



Gov. Alfonso D. Tan College
Maloro, Tangub City

FACULTY

F – Performance Evaluation

- OBTLP or Syllabi



GOV. ALFONSO D. TAN COLLEGE

Bachelor of Arts in Communication

Outcomes – Based Teaching and Learning Plan in News Writing, Editing and Lay-outing (Comm 115)

ALFONSO AS LIGHT OF THE WORLD (LUX MUNDI): SERVING HUMANITY WITH EMPOWERED MIND, PASSIONATE HEART, AND A VIRTUOUS SOUL

Course Title	News Writing, Editing and Lay-outing	Course Code	Comm 115
Credit Units	3 units	Course Pre-/Co-requisites	Communication Values and Ethics Interpersonal Communication
Course Description (Based on CMO 41 Series of 2017)	<p>This course means to gather and evaluate information and craft stories for the broad public. This course teaches the core skills of news judgment, news writing, basic reporting and editing, feature writing, law and ethics --- and covering news from diverse communities.</p> <p>The emphasis is on basic news reporting and writing skills that you will find necessary for any career in journalism. The only way to acquire these skills is by practice, so you will write a lot this semester. When you leave, if you have done your best, you will be ready to succeed in your upper-level writing courses and, later, successfully tackle an internship.</p> <p>It is about the element of news, methods of gathering news and organizing and writing of news stories; practical application of news principles.</p>		
Program Intended Learning Outcomes (PILo)	<p><i>At the end of this course, the graduates will have the ability to:</i></p> <ul style="list-style-type: none">a. Engage in lifelong learning and understanding of the need to keep abreast of the developments in the specific field of practiceb. Effectively communicate orally and in writing using both English and Filipinoc. The ability to work effectively and independently in multi-disciplinary and multi-cultural teamsd. Recognize professional, social and ethical responsibilitye. Appreciate Filipino historical and cultural heritagef. Produce communication materials in different formats and platformsg. Apply communication theories/models, practices, principles and tools in development workh. Develop orientation in communication work		

Course Intended Learning Outcomes (CILO)	<p>At the end of this course, the students should be able to:</p> <ul style="list-style-type: none"> a. Understand the ethical foundations of the profession and its values, including the importance of diversity. b. Understand the basic elements of digital storytelling. c. Understand and be able to write different types of leads. d. Write a short feature story, using appropriate description, detail and quotes. e. Find appropriate and diverse news sources, interview them and build the research necessary for strong news stories. f. Conduct interviews that elicit information and quotes for use in news and feature stories. 				
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MIDTERMS		Essential Learning		Intended Learning Outcomes (ILO)	Suggested Teaching/Learning Activities (TLAs)	Assessm Tasks (A)
Week	Content Standards	Declarative Knowledge	Functional Knowledge			
1-3	Demonstrate familiarity of News and its Elements	WHAT IS NEWS <ul style="list-style-type: none"> a. Criteria of News b. News Cycle c. News Values and Ethics d. Types of News e. Elements of News Writing 	<ul style="list-style-type: none"> a. Defining News and its criteria b. Presenting the different news values and ethics, types of news and its elements 	<ul style="list-style-type: none"> a. Recognize the definition of news and its criteria b. Identify the News values and ethics and 	Interactive Discussion Pencil and Paper Exercise	Feedback/St Opinions

Course Intended Learning Outcomes (CILO)	At the end of this course, the students should be able to:					
	a. Understand the ethical foundations of the profession and its values, including the importance of diversity.	b. Understand the basic elements of digital storytelling.	c. Understand and be able to write different types of leads.	d. Write a short feature story, using appropriate description, detail and quotes.	e. Find appropriate and diverse news sources, interview them and build the research necessary for strong news stories.	f. Conduct interviews that elicit information and quotes for use in news and feature stories.

MIDTERMS		Essential Learning		Intended Learning Outcomes (ILO)	Suggested Teaching/Learning Activities (TLAs)	Assessm Tasks (A)
Week	Content Standards	Declarative Knowledge	Functional Knowledge			
1-3	Demonstrate familiarity of News and its Elements	WHAT IS NEWS <ul style="list-style-type: none"> a. Criteria of News b. News Cycle c. News Values and Ethics d. Types of News e. Elements of News Writing 	<ul style="list-style-type: none"> a. Defining News and its criteria b. Presenting the different news values and ethics, types of news and its elements 	<ul style="list-style-type: none"> a. Recognize the definition of news and its criteria b. Identify the News values and ethics and 	Interactive Discussion Pencil and Paper Exercise	Feedback/St Opinions

4-5	Demonstrate knowledge of Inverted Pyramid	THE INVERTED PYRAMID <ul style="list-style-type: none"> a. Story Structure b. THE FIVE Ws c. Sentence Structure 	a. Reviewing and discussing the Inverted Pyramid	a. Compare and Contrast the Five Ws in Writing a News both and Create a collection of news articles.	Lecture and Sharing of Opinions and Ideas	Open-Forum Feedback Re:
6-8	Demonstrate knowledge of Writing News Leads	WRITING NEWS LEADS <ul style="list-style-type: none"> a. Beyond the basic news leads b. Leads, Nut Grafs and Story Structure; Grammar 	a. Identifying the basic news leads b. Presenting ways to do leads, nut graphs and story structure	a. Determine basic new leads writing and story structure	Buzz Quiz Think, Pair, Share Activity	Recitation Feedback/G Discussio
9-12	Demonstrate knowledge of Headline Writing	Writing Headline <ul style="list-style-type: none"> a. Functions of Headline b. Headline Writing Process c. Types of Headline d. Counting the headline e. Headline Writing Rules 	a. Presenting ways to write headline and its functions, process, types and rules	a. Determine the ways on headline writing and its processes	Written Response to Peer's Writing Cooperative Class Discussion (Brainstorming)	Feedback/Inte e Discussi Observation Assessme
13-14	Demonstrate knowledge of Ethics in Editing	ETHICS IN EDITING <ul style="list-style-type: none"> a. Editing for Content b. Trimming and Rewriting 	Reviewing and discussing Editing Ethics, Trimming and Rewriting	Recognize the Ethics in Editing for content and how to trim and rewrite news	Palindrome Test Student Output Presentation with Image and Visual Aids	Quiz Open-forum-typ Feedback Reac Reaction/Tech Paper
FINALS						

15-16	Demonstrate knowledge of News Writing Styles	NEWS WRITING STYLE <ul style="list-style-type: none"> a. Word Choice b. Names, Quotes and Attribution c. Newspaper, Radio and TV style d. Sources; Interviewing e. Grammar, Spelling and Punctuation 	<ul style="list-style-type: none"> a. Identifying the different news writing style specifically in radio and TV b. Discussing proper naming, quoting and attribution 	<ul style="list-style-type: none"> . Differentiate the different news writing styles and create your own news articles 	Lecture Interactive Discussion	Observation Assessme
17-19	Demonstrate Competence in Information Gathering	INFORMATION GATHERING <ul style="list-style-type: none"> a. Sources; Interviewing b. Covering deadline stories and non-deadline speeches and meetings c. Covering government; public access d. Expanding on listening posts and writing about people 	<ul style="list-style-type: none"> a. Implementing the ways to gather information through interviews 	<ul style="list-style-type: none"> a. Show the ways of interviewing and its sources 	Buzz Group Student Output Presentation	Open-Forum Feedback Re: Observation Assessme
20-21	Demonstrate Competence in Layouting	Concept of Layouting <ul style="list-style-type: none"> a. Function of Layout b. Types of Layout c. Layout Formula 	<ul style="list-style-type: none"> a. Executing the layout formula and determining its function and types 	<ul style="list-style-type: none"> a. Produce a newspaper layout design of your own 	Lecture Interactive Discussion Student Output Presentation	Open-Forum Feedback Re: Observation Assessme

Basic Readings

Extended Readings

Halal, Y. C. (2009). Effective Editing : A practical handbook to develop good editing skill, Sterling Publishers Ltd, New Delhi.
 Stoval, James Glen (2005). Journalism – Who, What, When, Where, Why and how, Pearson Education inc., New Delhi.
 Jethwaney, Jaishri and N. N. Sarkar (2009). Public Relations Management, Sterling Publishers Ltd, New Delhi.
 Hasan, Seema (2013), Mass Communication: Principles and Concepts 2nd Edition, CBS Publishers & Distributors Pvt Ltd, New Delhi

Course Assessment

As identified in the Assessment Task

Course Policies**Attendance**

- As identified in the student handbook

Homework, Quizzes, Written Reports, Reaction Papers and Portfolio**Special Requirement****Grading System**

Classroom Performance – 40%

Quizzes – 30%

Major Exam- 30%

TOTAL- 100%

Committee Members

Juris Rita M. Seclot

Apple Mae E. Siarez

Consultation Schedule

Faculty Member : Juris Rita M. Seclot

Contact Number : 09501520030

E-mail address : juris_manaloto@yahoo.com

Consultation Hours :

