

10

Critical Rules of Thinking

To develop ways of thinking in a quickest way ,
this book was written by

Joric S.De Ungria

Villy Y. Anonas

Maria Loraine G. Gomeceria

Adrian V. Manalo



Rule # 1:

Build a habit of engaging in thinking about everything in the Universe from three distinctive angles: practical, psychological and social

Practical thinking refers to thinking in terms of how you can modify yourself or your environment to reach an important goal. People who are good practical thinkers are able to apply what they know to real-world problems. An example of practical thinking is a visual learner who uses visual aids to reach his or her goal of obtaining a passing grade on a final exam.

If you have good practical thinking skills, you are able to:

- Manage your own thinking process
- Adapt to situations
- Be open to other options
- Have flexibility in the way that you approach problems
- Know how to get along with and talk to others
- Apply knowledge or information that you have previously learned to solve real-world problems

Psychological thinking is intellect in harmony with emotion. It is aware of itself. When that awareness vanishes, so does the cooperation of thought and feeling. Thought then becomes logical, pathological, or disappears entirely. Psychological thinking is self-evaluating—it progresses by reflection. It has as a goal understanding, and evaluates each step in light of that goal.

Social thinking is what we do when we interact with people: we think about them. Moreover, how we think about people affects how we behave, which in turn affects how others respond to us, and how it affects our own emotions.

‘Social Thinking’ is a social learning concept that involves the consideration of:

- Emotions
- Thoughts and beliefs
- Prior knowledge
- Points of view
- Intentions

Read the following passages and discuss how the internet affects people negatively.

Passage 1: Psychological Effects of the Internet

American writer Nicholas Carr asserts that Internet use reduces the deep thinking that leads to true creativity. He also says that hyperlinks and overstimulation means that the brain must give most of its attention to short-term decisions. Carr also states that the vast availability of information on the World Wide Web overwhelms the brain and hurts long-term memory. He says that the availability of stimuli leads to a very large cognitive load, which makes it difficult to remember anything.

Oral Practice:

1. According to the passage, how does the internet affect an individual's psychological thought?
2. How does the Internet stimulate one's brain?

Written Practice:

1. Do you agree or disagree with Carr's view on the effects of the Internet? Discuss your reasons.

Passage 2: Social Effects of the Internet

Joseph Mazer, assistant professor at Clemson University and Andrew M. Ledbetter, assistant professor at Texas Christian University published an article that explores how specific online communication attitudes—such as individuals' tendency for internet self-disclosure, online social connection, and online anxiety—predicted their uncontrollable and excessive Internet use and, in turn, poor well-being. Mazer and Ledbetter found that an individual's tendency for online self revelation and online social connection led them to use the Internet in more compulsive ways. If a person has poor face-to-face communication skills that individual will likely be more attracted to the social features of online communication, which can foster compulsive internet use. Prior research suggests that socially anxious individuals perceive online communication environment as less threatening and, as a result, are more likely to seek out communication in those settings.

1. Based from the above passage, distinguish “online” communication from face-to-face communication.
2. Which do you think contributes better on the development of an individual’s social skills? Why?

Written Practice:

1. “The more time people use the internet, the less they spend with the real human beings.” How far do you agree with the opinion?

Passage 3: Practical Effects of the Internet

The case involved an appeal by Kerry Bell, an Auckland pharmacist, against the Ministry of Health's decision to seize medicines that Mr. Bell had been supplying to overseas buyers over the Internet. Some of these buyers did not have prescriptions for the prescription medicines they were purchasing. Over 1,000 original packs of prescription medicines were seized, which included medicines for hair loss, impotence, weight loss, antidepressants, diabetes, hormone replacement, fluid retention, prostate, high blood pressure, antibiotics, oral contraceptives, epilepsy, and asthma.

Oral Practice:

1. Based from the above passage, site the negative practical effects of the Internet.
2. What are the possible dangers involved in purchasing medicines from an Internet seller?

Written Practice:

What do you think should be done on the matter stated in the passage?

Rule # 2:

**Think about the current dominant conditions around the world,
and go with those conditions – There are usually good reasons
why the things are the way they are!**

Note: Dominant Condition – that which principally assists the development of a sense or mental awareness.

Dominant Conditions	Definition
Political	<ul style="list-style-type: none">• The dominant political conditions of a nation refer to the political party who holds the majority. Not necessarily the party of the incumbent leader but the party with most number of members elected or assigned in office. This holds true especially in a democratic or parliamentary form of government.
Economical	<ul style="list-style-type: none">• The state of the economy in a country or region. Economic conditions change over time in line with the economic and business cycle, as an economy goes through expansion and contraction. Economic conditions are considered to be sound or positive when an economy is expanding, and are considered to be adverse or negative when an economy is contracting. A country's economic conditions are influenced by numerous macroeconomic and microeconomic factors, including monetary and fiscal policy, the state of the global economy, unemployment levels, productivity, exchange rates, inflation, and so on.• There are numerous economic indicators that are used to define the state of the economy or economic conditions. Some of these are the unemployment rate, levels of current account and budget surpluses or deficits, GDP growth rates, inflation rates and more. Economic data is released on a regular basis, generally weekly or monthly, and sometimes quarterly. Some economic indicators like the unemployment rate and GDP growth rate are watched closely by market participants, as they help to make an assessment of economic conditions and potential changes in them.
Social	<ul style="list-style-type: none">• A social condition is an existing circumstance, state or surroundings affecting the welfare, life and relations of human beings within the community. It is often the result of circumstances or even a country's legislations. Social condition is however an outlawed basis for discrimination in human rights legislations.• Examples of social conditions include: poverty, quality of housing, homelessness, educational attainment and quality,

	unemployment, wage levels, lack of control over the organization of work, racial residential segregation, and other forms of discrimination. The social conditions are usually factors at the regional, national and global levels that often shape conditions experienced locally.
Technological	<p>* External factors in technology that impact business operations. Changes in technology affect how a company will do business. A business may have to dramatically change their operating strategy as a result of changes in the technological environment.</p> <p>* Technological conditions mean the development in the field of technology which affects business by new inventions of productions and other improvements in techniques to perform the business work.</p>

Passage 1: E-book vs. Textbooks

A new study by the Joan Ganz Cooney Center at Sesame Workshop examines the way young children relate to stories they encounter in print versus on an e-reader. Researchers explored how advances in e-book technology might relate to parent-child storytelling, or co-reading. They found that children who read enhanced e-books recalled significantly fewer narrative details than children who read the print version of the same story – though across all formats, youngsters performed nearly equally when asked to explain a critical element in the story. The enhanced e-book was less effective than the print and basic e-book in supporting the benefits of co-reading, because it prompted more non-content-related interactions. The print books were more advantageous for literacy-building co-reading, whereas the e-books, particularly the enhanced e-book, more effectively engaged children and prompted physical interaction.

Oral Practice:

1. In your opinion, what do you think is the factor why children who read e-books can recall only fewer details compare with the children who read printed books?
2. Do you agree with the idea of Joan Ganz Cooney? Explain your answer.
3. Are you ready to embrace developments such as e-book? Why?

Written Practice:

1. With the developments in technology like e-books, some people feel that printed media like books, newspaper and magazines will soon be phased-out. Others feel

that these forms of media should never disappear. What is your opinion on this and why?

Passage 2: Social Aspect Governing the Military Intervention of Countries to Other Nations/States' Disputes

Customary international law has always recognized a principle of military intervention on humanitarian grounds. The classic examples of nineteenth-century military “humanitarian intervention” occurred when Britain, France and Russia cited persecution of Christians in Muslim-ruled territories of the Ottoman Empire. Britain intervened in Greece in 1830; France sent a military expedition to Syria and Lebanon in 1860; Britain sent troops to Crete in 1866. The motives of European rulers were influenced by public opinion at home, but strategic interests also played a crucial role. The European occupation of Africa was spurred to a significant extent by pressure from Christian missionary societies to suppress the slave trade and idolatry, and to spread Christianity and “civilization.” The philanthropic imperialism with which the European powers entered Africa was regarded as benign at the time, but history allows us to take a more skeptical view with regard to the interests at stake.

Oral Practice:

1. Looking at the passage, discuss whether military intervention humanitarian or not.

Written Practice:

1. Reflect on this: ‘One should not look at a situation but the reason/s why it happened’.

Rule # 3:

“More is better, and new is better, holding other variables constant!” (Those are often the more ‘advanced’, and thus ‘better’ conditions, with exceptions, of course.)

