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Recommending approval:	Asso. Prof. Haydee G. Adalia
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Republic of the Philippines
Western Mindanao State University
College of Liberal Arts
English Department

OUTCOMES-BASED EDUCATION (OBE) COURSE SYLLABUS IN ELS 123 – Multimodal Communication
For the 1st Semester, SY 2025-2026 ONLY

Western Mindanao State University

Vision

By 2040, WMSU is a Smart Research University generating competent professionals and global citizens engendered by knowledge from the sciences and liberal education, empowering communities, promoting peace, harmony and cultural diversity.

Mission

WMSU commits to create a vibrant atmosphere of learning where science, technology, innovation, research, the arts and humanities and community engagement flourish, and produce world-class professionals committed to sustainable development and peace.

College of Liberal Arts
College Goals

Consistent with the mission of the University, the College of Liberal Arts aims to:

a) Be the Center of Excellence in the field of Communication Arts and Humanities as well as the Social Sciences in Western Mindanao, the Country, and the global community.

b) Train the students to be productive citizens who are fully aware of their roles and participation in the society who are globally responsive to the issues and concerns that generally affect them, their country, and the society.

c) Promote competence among students in their respective program to prepare them in the social world of work for a better and wholesome quality of life.

d) Provide opportunity for students to develop their communication skills and creativity.

e) Produce a new breed of competent Social Science practitioners in their areas of specialization imbued with a high sense of social responsibility and empowered to respond to the needs of various local and global communities.

f) Strengthen the cultural, moral, physical, and spiritual values of students through proper guidance counseling interaction and intercultural dialogues.

g) Facilitate the students' production of research and extension output in their field of specialization.

h) Promote sense of social awareness on gender sensitivity and eco-friendly environment among the students for harmonious social interaction in various situations.

Program Outcomes Specific to a sub-discipline and a major

Program Outcomes (PO)	GOALS							
	a	b	c	d	e	f	g	h
a. Articulate a comprehensive and contextualized view of the English language system and development;	✔	✔	✔	✔	✔	✔	✔	✔
b. Communicate in English (both oral and written) fluently, accurately, and creatively in diverse social, cultural, academic, and professional settings;	✔	✔	✔	✔	✔	✔	✔	✔
c. Speak fluently, accurately and creatively in English;	✔	✔	✔	✔	✔	✔	✔	✔
d. Read and explain various kinds of texts based on factual evidence;	✔	✔	✔	✔	✔	✔	✔	✔
e. Write fluently, accurately and creatively in English;	✔	✔	✔	✔	✔	✔	✔	✔
f. Facilitate English language learning in diverse social, cultural, academic, and professional settings;	✔	✔	✔	✔	✔	✔	✔	✔
g. Teach English communication skills using knowledge of best practices;	✔	✔	✔	✔	✔	✔	✔	✔
h. Participate effectively in oral communication situations where language systems (phonological, morphological, syntactic, semantic) vary;	✔	✔	✔	✔	✔	✔	✔	✔
i. Produce well-written texts for various academic and professional purposes.	✔	✔	✔	✔	✔	✔	✔	✔

COURSE CODE   **ELS 123**

COURSE NAME   **Multimodal Communication**

PREREQUISITE   **N/A**

COURSE CREDIT   *3 Units (3 hours lecture)*

COURSE DESCRIPTION   The course examines the interface of various modes and genres of communication. It aims at rendering the students an opportunity to develop their skills in communicating through the use of different modes. Furthermore, it aims at providing the students the ideas in the multimodality of communication with ethical considerations. The significance of taking this course does not only lay on the necessity as a major subject, but on the fact that the social, cultural, and technological developments call for it. Hence, this course is indispensable for all students, more particularly for those who take English as an area of specialization.

COURSE LEARNING OUTCOMES:

At the end of the semester, the students can:	Program Outcomes								
	A	B	C	D	E	F	G	H	I
1) Demonstrate an understanding of the nature, elements, and functions of verbal, non-verbal, and multimodal communication in various multicultural local and global contexts.	✓	✓	✓	✓	✓	✓	✓	✓	✓
2) Analyze how cultural, global, and intercultural issues influence effective and appropriate communication.	✓	✓	✓	✓	✓	✓	✓	✓	✓
3) Critically evaluate a variety of texts—including oral, written, audio-visual, and web-based—to recognize the power of language and images in conveying messages responsibly.	✓	✓	✓	✓	✓	✓	✓	✓	✓
4) Compose and produce clear, relevant, and audience-appropriate communication outputs using multiple modes (oral, written, audio-visual) for academic, professional, and real-world purposes.	✓	✓	✓	✓	✓	✓	✓	✓	✓
5) Apply knowledge and skills in language studies and intercultural communication to enhance cultural sensitivity and ethical communication in diverse communicative situations.	✓	✓	✓	✓	✓	✓	✓	✓	✓

