



College of Humanities and Sciences

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Local: 5007 (Dean's Secretary) | 1412 (Dean)
1345 (Dept. of Integrated Humanities and Sciences)
1408 (Dept. of Chemistry)
1115 (Chemistry Lab) | 1405 (Biology & Physics Lab)

COURSE SYLLABUS

DEPARTMENT	: Integrated Humanities and Sciences
COURSE CODE AND COURSE TITLE	: GE-ENGL 101/ Communication Skills I
NUMBER OF UNITS	: 3
CLASS DAYS AND CLASS TIME	: _____
ROOM	: _____
INSTRUCTOR/PROFESSOR	: _____
CONSULTATION HOURS	: _____

COURSE DESCRIPTION

This course provides experiences to concretize and strengthen the basic learning as well as actualize and direct communicative skills for further academic excellence which focuses on the development of student’s communicative competence through a variety of functional reading and writing experiences, which help them become effective learners not only in this course but also in other fields of study. Furthermore, the study of this course includes learning study skills, building the vocabulary, acquiring sentence sense, and developing sentence effectiveness applicable to various communicative functions of language.

LEARNING OUTCOMES:

- LO 1: Higher levels of comprehension (Textual, Visual, etc.).
- LO 2: Proficiency in communication: Writing, speaking, and use of new technologies.
- LO 3: Understanding of basic concepts across the domains of knowledge.

LO 4: Critical, analytical and creative thinking.

LO 5: Appreciation of various human conditions.

LO 6: Working effectively in a group.

LO 7: The ability to demonstrate the ability to negotiate the world of technology responsibly.

LO 8: Capacity to reflect critically and shared concerns and think of innovative, creative solutions guided by ethical standards.

LO 9: The ability to contribute personally and meaningfully to the country's development.

LEARNING PLAN:

TOPIC/S	INTENDED LEARNING OBJECTIVES	TEACHING/ LEARNING STRATEGIES	METHOD/S OF ASSESSMENT
Class Orientation	Display understanding and knowledge about the contents of the syllabus, the house rules and what are expected of them.	Interactive Discussion of the Expectations of both Professor and Students Reflection of the Expectations	Presentation of the Expectations
I. Documentation and plagiarism a. APA Documentation b. RA No.8293 Intellectual Property Act Law (Plagiarism)	Display in depth knowledge of RA No. 8293. Apply knowledge of APA Documentation in their researches, reports and other library works.	Lecture Academic Exchange Group Work: Critiquing Articles about Plagiarism	Quiz Presentation of Critique
II. Introduction to Academic Writing a. Tips and Ideas for Getting Started on a Piece of Writing	Demonstrate awareness of the skills needed to be developed for Academic	Interactive Discussion Pair Work : Answer Worksheets	Presentation of the Answered Worksheets

<p>b. Aspects of Academic Writing:</p> <ol style="list-style-type: none"> 1. Audience 2. Purpose 3. Strategy 4. Organization 5. Style 	<p>Writing. Explain the different Aspects of Academic Writing.</p> <p>Apply knowledge of the Aspects of Academic Writing .</p> <p>Compare strategies used by skilled and unskilled writers at work.</p> <p>Write clear and correct text in Formal and Academic Style.</p>	<p>Interactive Discussion</p> <p>Clip Letters : Basis for Grid Completion</p> <p>Group Work: Answer Worksheets</p> <p>Pair Work: Paragraph Analysis as to the formality and informality of words used. (worksheet)</p>	<p>Presentation of the Grid</p> <p>Group Presentation of the Answered Worksheets</p> <p>Group Presentation of the Analysis Made.</p>
<p>I. The Writing Process</p> <p>a. The Process of Writing</p> <ol style="list-style-type: none"> 1. Pre-writing 2. Drafting 3. Revising 4. Editing 5. Publishing 	<p>Generate writing ideas guided by range of prompts and questions.</p> <p>Use a pre-writing strategy appropriate to a chosen topic.</p> <p>Participate actively in collaborative activities and peer-response activities designed to augment understanding of the writing process.</p>	<p>Interactive Discussion</p> <p>Pair Work: Picture Description</p> <p>Creation of Timeline on a Particular Social Issue</p> <p>Answer Worksheet</p>	<p>Graded Recitation</p> <p>Presentation of Outputs</p> <p>Group Presentation</p>
<p>II. Basic Components of Academic Paper</p> <ol style="list-style-type: none"> a. Introduction b. Body c. Conclusion 	<p>Write, edit and revise drafts for clarity, consistency and effectiveness.</p> <p>Organize ideas into a clear and logical piece of writing.</p>	<p>Interactive Discussion</p> <p>Pair Work: Choose one Introductory Paragraph that shows typical problems with</p>	<p>Recitation</p> <p>Presentation of Outputs *** For Output Presentation, Multimedia</p>