Conditions	Definition
“More is better”	<ul style="list-style-type: none">• When having ‘more’ is believed to be ‘better’ than having ‘less’ can refer to a lot of things. This could be construed as the following:<ul style="list-style-type: none">○ Money or wealth○ Options○ Education○ Friends
“New is better”	<ul style="list-style-type: none">• This usually refers to technology especially today where upgrades happened every two months or so. When the cell phone you are holding today is considered ancient in two months or the fax machine that your dad’s office is using has been junked and documents have been sent and received electronically instead.

Passage 1: Traditional versus Modern Teaching Methods

Which methods of teaching have our teachers used, and we grew up with? Which methods do we use nowadays? Has something changed? Can we, today, talk about "those traditional" and "these modern" approaches of teaching? What, in fact, we can name as "traditional" and "modern"? Is there a border where we can distinguish or separate one from another? All these questions show the big importance of knowing the terms: methodology, traditional, modern...Traditional method of teaching is "teacher-dominated interaction". Teaching is deeply teacher centered and teachers are the source of the knowledge, while learners are passive receivers that must memorize things. Modern method is "student centered" method based on "help learning to happen"-role, communication, interaction, helping students to explore method. These days, especially at private schools, we have great possibilities in what a teacher can do with the students, in terms of teaching methods and usage of all optional aids in the classroom. With this freedom in teaching we also have an enormous number of ideas to use. Since the time we spent with our students is very precious, teachers' crucial task should be: comparing, analyzing, and evaluating the methods they use to motivate the students and to make learning as effective as possible. A teacher must be aware of all advantages and disadvantages in using all types of methodologies. There is no one best or worst method or one method simply the best for everything and everybody. The central factor in the choice of methods is the learner's need and character. A teacher must be a good pedagogue to see and understand all the students' individual abilities. Some methods work for one person well, but

the same one might not work for another person at all. Understanding the student help you choose the way of teaching.

Oral Practice:

1. What is the implication of the article to you?
2. Do you think the idea in the article was explained well? Explain your answer.

Written Practice:

1. In relation with the stated article, explain how ‘space practice’ is better than ‘mass practice’. Cite advantages and disadvantages of both.

Passage 2: Smart Phones versus Cellular Phones

With the smart phone boom in today’s world, many people today only purchase smart phones. Smart phones started from cell phones, which were advanced to incorporate the technology today and convert them into smart phones. Cell phones were basically a telephony device that allowed users to send/receive calls and text messages. As technology developed, it incorporated additional capabilities such as internet browsers, multimedia text messages, games, applications, etc. This further developed into a mini computer that we now know as a smart phone. A smart phone is a phone that has computing capabilities and an operating system powering the device. A normal phone is a phone that supports basic calling features and internet capabilities.

Smart phones and normal phones are two different categories of cell phones. With the smart

phone boom, normal phones have taken a backseat and have become limited with many companies focusing on developing smart phones. The Normal Phones category does not exactly have a set definition, as the term changes with the upgrade in technology each time. The term has also been adapted depending on the companies that are trying to promote their ‘smart phones’. Normal phones are still existent in small numbers catering to the market of users that do not require the high-end features of a smart phone.

Oral Practice:

1. Based on the passage, summarize the advantages of smart phones over cell phones.
2. Should one own a smart phone if his purpose is just to send text message /s and call? Why or why not?

Written Practice:

1. Discuss how an individual can utilize technological advancements.

Essay:

1. According to Johannes Heinrich Pestalozzi, “Man is good, and strives to attain goodness. If he is vile, the path of goodness has been closed to him”. Reflect on this and justify your reasons.

Rule # 4:

When an idea can obviously be approached from both the pro and con sides, take the middle road, and make an argument that it ‘depends’ on some other variables!

There are situations when ideas or “resolutions” may be addressed or answered regardless of which side you are in. In this case, take the middle road or middle ground and create an argument using other variables that are still related or significant to both sides.

Passage 1: Suffrage (Article V in the Philippine Constitution)

Section 1. Suffrage may be exercised by all citizens of the Philippines not otherwise disqualified by law, who are at least eighteen years of age, and who shall have resided in the Philippines for at least one year, and in the place wherein they propose to vote, for at least six months immediately preceding the election. No literacy, property, or other substantive requirement shall be imposed on the exercise of suffrage.

Section 2. The Congress shall provide a system for securing the secrecy and sanctity of the ballot as well as a system for absentee voting by qualified Filipinos abroad.

The Congress shall also design a procedure for the disabled and the illiterates to vote without the assistance of other persons. Until then, they shall be allowed to vote under existing laws and such rules as the Commission on Elections may promulgate to protect the secrecy of the ballot.

Oral Practice:

1. What are the advantages and disadvantages of having the right to vote?
2. Will you take advantage of this right as a citizen of your country?

Written Practice:

1. What do you think are the best ways to prevent people from taking advantage of this right to cheat in the election?

Passage 2: Punishment as a Consequence for Unlawful Acts

Society has always used punishment to discourage would-be criminals from unlawful action. Since society has the highest interest in preventing murder, it should use the strongest punishment available to deter murder, and that is the death penalty. If murderers are sentenced to death and executed, potential murderers will think twice before killing for fear of losing their own lives.

For years, criminologists analyzed murder rates to see if they fluctuated with the likelihood of convicted murderers being executed, but the results were inconclusive. Then in 1973 Isaac Ehrlich employed a new kind of analysis which produced results showing that for every inmate who was executed, 7 lives were spared because others were deterred from committing murder. Similar results have been produced by disciples of Ehrlich in follow-up studies

Moreover, even if some studies regarding deterrence are inconclusive, that is only because the death penalty is rarely used and takes years before an execution is actually carried out. Punishments which are swift and sure are the best deterrent. The fact that some states or countries which do not use the death penalty have lower murder rates than jurisdictions which do is not evidence of the failure of deterrence. States with high murder rates would have even higher rates if they did not use the death penalty.

Oral Practice:

1. From the passage you read, do you think death penalty is a very effective way to deter crimes?
2. What are the reasons that probably caused the result on studies the deterrence of death penalty to be questionable?

Written Practice:

- 1. Do you agree with death penalty as an effective punishment for criminals? Support your views with example.

Essay:

- 1. If you would be given a chance to amend the rules of law with regard to consequences for unlawful acts, how would you make it happen? Explain your reasons.

Rule # 5:

Always remember that being extreme is undesirable – evaluate extreme positions negatively, and avoid taking such positions yourself!

Extreme can mean two things. As an adjective, it means the furthest from the center or from a given point (outermost). But, when used as a noun, it refers to either of the two abstract things that are as different from each other. One should always stay away from the extreme and that with such should always be viewed negatively. Also take note that extreme positions are not the same as the 'Pro' or 'Con' sides or the 'Affirmative' or 'Negative' ones.

Passage 1: What Causes Obsessive-Compulsive Behavior?

Obsessive-compulsive disorder, also known as OCD, is an anxiety disorder which is characterized with compulsive actions, such as hoarding, counting, checking and cleaning, and obsessive thoughts. It is often chronic and is a potentially disabling condition - the sufferer may be caught in a seemingly unbreakable circle of senseless and distressing behaviors and repetitive thoughts.

An *obsession* is an unpleasant, unwelcome thought, urge or image that keeps entering the person's mind, eventually causing severe anxiety. Many of us imagine an obsession as something desirable and pleasant - but for a person with OCD, the obsession is disturbing, unpleasant and frightening.

A *compulsion* is a repetitive behavior carried out by the person with the obsessive thought as a means of preventing that obsession from occurring, or relieving the anxiety it causes. For example: A person may shower every time they touch another person, go to the toilet, or go outside, because they are scared of catching a disease - **the obsession is catching the disease while the compulsion is to have a shower.**

According to Medilexicon's *medical dictionary*, **Obsessive-Compulsive Disorder** is "a type of anxiety disorder the essential features of which include recurrent obsessions, persistent intrusive ideas, thoughts, impulses or images, or compulsions (repetitive, purposeful, and intentional behaviors performed to decrease anxiety in response to an obsession) sufficiently severe to cause marked distress, be time-consuming, or significantly interfere with the person's normal routine, occupational functioning, or usual social activities or relationships with others."

According to the World Health Organization, OCD affects 2% to 3% of people worldwide. It is a major cause of illness-related disability.