REFERENCES

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- United Kingdom Literacy Association/Qualifications and Assessment Authority (2005) More than Words 2: Creating stories on page and screen. London: QCA. This can be accessed on: http://www.qca.org.uk

GRADE COMPONENT AND CORRESPONDING WEIGHT:
For the 1st, SY 2025-2026 ONLY

FINAL RATING
    Midterm Grade................................ 40%
    Final term Grade............................ <u>60%</u>
                            100%

MIDTERM GRADE
- **Midterm Exam** *(to be administered face to face)*...
40%
- **Written Output** *(can be generated online or offline)* 30%
    e.g. quizzes, essays, case analysis, reflection paper & etc.
- **Course Output/Project** *(can be generated online or offline)*....20%
- **Participation** *(can be generated online or offline)* ....<u>10%</u>

                            100%

FINAL TERM GRADE
- **Final Exam** *(to be administered face to face)*..
40%
- **Written Output** *(can be generated online or offline)* 30%
    e.g. quizzes, essays, case analysis, reflection paper & etc.
- **Course Output/Project** *(can be generated online or offline)*... 20%
- **Participation** *(can be generated online or offline)* ....<u>10%</u>
                            100%

SAMPLE COMPUTATION OF PERCENTAGE GRADE FOR A **QUIZ** OR **EXAM**

Percentage Grade = raw score / total number of items x 100
    Example: raw score = 40, total items = 50
        GRADE = 40/50 x 100
            = 0.80 x 100

            = 80%

    TOTAL SCORE .... 40 correct out of 50 items
    PERCENTAGE GRADE.. 80%
    NUMERICAL RATING 2.00
    REMARKS .... PASSED

Passing Grade = 60%

% EQUIVALENT	NUMERICAL RATING
96-100	1.0
91-95	1.25
86-90	1.5
81-85	1.75
76-80	2.0
71-75	2.25
66-70	2.5
62-65	2.75
60-61	3.0
Below 60	5.0
Lacks requirements and/or final exam	INC
Authorized Withdrawal (Dropped with permit)	AW
Unauthorized Withdrawal (Dropped from class for non-attendance/non-appearance for 20% of prescribed attendance) ***BOR # 45 S. 2020 – Minimum passing percentage from 55% to 60%***	UW

COURSE REQUIREMENTS
- 2 Written Major Exams (Midterm and Final Examination)
- Course output/project

CONDITIONS FOR PERFORMANCE EVALUATION
- Active participation in all class activities.
- At least 60% passing in all exams and other graded requirements

Time Frame	Desired Student Learning Outcomes/Competencies At the end of each topic and semester, the students can	Course Content (No. of Hours Per Topic)	Outcome-Based (OBA) Activities (Teaching & Learning Activities)	Evidence of Outcomes (Assessment of Learning Outcome)	Course Learning Outcomes	Program Outcomes	Values Integration
WEEK 1-2	The students can: Understand the concepts of the topics and have awareness of the policies and relevant discussions.	**TOPICS** *(24 hours)*: *WMSU VMQP, Classroom Policies, Course Overview, Course Requirements, Grading System, Orientation, ISO 9001:2015*	Set the classroom policies by groups then come up with a consensus the classroom policies. Group/Class Discussion	Use a rubric score card to assess their quality of participation Quiz result Rubric sore sheet on class activity Paper-pencil test	CLO 1, 2, 3, 4, & 5	A, C, D, E, F, G, H, I	Appreciation, Understanding
WEEK 2-4	Explain the key communication processes and identify ethical considerations that influence interpersonal and professional interactions. Apply fundamental principles of communication to enhance clarity, coherence, and appropriateness in various contexts. Demonstrate effective writing skills by producing clear, concise, and well-organized texts tailored to intended audiences and purposes. Employ proper citation practices and ethical standards to avoid plagiarism and maintain academic	**Communication Processes, Principles, and Ethics, Effective Writing, and Writing in the Discipline**	Class Discussion/ Graded Recitation/ Quiz/Written Activity	Assess their quality of participation Quiz/ Written Activity Result Rubric sore sheet on class activity Paper-pencil test	CLO 1, 2, 3, 4, & 5	A, C, D, E, F, G, H, I	Appreciation, Understanding

