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Technology-Enhanced Flexible Learning
Final Exercise: Recalibrated Syllabus

Course: Purposive Communication

Course Outcomes:

CO1. Demonstrate an understanding of the nature, components, and functions of verbal and nonverbal communication in a variety of contexts.

CO2. Communicate ideas with cultural and intercultural awareness and sensitivity.

CO3. Make effective use of the various aids of technology and the internet as a critical component of the communication process.

CO4. Use appropriate registers to communicate ideas to a variety of target audiences in local and global settings via oral, audio-visual, and/or web-based presentations.

CO5. Create communication materials that are clear, coherent, and effective.

Learning Outcomes	Topics	Teaching Learning Activities*	Assessments*	Materials
Demonstrate an understanding on the following: • Nature of the course • Classroom Policy • Data Privacy	Course Orientation	• Pre-recorded Video (10 minutes) • Open Forum via Google Meet (25 minutes)	• Question and Answer • Oral recitation	Course Syllabus Classroom Policy Policy on Data Privacy
Define language and its key ideas. Illustrate language acquisition and learning. Illustrate language contact and language change.	The Nature of Language	• Topic Introduction (Screentime: 1 minute) • Pre-recorded Video Discussion (Screentime: 15 Mins) • Student-led Video Discussion (Screentime: 10 mins) • Required Readings (2-3 articles in PDF)	• Quiz via Google Forms (15-20 items) • Peer feedbacking (with peer rating sheet provided) • Test via Google Forms (25-30 items) • May use Kahoot, Quizlet, ad other web tools in	Madrunio, M. & Martin, I. (2018). Purposive Communication. Quezon City: C&E Publishing (pp. 1-85). Nguyen, C. T. (2011). Challenges of Learning English in Australia towards Students Coming from Selected Southeast Asian Countries: Vietnam, Thailand and Indonesia. International Education Studies, 4(1), 13-20. Retrieved from

Learning Outcomes	Topics	Teaching Learning Activities*	Assessments*	Materials
		- Online Video Session (Screentime: 45 mins via Google Meet/ Zoom) - Open forum (In video session/ Stream Interface Discussion) - Utilize Canva, Prezi, Google Meet, Google Chat, GB Messenger in establishing connections.	conducting assessments.	https://files.eric.ed.gov/fulltext/EJ1066393.pdf on February 22, 2019. Sawir, E. (2005). Language difficulties of international students in Australia: The effects of prior learning experience. International Education Journal, 6(5), 567-580. Retrieved from https://files.eric.ed.gov/fulltext/EJ855010.pdf on February 22, 2019. https://www.uni-due.de/ELE/Current_Term_Tree/GK%20-%20Varieties_of_English-Australian%20English.pdf
Define communication, its components and characteristics; Identify the types of communication according to mode, context, purpose, and style; and Evaluate these types according to how they are used in the context of authentic communication in various communication settings.	Types of Communication	- Topic Introduction (Screentime: 1 minute) - Pre-recorded Video Discussion (Screentime: 15 Mins) - Student-led Video Discussion (Screentime: 10 mins) - Required Readings (2-3 articles in PDF) - Online Video Session (Screentime: 45 mins via Google Meet/ Zoom) - Open forum (In video session/ Stream Interface Discussion) - Utilize Canva, Prezi, Google Meet, Google Chat, GB Messenger in establishing connections.	- Quiz via Google Forms (15-20 items) - Peer feedbacking (with peer rating sheet provided) - Test via Google Forms (25-30 items) - May use Kahoot, Quizlet, ad other web tools in conducting assessments.	Madrunio, M. & Martin, I. (2018). Purposive Communication. Quezon City: C&E Publishing (pp. 1-85).

