



Republic of the Philippines
CEBU TECHNOLOGICAL UNIVERSITY
Province of Cebu

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COURSE SYLLABUS

in

NSTP 1

(Course Code)

National Service Training Program- Literacy

Training Service

(Descriptive Title)

1st Semester, A.Y. 2021-2022

INS Form 1
September 2021
Revision: 5
Page 1 of 11pages

Department/Area : NSTP 1 – LTS 1
Curriculum : All Courses
Curricular Year : FIRST YEAR
No. of Hours/Sem : 54 - 90 Hours
Credit Unit(s) : 3
Prerequisites : NONE

Vision of the University : A premier, multidisciplinary-technological university

Mission of the University : The University shall primarily provide advanced professional and technical instruction for special purposes, advanced studies in industrial trade, agriculture, fishery, forestry, aeronautics and land-based programs, arts and sciences, health sciences, information technology and other relevant fields of study. It shall also undertake research and extension services, and provide progressive leadership in its areas of specialization.

Goals of the University : The University shall produce scientifically and technologically oriented human capital equipped with appropriate knowledge, skills, and attitudes. It shall likewise pursue relevant research, strengthen linkages with the industry, community and other institutions and maintain sustainable technology for the preservation of the environment

Core Values

: Commitment, Transparency, Unity, Patriotism, Integrity, Excellence, Spirituality (CTU PIES)

Program Outcomes

National Service Training Program (NSTP) is a national law that recognizing the youth's vital role in nation-building that aims at enhancing civic consciousness and defense preparedness by developing the ethics of services and patriotism while undergoing training in any of its three program components, namely the Civic Welfare Training Program (CWTS), Literacy Training Service (LTS) and Reserve Officers Training Corps (ROTC). Specifically, its aim is for nation-building to:

- PO1: promote civic consciousness and defense preparedness of the students;
- PO2: develop the physical, moral, spiritual, intellectual and social well-being;
- PO3: inculcate the ideals of patriotism and nationalism; and
- PO4: involve in public and civic affairs as agents of change towards the attainment of the global goals for sustainable development.

Course Description : This aimed at enhancing students’ knowledge & skills necessary to develop civic programs and projects contributory to the general welfare and the betterment of life for the members of the community or the enhancement of its facilities, anchored on the dimensions of development guided by the acronym S.E.R.V.I.C.E. namely: Safety & security, Environmental Awareness and Protection, Recreation, Values formation on good citizenship & moral recovery, Industry & entrepreneurship, Care for health including nutrition, and Education and the Global Goals for Sustainable Development thereby empowering them to become potent resources contributory for community welfare.

- Course Learning Outcomes** : Within the semester, the students are expected to:
1. Identify & adopt the significance of NSTP Act of 2001 or R.A. 9163 & it’s implementing rules & regulations as a program and CWTS, LTS and ROTC as components;
 2. Acquire and apply relevant information, know-how, life-skills and values pertaining to the various dimensions of development;
 3. Analyze and internalize the meaning of good citizenship, leadership and values necessary for involvement and social mobilization for community development;
 4. Practice the spirit of volunteerism as good servant and as potentials youth leader who will spur development in underserved communities;
 5. Plan and design programs, projects and activities, initially, within the school in preparation for immersion to the adopted communities.

Course Content:

INTENDED LEARNING OUTCOMES (TIME ALLOCATION)	ASSESSMENT TASKS	TEACHING- LEARNING ACTIVITIES	CONTENTS	LEARNING RESOURCES	REMARKS
COMMON MODULE					

