



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

PURPOSIVE COMMUNICATION Preliminaries

Course Title : **Purposive Communication**

No. of Units : **3 units**

Course Description:

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

Purposive Communication is a three-unit course that develops students' communicative competence and enhances 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 affect communication

3. Determine culturally appropriate terms, expressions, and images
4. Evaluate multimodal texts 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 audiences in local and global settings using appropriate registers
2. Create clear, coherent, and effective communication materials
3. Present ideas persuasively using appropriate language registers, tone, facial expressions, and gestures
4. Write and present academic 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

Week	Topics
1	Communication processes, 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 texts reflecting different cultures 1. What is the message? 2. What is the purpose of the message? 3. How is the message conveyed by the text and/or image?

	4. Who is the target audience of the message? 5. What other ways of presenting the message are there?
3	Communication aids and strategies using tools of technology
4-6	Communication for various purposes <ol style="list-style-type: none"> 1. to obtain, provide, and disseminate information 2. to persuade and argue
7-10	Communication for work purposes
11-18	Communication for academic purposes

PURPOSIVE COMMUNICATION Learning Plan

Learning Outcome	Topics	Methodology	Resources	Assessment
<ul style="list-style-type: none"> Describe the nature, elements, and functions of verbal and non-verbal communication in various and multicultural contexts 	<ul style="list-style-type: none"> Communication processes, principles, and ethics 	<ul style="list-style-type: none"> Lecture and class discussion on elements and types of communication Group work on identifying elements of communication in various texts 	<ul style="list-style-type: none"> LCD projector or manila paper Audio and/or video clips of various media (e.g. TV commercials; movies; newscasts; etc.) Texts from newspapers, magazines, journals See http://www.healthknowledge.org.uk/public-health-textbook/organisation-management/5a-understanding-itd/effective-communication See http://promeng.eu/downloads/training-materials/ebooks/soft-skills/effective-communication- 	<ul style="list-style-type: none"> Quizzes and seatwork on identifying elements of communication (e.g. sender, message, channel, receiver, effect)

			skills.pdf • Chase, R. & Shamo, S. (2013). <i>Elements of effective communication</i> , 4 th ed. Washington, Utah: Plain and Precious Publishing.	
<ul style="list-style-type: none"> • Explain how cultural and global issues affect communication • Appreciate the impact of communication on society and the world 	<ul style="list-style-type: none"> • Communication and Globalization 	<ul style="list-style-type: none"> • Class discussion of essay, "Flight from conversation" or video "Connected but alone" and "How social media can make history" or "Wiring a web for global good" 	<ul style="list-style-type: none"> • LCD projector or manila paper • See "Communicating in a multicultural society and world" • Article "Flight from conversation" http://www.nytimes.com/2012/04/22/opinion/sunday/the-flight-from-conversation.html?_r=0 • Video "Connected but alone" in TED talks https://www.ted.com/talks/sherry_turkle_alone_together • Video "How social media can make history" https://www.ted.com/talks/clay_shirky_how_ce 	<ul style="list-style-type: none"> • Reaction paper and/or discussion forum on the impact of globalization on how people communicate, and vice versa

