![Ateneo de Manila University logo]

ATENEO DE MANILA UNIVERSITY
Loyola Schools

SYLLABUS FOR ENGL11 PURPOSIVE COMMUNICATION

A. COURSE INFORMATION

COURSE NUMBER	ENGL 11			NO. OF UNITS	3
COURSE TITLE	PURPOSIVE COMMUNICATION				
PREREQUISITE	None				
DEPARTMENT/ PROGRAM	Department of English			SCHOOL	School of Humanities
SCHOOL YEAR	2023-2024			SEMESTER	Second
INSTRUCTOR/S	MARIA CONCEPCION BELTRAN-MONTENEGRO				
VENUE	SEC A204 ONLINE https://canvas.ateneo.edu/	SECTION	F4	SCHEDULE	M-TH 1530-1700

B. COURSE DESCRIPTION

Purposive Communication is a three-unit course that develops students' communicative and rhetorical competence through multimodal tasks suited to a multilingual and 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. Following a process-oriented approach to teaching communication, it offers extensive language use and practice and promotes opportunities for problem sensing and problem solving. Students are provided different venues to apply knowledge of rhetoric in creating communication materials that address real-world issues.

WHERE IS THE COURSE SITUATED WITHIN THE FORMATION STAGES IN THE FRAMEWORK OF THE LOYOLA SCHOOLS CURRICULA	
✓	FOUNDATIONS: Exploring and Equipping the Self
	ROOTEDNESS: Investigating and Knowing the World
	DEEPENING: Defining the Self in the World
	LEADERSHIP: Engaging and Transforming the World

C. PROGRAM LEARNING OUTCOMES

1. Demonstrates effective communication skills (listening and speaking, reading and writing) in English and Filipino
2. Evaluates information and issues in various spheres of life using mathematical reasoning and statistical tools to process and manage data
3. Proposes ways to address pressing social and ecological problems using appropriate critical approaches and scientific methodologies
4. Develops a creative and moral imagination that is responsive to contemporary global realities and challenges, but also deeply rooted in local histories, conditions, norms, and institutions
5. Internalizes the significance and value of her/his own unique existence and purpose in life in light of Christian faith
6. Discerns life choices with a keen awareness of ethical dilemmas and considerations
7. Exemplifies a commitment to enhancing human life and dignity, especially of those who are excluded and in greatest need
8. Practices a vision of leadership and committed citizenship rooted in Christian humanism

D. COURSE LEARNING OUTCOMES

Alignment of the Course to the Core Curriculum Learning Outcomes

The Ideal Ateneo Graduate: A Person of Conscience Competence Compassion Commitment							
CCLO 1	CCLO 2	CCLO 3	CCLO 4	CCLO 5	CCLO 6	CCLO 7	CCLO 8
✓			✓				

By the end of this course, students should be able to:

COURSE LEARNING OUTCOMES	KNOWLEDGE, SKILLS, ATTITUDE
1. To critically evaluate different types of texts to facilitate more informed processes of decision making in various fields	• To evaluate multimodal texts critically from multiple perspectives; • To use logical reasoning and rhetorical strategies in formulating sound arguments;
2. To design and produce multimodal texts for conveying discipline-specific knowledge, designed for specific purposes and audiences	• To examine the nature, elements, and purposes of verbal and non-verbal communication in various multicultural contexts; • To design appropriate and effective multimodal communication materials for different purposes in local and global settings; • To exemplify cultural and intercultural awareness and sensitivity in communicating ideas.

3. To communicate effectively one's understanding of the multifaceted cultural contexts and identities of both self and others to fulfil one's role as a global citizen	• To evaluate a problem critically and propose an effective solution to address it; • To use logical reasoning and rhetorical strategies in formulating sound arguments; • To write an essay that effectively integrates personal reflections, observations, and experiences; • To exemplify cultural and intercultural awareness and sensitivity in communicating ideas.

E. COURSE OUTLINE and LEARNING HOURS

Course Outline	CLOs	Estimated Contact or Learning Hours
Module 1 - Effective Communication (January 15 – February 2) ● Analyzing the principles, process, and ethics of communication ● Purpose, Audience and Context in effective communication ● Local and global communication in multicultural settings ● Varieties and registers of spoken and written English ● Exploring tools for local and global communication Onsite sessions: January 15, 18, 22; February 1 Mini-task 1 Output • Group OP: February 1 • Group Infographic: February 2	CLO2	20
Module 2 - The Personal Reflective Essay (February 5 – March 5) • Communicating to express self • Features of the Personal Reflective Essay • Writing the Personal Reflective Essay • Using appropriate language Onsite sessions: February 8, 12, 15, 19, 26 Online sessions: February 22, 29 **Required consultations – February 19, 22, 26, 29** **Major Task 1 suggested deadline**: • Individual Personal Reflective Essay – **March 1** • Group Multimedia Presentation – **March 8**	CLO3	20
Module 3- Evaluating Messages (March 5 – March 16) • Evaluating texts that use words and images • Reading an infographic • Reading an advertisement • Reading an editorial cartoon Onsite sessions: March 5, 8, 12 Online sessions: March 15	CLO1, CLO3	10

