



UNIVERSITY OF SOUTHERN MINDANAO				
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INSTITUTIONAL POLICIES

Vision	Quality and relevant education for its clientele to be globally competitive, culture sensitive and morally responsive human resources for sustainable development.
Mission	Help accelerate socio-economic development ^{M2} , promote harmony among the diverse cultures ^{M2} and improve quality of life ^{M3} through instruction, research, extension and resource generation in Southern Philippines.
Core Values	G-Goodness, R-Responsiveness, E-Excellence, A-Assertion of Right and T-Truth
USM Quality Policy Statement	<p>The University of Southern Mindanao, as a premier university, is committed to provide quality instruction, research development and extension services and resource generation that exceed stakeholders' expectations through the management of continual improvement efforts on the following initiatives.</p> <ol style="list-style-type: none">1. Establish key result areas and performance indicators across all mandated functions;2. Implement quality educational programs;3. Guarantee competent educational service providers;4. Spearhead need-based research outputs for commercialization, publication, patenting, and develop technologies for food security, climate change mitigation and improvement in the quality of life;5. Facilitate transfer of technologies generated from research to the community for sustainable development;6. Strengthen relationship with stakeholders;7. Sustain good governance and cultural sensitivity; and8. Comply with customer, regulatory and statutory requirements.
Goals of the College	<ol style="list-style-type: none">1. The College of Science and Mathematics of the University of Southern Mindanao is committed to the comprehensive preparation of the next generation of scientists and mathematicians in this part of the country.2. The College supplies a condition in which faculty can advance and support high-quality research programs in which students can collaborate and contribute to new knowledge that improves quality of life.3. The College aspires to be the center of excellence in Science and Mathematics in order to serve diverse students, preparing them for their future careers in line with the vision and mission of the University.4. The College serves the community and the industry as an impartial source of quality graduates in Science and Mathematics that provides education, literacy, innovation and solution generation to challenges.
Department Objectives	The Department of Mathematics and Statistics aims to: 1. produce students with mastery in the core areas of mathematics and statistics, including algebra, analysis, and geometry; 2. develop students' skills in pattern recognition, generalization, abstraction, critical analysis, synthesis, problem-solving and rigorous argument; 3. express an enhanced perception of the vitality and importance of mathematics in the modern world including inter-relationships within math and its connection to other disciplines; and 4. develop students' skills in creating and evaluating mathematical conjectures and arguments, and in validating their own mathematical thinking.



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PROGRAM INFORMATION

Degree Program	Bachelor of Science in Applied Mathematics	CHED CMO Reference	48 Series of 2017	BOR Approval	BOR Resolution no. 24 5. 2020
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COURSE DETAILS

Course Title	Calculus 2				
Course Number	MATH 122b	Curriculum Component	Core Subject		
Credit (--Unit)	4 Units	LECTURE (Unit-Hours)	4 Units - 4 Hours	LABORATORY (Unit-Hours)	0 Units - 0 Hours
Prerequisites	MATH 111b	Co-requisites	None	Year Level/Semester Offered	1st Year - Second Semester
Course Description	This course is the second of a series of three calculus courses. It covers some concepts of derivatives, techniques of integration parametric equations and polar coordinates, cylindrical surfaces, surfaces of revolution, and quadric surfaces; vectors and vector-valued functions; functions of several variables; partial derivatives and the total differential; directional derivative; relative and absolute extrema of functions of several variables.				
Faculty in charge					
Consultation Hours			Contact Information		

PROGRAM EDUCATIONAL OBJECTIVES (PEO)

In 3-5 years, the BSAM graduates of USM shall:

		MISSION		
		M1	M2	M3
PEO 1	Provide leadership in various development programs both public and private	✓		
PEO 2	Equip with technical, conceptual and human resource skills	✓		✓
PEO 3	Pursue entrepreneurial activities	✓		✓
PEO 4	Able to adapt to diverse culture		✓	
PEO 5	Pursue advanced studies in emerging related fields		✓	✓

NOTE: The PEO's are based on the professional, industry, local, national and international needs and requirements of the program identified through consultation with constituents and stakeholders.



