

**Republic of the Philippines  
OFFICE OF THE PRESIDENT  
COMMISSION ON HIGHER EDUCATION**

**PURPOSIVE COMMUNICATION Preliminaries**

**Course Title:** Purposive Communication

**Units:** 3 units

**Description:**

Purposive Communication is about writing, speaking, and presenting to different audience and for various purposes (CMO 20 s 2013)

Purposive Communication is a three unit course that develops students communicative competence and their cultural and intercultural awareness through multimodal tasks that provide them opportunities for communicating effectively and appropriately to a multicultural audience in a local or global context. It equips students with tools for critical evaluation of a variety of texts and focuses on the power of language and the impact of images to emphasize the importance of conveying messages responsibly. The knowledge skills, and insights that students gain from this course may be used in their other academic endeavors, their chosen disciplines and their future careers as they compose and produce relevant oral, written audio-visual and/or web-based output for various purposes.

**Learning Outcomes:**

At the end of the course, the students should be able to:

**Knowledge:**

1. Describe the nature, elements and functions of verbal and non-verbal communication in various and multicultural contexts.
2. Explain how cultural and global issues affects communication
3. Determine culturally appropriate terms, expression, and images
4. Evaluate multimodal text critically to enhance receptive (listening, reading, viewing) skills.
5. Summarize the principles of academic text structure.

**Skills**

1. Convey ideas through oral, audio-visual and/or web-based presentations for different target audience in local settings using appropriate registers
2. Create clear, coherent, and effective communication materials
3. Present ideas persuasively using appropriate language registers, tone, facial expression and gestures

4. Write and present academic papers, papers using appropriate tone, style, conventions, and reference styles

**Values**

1. Adopt cultural and intercultural awareness and sensitivity in communication of ideas
2. Appreciate the differences of the varieties of spoken and written language
3. Adopt awareness of audience and context in presenting ideas
4. Appreciate the impact of communication on society and the world

Number of Hours: 3 hours every week for 18 weeks or 54 hours in a semester

**Course Outline and Timeframe**

<b>Week</b>	<b>Topics</b>
1	Communication process, principles and ethics
1	Communication and globalization
2	Local and global communication in multicultural settings Varieties and registers of spoken and written language
2	Evaluating messages and/or images of different types of text reflecting different cultures <ol style="list-style-type: none"> <li>1. What is the message?</li> <li>2. What is the purpose of the message?</li> <li>3. How is the message conveyed by the text and/or author?</li> <li>4. Who is the target audience of the message?</li> <li>5. What other ways of presenting the message are there?</li> </ol>
3	Communication aids and strategies using tools of technology
4-6	Communication for various purposes <ol style="list-style-type: none"> <li>1. to obtain, provide, and disseminate information</li> <li>2. to persuade and argue</li> </ol>
7-10	Communication For work purposes
11-16	Communication for academic purposes

**PUROPOSIVE COMMUNCATION Learning plan**

Week	Learning Outcome	Topics	Methodology	Resources	Assessment	Values Integration
1	<ul style="list-style-type: none"> <li>Describe the nature elements , and functions of verbal and non- verbal communication in various and multicultural contacts</li> </ul>	<ul style="list-style-type: none"> <li>Communication process, principles and ethics.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture and class discussion on elements and types of communication</li> <li>Group work on identifying elements of communication in various text</li> </ul>	<ul style="list-style-type: none"> <li>LCD Projector or manila paper</li> <li>Audio and/or video clips of various media (e.g. TV commercials, movies; newscasts; etc.)</li> <li>Text from newspapers, magazines, journals</li> <li>See <a href="http://www.healthknowledge.org.uk/publichealth-textbook/organization-management/5aunders-tanding-itd/effective-communication">http://www.healthknowledge.org.uk/publichealth-textbook/organization-management/5aunders-tanding-itd/effective-communication</a></li> <li>See <a href="http://promeng.eu/downloads/training-materials/ebooks/soft-skills/effective-communication-skills.pdf">http://promeng.eu/downloads/training-materials/ebooks/soft-skills/effective-communication-skills .pdf</a></li> <li>Chase, R. &amp; Shamo, S. (2013). Elements of effective communication 4<sup>th</sup> ed. Wahington, Utah: Plain and Precious Publishing.</li> </ul>	<ul style="list-style-type: none"> <li>Quizzes and seatwork on identifying elements of communication (e.g. sender, message, channel, receiver, effect</li> </ul>	<ul style="list-style-type: none"> <li>Courtesy</li> <li>Professionalism</li> <li>Competence</li> <li>Literacy</li> </ul>