Time and Venue :

Course Title	A.Y. Term of Effectivity	Prepared by	Checked by	Noted by	Approved by	Page
NEWSWRITING, EDITING AND LAY- OUTING	2018 – 2019	Juris Rita M. Seclot Instructor 1	Preachy Mae S. Esin, MPA, LPT Assistant Professor	Babylin A. Mina, MPA Dean, JAS	Love H. Falloran, MS-CRIM VP for Academics	5



Outcomes – Based Teaching and Learning Plan in Interpersonal Communication

Course Title	Interpersonal Communication	Course Code	Comm 113
Credit Units	3	Course Pre-/Co-requisites	Comm 111
Course Description (based on CMO No. 37 series of 2017)	<p>This course is designed to equip students with the knowledge and skills in the theory and practice of interpersonal communication; used to create meanings in different contexts using diverse media platforms; practice rights and responsibilities and accountabilities in the communication profession.</p>		
Program Intended Learning Outcomes (P.I.O.)	<p>At the end of this course, graduates will have the ability to:</p> <ol style="list-style-type: none"> 1. Prepare communication/ media plan; 2. Conduct media research: audience research, textual analysis, political economic analysis of the media; 3. Apply basic media management and leadership skills; 4. Exemplify ethical standards and practices; 5. Abide by laws pertinent to broadcasting and other media; 6. Demonstrate a sense of social responsibility; 7. Apply media theories/ models, principles, practices and tools in broadcasting and other media. <p>At the end of this course, the students should be able to:</p> <ol style="list-style-type: none"> 1. Participate in the planning and preparation of television, mobile and/or Web productions that meet industry standards. 2. Monitor and maintain the technical quality of productions during recording and broadcast using resources, equipment and protocols. 3. Participate not just in class but also in marketing activities to promote independent productions and/or a station's brand and products. 4. Plan and prepare interviews, scripts and reporting content for use in television, video or digital media production. 5. Keep current with the needs of the television and digital media broadcast industry that enhances their skills. 6. Use a variety of post-production skills and techniques to enhance and complete television, digital, web and/or video productions. 7. Identify and apply discipline-specific practices that contribute to the local and global community through social responsibility, economic commitment and environmental stewardship. 		

MIDTERM		Essential Learning		Intended Learning Outcomes (ILO)	Suggested Teaching/Learning	Assessment Tasks (ATs)
Content Standards	Declarative Knowledge	Functional Knowledge				

				Activities (TLAs)	
onstrate knowledge of the institution's rules, regulations, classroom policies and overview of the course	<p>Orientation</p> <p>Students Overview of the Course</p>	<p>Relating the Vision and Mission of the School</p> <p>Stating the Classroom policies and the Grading System as stated in the handbook</p> <p>Assessing the students' background and expectations about the course</p>	<p>Recognize and appreciate the Vision and Mission of the institution</p> <p>State the background and expectations about the course at hand and actively participate in class discussion/activity.</p>	<p>Interactive Lecturing</p> <p>Sharing of Opinions</p>	<p>Open-Forum</p>
onstrate the knowledge of interviewing.	<ul style="list-style-type: none"> Structuring Interviews Conducting Information Interviews Conducting Employment Interviews Strategies for Interviews with the Media 	<p>Discussing the interview protocol, effective questions and order and time constraints in interview protocol.</p> <p>Presenting knowledge in conducting information interviews.</p> <p>Presenting ideas on how to prepare and conduct interviews.</p> <p>Giving the basics of interview, keys to a good and successful interview and ways to becoming a good interviewer.</p>	<p>Perform the learning as a good and successful interviewer and prepare an interview with a known local businessman.</p>	<p>Individual Activity</p> <p>Students task to interview one of the staff of GADTC.</p>	<p>Oral Quiz</p> <p>Pen and Paper Quiz</p>

<p>Demonstrate competence in <i>The Role and Significance of Interpersonal Communication in Relationships</i></p>	<p>Interpersonal Communication and Relationships</p> <p>The role and Significance of Interpersonal Communication in Relationships</p> <ul style="list-style-type: none"> • Improved Relationship with the Family • Improved Relationship with friends and lovers • Improved Relationship with colleagues • Improved Physical and Emotional Health 	<p>Explaining the significance of good interpersonal communication in different relationships</p> <p>Assigning the students as to what particular relationship they will be observing.</p>	<p>Determine and develop appreciation of the significance and the role of good interpersonal communication in different relationships</p> <p>Relate the learning of the role of interpersonal communication in strengthening relationships as they do an actual observation of their own relationship with their family, friends, Loved ones and colleagues.</p>	<p>Video Presentations</p> <p>Work Along Activities</p>	<p>Observation Assessment</p> <p>Journal</p>
FINALS					
<p>Demonstrate understanding of the following:</p> <p>a. <i>The Role of Emotion in Communication and Relationship</i></p> <p>b. <i>The Role of Technology in Communication</i></p>	<p>Communication and Emotion</p> <ul style="list-style-type: none"> • Role of Emotion in Communication • Role of Emotion in Relationship <p>Interpersonal Communication and Technology</p> <ul style="list-style-type: none"> • Technology Definition and Evolution • Mediated Communication • Face-to-face Communication • Differences Between Electronic Mediated Communication and Face-to-face Communication • EMC Theories 	<p>Exounding the definition of emotion and its role in communication and in relationship.</p> <p>Giving the definition of technology, and its evolution.</p> <p>Explaining how technology changed the communication process from face-to-face communication to mediated communication and presenting the theories of Electronic Mediated Communication.</p>	<p>Explain the significance of emotion in relationship and recognize how and why it alters communication.</p> <p>Compare and contrast face-to-face communication from mediated communication and list their differences in a table.</p> <p>Indicate the changes and influences of technology in communication and in relationships and explain thoroughly the theories of EMC.</p>	<p>Individual Activity</p> <p>Work Along Activities</p>	<p>Individual Speech Performance</p> <p>Individual Report</p>

Demonstrate competence in the following: a. Developing Interpersonal Communication Skills and Competence.	Interpersonal Communication Competence • Developing Interpersonal Communication Skills	Presenting the importance and ways of developing Interpersonal Communication Skills.	Demonstrate well-developed interpersonal communication skills and practice these skills in presenting a speech.	Lecture Demonstration and Video Presentations	Individual Speech Performance
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Readings										
Required Readings	<i>To be provided</i>									
Assessment	As identified in the Assessment Task									
Policies	<p><i>Language of Instructions</i></p> <p><i>Attendance</i></p> <ul style="list-style-type: none"> As identified in the student handbook <p><i>Homework, Quizzes, Written Reports, Reaction Papers and Portfolio</i></p> <p><i>Special Requirement</i></p> <p><i>Grading System</i></p> <table> <tr> <td>Input</td> <td>-</td> <td>30%</td> </tr> <tr> <td>Process</td> <td>-</td> <td>30%</td> </tr> <tr> <td>Outcomes</td> <td>-</td> <td>40%</td> </tr> </table> <p>100%</p> <p><i>Classroom Rules and Regulations</i></p>	Input	-	30%	Process	-	30%	Outcomes	-	40%
Input	-	30%								
Process	-	30%								
Outcomes	-	40%								
Committee Members	Committee Leader: <i>BSHRM/ToM, Program Head</i> Members: Faculty Members									

Consultation Schedule

Faculty Member :
Contact Number :
E-mail address :
Consultation Hours :
Time and Venue :

Course Title	A.Y. Term of Effectivity	Prepared by	Checked by	Noted by	Approved by	Page/s
Interpersonal Communication	2018 – 2019	Sharon S. Bazar IAS Instructor	Rhea Apple Mae E. Siarez Program Head	BABYLIN A. MINA, MPA Institute Dean	LOVEH. FALLORAN, MS. VRIM VP for Academic	



Outcomes – Based Teaching and Learning Plan in Introduction to New Communication Technology

ALFONSO AS LIGHT OF THE WORLD (LUX MUNDI): SERVING HUMANITY WITH EMPOWERED MIND, PASSIONATE HEART, AND A VIRTUOUS SOUL

Course Title	INTRODUCTION TO NEW COMMUNICATION TECHNOLOGY	Course Code	COM 119
Credit Units	3 units	Course Pre-/Co-requisites	Interpersonal Communication
Course Description (Based on CMO No. 40 Series of 2017)	<p>This course introduces the students to the importance and use of technology in the workplace today. This includes the computerizing the workplace as well as the advantages and the disadvantages of it. The course will also immerse the students into the use of computers, networks and the internet that will aide their understanding of technology and its development. It is intended to give students the skills and understanding to use computers in both their current and future lives.</p>		
Program Intended Learning Outcomes (PILO)	<p><i>At the end of this course, the graduates will have the ability to:</i></p> <ol style="list-style-type: none"> Engage in lifelong learning and understanding of the need to keep abreast of the developments in the specific field of practice Effectively communicate orally and in writing using both English and Filipino The ability to work effectively and independently in multi-disciplinary and multi-cultural teams Recognize professional, social and ethical responsibility Appreciate Filipino historical and cultural heritage Produce communication materials in different formats and platforms Apply communication theories/models, practices, principles and tools in development work Develop orientation in communication work 		
Course Intended Learning Outcomes (CILO)	<p><i>At the end of this course, the students should be able to:</i></p> <ol style="list-style-type: none"> Developed a working knowledge of the use of computers in the workplace Distinguish errors in the system and troubleshoot it with the knowledge they possess Develop accuracy, neatness and presentation skills that will generate a sense of pride in work done by students Demonstrate an ability to communicate messages carefully with the aid of published materials. Develop the skills of the students in lay-outing and manipulating the software Harness the student's creativity, flexibility, timeliness, and professionalism as they produce documents for publication. 		