		Introductions, then, revise. Answer Worksheet	will be used. *** Rubric for each method of assessment will be used.
FIRST COMPREHENSIVE ASSESSMENT			
TOPIC/S	INTENDED LEARNING OBJECTIVES	TEACHING/ LEARNING STRATEGIES	METHOD/S OF ASSESSMENT
III. Writing Essays a. Characteristics of Effective Essays 1. Unity 2. Coherence 3. Brevity 4. Emphasis	Identify the characteristics of effective writing. Differentiate an effective thesis statement from an ineffective thesis statement. Write essays considering the 4 characteristics of effective essays.	Academic Exchange PAIR WORK: Explain Quotations as used by the author in relation to writing. Answer Worksheets about: a. Rearranging sentences b. Proper use of signal words/transitional devices c. Thesis Statements	Graded Recitation Presentation of Outputs Presentation of Outputs
b. Expository Essay 1. Types of Exposition 1.1 Definition 1.2 Comparison and Contrast 1.3 Description 1.4 Cause and Effect	Identify the different types of exposition. Write different types of expository essays effectively.	Academic Exchange Read Essay “Of Studies” by Francis Bacon then discussion follows. PAIRWORK: Answer Worksheet Write types of expository essays.	Graded Recitation Presentation of Outputs Presentation of Essays with Peer Critiquing .*** For Output Presentation, Multimedia will be used. *** Rubric for each

			Method of Assessment will be used.
SECOND	COMPREHENSIVE	ASSESSMENT	
TOPIC/S	INTENDED LEARNING OUTCOME	TEACHING/ LEARNING STRATEGIES	METHOD/S OF ASSESSMENT
IV. Writing Critiques a. Book Review b. Reaction or Response Paper c. Movie Review	Identify the different types of critiques. Appreciate the reasons for writing critiques. Write effective critique paper. Write a very substantial Movie Review.	Academic Exchange React to the Judgment given by the Selected Senators during Renato Corona’s Impeachment Trial Write a Review of the Movie “The Awakening”.	Recitation Presentation of Outputs Submission of Final Paper *** For Output Presentation, Multimedia will be used. *** Rubric for each Method of Assessment will be used.
THIRD	COMPREHENSIVE	ASSESSMENT	

FINAL COURSE OUTPUT:

As evidence of attaining the above learning outcomes, the students are required to do and submit the following:

LEARNING OUTCOME	REQUIRED OUTPUT	DUE DATE
LO 1-9	A Movie Review : THE AWAKENING (A 1990 American Drama Film based on Oliver Sacks' 1973 memoir of the same title. It tells the true story of British Neurologist Oliver Sacks.)	October 2015

RUBRIC FOR ASSESSMENT:

CRITERIA	EXEMPLARY 4	SATISFACTORY 3	DEVELOPING 2	BEGINNING 1	RATING
GOD - LOVING Faith	Highly demonstrates the author's belief in the Divine Providence by anchoring arguments on the careful analysis of the wisdom of the Gospel and showing the author's conviction to ensure that experience of God is lived and shared within their communities.	Demonstrates the author's belief in the Divine Providence by anchoring arguments and analysis on the wisdom of the Gospel and expresses the author's desire to ensure that experience of God is lived and shared within their communities.	Moderately demonstrates the author's belief in the Divine Providence by critically analyzing the wisdom of the Gospel and expresses the author's awareness of the need to ensure that the experience of God is lived and shared within their communities.	Does not demonstrate the author's belief in the Divine Providence by not considering the wisdom of the Gospel in developing their arguments and instead are anchored on superficial motherhood statements.	
Honesty	Exhibits author's total originality and critical	Exhibits careful synthesis and analysis of others' works and	Cites sources of ideas reacted to in their written works, to	Does not acknowledge sources of ideas used	

	thinking in their written works and analyses.	adding their own ideas on their written works.	avoid plagiarism.	in their outputs.	
Responsibility	Displays creativity, resourcefulness and diligence by submitting required outputs that manifest excellent reading and writing skills on or before the deadline.	Displays diligence and productivity by submitting required outputs that manifest excellent reading and writing skills on time.	Displays diligence and productivity by submitting their required outputs on time.	Does not display diligence and productivity by submitting late their required outputs, which do not manifest the target reading and writing skills.	
PERSON-ORIENTED Communion	Highly manifests connection, understanding and appreciation of others by focusing on themes that show critical perception of the society they live in.	Manifests connection understanding and appreciation with others by focusing on themes that show clear perception of the society they live in.	Moderately manifests connection with others by focusing on themes that reflect the society they live in.	Does not manifest connection and understanding of others by not reflecting social awareness or is not anchored on social responsibility.	
Concern	Highly manifests the willingness and readiness of the author to take productive actions in response to the needs of their communities.	Manifests the willingness and readiness of the author to take productive actions in response to the needs of their communities.	Suggests the willingness and readiness of the author to take productive actions in response to the needs of their communities.	Does not manifest nor suggest the willingness and readiness of the author to take productive actions in response to the needs of their communities.	
Respect	Highly recognizes every individual's giftedness by carefully considering others' situations and opinions and refraining from presumptuous judgments.	Recognizes every individual's giftedness by carefully considering others' situations and opinions and refraining from presumptuous judgments.	Moderately recognizes every individual's giftedness by suggesting careful consideration of others' situations and opinions.	Does not recognize every individual's giftedness by making presumptuous judgments.	
PATRIOTIC HEALTH	Highly demonstrates the	Demonstrates the author's	Moderately demonstrates	Does not demonstrate	

PROFESSIONAL Good Citizenship	author's respect for our national symbols, laws and statutes and upholds the same.	respect for our national symbols, laws and statutes and upholds the same.	awareness of the importance of our national symbols, laws and statutes.	awareness of the importance of our national symbols, laws and statutes.	
Social Consciousness	Highly conveys the author's fervent intention to contribute to the eradication of the ills of our nation such as poverty, lack of education and proper health care, corruption, and other social depression.	Conveys the author's fervent intention to contribute to the eradication of the ills of our nation such as poverty, lack of education and proper health care, corruption, and other social depression.	Conveys the author's awareness of the social issues plaguing the country today.	Does not show author's awareness of the social issues confronted by the nation.	
Commitment	Clearly illustrates the author's conviction to be a dedicated and productive health professional to serve her/his fellowmen, the country and for the glory of God by identifying what they can do to make a difference through the practice of their profession.	Illustrates the author's conviction to be a dedicated and productive health professional to serve her/his fellowmen, the country and for the glory of God.	Illustrates the author's awareness of the need to be a dedicated and productive health professional to serve her/his fellowmen, the country and for the glory of God.	Does not illustrate any awareness of the need to be a dedicated and productive health professional to serve her/his fellowmen, the country and for the glory of God.	
				TOTAL:	

OTHER REQUIREMENTS AND ASSESSMENTS:

Aside from the final output, the students are assessed at other times during the term by the following:

- Journal Writing
- Reflection Papers
- Book/Film Review/Critiquing
- Group Presentations

- Group Reports
- One Research Day/Alternative Class per Term

LEVELS OF ASSESSMENT:

Prelim		Mid and Final Terms	
Criteria	Equivalent	Criteria	Equivalent
Major Exam	30%	Written Outputs	20%
Group Presentations	20%	Group Presentations	20%
Quizzes	10%	Quizzes	10%
Individual Participation	20%	Individual Participation	10%
Written Outputs	20%	Final Output	40%
Total:	100%		100%

REFERENCES:

Alamis, Ma. Melvyn P.(2010). *Academic writing skills*. Manila: UST.