			<p>lphones_twitter_facebook_can_make_history</p> <ul style="list-style-type: none"> • Video "Wiring a web for global good" https://www.ted.com/talks/gordon_brown 	
<ul style="list-style-type: none"> • Determine culturally appropriate terms, expressions, and images (sensitivity to gender, race, class, etc.) • Adopt cultural and intercultural awareness and sensitivity in communication of ideas 	<ul style="list-style-type: none"> • Local and Global Communication in multicultural settings • Varieties and registers of spoken and written language 	<ul style="list-style-type: none"> • Lecture and class discussion on using culturally appropriate terms, expressions and images; varieties and registers of language • Class discussion of cultural appropriateness in communicating as tackled in film/video • Exercises on using culturally appropriate terms, expressions, and images • Interview invited speakers/students 	<ul style="list-style-type: none"> • LCD projector or manila paper • Invited students/speakers from different cultures • Films or videos showing different speakers from various regions communicating in a multilingual setting (e.g. "Lost in Translation") • See TED Talks "Pop culture in the Arab world" https://www.ted.com/talks/shereen_el_feki_pop_culture_in_the_arab_world • See https://celsalanguages.wordpress.com/2015/01 	<ul style="list-style-type: none"> • Quiz and seatwork on using culturally appropriate terms, expressions, and images; varieties and registers of language • Research and report on various cultural 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>/29/it-aint-right-innit-about-language-register-in-english/</p> <ul style="list-style-type: none"> • See http://www.really-learn-english.com/language-register.html • See https://www.uni-due.de/SVE/ • See http://www.icaltefl.com/category/varieties-of-english • See http://www.britishcouncil.org/blog/which-variety-english-should-you-speak • Dainton, M. & Zelle E. (2015). <i>Applying communication theory for professional life. A practical introduction 3rd ed.</i> Sage Publications. • Biber, D. & Conrad S. (2009). <i>Register, genre, and style.</i> Cambridge: Cambridge Univ. 	
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			Press.	
<ul style="list-style-type: none"> • Evaluate multimodal texts critically to enhance receptive (listening, reading, viewing) skills • Convey ideas through oral, audio-visual, and/or web-based presentations for different target audiences in local and global settings using appropriate registers • Adopt awareness of audience and context in presenting ideas 	<ul style="list-style-type: none"> • Evaluating messages and/or images (e.g. pictures, illustrations) of different types of texts reflecting different cultures (regional, Asian, Western, etc) 1. What is the message? 2. What is the purpose of the message? 3. How is the message conveyed by the text and/or image? 4. Who is the target audience of the message? 5. What other ways of presenting the message are there? 	<ul style="list-style-type: none"> • Lecture and class discussion on critical reading and listening • Exercises on analyzing content of various texts 	<ul style="list-style-type: none"> • LCD projector or manila paper • Authentic texts about cultural sensitivity from various media (text messages; email messages; social media messages; newspaper, magazine, and journal articles; print and electronic advertisements) • See sample: http://www.kwintessential.co.uk/cultural-services/articles/cultural-sensitivity.html • See sample: https://mindspaceintuition.files.wordpress.com/2015/01/cross-cultural.jpg • See sample: http://i.telegraph.co.uk/multimedia/archive/01440/burger_1440211c.jpg 	<ul style="list-style-type: none"> • Invitation for people to join cause-oriented events using various media such as email, social media, print and/or electronic advertisements

			<ul style="list-style-type: none"> • See sample: http://atlantablackstar.com/2013/11/19/9-racist-ads-commercials-that-promote-negative-images-of-black-people/3/ • Mooney, A., Peccei, J.S., La Belle, S, et.al. (2010). <i>Language, society and power: An introduction, 3rd ed.</i> London: Routledge. 	
<ul style="list-style-type: none"> • Convey ideas through oral, audio-visual, and/or web-based presentations for different target audiences in local and global settings using appropriate registers • Adopt awareness of audience and context in presenting ideas 	<ul style="list-style-type: none"> • Communication aids and strategies using tools of technology 	<ul style="list-style-type: none"> • Lecture and class discussion on preparing audio visual and web-based presentations • Group work and class discussion on identifying problems with the research presentation in the video 	<ul style="list-style-type: none"> • LCD projector or manila paper • Texts, video/audio clips from various sources • See http://creatingmultimedatexts.com/ • “The world’s worst research presentation” https://www.youtube.com/watch?v=nSGqp4-bZQY • Adler, R., Elmhorst, J.M., & Lucas, K. (2012). 	<ul style="list-style-type: none"> • Oral, audio-visual, and/or web-based presentations to promote cultural values (e.g., respect for elders, <i>bayanihan</i> spirit, etc.)