PRELIMINARY		Essential Learning		Intended Learning Outcomes (ILO)	Suggested Teaching/Learning Activities (TLAs)	Assessment Tasks (A)
Week	Content Standards	Declarative Knowledge	Functional Knowledge			

1-3	<p>Demonstrate knowledge of Technology and Computer components</p> <p>Concept of Technology</p> <ul style="list-style-type: none"> a. History and Origin of Computers b. Importance of Technology <p>Types and Components of Computer Systems</p> <ul style="list-style-type: none"> a. Hardware and Software b. Main Computer Components c. Concept of Operating System d. Types of Computer 	<p>c. Defining Technology, its origin and importance</p> <p>d. Presenting different types and components of Computer</p>	<p>e. Recognize the definition, importance and origin of Technology</p> <p>f. Identify the different types of Computers</p>	<p>Interactive Discussion</p> <p>Video Presentations</p>	<p>Observation</p> <p>Assessment</p>
4-5	<p>Demonstrate knowledge of Storage devices and Media</p> <p>INPUT AND OUTPUT DEVICES</p> <ul style="list-style-type: none"> a. Differences in the process b. Input Device c. Output Device <p>STORAGE DEVICES AND MEDIA</p> <ul style="list-style-type: none"> a. Typical Uses b. Advantage and Disadvantage c. Types of Storage Device 	<p>d. Reviewing and discussing the different input, output and storage devices</p>	<p>a. Compare and Contrast the Different storage devices including input and output</p>	<p>Lecture and Sharing of Opinions and Ideas</p>	<p>Open-Forum Type Feedback Reaction</p>
6-8					
Midterms					

9-10	Demonstrate familiarity of Computer Networks	COMPUTER NETWORKS <ul style="list-style-type: none"> a. Definition and Concept of Network b. Use of Network c. Server and Client d. Types of Network 	e. Reviewing and discussing the definition, uses and types of Network	a. Determine the entire concept of network including its usage and types	Interactive Discussion	Recitation Observation Assessment
	Demonstrate knowledge of Internet and Intranet	The Internet and Intranet <ul style="list-style-type: none"> a. General Concept b. Similarities and Differences Network and Data Security	c. Identifying the general concept of Internet and Intranet	a. Compare and contrast Internet and Intranet	Lecture and Sharing of Opinions and Ideas	Observation Assessment
Semi-finals						
11-12	Demonstrate knowledge of Data Type and Organization	Data Type and Organization <ul style="list-style-type: none"> a. different data types b. data organization c. methods of communication d. analogue and digital data 	e. Discussing the different data types and its methods	f. Recognize the types of data and method of communication	Interactive Discussion	Observation Assessment
	Demonstrate knowledge of ICT Effects	Effects of using ICT <ul style="list-style-type: none"> a. Social Effects b. Health Effects c. Safety Issues 	d. Determining the different effects of using ICT in specific area	a. Recognize ICT Effects	Buzz Group Student Output Presentation	Feedback Group Discussion

	Demonstrate Competence in <i>Usage of ICT</i>	ICT Use in Everyday Life a. Communicating Ideas b. Handling Data c. Measuring things d. Modelling things	a. Implementing the Use of ICT in everyday life	a. Show the usage of ICT in communicating ideas and other things	Buzz Group Student Output Presentation	Open-For Type Feedl Reactio Observation Assessm
15-16	Demonstrate Competence in <i>Usage of ICT in Workplace</i>	ICT Use in Workplace a. Modes of Computer Use b. Publicity and Corporate Image c. Communication and Booking Systems d. Retail and Stock Control System e. Medical and Hospital System f. Banking and Payment System	a. Implementing the Use of ICT in different workplace	a. Show the usage of ICT in communicating ideas and other things	Buzz Group Student Output Presentation	Open-For Type Feedl Reactio Observation Assessm
17-18						

Basic Readings	
Extended Readings	Rodman, G. (2008). <i>Mass Media in a Changing World</i> . New York. McGraw-Hill. Shamsi, N.A. (2006). <i>Media Editing</i> . New Delhi. Anomol Publications Pvt. Ltd. Shamsi, N.A. (2006). <i>Media and Information Technology</i> . New Delhi. Anomol Publications Pvt. Ltd.
Course Assessment	<i>As identified in the Assessment Task</i>

Course Policies**Attendance**

- As identified in the student handbook

Homework, Quizzes, Written Reports, Reaction Papers and Portfolio**Special Requirement****Grading System**

Classroom Performance – 40%

Quizzes – 30%

Major Exam- 30%

TOTAL- 100%

Committee Members

Juris Rita P. Manaloto

Apple Mae E. Siarez

Consultation Schedule

Faculty Member : Juris Rita P. Manaloto

Contact Number : 09501520030

E-mail address : juris_manaloto@yahoo.co

Consultation Hours :

Time and Venue :

Course Title	A.Y. Term of Effectivity	Prepared by	Checked by	Noted by	Approved by	Pa
INTRODUCTION TO NEW COMMUNICATION TECHNOLOGY	2017 – 2018	Juris Rita M. Seclot Instructor 1	Preachy Mae S. Esin, MPA, LPT Assistant Professor	Babylon A. Mina, MPA Dean, IAS	Love H. Fallonan, MS-CRIM VP for Academics	



Outcomes – Based Teaching and Learning Plan in the Introduction to Film (Comm 108)

ALFONSO AS LIGHT OF THE WORLD (LUX MUNDI): SERVING HUMANITY WITH EMPOWERED MIND, PASSIONATE HEART, AND A VIRTUOUS SOUL

Course Title	Introduction to Film	Course Code	Comm 108
Credit Units	3 units	Course Pre/Co-requisites	Journalism Principles and Practices
Course Description (Based on CMO No. 35 Series of 2017)	The overview of the history and principles of film; film as art, as medium of communication and as popular culture; language and film		
Program Intended Learning Outcomes (PILO)	<p><i>At the end of this course, the graduates will have the ability to:</i></p> <ul style="list-style-type: none">a. Engage in lifelong learning and understanding of the need to keep abreast of the developments in the specific field of practiceb. Effectively communicate orally and in writing using both English and Filipinoc. The ability to work effectively and independently in multi-disciplinary and multi-cultural teamsd. Recognize professional, social and ethical responsibilitye. Appreciate Filipino historical and cultural heritagef. Produce communication materials in different formats and platformsg. Apply communication theories/models, practices, principles and tools in development workh. Develop orientation in communication work		
Course Intended Learning Outcomes (CILO)	<p><i>At the end of this course, the students should be able to:</i></p> <ul style="list-style-type: none">a. Define the Nature of Filmb. Exhibit a clear understanding of Film theories and paradigmsc. Differentiate International and Filipino Filmsd. Recognize different film terminologiese. Determine the types and genres of filmf. Identify cinematography and camera compositiong. Create their own film with the application of communication theories/models, principles, practices and tools in development work		

PRELIMINARY		Essential Learning		Intended Learning Outcomes (ILO)	Suggested Teaching/Learning Activities (TLAs)	Assessment
Week	Content Standards	Declarative Knowledge	Functional Knowledge			
1-3	Demonstrate familiarity of <i>Film, its history and various theories</i>	<p>Film</p> <ul style="list-style-type: none"> • Definition • History - First motion Picture - Early Revolution • Theories <ul style="list-style-type: none"> -Language -Montage -Criticism 	<p>a. Defining Film and recalling its History</p> <p>b. Presenting the different Film Theories</p>	<p>a. Recognize the definition of film and its history</p> <p>b. Identify the Film Theories and create their own example of Film based on the Theory</p>	<p>Interactive Discussion</p> <p>Video Presentations</p> <p>Select, edit and put together the pieces of film to create a Montage. There should be old and new film mixed together.</p> <p>Student Output Presentation</p>	O A M Obs A
4-5	Demonstrate knowledge of <i>Film Industry</i>	<ul style="list-style-type: none"> • World Cinema <ul style="list-style-type: none"> -American Cinema -Asian Cinema -African Cinema -European Cinema -Latin America • Philippine Cinema 	<p>a. Reviewing and discussing the Industry of Film in the Philippines and International</p>	<p>a. Compare and Contrast the Different Film Industry both International and Local and Create a collection of movies with synopsis.</p>	<p>Lecture and Sharing of Opinions and Ideas</p> <p>Create a scrapbook out of your top ten favourite Filipino and International Movies with its Synopsis</p> <p>Student Output Presentation</p>	Oper F SC Obs A
6-8						