Oral Practice:

1. Based on the article, what causes obsessive-compulsive behavior?

2. What is the implication of such disorder to you?

Written Practice:

1. What are the ways you can recommend to prevent this kind of behavior from occurring?

2. If the condition has already occurred, what do you think should be done by the family which the person suffering from such belongs to?

Passage 2: Summary of Aristotle's Nicomachean Ethics

Definition of Terms:

1. *Nicomachean Ethics*—the name normally given to Aristotle's best known work on ethics.
2. *Ethical*— following accepted rules of behavior.
3. *Virtue*— morally good behavior or character: a good and moral quality; the good result that comes from something.
4. *Rashness*— doing something quickly and without thinking carefully about what will happen as a result.
5. *Temperance*— the practice of always controlling your actions, thoughts, or feelings.
6. *Munificence*— characterized by having great liberality or generosity.
7. *Generosity*— the quality of being kind, understanding, and not selfish.
8. *Magnanimity*— the quality of being magnanimous: loftiness of spirit enabling one to bear trouble calmly, to disdain meanness and pettiness, and to display a noble generosity.
9. *Vanity*— something (such as a belief or a way of behaving) which shows that you have too much pride: in yourself, your social status, etc.
10. *Irascibility*— the quality of becoming angry very easily: having a bad temper.
11. *Buffoonery*— foolish or playful behavior or practice.
12. *Boorishness*— implies rudeness of manner due to insensitiveness to others' feelings and unwillingness to be agreeable.
13. *Complaisance*— disposition to please or comply.
14. *Indignation*— anger caused by something that is unfair or wrong.
15. *Envy*— the feeling of wanting to have what someone else has.

Section 1:

Ethical virtues are acquired by habituation; they do not arise in us from birth, but we by nature have the capacity to receive and perfect them. A good government attempts to legislate such that it helps to habituate its citizens to act virtuously. The way to become habituated in virtue is to perform virtuous actions beginning from one's early youth.

Section 2:

Statements prescribing virtue cannot be precise because the action must be proper to the occasion. Virtue is to be found in the mean between extremes of vice. If a virtue truly becomes a habit, acting according to that virtue will be pleasant. Right education should make us take pleasure in what is good and be pained by what is bad.

Section 3:

Some will question how virtue can be acquired by habit because to acquire the virtue a person will already need to act virtuously in order to become habituated to it. Yet to act virtuously and to be virtuous are different things. Being virtuous requires three things: 1) that a person knows what he is doing, b) that he intends to do what he is doing and that he intends it for its own sake, and c) that he acts with certainty and firmness.

Section 4:

Virtues and vices are not feelings. They are not acquired without deliberate choice. Neither are they powers, because we possess powers by nature. Virtues are habits.

Section 5:

Virtue is what makes a thing perform its function well, so the virtue of a man is the habit from which he becomes good. Virtue is a mean between two extremes, and the specific mean will depend on the person. Ethical virtue is concerned with feelings and actions. It is necessary to have the right feelings at the right times for the right things and for the right purposes. A person can err by going toward either excess or deficiency.

Section 6:

Ethical virtue "is a habit disposed toward action by deliberate choice, being at the mean relative to us, and defined by reason as a prudent man would define it." Some actions or feelings are simply bad, such as maliciousness, envy, adultery, theft and murder.

Section 7:

Actions deal with particulars, so it necessary to consider the virtues specifically. The mean between fear and rashness is bravery. With regard to pleasures and pains, the mean is temperance. With regard to property the mean is munificence

or generosity. With regard to honor and dishonor, the mean is magnanimity, the excess is vanity and the deficiency is low-mindedness. With regard to anger, the mean is good temper, and the extremes are irascibility and inirascibility. The mean between boastfulness and self-depreciation is truth. The mean between buffoonery and boorishness is wit. The mean between complaisance or flattery and quarrelsomeness is friendliness. A sense of shame is not a virtue. Righteous indignation is a mean between envy and malicious gladness.

Section 8:

The person at either extreme of vice thinks that the virtuous person is at an extreme. A rash man, for example, thinks a brave man is a coward. Of the two vices on either extreme of virtue, one of them is more directly opposed to the virtue, while the other is merely a deficiency or excess. For example, cowardice is actually opposed to bravery, while rashness is an excess of bravery.

Section 9:

It is difficult to be virtuous. A person aiming at the mean should avoid the vice which is more directly contrary to the mean, and also take into account the vices to which we are more inclined. It is necessary to guard against pleasure, because pleasure cannot be judged impartially.

Oral Practice:

1. According to the article, what would be the effect to a person if virtue would be in an extreme state?
2. Discuss the result of virtue to an individual if it is on the other plate.

Written Practice:

1. Do you agree or disagree with Aristotle’s theory? Discuss your reasons.

Rule # 6:

Think about the basic governing rules of our society, especially the democratic and capitalistic principles, when organizing your thoughts!

Principles	Definition
Democracy	<ul style="list-style-type: none">• Government by the people exercised either directly or through elected representatives.• A political or social unit that has such a government.• The common people, considered as the primary source of political power.• Majority rules.• The principles of social equality and respect for the individual within a community.
Capitalism	<ul style="list-style-type: none">• (Economics) Also called: free enterprise or private enterprise.• An economic system based on the private ownership of the means of production, distribution, and exchange, characterized by the freedom of capitalists to operate or manage their property for profit in competitive conditions.• An economic system in which the means of production and distribution are privately or corporately owned and development is proportionate to the accumulation and reinvestment of profits gained in a free market.

Passage 1: Principles of Democracy

Democracy— a form of government in which people choose leaders by voting; an organization or situation in which everyone is treated equally and has equal rights.

1. The Rule of Law - we are a nation of laws, not of men. Presidents and legislators can't just do whatever they can get away with, they are limited by law. Laws represent the will of the people.
2. Freedom of the Press - in a democracy it's people, the voters, who are ultimately in control. The people need information in order to vote wisely, and that's why we need a free press and freedom of political speech.
3. Respect of human rights - we must realize that people is the most important thing, the purpose of government is to serve the needs of the people, not vice versa. This is the main reason for the Bill of Rights.
4. Active Political Processes - democracy is not a spectator sport, it's a participation sport. It won't work if most people don't take part. A lot of the trouble we've been having in the US can be blamed on the lack of participation of so many people, small voter turnouts, etc. The more people who care enough to

vote, and who then stick around to see how their votes turned out, the better off we'll be.

5. Enlightened Citizens - This is another problem we have here. Citizens must be educated and must understand the purpose of democracy, how and why we have it. This takes a high literacy rate (along with a free press).

Oral Practice:

1. Based on the above passage, is democracy good for the society? State your reasons.
2. What is the implication of the principles of democracy to you?

Written Practice:

1. According to your understanding, how can democracy govern rules of the society?

2. In expressing your thoughts with regard to this matter, does the passage influence you?

Passage 2: Principles of Capitalism

Capitalism is a way of organizing an economy so that the things that are used to make and transport products (such as land, oil, factories, ships, etc.) are owned by individual people and companies rather than by the government.

Politically motivated advocates of more state power often suggest that there are “no principles of capitalism” as such because the term “capitalism” denotes an economic system and observed economic processes. Various political ideologies that champion capitalist system do, however, attribute values and principles to their respective visions of capitalism.

1. Individual Rights: The most basic and widely understood principle of capitalism is that of individual rights to life, liberty, property, and voluntary contractual exchange. They encompass not only the right to control one’s own life, liberty and property, but also defend those rights.
2. Limited Government: The limited role of government solely to the defense of the rights of individuals is also an important and almost universally understood principle of capitalism.
3. Equal Justice under Law: The principle of equal justice is critically important to the function of capitalism. Government must treat all individuals and organizations equally, refraining from giving any legal support to popular discriminatory practices. Government must also never succumb to the temptation to reward unsuccessful businesses and individuals with special benefits or heap additional burdens on successful business.
4. Spontaneous Order: The tendency for capitalist markets to order themselves naturally through the laws of supply and demand is one of the most familiar principles of capitalism. When individual rights are respected, unregulated competition will naturally tend to reduce costs and increase the abundance of products that are in demand. This principle is also referred to as the invisible hand of the marketplace.
5. Private Ownership: The principle of private ownership is the capitalist belief that property that is owned by the state, or is communally owned, is not respected or preserved as effectively as that property which is owned by private individuals or corporations. This principle is also commonly referred to as the tragedy of the commons.
6. Subsidiarity: Many free market organizations, such as the Acton Institute, believe the principle of subsidiarity is essential to keeping capitalist markets competitive and dynamic. Subsidiarity is the principle that authority should always be vested at the lowest, most local possible level, where local knowledge and concerns can best guide decisions. The natural tendency is often to pass the buck, expecting higher authority to take responsibility for too much.
7. The Golden Rule: The principle of fair treatment of others is considered a core principle of the capitalism by organizations such as the Heritage Foundation.

