PANGASINAN STATE UNIVERSITY
Bayambang, Pangasinan

COURSE SYLLABUS

1st Semester, A.Y. 2022-2023

COURSE INFORMATION

COURSE CODE	GE 4
COURSE TITLE	Purposive Communication
COURSE TYPE	☐ Lecture
COURSE CREDIT	3 units
CLASS HOURS	54 hours
COURSE PREREQUISITE/ CO-REQUISITE	None
COURSE SCHEDULE	MTW 3:00- 4:00 PM

UNIVERSITY VISION, MISSION, QUALITY POLICY, INSTITUTIONAL OUTCOMES AND PROGRAM OUTCOMES

UNIVERSITY VISION	To be a leading industry-driven State University in the ASEAN region by 2030.
UNIVERSITY MISSION	The Pangasinan State University, shall provide a human-centric, resilient, and sustainable academic environment to produce dynamic, responsive, and future-ready individuals capable of meeting the requirements of the local and global communities and industries.
QUALITY POLICY	The Pangasinan State University shall be recognized as an ASEAN premier state university that provides quality education and satisfactory service delivery through instruction, research, extension and production. We commit our expertise and resources to produce professionals who meet the expectations of the industry and other interested parties in the national and international community. We shall continuously improve our operations in response to changing environment and in support of the institution's strategic direction.
INSTITUTIONAL OUTCOMES	The Pangasinan State University Institutional Learning Outcomes (PSU ILO) are the qualities that PSUnians must possess. These outcomes are anchored on the following core values: **A**ccountability and Transparency, **C**redibility and Integrity, **C**ompetence and Commitment to Achieve, **E**xcellence in Service Delivery, **S**ocial and Environmental Responsiveness, and **S**pirituality – (ACCESS). Anchored on these core values, the PSU graduates are able to: 1. Demonstrate through institutional mechanisms, systems, policies, and processes which are reflective of transparency, equity, participatory decision making, and accountability;

2. Engage in relevant, comprehensive and sustainable development initiatives through multiple perspectives in decisions and actions that build personal and professional credibility and integrity.
3. Set challenging goals and tasks with determination and sense of urgency which provide continuous improvement and producing quality outputs leading to inclusive growth;
4. Exhibit life-long learning and global competency proficiency in communication skills, inter/interpersonal skills, entrepreneurial skills, innovative mindset, research and production initiatives and capability in meeting the industry requirements of local, ASEAN and international human capital market through relevant and comprehensive programs;
5. Display, socially and environmentally responsive organizational culture, which ensures higher productivity among the university constituents and elevate the welfare of the multi-sectoral communities and;
6. Practice spiritual values and morally upright behavior which promote and inspire greater harmony to project a credible public image.

GRADUATE ATTRIBUTES	PROGRAM OUTCOMES	PERFORMANCE INDICATORS
1. People's Champion	• Articulate a comprehensive and contextualized view of the English language system and development (PO 19) • Display, socially and environmentally responsive organizational culture, which ensures higher productivity among the university constituents and elevate the welfare of the multi-sectoral communities (PO 5) • Facilitate English language learning in diverse social, cultural, academic, and professional settings (PO 21) • Preserve and promote "Filipino historical and cultural heritage" (PO 11) • Work effectively and independently in multi-disciplinary and multi-cultural teams (PO 9)	• Explain how the English language works in the context of historical, social, cultural, and political factors.
2. Continuous Innovative Learner	• Demonstrate through institutional mechanisms, system, policies, and processes which are reflective of transparency, equity, participatory decision making, and accountability (PO 1)	• Explain clearly and logically how the English language changes in response to various factors.