			<i>Communicating at work: Strategies for success in business and the professions.</i> NY: McGraw Hill.	
<ul style="list-style-type: none"> • Convey ideas through oral, audio-visual, and/or web-based presentations for different target audiences in local and global settings using appropriate registers • Create clear, coherent, and effective communication materials • Present ideas persuasively using appropriate language registers, tone, facial expressions, and gestures • Adopt awareness of audience and context in presenting ideas 	<ul style="list-style-type: none"> • Communication for various purposes <ol style="list-style-type: none"> 1. to obtain, provide, and disseminate information 2. to persuade and argue 	<ul style="list-style-type: none"> • Lecture and class discussion on informative, persuasive and argumentative communication • Lecture and discussion of Types of Speeches and Public Speaking (Read, Memorized, Impromptu/ Extemporaneous) • Short exercises: asking for information through inquiry letter or interview, response to queries, incident reports 	<ul style="list-style-type: none"> • LCD projector or manila paper • Sample texts (inquiry letter, police reports, political speeches, letters of appreciation, etc) • See http://www.omafra.gov.on.ca/english/rural/facts/03-033.htm • See http://www.capmembers.com/media/cms/l2l_mod2_ch8_effective_communicatio_63afca8970d43.pdf • See http://hplengr.engr.wisc.edu/Prof_Comm.pdf • See http://www.pearsonhighered.com/samplechapter/0205524214.pdf 	<ul style="list-style-type: none"> • Public announcements (audio/video, social media) about disaster preparedness • Editorial about environmental issues • Formal One-minute Speech based on current issues (Extemporaneous)

			<ul style="list-style-type: none"> • Searles, G. (2014). <i>Workplace Communication: The Basics</i>. Boston: Allyn & Bacon, 6th ed. • Dainton, M. & Zelle E. (2015). <i>Applying communication theory for professional life. A practical introduction</i>. 3rd ed., Sage Publications. • Lucas, S. (2011). <i>The art of public speaking</i>. NY: McGraw Hill. • Video of "The Most Important Cannot be Said": Eddie Calasanz at TEDxADMU (youtube) 	
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<ul style="list-style-type: none"> • Create clear, coherent and effective communication materials • Present ideas persuasively using appropriate language registers, tone, facial expressions and gestures • Adopt awareness of audience and context in presenting ideas in communicating ideas 	<ul style="list-style-type: none"> • Communication for work purposes (e.g. healthcare, education, business and trade, law, media, science and technology) 	<ul style="list-style-type: none"> • Lecture and class discussion on effective communication and oral presentations in the workplace • Analysis of different communication materials • Writing exercises on communication materials for the workplace (e.g. minutes, memo, requests, business/technical / incident reports, letters) 	<ul style="list-style-type: none"> • LCD projector or manila paper • Video of "Giving Presentations Worth Listening to": Gordon Kangas at TEDx Talks (youtube) • Sample communication materials from different workplace settings (e.g. minutes, memo, requests, business/technical/ incident reports, letters) • See https://www.vuu.edu/Uploads/files/SampleMeetingMinutes.pdf • See http://www.monash.edu.au/lls/llonline/writing/medicine/reflective/5.xml • See http://tawanmandi.org.af/knowledge-portal/Media/Workplace_communication_chapter_in_communicatio 	<ul style="list-style-type: none"> • Workplace documents (e.g. minutes; memo) • 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)
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			<p>ns.pdf</p> <ul style="list-style-type: none"> • See http://www.dol.gov/od/ep/topics/youth/softskills/Communication.pdf • Dainton, M. & Zelle E. (2015). <i>Applying communication theory for professional life. A practical introduction 3rd edition.</i>, Sage Publications. • Searles, G. (2014). <i>Workplace Communication: The Basics.</i> Boston: Allyn & Bacon, 6th ed. 	
<ul style="list-style-type: none"> • Write and present academic papers using appropriate tone, style, conventions and reference styles • Adopt awareness of audience and context in presenting ideas • Convey ideas through oral, audio-visual, and/or web-based presentations for different target audiences in local and 	<ul style="list-style-type: none"> • Communication for academic purposes (e.g. research-based journal or magazine article, etc.) 	<ul style="list-style-type: none"> • Lecture and class discussion on communication for academic purposes • Independent research (topic proposal, literature review, data gathering, data analysis) 	<ul style="list-style-type: none"> • LCD projector or manila paper • Bullock, R. & Goggin, M. (2013). <i>The Norton Field Guide to Writing 3rd edition.</i> W.W. Norton and Company. • See http://english28-payte.weebly.com/uploads/3/8/2/9/38294063/nortonfieldguide2.pdf 	<ul style="list-style-type: none"> • 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 • Academic