	communication of ideas		<p>communicating as tackled in film/video</p> <ul style="list-style-type: none"> <li>• Exercise on using culturally appropriate terms, and images. Interview invited speakers/students</li> </ul>	<p>communicating in a multilingual setting (e.g. “lost in Translation”)</p> <ul style="list-style-type: none"> <li>• See TED talk “ Pop culture in the Arab world” <a href="http://www.ted.com/talks/sheree_el_feki_pop_culture_in_the_arab_world">http://www.ted.com/talks/sheree_el_feki_pop_culture_in_the_arab_world</a></li> <li>• See <a href="https://celsalanguages.wordpress.com/2015/01/29/it-aint-right-innit-about-language-register-in-english/">https://celsalanguages.wordpress.com/2015/01/29/it-aint-right-innit-about-language-register-in-english/</a></li> <li>• See <a href="https://www.really-learn-english.com/language-register.html">https://www.really-learn-english.com/language-register.html</a></li> <li>• See <a href="https://www.unidue.de/SVE/">https://www.unidue.de/SVE/</a></li> <li>• See <a href="https://www.icaltefi.com/category/varieties-ofenglish">https://www.icaltefi.com/category/varieties-ofenglish</a></li> <li>• See <a href="https://www.britishcouncil.org/blog/which-variety-english-should-you-speak">https://www.britishcouncil.org/blog/which-variety-english-should-you-speak</a></li> <li>• Daniton, M. &amp; Zelly E. (2015). Applying</li> </ul>	<p>and intercultural modes of communication (e.g. words/gestures used in a particular region or country to show respect) and/or various issues in communication(e.g. use of politically correct words in today’s world; gender sensitivity through language)</p>	
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				<p>Communication theory for professional life. A practical introduction 3<sup>rd</sup> ed. Sage Publications.</p> <ul style="list-style-type: none"> <li>• Biber, D &amp; Conrad S. (2009). Register, genre, and style. Cambridge: Cambridge Univ. Press.</li> </ul>		
2	<ul style="list-style-type: none"> <li>• Evaluate multimodal text critically to enhance receptive (listening, reading, viewing) skills.</li> <li>• Convey ideas through oral, audio-visual, and/or web-based presentations for different target audiences in local and global settings using appropriate registers</li> <li>• Adopt awareness of audience and context ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluating messages and/or images (e.g. pictures, illustrations of different types of texts reflecting different cultures (regional, Asian, Western, etc.)</li> </ul> <ol style="list-style-type: none"> <li>1. What is the message?</li> <li>2. What is the purpose of the message?</li> <li>3. How is the message conveyed by the text and/or image?</li> <li>4. Who is the target audience of the message?</li> <li>5. What other ways of presenting the message are there?</li> </ol>		<ul style="list-style-type: none"> <li>• LCD projector or manila paper</li> <li>• Authentic texts about cultural sensitivity from various media (text messages; email messages; social media message; newspaper, magazine and journal article; print and electronic advertisement)</li> <li>• See sample: <a href="https://www.kwintessential.co.uk/cultural-services/articles/cultural-sensitivity.html">https://www.kwintessential.co.uk/cultural-services/articles/cultural-sensitivity.html</a></li> <li>• See sample: <a href="https://mindspaceintuition.files.wordpress.com/2015/01/cross-cultural.jpg">https://mindspaceintuition.files.wordpress.com/2015/01/cross-cultural.jpg</a></li> <li>• See sample: <a href="https://i.telegraph.co.uk/multimedia/archive/01440/burger_1440211c.jpg">https://i.telegraph.co.uk/multimedia/archive/01440/burger_1440211c.jpg</a></li> </ul>	<ul style="list-style-type: none"> <li>• Invitation for people to join cause-oriented events using various media such as email, social media, print and/or electronic advertisements</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy</li> <li>• Ethics</li> <li>• Courtesy</li> <li>• Respect for Cultural Diversity</li> </ul>