Time Frame	Desired Student Learning Outcomes/Competencies At the end of each topic and semester, the students can	Course Content (No. of Hours Per Topic)	Outcome-Based (OBA) Activities (Teaching & Learning Activities)	Evidence of Outcomes (Assessment of Learning Outcome)	Course Learning Outcomes	Program Outcomes	Values Integration
	integrity in written work. Analyze and apply discipline-specific writing conventions and formats to produce texts suitable for academic or professional fields.						
WEEk 5-7	Define multimodal communication and identify its key modes and semiotic resources in different communicative contexts. Analyze how multiple modes (such as verbal, visual, gestural, and spatial) interact to create meaning in human-human communication. Critically evaluate examples of multimodal texts to recognize how mode combinations influence message interpretation and effectiveness. Apply multimodal principles to design and produce integrated communicative texts that enhance understanding and engagement.	**Multimodal Communication** **Multimodality in Human-Human Communication**	Class Discussion/ Graded Recitation/ Quiz/Written Activity	Assess their quality of participation Quiz/ Written Activity Result Rubric sore sheet on class activity Paper-pencil test	CLO 1, 2, 3, 4, & 5	A, C, D, E, F, G, H, I	Appreciation, Understanding

Time Frame	Desired Student Learning Outcomes/Competencies At the end of each topic and semester, the students can	Course Content (No. of Hours Per Topic)	Outcome-Based (OBA) Activities (Teaching & Learning Activities)	Evidence of Outcomes (Assessment of Learning Outcome)	Course Learning Outcomes	Program Outcomes	Values Integration
	Reflect on the role of cultural, social, and technological factors in shaping multimodal human-human interactions.						
WEEk 8-9	Identify and describe the different modes of communication, including interpretive, presentational, and interpersonal modes. Explain the distinct characteristics and purposes of each communication mode and how they relate to one another in various contexts. Analyze real-life communication scenarios to determine which modes are being utilized and assess their effectiveness. Apply knowledge of communication modes to select appropriate methods for conveying messages in academic, professional, and social settings. Evaluate the interplay between verbal, non-verbal, written, and visual communication modes and	**Modes of Communication: Their Distincts and Relations**	Class Discussion/ Graded Recitation/ Quiz/Written Activity	Assess their quality of participation Quiz/ Written Activity Result Rubric sore sheet on class activity Paper-pencil test	CLO 1, 2, 3, 4, & 5	A, C, D, E, F, G, H, I	Appreciation, Understanding

Time Frame	Desired Student Learning Outcomes/Competencies At the end of each topic and semester, the students can	Course Content (No. of Hours Per Topic)	Outcome-Based (OBA) Activities (Teaching & Learning Activities)	Evidence of Outcomes (Assessment of Learning Outcome)	Course Learning Outcomes	Program Outcomes	Values Integration
	their impact on overall message delivery.						
		MIDTERM EXAM *(3 hrs)*					
WEEK 10-17	Explain the role of non-verbal communication as a semiotic system and how it conveys meaning beyond verbal language, based on Danesi's semiotic framework. Analyze the interplay between the reader's position and the boundary of communication in semiotic texts, drawing from Sless and Shrensky's conceptualization. Evaluate creative semiotic processes in visual media, such as cartoons, by dissecting symbolic elements and artistic techniques described by Pedrazzini. Identify and interpret different functions and meanings of pointing gestures and other non-verbal signs as detailed by Cooperrider's typology.	**Non-verbal Communication by Danesi, M. (2022). Understanding nonverbal communication: A semiotic guide. Bloomsbury Academic.** **The boundary of communication: The reader's position 79-88 by Sless, D., & Shrensky, R. (2023). A new semiotics: An introductory guide for students. Routledge.** **The challenge of dissecting the frog:**	Class Discussion/ Graded Recitation/ Quiz/Written Activity	Assess their quality of participation Quiz/ Written Activity Result Rubric sore sheet on class activity Paper-pencil test	CLO 1, 2, 3, 4, & 5	A, C, D, E, F, G, H, I	Appreciation, Understanding

Time Frame	Desired Student Learning Outcomes/Competencies At the end of each topic and semester, the students can	Course Content (No. of Hours Per Topic)	Outcome-Based (OBA) Activities (Teaching & Learning Activities)	Evidence of Outcomes (Assessment of Learning Outcome)	Course Learning Outcomes	Program Outcomes	Values Integration
	Apply semiotic analysis to interpret non-verbal communication cues in diverse contexts, enhancing understanding of human interaction and cultural variation.	**Cartoonists analyze their creative process by Ana Pedrazzini** **Pedrazzini, A. (2024). The challenge of dissecting the frog: Cartoonists analyze their creative process. Semiotics, 9(2). https://doi.org/10.1515/sem-2023-0078** **Cooperrider, K. (2023). Fifteen ways of looking at a pointing gesture. *Public Journal of Semiotics*, 10(2), 40-84. https://doi.org/10.37693/pjos.2023.10.25120**					

Time Frame	Desired Student Learning Outcomes/Competencies At the end of each topic and semester, the students can	Course Content (No. of Hours Per Topic)	Outcome-Based (OBA) Activities (Teaching & Learning Activities)	Evidence of Outcomes (Assessment of Learning Outcome)	Course Learning Outcomes	Program Outcomes	Values Integration
		Preparation for research proposal					
Week 18		*Final research proposal (3hrs)*					

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