Mini-task 2 Output • Editorial Cartoon Analysis – March 16 • Group OP – March 19		
Module 4 **Part 1- The Informative Essay** (March 18 – May 6) ● Communicating to instruct and inform ● Features of an Informative Essay ● The Topic Proposal ● Writing the Informative Essay Onsite sessions: March 19, 22, April 1, 8, 11, 22, 25, 29 Online sessions: April 4, 15, 18 **Required consultations – April 4, 115, 18** **Major Task 2 process requirement submission:** • [Part 1] Informative Essay Outline/Writing Plan – **April 05**	CLO1 CLO 2 CLO3	20
Module 5 - The Proposal Essay (March 18 – May 6) ● Communicating to explain and to persuade ● Features of a Proposal Essay ● Evaluating solutions ● Proposing solutions Onsite sessions: March 19, 22, April 1, 8, 11, 22, 25, 29 Online sessions: April 4, 15, 18 **Required consultations – April 4, 15, 18, 29** **Major Task 2 process requirement submission:** • [Part 2] Proposal Essay Outline/Writing Plan – **April 19** **Major Task 2A and 2B submission:** • 2A Proposal Essay – **MAY 03** • 2B Multimodal Presentation – **MAY 17**	CLO1 CLO 2 CLO3	20

F. ASSESSMENTS AND RUBRICS

Assessment Tasks	Assessment Weight	CLOs
Process activities for the Personal Reflective Essay: (e.g., discussion board responses, participation, worksheets, outlines, drafts, peer review)	20%	CLO2, CLO 3
Personal Reflective Essay (Individual) and Multimodal Oral Presentation (Group) [**Major Task 1**]	20%	CL03
Process activities for the Proposal Essay: (e.g., topic selection, research question, outlines, drafts)	30%	CLO1, CLO 2, CLO3
Proposal Essay and Multimodal Presentation (Infographic) [**Major Task 2**]	30%	CLO1, CLO2, CLO3

NOTE: Deadlines for major requirements will be announced at **least three (3) weeks prior** while deadlines for minor requirements will be announced at l**east one (1) week before.**

G. TEACHING and LEARNING METHODS

TEACHING & LEARNING METHODS and ACTIVITIES	CLOs
Module 1: Lecture, Discussion Forum, Text and Video analysis, Worksheet Completion	**CLO 2**
Module 2: Discussion Forum, Text and Video analysis; Writing about Significant Personal Experiences	**CLO 3**
Module 3: Discussion Forum; Media Analysis (Infographic, Advertisement, and Editorial Cartoons)	**CLO 1, CLO 3**
Module 4: Worksheet Completion; Discussion Forum; Forming Opinions; Writing an Outline for an Informative Essay; Evaluating Issues and Arguments	**CLO 1, CLO 2, CLO 3**
Module 5: Worksheet Completion; Discussion Forum; Forming Opinions; Writing an Outline for a Proposal Essay; Evaluating Issues and Arguments; Proposing Solutions to Local/Global Problems	**CLO 1, CLO 2, CLO 3**

H. REQUIRED READINGS

READING TEXTS from Suarez, C., Perfecto, M., Canilao, M.L.E.N., Paez, D. (2018). *Purposive communication in English.* Quezon City: Ateneo de Manila University Press.

VIDEOS:

De la Rosa, A. (2018, May 25). *Roselle Ambubuyog: Commencement speech, Ateneo de Manila University* [Video] YouTube. https://www.youtube.com/watch?v=EkSh7zfteq0

Diaz, R. S. (Director). (2020). *A thousand cuts* [Documentary]. CineDiaz, Concordia Studio. https://www.pbs.org/wgbh/frontline/film/a-thousand-cuts/

GMSPunishTheWicked. *Why is Jesus white by Muhammad Ali* [Video]. YouTube. https://www.youtube.com/watch?v=7eXdt1eGgCA

Kalra, A. (2017, November). *3 creative ways to fix fashion's waste problem* [Video]. TED Conferences. https://www.ted.com/talks/amit_kalra_3_creative_ways_to_fix_fashion_s_waste_problem?language=en