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PROGRAM OUTCOMES (PO)

PROGRAM OUTCOMES (PO)	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PEO8	PEO9	PEO10	...
Upon graduation, the University of Southern Mindanao BSAM students must be able to:											
a) Articulate and discuss the latest development in the specific field of practice.		✓									
b) Effectively communicate orally and in writing using both English and Filipino		✓			✓						
c) Work effectively and independently in multidisciplinary and multi-cultural team.			✓	✓							
d) Act in recognition of professional, social and ethical responsibility	✓										
e) Preserve and promote "Filipino historical and cultural heritage"				✓							
f) Participate in the generation of new knowledge in research and development projects.		✓									
g.) Demonstrate broad and coherent knowledge and understanding in the core areas of physical and natural sciences.		✓									
h.) Apply critical and problem solving skills using the scientific method.		✓									
i.) Interpret relevant scientific data and make judgements that include reflection on relevant scientific and ethical issues.	✓	✓			✓						
j.) Carry out basic mathematical and statistical computations and use appropriate technologies in the analysis of data.		✓			✓						
k.) Communicate information, ideas, problems, and solutions, both orally and in writing, to other scientists, decision makers, and the public.	✓	✓	✓	✓							
l.) Relate science and mathematics to the other disciplines.		✓	✓	✓	✓						
m.) Design and perform safe and responsible techniques and procedures in laboratory or field practices.		✓									
n.) Critically evaluate input from others.		✓		✓							
o.) Appreciate the limitations and implications of science in everyday life.		✓									
p.) Commit to the integrity of data.		✓		✓	✓						
q.) Gain mastery in the cores areas of mathematics: algebra, analysis, and geometry.		✓			✓						
r.) Demonstrate skills in pattern recognition, generalization, abstraction, critical analysis, synthesis, problem-solving and rigorous argument.		✓									
s.) Develop an enhanced perception of the vitality and importance of mathematics in the modern world including inter-relationships within math and its connection to other disciplines.		✓		✓							
t.) Appreciate the concept and role of proof and reasoning and demonstrate knowledge in reading and writing mathematical proofs.		✓			✓						
u.) Make and evaluate mathematical conjectures and arguments and validate their own mathematical thinking.		✓			✓						
v.) Communicate mathematical ideas orally and in writing using clear and precise language.	✓	✓									

NOTE: Minimum PO's shall come from the PSG/CMO of the program if applicable. Other additional PO's may come from consultations with constituents and stakeholders.



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COURSE OUTCOMES (CO)

Upon passing this course, the students must be able to:

Course Alignment to Program Outcomes

	POa	POb	POc	POd	POe	POf	POg	POh	POi	POj	POk	POl	POm	POn	POo	POp	POq	POr	POs	POt	POu	POv	POw	POx	POy	POz
CO 1	Apply the differentiation rules on various types of functions.																									
CO 2	Apply the derivative tests to find the maxima/minima of a function, graph functions and solve optimization problems.																									
CO 3	Compute the antiderivatives of various functions and definite integrals.																									
CO 4	Evaluate derivatives and Integrals using basic techniques of integration.																									
CO 5																										
CO 6																										
CO 7																										
CO 8																										

Level (follow the legend used in the most relevant PSG/CMO)

[I] = Introductory. This introduces the student to the Program Outcome (PO).

[E] = Enabling. This enables the student to attain the Program Outcome (PO)

[D] = Demonstrative. This demonstrates the student's attainment of the Program Outcome (PO)



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COURSE LEARNING PLAN								
Intended Learning Outcomes (ILO) <i>By the end of the learning experience, students must be able to:</i>	Aligned to CO:	Time Frame (Week)	Course Content (Topics)	Teaching & Learning Activities (TLA)		Learning Materials	Assessment Tasks (AT)	Suggested Readings
				Teaching Activities	Learning Activities			
<ul style="list-style-type: none"> Explain the vision, mission, UQPS of the University Explain the goals and objectives of the college. Explain the Program Educational Objectives, Students Outcomes, and Course Outcomes. 		1	Orientation on Classroom and University Policies as well as Grading System <ul style="list-style-type: none"> Discussion on PEO, SO and CO 	Orientation Lecture/Discussion	Reading; Assignment	Computer; Chalkboard	Recitation	[1]
<ul style="list-style-type: none"> Determine a new value of a quantity from the old value and the amount of change. Calculate the average rate of change and explain how it differs from the instantaneous rate of change. Apply rates of change to displacement, velocity, and acceleration of an object moving along a straight line. Predict the future population from the present value and the population growth rate. Use derivatives to calculate marginal cost and revenue in a business situation. Find the derivatives of the sine 	CO1	1-2	Derivatives as Rates of Change <ul style="list-style-type: none"> Average rate of change Instantaneous rate of change Application of rate of change Marginal cost and marginal revenue Derivatives of Trigonometric Functions <ul style="list-style-type: none"> Sine and cosine functions Standard trigonometric functions Higher order derivatives of sine and cosine 	Lecture/ Video Presentation Zoom video conference Module	Discussion Board work Seat work Group Reporting USM VLE/ MyOpenMath Tasks	Chalkboard/ Whiteboard Book PDF Workbook Projector Laptop/PC Powerpoint presentation	Quizzes Exams Seatworks Reports/ Reflective paper USM VLE Exercises	[2] [3] [4] [5] [6] [7] [8] [9] [10]