				<ul style="list-style-type: none"> <li>• See sample <a href="https://attaintablackstar.com/2013/11/19/9-racial-ads-commercials-that-promote-negative-images-of-black-people/3/">https://attaintablackstar.com/2013/11/19/9-racial-ads-commercials-that-promote-negative-images-of-black-people/3/</a></li> <li>• Mooney, A, Peccel, J.S., La Belle, S, et.al. (2010). Language, society and power: An introduction, 3<sup>rd</sup> ed. London: Routledge</li> </ul>		
3	<ul style="list-style-type: none"> <li>• Convey ideas through oral, audio- visual, and/or web-based presentations for different target audiences in local and global settings using appropriate registers</li> <li>• Adopt awareness of audience and context in presenting ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Communication aids and strategies using tools of technology</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture and class discussion on preparing audio visual and web-based presentations</li> <li>• Group work and class discussion on identifying problems with the research presentation in the video</li> </ul>	<ul style="list-style-type: none"> <li>• LCD projector or manila paper</li> <li>• Text video/audio clips from various sources</li> <li>• See <a href="https://creatingmultimediatexts.com/">https://creatingmultimediatexts.com/</a></li> <li>• “The world’s worst research presentation” <a href="https://www.youtube.com/watch?v=nSGqp4bZY">https://www.youtube.com/watch?v=nSGqp4bZY</a></li> <li>• Adler, R., Elmhorat, J.M, &amp; Lucas, K (2012). Communicating at work: Strategies for success in business and the professions NY: McGraw Hill</li> </ul>	<ul style="list-style-type: none"> <li>• Oral audio-visual and/or web-based presentations to promote cultural various (e.g., respect for elders, bayanihan spirit, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• ICT Literacy</li> <li>• Ethic</li> <li>• Competence</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Convey ideas through oral, audio-visual, and/or web-based presentations for</li> </ul>	<ul style="list-style-type: none"> <li>• Communication for various purposes</li> <li>1. to obtain, provide,</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture and class discussion on informative persuasive and</li> </ul>	<ul style="list-style-type: none"> <li>• LCD projector or manila paper</li> <li>• Sample text (inquiry</li> </ul>	<ul style="list-style-type: none"> <li>• Public Announcement (audio/video, social</li> </ul>	<ul style="list-style-type: none"> <li>• Gender Awareness and Sensitivity</li> <li>• Respect for</li> </ul>