Capitalism requires some level of mutual honesty to function best. We achieve this not only by dealing honestly with others, but by requiring honesty in return and holding those accountable who use misrepresentation or negotiate in bad faith. Classical liberalism is supportive of ideas of private property, markets

that are free from undue interference (either by government or private cartels) alongside political ideals of liberalism such as equality under the law, protection of property rights, and the protection of civil liberties. This philosophy influenced more contemporary ideologies that favor capitalism, such as American libertarianism and modern liberalism. Classical liberalism is usually associated with support for free-market capitalism under the belief that free markets weaken the power of private owners, state monopoly, and the cartels which characterized the then-dominant system of Mercantilism. Contemporary liberalism (in the guise of “social liberalism” in the United States or “Ordoliberalism” in Western Europe) is based on the same premise of classical liberalism, but includes later developments in economics in its perspective of capitalism, which pointed out the instabilities of unregulated markets and the destabilizing effects social inequality has on social mobility. Therefore these variations of liberalism include policies and values that support social welfare in order to provide all individuals a chance to maximize their liberty and to attain success in the capitalist economy.

There are many different values people associate with capitalism, some negative and some positive. The preceding principles are a consensus of the principles of capitalism as expressed by supporters of capitalism and free markets.

Oral Practice:

1. According to the passage, how can society benefit from the principles of capitalism?
2. Based on your perception, which is better: the classical liberalism or the contemporary one?

Written Practice:

1. Explain the rule of supply and demand based on your understanding of the article.

2. Do you think it is good to let the government influence the imposition of the principles of capitalism? Explain your reasons.

Essay:

1. When organizing your thoughts with regard to the basic governing rules of the society you belong to, do you think it is wise to consider both the democratic principles and the capitalistic ones? Why?

Rule # 7:

Think about the traditional values of our society and the world, especially the moral and ethical ones, when formulating your answers! (But if there is any ‘bad tradition’ that is changing, go with the flow, and take the pro side of eliminating such practices.)

Values	Definition
Traditional Values	<ul style="list-style-type: none">• Refer to those beliefs, moral codes, and mores that are passed down from generation to generation within a culture, subculture or community.• In its own right "traditional values" simply means the values coming from tradition rather than any specific philosopher, moralist, or writer.• Societies based on traditional values often embrace animism and ancestor worship. It also tends to place high value on the maintenance of traditional culture and values. It is related to the concept of traditional authority and folk culture.• The term can also refer to an intention to preserve ancient or traditional customs and values against anything deemed "innovation."
Moral Values	<ul style="list-style-type: none">• Encompasses a range of approaches to understanding how, why, and to what degree people value things; whether the thing is a person, idea, object, or anything else.• Are those that have to do with the conduct of persons, usually leading to praise or blame.
Ethics	<ul style="list-style-type: none">• A branch of philosophy that involves systematizing, defending and recommending concepts of right and wrong conduct.• Studies the moral behavior in humans and how one should act.• Seeks to resolve questions dealing with human morality—concepts such as good and evil, right and wrong, virtue and vice, justice and crime.

Passage 1: Structure of the Mind: Freud’s Id, Ego, and Superego

Freud came to see personality as having three aspects, which work together to produce all of our complex behaviors: the **Id**, the **Ego**, and the **Superego**. All three components need to be well-balanced in order to have good amount of psychological energy available and to have reasonable mental health.

However, the Ego has a difficult time dealing with the competing demands of the Superego and the Id. According to the psychoanalytic view, this psychological conflict is an intrinsic

and pervasive part of human experience. The conflict between the Id and Superego, negotiated by the Ego, is one of the fundamental psychological battles all people face. The way in which a person characteristically resolves the instant gratification vs. longer-term reward dilemma in many ways comes to reflect on their "character".

THE ID: functions in the *irrational* and the *emotional* parts of the mind. At birth a baby's mind is all about Id - *want, want, want*. The Id is the primitive mind. It contains all the basic needs and feelings. It is the source for libido (psychic energy). And it has only one rule - the pleasure principle: I want it and I want it all now. In transactional analysis, Id equates to "Child".

If the Id is too strong = bound up in self-gratification and uncaring to others.

THE EGO: functions with the *rational* part of the mind. The Ego develops out of growing awareness that you can't always get what you want. The Ego relates to the real world and operates via the reality principle. The Ego realizes the need for compromise and negotiates between the Id and the Superego. The Ego's job is to get the Id's pleasures but to be reasonable and bear the long-term consequences in mind. The Ego denies both instant gratification and pious delaying of gratification. The term ego-strength is the term used to refer to how well the ego copes with these conflicting forces. To undertake its work of planning, thinking, and controlling the Id, the Ego uses some of the Id's libidinal energy. In transactional analysis, Ego equates to "Adult".

If the Ego is too strong = extremely rational and efficient, but cold, boring and distant.

THE SUPEREGO: The Superego is the last part of the mind to develop. It might be called the *moral* part of the mind. The Superego becomes an embodiment of parental and societal values. It stores and enforces rules. It constantly strives for perfection, even though this perfection ideal may be quite far from reality or possibility. Its power to enforce rules comes from its ability to create *anxiety*.

The Superego has two subsystems: *Ego Ideal* and *Conscience*. The Ego Ideal provides rules for good behavior, and standards of excellence towards which the Ego must strive. The Ego ideal is basically what the child's parents approve of or value. The Conscience is the rules about what constitutes bad behavior. The Conscience is basically all those things that the child feels mum or dad will disapprove of or punish.

If the Superego is too strong = feels guilty all the time, may even have an insufferably saintly personality.

Oral Practice:

1. What have you learnt from the passage? Focus on the details of the knowledge you have just acquired.
2. Differentiate one structure of the mind from another.

Written Practice:

1. Do you agree on Sigmund Freud's theory about the structure of the mind?
Explain your reasons.

2. Based on your understanding, how does the structure of the mind predict human behavior?

Passage 2: The Superego versus Ethical Consciousness (for students in the Pre-Intermediate and Intermediate Levels)

Freud's Superego is the consequence of **the imposition of a moral code** through parents and other authority figures. However, Jung has made an important **distinction between the**

moral conscience and the ethical. The first type of conscience refers to the psychic reaction that occurs when the conscious mind decides to abandon the usual path of customs, of habits and of the mores. In this sense, moral consciousness can hardly be distinguished from the fear of primitive man of everything that is uncommon, extraordinary, or not in accordance with the usual behavior of everybody in such and such circumstances. As such, it constitutes a practically instinctive reaction and could, when all is said, be reducible to an inherited pattern of behavior, to a trait grafted in the genetic code of man.

The **ethical consciousness** implies, on the other hand, that behavior is subject to the conscious judgment of what is right or wrong, according to higher criteria of justice. The problem of ethics is raised when a conflict of duties appears, and blind obedience to the moral code or written law cannot satisfy the moral requirement of the moment any more.

Jung, and those who built upon his efforts, gathered empirical data to form a groundwork for a philosophy of ethics. It is a system based on a psychological understanding of the power and influence of archetypal patterns. Depth psychology aims to bring to light unconscious motivations that, if left on their own, result in destructive and harmful behavior. These tendencies can usually be traced to repressed feelings and emotions that make up the part of the unconscious which Jung called the Shadow. Jung writes, "**Moral principles** that seem clear and unequivocal from the standpoint of Ego-consciousness lose their power of conviction, and therefore their applicability, when we consider the compensatory significance of the shadow in **the light of ethical responsibility.**" **Responsibility connotes a system of ethics.**

Repressed qualities are relocated feelings and emotions that were thrown into the depths of the unconscious, condemned to be projected in a shadow-play. To help keep repressed feelings safely tucked away, the Ego dons a mask (persona), a societal role that gives an impression of identity with the community. This simultaneously hides the repressed qualities, which are, instead, cast onto others (projection or scapegoating). The persona is a psychological construct designed to help one fit in with the local culture by covering the individual's uniqueness.