9-10	Midterms					
	<p>Demonstrate knowledge of <i>Terminologies in Film</i></p> <p>Demonstrate competence in Film Critiquing</p>	<ul style="list-style-type: none"> • Terminologies in Film Preview Trailer • Film Critic 	<p>a. Identifying the different terminologies in Film</p> <p>b. Presenting ways to do Film Critic</p>	<p>a. Determine Film Terminologies and Create your own Movie Reviews</p>	<p>Interactive Discussion</p> <p>Construct your own Movie Critics out of your top ten Filipino and International Movies</p> <p>Student Output Presentation</p>	F MOV Obs A:
	<p>Demonstrate knowledge of <i>Film Types, Genres, Ethics and Critics</i></p>	<ul style="list-style-type: none"> • Types of Film <ul style="list-style-type: none"> -Independent Film -Open Content Film -Fan Film -Silent Film • Film Genres • Film Ethics 	<p>a. Identifying the different types and Genres of Film</p> <p>b. Discussing Film Ethics</p>	<p>a. Differentiate the different types, genres of film and create your own Silent Film</p>	<p>Silent Film Viewing</p> <p>Shoot and edit your own 5 minute Silent Film about Christmas.</p> <p>Student Output Presentation</p>	Feed ve SII Obs A:
11-12	Semi-finals					
	<p>Demonstrate knowledge of <i>Cinematography and its importance</i></p>	Cinematography and its Importance	<p>a. Defining Cinematography and Identify its importance</p>	<p>a. Recognize the definition of cinematography and its importance and produce your own Music video using the basic Cinematography</p>	<p>Music Video Viewing</p> <p>Shoot and edit your own Music Video. Choose among the following OPM Songs.</p>	Feed D MU

					Student Output Presentation	Observation at Assessment
13-14	Demonstrate Competence in <i>Camera and Composition</i>	Camera and Composition	a. Executing the different camera positions, angles and composition	a. Apply the different camera positions, angles and composition and Create your own segment.	On the spot Video Shoot Make your own documentary video in relation to the following given topics. Student Output Presentation	Feedback and Group Discussion DOCUMENTAL VIDEO Observation at Assessment
FINALS						
15-16	Demonstrate Competence in Filmmaking • Development • Pre-production	Filmmaking • Development • Pre-production	a. Implementing the first two stages of Filmmaking	a. Show the different stage of filmmaking and create your own screenplay	Buzz Group Create a story board about your short film. Student Output Presentation	Open-Forum Type Feedback Reaction STORY BOARD MAKING Observation at Assessment
17-18	Demonstrate Competence in Filmmaking • Production • Post production • Distribution		a. Executing the three other stage of filmmaking	a. Produce the different stage of filmmaking and produce the final output	Group Activity Shoot and edit your own 30 min Short Film about your chosen topic. Student Output Presentation	TRAILER MAKING SHORT FILM Observation at Assessment

Basic Readings	
Extended Readings	Arneim, Rudolf (1957). <i>Film as an art</i> : University of California Press Corrigan, Timothy. <i>A Short Guide to Writing about Film</i> . New York: Longman, 2001.

	<p>Bordwell, David and Kristen Thompson. <i>Film Art: An Introduction</i>. New York: McGraw Hill, 2006. http://classes.yale.edu/film-analysis/index.htm</p>						
Course Assessment	<p>As identified in the Assessment Task</p>						
Course Policies	<p>Attendance <ul style="list-style-type: none"> As identified in the student handbook Homework, Quizzes, Written Reports, Reaction Papers and Portfolio Special Requirement Grading System Classroom Performance – 40% Quizzes – 30% Major Exam- 30% TOTAL- 100%</p>						
Committee Members	<p>Juris Rita P. Manaloto Apple Mae E. Slarez</p>						
Consultation Schedule	<p>Faculty Member : Juris Rita P. Manaloto Contact Number : 09501520030 E-mail address : juris_manaloto@yahoo.co Consultation Hours : Time and Venue :</p>						
Course Title	A.Y. Term of Effectivity	Prepared by	Checked by	Noted by	Approved by	Page	
INTRODUCTION TO FILM	2017 – 2018	Juris Rita M. Seclot Instructor 1	Preachy Mae S. Esin, MPA, LPT Assistant Professor	Babylin A. Mina, MPA Dean, IAS	Love H. Falloran, MS-CRIM VP for Academics	5	



Outcomes – Based Teaching and Learning Plan in Multimedia System (Comm 128)

ALFONSO AS LIGHT OF THE WORLD (LUX MUNDI): SERVING HUMANITY WITH EMPOWERED MIND, PASSIONATE HEART, AND A VIRTUOUS SOUL

Course Title	MULTIMEDIA SYSTEM	Course Code	Comm 128
Credit Units	3 units	Course Pre/Co-requisites	Fundamentals of Comp Software and Application
Course Description (Based on CMO No. 40 Series of 2017)	<p>This course introduces the students to the different techniques in audio-visual production. It includes scriptwriting, pre-production, proper and post production/editing activities. The course will also immerse the students into three software practice activities as aides multimedia production. Producing and packaging text, photographs, videos, audio, graphics, and interactivity for online and mobile consumers.</p>		
Program Intended Learning Outcomes (PILO)	<p><i>At the end of this course, the graduates will have the ability to:</i></p> <ol style="list-style-type: none"> Engage in lifelong learning and understanding of the need to keep abreast of the developments in the specific field of practice Effectively communicate orally and in writing using both English and Filipino The ability to work effectively and independently in multi-disciplinary and multi-cultural teams Recognize professional, social and ethical responsibility Appreciate Filipino historical and cultural heritage Produce communication materials in different formats and platforms Apply communication theories/models, practices, principles and tools in development work Develop orientation in communication work 		
Course Intended Learning Outcomes (CILO)	<p><i>At the end of this course, the students should be able to:</i></p> <ol style="list-style-type: none"> Develop a working knowledge of advanced editing and motion graphics. Exhibit an analytical and critical thinking in by knowing how to develop excellent production techniques. Harness the student's creativity, flexibility, timeliness, and professionalism through the immersion to the different multimedia productions. Reach the community and develop project(s) that will help the community at large. 		

PRELIMINARY		Essential Learning		Intended Learning Outcomes (ILO)	Suggested Teaching/Learning Activities (TLAs)	Assess. Tasks (
Week	Content Standards	Declarative Knowledge	Functional Knowledge			

1-3	Demonstrate knowledge of <i>Multimedia Production</i>	<p>Introduction to Multimedia Production</p> <ul style="list-style-type: none"> • What is Multimedia Production? • The Role of Multimedia Production in Business, Education, and the Arts • Different Types of Multimedia Production 	<ul style="list-style-type: none"> a. Defining Multimedia Production, its role in the business industry, education and the arts b. Presenting different types of Multimedia Production 	<ul style="list-style-type: none"> c. Recognize the definition of Multimedia Production, its role in the business industry, education and the arts d. Identify the different types of Multimedia Production 	<p>Interactive Discussion Video Presentations</p>	Observation Assessment
4-5	Demonstrate knowledge of <i>Multimedia Production Tools</i>	<p>The Multimedia Production Tools</p> <ul style="list-style-type: none"> • The CAMERA and other production equipment • The Role of Photography and Film in Multimedia Production • Computers and Multimedia Production • Non-linear Multimedia Production 	<ul style="list-style-type: none"> a. Reviewing and discussing the Multimedia Production Tools 	<ul style="list-style-type: none"> a. Compare and Contrast the Different Multimedia Tools 	<p>Lecture and Sharing of Opinions and Ideas</p>	Open-Forum Type Feedback Reaction
Midterms						
6-8	Demonstrate familiarity <i>Scriptwriting and Pre-production Process</i>	<p>Review on Scriptwriting and Pre-Production Process</p> <ul style="list-style-type: none"> • Scriptwriting in Different forms of Multimedia Production • The Concept • The Production Outline • The Production Schedule • Talent and Casting 	<ul style="list-style-type: none"> a. Reviewing and discussing Scriptwriting and Pre-production Process 	<ul style="list-style-type: none"> a. Determine Scriptwriting and Pre-production Process 	<p>Interactive Discussion</p>	<p>Recitation Observation Assessment</p>