NinoyAquinoTV. (n.d.). Ninoy Aquino's "Face The Nation" interview (an excerpt). [Video]. YouTube. https://www.youtube.com/watch?v=jBZqHvuBBzc&ab_channel=ABS-CBNEntertainment

NinoyAquinoTV. (2009, January 15). *Ninoy Aquino's memorable speech (3/9) in Los Angeles* (2-15-1981) [Video]. YouTube. https://www.youtube.com/watch?v=V3XgNKegke8&list=PL929D1AFF81AAEB40

TED. (2016, February 22). *How miscommunication happens (and how to avoid it) – Katherine Hampsten* [Video]. YouTube. https://www.youtube.com/watch?v=gCfzeONu3Mo

Up Next. (2015, October 30). *Don't judge my African American English* [Video]. YouTube. https://www.youtube.com/watch?v=j7_rihFMB78&t=11s

SPEECH:

Hontiveros, R. H. (2016). *Anti-drugs campaign: What works and what doesn't.* "War on Drugs" Forum, Ateneo de Manila University. Office of the Senator. https://fr-fr.facebook.com/notes/senator-risa-hontiveros/anti-drugs-campaign-what-works-and-what-doesnt/10154026339033182?hc_location=ufi

I. SUGGESTED READINGS

American Psychological Association. (2020). *APA style: Write with clarity, precision, and inclusion.* https://apastyle.apa.org/

Bullock, R. & Weinberg, F. (2009). *The Norton Field Guide to Writing with handbook*, *2nd Ed.* NY: W.W. Norton & Co. https://whynotcomicbooks.files.wordpress.com/2016/08/039393439xwriting.pdf

Gaw, F., Bunquin, J. B. A., Cabbuag, S. I., Lanuza, J. M. H., Sapalo, N. H., Yusoph, A.-H. B. (2023, July 31). Political economy of covert influence operations in the 2022 Philippine elections. *Internews.* https://internews.org/resource/political-economy-of-covert-influence-operations-in-the-2022-philippine-elections/

Fallorina, R., Lanuza, J. M. H., Sanchez II, J. G. F., Ong, J. C., Nicole Curato, N. (June, 2023). From disinformation to influence operations: The evolution of disinformation in three electoral cycles. *Internews.* https://internews.org/resource/from-disinformation-to-influence-operations-the-evolution-of-disinformation-in-three-electoral-cycles/

Ong, J. C., & Cabañes, J. V. (2018). *Architects of networked disinformation: Behind the scenes of troll accounts and fake news production in the Philippines: An executive summary.* http://newtontechfordev.com/wp-content/uploads/2018/02/Architects-of-Networked-Disinformation-Executive-Summary-Final.pdf

Purdue Online Writing Lab. (n.d.). *General Format.* Purdue Online Writing Lab. https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Other relevant materials and resources may be provided as they become available.

J. GRADING SYSTEM

Grade Equivalents	
92-100	**A**
87-91	**B+**
83-86	**B**
79-82	**C+**
75-78	**C**
74-70	**D**
69 & below	**F**

K. CLASS POLICIES
EXPECTATIONS

We must come to some agreement regarding what we may expect from each other.

1. We are using Canvas, the official Ateneo online learning management system. You need to be responsible for your Canvas accounts. This means activating your Ateneo @obf.ateneo.edu accounts to be able to access it, regularly checking your email and Canvas accounts for online learning, announcements, and assignments, and alerting me in a timely fashion for any technical difficulties.

2. This course will cover an estimated 90 learning hours, which include time for asynchronous independent work. We will hold onsite and online synchronous classes and for online synchronous classes, I will send the Zoom link on Canvas. You are responsible for getting your Zoom accounts working. During online synchronous sessions please keep your cameras open so that I can see who I am talking to and receive non-verbal feedback in order to enhance class interaction. In cases when you have connectivity issues, these sessions will be recorded and available to everyone. A recording of the synchronous sessions will be uploaded on the Announcement page on Canvas or the Class Google Drive at least a day after the session for those who cannot attend. Should there be some technical difficulties, please inform me right away via email at mcmontenegro@ateneo.edu

3. Students are expected to attend and fully participate in these sessions, and you are expected to make every effort to be punctual. Although a limited number of absences is allowed, the total number of absences in a class must not exceed twenty percent (20%) of the total number of meetings per academic term. Section III attendance regulations of the Undergraduate Student Handbook, 2023 edition gives details of the maximum number of allowed absences. There is no such thing as a free cut.

4. "Class meetings" refer to "contact hours," which for onsite courses are spent on physical class meetings, while for online courses, on virtual class meetings. You are responsible for matters taken and assignments given during your absence.