	• Act in recognition of professional, social, and ethical responsibility (PO 10) • Apply analytical and interpretive skills in the study of texts (PO 14) • Use appropriate theories and methodologies critically and creatively (PO 17) • Effectively communicate orally and in writing using both Mother Tongue and English and Filipino (PO 8) • Communicate in English (both oral and written) fluently, accurately and creatively in diverse social, cultural, academic and professional settings (PO 20)	• Listen/speak/read/write/view situations, participate effectively in oral communication situations where language systems vary.
3. Community Developer	• Produce well-written texts for various academic and professional purposes (PO 23) • Exhibit life-long learning and global competence proficiency in communication skills, inter/interpersonal skills, entrepreneurial skills, innovative mindset, research and production initiatives and capability in meeting industry requirements of local, ASEAN and international human capital market through relevant and comprehensive programs (PO 4) • Contribute to the generation of new knowledge by participating in various research and development projects (PO 24)	• Produce a well-documented paper setting for various needs in an academic setting and in the workplace. • Engage in English language research relevant to the school and workplace settings.

- Demonstrate research skills specific to the sub-disciplines in the humanities (PO 16)

COURSE DESCRIPTION

Purposive Communication is about writing, speaking, and presenting to different audiences and for various purposes. (CMO 20 s 2013). It is a three-unit course that develops students' communicative competence and enhances their cultural and intercultural awareness through multimodal tasks that provide them opportunities for communicating effectively and appropriately to a multicultural audience in a local or global context. It equips students with tools for critical evaluation of a variety of texts and focuses on the power of language and the impact of images to emphasize the importance of conveying messages responsibly. The knowledge, skills, and insights that students gain from this course may be used in their other academic endeavors, their chosen disciplines, and their future careers as they compose and produce relevant oral, written, audio-visual and/or web-based output for various purposes.

COURSE OUTCOMES

COURSE OUTCOMES (C0) At the end of the course, the student should be able to:	PROGRAM OUTCOMES CODE (PO)														
	PO 1	PO 4	PO 5	PO 8	PO 9	PO 10	PO 11	PO 14	PO 16	PO 17	PO 19	PO 20	PO 21	PO 23	PO 24
1. Describe the nature, elements, and functions of verbal and non-verbal communication in various and multicultural contexts; (SDG 4: Quality Education)	P	P	P	P	P	P	P	I	P	P	P	P	P	P	P
2. Explain how cultural and global issues affect communication; (SDG 4: Quality Education)	P	P	P	P	P	P	P	I	P	P	P	P	P	P	P
3. Determine culturally appropriate terms, expressions, and images; (SDG 4: Quality Education)	P	P	P	P	P	P	P	D	P	P	P	P	P	P	P
4. Evaluate multimodal texts critically to enhance receptive (listening, reading, viewing) skills; (SDG 4: Quality Education)	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
5. Summarize the principles of academic texts structure; (SDG 4: Quality Education)	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
6. Convey ideas through oral, audio-visual, and/or web-based presentations for different target audiences in local and global settings using appropriate registers; (SDG 4: Quality Education)	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
7. Create clear, coherent, and effective communication materials; (SDG 4: Quality Education)	D	P	P	P	P	P	P	D	P	P	P	P	P	P	P
8. Present ideas persuasively using appropriate language registers, tone, facial expressions, and gestures; (SDG 4: Quality Education)	D	P	P	P	P	P	P	D	P	P	P	P	P	P	P

9. Write and present academic papers using appropriate tone, style, conventions, and reference styles; (SDG 4: Quality Education)	D	P	P	P	P	P	P	D	P	P	P	P	P	P	P
10. Adopt cultural and intercultural awareness and sensitivity in communication of ideas; (SDG 4: Quality Education)	D	P	P	P	P	P	P	P	P	P	P	P	P	P	P
11. Appreciate the differences of the varieties of spoken and written language; (SDG 4: Quality Education)	D	P	P	P	P	P	P	P	P	P	P	P	P	P	P
12. Adopt awareness of audience and context in presenting ideas, (SDG 4: Quality Education) and	D	P	P	P	P	P	P	P	P	P	P	P	P	P	P
13. Appreciate the impact of communication on society and the world. (SDG 4: Quality Education)	P	P	P	P	P	P		P	P	P	P	P	P	P	P