	<p>different target audiences in local and global settings using appropriate registers</p> <ul style="list-style-type: none"> <li>• Create clear, coherent and effective communication materials</li> <li>• Present ideas persuasively using appropriate language registers, tone, facial expressions and gestures</li> <li>• Adopt awareness of audience and context in presenting ideas</li> </ul>	<p>and disseminate information</p> <p>2. to persuade and argue</p>	<p>argumentative communication</p> <ul style="list-style-type: none"> <li>• Lecture and discussion of Types of Speeches and Public Speaking (Read, Memorized, impromptu/extemporaneous)</li> <li>• Short exercises; asking for information through inquiry letter or interview, response to queries, incident reports</li> </ul>	<p>letter, police reports, political speeches, letters of appreciation, etc)</p> <ul style="list-style-type: none"> <li>• See <a href="https://www.omafra.gov.on.ca/english/rural/facts/03-033.htm">https://www.omafra.gov.on.ca/english/rural/facts/03-033.htm</a></li> <li>• See <a href="https://www.capmembers.com/media/cms/l2l_mod2_ch8_effective_communicatio_63afca8970d43.pdf">https://www.capmembers.com/media/cms/l2l_mod2_ch8_effective_communicatio_63afca8970d43.pdf</a></li> <li>• See <a href="https://hpenger.engr.wsu.edu/prof_Comm.pdf">https://hpenger.engr.wsu.edu/prof_Comm.pdf</a></li> <li>• See <a href="https://www.pearsonhighered.com/samplechapter/0205524214.pdf">https://www.pearsonhighered.com/samplechapter/0205524214.pdf</a></li> <li>• Searles, G. (2014) Workplace Communication: The Basics. Boston: Allyn &amp; Bacon, 6<sup>th</sup> ed.</li> <li>• Dainton, M. &amp; Zelly E. (2015). Applying Communication theory for Professional life. A practical introduction 3<sup>rd</sup>., Sage Publications.</li> </ul>	<p>media) about disaster preparedness</p> <ul style="list-style-type: none"> <li>• Editorial about environmental issues Formal One-minute Speech based on current issues (Extemporaneous)</li> </ul>	<p>Cultural Diversity</p> <ul style="list-style-type: none"> <li>• Professionalism</li> <li>• Academic Integrity</li> <li>• Ethics</li> <li>• Competence</li> <li>• Literacy</li> </ul>
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				<ul style="list-style-type: none"> <li>• Lucas, S. (2011). The art of Public Speaking. NY: McGraw Hill</li> <li>• Video of “The Most Important Cannot be said”. Eddie Calasanz At TEDxADMU (youtube)</li> </ul>		
7-10	<ul style="list-style-type: none"> <li>• Create clear, coherent and effective communication materials</li> <li>• Present ideas persuasively using appropriate language registers, tone, facial expressions, and gestures</li> <li>• Adopt awareness of audience and context in presenting ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Communication for work purpose (e.g. healthcare, education, business and trade, law, media, science and technology)</li> </ul>	<ul style="list-style-type: none"> <li>• Lectures and class discussion on effective communication and oral presentations in the workplace</li> <li>• Analysis of different communication materials</li> <li>• Writing exercises on communication materials for the workplace (e.g. minutes, memo, requests, business/technical/ Incident reports, letters)</li> </ul>	<ul style="list-style-type: none"> <li>• LCD projector or manila paper</li> <li>• Video of “Giving Presentations Worth Listening to”: Gordon Kangas at TEDx Talks (youtube)</li> <li>• Sample communication materials from different work place settings (e.g. minutes, memo, requests, business/technical/incident report)</li> <li>• See <a href="https://www.vuu.edu/Uploads/files/SamplesMeeting/reflective/5xml">https://www.vuu.edu/Uploads/files/SamplesMeeting/reflective/5xml</a></li> <li>• See <a href="https://www.monash.edu.au/lls/llonline/writing/medicine/reflective/5xml">https://www.monash.edu.au/lls/llonline/writing/medicine/reflective/5xml</a></li> <li>• See <a href="https://tawanmandi.org">https://tawanmandi.org</a>.</li> </ul>	<ul style="list-style-type: none"> <li>• Work place documents (e.g. minutes, memo)</li> <li>• Written and/or oral presentation (group reporting)of a medical case/business proposal/media campaign proposal/program or project proposal for addressing a health issue/problem (using communication aids and strategies-tools of technology)</li> </ul>	<ul style="list-style-type: none"> <li>• Professionalism</li> <li>• Courtesy</li> <li>• Task-Delivery Independence</li> <li>• Competence</li> <li>• Ethics</li> <li>• Literacy</li> <li>• Cooperation and Team Work</li> <li>• ICT Literacy</li> </ul>