<p>global settings using appropriate registers</p>			<ul style="list-style-type: none"> • See http://www4.stat.ncsu.edu/~reich/st810A/oral.pdf • See http://pne.people.si.umich.edu/PDF/howtotalk.pdf 	<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"> • Final project: Multimodal Advocacy campaign (print, audio, visual, web-based) addressing current issues tackled in previous tasks (e.g., good governance, responsible citizenship, disaster preparedness, environmental preservation, poverty reduction, etc.)
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PURPOSVE COMMUNICATION Course Map

GE LEARNING OUTCOMES	PURPOSIVE COMMUNICATION
KNOWLEDGE	
1. Analyze “texts” (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
VALUES	
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

GE LEARNING OUTCOMES	PURPOSIVE COMMUNICATION
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	O
SKILLS	
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 values for responsible and productive living	O
7. Organize one's self for lifelong learning	O

L = Learned

P = Practiced

O = Opportunity to learn

PURPOSIVE COMMUNICATION Required Readings and Other Materials

- Adler, R., Elmhorst, J.M., & Lucas. *Communicating at Work: Strategies for Success in Business and the Professions*. NY: McGraw Hill, 2012.
- Bullock, R. and Goggin, M. *The Norton Field Guide to Writing*. 3rd ed. W.W. Norton and Company, 2013.
- Chase, R. and Shamo, S. *Elements of Effective Communication*. 4th ed. Washington, Utah: Plain and Precious Publishing, 2013.
- Dainton, M. and Zelle E. *Applying Communication Theory for Professional Life. A Practical Introduction*. 3rd ed., Sage Publications, 2015.
- Lucas, S. *The Art of Public Speaking*. NY: McGraw Hill, 2011.
- Mooney, A., Peccei, J.S., La Belle, S, et.al. *Language, Society and Power: An Introduction*. 3rd ed. London: Routledge, 2010.
- Searles, G. *Workplace Communication: The Basics*. 6th ed. Boston: Allyn & Bacon, 2014.

PURPOSIVE COMMUNICATION Suggested Readings and References

- Abrams, R. *Successful Business Plan: Secrets and Strategies*. Redwood, CA: Planning Shop, 2010.
- Axelrod, R. & Cooper, C. *The St. Martin's Guide to Writing*. 10th ed. Bedford/St. Martin's, 2013.
- Biber, D. & Conrad S. *Register, Genre, and Style*. Cambridge: Cambridge University Press, 2009.
- Lehman, C. & DuFrene, D. *Business Communication*. Mason, OH: South-Western Cengage Learning, 2011.
- Miller, K. *Communication Theories: Perspectives, Processes, and Contexts*. 2nd ed. NY: McGraw Hill, 2004.
- Anderson, K. & Tompkins, P. *Practicing Communication Ethics: Development, Discernment and Decision-making*. Routledge, 2015.
- Wallace, C. *Critical Reading in Language Education*. Basingstoke and New York: Palgrave MacMillan, 2005.