I. (Introduced) P. (Practiced) D. (Demonstrate)

COURSE LEARNING PLAN						
Course Outcome/s	**Learning Outcomes**	**Topics**	**Hours**	**Learning Activities (Face-to-Face)**	**Learning Materials and Platform**	**Assessment**
	At the end of the lessons, the pre-service teacher (PST) should be able to: a) Explain the relevance of the course to the attainment of the University's VMGO. b) State relevant information about the course to manifest an understanding of its overall objectives.	I. **Orientation** A. VMGO B. PSU Core Competencies C. Course Overview D. Course Expectations/Requirements E. Grading System	1	Class Orientation Lecture	• Modified Handouts • Social Media	• Class Recitation • Class Reflection
CO 1, CO12, CO13	At the end of the lesson, the students should be able to: a) Describe the nature, components, process, principles and ethics of communication in various multicultural contexts;	Chapter 1: **COMMUNICATION PROCESS, PRINCIPLES, AND ETHICS** A. Components of Communication B. The Communication Process C. Principles of Communication D. Types of Communication according to Mode	6	Lecture and class discussion on elements, types and ethics of communication Group work on identifying elements of communication in various text.	• Study Guide • Modified handouts • Web-linked references	• Small Group discussion • Role Playing showing the communication process, principles, and ethics

	b) Identify the types of communication in relation to communication mode, context, and purpose and style, and c) Practice effective communication skills	E. Types of Communication According to Context F. Types of Communication According to purpose and style G. Ethics of Communication		Round-Robin Brainstorming to show the process of communication		

CO1, CO2, CO10, CO12	At the end of the lesson, the students should be able to:
	
	a) Define global communication and its emergence;
	
	b) Appreciate the impact of communication on society and the world;
	
	c) Analyze the impact of globalization to communication and the great challenge it offers;
	
	d) Discuss the power of information and communications technology (ICT) in making global communication a reality;
	
	e) Identify social media applications, their uses, and functions in global communication
		Chapter 2: COMMUNICATION AND GLOBALIZATION
		
		A. What is Globalization
		B. Impacts of Globalization on Communication
		C. Impact of Globalization: A challenge to Communication
		  ➢ Issue on the imbalanced on Global communication
		  ➢ The Power of ICT
		  ➢ Social Media and its Applications
		  ➢ Functions of Social Media
		  ➢ Proper Uses of Social Media
			7	Lecture and class discussion on Communication and Globalization
				
				Watch the lecture video on *Communication and Globalization.*
				
				Link of the video: https://youtu.be/Dj9dbTOLPRM
					• Study Guide
					
					• Modified handouts
					
					• Web-linked references
						• Write a reflection paper about the research journal on "Communication and Globalization: Media, Culture, and Society in the 21st Century" by Muraca, P at al.
						
						• Read the article on *The Effects of Globalization on International Communication in the World Business* by Purba. After, write a reflection paper.

CO2, CO3, CO4, CO8, CO10, CO12,CO13	At the end of the lesson, the students should be able to: a) Define intercultural communication and discuss its nature and characteristics; b) Identify the cultural dimensions applied to cross-cultural communication, and c) Present the barriers in intercultural communication and find ways on how to overcome them towards effective human interaction in multi-cultural settings.	**Chapter III: LOCAL AND GLOBAL COMMUNICATION IN MULTICULTURAL SETTINGS** A. Intercultural Communication B. Dimensions of Cultural Differences C. Nonverbal and Intercultural Communication D. Barriers in Intercultural Communication E. The Global Community F. Cultural Awareness and Sensitivity G. Gender Sensitivity H. Political Correctness	6	Lecture and class discussion on local and global communication in multicultural settings Focus group discussion on global community and cultural awareness and sensitivity	• Study Guide • Modified handouts • Web-linked references	
CO3, CO4, CO8, CO12, CO13	At the end of the lesson, the students should be able to: a) Demonstrate understanding of the concept of the varieties of English in Asian Contexts; b) Determine culturally appropriate terms, expressions, and images (sensitivity to gender, race, class, etc.); c) Distinguish and explain the varieties of language forms in terms of language, genre, and style, and d) Analyze the use of language registers in different situations and context.	**Chapter IV : VARIETIES AND REGISTERS OF SPOKEN AND WRITTEN LANGUAGE** A. Varieties of English B. Language Varieties C. Language Registers D. British English vs. American English	6	Lecture and class discussion on varieties and registers of spoken and written language Read the article on *American English vs. British English* and *The Differences Between British English vs. American English*. Links: https://www.diffen.com/difference/American_English_vs_British_English https://www.dictionary.com/e/british-english-vs-american-english/	• Study Guide • Modified handouts • Web-linked references	Reflect and Share Activity: Listen to one TED talks videos about communication and share your comments/reactions to the class.
Midterm			1 hour			