To comport oneself without egotism is not a way of being that will happen of its own. This starts after one has begun to deal with one's unconscious and its shadows. Highlighting the imperative of coming to terms with the unconscious, Jung writes, "Confrontation with an archetype or an instinct is an ethical problem of the first magnitude, the urgency of which is felt only by people who find themselves faced with the need to assimilate the unconscious and integrate their personalities." Such persons have made a commitment to the path of **individuation**, which calls for **the merging of conscious and unconscious.** That union, according to Jung, is "**the core of the ethical problem.**"

Oral Practice:

1. Based on your perception, how do moral and ethical values affect an individual?
2. Differentiate moral values from the ethical ones.

Written Practice:

1. Do you agree with what was stated in the passage? Cite your reasons.

Passage 3: Theories of Development: Psychosexual versus Psychosocial (for students in the Advanced Level)

According to Sigmund Freud, personality develops through a series of stages in which the energies of the id are focused on certain erogenous areas. This psychosexual energy, or libido, was described as the driving force behind behavior.

The summary chart below offers a brief overview of these stages of psychosexual development, the approximate age levels for each stage and the primary conflict confronted at each stage.

Stage	Age	Characteristics
<u>Oral Stage</u>	Birth to 1 year	An infant's primary interaction with the world is through the mouth. The mouth is vital for eating, and the infant derives pleasure from oral stimulation through gratifying

		activities such as tasting and sucking. If this need is not met, the child may develop an oral fixation later in life, examples of which include thumb-sucking, smoking, fingernail biting and overeating.
Anal Stage	1 to 3 years	Freud believed that the primary focus of the libido was on controlling bladder and bowel movements. Toilet training is a primary issue with children and parents. Too much pressure can result in an excessive need for order or cleanliness later in life, while too little pressure from parents can lead to messy or destructive behavior later in life.
Phallic Stage	3 to 6 years	Freud suggested that the primary focus of the id's energy is on the genitals. According to Freud, boy's experience an Oedipal Complex and girl's experience and Electra Complex, or an attraction to the opposite sex parent. To cope with this conflict, children adopt the values and characteristics of the same-sex parent, thus forming the superego.
Latent Stage	6 to 11 years	During this stage, the superego continues to develop while the id's energies are suppressed. Children develop social skills, values and relationships with peers and adults outside of the family.
Genital Stage	11 to 18 years	The onset of puberty causes the libido to become active once again. During this stage, people develop a strong interest in the opposite. If development has been successful to this point, the individual will continue to develop into a well-balanced person.



Erik Erikson described development that occurs throughout the lifespan. Learn more in this chart summarizing Erikson's stages of *psychosocial development*.

Stage	Basic Conflict	Important Events	Outcome

Infancy (birth to 18 months)	<u>Trust vs. Mistrust</u>	Feeding	Children develop a sense of trust when caregivers provide reliability, care, and affection. A lack of this will lead to mistrust.
Early Childhood (2 to 3 years)	<u>Autonomy vs. Shame and Doubt</u>	Toilet Training	Children need to develop a sense of personal control over physical skills and a sense of independence. Success leads to feelings of autonomy, failure results in feelings of shame and doubt.
Preschool (3 to 5 years)	<u>Initiative vs. Guilt</u>	Exploration	Children need to begin asserting control and power over the environment. Success in this stage leads to a sense of purpose. Children who try to exert too much power experience disapproval, resulting in a sense of guilt.
School Age (6 to 11 years)	<u>Industry vs. Inferiority</u>	School	Children need to cope with new social and academic demands. Success leads to a sense of competence, while failure results in feelings of inferiority.
Adolescence (12 to 18 years)	<u>Identity vs. Role Confusion</u>	Social Relationships	Teens need to develop a sense of self and personal identity. Success leads to an ability to stay true to yourself, while failure leads to role confusion and a weak sense of self.
Young Adulthood (19 to 40 years)	<u>Intimacy vs. Isolation</u>	Relationships	Young adults need to form intimate, loving relationships with other people. Success leads to strong relationships, while failure results in loneliness and isolation.
Middle Adulthood (40 to 65 years)	<u>Generativity vs. Stagnation</u>	Work and Parenthood	Adults need to create or nurture things that will outlast them, often by having children or creating a positive change that benefits other people. Success leads to feelings of usefulness and accomplishment, while failure results in shallow involvement in the world.
Maturity(65 to death)	<u>Ego Integrity vs. Despair</u>	Reflection on Life	Older adults need to look back on life and feel a sense of fulfillment. Success at this stage leads to feelings of wisdom, while failure results in regret, bitterness, and

			despair.
--	--	--	----------

Oral Practice:

1. What is your reaction to Sigmund Freud’s theory of development?
2. What is the implication of Erik Erikson’s stages of development to you?

Written Practice:

1. Based on your perception, explain the difference between psychosexual and psychosocial theories of development.

2. Which one do you agree with: Sigmund Freud or Erik Erikson? Cite your reasons.

Rule # 8:

Always think about “cause and effect” relationships and be careful not to confuse correlations with causations. Also, remember the basic need to consider the root cause of a problem when you are trying to come up with solutions for solving the problem!

Relationships	Definition
Cause and Effect (Causation)	<ul style="list-style-type: none">• May refer to the philosophical concept of ‘causation’ where it is defined as:<ul style="list-style-type: none">○ Causation is the relation between an event (the cause) and a second event (the effect) where the second event is understood as the consequence of the first event.○ Causation is also the relation between a set of factors (causes) and the phenomenon (the effect). Anything that affects an effect is a factor of that effect. A direct factor is a factor that affects an effect directly, that is, without any intervening factors.
Correlations	<ul style="list-style-type: none">• In statistics, dependence refers to any statistical relationship between two random variables or two sets of data. Correlation refers to any of a broad class of statistical relationships involving dependence.• Correlations are useful because they can indicate a predictive relationship that can be exploited in practice. For example, an electrical utility may produce less power on a mild day based on the correlation between electricity demand and weather. In this example there is a causal relationship, because extreme weather causes people to use more electricity for heating or cooling; however, statistical dependence is not sufficient to demonstrate the presence of such a causal relationship (i.e., Correlation does not imply Causation).
Root Cause	<ul style="list-style-type: none">• A root cause is an initiating cause of a causal chain which leads to an outcome or effect of interest. Commonly, root cause is used to describe the depth in the causal chain where an intervention could reasonably be implemented to change performance and prevent an undesirable outcome.• In plain English a "root cause" is a "cause" (harmful factor) that is "root" (deep, basic, fundamental, underlying or the like).• Mark Paradies would define a root cause as follows: "The most basic cause (or causes) that can reasonably be identified that management has control to fix and, when fixed, will prevent (or significantly reduce the likelihood of) the problem’s recurrence."

Passage 1: The Earth in the Hands of Global Warming

The last edge of the Greenland ice sheet that had resisted global warming has now become unstable, adding billions of tons of meltwater to rising seas, scientists say. In a study published in the journal Nature Climate Change, they say a surge in temperature from 2003 has eased the brakes on a long "river" of ice that flows to the coast in northeastern Greenland.

Known as an ice stream, the "river" takes ice from a vast basin and slowly shifts it to the sea - in the same way the Amazon River drains water. In the past, the flow from this ice stream was constrained by massive buildups of ice debris choking its mouth.

But a three-year spell of exceptionally high temperatures removed this blockage - and like a cork removed from a bottle helped accelerate the flow, the study said.

The ice stream, called Zachariae, is the largest drain from an ice basin that covers a whopping 16 per cent of the Greenland ice sheet. From 2003 to 2012, northeastern Greenland disgorged 10 billion tons of ice annually into the ocean, the study found.

To get a wider picture, the GPS data was then overlaid with data from three US satellites and a European one that measured ice thickness from space.

"The Greenland ice sheet has contributed more than any other ice mass to sea level rise over the last two decades and has the potential, if it were completely melted to raise global sea level by more than seven meters," said Jonathan Bamber, a professor at Britain's University of Bristol.

Oral Practice:

1. As a concerned individual, what can you do to solve the problem in global warming?

Written Practice:

1. Present an essay discussing about the cause and effect of the statement below:

In a study published in the journal Nature Climate Change, they say a surge in temperature from 2003 has eased the brakes on a long 'river of ice' that flows to the coast in northeastern Greenland.

Passage 2: The Benefits of International Students Exchange Programs

The vast majority of students who have taken part in international study abroad programs underline the importance of this invaluable experience for their personal development as well as for their professional career.

However, to this day, there has not been much substantial and comprehensive research that provides statistical support to the subjective positive evaluation of the effects of international student exchange programs.

