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**COURSE CODE: GEPCOMM**

**COURSE TITLE: PURPOSIVE COMMUNICATION**

**CLASS DAYS AND CLASS TIME: Mondays and Thursdays at 0915-1045**

**INSTRUCTOR: Leonard David M. Espiritu, LPT, MAT**

**COLLEGE: BAGCED**

**DEPARTMENT: DEAL**

**COURSE DESCRIPTION:**

This course, PURPOSIVE COMMUNICATION, hones students' ability to ethically, effectively, and professionally communicate, through the strategic use of various communicative forms, with diverse audiences and for different purposes in various modes. This course specifically develops the students' ability to use their communication skills and technology for civic participation in support of the UN's Sustainable Development Goals (SDG) in the Philippines. The course adopts interdisciplinary, outcomes-based education (OBE), service-learning, and process-genre approaches to teaching purposive communication.

<b>UNIVERSITY ELGA:</b>	<b>LEARNING OUTCOMES (LO):</b> On completion of the course, the student is expected to be able to do the following:
<b><i>Culturally Grounded Critical and Creative Thinker</i></b>  <b><i>Effective Communicator</i></b>  <b><i>Virtue-guided decision-maker</i></b>	LO1. Plan and write a problem-solution-evaluation essay that critically analyzes a localized problem under an SDG through research by investigating the practical debates and different disciplinary perspectives surrounding the issue, examining how the issue can have implications for different stakeholders, and identifying recommendations for practical action.
<b><i>Engaged and Service-Driven Citizen</i></b>	LO2. Raise awareness of a specific target audience on SDG or an NGO partner of COSCA by planning and creating an advocacy communication campaign material based on the partner NGO's needs. Options are infographics, posters, vlogs, podcasts, brochures, power-point presentations, e-modules, social media posts, etc.  LO3 Plan and give an oral presentation to the partner organization to guide them in using the advocacy campaign material/s.
<b><i>Reflective Lifelong Learner and Competent self-nurturer</i></b>  <b><i>Technically-competent professional</i></b>	LO4. Reflect on one's progress as a purposive communicator, as a Lasallian achieving the ELGAs, and as a self-nurturer individual using the Lasallian Reflection Framework.

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#### GRADING SYSTEM:

25% LO1 Problem-Solution-Evaluation Essay - Group work, 4 pages (approx. 2000 words) excluding references  
 20% LO2 Awareness campaign (group work)  
 15% LO3 Oral Presentation to the Partner Organization (10 minutes)  
 10% LO5 Reflection (SL Reflection + End-of-term Reflection)  
30% Class standing (Process sheets, seat works, homework, quizzes)  
**100%**

**Note: Attendance will be checked both in face-to-face and only synchronous sessions. You are allowed 7.5 hours of absences and/or tardiness.**

#### LEARNING PLAN

Learning Outcomes	Topic	Week number	Output
	Session 1 <ul style="list-style-type: none"> <li>• <i>Syllabus</i></li> <li>• <i>Policies</i></li> <li>• <i>Benefits of the Course</i></li> <li>• Online Learning Tips and Canvas Orientation</li> <li>• Diagnostic writing task: Four paragraphs-30-40 minutes</li> <li>• Assignment 1: Read or watch a video on SDGs in the Philippines.</li> <li>• Assignment 2: Meet your group mates and study the assigned SDG</li> <li>• The importance of self-care</li> </ul> Session 2 <ul style="list-style-type: none"> <li>• Principles of communication (registers and varieties of English, ethics) and how communication has changed because of globalization.</li> <li>• Interdisciplinary approach</li> <li>• Professional communication</li> <li>• Inclusive language</li> </ul> Reminder: Information Literacy Training on Week 2.	<b>Week 1 )</b>	Diagnostic Essay -four paragraphs  Reflection on SDGs