Total number of hours			27 hours			
CO3, CO4, CO11, CO12, CO13	At the end of the lesson, the students should be able to: a) Evaluate multimodal texts critically to enhance receptive (listening, reading, viewing) skills; b) Convey ideas through oral, audio-visual, and/or web-based presentations for different target audiences in local and global settings using appropriate registers, and c) Adopt awareness of audience and context in presenting ideas.	**Chapter V: EVALUATING MESSAGES AND/ OR IMAGES** A. Linguistics Landscapes B. Geosemiotics C. Kinds of Signs D. Online Landscapes E. General Criteria for Evaluating messages	6	Lecture and class discussion on critical reading and listening Exercises on analyzing content of various texts Evaluating Messages in a social experiment: watch a video titled " Homeless Muslim Experiment " posted by Karim Jovian in Youtube and answer the following questions: 1. What is your personal feeling about the Muslim with a message in his placard? Are you convinced that the Muslim needs help? Explain. 2. What was the message imparted by the video? 3. Give one message that may cause such indifference from the crowd. 4. At what point in the video was there a change of interaction? 5. What was the real story behind the Muslim posing as a homeless man? What did the	• Study Guide • Modified handouts • Web-linked references	Quiz Situational Analysis Critical Thinking Essay Small Group Discussion

						Muslim do after the scene with the placard?			
CO3, CO4, CO6, CO7, CO8, CO12,CO13	At the end of the lesson, the students should be able to: a) Identify communication aids and strategies using the tools of technology; b) Convey ideas through oral, audio-visual, and web-based or online presentations; c) Explain the use of audio-visual materials in effective presentation based on the GAME strategy; d) Analyze the elements and techniques of effective oral and written presentation; e) Discuss the 4 Ps of effective presentation, and f) Assess the various presentation technology tools in achieving effective communication.	**Chapter VI: COMMUNICATION AIDS and STRATEGIES USING TOOLS OF TECHNOLOGY** A. Communication Aids and Tools B. Use of Audiovisual Materials C. Effective Oral Presentation D. Effective Presentation of Written Report E. 4 P's in Effective Presentation F. Technology Tools and Strategies	4	• Lecture and class discussion on preparing audio-visual and web-based presentation • Group work and class discussion on identifying problems with the research presentation in the video • Form into groups of five and make a short audiovisual presentation using personal gadgets. Choose from any of ff. topics (1) The beauty of nature (2) Garbage -an eye sore (3) Little things mean a lot-some simple steps of doing good (4) surviving depression (5) promoting personal hygiene	• Study Guide • Modified handouts • Web-linked references	Quiz Video or PowerPoint presentation making Audio-Visual Production

