

RECALIBRATED COURSE SYLLABUS (TPACK MODEL)

Course Code: GEO1CRM

Course Title : Purposive Communication

Prerequisite(s): None

Credit: 3 Units

No. of hours: 3 hours/Week

Course Description: This course is about writing, speaking, and presenting to different audiences and various purposes. It develops students' communicative competence and enhances their cultural and intellectual awareness through multimodal tasks that provide them opportunities for communicating effectively and approximately 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.

LEARNING OBJECTIVES	TOPICS and READINGS (Course Content)	INTENDED LEARNING OUTCOMES	TEACHING-LEARNING ACTIVITIES	EQUIPMENT/ MATERIALS/TOOLS	ASSESSMENT TASK	ALLOCATION OF TIME
1. Develop awareness of the BC and Criminology vision, mission and objectives and relate their relevance to the course	Vision, Mission, Goal and Objectives of the school and college	Explain the vision, mission, goals and objectives of the school and college	Community of Inquiry Lecture and class discussion	Student's Handbook	Recitation (Google Meet)	1 week
2. Examine the communication processes, principles, and ethics	Communication processes, principles, and ethics	Analyze the nature, elements, and functions of verbal and non-verbal communications in various and multicultural contexts	Community of Inquiry (COI) Lecture and class discussion Online Collaborative Learning Group work	Audio and/or video clips of various media (e.g. commercials, movies, newscasts, etc. Texts from newspapers, magazines, journals	Quizzes on identifying elements of communication (e.g. sender, message, channel, receiver, effect) Quizziz.com	1 week

<p>3. Analyze how cultural and global issues affect communication</p>	<p>Communication and Globalization</p>	<p>Appreciate the impact of communication on society and the world</p>	<p>Class discussion of essay, “Flight from conversation or video “Connected but alone” and “How social media can make history”</p> <p>Online Collaborative Learning Think-Pair-Share</p>	<p>See “Communicating in a multicultural society and world”</p> <p>Article “Flight from conversation”</p> <p>Video “Connected but alone” in TED talks</p> <p>Video “How social media can make history”</p>	<p>Discussion forum on the impact of globalization on how people communicate, and vice versa</p>	<p>2 weeks</p>
<p>4. Evaluate the use of culturally appropriate terms, expressions and images; varieties and registers of language</p>	<p>Local and Global Communication in multi cultural settings Varieties and registers of spoken and written language</p>	<p>Relate culturally appropriate terms, expressions, and images (sensitivity to gender, race, class, etc.)</p> <p>Adopt cultural and intercultural awareness and sensitivity in communication of ideas</p>	<p>Lecture and class discussion</p> <p>Exercises on using culturally appropriate terms, expressions, and images</p> <p>Online Collaborative Learning Break-Out Group Discussions</p>	<p>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 Arab world”</p>	<p>Quizziz.com</p> <p>Research and report Invitation for people to join cause-oriented events using various media such as email, social media, print and/or electronic advertisements</p>	<p>2 weeks</p>
<p>ASSESSMENT/EVALUATION (Online Proctored Exams) Summative Assessment Formative Assessment Rubrics</p>						<p>1 hour</p>

<p>5. Discuss critical reading and listening and analyze the content of various texts.</p>	<p>Evaluating messages and/or images (e.g. pictures, illustrations) of different types of texts reflecting different cultures (regional, Asian, Western, etc.)</p>	<p>Evaluate multimodal texts critically to enhance receptive (listening, reading, viewing) skills</p>	<p>Community of Inquiry (COI) Lecture and class discussion Exercises on analyzing</p>	<p>Authentic texts about cultural sensitivity from various media (text messages; email messages, social media)</p>	<p>Invitation for people to join cause-oriented events using various media such as email, social media, print/or electronic advertisements (Canva, Prezi, Google Docs, MS PowerPoint)</p>	<p>1 week</p>
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	<ol style="list-style-type: none"> 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? <p>What other ways of presenting the message are there?</p>		<p>content of various texts</p> <p>Multimodal Model Share one's reflection Questioning</p>	<p>messages, newspaper, magazine, and journal articles; print and electronic advertisements)</p>	<p>Quizziz.com</p>	
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<p>8. Differentiate the types of speeches and public speaking.</p>	<p>or work purposes (education, business, law, media, science and technology)</p>	<p>Present ideas persuasively using appropriate language registers, tone, facial expressions, and gestures.</p>	<p>Connectivism Lecture and discussion Independent research</p>	<p>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/ incidents reports, letters)</p>	<p>Workplace documents Written and/or oral presentation Group work (Utilize any web 2.0 tools)</p>	<p>3 weeks</p>
<p>9. Write and present academic papers using appropriate tone, style, conventions and reference styles</p>	<p>Communication for Academic Purposes</p>	<p>Convey ideas through oral, audio-visual presentations for using appropriate registers</p>	<p>Connectivism Blogs Lecture and discussion</p>	<p>Utilization of Web 2.0 tools</p>	<p>Analysis papers Academic presentations (Google Docs, MS PowerPoint)</p>	<p>3 weeks</p>

ASSESSMENT/EVALUATION Project-based Assessment Rubrics	1 hour
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Course Output :	Project #1 (Prelim) Research and Outputs Project #2 (Midterm) Oral and Video presentations Project # 3 (Finals) Reflections and Self-assessment
Textbooks :	Dainton, M. and Zelley E. <i>Applying Communication Theory for Professional Life. A Practical Introduction.</i> 3 rd ed., Sage Publication, 2015 Henson, Ronald M., Purposive Communication: Crafting Messages with Intentions, C. & E. Publishing House, Inc., 2018 Padilla, Mely M., et.al., Communicate and Communicate & Connect!, Mutya Publishing House, Inc., 2018
Web References :	http://www.healthknowledge.org.uk/public-health-textbook/organization/5a-understanding-itd/effective-communication http://www.nytimes.com/2012/04/22/opinion/sunday/the-flight-from-conversation.html?_r=0 https://www.ted.com/talks/sherry_turkle_alone_together https://www.ted.com/talks/clay_shirky_how_cellphones_twitter_facebook_can_make_history https://www.ted.com/talks/shereen_el_feki_pop_culture_in_the_arab_world http://www.really-learn-english.com/language-register.html http://www.kwintessential.co.uk/cultural-sensitivity.html http://creatingmultimodaltexts.com/ https://www.youtube.com/watch?v=nSGqp4bZQY

Classroom Data Privacy

1. Check to see if the app or service has been approved or is specifically designed for education.

2. When handling login information or passwords, put the students' security first.
3. Use a lockscreen to protect student data; don't leave devices unattended; always check share settings; only share with people who have an educational need; don't store data on flash (USB) drives because they can be stolen or lost; and don't store or download data on a personal device.
4. Check to see who they shared the documents with and what rights each person has (view, edit, or suggest).
5. Use only authorized cloud storage and email services.
6. Use online proctoring in exams to detect cheating and to prevent students from accessing the internet.