Ang , G J.(2010). *English 101:A learning-centered manual in effective study skills, critical reading and engaged writing for the filipino college student*. Manila:Mindshapers Company Co., Inc.

Callari O.(1993).*Focus on medical English*. McGraw-Hill Book Co.

Koch, C. .(1982). *Communication skills for college students*. Manila: National Bookstore.

Obo-Rayos, E. and Gochuico, J. (2007). *Reading and writing: A genre-based approach*. Manila: Cover and Pages.

Pascasio, E. (2005). *Basic English for college*. Quezon City: Ateneo de Manila University Press.

Plata, S.M.(2005). *Keys to critical reading and writing 1: English proficiency and personal leadership workbook for college success*. Laguna: Trailblazer.

Romero, A. and Romero R. (1985). *Developmental reading: A skill for college students*. Manila: Rex Bookstore.

CLASS POLICIES:

1. Students are allowed 20% of the total number of school days or 14 hours of absences inclusive of tardiness. All absences after that shall mean excessive absences, which will merit a grade of 0.00. Attendance policies found in the Student Handbook apply.
2. Should the students fail to submit a requirement the following will be considered such that:
 - a. they will be given a score of zero (0) with a corresponding grade of zero percent (0%) in a requirement which is not submitted under the following conditions:
 - a.1. they are given a chance to make-up for the said requirement and
 - a.2. they are given enough time to work on the make-up requirement.
 - b. they will be given a score of zero (0) with a corresponding grade of zero percent (0%) in a quiz which is given during their absence, under the following conditions:
 - b.1. the absence is unexcused;
 - b.2. they are offered a make-up quiz and still fail to show-up during the given time and
 - b.3. they are given enough time to prepare for the make-up quiz.
 - c. In case the students submitted a requirement given by the instructor/professor to make-up for their lost grade, a certain percent will be deducted on their actual grade.
 - c.1. The deduction will be determined by the subject teacher.
 - d. Home works will be due at the beginning of the class. No homework shall be accepted thereafter.
 - e. Special major examinations are scheduled a week after the administration of the major examinations. No special examination will be given thereafter EXCEPT IN SPECIAL SITUATIONS. Moreover, there are no special practical examinations that will be given to those who failed to take it on the scheduled date.
4. Students are expected to participate in small-group exercises and/or other class learning activities.

5. Cellular/Mobile phones and the likes should always be in silent mode during class hours; the use of cellular phones is prohibited in class unless a special permission is sought. Tablets and laptops may be used to take down notes and may not be used to browse online resources at the time of discussion otherwise such devices will be confiscated throughout the duration of the class except with the permission of the professor.
6. Cheating and plagiarism in any form will merit a final grade of 0.00. To avoid cheating during examinations, handkerchief, jackets and gadgets like cellphones, tablets and calculators (teacher's prerogative) should be placed inside the school bags. Furthermore, these school bags should be placed in front of the teacher's table.
 - a. Plagiarism is a form of cheating which will be strictly dealt with, in accordance to the provisions stipulated in the Student's Manual.
7. Any concerns (teaching, grades, interrelationship inside and relative to the class, etc.) should be properly addressed to the subject-teacher for appropriate action. Students may seek the help and guidance of their academic/registration adviser in resolving the issue with the subject-teacher.

All policies (attendance, tardiness, decorum, grievances, etc.) will be subject to the provisions of the latest version of the Student Handbook.

ENDORSED:



MAE ANN T. BOBADILLA, MAT
Cluster Coordinator, Liberal Arts

RECOMMENDED:



ILUMINADA A. RONIO, MsC
Department Chair

APPROVED:



MARGEL C. BONIFACIO, RCH, PhD
Dean