9-10	Demonstrate knowledge of <i>Audio-Visual Production through Adobe Premiere</i>	<p>Audio-Visual Production through Adobe Premiere</p> <ul style="list-style-type: none"> • Introduction to Adobe Premiere • Parts and Use of the Adobe Premiere Workspace • Transitions and Key framing • Positioning, Scaling and Animation • Video Effects • Sound Effects and Exporting 	a. Identifying the Audio-Visual Production through Adobe Premiere	a. Recognize Audio-Visual Production through Adobe Premiere	Lecture and Sharing of Opinions and Ideas	Observation Assessment
Semi-finals						
11-12	Demonstrate knowledge of <i>Print Production through Adobe Photoshop</i>	<p><i>Print Production through Adobe Photoshop</i></p> <ul style="list-style-type: none"> • Adobe Photoshop, tools • Layering • Skin perfection • Lighting Effect • Colour Manipulation 	a. Discussing Print Production through Adobe Photoshop	b. Recognize Print Production through Adobe Photoshop	Interactive Discussion	Observation Assessment
FINALS						
13-14	Demonstrate knowledge of <i>Special Effects production through Adobe After Effects</i>	<p>SPECIAL EFFECTS PRODUCTION THROUGH ADOBE AFTER EFFECTS</p> <ul style="list-style-type: none"> • Introduction to Adobe After Effects, • The Adobe After Effects Workspace • Masking • Keying • Layering • Composition 	a. Determining Special Effects Production through Adobe After Effects	a. Recognize Special Effects Production through Adobe After Effects	Buzz Group Student Output Presentation	Feedback Group Discussion

15-16	Demonstrate Competence in <i>Fantasy Short Film Production</i>	FANTASY SHORTFILM PRODUCTION <ul style="list-style-type: none"> • Understanding files that can be used for video • Warping Effects • Flying Effects • Particle Illusions • SFX Usage 	a. Implementing the Production of Fantasy Short Film	a. Show the Production of Fantasy Short Film	Buzz Group Student Output Presentation	Open-Forum Type Feedback Reaction Observation Assessment
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Basic Readings	
Extended Readings	http://www.ignca.nic.in/clcnf180.htm https://techtoolsforactivism.org/content/media-production-tools http://en.wikipedia.org/wiki/Pre-production Adobe CS6 Production Premium Panasonic P2 Workflow Guide http://www.graphics.com/article/adobe-photoshop-print-production-tips http://helpx.adobe.com/after-effects/using/effects-applications.html
Course Assessment	As identified in the Assessment Task
Course Policies	<p>Attendance</p> <ul style="list-style-type: none"> • As identified in the student handbook <p>Homework, Quizzes, Written Reports, Reaction Papers and Portfolio</p> <p>Special Requirement</p> <p>Grading System</p> <p>Classroom Performance – 40% Quizzes – 30% Major Exam- 30%</p> <p style="text-align: center;">TOTAL- 100%</p>
Committee Members	Juris Rita P. Manaloto Apple Mae E. Siarez

Consultation Schedule	Faculty Member : Juris Rita P. Manaloto Contact Number : 09501520030 E-mail address : juris_manaloto@yahoo.co Consultation Hours : Time and Venue :
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Course Title	A.Y. Term of Effectivity	Prepared by	Checked by	Noted by	Approved by	Page
MULTIMEDIA SYSTEM	2017 - 2018	Juris Rita M. Seclot Instructor 1	Preachy Mae S. Esin, MPA, LPT Assistant Professor	Babylin A. Mina, MPA Dean, IAS	Love H. Falloran, MS-CRIM VP for Academics	5



GOV. ALFONSO D. TAN COLLEGE

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Bachelor of Arts in Communication Annual Training Program for OJT

Program Learning Outcomes	Goals/Objectives	Programs/Activities	Target Group	Time Frame	Resource Person/Office Responsible	Budget Allocation/Resources
Define and access information needs; assess and organize information and knowledge; produce, share, and utilize information and knowledge	Efficient accessing and gathering of need-based, accurate, authentic, and reliable information through print, broadcast, and online sources, research, and other investigative techniques. Skillful selection, analysis, organization, and presentation of essential information in the development and production of print, broadcast, and online stories. Appropriate and responsible sharing and use of information and knowledge generated from different sources.	Scheduling, interview and collate written and electronic data for story subject matter Produce content for websites meeting radio and press deadlines Generate ideas for stories and features and following leads from news agencies, the police, the public, press conferences and other sources Pitch ideas to editors and commissioners	Zyra Claire S. Cabasis Mikee B. Bergosa Evha Mangubat Sharon Subingsubing	November 2015-March 2016	BC CHANNEL Dexter Manisan Station Manager	NONE



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Communicate in different formats and platforms (print, broadcast, and online)	<p>Clear and effective writing for different formats and platforms.</p> <p>Clear, fluent and engaging delivery of speeches, broadcast news and commentaries, and other oral presentations.</p> <p>Effective and responsible use of non-verbal cues, pictures, graphics, and images in oral and online communication.</p>	<p>Tailor content to multiple platforms; Radio, television, print, blog and social media</p> <p>Create and manage a file of contacts and info for upcoming music events, press releases and networking.</p> <p>Identify potential interviewees, briefing them, preparing interview questions and conducting both live and recorded interviews</p>	<p>Zyra Claire S. Cabasis</p> <p>Mikee B. Bergosa</p> <p>Evha Mangubat</p> <p>Sharon Subingsubing</p>	<p>November 2015- March 2016</p>	<p>BC CHANNEL</p> <p>Dexter Manisan Station Manager</p>	<p>NONE</p>
Prepare communication/media plan	<p>Evidence-based situation and analysis.</p> <p>Audience-specific communication objectives and strategies.</p> <p>Concrete monitoring and evaluation indicators.</p>	<p>Build contacts in many areas to maintain a flow of news, such as with the police and emergency services, local council, community groups, health trusts, press officers from a variety of organizations and the general public</p> <p>Seek out and investigating stories via your contacts, press releases and other media</p>	<p>Zyra Claire S. Cabasis</p> <p>Mikee B. Bergosa</p> <p>Evha Mangubat</p> <p>Sharon Subingsubing</p>	<p>November 2015- March 2016</p>	<p>BC CHANNEL</p> <p>Dexter Manisan Station Manager</p>	<p>NONE</p>

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Conduct communication and media research and evaluation	Comprehensive literature review 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	Attend press conferences and asking questions Attend a range of events, such as council meetings, magistrates' court proceedings, football matches, talent contests, etc Answer the phones on the news desk and reacting to breaking news stories	Zyra Claire S. Cabasis Mikee B. Bergosa Evha Mangubat Sharon Subingsubing	November 2015-March 2016	BC CHANNEL <u>Dexter Manisan</u> Station Manager	NONE
Demonstrate communication management and leadership skills.	Efficient and effective use of resources. Sound design of communications programs and projects. Competent use of planning, monitoring, and evaluation (controlling) tools.	Work closely with the news team, photographers and editors Record interviews and meetings using shorthand or technical equipment	Zyra Claire S. Cabasis Mikee B. Bergosa Evha Mangubat Sharon Subingsubing	November 2015-March 2016	BC CHANNEL <u>Dexter Manisan</u> Station Manager	NONE
Develop entrepreneurial capabilities	Skillful business analysis and identification of communication-driven business opportunities. Innovative and creative engagement in business ventures. Effective use of marketing communications strategies.	Create and upload news content for the newspaper website 'Live' online reporting or real-time blogging when covering important events - a growing area of work, especially on national newspapers	Cabasis Mikee B. Bergosa Evha Mangubat Sharon Subingsubing	November 2015-March 2016	BC CHANNEL <u>Dexter Manisan</u> Station Manager	NONE



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Adhere to ethical standards and practices	Strong foundation in moral philosophy and ethical system. Clear understanding of professional codes of conducts, standards and practices. Ethical in making choices and decision professionally.	Understand and comply with media law and industry codes of conduct. Selecting appropriate locations, pictures and sound and exercising editorial judgment on the best angle from which to approach a story	Zyra Claire S. Cabasis Mikee B. Bergosa Evha Mangubat Sharon Subingsubing	November 2015- March 2016	BC CHANNEL <u>Dexter Manisan</u> Station Manager	NONE
Know and practices rights, responsibilities, and accountabilities in the communication profession.	Clear understanding of freedom, rights, and responsibilities. Observe of communication media laws. Clear understanding of the rule of media in a democratic society	Write shorter, 'filler' stories to entertain, and researching and writing longer feature articles, sometimes for subsidiary publications and supplements Research, verify and collate evidence and information to support a story using relevant information sources such as the internet, archives, databases, etc. Write scripts for bulletins, headlines and reports	Zyra Claire S. Cabasis Mikee B. Bergosa Evha Mangubat Sharon Subingsubing	November 2015- March 2016	BC CHANNEL <u>Dexter Manisan</u> Station Manager	NONE