LO1	Information Literacy Training Session 1: Finding Information using Online Databases Session 2: Citing Sources using Mendeley Turnitin for Originality Checking	Week 2 Online	Libres pre-test and post-test
LO1 LO2	<ul style="list-style-type: none"> <li>• Advocacy Forum</li> <li>• Choosing and narrowing topics for PSE. Localizing the SDGs</li> </ul>	Week 3	Process Sheet 1 of PSE  Advocacy Plan
LO1	<ul style="list-style-type: none"> <li>• Outlining</li> <li>• Note Taking</li> <li>• Intellectual honesty</li> <li>• APA citation</li> <li>• Summarizing, paraphrasing, and synthesizing information from sources.</li> <li>• Drafting the PSE Essay</li> <li>• Peer feedback</li> </ul>	Week 4-7	Process Sheets of PSE  Final Draft of PSE
LO2	<ul style="list-style-type: none"> <li>• Advocacy campaign materials</li> <li>• Principles of presentation</li> <li>• Introduction to virtue-guided decision making</li> <li>• Ethical persuasion</li> <li>• Using technology and presenting online</li> </ul>	Week 8 and 10  Note: Week 9 is university break.	Advocacy Campaign materials
LO3	Presentation of advocacy materials to partner NGOs	Week 11-13	Virtual presentation  Revision of the advocacy materials based on the feedback of partners
LO4	<ul style="list-style-type: none"> <li>• The Lasallian reflection framework</li> <li>• Types of reflection</li> <li>• Reflection prompts and rubric</li> </ul>	<b>Week 13</b>	Term-end reflection. Reflection on one's progress as a technically competent

			communicator, as a Lasallian achieving the ELGAs, and as a self-nurturer individual, using the Lasallian Reflection Framework
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- The learning outputs may change in scheduled submission depending on the needs of the students, unforeseen class suspensions, and the individual pacing of each GEPCOMM class.

### Important Dates

October 30 to November 6 – School Break (between Weeks 8 and 9)

November 30 (W) – Holiday

December 8 (H) – Holiday

December 4-11 – Final Exams

Dec 14 Grade Consultation

### Inclusion, Diversity, and Wellbeing Policies

#### 1. CREATING SAFE SPACES FOR EVERYONE (Student Discipline and Formation Office)

“The University puts a premium on creating safe spaces for each member of the Lasallian community. Likewise, as responsible and mature individuals, we are always reminded to be polite, kind, and respectful in dealing with people regardless of one’s gender or sexual preferences, political beliefs, socio-cultural, and economic status, etc.”

2. Translanguaging is a pedagogical tool that facilitates students to understand the lesson and the instructions. In addition, the use of translanguaging ensures “equity in the way speakers and their linguistic repertoires are treated in the classroom and in society” (Seals, 2021, p. 1). You may use your home language during class discussions, communicating with the teacher, and presenting to partners. However, English will be the language to be used in the following outputs: PSE essay, advocacy plan, and reflections.
3. Through the Office of Student Affairs, this course offers the SHINE Program - a course-based tutorial to those needing remediation or assistance in their academic and English language needs. The SHINE Program is open every two weeks to provide you with Academic Review Classes, Individual intervention, help on specific tasks, and Exercises to hone and improve skills. Please ask your teacher for more information.
4. University life can be challenging and complicated at times. The Office of Counseling and Career Services (OCCS) has trained and experienced counselors to help you when you feel overwhelmed, stressed, and anxious. OCCS also offers various webinars to address specific mental health and well-being needs.

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5. We use inclusive language to show respect for people of different genders, races, religions, sexual orientations, disabilities, and other identities.

