1. Program Description

1.1 Degree Name

The degree name under this program shall be called Bachelor of Science in Development Communication (BS DevCom).

1.2 Nature of the Field of Study

Communication as a field of study covers the various ways by which humans communicate. It focuses on how verbal and non-verbal messages are used to create meanings in various contexts using various media platforms. It includes a broad range of subject matter ranging from communication, natural and social sciences and other technical courses such as agriculture, health, and environment. This also includes the study of communication in interpersonal relationships, groups, organizations, and cultures.

1.3 Program Goals

This program aims to equip students with the knowledge and skills needed in teaching, managing, and implementing communication programs for development.

1.4 Specific Professions/Careers/Occupations for Graduates

Graduates of this program may find employment as public and corporate communication/information officers, social science and communication researchers/analysts, communication/media planners and managers, program/project development officers, media practitioners, learning system designers, multimedia designers, and in the allied/related professions.

1.5 Allied Fields

The allied programs for BS Development Communication are Communication, Journalism, Broadcasting, Multimedia (Digital Media) Studies, Agricultural Education/Extension, and Development Studies.

2. Program Outcomes

The minimum standards for the BS Development Communication program are expressed in the following minimum set of learning outcomes:
Common to all programs in all types of schools

- The ability to engage in lifelong learning and understanding of the need to keep abreast of the developments in the specific field of practice. (Philippine Qualifications Framework or PQF level 6 descriptor)
- The ability to effectively communicate orally and in writing using both English and Filipino
- The ability to work effectively and independently in multidisciplinary and multicultural teams. (PQF level 6 descriptor)
- A recognition of professional, social, and ethical responsibility
- An appreciation of “Filipino historical and cultural heritage” (based on RA 7722)

Common to Social Sciences and Communication

Graduates of the Social Sciences and Communication programs are able to:

- Understand and apply social science concepts and theories to the analysis of social issues;
- Design and execute social research using appropriate approaches and methods; and
- Practice professional and ethical standards in the fields of social sciences and communication.

Specific to the Bachelor of Science in Development Communication Program

Graduates of BS Development Communication are able to:

- Develop a critical understanding of development perspectives;
- Define and access information needs; assess and organize information and knowledge; produce, share, and utilize information and knowledge;
- Apply communication theories/models, principles, practices, and tools in development work;
- Develop a communication program/plan;
- Demonstrate effective interpersonal skills as a linker, networker, and mediator;
- Communicate in different formats and platforms (print, broadcast, and online);
- Conduct communication research, monitoring, and evaluation;
- Develop and produce multi-media materials;
- Demonstrate program management and leadership skills;
- Develop entrepreneurial capabilities;
- Adhere to ethical standards and practices;
• Know and practice rights and responsibilities and accountabilities in the communication profession; and
• Integrate technical knowledge (e.g., Biological Sciences, Physical Sciences, Health Sciences, and Applied Sciences) in content development and management.

Common to a horizontal type as defined in CMO 46 s 2012

1. For professional institutions: a service orientation in one’s profession
2. For colleges: an ability to participate in various types of employment, development activities, and public discourses particularly in response to the needs of the communities one serves
3. For universities: an ability to participate in the generation of new knowledge or in research and development projects

Graduates of State Universities and Colleges (SUCs) and Local Universities and Colleges (LUCs) must, in addition, have the competencies to support “national, regional and local development plans.” (RA 7722).

A PHEI, at its option, may add mission-related program outcomes that are not included in the minimum set.