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and cosine functions. <ul style="list-style-type: none">Find the derivatives of the standard trigonometric functions.Calculate the higher-order derivatives of the sine and cosine								
<ul style="list-style-type: none">State the chain rule for the composition of two functions.Apply the chain rule together with the power rule.Apply the chain rule and the product/quotient rules correctly in combination when both are necessary.Recognize the chain rule for a composition of three or more functions.Describe the proof of the chain rule.Calculate the derivative of an inverse function.Recognize the derivatives of the standard inverse trigonometric functions.Use logarithmic differentiation to determine the derivative of a function.	CO 1	3-4	The Chain Rule <ul style="list-style-type: none">Chain rule for the composition of functionsChain rule with power rule, product/quotient ruleChain rule for composition of three or more functions Derivatives of Inverse Functions <ul style="list-style-type: none">Derivative of an inverse functionDerivative of standard inverse trigonometric functions	<i>Lecture/ Video Presentation Zoom video conference Module</i>	<i>Discussion Board work Seat work Group Reporting USM VLE/ MyOpenMath Tasks</i>	Chalkboard/ Whiteboard Book PDF Workbook Projector Laptop/PC Powerpoint presentation	Quizzes Exams Seatworks Reports/ Reflective paper USM VLE Exercises	[2] [3] [4] [5] [6] [7] [8] [9] [10]
<ul style="list-style-type: none">Find the derivative of a complicated function by using implicit differentiation.Use Implicit differentiation to determine the equation of a tangent line.Find the derivative of exponential functions.	CO 1	5	Implicit Differentiation Derivatives of Exponential and Logarithmic Functions	<i>Lecture/ Video Presentation Zoom video conference Module</i>	<i>Discussion Board work Seat work Group Reporting USM VLE/ MyOpenMath Tasks</i>	Chalkboard/ Whiteboard Book PDF Workbook Projector Laptop/PC	Quizzes Exams Seatworks Reports/ Reflective paper USM VLE Exercises	[2] [3] [4] [5] [6] [7] [8]

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Find the derivative of logarithmic functions.						Powerpoint presentation		[9] [10]
<ul style="list-style-type: none"> Express changing quantities in terms of derivatives. Find relationships among derivatives in a given problem. Use the chain rule to find the rate of change of one quantity that depends on the rate of change of other quantities. Describe the linear approximation to a function at a point. Write the linearization of a given function. Draw a graph that illustrates the use of differentials to approximate the change in a quantity. Calculate the relative error and percentage error in using a differential approximation. Define absolute extrema. Define local extrema. Explain how to find the critical points of a function over a closed interval. Describe how to use critical points to locate absolute extrema over a closed interval. Explain the meaning of Rolle's 	CO 2	6-7	Applications of Derivatives <ul style="list-style-type: none"> Related rates Linear Approximations and Differentials Maxima and Minima The Mean Value Theorem 	<i>Lecture/ Video Presentation Zoom video conference Module</i>	<i>Discussion Board work Seat work Group Reporting USM VLE/ MyOpenMath Tasks</i>	Chalkboard/ Whiteboard Book PDF Workbook Projector Laptop/PC Powerpoint presentation	Quizzes Exams Seatworks Reports/ Reflective paper USM VLE Exercises	[2] [3] [4] [5] [6] [7] [8] [9] [10]



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<p>Theorem.</p> <ul style="list-style-type: none">Describe the significance of the Mean Value Theorem.State three important consequences of the Mean Value Theorem.								
<ul style="list-style-type: none">Explain how the sign of the first derivative affects the shape of a function's graph.State the first derivative test for critical points.Use concavity and inflection points to explain how the sign of the second derivative affects the shape of a function's graph.Explain the concavity test for a function over an open interval.Explain the relationship between a function and its first and second derivatives.State the second derivative test for local extrema.Calculate the limit of a function as x increases or decreases without bound.Recognize a horizontal asymptote on the graph of a function.Estimate the end behavior of a function as x increases or decreases without bound.Recognize an oblique asymptote on the graph of a function.	CO 2	8-9	Applications of Derivatives <ul style="list-style-type: none">Derivatives and the Shape of a GraphLimits at Infinity and AsymptotesApplications: Optimization ProblemsL'Hôpital's Rule	<i>Lecture/</i> <i>Video Presentation</i> <i>Zoom video conference</i> <i>Module</i>	<i>Discussion</i> <i>Board work</i> <i>Seat work</i> <i>Group Reporting</i> <i>USM VLE/</i> <i>MyOpenMath Tasks</i>	Chalkboard/ Whiteboard Book PDF Workbook Projector Laptop/PC Powerpoint presentation	Quizzes Exams Seatworks Reports/ Reflective paper USM VLE Exercises	[2] [3] [4] [5] [6] [7] [8] [9] [10]