#### Appendix A Problem-Solution-Evaluation Essay Rubric

Modified from <a href="http://www.rcampus.com">www.rcampus.com</a> and <a href="http://www.mrgleason.webs.com">www.mrgleason.webs.com</a>				
	0-69	70-80	81-90	91-100
<b>Problem and Solution 25%</b>	The statement of the problem cannot be found. The statement of the solution cannot be found or recognized or misaligned with the problem being discussed.	The problem is stated but is difficult to find and difficult to understand. The solutions are stated but difficult to find and understand.	The problem is stated, but it is a little difficult to understand. The solutions are stated, but further discussion is needed. it is a little difficult to understand.	The problem is stated in and explained in clear language. It is easy to recognize and understand. The solutions are discussed comprehensively and in clear language. It is easy to recognize and understand.
<b>Evidence 15%</b>	No evidence was given to support the main idea.	Only a little evidence was provided. It does not support the main idea very well.	Some evidence was given to support the main idea but not enough.	Good support was given to the main idea. Facts and statistics were supplied from credible resources.
<b>Call to action/Interdisciplinary approach 10%</b>	No call to action was given to tell readers what they can do.	The call to action is very weak. Readers probably won't understand what they can do to help the problem.	The call to action is not very recognizable. The readers might not understand what they can do to help the problem.	The audience (readers) will easily recognize what they can do to help solve the problem using the interdisciplinary approach.
<b>Style/Voice/Word Choice 15%</b>	No distinguishable voice or forced/unnatural voice.	Wordiness, clichés, and/or vagueness sometimes muffle the voice. The tone is inconsistent.	The Paper reads well with developing style and voice.	A consistent voice that is appropriate for the paper's meaning and engages the reader. The essay has personality.
<b>Organization 15%</b>	The essay is very messy. There is no clear order to the writing.	The essay is only somewhat organized. It is a little difficult to	The essay is somewhat organized. Most	The essay is written in a logical order that the reader can easily follow and understand.

		read from one part to the next.	parts are in a logical order.	
<b>Grammar and Mechanics 10%</b>	Surface problems are so frequent that they obscure meaning. Many sentences are poorly structured.	Frequent grammar, spelling and/or punctuation errors clutter the paper's surface. Some sentences may be awkward.	Surface errors are minimal and do not detract from meaning and readability.	Advanced traditional grammar and mechanics, except when irregularities (like fragments) are used for special effects.
<b>Citation 10%</b>	An attempt at citation was made.	An attempt at citation was made but is missing either in-text citations or works cited page.	References and in-text citations are nearly flawless.	References and in-text citations are flawless.

#### Appendix B Oral Presentation Rubric

Score	Criteria	Comments
	<b>The Speaker (25%)</b> <ul style="list-style-type: none"> <li>● Showed enthusiasm on his or her face</li> <li>● Looked prepared and credible</li> <li>● Used an extemporaneous mode of delivery</li> <li>● Persuasive</li> </ul>	
	<b>The Message (25%)</b> <ul style="list-style-type: none"> <li>● Well-prepared slides</li> <li>● Clear message</li> <li>● Answered the questions with clarity</li> </ul>	
	<b>The Organization (25%)</b> <ul style="list-style-type: none"> <li>● Effective introduction</li> <li>● Effective use of transitions</li> <li>● Logical order of details</li> <li>● Effective closing</li> </ul>	
	<b>Transmission (25%)</b> <ul style="list-style-type: none"> <li>● Varied intonation</li> <li>● Conversational tone</li> <li>● Controlled speed delivery</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Effective gestures</li> <li>• Clear language</li> <li>• Avoided fillers</li> <li>• Appropriate Zoom setting for video, audio, and lighting</li> </ul>	
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(Adapted from Keys to Making a Difference: Public Speaking, Leadership, and Listening (2006))

### Appendix C Awareness Campaign Infographic/Poster Rubric

<b>Content (5 points )</b>	<ul style="list-style-type: none"> <li>· Ideas/messages are clearly presented</li> <li>· Information is accurate and not misleading</li> <li>· Sources are cited and contact details of the org are included</li> <li>· Non – prose elements are appropriate</li> <li>· Text and visual elements are balanced</li> </ul>
<b>Composition (5 points )</b>	<ul style="list-style-type: none"> <li>· Hierarchy/organization of elements is logical</li> <li>· Elements complement each other</li> <li>· Spaces are used effectively</li> <li>· Unity of elements is observed</li> <li>· Output is neat and free of clutter</li> </ul>
<b>Creativity (5 points )</b>	<ul style="list-style-type: none"> <li>· Color scheme used is appropriate</li> <li>· Font choice, color, and size aid in understanding the material</li> <li>· Icons/symbols / other elements used are culturally acceptable</li> <li>· Output is visually pleasant</li> <li>· Orientation facilitates understanding of the material</li> </ul>

### Appendix D Awareness Campaign-Vlog

PURPOSIVE COMMUNICATION VLOG RUBRIC					
<p><b>Task Description:</b> Students will work together in assigned teams to create a video project that showcases a specific advocacy. The presentation should include appropriate photographs, video, music, graphs, and other visual aids.</p>					
COMPONENT	Exemplary (5-6)	Proficient (3-4)	Partially Proficient (1-2)	Incomplete 0	POINTS