3. Sample Performance Indicators

<table>
<thead>
<tr>
<th>Program Outcomes</th>
<th>Sample Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a critical understanding of development perspectives</td>
<td>Clear understanding of local, national, and global development issues and agenda</td>
</tr>
<tr>
<td></td>
<td>Clear understanding of development theories and paradigms</td>
</tr>
<tr>
<td>Define and access information needs; assess and organize information and knowledge; produce, share, and utilize information and knowledge.</td>
<td>Efficient accessing and gathering of need-based, accurate, authentic, and reliable information through print, broadcast, and online sources, research, and other investigative techniques.</td>
</tr>
<tr>
<td></td>
<td>Skillful selection, analysis, organization, and presentation of essential information in the development and production of print, broadcast, and online stories.</td>
</tr>
<tr>
<td></td>
<td>Appropriate and responsible sharing and use of information and knowledge generated from different sources</td>
</tr>
<tr>
<td>Apply communication theories/ models, principles, practices, and tools in development work</td>
<td>Skillful use of participatory strategies in planning, implementing, and evaluating communication programs.</td>
</tr>
</tbody>
</table>
| Develop a communication program/plan | Evidence-based situational analysis  
Audience specific communication objectives and strategies  
Concrete monitoring and evaluation indicators |
|-------------------------------------|------------------------------------------------|
| Demonstrate effective interpersonal skills as a linker, networker, and mediator | Effective interpersonal skills  
Skillful use of communication strategies in mediation, negotiation, and resolution |
| Communicate in different formats and platforms (print, broadcast, and online) | Clear and effective writing for different formats and platforms.  
Clear, fluent, and engaging delivery of speeches, broadcast news and commentaries, and other oral reports.  
Effective and responsible use of non-verbal cues, pictures, graphics, and images in oral and online communication. |
| Conduct communication research, monitoring, and evaluation | Exhaustive research and literature review  
Appropriate research or evaluation framework  
Sound research or evaluation design |
| Develop and produce multi-media materials | Creative and innovative conceptualization and design of audience-specific communication materials  
Skillful and responsible use of relevant technical equipment and software  
Skillful use of gender and culture-sensitive and politically-correct language in message development |
| Demonstrate program management and leadership skills | Efficient and effective use of resources  
Sound design of communication programs and projects  
Competent use of planning, monitoring, and evaluation (controlling) tools |
| Develop entrepreneurial capabilities | Skillful business analysis and identification of communication-driven business opportunities  
Innovative and creative engagement in business ventures  
Effective use of marketing communication strategies |
CURRICULUM

4. Curriculum Description

The curriculum for BS Development Communication includes general education courses, core courses, required courses, electives and thesis/special project. Courses that would generate a particular track, concentration or area specialization may also be offered.

**General Education Courses** prepare the students for the study of communication with exposure to the other social sciences, the humanities and the natural sciences, based on CHED CMO on General Education (CMO 59, s. 1996).

**Core Courses** provide an overview of the discipline.

**Required Courses** introduce the student to the subfields of communication.

**Electives** expose students to various fields of inquiry in the field of communication as well as in the social sciences (e.g., psychology, anthropology, sociology, political science) and the natural sciences (e.g., Physics, Chemistry, Biology, Agriculture, and Forestry).

**Internship** provides the students a hands-on experience in the use of communication in the industry.
Thesis/Special Project enables students to apply research skills, from conceptualization of a research topic to data gathering, report writing, and presentation of findings or production of a creative work. It will be offered in the final year.

Curriculum Guidelines

1. Required courses and electives have prerequisites to ensure maximum appreciation and understanding of the courses. These should be followed, except in cases where the faculty adviser/instructor decides that these could be waived.

2. The BS Development Communication curriculum requires an internship course with a minimum of 200 hours of communication-related work, preferably in a development-oriented organization. This may be taken during the summer after the student’s third year.

3. The institution may offer particular major courses in Development Communication depending on their strengths and areas of concentration, in addition to the minimum core and required courses in this CMO.

4. Electives in the social sciences are included in the curriculum to enrich the student’s understanding of communication as a field of study and to highlight the multi-disciplinary nature of development communication. Courses in the natural sciences equip the students with knowledge of subject matter content used in communicating development concepts/issue.

5. Higher Education Institutions are free to enhance and follow different patterns and modalities on their areas of strength and/or the needs of their clients, provided minimum program outcomes have been integrated and required prerequisites have been satisfied.

