

As of September 23, 2015 (Draft)

Pamagat ng Kurso: (UWCP 1): Mapanuri at Malikhaing Pag-iisip at Pagsulat sa Akademya at Lipunan

Deskripsyon ng Kurso: Pag-aaral sa kalikasan, katangian, at proseso ng mapanuri at malikhaing pag-iisip at pagsulat na lilingan sa mga kaalaman, kasanayan, at kakayahan ng mag-aaral sa pakikipag-ugnayan niya sa loob ng akademya at lipunang lokal at global.

Kredit ng Kurso: 3

Prerekwisit ng Kurso: Wala

Mga Layunin ng Kurso:

1. Natutukoy ang kahalagahan at kabuluhan ng pagiging mapanuri at malikhain;
2. Nabibigyang-linaw ang kalikasan at proseso mapanuri at malikhaing pag-iisip;
3. Nakasusulat ng iba't ibang anyo ng sulating mapanuri at malikhain sa mga gawaing pang-akademya at panlipunan;
4. Nailalapat sa mga sulatin ang mga kaisipan, kaalaman, suliranin, at isyung pangkultura at panlipunan sa kontekstong lokal at global.

Balangkas ng Kurso:

I. Oryentasyon sa Kurso

- A. Saklaw
- B. Kailanganin
- C. Batayan ng Grado

II. Mapanuri at malikhaing Pag-iisip: Kalikasan at Kahalagahan

- A. Mga anyo ng pag-iisip (analitikal, kritikal, konseptwal, lateral, vertikal, reflektibo, at iba pa)
- B. Mga proseso ng pag-iisip (integratibo/integrasyon, metakognitibo/metakognisyon, at iba pa)
- C. Pagkakaiba at pagkakaugnay ng mapanuri at malikhaing pag-iisip
- D. Kahalagahan ng mapanuri at malikhaing pag-iisip

III. Mapanuri at Malikhaing Pag-iisip Bilang Kakayahan ng Indibidwal: Katangian

- A. Malawak, bukas at flexible na disposisyon
- B. Inobatibo, mapanghamon at tumatanggap ng mga posibleng pagbabago
- C. Nag-eeksperimento at sumusuong sa di-pamilyar na sitwasyon
- D. Metakognitibo, integratibong proseso ng pag-iisip
- E. Nakabubuo ng plano at estratehiya
- F. Nagsusuri ng mga isyu at sitwasyon mula sa iba't ibang perspektibo
- G. Masikap, matiyagang magsaliksik at maghintay ng resulta

- H. Mapagtanong, mapagsiyasat, at nakapaghihinuha ng mga ideya
- I. Etikal at may integridad sa pagsulat

IV. Mapanuri at Malikhaing Pagsulat: Pangkahalatang Batayan

- A. Kabuluhan at Kahalagahan ng paksa
- B. Katiyakan at kalinawan ng ideya
- C. Kawastuhan ng datos
- D. Lalim, kompleksidad ng pagtalakay
- E. Lohika at pagkakaugnay ng mga ideya
- F. Lawak ng pananaw at perspektiba
- G. Konsiderasyon sa iba't ibang mga pananaw at opinyon
- H. Pagdedesisyon sa harap ng iba't ibang alternatiba at kontradiksyon

V. Mapanuri at Malikhaing Pagsulat: Proseso

- A. Pagpili ng Paksa
- B. Pagbuo ng Tesis na Pangungusap
- C. Pangangalap ng datos at ebidensya mula sa pananaliksik
- D. Pagsulat: Mga Katangian
- E. Organisasyon/pag-uugnay-ugnay ng mga ideya
- F. Transisyon
- G. Pagsisimula at pagwawakas

VII. Mapanuri at Malikhaing Pagsulat sa Lipunan at Kulturang Pilipino sa Ika-21 Siglo

- A. Paggamit ng materyal mula sa new media, social media, mass media, atbp. bilang paksa o ebidensya
- B. Paglalapat ng iba't ibang kasanayang pang ika-21 siglo (21st Century skills)

VIII. Sintesis: Tungo sa isang responsableng mamamayan at mag-aaral na mapanuri at malikhain

Mga Kahingian ng Kurso:

- Partisipasyon sa klase
- Output (indibidwal) 2 sulatin: reflektibong sanaysay at journal
- (panggrupo) 1 sulatin: travel documentary, field report, blog
- Pinal na proyekto: malayang pumili (akademik)

Mungkahing Babasahin:

- Berlage, Gai. 2003. *Understanding social issues: critical thinking and analysis*. Boston: Allyn and Bacon.
- Buenaflor, Lionel. 2014. *The art of critical thinking: logic for Filipino students*. Mandaluyong: Books Atbp. Pub.
- Constantino, Pamela at Galileo Zafra. 1997. *Kasanayan sa komunikasyon II*. Quezon City: University of the Philippines Open University.

Fairclough, Norman. 2006. *Language and globalization*. Abingdon, Oxon: Routledge.

Joven, Jose. 2011. *Teaching and learning logic: critical thinking*. Manila: Rex Bookstore.

Rasool, Joan. 1996. *Critical thinking: reading and writing in a diverse world*. Belmont, Calif.: Wadsworth.

25 September 2015 (Draft)

Course Title: (UWCP2) Writing as Thinking

Course Description: A university-level foundation course in critical thinking, reading, and writing in English

Pre-Requisite: none

Course Objectives:

1. To describe the process of writing as textual construction: thinking about, questioning, integrating, and creating knowledge itself
2. To relate critical reading to critical writing by reading for ideas in classroom discussions, reading classmate's works for the revision process, and reading for research in writing documented essays
3. To recognize that writing works in a larger context and is directed towards specific discourse communities
4. To participate in a specific discourse community by producing the following types of writing: writing as inquiry, writing as analysis, and writing as conversation

Course Outline:

I. Introduction: Language, Academic Writing and Discourse Communities

This part aims to make students appreciate and understand the two key concepts/guiding principles of the course: writing as thinking and writing for discourse communities.