<b>Concept</b>	Has a clear picture of what they are trying to achieve. Adequate description of what they are trying to do and generally how his/her work will contribute to the final project.	Has a fairly clear picture of what they are trying to achieve. Can describe what they are trying to do overall but has trouble describing how his/her work will contribute to the final project.	Has brainstormed their concept, but no clear focus has emerged. Goals/final product not clearly defined.	Little effort has been spent on brainstorming and refining a concept. Unclear on the goals and how the project objectives will be met.	
<b>Script/ Storyboard</b>	The storyboard illustrates the video presentation structure with sketches of each scene. Notes of the proposed transition, special effects, sound, and title tracks incl: text, color, placement, graphics, etc. Notes about proposed dialogue/ narration text are included.	The storyboard includes sketches of each video scene and includes text for each segment of the presentation, descriptions of background audio for each scene, and notes about proposed shots and dialogue.	The sketches on the storyboard are not in a logical sequence and do not provide complete descriptions of the video scenes, audio background, or notes about the dialogue.	There is no evidence of a storyboard or script.	
<b>Content/ Organization</b>	The content includes a clear statement of purpose or theme and is creative, compelling, and clearly written. A rich variety of supporting information in the video contributes to the	Information is presented as a connected theme with accurate, current supporting information that contributes to understanding the project's main idea. Details are logical and	The content does not present a clearly stated theme, is vague, and some of the supporting information does not seem to fit the main idea or appears as a disconnected series of scenes with no unifying main idea. Includes few citations and few facts.	Content lacks a central theme, clear point of view, and logical sequence of information. Much of the supporting information is irrelevant to the overall message. The viewer is	



	understanding of the project's main idea. Events and messages are presented in a logical order. Includes properly cited sources.	persuasive information is effectively used. The content includes a clear point of view with a progression of ideas and supporting information. Includes properly cited sources.		unsure what the message is because there is little persuasive information and only one or two facts about the topic are articulated. Information is incorrect, out of date, or incomplete. No citations included.	
<b>Quality</b>	The video was completed and had all the required elements. The video was well edited and moves smoothly from scene to scene with proper use of transitions. Audio and other enhancements were well used.	The video was completed and contained all required items. Editing was not done as well as it should have been. Some poor shots remain. The movie is still somewhat choppy. Audio and other enhancements were utilized, but not for maximum effect.	Video was made but had very little if any editing. Many poor shots remain. The video was very fragmented and choppy with little to no audio reinforcement.	There was no video. It was totally unedited with no transitions or audio support of any kind.	
<b>Teamwork</b>	Students met and had discussions regularly. All students on the team contributed to the discussion and were part of	Students met and had discussions regularly. Most of the students on the team contributed to the discussion and	Only a couple of team meetings were held. Most of the students on the team contributed at some level, but one or two did the majority of the work.	Meetings were not held and/or some of the team members did not contribute at all to the project. Low levels of	

	the final project. Team members showed respect with each other.	were part of the final project. Team members mostly showed respect with each other.		respect were evident within the team.	
				<b>TOTAL</b>	