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Demonstrate development orientation in communication work.	Clear understanding of local, national, and global development issues and agenda. Clear understanding of development theories and paradigms. Deft integration of development issues and concerns in communication project.	Create and upload news content for the newspaper website 'Live' online reporting or real-time blogging when covering important events - a growing area of work, especially on national newspapers	Zyra Claire S. Cabasis Mikee B. Bergosa Evha Mangubat Sharon Subingsubing	November 2015- March 2016	BC CHANNEL <u>Dexter Manisan</u> Station Manager	NONE
Apply communication theories/models, principles, practices, and tools in development work.	Skillful use of participatory strategies in planning, implementing, and evaluation communication programs. Skillful use of communication strategies in mediation, negotiation, and resolution.	Collaborating with the editor to put together the completed programme or item Developing and maintaining local contacts and assuming a public relations role Understanding and complying with media law and industry codes of conduct.	Zyra Claire S. Cabasis Mikee B. Bergosa Evha Mangubat Sharon Subingsubing	November 2015- March 2016	BC CHANNEL <u>Dexter Manisan</u> Station Manager	NONE

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Program Learning Outcomes	Goals/Objectives	Programs/Activities	Target Group	Time Frame	Resource Person/Office Responsible	Budget Allocation/Resources
Define and access information needs; assess and organize information and knowledge; produce, share, and utilize information and knowledge	Efficient accessing and gathering of need-based, accurate, authentic, and reliable information through print, broadcast, and online sources, research, and other investigative techniques. Skillful selection, analysis, organization, and presentation of essential information in the development and production of print, broadcast, and online stories. Appropriate and responsible sharing and use of information and knowledge generated from different sources.	Scheduling, interview and collate written and electronic data for story subject matter Produce content for websites meeting radio and press deadlines Generate ideas for stories and features and following leads from news agencies, the police, the public, press conferences and other sources Pitch ideas to editors and commissioners	Aislinn T. Cerino Rhea Apple Mae T. Estrosas	November 2015-March 2016	RADYO NG BAYAN (DXJT TANGUB) BETHSER DABLO STATION MANAGER	NONE



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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 presentations. Effective and responsible use of non-verbal cues, pictures, graphics, and images in oral and online communication.	Tailor content to multiple platforms; Radio, television, print, blog and social media Create and manage a file of contacts and info for upcoming music events, press releases and networking. Identify potential interviewees, briefing them, preparing interview questions and conducting both live and recorded interviews	Aislinn T. Cerino Rhea Apple Mae T. Estrosas	November 2015- March 2016	RADYO NG BAYAN (DXJT TANGUB) BETHSER DABLO STATION MANAGER	NONE
Prepare communication/media plan	Evidence-based situation and analysis. Audience-specific communication objectives and strategies. Concrete monitoring and evaluation indicators.	Build contacts in many areas to maintain a flow of news, such as with the police and emergency services, local council, community groups, health trusts, press officers from a variety of organizations and the general public Seek out and investigating stories via your contacts, press releases and other media	Aislinn T. Cerino Rhea Apple Mae T. Estrosas	November 2015- March 2016	RADYO NG BAYAN (DXJT TANGUB) BETHSER DABLO STATION MANAGER	NONE



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Adhere to ethical standards and practices	Strong foundation in moral philosophy and ethical system. Clear understanding of professional codes of conducts, standards and practices. Ethical in making choices and decision professionally.	Understand and comply with media law and industry codes of conduct. Selecting appropriate locations, pictures and sound and exercising editorial judgment on the best angle from which to approach a story	Aislinn T. Cerino Rhea Apple Mae T. Estrosas	November 2015- March 2016	RADYO NG BAYAN (DXJT TANGUB) BETHSER DABLO STATION MANAGER	NONE
Know and practices rights, responsibilities, and accountabilities in the communication profession.	Clear understanding of freedom, rights, and responsibilities. Observe of communication media laws. Clear understanding of the rule of media in a democratic society	Write shorter, 'filler' stories to entertain, and researching and writing longer feature articles, sometimes for subsidiary publications and supplements Research, verify and collate evidence and information to support a story using relevant information sources such as the internet, archives, databases, etc. Write scripts for bulletins, headlines and reports	Aislinn T. Cerino Rhea Apple Mae T. Estrosas	November 2015- March 2016	RADYO NG BAYAN (DXJT TANGUB) BETHSER DABLO STATION MANAGER	NONE

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Demonstrate development orientation in communication work.	<p>Clear understanding of local, national, and global development issues and agenda.</p> <p>Clear understanding of development theories and paradigms.</p> <p>Deft integration of development issues and concerns in communication project.</p>	<p>Create and upload news content for the newspaper website</p> <p>'Live' online reporting or real-time blogging when covering important events - a growing area of work, especially on national newspapers</p>	<p>Aislinn T. Cerino</p> <p>Rhea Apple Mae T. Estrosas</p>	November 2015-March 2016	<p>RADYO NG BAYAN (DXJT TANGUB)</p> <p>BETHSER DABLO STATION MANAGER</p>	NONE
Apply communication theories/models, principles, practices, and tools in development work.	<p>Skillful use of participatory strategies in planning, implementing, and evaluation communication programs.</p> <p>Skillful use of communication strategies in mediation, negotiation, and resolution.</p>	<p>Collaborating with the editor to put together the completed programme or item</p> <p>Developing and maintaining local contacts and assuming a public relations role</p> <p>Understanding and complying with media law and industry codes of conduct.</p>	<p>Aislinn T. Cerino</p> <p>Rhea Apple Mae T. Estrosas</p>	November 2015-March 2016	<p>RADYO NG BAYAN (DXJT TANGUB)</p> <p>BETHSER DABLO STATION MANAGER</p>	NONE

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Program Learning Outcomes	Goals/Objectives	Programs/Activities	Target Group	Time Frame	Resource Person/Office Responsible	Budget Allocation/Resources
Define and access information needs; assess and organize information and knowledge; produce, share, and utilize information and knowledge	<p>Efficient accessing and gathering of need-based, accurate, authentic, and reliable information through print, broadcast, and online sources, research, and other investigative techniques.</p> <p>Skillful selection, analysis, organization, and presentation of essential information in the development and production of print, broadcast, and online stories.</p> <p>Appropriate and responsible sharing and use of information and knowledge generated from different sources.</p>	<p>Scheduling, interview and collate written and electronic data for story subject matter</p> <p>Produce content for websites meeting radio and press deadlines</p> <p>Generate ideas for stories and features and following leads from news agencies, the police, the public, press conferences and other sources</p> <p>Pitch ideas to editors and commissioners</p>	<p>Abing, Eric N.</p> <p>Gilvero, Karel Mae</p> <p>Tagbas, Michelle</p>	November 2017-March 2018	<p>BC CHANNEL</p> <p>Dexter Manisan Station Manager</p>	NONE



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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 presentations. Effective and responsible use of non-verbal cues, pictures, graphics, and images in oral and online communication.	Tailor content to multiple platforms; Radio, television, print, blog and social media Create and manage a file of contacts and info for upcoming music events, press releases and networking. Identify potential interviewees, briefing them, preparing interview questions and conducting both live and recorded interviews	Abing, Eric N. Gilvero, Karel Mae Tagbas, Michelle	November 2017- March 2018	BC CHANNEL Dexter Manisan Station Manager	NONE
Prepare communication/media plan	Evidence-based situation and analysis. Audience-specific communication objectives and strategies. Concrete monitoring and evaluation indicators.	Build contacts in many areas to maintain a flow of news, such as with the police and emergency services, local council, community groups, health trusts, press officers from a variety of organizations and the general public Seek out and investigating stories via your contacts, press releases and other media	Abing, Eric N. Gilvero, Karel Mae Tagbas, Michelle	November 2017- March 2018	BC CHANNEL Dexter Manisan Station Manager	NONE



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Adhere to ethical standards and practices	Strong foundation in moral philosophy and ethical system. Clear understanding of professional codes of conducts, standards and practices. Ethical in making choices and decision professionally.	Understand and comply with media law and industry codes of conduct. Selecting appropriate locations, pictures and sound and exercising editorial judgment on the best angle from which to approach a story	Abing, Eric N. Gilvero, Karel Mae Tagbas, Michelle	November 2017- March 2018	BC CHANNEL <u>Dexter Manisan</u> Station Manager	NONE
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**GOV. ALFONSO D. TAN COLLEGE****INSTITUTE OF ARTS AND SCIENCES****Bachelor of Arts in Communication Annual Training Program for OJT**

Demonstrate development orientation in communication work.	<p>Clear understanding of local, national, and global development issues and agenda.</p> <p>Clear understanding of development theories and paradigms.</p> <p>Deft integration of development issues and concerns in communication project.</p>	<p>Create and upload news content for the newspaper website</p> <p>'Live' online reporting or real-time blogging when covering important events - a growing area of work, especially on national newspapers</p>	<p>Abing, Eric N.</p> <p>Gilvero, Karel Mae</p> <p>Tagbas, Michelle</p>	November 2017-March 2018	BC CHANNEL Dexter Manisan Station Manager	NONE
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Prepare communication/media plan	Evidence-based situation and analysis. Audience-specific communication objectives and strategies. Concrete monitoring and evaluation indicators.	Build contacts in many areas to maintain a flow of news, such as with the police and emergency services, local council, community groups, health trusts, press officers from a variety of organizations and the general public Seek out and investigating stories via your contacts, press releases and other media	Bacus, George G.	November 2017- March 2018	DALIT TV NOEL VISITATION STATION MANAGER	NONE