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Describe the various modes of communication and their importance in comprehending the communication process; Elucidate the variables that affect the communication process; Acknowledge the importance of communication in personal and professional life; Employ a variety of communication principles in order to communicate effectively orally and in writing; Evaluate various ethical issues relating to communication; and,	Communication Processes, Principles, and Ethics	• Topic Introduction (Screentime: 1 minute) • Pre-recorded Video Discussion (Screentime: 15 Mins) • Student-led Video Discussion (Screentime: 10 mins) • Required Readings (2-3 articles in PDF) • Online Video Session (Screentime: 45 mins via Google Meet/ Zoom) • Open forum (In video session/ Stream Interface Discussion) • Utilize Canva, Prezi, Google Meet, Google Chat, GB Messenger in establishing connections.	• Quiz via Google Forms (15-20 items) • Peer feedbacking (with peer rating sheet provided) • Test via Google Forms (25-30 items) • May use Kahoot, Quizlet, ad other web tools in conducting assessments.	Madrunio, M. & Martin, I. (2018). Purposive Communication. Quezon City: C&E Publishing (pp. 1-85). http://promeng.eu/downloads/training-materials/ebooks/soft-skills/effectivecommunicationskills.pdf https://youtube.com/watch?v=9ClVQLJ13kc Pres. Duterte. (2016). Speech at Philippine China Trade and Investment Forum. Beijing, China. YouTube.com. Julian Treasure's TED Talk on the Human Voice (2013) (an online resource). https://www.youtube.com/watch?v=JMOOG7rWTPg

Learning Outcomes	Topics	Teaching Learning Activities*	Assessments*	Materials
Recognize the importance of an ethical code of conduct in all facets of communication.				
Recognize the various modes of communication and their contribution to the expression of communicative intent. Demonstrate the critical role of various modes of communication in communicating with a variety of different types of audiences. Apply knowledge of modes and forms of communication to a communication situation.	Communication Modes: Forms of Communication	• Topic Introduction (Screentime: 1 minute) • Pre-recorded Video Discussion (Screentime: 15 Mins) • Student-led Video Discussion (Screentime: 10 mins) • Required Readings (2-3 articles in PDF) • Online Video Session (Screentime: 45 mins via Google Meet/ Zoom) • Open forum (In video session/ Stream Interface Discussion) • Utilize Canva, Prezi, Google Meet, Google Chat, GB Messenger in establishing connections.	• Quiz via Google Forms (15-20 items) • Peer feedbacking (with peer rating sheet provided) • Test via Google Forms (25-30 items) • May use Kahoot, Quizlet, ad other web tools in conducting assessments.	Madrunio, M. & Martin, I. (2018). Purposive Communication. Quezon City: C&E Publishing (pp. 1-85). http://promeng.eu/downloads/training-materials/ebooks/soft-skills/effectivecommunicationskills.pdf https://youtube.com/watch?v=9ClVQLJ13kc
Describe the positive and negative aspects of communication technology use; Mention various communication	Communication Aids and Strategies with the Tools of Technology	• Topic Introduction (Screentime: 1 minute) • Pre-recorded Video Discussion (Screentime: 15 Mins)	• Quiz via Google Forms (15-20 items) • Peer feedbacking (with peer rating sheet provided) • Test via Google Forms (25-30 items)	Covello, V. T. (2020). Strategies for overcoming challenges to effective risk communication. In Handbook of risk and crisis communication (pp. 143-167). Routledge. Quirke, B. (2017). Making the connections: Using internal

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strategies that incorporate technology use; Incorporate the use of websites and social media platforms into your communication strategy. Utilize the most appropriate communication tool or aid to convey an idea or deliver a message to a variety of audiences.		• Student-led Video Discussion (Screentime: 10 mins) • Required Readings (2-3 articles in PDF) • Online Video Session (Screentime: 45 mins via Google Meet/ Zoom) • Open forum (In video session/ Stream Interface Discussion) • Utilize Canva, Prezi, Google Meet, Google Chat, GB Messenger in establishing connections.	• May use Kahoot, Quizlet, ad other web tools in conducting assessments. • Multimodal Campaign • Online Group Collaboration • Students will use Canva in designing short animations. These animations will be showing various forms of communication situations where the components and elements of the communication process are being highlighted. Students will be working by group. • OUTPUT: Poster to be used for their Multimodal Campaign (with rubrics)	communication to turn strategy into action. Routledge. Tarone, E. (1980). Communication strategies, foreigner talk, and repair in interlanguage 1. Language learning, 30(2), 417-428. Henry George Liddell, Robert Scott, A Greek-English Lexicon, on Perseus Giving presentations. (2021, September 14). Https://Columbiacollege-ca.Libguides.Com/Presentations/Software. https://columbiacollege-ca.libguides.com/presentations Cloonan, A., Kalantzis, M., & Cope, B. (2010). Schemas for meaning-making and multimodal texts. In Beyond the Grammar Wars (pp. 264-285). Routledge. Paterson, R. J. (2000). The assertiveness workbook: How to express your ideas and stand up for yourself at work and in relationships. New Harbinger Publications. Mills, K. A., & Unsworth, L. (2017). Multimodal literacy. Oxford Research Encyclopedias.
Define intercultural communication using a personal example; Conduct research into the various factors affecting	Communication and Globalization	• Topic Introduction (Screentime: 1 minute) • Pre-recorded Video Discussion (Screentime: 15 Mins)	• Quiz via Google Forms (15-20 items) • Peer feedbacking (with peer rating sheet provided) • Test via Google Forms (25-30 items)	Banton, M. (2018). The concept of racism (pp. 17-34). Routledge. Brown, M. F. (2008). Cultural Relativism 2.0. Current Anthropology, 49(3), 363-383. Cochrane, A., & Pain, K. (2004). A globalizing society. A globalizing world, 5-43.