## Appendix E-Service Learning Reflection Prompt

GEPCOMM- SERVICE-LEARNING REFLECTION PROMPTS (COSCA)	
<b>I.</b>	<p><b>SEE-EXPERIENCE (<i>Masid-Danas</i>)</b></p> <ul style="list-style-type: none"> <li>What was your initial impression or expectation before proceeding to the Advocacy Forum?</li> <li>What issues did you observe in the Advocacy Forum/ presentations of the center/organization/community during the Advocacy Forum?</li> <li>How do you feel about the situation in your selected center/organization/community as shared in the Advocacy Forum?</li> </ul>
<b>II.</b>	<p><b>ANALYSIS-REFLECTION (<i>Suri-Nilay</i>)</b></p> <p>a) <b>Academic Enhancement</b></p> <ul style="list-style-type: none"> <li>What specific elements/principles of GEPCOMM are related to the advocacy plan I prepared?</li> <li>How was I able to apply my skills, perspective, or concept related to GEPCOMM?</li> <li>Does this experience reinforce my prior understanding of GEPCOMM?</li> </ul> <p>b) <b>Personal Growth</b></p> <ul style="list-style-type: none"> <li>How did this experience make me feel (positively and/or negatively)?</li> <li>In what ways did I experience difficulties (e.g. interacting with others, accomplishing tasks), and what personal characteristics contributed to the difficulties (e.g. skills, abilities, perspectives, attitudes, tendencies, knowledge)? In what ways did I succeed or do well in this situation (e.g. interacting with others, accomplishing tasks, handling difficulties), and what personal characteristics helped me to be successful (e.g. skills, abilities, perspectives, attitudes, tendencies, knowledge)?</li> <li>How did this situation challenge or reinforce my values, beliefs, and convictions (e.g. my sense of right and wrong, my priorities, my judgments)?</li> </ul> <p>c) <b>Lasallian Values</b> (Faith, Service, Communion in Mission)</p>

- What specific elements of the Lasallian values relate to this experience?
- How could I apply a value, perspective, or concept related to the Lasallian values?
- Does this experience challenge or reinforce my prior understanding of these values?

### III. COMMITMENT-ACTION (*Taya-Kilos*)

#### a) Academic Enhancement

- How is my service-learning activity (Advocacy Plan/ Project/Activity) with the partner organization related to the GEPCOMM course I am taking?
- Was I able to apply the concepts I learned in GEPCOMM to the Advocacy Plan/ Project/Activity I did for the partner organization? How?
- Did the service-learning project (Advocacy Plan/ Project/Activity) address community needs? Why? How?

#### b) Personal Growth

- What did I learn most from this experience (Advocacy Forum)?
- After this experience, what did I learn about myself?
- What are the additional skills I got from my service-learning activity?

#### c) Lasallian Values

- Is the project I did with the community sustainable? Can this be replicated by the community on their own?
- What did I learn about the Lasallian values? How was I able to apply them?
- What will I do in light of it?

### Appendix F Advocacy Plan Template

#### CENTER FOR SOCIAL CONCERN AND ACTION SERVICE-LEARNING PROGRAM

#### ADVOCACY PLAN TEMPLATE

GEPCOMM SECTION: _____	GROUP MEMBERS & CONTACT #	SPECIFIC COMMUNICATION NEED OF THE PARTNER ORG:
SDG # _____	1.	
PARTNER ORGANIZATION:	2.	
	3.	
Objectives of the Advocacy Campaign material::		
Summary of the advocacy plan: What is the output, ie infographic or a short AVP, or a series of posts?		

What will be the contents? Where will the information come from?		
Faculty member:	Date submitted:	Date when you will submit the advocacy campaign material:

### Appendix G End-of-term Reflection Prompt

Review the DLSU GE Curriculum ELGAs 2.0 in Annex J and cite outputs that demonstrate that you achieve these ELGAs. This process is a celebration of your development and progress in GEPCOMM. Take your time reviewing your accomplishments in this course. Write your reflection as a letter to your teacher.

### Appendix H Reflection Rubric

#### Rubric for reflection using different criteria

This rubric from Jones (n.d) gives another approach to marking reflection. Using five criteria it manages to capture a lot of what is relevant when marking reflection as well as giving clear qualities highlighted for each level of reflection.

Criterion\Level	Unacceptable	Reflective novice	Aware practitioner	Reflective practitioner
<b>Clarity</b>	Language is unclear and confusing throughout. Concepts are either not discussed or are presented inaccurately.	There are frequent lapses in clarity and accuracy	Minor, infrequent lapses in clarity and accuracy.	The language is clear and expressive. The reader can create a mental picture of the situation being described. Abstract concepts are explained accurately. Explanation of concepts makes sense to an uninformed reader.
<b>Relevance</b>	Most of the reflection is irrelevant to student and/or course learning goals.	Student makes attempts to demonstrate relevance, but the relevance is unclear to the reader.	The learning experience being reflected upon is relevant and meaningful to student and course learning goals.	The learning experience being reflected upon is relevant and meaningful to student and course learning goals.