5. Sample Curriculum

5.1. Components:

<table>
<thead>
<tr>
<th>Courses</th>
<th>No. of subject</th>
<th>Equivalent Units Per Subject</th>
<th>Total Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Courses</td>
<td>21</td>
<td></td>
<td>63</td>
</tr>
<tr>
<td>Language and Literature</td>
<td>8</td>
<td></td>
<td>24</td>
</tr>
<tr>
<td>English</td>
<td>3</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Filipino</td>
<td>3</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Literature</td>
<td>2</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Mathematics, Natural Sciences and Technology</td>
<td>5</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>2</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Science Elective</td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Humanities and Social Sciences</strong></td>
<td>6</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Arts</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Philosophy</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Basic Economics (with Taxation and Agrarian Reform)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Psychology</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Politics and Governance (with Philippine Constitution)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Society and Culture (with Family Planning)</td>
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<tr>
<td><strong>Mandated Subjects</strong></td>
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<tr>
<td>Life and Works of Rizal</td>
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<td></td>
</tr>
<tr>
<td>Philippine History</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Core Courses</strong></td>
<td>6</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Introduction to Development Communication</td>
<td>3</td>
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</tr>
<tr>
<td>Communication Theory</td>
<td></td>
<td>3</td>
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</tr>
<tr>
<td>Communication Research</td>
<td></td>
<td>3</td>
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</tr>
<tr>
<td>Communication, Culture, and Society</td>
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<td></td>
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</tr>
<tr>
<td>Communication Media Laws and Ethics</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication Programs and Campaigns</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Required Courses (Any six from the following subjects based on Institutional and Program Outcomes)</strong></td>
<td>6</td>
<td>18</td>
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</tr>
<tr>
<td>Fundamentals of Community Broadcasting</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fundamentals of Development Journalism</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fundamentals of Educational Communication and Technology</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fundamentals of Public Information</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Science Communication</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpersonal Communication in Development</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cross Cultural Communication</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Multi-Media Writing</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Course Description</td>
<td>Units</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------</td>
<td>-------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>Managing Information for Development</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Risk and Humanitarian Communication</td>
<td>3</td>
<td>3</td>
<td></td>
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<tr>
<td><strong>Electives (based on Institutional and Program Outcomes)</strong></td>
<td>11</td>
<td>33</td>
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<tr>
<td><strong>4.1 Specialized Courses</strong></td>
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<td></td>
</tr>
<tr>
<td>Writing and Reporting for Development</td>
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</tr>
<tr>
<td>Participatory Development Journalism</td>
<td>3</td>
<td>3</td>
<td></td>
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<tr>
<td>Multi-Media Materials Planning and Design</td>
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<td></td>
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<tr>
<td>Multi-Media Materials Production and Management</td>
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<td>3</td>
<td></td>
</tr>
<tr>
<td>Media-Based Learning Systems</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Communicating Science for Development</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Community Media Management</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Behavioral and Social Change Communication</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Communication in the ASEAN Setting</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>4.2 Natural/Technical Courses</strong></td>
<td>5</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>*<em>4.3 <em>Social Sciences</em></em></td>
<td>3</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>*Taken in other department/colleges within the same university</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Thesis/Special Project &amp; Internship</strong></td>
<td>2</td>
<td>6</td>
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<tr>
<td>Thesis or Special Project</td>
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<td></td>
</tr>
<tr>
<td>Internship</td>
<td>3</td>
<td>3</td>
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<tr>
<td><strong>Physical Education (PE)</strong></td>
<td>4</td>
<td>8</td>
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</tr>
<tr>
<td><strong>National Service Training Program (NSTP)</strong></td>
<td>2</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>52</td>
<td>152</td>
<td></td>
</tr>
</tbody>
</table>

Note: The Core Courses are non-negotiable. HEIs may select Required Courses based on their institutional expertise. Electives may be modified based on the Institutional and Program Outcomes as long as minimum number of units required for each group of elective courses is complied with. Please be guided by the definitions of Required Courses and Electives in this CMO.
### 5.2. Program of Study