A study conducted at the Johannes Kepler University Linz in Austria compared a group of 540 students who had studied abroad with a sample, of roughly the same size, of students who had not left their home university during studies.

The results of this research should come as good news to all supporters of international exchange programs. Unsurprisingly, a study period abroad hones students' foreign language skills, in particular with regard to speaking and understanding the foreign language.

Another result that speaks in favor of a study abroad experience is that it helps students develop social and intercultural competences. Apart from the degree program chosen, these extracurricular skills seem to be the decisive factor for finding first employment.

Oral Practice:

1. What are the two positive results of the international students exchange programs mentioned in the passage?
2. Why do you think that there are still a lot of students who prefer studying abroad? Discuss the causes and effects of such.

Written Practice:

1. Many students choose to further their study abroad, up to what extent do you agree or disagree with this idea?

Essay:

1. In your opinion, how should a person solve a problem? Give reasons and examples to support your idea/s.

Rule # 9:

Be critical about the results of research findings reported by considering the representativeness of the samples used, and the logical quality of the thinking processes involved in drawing conclusions based on the obtained data!

Terms	Definition
Sample Size	<ul style="list-style-type: none">• Sample size determination is the act of choosing the number of observations or replicates to include in a statistical sample. The sample size is an important feature of any empirical study in which the goal is to make inferences about a population from a sample. In practice, the sample size used in a study is determined based on the expense of data collection, and the need to have sufficient statistical power. In complicated studies there may be several different sample sizes involved in the study: for example, in a survey sampling involving stratified sampling there would be different sample sizes for each population. In a census, data are collected on the entire population; hence the sample size is equal to the population size. In experimental design, where a study may be divided into different treatment groups, there may be different sample sizes for each group.• Sample sizes may be chosen in several different ways:<ul style="list-style-type: none">○ Expedience - For example, include those items readily available or convenient to collect. A choice of small sample sizes, though sometimes necessary, can result in wide confidence intervals or risks of errors in statistical hypothesis testing.○ Using a target variance for an estimate to be derived from the sample eventually obtained○ Using a target for the power of a statistical test to be applied once the sample is collected.
Sampling	<ul style="list-style-type: none">• In statistics, quality assurance, and survey methodology, sampling is concerned with the selection of a subset of individuals from within a statistical population to estimate characteristics of the whole population. Acceptance sampling is used to determine if a production lot of material meets the governing specifications. Two advantages of sampling are that the cost is lower and data collection is faster than measuring the entire population.• Each observation measures one or more properties (such as weight, location, color) of observable bodies distinguished as independent objects or individuals. In survey sampling, weights can be applied to the data to adjust for the sample design, particularly stratified sampling (blocking). Results from

	probability theory and statistical theory are employed to guide practice. In business and medical research, sampling is widely used for gathering information about a population.
--	---

Passage 1: Research on Human Emotions

Research psychologists have been studying emotion for a long time; in fact it is one of the oldest areas of research. Several classic theories of emotion exist:

James-Lange Theory

According to this theory, actions precede emotions and the brain interprets said actions as emotions. A situation occurs and the brain interprets the situation, causing a characteristic physiological response. This may include any or all of the following: perspiration, heart rate elevation, facial and gestural expression. These reflexive responses occur before the person is aware that he is experiencing an emotion; only when the brain cognitively assesses the physiology is it labeled as an "emotion".

Cannon-Bard Theory

Cannon and Bard opposed the James-Lange theory by stating that the emotion is felt first, and then actions follow from cognitive appraisal. In their view, the thalamus and amygdala play a central role; interpreting an emotion-provoking situation and simultaneously sending signals to the ANS (autonomic nervous system) and to the cerebral cortex which interprets the situation cognitively.

Schachter-Singer Theory

Schachter and Singer agreed with James and Lange -- that the experience of emotions arises from the cognitive labeling of physiological sensation. However, they also believed that this was not enough to explain the more subtle differences in emotion self-perception, i.e. the difference between anger and fear. Thus, they proposed that an individual will gain information from the immediate situation (ex: a danger is nearby) and use it to qualitatively label the sensation.

There are many more theories than these, with new ones being refined almost every day. Current thinking is that emotion involves a dynamic state that consists of both cognitive and physical events.

Oral Practice:

1. Using your own words, kindly define emotions.

2. According to the passage, what causes people's emotions?

Written Practice:

1. If you would do a research, what specific topic would you focus on? Why ?

2. Write an essay about the data you read in the passage.

Passage 2: The Major Social Problems in the Philippines

As a sociology student, I can say that most of the problems we have in industrial relationship is that some people do not understand themselves individually and this makes it difficult to understand others and this brings a clampdown to the mutual relation between the individuals and their management.

The preceding paragraph focuses on the topic we had discussed in class a few days ago before my professor instructed me to conduct a research about social problems. After I had gone to the library, I decided to have the Philippines as my source of responses which I would use to complete my task. On my way home, my mind was full of questions, and the first thing that penetrated my head was the most specific concern related to my study.

What is the biggest problem in the Philippines? In line with this, what are the common social problems in the country? After I had gathered the data needed for my research, I came up with the following results:

1. Poverty,
2. Corruption,
3. Financial instability,
4. Pollution, and
5. Poverty-initiated diseases.

Such have gathered a lot of discussions and arguments in my class but I was fine especially when my professor told me that I had done a great job!

Oral Practice:

1. What is the implication of the passage to you?

Written Practice:

1. Do you think the problems postulated in the passage are easy to address?

Essay:

1. If you are the president of the Philippines, how would you resolve the problems specified in the passage?

Rule # 10:

Think about the possible positive and negative consequences, and use them as points to support your arguments!

Terms	Definition
Consequence	<ul style="list-style-type: none">• Something that logically or naturally follows from an action or condition.• The relation of a result to its cause.• A logical conclusion.• The effect, result, or outcome of something occurring earlier.• The conclusion reached by a line of reasoning; inference.

Passage 1: The Process of Debate

The principle underlying parliamentary procedure is that the minority should have its say and the majority should have its way.

PHILIP LAUNDY

(Parliaments in the Modern World, p. 95)

The process of debate begins when the Speaker, upon receipt of a motion in writing, duly seconded, submits it to the House and proposes the question to determine if the House wishes to adopt the motion. If the motion is one that is debatable, Members may then be recognized to make speeches. The process of debate ends after the motion has been considered, including amendments and sub-amendments, and the original or amended motion is reread by the Speaker and the question for its adoption is put to the House for a decision. The basic components in this process are the “motion” and the “question” — the motion being a proposal that the House do something or express an opinion with regard to some matter; the “question” being the mechanism used to ask the House if it agrees with the motion, first, when it is proposed by the Speaker and, second, when it is put to the House for a decision at the conclusion of debate.

As with all deliberative bodies, discussion in the House of Commons must always be relevant to some definite proposal (or motion).^[11] The House makes up its mind on these specific proposals by deciding on questions put to it by the Speaker. Without a motion and a question, there can be no debate.^[12] Once a question has been proposed by the Speaker, debate may take place. The Speaker has extensive powers to enforce the rules of debate — which are, in general, limitations on what may be said, when and by whom, and for how long — in order to guide the flow of debate and protect it from excess.^[13]

During the process of debate, the House follows a basic sequence of steps: providing notice of the motion, moving and seconding the motion, proposing the question from the Chair, debating the motion, putting the question on the motion, and arriving at a decision on the motion.

In order to bring a proposal before the House and obtain a decision on it, a motion is necessary.^[14] A motion is a proposal moved by one Member in accordance with well-established rules that the House do something, or order something done or express an opinion with regard to some matter.^[15] A motion initiates a discussion and gives rise to the question to be decided by the House.^[16] This is the process followed by the House when transacting business.

While there may be many items on the *Order Paper* awaiting the consideration of the House, only one motion can be debated in the House at any one time.^[17] After a motion has been proposed to the House by the Chair, the House is formally seized of it. A motion may be debated, amended, superseded, adopted, negatively treated or withdrawn.^[18]

A motion is adopted if it receives the support of the majority of the Members present in the House at the time the decision on it is made. Every motion, once adopted, becomes either an order or a resolution of the House. Through its orders, the House regulates its proceedings or gives an instruction to its Members or officers, or one of its committees. A resolution of the House makes a declaration of opinion or purpose.^[19] It does not have the effect of requiring that any action be taken — nor is it binding. The House has frequently

brought forth resolutions in order to show support for some action. ^[10]

A motion must be drafted in such a way that, should it be adopted by the House, “it may at once become the resolution ... or order which it purports to be”. ^[11] For example, it is usual for the text of a motion to begin with the word “That”. Examples may be found of motions with preambles, but this is considered out of keeping with usual practice. ^[12] It is customary for motions to be expressed in the affirmative. A motion should not contain any objectionable or irregular wording. It should not be argumentative or written in the style of a speech. ^[13]

Oral Practice:

1. When does debate take place? When is it not necessary?
2. Based on the passage, briefly discuss the process of debate.