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<b>Analysis</b>	Reflection does not move beyond description of the learning experience(s).	Student makes attempts at applying the learning experience to understanding of self, others, and/or course concepts but fails to demonstrate depth of analysis.	The reflection demonstrates student attempts to analyse the experience but analysis lacks depth.	The reflection moves beyond simple description of the experience to an analysis of how the experience contributed to student understanding of self, others, and/or course concepts.
<b>Interconnections</b>	No attempt to demonstrate connections to previous learning or experience.	There is little to no attempt to demonstrate connections between the learning experience and previous other personal and/or learning experiences.	The reflection demonstrates connections between the experience and material from other courses; past experience; and/or personal goals.	The reflection demonstrates connections between the experience and material from other courses; past experience; and/or personal goals.
<b>Self-criticism</b>	Not attempt at self-criticism.	There is some attempt at self-criticism, but the self-reflection fails to demonstrate a new awareness of personal biases, etc.	The reflection demonstrates ability of the student to question their own biases, stereotypes, preconceptions.	The reflection demonstrates ability of the student to question their own biases, stereotypes, preconceptions, and/or assumptions and define new modes of thinking as a result.

(The University of Edinburgh. 2020. Reflection rubric. Retrieved from: <https://www.ed.ac.uk/reflection/facilitators-toolkit/assessment/rubrics>)

## Annex I Important Reminders

### CONTENT

1. There is no final examination in this class.
2. No output/progress/draft = no grade for the output/progress/draft AND the final essay. This is called the process-based approach.
3. Turn in outputs on time.
4. All users may not post and share in Canvas content that may:
  - a. Create a risk of harm, loss, or mental/emotional injury to any other person
  - b. Defamatory, libelous or threatening or that constitutes hate speech
  - c. Contain any information that you do not have a right to make available and violates anyone's right of privacy
5. Feedback is important. If you have any concerns with how the course is run, please let me know. This will not affect your grade.
6. Grades are final. No "extra credit" or "special projects" will be given. Make sure you attend the grade consultation as scheduled. After this time, your grade is final.

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#### ACADEMIC INTEGRITY

7. Plagiarism is a major offense and is not tolerated in this class. Students who violate the University rules on scholastic honesty (5.3.1.1.6 of the Student Handbook) are subject to disciplinary penalties, including the possibility of failing the course and/or being dismissed from the University. We use Turnitin (similarity detection software) in this class.

8. Submission of Generative AI outputs for graded tasks is prohibited in this class. However, you may use Gen AI tools to brainstorm ideas or edit your paper through Grammarly. Remember that Gen AI may provide wrong information.

#### DATA PRIVACY

8. Per University policy, all synchronous sessions will be recorded. Feel free to watch them to stay updated if you miss a session or to review them for clarification.

However, you are prohibited from sharing them with others outside our class on any platform or form. Doing so is considered a major offense and a violation of your classmates and teacher's right to privacy.

9. During synchronous sessions, taking screenshots and screen recording without permission is prohibited. Again, this is considered a violation of people's right to privacy and would merit a corresponding penalty.

10. When creating personal profiles, they should be free from demeaning or derogatory language or images deemed as vulgar or otherwise offensive. Users may report offensive profiles to the appropriate university body. Please upload a decent and recent photo for easier recognition.

#### COMMUNICATION

11. Regularly communicate with your group mates. Let me know if problems are getting in touch with a groupmate.

12. Please observe email etiquette. Treat our online sessions or correspondences as extensions of our classroom sessions. Please do not email me after 6 PM (Monday-Friday) and on weekends.

#### NETIQUETTE

13. Treat other users with respect. Remember that you are talking with human beings behind the screen.

14. Read all messages in a discussion thread before replying so as not to repeat someone else's post without adding something of your own.