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Bachelor of Arts in Communication Annual Training Program for OJT

Conduct communication and media research and evaluation	Comprehensive literature review 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	Attend press conferences and asking questions Attend a range of events, such as council meetings, magistrates' court proceedings, football matches, talent contests, etc Answer the phones on the news desk and reacting to breaking news stories	Bacus, George G.	November 2017- March 2018	DALIT TV <u>NOEL VISITATION</u> STATION MANAGER	NONE
Demonstrate communication management and leadership skills.	Efficient and effective use of resources. Sound design of communications programs and projects. Competent use of planning, monitoring, and evaluation (controlling) tools.	Work closely with the news team, photographers and editors Record interviews and meetings using shorthand or technical equipment	Bacus, George G.	November 2017- March 2018	DALIT TV <u>NOEL VISITATION</u> STATION MANAGER	NONE
Develop entrepreneurial capabilities	Skillful business analysis and identification of communication-driven business opportunities. Innovative and creative engagement in business ventures. Effective use of marketing communications strategies.	Create and upload news content for the newspaper website 'Live' online reporting or real-time blogging when covering important events - a growing area of work, especially on national newspapers	Bacus, George G.	November 2017- March 2018	BC CHANNEL <u>Dexter Manisan</u> Station Manager	NONE



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Adhere to ethical standards and practices	Strong foundation in moral philosophy and ethical system. Clear understanding of professional codes of conducts, standards and practices. Ethical in making choices and decision professionally.	Understand and comply with media law and industry codes of conduct. Selecting appropriate locations, pictures and sound and exercising editorial judgment on the best angle from which to approach a story	Bacus, George G.	November 2017- March 2018	DALIT TV NOEL VISITATION STATION MANAGER	NONE
Know and practices rights, responsibilities, and accountabilities in the communication profession.	Clear understanding of freedom, rights, and responsibilities. Observe of communication media laws. Clear understanding of the rule of media in a democratic society	Write shorter, 'filler' stories to entertain, and researching and writing longer feature articles, sometimes for subsidiary publications and supplements Research, verify and collate evidence and information to support a story using relevant information sources such as the internet, archives, databases, etc. Write scripts for bulletins, headlines and reports	Bacus, George G.	November 2017- March 2018	DALIT TV NOEL VISITATION STATION MANAGER	NONE

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Demonstrate development orientation in communication work.	<p>Clear understanding of local, national, and global development issues and agenda.</p> <p>Clear understanding of development theories and paradigms.</p> <p>Deft integration of development issues and concerns in communication project.</p>	<p>Create and upload news content for the newspaper website</p> <p>'Live' online reporting or real-time blogging when covering important events - a growing area of work, especially on national newspapers</p>	Bacus, George G.	November 2017- March 2018	DALIT TV NOEL VISITATION STATION MANAGER	NONE
Apply communication theories/models, principles, practices, and tools in development work.	<p>Skillful use of participatory strategies in planning, implementing, and evaluation communication programs.</p> <p>Skillful use of communication strategies in mediation, negotiation, and resolution.</p>	<p>Collaborating with the editor to put together the completed programme or item</p> <p>Developing and maintaining local contacts and assuming a public relations role</p> <p>Understanding and complying with media law and industry codes of conduct.</p>	Bacus, George G.	November 2017- March 2018	DALIT TV NOEL VISITATION STATION MANAGER	NONE

A.Y. Term of Effectivity	Prepared by	Checked by	Noted by	Approved by	Page/s
2017 – 2018	Juris Rita M. Seclot Instructor	Preachy Mae S. Esin, MPA IAS - Ass't Dean	Babylin A. Mina, MPA IAS - Dean	Love H. Falloran, MScrim VP for Academic Affairs	5



Outcomes – Based Teaching and Learning Plan in Political Economy of Broadcasting, Interactive and Emerging Media

GADTC PHILOSOPHY: *Your Access Towards Success*CCC VISION: *The Sanctuary for Quality Education for Total Human Development*

Course Title	Interpersonal Communication	Course Code	Com 114
Credit Units	3	Course Pre-/Co-requisites	Communication theory
Course Description (Based on CMO No. 37 Series of 2017)	The dynamics of ownership and control of broadcasting, interactive and emerging media.		
Program Intended Learning Outcomes (PILO)	<p><i>At the end of this course, graduates will have the ability to:</i></p> <ol style="list-style-type: none"> 1. Prepare communication/ media plan; 2. Conduct media research: audience research, textual analysis, political economic analysis of the media; 3. Apply basic media management and leadership skills; 4. Exemplify ethical standards and practices; 5. Abide by laws pertinent to broadcasting and other media; 6. Demonstrate a sense of social responsibility; 7. Apply media theories/ models, principles, practices and tools in broadcasting and other media. 		
Course Intended Learning Outcomes (CILO)	<p><i>At the end of this course, the students should be able to:</i></p> <ol style="list-style-type: none"> 1. Assess the significance of the framework of political economy in understanding the role of broadcasting, interactive and emerging media in the process of social control; 2. Describe the relationship of the production and exchange of broadcasting, interactive and emerging media products; 3. Value the ethical issues and public controversies that arise out of the interrelationships between ownership and control of broadcasting, interactive and emerging media and social institutions; 4. Prepare case studies of broadcasting, interactive and emerging media using political economy as a framework. 		

PRELIMINARY		Essential Learning		Intended Learning Outcomes (ILO)	Suggested Teaching/ Learning	Assessment Tasks (ATs)
Week	Content Standards	Declarative Knowledge	Functional Knowledge			

					Activities (TLAs)	
1	Demonstrate familiarity with the college mission, vision and course requirements.	The college mission and the course requirements	Relating the Vision and Mission of the School Stating the Classroom policies and the Grading System as stated in the handbook	1. Memorize the college's vision, mission 2. List down the course requirements	Interactive Lecturing	Oral Recitation
		Students Overview of the Course	Assessing the students' background and expectations about the course	State the background and expectations about the course at hand and actively participate in class discussion/activity.	Sharing of Opinions	Open Forum
2-4	Demonstrate understanding in Political economy of broadcasting, interactive and emerging media.	Frameworks for understanding the political economy of broadcasting, interactive and emerging media: a. Classical Marxist framework b. Neo-Marxist frameworks c. Liberal political economy d. Post-modern frameworks e. Integrations 1. Vertical 2. Horizontal 3. Global	Presenting the brief history of political economy of broadcasting, interactive and emerging media.	1. Identify on what is the connection of the framework of political economy of broadcasting in the vertical, horizontal and global.	Question and Answers	Paper and Pen Quiz
			Explain the frameworks of political economy of broadcasting, interactive and emerging media.	2. Identifying what is vertical, horizontal and global in political economy in broadcasting.	Pair-Sharing Activity	Group Report
MIDTERMS						

5-9	Demonstrate understanding of the issues in political economy in broadcasting.	<p>Issues:</p> <ul style="list-style-type: none"> a. Regulations within and outside formal structures. b. Advertising, consumerism and consumption. c. Globalization of markets and its implications on broadcasting, interactive and emerging media: The commodification of culture. 	<p>Explaining the each of the issues in political economy of broadcasting and provide some examples of each issues.</p> <p>Assigning the students as to what particular issues they will be observing.</p>	<ol style="list-style-type: none"> 1. Determine the good and bad impact of these issues in our society and also in the political economy in broadcasting. 2. Relate the learning of the issues in political economy of broadcasting and provide examples; the advantage and disadvantages examples. 	Video Presentations	Observation Assessment
SEMI-FINALS						
10-14	Demonstrate competency of the impact on the public sphere, or why should we care?	<p>Public Sphere</p> <ul style="list-style-type: none"> • The impact of public sphere to the political economy of broadcasting. • Or should we care about its impact? 	<p>Discussing the meaning and definition of the public sphere and its connection to the political economy of broadcasting.</p> <p>Providing the impact of public sphere in political economy in broadcasting.</p>	<p>Explain the advantage and disadvantages of the impact in political economy of broadcasting.</p> <p>Comprehend of what are the possible result if you will not going to care about what's happening especially in the political economy of broadcasting.</p> <p>Indicate the Impact that public sphere may give in the political economy of broadcasting.</p>	Pen And Paper	Pen and Paper Quiz
FINALS					Sharing of Opinions	Oral Quiz
					Gapped Lecture	Oral Quiz