Written Practice:

1. Imagine you were in-charge of revising the process presented in the passage, how would you accomplish such?

2. With the revised process, how would you impose it to ‘prohibiting civilians on using guns’ as ‘your motion’?

Passage 2: Is a Crime of Passion a Viable Legal Defense?

We hear about crimes of passion all the time. A man walks in on his wife and her lover, and shoots them both in the head for their transgressions. A crime of passion is usually a murder or an assault that is precipitated by jealousy, an act that wasn't planned (premeditated), but occurred for no other reason than pure emotional violence. In the past, many murderers have escaped murder charges or even prison because of this legal defense.

The purpose for a crime of passion defense is to rule out one very important element of murder: premeditation. In order for an individual to be convicted of first- or second-degree murder, he or she must have had intent. In other words, the perpetrator decided that he wanted to kill the victim, planned how to do it, and executed his plan. If there is no intent, or premeditation, the charges must be dropped to manslaughter or some other lesser charge.

But is a crime of passion a viable legal defense? Do juries actually buy the notion that a person committed serious assault or murder simply because he was enraged by jealousy? Absolutely! In fact, Texas is known as one of the states with the highest frequency of crimes of passion, as juries often sympathize with a defendant who claims to have committed a crime of passion. We can commiserate with someone who suddenly discovers that his or her spouse is involved with someone else, and can therefore justify giving the defendant a pass.

Sometimes, most good defense attorneys realize that claiming a crime of passion is a dangerous legal strategy, and a defense that should be used only at the absence of any viable alternatives. If the defendant says something wrong, or if the prosecution has ample evidence to the contrary, the jury might very well convict on murder charges, which could include capital punishment. Furthermore, certain elements must be proven in order to claim a crime

of passion.

For one thing, murder isn't a crime of passion unless the murder was committed immediately following the discovery of whatever prompted the attack. For example, if a man walks into a bedroom and finds his wife in bed with another man, he might be able to claim a crime of passion if he shoots them right away. However, if he leaves the room in a daze, then comes back five hours later to kill his wife; this indicates intent and, therefore premeditation.

The results of a crime of passion defense vary, depending on the circumstances of the crime and the particular jury that is sitting on the case. In some instances, the defendant may be acquitted of all charges, simply because the defense has convinced the jury that he wasn't responsible for his actions. In other cases, the result will be a lesser charge, which means much less jail time. The difference could be twenty or more years in prison if the defendant is successful.

Oral Practice:

1. According to the passage, what is the difference between a murder intently committed and a crime of passion?

Written Practice:

1. What is the implication of the data you had in the passage to you?

Sample Responses on Rules of Thinking

Respondent # 1:

Rule # 1:

Passage 1: Psychological Effects of the Internet

Oral Practice:

1. According to the passage, the internet affects an individual's psychological thought in many ways. They are the following: First, internet use reduces the deep thinking that leads to true creativity. Second, hyperlinks and overstimulation means that the brain must give most of its attention to short-term decisions. Third, the vast availability of information on the World Wide Web overwhelms the brain and hurts long-term memory. Last, the availability of stimuli leads to a very large cognitive load, which makes it difficult to remember anything.

2. The internet stimulates one's brain by giving most of its attention to short-term decisions that could lead to malfunctioning of the brain.

Written Practice:

1. I disagree with Carr's view on the psychological effects of the internet. This is so due to the following reasons: First, he didn't bring out any scientific proof so it's less likely for me to believe his point of view. Second, he was biased because there are also positive effects of the Internet and he didn't dwell on such. Third, if his aim was to persuade us that the use of internet is bad, he should have given better reasons that are more believable.

Passage 2: Social Effects of the Internet

Oral Practice:

1. Based on the above passage, online communication refers to using the internet to communicate with other people unlike with face-to-face communication which uses the traditional way of socializing.
2. Face-to-face communication contributes better on the development of an individual's social skills. In such, a person can fully developed socially by interacting with other people, expressing his/her emotions and thoughts, and adapting to an environment or to a situation in person. On the other hand, online communication is by means of the internet which could result to an individual's tendency for internet self-disclosure, online social connection, and online anxiety where the person could have low self-esteem, limited social connection, and vague language.

Written Practice:

Everybody is aware that when a person went online, it only means one thing primarily – he or she would stay in front of the computer and would spend time in doing so. The more time an individual uses the internet, it is more probable that one would have limited or lesser time in interacting with other human beings, that is, I say in person. It is very obvious not to see that fact and such could be considered unhealthy to whoever is in this kind of situation. Besides the danger of the absorption of radiation produced by the computers, a person would not normally develop in all the aspects of his or her personality, such as in psychological, emotional, physiological, social, practical, moral, etc. Computers are machines and they are lifeless. An individual should not spend a great deal of time with such. They could not think for themselves but a person could. Moreover, they're just human creations. People should not let these machines and the internet rule over their lives.

Respondent # 2:

Rule # 1:

Passage 1: Psychological Effects of the Internet

Oral Practice:

1. According to the passage, the internet affects an individual's psychological thought by causing the reduction of deep thinking and overloading the brain which makes it difficult to remember anything.

2. A person's brain is stimulated by the internet through giving most of its attention to short-term decisions and not the long ones.

Written Practice:

1. I agree with Carr's view on the psychological effects of the internet due to the following reasons:

a. Everything is virtually regulated by the internet.

b. Not everyone can adapt to the fast-paced environment of the internet as compared to others. As a result, there will be misinterpretation and misrepresentation of information.

c. I also agree with what was stated in the passage about the overuse of the internet can reduce deep thinking.

d. Since everything is provided by the internet, there is no room for children to think creatively.

Passage 2: Social Effects of the Internet

Oral Practice:

1. People become more compulsive to disclose information as compared to a face-to-face communication.
2. Face-to-face communication is promptly delivered along with the right intonation, the appropriate pitch, and the attitude of the speaker, unlike in communication through the internet.

Written Practice:

1. Even if someone is exchanging information with another person over the internet, it is still a computer. The advantage may be that it makes it possible for us to communicate with people from afar, especially our loved ones. However, overusing such like on chatting with people we don't personally know might not only put us at risk but also makes us psychologically attached to the computer.

Passage 3: Practical Effects of the Internet

Oral Practice:

1. The internet is a vehicle of many risks including our health.
2. As what the passage postulated, a prescription is very important when it comes to buying medicines, which the internet lacks.

Written Practice:

1. As wise consumers, we should be the first to take actions against possible risks involving products or services offered over the internet. If we stop buying things online, then those people behind the unlawful acts will eventually stop putting their fraudulent advertisements on the internet.

Rule # 2:

Passage 1: E-books versus Textbooks

Oral Practice:

1. I think lack of focus is the factor why children who read e-books can recall only fewer details compared with the ones who read printed books.

3. Yes, I am. With such, we can have more options. In addition, e-books are more compact, which are of less physical substance, and handy. Students will be less attached to the materials.

Written Practice:

1. Based on my experience, reading using printed materials and with e-books are different. I was able to focus on the topic with the former. However, due to the infinitely large numbers available and by just clicking and browsing, I consumed almost 30% less of my time spent with the printed ones on the latter before I can get what I want.

Passage 2: Social Aspects Governing the Military Intervention of Countries to Other Nations/States' Disputes

Oral Practice:

1. Looking at the passage, I could say that it is not humanitarian for a nation or a state to martially intervene to others' disputes because every nation or state has its own system.

Written Practice:

1. It simply means that we should not look at the superficial features of a situation, but rather focus on the underlying causes of such.

Respondent # 3:

Rule # 3:

Passage 1: Traditional versus Modern Teaching Methods

Oral Practice:

1. There is a wider range of methods that can be utilized by teachers today. It is only up to us to choose which one to use depending on the need of the students.

2. Yes, it was. It clearly explained the role of the teachers in the present times, wherein the students are involved in the flow of the lessons and are no longer like robots that are only programmed to memorize.