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intercultural communication; Explanation of the oral and written modes of communication in intercultural communication; and Provide a range of strategies for overcoming the various roadblocks that may occur during intercultural communication.		• Student-led Video Discussion (Screentime: 10 mins) • Required Readings (2-3 articles in PDF) • Online Video Session (Screentime: 45 mins via Google Meet/ Zoom) • Open forum (In video session/ Stream Interface Discussion) • Utilize Canva, Prezi, Google Meet, Google Chat, GB Messenger in establishing connections.	May use Kahoot, Quizlet, ad other web tools in conducting assessments.	Douglas, S. J. (2006). The turn within: The irony of technology in a globalized world. American Quarterly, 58(3), 619-638. Held, D., & McGrew, A. (2007). Globalization/anti-globalization: Beyond the great divide. Polity. Liu, S., Gallois, C., & Volčič, Z. (2011). Introducing intercultural communication: Global cultures and contexts. London: SAGE. Madrunio, M. & Martin, I. (2018). Purposive Communication. Quezon City: C&E Publishing. Minai, A. T. (2017). 3. Communication: Theories and Models. In Architecture as Environmental Communication (pp. 67-112). De Gruyter Mouton. Parekh, B. (2001). Rethinking multiculturalism: Cultural diversity and political theory. Ethnicities, 1(1), 109-115. Van der Dennen, J. M. (1987). Ethnocentrism and in-group/out-group differentiation: A review and interpretation of the literature. The sociobiology of ethnocentrism, 1-47.
Demonstrate an awareness of cultural diversity's reality;	Local and Global Communication in Multicultural Settings	• Topic Introduction (Screentime: 1 minute) • Pre-recorded Video Discussion (Screentime: 15 Mins)	• Quiz via Google Forms (15-20 items) • Peer feedbacking (with peer rating sheet provided)	Madrunio, M. & Martin, I. (2018). Purposive Communication. Quezon City: C&E Publishing (pp. 102-131). https://www.slideshare.net/mobile/RyanBuer/local-and-global-

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Demonstrate an awareness of the impact of cultural diversity on communication; Recognize the advantages and disadvantages of cross-cultural communication.		• Student-led Video Discussion (Screentime: 10 mins) • Required Readings (2-3 articles in PDF) • Online Video Session (Screentime: 45 mins via Google Meet/ Zoom) • Open forum (In video session/ Stream Interface Discussion) • Utilize Canva, Prezi, Google Meet, Google Chat, GB Messenger in establishing connections.	• Test via Google Forms (25-30 items) • May use Kahoot, Quizlet, ad other web tools in conducting assessments.	communication-in-multicultural-setting
Define the term "English Varieties" in relation to Asian contexts; Define the concept of English registers in both spoken and written language; and In communication, apply the concept of language variations and registers.	Varieties and Registers of Languages	• Topic Introduction (Screentime: 1 minute) • Pre-recorded Video Discussion (Screentime: 15 Mins) • Student-led Video Discussion (Screentime: 10 mins) • Required Readings (2-3 articles in PDF) • Online Video Session (Screentime: 45 mins via Google Meet/ Zoom) • Open forum (In video session/ Stream Interface Discussion)	• Quiz via Google Forms (15-20 items) • Peer feedbacking (with peer rating sheet provided) • Test via Google Forms (25-30 items) • May use Kahoot, Quizlet, ad other web tools in conducting assessments.	

