skills and content knowledge across the various allied disciplines for responsive teaching
12. Exhibit a significant level of expertise-based autonomy and accountability in highly specialized fields of professional leadership for innovation, research, and development management
13. Manifest gender and cultural-sensitivity in their professional practice to foster growth and development while remaining rooted to their culture

## B. PROGRAM OUTCOMES

After graduation, the student must be able to:

1. articulate and discuss the latest developments in the specific field of practice (PQF Level 6 descriptor);
2. effectively communicate in English and Filipino, both oral and in writing;
3. work effectively and collaboratively with substantial degree of independence in multidisciplinary and multicultural teams (PQF Level 6 descriptor);
4. act in recognition of professional, social, and ethical responsibility;
5. preserve and promote “Filipino historical and cultural heritage” (based on RA 7722)
6. demonstrate the intellectual competencies (CMO 20, s. 2013);
7. exhibit personal and civic responsibilities (CMO 20, s.2013); and,
8. possess and display practical skills (CMO 20, s. 2013).

## E. COURSE LEARNING OUTCOMES

COURSE LEARNING OUTCOMES	PROGRAM OUTCOMES
At the end of the course, the student must be able : <b>***include an outcome that addresses any of the 17 SDGs, if possible)</b>	



<b>Cognitive</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
1. provided a working knowledge of the characteristics of various literary genres; (goal 4: Quality education: Ensure inclusive and equitable education and promote lifelong learning opportunities for all. Target 4.7.)					√	√		
<b>Psychomotor</b>								
2. demonstrate sincere understanding and enjoyment of great literary pieces; (goal 4: Quality education: Ensure inclusive and equitable education and promote lifelong learning opportunities for all. Target 4.7.)						√		
3. drawn desirable values from the pieces and demonstrate interest in internalizing them; (goal 4: Quality education: Ensure inclusive and equitable education and promote lifelong learning opportunities for all. Target 4.7.)						√		
<b>Affective</b>								
4. develop a wider perception towards life in general and towards real-life problems in particular enabling them to develop solutions to these dilemmas; and (Goal 16: Peace, justice and strong institutions: promote peace and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all level, Target 16.7)						√		√
5. interpret, criticize and analyze the different cordillera literary pieces both in prose and poetry. (goal 4: Quality education: Ensure inclusive and equitable education and promote lifelong learning opportunities for all. Target 4.7.)						√		

## II. COURSE REQUIREMENTS

1. group/individual reports
2. oral recitation
3. quizzes
4. written essays
5. examinations

## III. EVALUATION AND GRADING SYSTEM

### A. Evaluation

1. quizzes and exams

### B. Grading System

Class standing grade shall be computed based on the following criteria:

1. Class Standing	60%
2. Major examination Ratings	40%
<b>Total:</b>	<b>100%</b>

Midterm, and Final Grades shall be computed based on the following:

1. Midterm Grade	$MG = (TM \text{ Grade} \times 2)$
2. Tentative Final Grade	$TFG = CS \text{ Grade} + (\text{Exam Grade} \times 2)/3$
3. Final Grade	$FG = (TFG \times 2) + MG/3$

**IV. COURSE OUTLINE AND LEARNING PLAN**

Desired Learning Outcomes	CLO	Course Content	Contact Hours	Teaching and Learning Enrichment Activities (TLAs)	Assessment Tasks (ATs)	References/Suggested Readings	Mode of Delivery <i>(indicate if face-to-face, modular, online)</i>
<b>MIDTERM GRADING PERIOD</b>							
At the end of the session, the students shall be able to: 1. explain confidently the VMGO of the college to foster appreciation of the directions of MPSPC		Introduction: •Course objectives and content •Course Requirements •Grading Systems Philosophy, Vision, Mission, Goals, Objectives and Core Values	1 hours	Lecture	Recitation	MPSPC Student Manual	Limited face-to-face
At the end of the unit, the learners shall be able to: 1. identify accurately the different provinces comprising CAR; 2. differentiate well the different facts about the different provinces; and 3. write comprehensively a persuasive essay about a	1	<b>I. The Cordillera Region</b> History and development 1. People 2. Land and language	18 hours	PPT presentation of the different provinces comprising CAR	Informative speech (Individual sharing of tourist spots they have in their municipality)	<a href="#">Cordillera ppt1 (slideshare.net)</a>	Limited face-to-face