<p>3 Hours Within the period, the students are expected to</p> <ul style="list-style-type: none"> • Present ways on how to follow CTU's Health Protocol and Guidelines • Express understanding of the role of the students in the realization of the CTU VMGO statements, CTU and ASEAN Hymns • Agree on the Terms and Conditions on CTU's Learning Management System (LMS) 	<p>Written Reflective Activity Journal</p> <p>Signed NSTP Class Agreement, which may include the LMS agreement</p>	<ul style="list-style-type: none"> • Teleconference • Lecture/ • Discussion • Student Directory • Student Interactions (Open Forum) 	<p>Class Physical Organization and Orientation on</p> <ul style="list-style-type: none"> • CTU VMGO • Class policies • Course Syllabus: its outline, and requirements • Flexible Learning System (FLS) Policies 	<ul style="list-style-type: none"> • CTU Digital Poster of VMGO • Online Services/ Classroom: <ul style="list-style-type: none"> - Discussion using Power Point slide sharing <ul style="list-style-type: none"> - NSTP Class Agreement Form sharing Modules utilization 	
<p>3 Hours Within the period, the students are expected to</p> <ul style="list-style-type: none"> • Explain the salient elements of the NSTP Law (RA 9163), the fundamental basis of the Program • Express understanding that NSTP is a youth empowering in preparation for community service and development <p>Cultivate the spirit of volunteerism</p>	<ul style="list-style-type: none"> • Student Interactions (Question and Answer) • Written Reflective Activity Journal <p>List of possible activities or ways where students can volunteer in their local area or community</p>	<ul style="list-style-type: none"> • Teleconference • Interactive Lecture/ Discussion 	<p>NSTP Program & its IRR</p> <ul style="list-style-type: none"> • NSTP Act of 2001 (RA 9163) • Citizen Armed Forces - CAF (RA 7077) • National Service Reserve Corps (RA 10121) • Volunteer Act of 2007 (RA 9418) 	<ul style="list-style-type: none"> • Online Services/ Classroom: <ul style="list-style-type: none"> - Lecture using Power Point slide sharing <ul style="list-style-type: none"> - Website link - Video Clip/ Film Showing Module utilization 	

3 Hours		<ul style="list-style-type: none">• Teleconference	Citizenship Training <ul style="list-style-type: none">• Filipino Characteristics		
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<p>Within the period, the students are expected to</p> <ul style="list-style-type: none"> Express understanding on the responsibilities of a Filipino citizen Demonstrate adherence to the four core values: <ul style="list-style-type: none"> Maka-Tao, Maka-Diyos, Maka-Kalikasan, Maka-Bansa <p>Exercise respect for the rights of students and other people in the school and local community</p>	<ul style="list-style-type: none"> Student Interactions (Question and Answer) Written Reflective Activity Journal <p>List of activities or practical ways that they can do to demonstrate the four core values</p>	<ul style="list-style-type: none"> Activity-based Instruction Interactive Discussion 	<ul style="list-style-type: none"> Nationalism and Nation Building Philippine Flag (RA 8491) UN High Commission for Human Rights in relation to the Philippine Fundamental laws Human Security Act of 2007 (RA 9372) Integrity and the Anti-Graft and Corrupt Practices (RA 3019) <p>Code of Conduct and Ethical Standards of a Public Official and Employee (RA 6713)</p>	<ul style="list-style-type: none"> Online Services/ Classroom: <ul style="list-style-type: none"> Lecture / Discussion with Power Point slide sharing Website link Download Holy Bible app Module / Handouts with guide questions Video / Film Showing 	
<p>3 Hours</p> <p>Within the period, the students are expected to</p> <ul style="list-style-type: none"> Explain the harmful effects of drug and substance abuse Enumerate ways of preventing HIV infections, avoiding mental stress and other health problems <p>Express understanding that making correct choices is an application of the proverb: <i>“it's easier to stop something from happening in the first place than to repair the damage after it has happened.</i></p>	<ul style="list-style-type: none"> Student Interactions (Question and Answer) Written Reflective Activity Journal <p>List of practical ways that they can do to avoid drug abuse, HIV infection, mental and other health problems</p>	<ul style="list-style-type: none"> Teleconference Activity-based Instruction Interactive Discussion 	<p>Drug Education and other related health problems</p> <ul style="list-style-type: none"> Drug Abuse Prevention and Education (DAPE) Integration of HIV Infection, Mental Health Problems and other health-related problems as ill-effects to drug abuse <p>Philippine Mental Health Act (RA11036)</p>	<ul style="list-style-type: none"> Online Services/ Classroom: <ul style="list-style-type: none"> Lecture/ Discussion with Power Point slide sharing Website link Module / Handouts Video / Film Showing 	