15-18	<p>Demonstrate understanding in the Case studies</p> <p>a. Local networks, stations, sites, and other institutions of broadcasting, interactive and emerging media.</p> <p>b. Philippine based international networks.</p> <p>c. International networks.</p>	<p>Case Studies</p> <ul style="list-style-type: none"> Impact of the studies The history of each studies The elements/types/theories of the case studies. 	<p>Presenting the classification of the case studies and gives example each.</p> <p>Discussing the local networks, stations, sites, etc. and the Philippine based international network and the international networks.</p>	<p>Demonstrate well-developed networks in local, Philippines and International networks.</p> <p>Differentiate the networks in local, Philippines, and in International. And state the advantages and disadvantages of each networks.</p>	<p>Lecture Demonstration</p>	<p>Individual Speech Performance</p>
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Basic Readings									
Extended Readings	<i>To be provided</i>								
Course Assessment	<i>As identified in the Assessment Task</i>								
Course Policies	<p>Language of Instructions</p> <p>Attendance</p> <ul style="list-style-type: none"> As identified in the student handbook <p>Homework, Quizzes, Written Reports, Reaction Papers and Portfolio</p> <p>Special Requirement</p> <p>Grading System</p> <table> <tr> <td>Input</td> <td>- 30%</td> </tr> <tr> <td>Process</td> <td>- 30%</td> </tr> <tr> <td><u>Outcomes</u></td> <td>- 40%</td> </tr> <tr> <td colspan="2">100%</td></tr> </table> <p>Classroom Rules and Regulations</p>	Input	- 30%	Process	- 30%	<u>Outcomes</u>	- 40%	100%	
Input	- 30%								
Process	- 30%								
<u>Outcomes</u>	- 40%								
100%									

Committee Members	Committee Leader : BSHRM/ToM, Program Head Members : Faculty Members
Consultation Schedule	Faculty Member : Contact Number : E-mail address : Consultation Hours : Time and Venue :

Course Title	A.Y. Term of Effectivity	Prepared by	Approved by	Page/s
	2017 – 2018	Rhea Apple Mae E. Siarez	College Administrator	

**Outcomes – Based Teaching and Learning Plan in Introduction to Communication Theory**GADTC PHILOSOPHY: *Your Access Towards Success*CCC VISION: *The Sanctuary for Quality Education for Total Human Development*

Course Title	Introduction to Communication Theory	Course Code	Comm 111
Credit Units	3	Course Pre-/Co-requisites	
Course Description (Based on CMO No. 20 Series of 2009)	A survey of communication theories; the application of theoretical principles to real world situations and messages, Theories, principles and concepts in communication; issues and perspectives in the study of communication.		
Program Intended Learning Outcomes (PILO)	<p><i>At the end of this course, graduates will have the ability to:</i></p> <ol style="list-style-type: none"> 1. Prepare communication/ media plan; 2. Conduct media research: audience research, textual analysis, political economic analysis of the media; 3. Apply basic media management and leadership skills; 4. Exemplify ethical standards and practices; 5. Abide by laws pertinent to broadcasting and other media; 6. Demonstrate a sense of social responsibility; 7. Apply media theories/ models, principles, practices and tools in broadcasting and other media. 		
Course Intended Learning Outcomes (CILO)	<p><i>At the end of this course, the students should be able to:</i></p> <ol style="list-style-type: none"> 1. Be familiar with the history and development of mass communication theory. 2. Understand what is meant by theory, why it is important, and how it is used. 3. Be familiar with some of the most influential traditional and contemporary mass communication theories. 4. Be conversant in a number of controversial effects issues, such as violence, media's impact on drug and alcohol consumption, media's contribution to racial and gender stereotyping, and the media's impact on the electoral process. 5. Possess improved skill at applying mass communication theory to your own use of media. 		

PRELIMINARY		Essential Learning		Intended Learning Outcomes (ILO)	Suggested Teaching/ Learning Activities (TLAs)	Assessment Tasks (ATs)
Week	Content Standards	Declarative Knowledge	Functional Knowledge			

1	Demonstrate knowledge with the institution's rules and regulations, classroom policies and overview of the course	<p>Orientation</p> <p>Students Overview of the Course</p>	<p>Relating the Vision and Mission of the School Stating the Classroom policies and the Grading System as stated in the handbook</p> <p>Assessing the students' background and expectations about the course</p>	<p>Recognize and appreciate the Vision and Mission of the institution</p> <p>State the background and expectations about the course at hand and actively participate in class discussion/activity.</p>	<p>Interactive Lecturing</p> <p>Sharing of Opinions</p>	Open-Forum
2-4	Demonstrate the history of Theories and effects in mass communication.	<p>History</p> <ul style="list-style-type: none"> • The effects debate • Defining mass communication theory. • A short history of mass communication theory 	<p>Presenting the type under effects debate and its definition.</p> <p>Discussing the mass communication theory and its ideas.</p> <p>Explaining the short history of mass communication theory and its three factors.</p>	<p>Determine what is mass communication, types, and definition.</p> <p>Determine of what are the ideas under mass communication theory.</p> <p>Give the definition of the three factors of mass communication.</p>	<p>Question and Answers</p> <p>Pair-Sharing Activity</p>	<p>Paper and Pen Quiz</p> <p>Group Report</p>
MIDTERMS						

5-9	<p>Demonstrate competence in the following:</p> <p>a. The era of mass society theory. b. The era of the scientific perspective. c. The era of limited effects theory.</p>	<p>The Era of Mass Communication Theory</p> <ul style="list-style-type: none"> • Types of era under mass communication theory • Types of era under scientific perspective. • Types of era under the limited effects theory 	<p>Explaining each types of era and give some sample in each theories.</p> <p>Assigning the students as to what particular era they will be observing as they will reflect these eras to what is happening in our society right now.</p>	<p>Determine and develop appreciation of the significance in different eras of mass communication and determine the advantage and disadvantages in it.</p> <p>Relate the learning of the mass communication in strengthening their knowledge as they do an actual observation of their own relationship with their family, friends. Loved ones and colleagues.</p>	<p>Video Presentations</p> <p>Work Along Activities</p>	<p>Observation Assessment</p> <p>Journal</p>
	<p>The Uses and Gratifications Approach</p>	<p>The Types of Theory Under the Uses of Gratification Approach</p> <ul style="list-style-type: none"> • Agenda Setting • Dependency Theory • Social Cognitive Theory 	<p>Explaining the definition of its era, and their significant result in mass communication process.</p>	<p>Recognize each era and give the elements under each era and give some sample.</p>	<p>Pair Sharing</p>	<p>Pen and Paper Quiz</p>

10-14	<p>Demonstrate competence of the following:</p> <p>The Era of Cultural Theory</p>	<p>The Era of Cultural Theory and its type:</p> <p>a. Symbolic Interaction</p> <p>b. Social Construction of Reality</p> <p>c. Cultivation Analysis</p> <p>d. Critical Cultural Theory</p>	<p>Explain the different types of theory and expound its definition.</p> <p>Explaining how these theories changed the communication process from face-to-face communication to mediated communication and presenting the theories broadly.</p>	<p>Explain the significance of studying these theories and its good result in relating the study in our own lives or selves.</p> <p>Differentiate each types of theories and give an explanation of what is their relationship with the industries and the people with whom they interact.</p> <p>Indicate the changes and influences of technology in communication and in relationships and explain thoroughly the theories.</p>	Lecture Forum	Journal
	FINALS					
15-18	<p>Demonstrate understanding of the Effects of Mass Communication</p>	<ul style="list-style-type: none"> • Violence • Drugs and Alcohol • Gender and Racial/Ethnic Stereotyping • Political Campaigns and Voting • Pro-social Effects 	<p>Presenting the importance and ways of each effects and give some example in each type.</p>	<p>Demonstrate what you have understand in these effects and give a good and bad example in each effects.</p>	Lecture Demonstration and Video Presentations	Pen and Paper Quiz

Basic Readings	
Extended Readings	To be provided

Course Assessment	As identified in the Assessment Task												
Course Policies	<p>Language of Instructions</p> <p>Attendance</p> <ul style="list-style-type: none"> As identified in the student handbook <p>Homework, Quizzes, Written Reports, Reaction Papers and Portfolio</p> <p>Special Requirement</p> <p>Grading System</p> <table> <tr> <td>Input</td> <td>-</td> <td>30%</td> </tr> <tr> <td>Process</td> <td>-</td> <td>30%</td> </tr> <tr> <td>Outcomes</td> <td>-</td> <td>40%</td> </tr> <tr> <td colspan="3">100%</td> </tr> </table> <p>Classroom Rules and Regulations</p>	Input	-	30%	Process	-	30%	Outcomes	-	40%	100%		
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Committee Members	<p>Committee Leader : BSHRM/ToM, Program Head</p> <p>Members : Faculty Members</p>												
Consultation Schedule	<p>Faculty Member :</p> <p>Contact Number :</p> <p>E-mail address :</p> <p>Consultation Hours :</p> <p>Time and Venue :</p>												

Course Title	A.Y. Term of Effectivity	Prepared by	Approved by	Page/s
	2017-2018	Rhea Apple Mae E. Siarez	College Administrator	