15. Use clear and concise language with correct spelling and grammar.

16. Keep discussion posts brief but thorough, on topic, and within the scope of the course material

17. Review your posts before sending them to ensure you are avoiding slang terms, texting abbreviations, and caps lock.

18. Be open-minded about other's opinions even when they differ from your own.

19. Mute your microphone in a conference if it is not your time to talk to minimize background sound.

20. Come to class presentably.

21. Avoid using other electronic gadgets and eating during online synchronous learning activities

(Note: Thanks to Dr. Raymund Vittorio and Gene Flores for this list)

## Annex J Sustainability Tips

1. Reduce plastic waste by using reusable water bottles, utensils, straws, and tote bags.
2. Sign the Solemn Promise to re-Green Our Planet and practice sustainability actions.
3. Localize the SDGs
4. Partner with civil society organizations

## Annex K Revised ELGAs

Expected Lasallian Graduate Attribute	Desired Learning Results That Demonstrate Higher Order Thinking Skills (deep Attributes (ELGAs) understanding) - Lasallians1 who are
Culturally Sensitive Critical and Creative Thinkers	<ul style="list-style-type: none"> <li>● interculturally fluent and have a global mindset, open to deep dialogue with others from cultural backgrounds, whether in physical or digital spaces.</li> <li>● understand and respect traditional ways and indigenous values, appreciating them as part of the diversity that enriches one's life.</li> <li>● acknowledge, practice, and promote cultural elements that contribute to one's identity</li> <li>● critically examine information to bring to light assumptions and pieces of evidence behind them before accepting and/or acting on them.</li> <li>● are able to look at things from different perspectives and can appreciate points of view different from theirs.</li> <li>● generate ideas, designs, systems or information with resourcefulness, imagination, insight, originality, aesthetic judgment, enterprise, and a risk-taking approach to meet the current and emerging needs of society.</li> <li>● reflect on and derive new insights from existing information and express them in different ways, including creative and artful forms.</li> <li>● Use creative methods and technologies to solve problems and make decisions toward hopeful futures.</li> </ul>
Effective Communicator	<ul style="list-style-type: none"> <li>● communicate effectively and confidently in a range of contexts and for many different audiences and communication platforms such as social media, using inclusive or non-discriminatory language at all times.</li> <li>● respond to multiple experiences and ideas about the world and communicate personal, spiritual, and religious meaning through various modes and media.</li> <li>● engage in constructive dialogue by listening actively to understand the intent, spirit, meaning and context of others' words, and respond compassionately and with empathy in both verbal and non-verbal ways.</li> <li>● compose and express a wide range of written, spoken, and visual texts to convey information for a variety of purposes that are meaningful to society.</li> </ul>

	<ul style="list-style-type: none"> <li>• who are linguistically sensitive when communicating with others, taking difference and diversity in positive and productive ways</li> </ul>
Reflective Lifelong Learner and Competent Self-Nurturer	<ul style="list-style-type: none"> <li>• plan, organize, manage, and evaluate their own thinking, performance, behavior, and physical, mental, and spiritual well being, and adjust them when necessary, for the sake of self-betterment.</li> <li>• reflect on the significance of God/the Numinous/the Divine/ the Cosmos<sup>2</sup> and religious and spiritual experiences, for themselves and others.</li> <li>• develop awareness of the spiritual or religious significance of life and its implications on their place in the world. <ul style="list-style-type: none"> <li>• are open to the excitement of new knowledge and new ways of doing and being.</li> <li>• are able to recreate themselves into new capacities, careers, and service-calls.</li> </ul> </li> <li>• carefully and critically adapt to the digitization of their environment, having the ability to humanize technology, understanding that technology is a means, not an end.</li> <li>• understand the nature, potential benefits and risks involved in advancing technologies, especially in the areas of information and computing, biotechnology, nanotechnology, among others.</li> <li>• are able to practice self-care, always open to positive experiences in life, but appreciating difficulties as necessary for self-strengthening and soul-making<sup>3</sup></li> </ul>
Engaged and Service-Driven Citizen	<ul style="list-style-type: none"> <li>• develop and incorporate Lasallian leadership<sup>4</sup> skills, serving as companions to all in a shared journey of positive social transformation, achieving goals together and by association.</li> <li>• are able to widen their sphere of experience, immerse themselves in situations that allow opportunities to develop genuine compassion by cultivating a way of being-with (kapwa) others.</li> <li>• actively participate in deliberative public forums in order to elevate their understanding of the issues involved.</li> <li>• analyze community, social, and national realities and take an active role in advancing social progress and the common good.</li> <li>• develop and practice effective and inclusive interpersonal skills in order to relate to others in peaceful, tolerant, compassionate and non-discriminatory ways.</li> <li>• nourish relationships with God/the Divine/the Numinous/the Higher Being, one's self, others, especially the poor and the marginalized, the environment, and their non-human codwellers, with compassion, sensitivity, respect, integrity, and empathy</li> </ul>
Virtue-Guided Decision-Maker	<ul style="list-style-type: none"> <li>• aspire to be virtuous in thought, speech, and action.</li> <li>• choose values and principles that are aligned with virtues, and decide and act in order to reflect trustworthy character, especially kagandahang-loob and pakikipagkapwa-tao.</li> <li>• consider the welfare of all, especially the poor and marginalized, including the environment, when making impactful decisions.</li> <li>• regularly reflect and critically examine their subscription to certain values and can transform them when needed, for the sake of the common good and harmony.</li> <li>• are able to discern well and transform reflection into appropriate action.</li> <li>• take their freedom to choose seriously and responsibly, and have the integrity to acknowledge their accountability</li> </ul>
Technically	<ul style="list-style-type: none"> <li>• demonstrate mastery of specialized knowledge and apply it to real-world situations.</li> </ul>