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- Analyze a function and its derivatives to draw its graph.
- Set up and solve optimization problems in several applied fields.
- Recognize when to apply L'Hôpital's rule.
- Identify indeterminate forms produced by quotients, products, subtractions, and powers, and apply L'Hôpital's rule in each case.
- Describe the relative growth rate of functions.

2

10

MIDTERM EXAM

CO 3

11-12

Antiderivatives

- Terms and notations for indefinite integral
- Power rule for integrals
- Anti-differentiation for initial value problems

Lecture/
Video Presentation
Zoom video conference
Module

Discussion
Board work
Seat work
Group Reporting
USM VLE/
MyOpenMath Tasks

Chalkboard/
Whiteboard
Book
PDF
Workbook
Projector
Laptop/PC
Powerpoint
presentation

Quizzes
Exams
Seatworks
Reports/
Reflective paper
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- Use sigma (summation) notation to calculate sums and powers of integers.
- Use the sum of rectangular areas to approximate the area under a curve.
- Use Riemann sums to

CO 4

13-14

Integration

- Approximating Areas
- The definite integral

Lecture/
Video Presentation
Zoom video conference
Module

Discussion
Board work
Seat work
Group Reporting
USM VLE/
MyOpenMath Tasks

Chalkboard/
Whiteboard
Book
PDF
Workbook
Projector

Quizzes
Exams
Seatworks
Reports/
Reflective paper
USM VLE Exercises

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approximate area. <ul style="list-style-type: none">State the definition of the definite integral.Explain the terms integrand, limits of integration, and variable of integration.Explain when a function is integrable.Describe the relationship between the definite integral and net area.Use geometry and the properties of definite integrals to evaluate them.Calculate the average value of a function.						Laptop/PC Powerpoint presentation		[8] [9] [10]
<ul style="list-style-type: none">Describe the meaning of the Mean Value Theorem for Integrals.State the meaning of the Fundamental Theorem of Calculus, Part 1.Fundamental Theorem of Calculus, Part 1, to evaluate derivatives of Integrals.State the meaning of the Fundamental Theorem of Calculus, Part 2.Use the Fundamental Theorem of Calculus, Part 2, to evaluate definite integrals.Explain the relationship between differentiation and integration.	CO 4	15	Integration <ul style="list-style-type: none">The fundamental theorem of Calculus	<i>Lecture/ Video Presentation Zoom video conference Module</i>	<i>Discussion Board work Seat work Group Reporting USM VLE/ MyOpenMath Tasks</i>	Chalkboard/ Whiteboard Book PDF Workbook Projector Laptop/PC Powerpoint presentation	Quizzes Exams Seatworks Reports/ Reflective paper USM VLE Exercises	[2] [3] [4] [5] [6] [7] [8] [9] [10]



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<ul style="list-style-type: none">Apply the basic integration formulas.Explain the significance of the net change theorem.Use the net change theorem to solve applied problems.Apply the integrals of odd and even functions.Use substitution to evaluate indefinite integrals.Use substitution to evaluate definite integrals.	CO 4	16	Integration <ul style="list-style-type: none">Integration FormulasSubstitution	<i>Lecture/</i> <i>Video Presentation</i> <i>Zoom video conference</i> <i>Module</i>	<i>Discussion</i> <i>Board work</i> <i>Seat work</i> <i>Group Reporting</i> <i>USM VLE/</i> <i>MyOpenMath Tasks</i>	Chalkboard/ Whiteboard Book PDF Workbook Projector Laptop/PC Powerpoint presentation	Quizzes Exams Seatworks Reports/ Reflective paper USM VLE Exercises	[2] [3] [4] [5] [6] [7] [8] [9] [10]
<ul style="list-style-type: none">Integrate functions involving exponential functions.Integrate functions involving logarithmic functions.Integrate functions resulting in inverse trigonometric functions.	CO 4	17	Integration <ul style="list-style-type: none">Integrals involving trigonometric and logarithmic functionsIntegrals resulting in inverse trigonometric functions	<i>Lecture/</i> <i>Video Presentation</i> <i>Zoom video conference</i> <i>Module</i>	<i>Discussion</i> <i>Board work</i> <i>Seat work</i> <i>Group Reporting</i> <i>USM VLE/</i> <i>MyOpenMath Tasks</i>	Chalkboard/ Whiteboard Book PDF Workbook Projector Laptop/PC Powerpoint presentation	Quizzes Exams Seatworks Reports/ Reflective paper USM VLE Exercises	[2] [3] [4] [5] [6] [7] [8] [9] [10]
All ILOs covered in the Course	4							
FINAL EXAMINATION								

* any interaction, course, program, or other experience in which learning takes place (<https://www.edaglossary.org/learning-experience/>).