				<p>af/knowledge-portal/Media/Workplace_communication_chapter_in_communications.pdf</p> <ul style="list-style-type: none"> <li>• See <a href="https://www.dol.gov/od/ep/topics/youth/softskills/Communication.pdf">https://www.dol.gov/od/ep/topics/youth/softskills/Communication.pdf</a></li> <li>• Dainton, M. &amp; Zelly E. (2015). Applying Communication theory for Professional life. A practical introduction 3<sup>rd</sup>. Sage Publications.</li> <li>• Searles, G. (2014) Workplace Communication: The Basics. Boston: Allyn &amp; Bacon, 6<sup>th</sup> ed.</li> </ul>		
11-16	<ul style="list-style-type: none"> <li>• Write and present academic papers using appropriate tone, styles, conventions and reference styles</li> <li>• Adopt awareness of audience and context in presenting ideas</li> <li>• Convey ideas through oral, audio-visual, and/or web-based presentations for different target audiences in local and global settings</li> </ul>	<ul style="list-style-type: none"> <li>• Communication for academic purposes (e.g. research-based journal or magazines article , etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture and class discussion on communication on communication for academic purposes</li> <li>• Independent research (topic proposal, literature review, data gathering, data analysis)</li> </ul>	<ul style="list-style-type: none"> <li>• LCD projector or manila paper</li> <li>• Bullock, R &amp; Googgin, M. (2013). The Norton Field Guide to Writing 3<sup>rd</sup> edition. W.W. Norton and Company</li> <li>• See <a href="http://englsih28payte.weebly.com/uploads/3/8/2/9/38294063/nortonfieldguide2.pdf">http://englsih28payte.weebly.com/uploads/3/8/2/9/38294063/nortonfieldguide2.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>• Analysis Papers (e.g., literary analysis, political science analysis paper) and/or Technical Papers (for journal article or magazine article) on political, social, cultural, economic or health, environment issue</li> <li>• Academic</li> </ul>	<ul style="list-style-type: none"> <li>• Task-delivery</li> <li>• Independence</li> <li>• Commitment to Advancement of Knowledge and Information</li> <li>• Professionalism</li> <li>• Academic Integrity</li> <li>• Ethics</li> <li>• Competence</li> <li>• Social</li> </ul>

	using appropriate registers			<ul style="list-style-type: none"> <li>• See <a href="http://www4.stat.ncsu.edu/~reich/s810A/oral.pdf">http://www4.stat.ncsu.edu/~reich/s810A/oral.pdf</a></li> <li>• See <a href="http://pne.people.si.umich.edu/pdf/howtotalk.pdf">http://pne.people.si.umich.edu/pdf/howtotalk.pdf</a></li> </ul>	<p>Presentations(e.g., paper presentations for a local/international conference, lecture presentations for a local/international forum) of analysis/technical paper</p> <ul style="list-style-type: none"> <li>• Final project Multimedia advocacy campaign (print, audio, visual, web-based) addressing current issues tackled in previous tasks (e.g., good governance, responsible citizenship, disaster preparedness, preservation, poverty reduction, etc.)</li> </ul>	<p>Responsibility</p> <ul style="list-style-type: none"> <li>• Literacy</li> </ul>
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## RURPOSIVE COMMUNICATION Course Map

GE LEARNING OUTCOMES	PURPOSIVE COMMUNICATION
<b>KNOWLEDGE</b>	
1. Analyze “text” (written, visual, oral, etc.)critically	L
2. Demonstrate proficient and effective communication (writing, speaking, and use of new technologies)	L
3. Use basic concepts across the domains of knowledge	L
4. Demonstrate critical, analytical, and creative thinking	L
5. Apply different analytical modes in problem solving	L
<b>VALUES</b>	
1. Appreciate the complexity of the human condition	O
2. Interpret the human experience from various perspectives	O
3. Examine the contemporary world from both Philippine and global perspectives	O
4. Take responsibility for knowing and being Filipino	O
5. Reflect critically on shared concerns	O
6. Generate innovative practices and solutions guided by ethical standards	O
7. Make decisions based on moral norms and imperatives	O
8. Appreciate various art forms	
9. Contribute to aesthetics	
10. Advocate respect for human rights	
11. Contribute personally and meaningfully to the country’s development	
<b>SKILLS</b>	
1. Work effectively in a group	O
2. Apply computing tools to process information effectively	L
3. Use current technology to assist and facilitate learning and research	L
4. Negotiate the world of technology responsibly	P
5. Create solutions to problems in various fields	P
6. Manage one’s knowledge, skills, and various for responsible and productive living	O
7. Organize one’s self for lifelong learning	O

L= Learned

P= Practiced

O= Opportunity to learn