CO6, CO8, CO12, CO13	At the end of the lesson, the students should be able to: a) Discuss the principles of effective public speaking; b) Identify the type of speeches; c) Determine situations where public speaking can take place, and d) Deliver a speech effectively.	**Chapter VII: COMMUNICATION FOR GENERAL PURPOSES** A. Principles and Types of Speeches B. Non-verbal Communication C. Connecting with the Audience D. Impromptu Speaking E. Informative Speaking F. Persuasive Speaking	6	Lecture and class discussion on communication for general purposes.	• Study Guide • Modified handouts • Web-linked references	Deliver an impromptu, informative, or persuasive speech.
CO7, CO9, CO12, CO13	At the end of the lesson, the students should be able to: a) Identify the features of effective letters, memos, e-mails, minutes of the meeting, proposals, and reports, and b) Write effective minutes of the meeting and an effective proposal	**Chapter VIII : COMMUNICATION FOR WORK PURPOSES** A. Letters, Memos, and E-mails B. Minutes of the Meeting C. Proposals and Reports	4	Lecture and class discussion on communication for work purposes. Attend a meeting of an organization in your school or a council in your community. As a requirement, you need to seek permission from the person in charge before attending such a meeting. Tell them that the minutes that you will be preparing are for academic purposes alone. You may use a recorder if allowed to do so. Form a group of three to four members each. Then, identify a problem which is common to the community where all of you reside. Then, describe the problem in detail and propose a solution for this problem through an informal proposal. Be sure to follow the principles and format of minutes of the meeting.	• Study Guide • Modified handouts • Web-linked references	Write a sample application letter.

CO7, CO9, CO12, CO13	At the end of the lesson, the students should be able to: a) Explain the basic standards of academic integrity and language; b) Apply strategies in citing references and how to write bibliography, and c) Write a position paper and/or a case report.	**Chapter IX: COMMUNICATION FOR ACADEMIC PURPOSES** A. The Basic Standards of Academic Integrity B. Citation Techniques and Bibliographical Methods C. The Language of Argumentation D. Writing Position Papers E. Writing Case Reports	6	Lecture and class discussion on communication for academic purposes.	• Study Guide • Modified handouts • Web-linked references	Write a position paper and/or case report.
		FINAL EXAMINATION	1 hour			
		Total no. of Hours	**27 hours**			

COURSE REFERENCES AND SUPPLEMENTAL READINGS

A. **Books**

Adler, R, Elmhorst, J.M.• & Lucas. (2012). Communicating at Work: Strategies for Success in Business and the Professions. NY: McGraw Hill.

Balon, W., Bernales, R. and Biligan, R. (2018). Purposive Communication in Local and Global Contexts. Malabon City: Mutya Publishing House, INC.

Barrot, J. and Sipacio, P. (2018). Purposive Communication in the 1st Century. Quezon City: C & E Publishing Inc.

Chase, R. and Shamo, S. (2013). Elements of Effective Communication. 4th ed. Washington, Utah: Plain and Precious Publishing.

Dagdag, L., Padilla, M. & Roxas, F. (2018). Communicate and Connect! Purposive Communication. Malabon Cty. Mutya Publishing House, Inc.

Henson, R. (2018). Purposive Communication Crafting Messages with Intentions. Quezon City: C &E Publishing Inc.

Lucas, S. (2011). The Art of Public Speaking. NY: McGraw Hill.

Madrunio, M. & Martin, I. (2018). Purposive Communication Using English in Multilingual Contexts. Quezon City: C& E Publishing Company, Inc.

Miller, K. (2004). Communication Theories: Perspectives, Processes, and Contexts. 2nd ed. NY: McGraw Hill.

b. **Electronic Sources**

https://www.diffen.com/difference/American_English_vs_British_English

https://www.dictionary.com/e/british-english-vs-american-english/

Ideas about Communication (ted.com)

Muraca, P. et al. (2024). Communication and Glocalization: Media, Culture, and Society in the 21st Century. Retrieved from https://www.frontiersin.org/research-topics/51243/communication-and-glocalization-media-culture-and-society-in-the-21st-century/overview

Purba, Aldilla Ranita, The Effects of Globalization on International Communication in the World Business (November 8, 2021). Available at SSRN: https://ssrn.com/abstract=3962731 or http://dx.doi.org/10.2139/ssrn.3962731

COURSE REQUIREMENTS and GRADING SYSTEM

A.   Written Outputs
1.   Reaction Paper
2.   Workplace documents
3.   Written Report

B.   Performance Outputs
1.   Class Participation
2.   Reporting
3.   Class Presentation

Grading System (for LECTURE only):
A. Midterm/Final Examination   - 40%
B. Class Standing   - 30%
        b.1.Quizzes, Attendance based submissions
        (Formative assessments) 10%
        b.2. Unit/Chapter (Summative Tests) 20%
C. Performance-based assessment   - 30%
                                                                100%