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Textbook/References

- [1] USM Student Manual
- [2] Anton, H., Bivens, I.C., and Davis, S., Calculus Early Transcendentals, 10th Edition, Wiley, 2011.
- [3] Anton, H., Bivens, I.C., and Davis, S., Calculus, 10th Edition, Wiley, 2012.
- [4] Edwards, Jr., C.H. and Davis, S., Calculus, Early Transcendentals, 7th Edition, Prentice Hall, 2007.
- [5] Etgen, G., S. Salas and E. Hille, Calculus: One and Several Variables, 9th Edition, John Wiley and Sons, Inc., 2003.
- [6] Leithold, Louis, The Calculus 7, Harper Collins, 1996.
- [7] Stewart, J., Calculus: Early Transcendentals, 7th Edition, Brooks/Cole, 2007.
- [8] Thomas, G.B, Weir, M.D. and Hass, J.L, Thomas' Calculus, 12th Edition, Pearson, 2009.
- [9] Thomas, G.B, Weir, M.D. and Hass, J.L, Thomas' Calculus Early Transcendentals, 1st Edition, Pearson, 2006.
- [10] Varberg, D., Purcell, E.J., and Rigdon, S.E., Calculus, 9th Edition, Pearson, 2006.

Life-long Learning Opportunity

The most common practical use of calculus is when plotting graphs of certain formula or functions. Among the disciplines that utilize calculus include physics, engineering, economics, statistics, and medicine. It is used to create mathematical models in order to arrive into an optimal solution.

Course Evaluation

Course Outcomes (CO)	Assessment Task Addressing CO	Weight (%)	Satisfactory Rating	Target Standard
CO 1: Apply the differentiation rules on various types of functions.	Quizzes/Summative Exams	40	60	75% of the class obtained a satisfactory rating
	Major Exam	40		
	Assignments/Exercises	20		
CO 2: Apply the derivative tests to find the maxima/minima of a function, graph functions and solve optimization problems.	Quizzes/Summative Exams	60	60	75% of the class obtained a satisfactory rating
	Major Exam	40		
	Assignments/Exercises	20		
CO 3: Compute the antiderivatives of various functions and definite integrals	Quizzes/Summative Exams	60	60	75% of the class obtained a satisfactory rating
	Major Exam	40		
	Assignments/Exercises	20		
CO 4: Evaluate derivatives and integrals using basic techniques of integration.	Quizzes/Summative Exams	60	60	75% of the class obtained a satisfactory rating
	Major Exam	40		
	Assignments/Exercises	20		



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Midterm Grade

Quizzes/Summative Exams-----40%
Midterm Exam/USM VLE Exam----- 40%
Assignments/Exercises-----20%

Grading System**Final Grade**

50% Midterm Grade+50% Final Term Grade

Final Term Grade

Quizzes/Summative Exams-----40%
Midterm Exam/USM VLE Exam----- 40%
Assignments/Exercises-----20%

Passing Grade

60%

Classroom Policies

1. **Come to class prepared for recitation, class discussions, or unannounced quizzes at all times.** Demonstrate personal responsibility by obtaining notes and finding out any instructions/important announcements given on the class period missed.
2. **Absence is not a right, nor a privilege.** The University Code of absence and tardiness applies. Seven (7) absences gets a final grade of 5.0. Twice late is equivalent to one absence. Absences can be excused only after presenting official documents.
3. **All submissions must be your original work.** Cite sources properly. Plagiarism and any form of academic cheating get a corresponding grade of 5.0 and can be grounds for suspension or expulsion.
4. **Keep all distractions away.** This includes electronic gadgets and homework assignments. Use of cellphones during class without permission of the instructor is prohibited at all times. Presentation notes will be provided. In case of online classes, look for a place conducive to learning.
5. **Take a minute to tidy up.** Make it a habit to leave the classroom better than when you entered. Keep chairs arranged before and after group activities. Observe a clean and orderly room always.

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