**First Year – 43 units**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject</strong></td>
<td><strong>Unit</strong></td>
</tr>
<tr>
<td>English (GE)</td>
<td>3</td>
</tr>
<tr>
<td>Filipino (GE)</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics (GE)</td>
<td>3</td>
</tr>
<tr>
<td>Natural Sciences (GE)</td>
<td>3</td>
</tr>
<tr>
<td>Philippine History (GE)</td>
<td>3</td>
</tr>
<tr>
<td>General Psychology (GE)</td>
<td>3</td>
</tr>
<tr>
<td>PE</td>
<td>2</td>
</tr>
<tr>
<td>NSTP</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>23</strong></td>
</tr>
</tbody>
</table>

**Second Year - 40 units**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject</strong></td>
<td><strong>Unit</strong></td>
</tr>
<tr>
<td>English (GE)</td>
<td>3</td>
</tr>
<tr>
<td>Communication Theory</td>
<td>3</td>
</tr>
<tr>
<td>Literature (GE)</td>
<td>3</td>
</tr>
<tr>
<td>Science Elective (GE)</td>
<td>3</td>
</tr>
<tr>
<td>Filipino (GE)</td>
<td>3</td>
</tr>
<tr>
<td>PE</td>
<td>2</td>
</tr>
<tr>
<td>NSTP</td>
<td>3</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

**Third Year - 36 units**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject</strong></td>
<td><strong>Unit</strong></td>
</tr>
<tr>
<td>Communication, Culture, and Society</td>
<td>3</td>
</tr>
<tr>
<td>Required Course 2</td>
<td>3</td>
</tr>
<tr>
<td>Required Course 3</td>
<td>3</td>
</tr>
<tr>
<td>Development Communication Elective 1</td>
<td>3</td>
</tr>
<tr>
<td>Required Course 4</td>
<td>3</td>
</tr>
<tr>
<td>Required Course 5</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
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</tbody>
</table>

#### Summer

<table>
<thead>
<tr>
<th><strong>Subject</strong></th>
<th><strong>Unit</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship</td>
<td>3</td>
</tr>
</tbody>
</table>
Fourth Year – 30 units

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Unit</td>
</tr>
<tr>
<td>Communication Media Laws and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Elective 2</td>
<td>3</td>
</tr>
<tr>
<td>Technical Elective Course 1</td>
<td>3</td>
</tr>
<tr>
<td>Technical Elective Course 2</td>
<td>3</td>
</tr>
<tr>
<td>Technical Elective Course 3</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
</tr>
</tbody>
</table>

5.3. Sample Curriculum Map

The curriculum map is a tool to validate if a match exists between core program outcomes (competencies) and the content of a curricular program (on a per course or subject basis). The following letter symbols have been used:

L – whether subject course facilitates learning of the competency (input is provided and competency is evaluated)

P- whether subject course allows student to practice competency (no input but competency is evaluated)

O - whether subject course is an opportunity for development (no input nor evaluation, but competency is practiced).
<table>
<thead>
<tr>
<th>Sample Curriculum Map</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Devel</strong></td>
</tr>
<tr>
<td><strong>Define and access information needs; assess and organize information and knowledge; produce, share, and utilize information and knowledge</strong></td>
</tr>
<tr>
<td><strong>Apply communication theories/models, principles, practices, and tools in development work</strong></td>
</tr>
<tr>
<td><strong>Devel</strong></td>
</tr>
<tr>
<td><strong>Commun</strong></td>
</tr>
<tr>
<td><strong>Conduc</strong></td>
</tr>
<tr>
<td><strong>Devel</strong></td>
</tr>
<tr>
<td><strong>Devel</strong></td>
</tr>
</tbody>
</table>

<p>| Introduction to Development Communication | L | P | P | O | P | O | O | O | O | O | O | O | O |
| Communication Theory | P | P | L | O | P | O | O | O | O | O | O | O | O |
| Communication Research | O | P | L | P | P | P | L | O | O | O | P | P | O |</p>
<table>
<thead>
<tr>
<th>BS Development Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication, Culture, and Society</td>
</tr>
<tr>
<td>Communication Media Laws and Ethics</td>
</tr>
<tr>
<td>Communication Programs and Campaigns</td>
</tr>
</tbody>
</table>
5.4. Sample Means of Curriculum Delivery