<p>6 Hours Within the period, the students are expected to</p> <ul style="list-style-type: none"> • Articulate the basic concept of disaster risk reduction and management and climate change adaptation, the Philippine DRRM Framework and the CTU DRRM Framework (CLO 2) • Recognize the disaster risk profile of the Philippines and in comparison, to their own specific locality: campus and community (CLO 2 & 3) • Develop mechanisms for a disaster mitigation, prevention and preparedness including the COVID-19 health crisis (CLO 2, 3, 4 & 5) 	<ul style="list-style-type: none"> • Student Interactions (Question and Answer) • Written Reflective Activity Journal • Presentation of Individual Family Emergency Plan(FEP) which includes: <ul style="list-style-type: none"> - prevention and control of the COVID- 19 Crisis - list of Emergency Numbers of their own specific locality - Personal Emergency Kit or Go Bag 	<ul style="list-style-type: none"> • Teleconference • Activity-based Instruction on concept of disaster risk reduction and management and climate change adaptation, the Philippine DRRM Framework and the CTU DRRM Framework • Interactive Discussion 	<p>DRRM Awareness Preparedness and Management and Climate Change Adaptation (Philippine DRRM Act of 2010 – RA 10121) and its IRR</p> <ul style="list-style-type: none"> • DRRM terms and concepts • Four Thematic Areas • Hazard profile of the Philippines <ul style="list-style-type: none"> -Hydro-meteorological Hazards - Geological Hazards - Anthropogenic Hazards • DRRM framework and practices <ul style="list-style-type: none"> - Hazard-Exposure-Vulnerability Framework for Disaster Risk Reduction - Phases of Disaster Risk Management - Local and Community-Based Involvement - Emergency Preparedness in the Household including the prevention and control of the COVID-19 Crisis • Role of the Youth in Disaster Preparedness and 	<ul style="list-style-type: none"> • Online Services/ Classroom: <ul style="list-style-type: none"> - Lecture/ Discussion with Power Point slide sharing - Website link • Module / Handouts • Video / Film <p>Showing Community watching</p>	
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			Response -Family Emergency Plan (FEP)		
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			<ul style="list-style-type: none"> - Emergency Kit or Go Bag - Important Emergency Numbers of their own specific locality 		
<p>3 Hours</p> <p>Within the period, the students are expected to</p> <ul style="list-style-type: none"> • Recognize the present environmental conditions and challenges in both local and global context • Discuss the roles of institutions, communities and individuals in Environmental Protection and Management (EPM) to achieve balance in serving humanity and protecting the environment. • Identify best practices and eco-friendly activities that can be personally and practically applied at home, prioritizing the proper waste segregation and composting contributory to EPM and sustainable development 	<ul style="list-style-type: none"> • Student Interactions (Question and Answer) • Written Reflective Activity Journal • Presentation of personal development plan in protecting and preserving the environment through eco-friendly lifestyle to include waste segregation, composting, home gardening, recycling/upcycling and other projects 	<ul style="list-style-type: none"> • Teleconference • Activity-based Instruction on environmental conditions, awareness and protection • Interactive Discussion 	<p>Environmental Awareness and Protection</p> <p>Basic knowledge and understanding of the following:</p> <ul style="list-style-type: none"> • Global warming (effects) and climate change (adaptation, mitigation, and anticipation) • Seven Environmental Principles and Philippine Environmental Laws • Sustainable Development and eco-friendly lifestyle • Forest protection, conservation, and development • Water sanitation conservation • Cleaning up waterways industrial and other sites (hospital, esteros, and others) • The role of the youth in environmental protection and management • Nursery establishment and different method for home gardening and organic farming <p>Role of the Youth in Environmental Protection and Management (EPM)</p>	<ul style="list-style-type: none"> • Online Services/ Classroom: <ul style="list-style-type: none"> - Lecture/ Discussion with Power Point slide sharing - Website link or FB Page of: Climate Change Commission PH: • Module / Handouts • Video / Film Showing 	