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		• Utilize Canva, Prezi, Google Meet, Google Chat, GB Messenger in establishing connections.		
Describe the significance of recognizing the cultural contexts in the in the communication process; Analyze text that reflect varied culture and practices; and Appreciate various cultural identities and differences.	Cultural Texts	• Topic Introduction (Screentime: 1 minute) • Pre-recorded Video Discussion (Screentime: 15 Mins) • Student-led Video Discussion (Screentime: 10 mins) • Required Readings (2-3 articles in PDF) • Online Video Session (Screentime: 45 mins via Google Meet/ Zoom) • Open forum (In video session/ Stream Interface Discussion) • Utilize Canva, Prezi, Google Meet, Google Chat, GB Messenger in establishing connections.	• Quiz via Google Forms (15-20 items) • Peer feedbacking (with peer rating sheet provided) • Test via Google Forms (25-30 items) • May use Kahoot, Quizlet, ad other web tools in conducting assessments.	Geerts, E. (2019, March 7). Turkish Customs and Etiquette. Istanbul Insider. Retrieved November 4, 2021, from https://theistanbulinsider.com/Turkish-customs-and-etiquette/ Madrunio, M. R., & Martin, I. P. (2018). Purposive communication. Van Haren Publishing. Magan, R. G., Nano, M. C. B., & Turano, C. T. (2018). Purposive Communication in the 21st Century. Mindshapers Company, Incorporated. Malley, S. B. (n.d.). 3A- examining Culture as text	engaging communities. Engaging Communities with Ethnographic Research. Retrieved November 4, 2021, from https://bit.ly/2ZLo0Q1.
Identifies various genres used across professions; Show understanding of the structure of various genres used across profession; and	Written Modes of Professional Communication	• Topic Introduction (Screentime: 1 minute) • Pre-recorded Video Discussion (Screentime: 15 Mins) • Student-led Video Discussion (Screentime: 10 mins)	•	

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Construct actual sample of these genres to be used for actual simulation in connection with multimodal campaign engagement.		• Required Readings (2-3 articles in PDF) • Online Video Session (Screentime: 45 mins via Google Meet/ Zoom) • Open forum (In video session/ Stream Interface Discussion) • Utilize Canva, Prezi, Google Meet, Google Chat, GB Messenger in establishing connections.		
Deliver a speech effectively that would create a lasting impression; Employ vocal and physical features as well as presentation aids for effective delivery.	The Oral Presentation	• Topic Introduction (Screentime: 1 minute) • Pre-recorded Video Discussion (Screentime: 15 Mins) • Student-led Video Discussion (Screentime: 10 mins) • Required Readings (2-3 articles in PDF) • Online Video Session (Screentime: 45 mins via Google Meet/ Zoom) • Open forum (In video session/ Stream Interface Discussion) • Utilize Canva, Prezi, Google Meet, Google Chat, GB Messenger in establishing connections.	• Quiz via Google Forms (15-20 items) • Peer feedbacking (with peer rating sheet provided) • Test via Google Forms (25-30 items) • May use Kahoot, Quizlet, ad other web tools in conducting assessments. Final Task:	Stein, M.B., Walker, J.R., & Forde, D.R. (1996). Public speaking fears in the community: Prevalence, impact on functioning, and diagnostic classification. Archives of General Psychiatry, 53, 169-174. Stein, M.B., Walker, J.R., & Forde, D.R. (1994). Setting diagnostic thresholds for social phobia: Considerations from a community survey of social anxiety. American Journal of Psychiatry, 151, 408-412. Madrunio, M. & Martin, I. (2018). Purposive Communication. Quezon City: C&E Publishing. Magan, R. G., Nano, M. C. B., & Turano, C. T. (2018). Purposive Communication in the 21st Century. Mindshapers Company, Incorporated. Anxiety & Depression Association of America. (n.d.). Conquering stage fright	anxiety and depression

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			Multimodal Campaign: Students are required at the end of the semester to produce a Multimodal Campaign. They are to select a certain social issue. The project has this structure: A. What is the issue? B. Why highlights this issue? C. What must be done to solve this issue. Output: Five-minute Video Pitch Rubric (to be provided)	association of america, ADAA. ADAA. Retrieved November 7, 2021, from https://adaa.org/understanding-anxiety/social-anxiety-disorder/treatment/conquering-stage-fright https://themezhut.com/themes/bam/. (2019, December 2). Principles of oral presentation. Theintactone. Retrieved November 7, 2021, from https://theintactone.com/2018/12/06/bc-u3-topic-1-principles-of-oral-presentation/

(Note: The TLA and Assessments columns have been highlighted to indicate some updates or recalibrations that I learned from the training and intend to implement in the upcoming semester.)