The BS Development Communication curriculum adheres to learner-centered paradigm. It begins with a clear identification of competencies the student must acquire and demonstrate at the end of the four-year program. Appropriate teaching-learning strategies facilitate the acquisition of these competencies. Under this paradigm, the student is the subject of the learning process enabling the learner to achieve his/her full potentials. The teaching-learning process is interactive, participatory, collaborative and experiential. The teacher is transformed into a facilitator and collaborator.

The following methodologies/strategies may be utilized:

- Lecture-discussion
- Group discussions
- Field work
- Laboratory Classes
- Focus Group Discussions
- Structured Learning Experiences
- Games
- Online discussions through social networking sites
- Educational Trips
- Production of Communication Materials

5.5. Sample Syllabi for Selected Core Courses

Course syllabi may vary in format but must include the following required components:

1. Course Title
2. Course Description
3. Course Prerequisites (if any)
4. Course Learning Outcomes
5. Course Content
6. Course Methodology
7. Course Assessment
8. Course Requirements (outputs matching the course learning outcomes)
9. References (both print and online sources)
COURSE SYLLABUS

Course Title: INTRODUCTION TO DEVELOPMENT COMMUNICATION

Course Description: Introduction to concept, theories, principles, and practice of communication in development

Prerequisite: None

Credit: 3 units; 3 hours lecture/week

Semester Offered: First and Second Semesters

Learning Outcomes: At the end of the course, the students shall be able to:

1. describe the environment, major issues, problems, and trends of development and underdevelopment;
2. discuss basic concepts, models, and principles of development and communication;
3. explain the functions of communication in development;
4. define the meaning, core values, domains, and areas of development communication; and
5. identify the roles and competencies of a development communicator.

Topic Outline

I. Overview and historical perspective of development and underdevelopment

A. The environment of development and underdevelopment
   1. The domestic environment
   2. The international environment
   3. The interplay of global and domestic forces in development and underdevelopment

B. Major issues, problems, and trends of development and underdevelopment
   1. Massive poverty and unemployment
   2. Economic and political inequality
   3. Environmental Degradation
   4. The burgeoning external debt
   5. Uncontrolled population growth
   6. Economic and cultural globalization
   7. Erosion of social and moral values

C. The meaning of development
   1. Overview of development models
   2. Definition of development
   3. The human dimension of development
4. Parameters of development

II. Communication Concepts and principles

A. The process of human communication
   1. Definition of communication
   2. Elements of communication
   3. Environment of communication
   4. Levels of communication
   5. Principles of effective communication

B. Models of communication
   1. The unilinear models
   2. The transactional-participatory models
   3. The systems models

C. Media of communication
   1. Nature and characteristics
   2. Advantages and disadvantages
   3. Philippine communication and media profile

D. Primary roles of communication in development
   1. Communication and education
   2. Communication and decision-making/problem solving
   3. Communication and conflict resolution
   4. Communication and social mobilization
   5. Communication and governance
   6. Communication and values

E. Communication issues and trends
   1. Ownership and control of media and information
   2. People's access to information
   3. Media commercialism
   4. Global and domestic flow of information
   5. New communication technology
   6. The emergence of community media

II. Development Communication

A. The meaning of development communication
   1. Historical perspective
   2. Definition of development communication
   3. Objectives of development communication
   4. The major actors of development communication
   5. The messages of development communication
   6. Development communication media
   7. Development vis a vis mass communication
B. The core values of development communication
   1. Empowerment
   2. Equity
   3. Environmentalism
   4. Entrepreneurship
   5. Ethics

C. The domains of development communication
   1. Community communication
   2. Educational communication
   3. Science communication
   4. Strategic communication