Written Practice:

1. Space practice is better than mass practice because it enables the teacher to establish a healthy teacher-student relationship. Learning is more effective since the teacher can make adjustments based on how the student learns best. Every student has his/her own learning style and pace in which transfer of knowledge is successfully done. This is difficult to consider when the latter is applied because the teacher utilizes one teaching style and pace to everyone in the class.

Passage 2: Smart Phones versus Cellular Phones

Oral Practice:

1. A smart phone has the same capabilities as a computer, while a cellular phone only has basic features such as messaging and calling.
2. No. if the purpose of a person is just to send text messages and call, then it is not practical to own a smart phone.

Written Practice:

1. There are a lot of ways in which technological advancements can be utilized. One is in accessing information. Individuals can get answers to their questions at the touch of a button. Medical advancements are also closely tied to technology. The treatments of diseases have been improving, thanks to technology. Communication has come a long way due to technological advancements. Days or weeks pass before a message is sent to another. That was before. But now, people can exchange messages at an instant. Transportation has also improved since the advent of technology. The time it takes to get from one place to another has significantly decreased. All these advancements in technology are being utilized by individuals.

Rule # 4:

Passage 1: Suffrage (Article V of the Philippine Constitution)

Written Practice:

1. I think there is a need for the dissemination of information regarding the gravity of having the right to vote. It seems that the citizens are not aware of the impact of each vote that they willingly cast for a candidate in exchange for a considerable amount of money. However, once each voter understands the long-term effects of a mere thousand pesos (only enough for a week's expenses) from a candidate, then the problem of cheating in the election will be eliminated.

Passage 2: Punishment as a Consequence for Unlawful Acts

Written Practice:

1. My view is influenced by my religion. I am a Roman Catholic and I believe that murder, in any way, is unacceptable. To implement death penalty is against one of the commandments of Catholicism because it involves taking one's life. Serving such as punishment for criminals, in my opinion, is not effective because a wrongdoing cannot be corrected by another one. I also think that by taking the life of a convict, you are taking away the person's chance to change/repent.

Respondent # 4:

Rule # 5:

Passage 1: What Causes Obsessive-Compulsive Behavior?

Written Practice:

1. I think there is no certain way to prevent obsessive-compulsive disorder. However, getting treatment as soon as possible helps hinder OCD from wors

ening. Obsessive-Compulsive Disorder is a chronic condition, which means it may always be part of a person's life. But, one can do some things to build a treatment plan. The following are the ones a subject needs to keep in mind:

- a. Taking medications as prescribed.
 - b. Paying attention to warning signs.
 - c. Checking first before taking other medications.
 - d. Joining a support group.
 - e. Staying focused on one's goal.
2. It can be difficult to know the right thing to do, to say, and how to cope, for the family a person suffering from OCD belongs to. I think the first thing that the family members should do is to get informed. It is essential to learn as much as they can about the condition so that they are better able to understand the symptoms and suffering and how to deal with such. The second one is they should try to get involved. Although most of the family members have the best intentions, it is common for them to get affected by the compulsions. And, lastly is to get support or help. They should not do it by themselves. OCD can be a frustrating illness, and it is significant for a patient to be surrounded by people who understand what the subject is going through.

Passage 2: Summary of Aristotle's Nicomachean Ethics

Written Practice:

1. I agree with Aristotle's theory. I believe that the development of a person's character is through habits. One becomes generous by performing generous acts, courageous by courageous ones, rash by rash actions, and so on for all the virtues and vices. Aristotle tells us that the development of the moral virtues is like learning a craft through practice and repetition (conditioning).

Rule # 6:

Passage 1: Principles of Democracy

Written Practice:

1. Without democracy, society might suffer. A country cannot flourish if its people's opinions are not appreciated. The idea of democracy is that of equality, freedom, and welfare for all. It implies political liberty, the right to vote, to be heard and to get involved in changing what is not right in the society.
2. It influences and affects me in a way that given favorable conditions, democracy I believe is the best form of government known so far. Based from the passage, it reconciles liberty and authority. It gives the citizens with a sense of patriotism. It treats all individuals equally. It aims at giving the greatest happiness to the majority of people in a country.

Passage 2: Principles of Capitalism

Written Practice:

1. According to the article, when individual rights are respected, unregulated competition will naturally tend to reduce costs and increase the abundance of products in demand. Therefore, we can say that the supply depends on the demand. The latter is about how wanted a product is while the former stands for the quantity of the products available. It really depends on the demand because if a product is not getting enough demand, the supply will come to a stop or will become low.
2. Nowadays, our economy is also facing corporate corruption due to free market system. When a government does not regulate some corporations involved, greedy CEOs and corporate members who take advantage of such system will emerge. Capitalism is a fairly easy system to exploit. Therefore, government intervention and restrictions can only stop corrupt capitalism.

Respondent # 5:

Rule # 7:

Passage 1: Structure of the Mind: Freud's Id, Ego, and Superego

Written Practice:

1. Yes, we all have different personalities and ways of thinking. These all depend on how strongly an aspect controls our minds. If one factor is too strong or too weak, it puts the person into imbalance. One can be too nice or too selfish depending on which aspect of the subject's personality is stronger.
2. Depending on which aspect manifests more in a person whether it's the Id, Ego, or Superego, we can predict how a person will behave in a certain situation. The Id creates selfishness, Ego dullness, and Superego a saintly persona.

Passage 2: The Superego versus Ethical Consciousness

Written Practice:

1. Yes, it is hard to balance the behavior in which we are born or accustomed with and that of which the society accepts or judges as the right thing to do. When we were younger, we always follow our parents and believe that everything they did/said was right. It is difficult to change the mindset that we have with that of the rules that society has created. Parents want their children to finish school or get high grades but when the need arises, the latter will do everything to please the former even if it means cheating which is breaking the law the school has imposed. The instincts set in and abandon the rules.

Rule # 8:

Passage 1: The Earth in the Hands of Global Warming

Written Practice:

1. The brakes have been eased on a long “river” of ice that flows to the coast in the Northeastern Greenland. A study published in the journal Nature Climate said that the cause was a surge in temperature in 2003.

The “river” takes ice from a basin and slowly shifts it to the sea. Although the continuous rise in temperature for three years melted the blockage and accelerated the flow of water and ice.

This ice sheet has contributed to the rise of sea level over the last two decades and this phenomenon, if it completely melts the ice, will result to a radical rise in sea level.

Passage 2: The Benefits of International Students Exchange Programs

Written Practice:

1. I totally agree with this idea as long as they can support the expenses of studying abroad and also if it is more practical to study abroad considering the cost and efficiency of the school. Moreover, the availability of the institution in their country is also a factor to consider. For example, in the Middle East, there aren't any (or only a few) schools that offer Dentistry courses and the quality is not as good as the ones we have here and so, they opt to study here to improve the quality of Dental Medicine in their country.

Respondent # 6:

Rule # 9:

Passage 1: Research on Human Emotions

Written Practice:

1. If I would do a research, I would focus on altering human emotions.
2. The passage tells about emotions and their production. The article states different theories showcasing the ideas on how and what causes for an emotion to be produced. It discusses the two opposing views as to what triggers emotions. James and Lange explain that human experiences register in our brains and interpret such as emotions. However, Schachter and Singer partially support the theory but need further studies. Cannon and Bard disagree stating that emotions are quietly felt before they trigger actions.

Passage 2: The Major Social Problems in the Philippines

Essay:

1. If I am the president of the Philippines, I would impose a stricter policy in handling government funds to be allocated in different branches of the government. Such policy includes severe punishment for violators like immediate termination from any government positions, monetary penalty, and life imprisonment. If we just have a stronger policy, the government will be able to solve four out of five problems right away.

Rule # 10:

Passage 1: The Process of Debate

Written Practice:

1. If I were in-charge of revising the process presented in the passage, I'll include a committee that votes after hearing the speeches and rebuttals of the negative and the affirmative groups. It will be the one to decide based from the facts presented by the two opposing teams.
2. Once the committee reached a unanimous decision based from the facts presented by the two opposing teams, the motion must be executory. For the civilians to be aware and to comply, information dissimulation campaign

must be implemented.

Passage 2: Is a Crime of Passion a Viable Legal Defense?

Essay:

1. If I were the judge in a trial and the defendant's lawyer appealed for an acquittal due to crime of passion, this person must prove that the crime was not premeditated. The facts, documents, and the witnesses must successfully prove that indeed it is a crime of passion.