Computation of Final Grade (for LECTURE only):

1/3 Midterm Grade + 2/3 Final Grade
Level of success or cutoff grade = 60%

Grading System (for LECTURE with LABORATORY):
Computation of Midterm Grade
        Laboratory Grade   -   40%
        Lecture Grade   -   60%
Computation of Tentative Final Grade
        Laboratory Grade   -   40%
        Lecture Grade   -   60%
Computation of the Final Grade
        Final Grade = $\dfrac{\text{Midterm Grade}+2\text{Final Grade}}{3}$
Level of success or cutoff grade = 60%

Grading System (2 For 4 units – 2 lec,2 lab units):
Computation of Midterm Grade
        Laboratory Grade   -   50%
        Lecture Grade   -   50%
Computation of Tentative Final Grade
        Laboratory Grade   -   50%
        Lecture Grade   -   50%
Computation of the Final Grade
        Final Grade = $\dfrac{\text{Midterm Grade}+2\text{Final Grade}}{3}$
Level of success or cutoff grade = 60%

Grading System (2 For 4 units – 1 lec,2 lab units; 1 lec, 3 lab units):
Computation of Midterm Grade
        Laboratory Grade   -   60%
        Lecture Grade   -   40%
Computation of Tentative Final Grade
        Laboratory Grade   -   60%
        Lecture Grade   -   40%
Computation of the Final Grade
        Final Grade = $\dfrac{\text{Midterm Grade}+2\text{Final Grade}}{3}$
Level of success or cutoff grade = 60%

RUBRICS

Reflection Paper Rubric

	Excellent (10)	Good (7)	Satisfactory (5)	Needs Improvement (3)
Writing Development and Process	The paper indicates progress. It reflects a high level of awareness of the process involved in writing (outline, editing, implementation of suggestions from peer feedback and teacher's comments)	The paper indicates some progress or effort during the unit. It reflects awareness of the process involved in writing (outline, editing, implementation of suggestions from peer feedback and teacher's comments)	The paper indicates minor progress or effort during the unit. It reflects some awareness of the process involved in writing (outline, editing, implementation of suggestions from peer feedback and teacher's comments)	The paper indicates little to no progress or effort during the unit. It reflects little to no awareness of the process involved in writing (outline, editing, implementation of suggestions from peer feedback and teacher's comments)
Entry Choices	Student clearly justifies his/her choices of entry and how these choices have contributed to the development/representation of	Student mostly justifies his/her choices of entry and how these choices have contributed to the development/representation of	Student somewhat justifies his/her choices of entry and how these choices have contributed to the	Student does not justify his/her choices of entry and how these choices have contributed to the development/representation of

	his/her writing. Entries demonstrate a variety of assignments given over the unit.	his/her writing. Entries demonstrate some variety of assignments given over the unit.	development/representation of his/her writing. Entries demonstrate little variety of assignments given over the unit.	his/her writing. Entries demonstrate no variety of assignments given over the unit.
Personal Reflection	Reflection clearly demonstrates how aware the student has become about his/her writing, what has improved, and what still requires work, including comparisons between rough and final drafts. Student can clearly identify and explain his/her strengths and weaknesses in the various entry choices.	Reflection demonstrates how aware the student has become about his/her writing, what has improved, and what still requires work, including comparisons between rough and final drafts. Student can identify and explain his/her strengths and weaknesses in the various entry choices.	Reflection somewhat demonstrates how aware the student has become about his/her writing, what has improved, and what still requires work, including comparisons between rough and final drafts. Student somewhat identifies and explain his/her strengths and weaknesses in the various entry choices.	Reflection does not demonstrate how aware the student has become about his/her writing, what has improved, and what still requires work, including comparisons between rough and final drafts. Student does not identify and explain his/her strengths and weaknesses in the various entry choices.
Writing Skills & Mechanics	No errors in grammar, sentence structure or spelling.	Minor, grade-appropriate errors in grammar, sentence structure, or spelling.	Several mechanical errors are not appropriate to grade level, but not strongly affecting the overall reading of the portfolio	Mechanical errors strongly affect the overall reading of the portfolio.
Presentation	Speaks clearly throughout the presentation with appropriate volume, eye contact, visual aids, and respects time constraints. Includes all required components.	Speaks clearly throughout most of the presentation with appropriate volume, eye contact, visual aids, and respects time constraints. Includes most required components.	Speaks clearly for some of the presentations with appropriate volume, eye contact, visual aids, and respects time constraints. Includes some required components.	Speaks clearly for little to none of the presentations with appropriate volume, eye contact, visual aids, and respect for time constraints. Includes little to no of the required components.