D. Development communication and their profession
   1. Attitudes, values, and skills
   2. The market of development communication
   3. Experiences of development communication professionals

REFERENCES


BS Development Communication


Course Title: Communication and Society

Descriptive Title: The role of communication in society with special reference to the Asian situation; rights and responsibilities of the communication media

Prerequisites: Introduction to Development Communication or Consent Of Instructor; junior standing

Learning Outcomes:

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

1. Describe the historical development of Philippine communication;
2. Enumerate and discuss the functions and roles of communication in society;
3. Articulate the rights and responsibilities of the communication professional in the Philippines;
4. Identify and explain the ethical issues confronting media practitioners;
5. Identify and explain contemporary issues related to communication and society; and
6. Identify media-related organizations in the Philippines.

Course Outline

<table>
<thead>
<tr>
<th>TOPICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Historical Development of Philippine Media</td>
</tr>
<tr>
<td>A. Philippine Media during the:</td>
</tr>
<tr>
<td>1. Spanish era</td>
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<tr>
<td>2. American regime</td>
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<tr>
<td>3. Japanese occupation</td>
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<tr>
<td>B. Post-independence</td>
</tr>
<tr>
<td>C. Pre-Martial Law</td>
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<tr>
<td>D. The Martial Law Period</td>
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<tr>
<td>E. The Aquino Administration</td>
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<tr>
<td>F. Current Status</td>
</tr>
<tr>
<td>II. Roles and Functions of Communication in Society</td>
</tr>
<tr>
<td>A. Theories of the Press</td>
</tr>
<tr>
<td>B. Role of Communication in Society</td>
</tr>
<tr>
<td>1. Political</td>
</tr>
<tr>
<td>2. Economic</td>
</tr>
<tr>
<td>3. Social</td>
</tr>
<tr>
<td>C. Functions of Communication</td>
</tr>
</tbody>
</table>
1. Information
2. Education and Culture
3. Development
4. Political and Social Mobilization
5. Entertainment and Recreation
6. Advertising
D. Effects of Communication and Media

III. Rights and Responsibilities of the Communicator
A. Access to information
B. Protecting sources of information
C. Reporting matters of public interest
D. Fair comment
E. Intellectual property rights

IV. Media Ethics
A. Ethical Issues
   1. Libel
   2. Privacy
   3. Corruption in Media
   4. Plagiarism
   5. Obscenity
   6. Others
B. Code of Ethics
   1. Journalists’ Code of Ethics
   2. Kapisanan ng mga Brodkaster ng Pilipinas (KBP)
   3. Philippine Board of Advertising
   4. Others

V. Contemporary Issues in Communication
A. Press Freedom
B. Media Literacy/Education
C. Media and Politics
D. Media Ownership++
E. Sex and Violence in Media
F. Cyberpornography

VI. Media-Related Organizations
A. Philippine Information Agency (PIA)
B. Philippine Press Institute (PPI)
C. Movie and Television Review and Classification Board (MTRCB)
D. Kapisanan ng mga Brodkaster ng Pilipinas (KBP)
E. Office of the Press Secretary (OPS)
F. Others
Course Requirements:

1. Written Exams (3)
2. Topic Reports
3. Exercises and Special Project
   (Presentation with Written Report)
4. Participation/Attendance

References:


The Philippine Libel Law

The PIA Factbook


Internet:

Alerts & Statements in www.nujp.org

iReport in www.pcij.org

Pagahahabi in www.aijc.com.ph

PJR Reports in www.cmfr.com.ph

www.kbp.org.ph (Kapisanan ng mga Broadcasters ng Pilipinas)

www.mtrcb.gov.ph (Movie and Television Review and Classification Board)

www.pcoo.gov.ph (Presidential Communications Operations Office)

www.pia.gov.ph (Philippine Information Agency)

www.pressinstitute.ph (Philippine Press Institute)

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**Course Title**

COMMUNICATION THEORY

**Course Description**

Communication theories, their foundations and application to development communication studies

**Prerequisites standing**

Introduction to Development Communication and Sophomore

**Semesters offered**

First and Second Semesters

**Credit**

3 units

**Number of hours**

: 3 hours a week (3 class)

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**Learning Outcomes**

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

1. Discuss the relevance of communication theories in the study and practice of development communication;

2. Explain the traditions of communication theories and their foundations;
3. Differentiate communication theories representative of each tradition; and
4. Analyze development communication study and practice using the theoretical traditions.

