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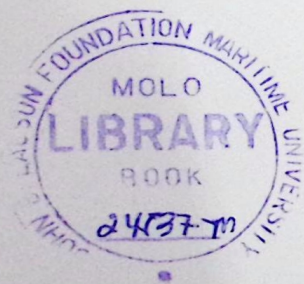
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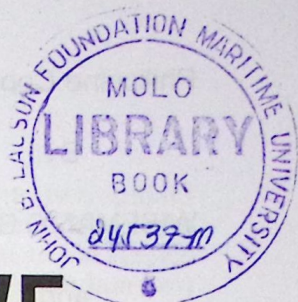
PURPOSIVE COMMUNICATION

in
Diverse Contexts



Marshall Felix L. Josue



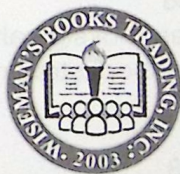


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Marshall Felix L. Josue

1853



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DEDICATION

Writing this book was inspired by the two pillars of Northwestern University especially at a time when the institution continues to soar with a commitment to excellence in spite of a crisis brought by COVID19 pandemic: Madam Liza S. Nicolas, Chairman of the Board, Executive Vice President and Vice President for Administration and Atty. Ferdinand Nicolas, President. This book, a "fruit of labor and love", is dedicated to Madam Liza and Sir Ferdie as outstanding administrators and advocates for linguistic excellence.

Marshall Felix L. Josue

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IV. ASSESSMENT

A. Comprehensive Questions

1. What is Editorial writing?

2. What is Newswriting?

3. What are the parts of an Editorial?

4. What are the elements of Newswriting?

B. Application

1. **EDITORIAL** - Think about an issue that interests you and which you think your readers are also interested in. Write a simple editorial.
2. **NEWSWRITING** - Write down at least 2 news stories that should interest your readers.

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APPENDIX

A. CHED MEMORANDUM



Republic of the Philippines
OFFICE OF THE PRESIDENT
COMMISSION ON HIGHER EDUCATION

PURPOSIVE COMMUNICATION Preliminaries

Course Title Purposive Communication

No. of Units 3 units

Course Description:

Purposive Communication is about writing, speaking, and presenting to different audiences and for various purposes. (CMO 20 s 2013)

Purposive Communication 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.

Learning Outcomes

At the end of the course, the students should be able to:

Knowledge

1. Describe the nature, elements, and functions of verbal and non-verbal communication in various and multicultural contexts
2. Explain how cultural and global issues affect communication

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3. Determine culturally appropriate terms, expressions, and images
4. Evaluate multimodal texts critically to enhance receptive (listening, reading, viewing) skills;
5. Summarize the principles of academic text structure

Skills

1. Convey ideas through oral, audio-visual, and/or web-based presentations for different target audiences in local and global settings using appropriate registers
2. Create clear, coherent, and effective communication materials
3. Present ideas persuasively using appropriate language registers, tone, facial expressions, and gestures
4. Write and present academic papers using appropriate tone, style, conventions, and reference styles

Values

1. Adopt cultural and intercultural awareness and sensitivity in communication of ideas
2. Appreciate the differences of the varieties of spoken and written language
3. Adopt awareness of audience and context in presenting ideas
4. Appreciate the impact of communication on society and the world

Number of Hours: 3 hours every week for 18 weeks or 54 hours in a semester

Course Outline and Timeframe

Week	Topics
1	Communication processes, principles, and ethics
1	Communication and globalization
2	Local and global communication in multicultural settings Varieties and registers of spoken and written language
2	Evaluating messages and/or images of different types of texts reflecting different cultures 1. What is the message? 2. What is the purpose of the message? 3. How is the message conveyed by the text and/or image?

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