RUBRIC FOR REPORTING

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	Excellent (15 pts.)	Good (10 pts.)	Fair (5 pts.)	Poor (0 pt.)
Organization **20 %**	Excellent •Students present a sophisticated, logical, and interesting organizational sequence which audience can easily follow.	Good •Students develop logical sequence which audience can follow.	Fair •Pattern is vague and ill-conceived; lacks clear structure, making it hard for the audience to follow	Poor •Student does not address pattern or the pattern is illogical

Delivery 20 %	Excellent	Good	Fair	Poor
	•Students maintain eye contact with audience and clear, correct, precise pronunciation of terms is used so that all audience members can hear presentation.

•Student is very enthusiastic and fluid. Presentation demonstrates mastery of grammar, usage, mechanics and spelling. | •Students maintain eye contact most of the time and voice are clear.

•Student pronounces most words correctly.

•Most audience members can hear presentation. Student creates a fluid presentation.

•Presentation demonstrates control of grammar, usage, mechanics and spelling. | •Students occasionally use eye contact and voices are low.

•Students incorrectly pronounce or seem unfamiliar with terms.

•Audience members have difficulty hearing presentation.

•Students are somewhat fluid in presentation.

•Presentation contains some intrusive errors in grammar, usage, mechanics and spelling. | •Students present information with no eye contact.

•Students mumble, incorrectly pronounces or use terms, and speak too quietly for students in the back of class to hear.

•Body language is too distracting.

•Presentation contains frequent, severe errors in grammar, usage, mechanics and spelling. |
| Creativity 15 % | Excellent | Good | Fair | Poor |
| | • Analysis and presentation are highly engaging to the audience, and precisely attuned to the selection.
• Analysis and presentation demonstrates a high degree of creativity and originality.
• Presentation is exactly tuned to the audience. | • Analysis and presentation are engaging to the audience and appropriate to the selection.
• Analysis and presentation demonstrate a fair degree of creativity and originality.
• Presentation is generally appropriate to the audience. | • Analysis and presentation are somewhat engaging but not always appropriate to the selection.
• Analysis and presentation demonstrate limited, occasional creativity and originality.
• Presentation is only sometimes appropriate to the audience. | • Analysis and presentation are rarely engaging and not appropriate to the selection.
• Analysis and presentation demonstrate little creativity and originality.
• Presentation is not appropriate to the audience. |
| Content 45 % | Excellent | Good | Fair | Poor |
| | • Information shows expertise in textual understanding, use of terms, and in establishing context within the passage and in the text as a whole.

• The analysis demonstrates a clear, complete understanding of the assignment. | •Students give accurate and sufficient information with attention to context and has solid understanding of terms.

• A good understanding of the assignment. | •Students give mostly accurate and sufficient information, with some attention to context

• The analysis demonstrates some but incomplete understanding of the assignment. | •Student gives inaccurate or insufficient information and student fails to address context.

• An incomplete and sometimes inaccurate understanding of the assignment is demonstrated. |

| | | • The analysis demonstrates a very clear purpose and focus.

• Analysis seamlessly includes a synopsis of the topic. | • The analysis demonstrates a clear purpose and focus.

• Analysis includes a synopsis of the topic. | • An incomplete understanding of the topic is demonstrated.