A. Course Content

<table>
<thead>
<tr>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Introduction</strong></td>
</tr>
<tr>
<td><strong>A. Talking about theory</strong></td>
</tr>
<tr>
<td>1. Models vs. theories</td>
</tr>
<tr>
<td>2. The importance of studying theory</td>
</tr>
<tr>
<td>a. Theory as a way of seeing, explaining and understanding</td>
</tr>
<tr>
<td>b. Theory in scientific inquiry</td>
</tr>
<tr>
<td>3. Tracing the roots of communication theory</td>
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<tr>
<td>4. Criteria for evaluating communication theory</td>
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<tr>
<td><strong>B. Talking about communication</strong></td>
</tr>
<tr>
<td>1. Dimensions and levels of communication</td>
</tr>
<tr>
<td>2. The communicational view of communication</td>
</tr>
<tr>
<td><strong>II. Traditions of communication theory</strong></td>
</tr>
<tr>
<td><strong>A. Communication as persuasion</strong></td>
</tr>
<tr>
<td><em>Suggested theories/theorists: Rhetoric (Aristotle); Dramatism (Burke); Narrative Paradigm (Fisher)</em></td>
</tr>
<tr>
<td><strong>B. Communication as signs and symbols</strong></td>
</tr>
<tr>
<td><em>Suggested theories/theorists: De Saussure, Barthes, Peirce</em></td>
</tr>
<tr>
<td><strong>C. Communication as dialogue</strong></td>
</tr>
<tr>
<td><em>Suggested theories/theorist: Gadamer; Buber, Husserl</em></td>
</tr>
<tr>
<td><strong>D. Communication as information flow</strong></td>
</tr>
<tr>
<td><em>Suggested theories/theorists: Weiner; Axioms of Communication (Watzlawick, Beavin &amp; Jackson); Network Theory; Theory of Planned Behavior</em></td>
</tr>
<tr>
<td><strong>E. Communication as perception, attitudes and behaviour</strong></td>
</tr>
<tr>
<td><em>Suggested theories/theorists: Constructivism (Delia); Expectancy Violations Theory; Uses and Gratifications Theory; Agenda Setting Theory</em></td>
</tr>
<tr>
<td><strong>F. Communication as reproduction of social order</strong></td>
</tr>
<tr>
<td><em>Suggested theories/theorists: Symbolic Interactionism (Mead &amp; Blumer); Face Negotiation Theory (Ting-Toomey); Coordinated Management of Meaning (Pearce &amp; Cronen)</em></td>
</tr>
<tr>
<td><strong>G. Communication as power</strong></td>
</tr>
<tr>
<td><em>Suggested theories/theorists: Habermas; Deetz; Feminism; Muted Group Theory (Kramerae); Postmodernism</em></td>
</tr>
<tr>
<td><strong>III. Locating development communication practice within the theoretical traditions</strong></td>
</tr>
<tr>
<td><strong>A. Media effects</strong></td>
</tr>
<tr>
<td>1. Social marketing and the sociopsychological tradition</td>
</tr>
<tr>
<td>2. Strategic communication and the cybernetic tradition</td>
</tr>
</tbody>
</table>
3. Entertainment and education, and the sociopsychological tradition

B. Dialogue, Participation, and Emancipation
   1. The sociocultural tradition
   2. The critical tradition

C. New directions for theorizing
   1. The pragmatic tradition

B. Course Methodologies used

Examinations
Case Studies/Exercises
Group reports

REFERENCES

Required References


Other References


**Course title:** COMMUNICATION RESEARCH  
**Prerequisite:** Statistics 1  
**Semesters offered:** First and Second semesters  
**Credit:** 3 units  
**No. of hours:** 3 hours  
**Mode of offering:** 2 hours lecture; 1 hour recitation  

The course follows the large class mode of two-unit lecture and one-unit recitation. Hence, there are two hours of lecture and one hour of recitation per week.

