

## **Conceptualizing the G.E. Course, Purposive Communication, for the Social Sciences and Education**

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### **Abstract**

*This paper defines the parameters of the course, Purposive Communication, and proposes the bases for the working syllabus that would address the needs of the general education program in the Philippines. Qualitative in nature, the research tools comprise interviews with experts in the disciplines of social sciences and documentary analysis of the general education programs in a leading tertiary institution. Findings indicated that discipline chairs and documents continue to uphold the need to align the communication skills with the content courses of the program. Beyond the usual reading, writing, listening and speaking skills, there is a need to introduce other tasks like lesson plan writing and demonstration teaching for education; and various tasks for liberal arts, like translation, action research, and interviews. Generally, it was perceived that communication skills, such as writing and speaking, remain very important in the various disciplines.*

*Keywords: purposive communication, general education, English, education, social sciences*

### **Introduction**

According to Isaganl Cruz (2014), Purposive Communication, should be taken as a multidisciplinary course, that not only continues the language courses (Filipino, English or the Mother-Tongue) but also considers research and the behavioral sciences. This may be seen in the writing of the Minutes of the Meeting:

In college, the writing of minutes of meetings cannot be approached merely as a language skill, but must involve organizational communication (for the management implications), the social sciences (for the developmental implications), critical theory (for the non-verbal implications of the words), accountancy (for the significance of the financial data to be reported), philosophy (for the ethical implications), and other disciplines. (Cruz 2014)

Given the inputs of other disciplines in its conception, purposive communication may be deemed multidisciplinary. In spite of the multidisciplinary approach, however, there is still a need to define its context to address questions in organization, implications, and the type of data to be used.