<p>3 Hours Within the period, the students are expected to</p> <ul style="list-style-type: none"> • Appreciate the uniqueness and importance of each NSTP component • Identify and articulate their personal choice which of the three components they want to pursue for the rest of the academic year 	<ul style="list-style-type: none"> • Written Reflective Activity Journal <p>Prepare a letter of personal preference of what NSTP Component to pursue with parents / guardian's consent agreement</p>	<ul style="list-style-type: none"> • Teleconference • Activity-based Instruction on National Security Concerns • Interactive Discussion 	<p>Other National Security Concerns</p> <ul style="list-style-type: none"> • Overview of the National Security Situation • External threats situation (Foreign threats, global terrorism, and transnational crimes) • Internal threats situation (insurgency problems and other local threats, history strategy, recruitment, methods and propaganda, concept of threats as applied in the Philippine setting, their capabilities) • Peace Education Understanding the culture of peace (cultivating inner peace, dismantling the culture of war, living with justice and compassion, living in harmony with the Earth, promoting human rights and responsibilities and building intercultural respect, reconciliation, and solidarity) • The Role of the Youth in National Security Concerns • ROTC Advocacy - AFP Reservist Act (RA7077) 	<ul style="list-style-type: none"> • Online Services/ Classroom: - Lecture/ Discussion with Power Point slide sharing - Website link • Module / Handouts Video / Film Showing 	
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<p>3 Hours MIDTERM EXAMINATION and SEPARATION of ROTC, LTS & CWTS Component</p> <p>Within the midterm of the semester, the students are expected to</p> <ul style="list-style-type: none"> • Appreciate the importance of the youth's vital role in nation building towards the attainment of Global Goals for Sustainable Development • Demonstrate the interest to acquired knowledge, skills and values necessary to develop civic programs and projects contributory to the general welfare and the betterment of life for the members of the community in whatever NSTP Component they are going to choose. 	<ul style="list-style-type: none"> • Passing Score of the Midterm Exam in the online classroom to be answered in a limited period of time • Submission of the accomplished letter of preference duly signed by Parents as Consent Agreement • Enrollment to ROTC Component 	<ul style="list-style-type: none"> • Teleconference • Midterm Exam Questionnaire in the online classroom to be answered in a limited period of time <p>Rubrics and mechanics for Practical Exam (video making and photo sharing)</p>	<p>MIDTERM EXAM</p> <p>Coverage:</p> <p>The Common Module topics</p> <ul style="list-style-type: none"> • Written Exam • Practical Exam: <ul style="list-style-type: none"> * Implementation of individual Family Emergency Plan (FEP) by actual presentation: <ul style="list-style-type: none"> - video on correct wearing and proper disposal of face mask, proper steps of hand wash and care and correct technique in social distancing for prevention and control of the COVID-19 Crisis - Picture of the pocket sized list of Emergency Numbers of their specific locality - Video of Personal Emergency Kit or Go Bag <p>Enrollment to ROTC Component</p>	<ul style="list-style-type: none"> • Online Services/ Classroom • Midterm Exam Questionnaire in the online classroom to be answered in a limited period of time 	
<p>6 Hours</p> <p>Within the period, the students are expected to</p>	<ul style="list-style-type: none"> • Student Interactions (Question and Answer) 	<ul style="list-style-type: none"> • Teleconference • Activity-based Instruction on Self-Awareness, Value 	<p>Self-Awareness, Value Re-orientation and Leadership</p> <ul style="list-style-type: none"> • Self-Awareness and Values Re-Orientation 	<ul style="list-style-type: none"> • Online Services: <ul style="list-style-type: none"> - Lecture using Power Point slide sharing - Website link 	

<ul style="list-style-type: none"> Engage in self-reflection on the awareness of interconnectedness of oneself and other individuals within the context of serving the nation and the people. Analyze how self-awareness affects behavior and cultivate appreciation towards Filipino culture and characteristics *Exercise good leadership skills in online classroom activities and relating it community immersion activities 	<ul style="list-style-type: none"> Written Reflective Activity Journal List of self-strength and weaknesses and ways on how to improve oneself specially in relating to others 	<p>Re-orientation and Leadership</p> <ul style="list-style-type: none"> Interactive Discussions Group Dynamics 	<ul style="list-style-type: none"> Transformational Leadership Training <p>Understanding Self and Others</p>	<p>- Video Clip / Film Showing</p> <ul style="list-style-type: none"> Module with guide questions 	
LTS Component					
<p>6 Hours</p> <p>Within the period, the students are expected to</p> <ul style="list-style-type: none"> Express understanding on the importance of functional literacy and numeracy and its Basic Mobilization Concepts. Prepare a brief lesson plan that can be implemented in class, Produce an intended instructional material essential to use for teaching literacy and numeracy 	<ul style="list-style-type: none"> Student Interactions (Question and Answer) Written Reflective Activity Journal Prepare a Lesson Plan for Literacy and Numeracy Create an Instructional Materials 	<ul style="list-style-type: none"> Teleconference Activity-based Instruction on Functional and Numerical Literacy Interactive Discussion <p>Rubrics and mechanics for lesson planning and making of instructional materials</p>	<p>LTS Component</p> <p>Importance of Functional Literacy and Numeracy</p> <ul style="list-style-type: none"> Definition, purpose and importance of functional literacy and numeracy Teaching approached for young and adult learners and numeracy and literacy Lesson Planning Preparation of instructional materials Basic Mobilization Concepts 	<ul style="list-style-type: none"> Online Services: <ul style="list-style-type: none"> Lecture using Power Point slide sharing Website link Video Clip / Film Showing <p>Module with guide questions</p>	
3 Hours					