**Learning Outcomes**

By the end of the semester, the students should be able to:
1. Describe the scientific research process;
2. Explain the perspectives of communication research and their applications in development communication research in the context of social science research;
3. Discuss the concepts and methodologies in the communication research process;
4. Explain ethical issues in communication research; and
5. Demonstrate skills in specific communication research activities.

**Course Outline**

| UNIT I.  
| **Science and the scientific process**  
| A. Definitions of science  
| B. Functions/ Aims of science  
| C. Scientific values and principles  
| D. Scientific process  
| 1. Deductive  
| 2. Inductive  
|  
| UNIT II.  
| **Introduction to social science research**  
| A. Nature of social science research  
| 1. Definition  
| 2. Importance  
| 3. Types  
| a. Basic and Applied  
| b. Academic vs Contracted  
| 4. Characteristics  
| a. Systematic  
| b. Rigorous  
| c. Empirical  
| d. Others  
| B. Perspectives in and applications of communication research |
1. Perspectives in communication research
   a. Positivist
   b. Constructionist
2. Communication theory traditions
   a. Objective traditions
   b. Interpretive traditions
3. Applications in development communication research
   a. Effects research
   b. Evaluation research
   c. Participatory research
   d. Others

III. The communication research process
A. Identifying the research topic
B. Reviewing related literature
   1. To help identify problem
   2. To help identify variables, research framework
   3. To guide analysis of data
C. Identifying and implementing the research methodology
   1. Quantitative
      a. Defining the research problem and objectives (including Rationale and Significance)
      b. Identifying the research design
         - Experiment
         - Survey
         - Case study
         - Content analysis
         - Network study and others
      c. Constructing research frameworks
         - Theoretical
         - Conceptual
         - Analytical
      d. Formulating hypotheses
      e. Conceptualizing and operationalizing
         - Constructing operational definitions
         - Levels of measurement
   f. Observing and measuring variables
   g. Sampling
   h. Selecting/Developing the research methods and instruments
      - Survey (Questionnaire)
      - Document analysis (Coding sheet)
      - Tests (Pretest, Posttest)
      - Matrix Ranking (Matrix)
      - Observation (Observation checklist)
      - Problematique
- Others
  i. Collecting data
  j. Coding
  k. Analyzing data
- Descriptive statistics
- Inferential statistics:
  Association
  Tests of significance

2. Qualitative
   a. Evaluating data sites
   b. Developing the research framework
   c. Focusing the study
     - Problem statement, Research questions and Objectives
d. The researcher as research instrument
e. Identifying the research design
   - Ethnography
- Textual analysis
  - Discourse analysis
  - Others
f. Collecting data
   - Participant observation
   - In-depth interviews
- Document collection
  - Storytelling
- Visual methods
  - Focus group discussion
  g. Coding
h. Analyzing data
   - Interpretive approaches
   - Critical approaches
3. Mixed methodology

D. Generating conclusions and recommendations

E. Packaging the research report
  1. Introduction
  2. Review of Related Literature
  3. Methodology
  4. Results and Discussion/Research Findings and Interpretation
  5. Summary, Conclusions, Implications, and Recommendations
  6. Literature Cited
  7. Appendices

UNIT IV. Ethical Issues in Research
A. Dealing with Human Subjects
B. Dealing with Data
C. Intellectual Property Rights
   - Copyright and
   Plagiarism
Methodologies used

interactive lectures on topics aside from the conventional chalk-and-talk and PowerPoint presentation aided teaching strategies
dyadic conversations between students, group activities when appropriate, and other creative teaching approaches.

Examinations
Discussions
Exercises
Group Mini-study

References


**Recommended Materials**


Online sources:
www.sagepub.com
Swetswise (via the devcom website)