• The analysis has an unstated purpose and focus.

• Analysis includes an incomplete/inaccurate synopsis of the topic.

• Few ideas and arguments are presented. | • No purpose and focus are presented.

• Analysis may not include a synopsis of the topic.

• Presentation shows little or an inaccurate understanding of the topic.

• Few ideas and arguments |

COURSE POLICIES AND EXPECTATIONS

Academic Honesty and Class Conduct

1.   Plagiarism and other forms of intellectual dishonesty will not be tolerated. An automatic grade of 5.00 will be given to plagiarized homework, report and research.
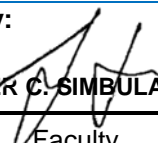
2.   The following are the penalties for cheating in examinations and quizzes (Article 14, Section 1-n of PSU Handbook):

1st Offense: automatic grade of 5.00 in the particular examination where cheating occurred; referral to the guidance and counselling office.

2nd offense: automatic grade of 5.0 if done on the same subject and/or other subjects and suspension for one semester

3rd offense: automatic grade of 5.0 in the subject and suspension of one semester to dismissal from the institution.

Lecture Class Policies (Face-to-face Class)

1.   Attendance in the class signifies readiness to participate in class discussions and activities.
2. A student is responsible for his/her absence; no make-up projects will be given.
3. Guidelines on class attendance are based on Article 2, Section 14 of PSU Student Handbook.

a. A student who has a record of ten (10) unapproved absences from the class, and/or has been absent for more than 20 percent of the required number of hours without any valid reason is

automatically dropped from the subject.

b. Approved absences are limited to illness as certified by a physician, death of a family member, official and authorized representation of Campus/ University in official function/ activities and

other reasons as may be deemed justified by the faculty concerned.

c. For excused absences, it is the student's responsibility to request the teacher for a special quiz/ assignments. Students should check the class FB page or group messenger and other

students for notes, handouts, etc.

4. Requirements must be submitted within the designated date of submission.

5. Missed quizzes, activities and exams are given consideration, provided that the student concerned presents a valid reason for absence in black and white. If no valid reason is presented, the missed work will be equivalent to 5.0.

Technology Agreement

1. The use of electronic devices such as laptops, tablets and cell phones inside the classroom is **ONLY ALLOWED WITH MY PERMISSION**. Charging of your electronic devices is prohibited inside the class. Please make sure they are fully charged before bringing them to class.

2. Cell phones and other devices need to be set in silent mode. For emergency purposes, please request to take the call/answer the text message outside the classroom.
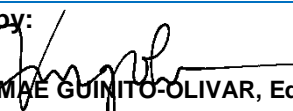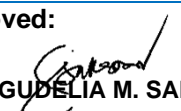
Academic Honesty and Class Conduct

1. Cheating in Examination and Quizzes (Article 14, Section 1-n of PSU Handbook):

    1st Offense   :   Automatic grade of 5.00 in the particular examination where cheating occurred; referral to guidance counselor.

    2nd offense   :   Automatic grade of 5.0 if done on the same subject and/or other subjects and suspension for one semester.

    3rd offense   :   Automatic grade of 5.0 in the subject/s and suspension of one semester to dismissal from the institution.

Additional Information:

1. A Messenger Group Chat will be created for the subject specifically which will be used for immediately answering queries.

2. A Closed Facebook Group will be created for posting of announcements, syllabus, assignments, rubrics, directions, videos or links of instructional materials.

3. All assignments encoded in MS Word shall be submitted to the teacher's email: _____ or unless otherwise indicated by the instructor.

4.   Please indicate in the subject of the email your name and the activity (e.g. DELA CRUZ_JUAN_Activity_1)

5.   All documents and/or photos shall be renamed bearing your name and the activity (e.g. DELA CRUZ_JUAN_Activity_1) for purposes of monitoring of submission and on-time passing.

FACULTY CONTACT INFORMATION

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OFFICE LOCATION	Languages Department

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Certified for Campus/University Utilization for A.Y.<u>2024-2025</u>

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