tourist spot from their provinces which they visited.							
<p>At the end of the unit, the learners shall be able to:</p> <ol style="list-style-type: none"> <li>1. comprehend completely the elements of a short story;</li> <li>2. understand fully the common techniques underlying free verse and traditional forms of poetry; and</li> <li>3. identify personal experiences that can be used when writing prose and poetry.</li> </ol>	1,3,4,5	<p><b>II. Selected Prose and Poetry of CAR</b></p> <p><b>A. SHORT STORIES</b> -Wedding Dance</p> <p><b>B. EPICS</b> - Hudhud -Ullalim</p> <p><b>C. TALES</b></p> <p><b>D. LEGENDS</b></p> <p><b>E. POEMS</b></p>	18 hours	<p>Reading of sample of prose and poetry. Through research, they may also search for and use connections to knowledge gained through personal experiences, learning about the world and reading other texts. They can:</p> <ul style="list-style-type: none"> <li>- interpret characters and events</li> <li>- notice and compare topics/content/types of stories/writers</li> <li>- reflect on the social and moral issues of today and those realistic or historical fiction, biography and fantasy.</li> </ul>	<p>Through essay writing, they are to answer the following:</p> <ol style="list-style-type: none"> <li>1. Give at least two human follies given in the tale that they read and suggest ways on how such can be presented.</li> <li>2. Identify completely the property of the place or person depicted in the legend read.</li> <li>3. Discuss briefly but substantially how the cordilleran men and women are portrayed in the prose read.</li> <li>4. How can we become the contemporary version of Banna and Aliguyon?</li> <li>5. Construct own acrostic poem.</li> </ol>	<p>Dimalanta and Mata, Philippine contemporary literature in english: tradition and change (2004)</p> <p>Lacia, Ferdilyn, et al.2003.The literatures of the philippines. Rex Book Store Inc.,</p>	Limited face-to-face

				consultations through GC	6. Differentiate prose from poetry.		
<b>FINAL GRADING PERIOD</b>							
At the end of the lesson, the students should be able to: 1. describe accurately the rituals being performed in their municipality; and 2. make reflective journal about first-hand experience on a specific ritual performance.	3,4,5,	<b>III. Performing Arts in Ritual Literature</b> 1. Chants 2. Dance 3. Songs	18 hours	Sharing of Rituals being practiced Interview old folks on the rituals being performed in their municipality.  consultations through GC	Compilation of chants, dance and song per municipality  Reflective journal	Chaokas, F., Bontoc and Its Barangay (2012). Rianella Printing Press	Limited face-to-face
<b>Major Exams</b>			<b>3 hours</b>				
<b>Total No. of Hours</b>			<b>54 hrs</b>				

## V. REFERENCES

- Chaokas, F.(2012), *Bontoc and its barangay*. Rianella Printing Press  
Dimalanta,O., & Mata,V. (2004) *Philippine contemporary literature in English: Tradition and change*. U.S.T. Print. Office.  
*Don Carlos Palanca Memorial Awards for Literature and Anthology of Winning Works*. (2000), The 1980s Poetry. Anvil Pub.  
Lacia, F., et al. (2003). *The literatures of the Philippines*. Rex Book Store Inc.  
Lumbera, B., & Lumbera, C. (2002). *Philippine literature: A history and anthology*. Anvil Pub.







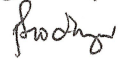
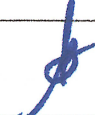
## VI. POLICIES

1. All students must be punctual in attending their class
2. All requirements must be submitted on the deadline set by the teacher and late submission of requirements shall be dealt with accordingly.
3. Cell phones and other gadgets are not allowed to be used during quizzes and examination.
4. Cheating during quizzes and examinations is strictly prohibited. Anybody caught would mean zero score.



**VII. PROVISIONS OF LEARNING ACCOMMODATION**

1. For learners with special needs, mentoring will be conducted during consultation hours.
2. Group chats shall be created as an avenue for academic instruction between the learners and the teacher.

Role	Name	Position	Signature	Date
Preparer	Dennia Luz A. Bacwaden	TED Faculty		01-23-24
Adopter	Ariane Kay F. Tacut	TED Faculty		01-23-24
Reviewer	Brueckner B. Aswique	Department Chairperson		1-23-24
Reviewer	Valerie Kerr Eendenah P. Guinayen	GEC Coordinator		1-23-24
Reviewer	Fely A. Akilith	College Librarian		1-23-24
Reviewer	Parline Angyap T. Ullalim	Director for Gender and Development		01-31-24
Recommending Approval	Rhoda Basco-Galangco, PhD	Director for Curriculum and Instruction		2-2-24
Approved	Arel B. Sia-d, EdD	Executive Dean-Bontoc Campus		2-2-24

**HISTORY OF REVISION**

Date of Effectivity	Version No.	Revision Type	Description of changes	Originator
January 2024	1	Update (Content)		
		New (Format)	<ul style="list-style-type: none"> <li>• The parts of the syllabi were mapped vis-à-vis the different levels of outcomes</li> <li>• Included a CLO that addresses SDG ____, ____</li> <li>• A column was added for the CLO in the Course Outline and Learning Plan</li> <li>• Modality was removed in the Course Outline and Learning Plan</li> <li>• History of revision was added</li> <li>• The syllabus adopter, enhancer, College Librarian, and Director for Gender and Development Office were added as signatories</li> </ul>	DCC

Note: Font style: Bookman old style  
 Font size: Title- 12, subtitle-11, content-10