Competent Professional	<ul style="list-style-type: none"> <li>• creatively use specialized knowledge to address new problems and novel situations.</li> <li>• achieve the convergence of humaneness, applications, systems, and processes in creating a work-life balance while optimizing organizational productivity</li> <li>• open to collaborating with others in different areas of expertise in order to solve problems while staying grounded in one's identity and able to take a stand based on one's principles when necessary.</li> <li>• apply the Lasallian Reflection Framework of Masid-Danas (Observe-Experience), Suri-Nilay (Analysis-Reflection) and Taya-Kilos (Commitment-Action), accompanied by Ramdam-Pakiramdam (Feeling-Empathy) when solving problems or addressing issues</li> </ul>
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## Annex L Lasallian Values

**Faith.** DLSU is committed to nurturing a community of distinguished and morally upright scholars that harmonizes faith and life with contemporary knowledge in order to generate and propagate new knowledge for human development and social transformation.

**Service.** DLSU is committed to being a resource for Church and nation and to being socially responsible in building a just, peaceful, stable, and progressive Filipino nation.

**Communion.** DLSU is committed to building a community of leaders, competent professionals, scholars, researchers, and entrepreneurs, who will participate actively in improving the quality of life in Philippine society within the perspective of Christian ideals and values

## Annex M Sustainability Competencies

Your teacher may include some of these competencies in the learning outcomes.

Culturally and **Sustainability** Sensitive Critical and Creative Thinkers

can address a sustainability issue from all angles and use systems thinking to take into account time, geography, and context to understand how elements interact both within and between systems.

Identify appropriate strategies for foreseeing and preventing problems and reducing and responding to existing difficulties. Formulate present or potential obstacles as sustainability problems regarding difficulty, individuals involved, time frame, and geographic extent (problem framing).

Possess the capacity to imagine several sustainable futures by thinking and creating alternative scenarios and determining the procedures necessary to reach a desired sustainable future(futures literacy)

can make judgments about the future in the midst of uncertainty, ambiguity, and risks. can manage transitions and challenges in complex sustainability scenarios (adaptability).

able to think relationally by examining and connecting several fields, exercising imagination, and experimenting with new concepts or techniques(exploratory and interdisciplinary thinking)

#### Reflective Lifelong Learner and Competent Self-Nurturer **Valuing Sustainability**

able to critically assess how one's values match with sustainability values while identifying and explaining how values change over time and among individuals. (valuing sustainability)

able to respect the needs and rights of other species and nature itself to restore and regenerate healthy and resilient ecosystems; able to accept that people are a part of nature; and(promoting nature)

#### Technically competent professional **attuned to a sustainable earth**

able to respect the needs and rights of other species as well as the needs and rights of nature itself to maintain and regenerate healthy and resilient ecosystems (promoting nature)

#### Engaged and service-driven citizen **envisioning sustainable futures**

being able to negotiate the political system, recognize political responsibilities for unsustainable behavior, and demand effective sustainability policies (political agency)

able to work with others to effect change (collective action)

able to recognize one's own sustainability potential and actively improve prospects for the community and the planet (individual initiative)