The New GE Curriculum: Focus on Purposive Communication

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Why change GE (external)

- No longer multiple-choice world, need for "big-picture thinking"*
- Explosion of knowledge
- New globalized, technology-driven order
- More complex, widespread problems

Why change GE (internal)

- More holistic, less disciplinary GE
- Remedial character of GE
- College readiness standards
- New K-12 curriculum

SOURCE: CHED Technical Panel on General Education
COLLEGE READINESS STANDARDS

- The nature and elements (addresser, addressee, code, channel, context) of oral communication
- Different types of speeches and oral texts
- The main varieties of English
- Modern technology and communication (multimodality, hypertexts, e-mail, netiquette)
The development of effective reading strategies (steps in the reading process, types of reading discourse markers for comparison and contrast, lexical collocations, verb-noun restrictions, semantic restrictions)

Critical reading (context clues, inference, note taking, interpret)

Rhetorical patterns
College readiness standards

Grammatical features (tense consistency/harmony, active and passive voice, gerunds, relative clauses, tense aspect system, coordination and subordination, prepositional phrases, adverbs and adverbials, imperatives, modal auxiliaries, attributive vs. predicate position, relative clause, embedded sentence, degree-comparatives and equatives, demonstrative pronouns, co-occurrence restrictions, the article system, negation)
• Organization, coherence and cohesion (discourse markers for citing examples, sequence markers)

• Produce clear and concise career-oriented/technical writings such as memos, business letters, résumés, technical reports, and information analyses

• Write a research paper of at least 1,000 words, with proper documentation of all sources
Holistically developed Filipino with 21st century skills
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Figure I. The Kindergarten Curriculum Framework
Komunikasyon at Pananaliksik sa Wika at Kulturan Pilipino

- Mga Konseptong Pangwika
- Gamit ng Wika sa Lipunan
- Kasaysayan ng Wikang Pambansa
Pagbasa at Pagsusuri ng Iba’t Ibang Teksto Tungo sa Pananaliksik

- Mga Uri ng Teksto
- Pagbasa at Pagsusuri ng Iba’t Ibang Teksto
Filipino sa Piling Larangan: Akademik

- Kahulugan, kalikasan, at katangian ng pagsulat ng sulating akademik
- Pagsulat ng akademikong sulatin
Oral Communication in Context

- Nature and Elements of Communication
- Functions of Communication
- Communicative Competence
- Strategies in Various Speech Situations
- Types of Speeches
Reading and Writing

- Reading and Thinking Strategies across Text Types
- Text and Context Connections / Critical Reading
- Purposeful Writing in the Disciplines and for Professions
English for Academic and Professional Purposes

- Reading Academic Texts
- Writing the Reaction Paper / Review / Critique
- Writing Concept Paper
- Writing the Position Paper
- Writing the Report Survey / Field Report / Laboratory / Scientific Technical Report
- Elective (9 u.)
- Etika
- Pagpapahalaga sa Sining
- Mga Babasahin hinggil sa Kasaysayan ng Filipinas
- Ang Kasalukuyang Daigdig
- Matematika sa Makabagong Daigdig
- Agham, Teknolohiya, at Lipunan

Core (24 u.)

Mandated

Rizal, PE, NSTP, Taxation, Agrarian Reform, Philippine Constitution, Family Planning, Population Education
- Understanding the Self
- The Contemporary World
- Mathematics in the Modern World
- Purposive Communication
- Art Appreciation
- Ethic
- ST & Society

Elective (9 u.)

Core (24 u.)

Mandated

Rizal, PE, NSTP, Taxation, Agrarian Reform, Philippine Constitution, Family Planning, Population Education
Malayuning Komunikasyon / Purposive Communication

Pagsulat, pagsasalita, at paglalahad para sa iba’t ibang madla at iba’t ibang layunin / Writing, speaking, and presenting to different audiences and for various purposes
The five skills of communication (listening, speaking, reading, writing, viewing) are studied and simulated in advanced academic settings, such as conversing intelligently on a subject of import, reporting on group work and/or assignments, writing and delivering a formal speech, writing minutes of meetings and similar documents, preparing a research or technical paper, and making an audio-visual or web-based presentation.
In the process, the criteria for effective communication are discussed and used as the basis of peer evaluation of communication exercises in the class as well as for judging communication techniques used by public officials, educators, industry leaders, churches, and private individuals. The purpose of these combined activities is to enable students to practice strategies of communication with a clear purpose and audience in mind, guided by the criteria of effective communication and the appropriate language.
At the end of the course, students should be able to listen, comprehend, critique, and respond to live or recorded conversations, speak in public with confidence, explain extended texts in their own words using examples and other aids to bolster their explanation, write texts ranging from a simple report to a full-length technical or research paper (scientific, social science, or literary, depending on the student’s major), and prepare an audio-visual or web-based presentation on an assigned topic.
Let me zero in, however, on just one phrase: “judging communication techniques used by public officials.” The most important public official, needless to say, is the president of the republic. Benigno Simeon Cojuangco Aquino III, in his public oral communication, has used almost exclusively the Filipino language. How a teacher in an English department can analyze the vocabulary he uses, the register, the interaction between the film clips and slides that he uses and the words he speaks, is clearly problematic. There are, of course, English teachers that understand the semantic import of using *nakakagulat* instead of *nakagugulat*, but they are not the usual ones we find in our classrooms.
On the other hand, it would be difficult to find a teacher of Filipino that can extensively handle the finer points of a technical paper in, say, medicine or engineering or other professional fields. Again, we do have extraordinary individuals that are real bilinguals when it comes to linguistic prowess, but they are extraordinary, not ordinary. The ordinary teacher in the ordinary college classroom can perhaps handle part of *Purposive Communication* but definitely not all of it. I would even venture to say not any of it.
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He has been a professor or a visiting fellow at various universities in the Philippines, Iran, Japan, Taiwan, the United Kingdom, and the United States. He has given lectures or read papers in Australia, China, Germany, Hong Kong, Indonesia, Malaysia, Singapore, and Thailand.

He heads the Manila Critics Circle, the Filipinas Licensing Copyright Society, Books for Philippine Schools Foundation, Libro Amigo Publishers, and C&E Foundation. He has been decorated by the Government of France as a Chevalier dans l'Ordre National du Mérite.

He writes plays, novels, short stories, essays, biographies, and corporate histories in Filipino and English, for which he has won numerous national and international awards, including the Carlos P. Baldemar Memorial Awards in Literature Hall of Fame, the Southeast Asian Writers (SEAWRITE) Award (Thailand), the 2010 Outstanding

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