5. This course will depend a lot on group work and collaborative effort. You are expected to participate and weigh in. Each group has a right to drop an uncooperative or delinquent member. Again, please email me for difficulty with a group member, difficulty working with a group, and other such things.

6. All requirements have to be submitted based on the deadline. An automatic 10% deduction per day will be applied to late submissions of tasks. Submission of minor tasks and discussion boards will close ten days after the published deadline, which means the task will be marked 0. Submission of Major Tasks will always remain open, but please abide by the deadline. I do allow some leeway for acceptable reasons (illness, emergencies, unexpected bumps on the road). If this adjustment is necessary, please contact me immediately so I can adjust your deadlines. Adjustments to deadlines will only be made for reasonable cause but please note that there are times when no more adjustments are possible, so do avoid late submissions. If anything comes up that you think will interfere with your performance in this course, please inform me right away.

7. The use of online tools and technology has become widespread, and in some cases, acceptable. However, the use of Generative AI (GAI), such as ChatGPT, has raised serious concerns about what is appropriate and what is not. In this course, the limited use of GAI may be allowed for certain tasks if permission from the teacher is obtained in advance and if the use is properly documented and credited. Read the details on the approved uses of GAI .

8. Grades reflected on Canvas are not necessarily the official and final grades for the course.

9. All the course materials here were specially curated for the students of this course. Do not share materials including videos, slideshows, and pages (in part or whole) with persons who do not belong to the class. You may download course materials for your own use to fulfill the requirements of this course. Taking screenshots or recording virtual meetings or text chats/discussions for any purpose without the documented consent of all the participants is strictly prohibited. When asking for consent, provide concerned parties with a copy of the image or audio/video file you wish to use and indicate your purpose.

10. We must ensure open and smooth two-way communication. I always hope to answer your email in a timely fashion, in 24-48 hours at most. Please be patient and email me again should I fail to reply. Communication should be coursed through University-issued (i.e., official) email accounts: @obf.ateneo.edu accounts for students and @ateneo.edu accounts for faculty and

professionals. I hope to give feedback on submitted major outputs within a week or so after submission.

11. I am just as anxious as you to make your learning here an enjoyable, relevant, and meaningful experience. Our class is a safe space for everyone, including myself. This means (1) keeping things private unless told otherwise (and that includes the course materials), (2) being patient and respectful, (3) keeping lines of communication open, especially if something uncomfortable happens, (4) using fair, reasonable, and respectful means of settling disputes and problems and not ranting on any sort of platform, especially social media, (5) being kind and compassionate to everyone.

SCHOOL POLICIES

We must abide by university standards and codes of behavior.

1. Please read the LS Undergraduate Student Handbook carefully. Rules and regulations stipulated in the handbook will be adhered to strictly, especially for plagiarism and acts of dishonesty.
2. This class will adhere to the following: a) Gender Policy and b) Code of Decorum and Administrative Rules on Sexual Harassment, Other Forms of Sexual Misconduct, and Inappropriate Behavior.
3. Only officially enrolled students may participate in classes (i.e., join groups, submit requirements, and take quizzes and assessments, etc.). Officially enrolled students are automatically given access to Canvas.
4. For the protection of both instructors and students, there should be a third person from the class present during synchronous online consultations. The instructor and the student should each give consent for the presence of this third person. The consultations will be recorded.
5. A recording of online synchronous classes will be uploaded in the class Google Drive or on Canvas at least a day after the session. The class beadle and co-beadle will please remind me to record the session and upload the recording.
6. A student beadle will be appointed. The class beadle duties include:
   a. Create and manage alternative platforms for purposes of communication and community
   b. Serve as liaison between the class and the instructor
   c. Remind the instructor to record synchronous class sessions
   d. Report class concerns to the department chair and School Dean (e.g., deviations from the syllabus, difficulties in contacting the instructor, etc.)

If you have any personal concerns that you believe will affect your performance in class, please communicate this with the following offices: Office of Guidance and Counseling; ADAA; your home department. Here are also some offices you can contact should you require assistance:

Office of Guidance & Counseling: Email: guidance.ls@ateneo.edu (or email your assigned counselor); 24/7 Hotline Numbers: 0920 918 2582 / 0920 946 6201 / 0920 859 8798

Office of Management Information Systems (OMIS): Email: omis.ls@ateneo.edu

L. CONSULTATION HOURS

NAME OF FACULTY	EMAIL	DAYS	TIME
MARIA CONCEPCION BELTRAN-MONTENEGRO	mcmontenegro@ateneo.edu	MTh	Mondays/Thursdays 0930-1100 or by appointment

Feel free to send me an email.

Let us all have a safe, meaningful, and purposive semester.
Ms. Chuchi