<p>Within the period, the students are expected to</p> <ul style="list-style-type: none"> • Can demonstrate numeracy and literacy teaching approaches for young and adult learners • Illustrate familiarisation on the theories of learning 	<ul style="list-style-type: none"> • Student Interactions (Question and Answer) • Written Reflective Activity Journal <p>List of activities or practical ways that they can do to demonstrate the Principles of Learning</p>	<ul style="list-style-type: none"> • Teleconference • Activity-based Instruction on Learning Principles • Interactive Discussions • Group Dynamics 	<p>Principles of Learning</p> <ul style="list-style-type: none"> • Principles of human growth and development • Nature and aspects of Learning • Theories of Learning 	<ul style="list-style-type: none"> • Online Services: <ul style="list-style-type: none"> - Lecture using Power Point slide sharing - Website link - Video Clip / Film Showing <p>Module with guide questions</p>	
<p>6 Hours</p> <p>Within the period, the students are expected to</p> <ul style="list-style-type: none"> • Craft various (educational) activities suited for the educational needs in the community. • Conduct data mining to identify Social Problems in the community. • Implement recreational activities for youth in community 	<ul style="list-style-type: none"> • Student Interactions (Question and Answer) • Written Reflective Activity Journal <p>List of activities or Recreational Activities for the community</p>	<ul style="list-style-type: none"> • Teleconference • Activity-based Instruction on Community dynamism • Interactive Discussion • Group Dynamics 	<p>Dynamics in the Community</p> <ul style="list-style-type: none"> • Community needs assessments • Social Problems in the Community • Environment Development • Recreational Activities 	<ul style="list-style-type: none"> • Online Services/ Classroom: <ul style="list-style-type: none"> - Lecture/ Discussion with Power Point slide sharing - Website link • Module / Handouts <p>Video / Film Showing</p>	
<p>6 Hours</p>	<ul style="list-style-type: none"> • Student Interactions 	<ul style="list-style-type: none"> • Teleconference 	<p>Needs Assessment</p>		

<p>Within the period, the students are expected to</p> <ul style="list-style-type: none"> • Prepare tools needed for interview and survey questionnaire for assessment of community needs • Conduct an online Survey in the community 	<p>(Question and Answer)</p> <ul style="list-style-type: none"> • Written Reflective Activity Journal • Presentation of survey questionnaire 	<ul style="list-style-type: none"> • Activity-based Instruction on conducting surveys and interviews • Interactive <p>Discussion Rubrics and mechanics</p> <p>for Conducting of interview and survey questionnaire</p>	<ul style="list-style-type: none"> • Preparation of interview and survey questionnaire 	<ul style="list-style-type: none"> • Online Services/ Classroom: <ul style="list-style-type: none"> - Lecture/ Discussion with Power Point slide sharing - Website link • Module / Handouts Video / Film Showing 	
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References:

CTU Manual
Student Handbook
RA 9163 & It's IRR
Dela Cruz, Sonia Gasila. "National Development via NSTP (Literacy Training Service 1)".
Lee, Sergio J.,Tiu-Lee Serge Albert C. National Service Training Program. (CWTS1 & LTS 1). A Source Book. 4th ed. C.2019
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<https://www.youtube.com/watch?v=vlpKyLkIDDY>
<https://www.eee.upd.edu.ph/academic-programs/academic-rules/national-service-training-program>
https://lawphil.net/statutes/repacts/ra2007/ra_9418_2007.html

<https://www.youtube.com/watch?v=v-JxeTd8kAw>

<https://www.7stonesboracay.com/15-filipino-traits-that-make-the-philippines-fun-to-visit/>

<https://faq.ph/14-bad-habits-that-filipinos-should-break-to-achieve-progress/>
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<https://www.officialgazette.gov.ph/2002/01/30/implementing-rules-and-regulations-of-republic-act-no-8491/>
<https://www.officialgazette.gov.ph/2007/03/06/republic-act-no-9372/>
<https://www.youtube.com/watch?v=u7W3brO4kTw>
https://www.lawphil.net/statutes/repacts/ra1960/ra_3019_1960.html
https://lawphil.net/statutes/repacts/ra1989/ra_6713_1989.html
<https://www.youtube.com/watch?v=DJOmiLvWzSw>

Course Requirements:

1. Term Examination
2. Class Recitation and Participation / Community-Based Activities
3. Accomplished Rubrics
4. Accomplished Outputs / e-Portfolio / e-Compilation
5. Quizzes

Evaluation Procedure: (As per approved Student Manual, p. 52)

Major Examinations	40%
Attendance / Reflective Activity Journals	20
Module questions / assessment	20
Group Output / Project/Skills Demonstration	<u>20</u>
Total	100%

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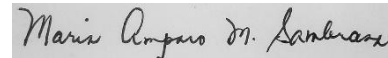
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Consultation Hours :

Contact :
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Upon Recommendation of the Curriculum Committee



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