A. Writing Moves, Thinking Moves: The diagnostic essay

B. Academic Writing and Discourse Communities

1. What is a Discourse? What is a Discourse Community?

2. Discourse Communities vs Audience: Active production vs passive consumption of knowledge

Suggested Activity:

Analysis of a Discourse Community to which the student already belongs (club, church, fandom, etc.)

C. The Ethics and Mechanics of Scholarship

II. Module 1: Writing As Inquiry

The aim of this module is to make students understand and generate writing that inquires into or explores a person, place, thing, concept, event, phenomenon, etc. They should be able to formulate questions and further questions, seek possible answers, and present the answers to their queries/ investigation in relevant contexts.

III. Module 2: Writing As Analysis

The module aims to make students understand and generate writing to examine, scrutinize or analyze a person, place, thing, concept, event, phenomenon, etc. – to reveal organizational principles, causes and/or effects, prior assumptions/implications, processes, evaluations, etc.

IV. Module 3: Writing As Conversation

This module aims to make students generate writing that highlights the collaborative nature of knowledge that demonstrates how academic writing is essentially a claiming of discursive space.

Possible Themes for Modules 1, 2, and 3 (Reading List found below)

- Civilization
- Nation
- Education
- Perception
- Reading and Critical Inquiry
- Identity/Identities
- Philippine Culture in the Glocal Context

Suggested Readings:

Anderson, Benedict R. O. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Rev. and Extended ed. Print.

Bakhtin, M. M. *Rabelais and His World*. Cambridge, Mass.: M.I.T., 1968. Print.

Berger, John. *Ways of Seeing*. London: British Broadcasting. 1973. Print.

Bloom, Harold. "Prologue: Why Read?" *How to Read and Why*. Scribner: 2000. Print.

Borg, Erik. "Discourse Community." *ELT Journal* 57.4 (2003): 398-400. Print.

Constantino, Renato. *The Miseducation of the Filipino*. Ermita: Distributed by Erewhon, 1966. Print.

Darnton, Robert. "Workers Revolt: The Great Cat Massacre of the Rue Saint-Séverin." *Rethinking Popular Culture: Contemporary Perspectives in Cultural Studies*. Edited by Chandra Mukerji. Berkeley: U of California, 1991. Print.

David, Randy. "A Cultural Malaise." *Public Lives: Essays on Selfhood and Social Solidarity*. Pasig City: Anvil Publishing, Inc. 1998. Print.

De Quiros, Conrado. "Validation." *Philippine Daily Inquirer*. 28 May 2013. Web.

- Fanon, Frantz. "On National Culture." *The Wretched of the Earth*. Edited by Frantz Fanon and Jean Sartre. New York: Grove, 1965. Print.
- Faulkner, William. "Man Will Prevail." *Values and Voices: A College Reader*. Edited by Betty Renshaw, Ann Mills King, and Sandra Kurtinitis. Holt Rinehart & Winston. 1985.
- Foucault, Michel. *Madness and Civilization: a History of Insanity in the Age of Reason*. New York: Pantheon, 1965. Print.
- Freire, Paulo. *Pedagogy of the Oppressed*. 30th Anniversary ed. New York: Continuum, 2000. Print.
- Golding, William. "Thinking as a Hobby." Eds. Robert Cohen and Judy Miller. *Reason to Write: Strategies for Success in Academic Writing, Low Intermediate*. Oxford: Oxford University Press. 2001. Print.
- Graff, Gerald and Birkenstein, Cathy. *Introduction to They Say/I Say: The Moves That Matter in Academic Writing*. New York: Norton, 2006. Print.
- Joaquin, Nick. *Culture and History: Occasional Notes on the Process of Philippine Becoming*. Metro Manila, Philippines: Solar Pub., 1988. Print.
- Lumbera, Bienvenido. "Splintering Identity: Modes of Filipino Resistance Under Colonial Repression." *Philippine Studies: Have We Gone beyond St. Louis?* Edited by Priscelina Legasto. Diliman, Quezon City: University of the Philippines, 2008. Print.
- May, Glenn Anthony. *Inventing a Hero: The Posthumous Re-Creation of Andres Bonifacio*. Center for Southeast Asian Studies 1. First Edition. 2004.
- McLuhan, Marshall, and Quentin Fiore. *The Medium Is the Massage*. London: Penguin, 2008. Print.
- Mojares, Resil B. "The Islands of Pigafetta." *Waiting for Mariang Makiling: Essays in Philippine Cultural History*. Quezon City: Ateneo De Manila UP, 2002. Print.
- Moustakas, Clark E. "The Sense of Self." *Creativity and Conformity*,. Princeton, N.J.: Van Nostrand, 1967. Print.
- Overstreet, Harry Allen. "Criteria of Maturity." *The Mature Mind*. W.W. Norton. 1949. Print.
- Pigafetta, Antonio, and James Alexander Robertson. *First around the World; a Journal of Magellan's Voyage*,. New York: Harper & Row, 1964. Print.

Rafael, Vicente L. "Your Grief is Our Gossip: Overseas Filipinos and Other Spectral Presences." *White Love: And Other Events in Filipino History*. Durham: Duke UP, 2000. Print.

Renan, Ernest. *Qu'est-ce Qu'une Nation? = What Is a Nation?* Toronto, Ont.: Tapir, 1996. Print.

Swales, John M. "The Concept of Discourse Communities." *Genre Analysis: English in Academic and Research Settings*. Cambridge [England: Cambridge UP, 1990. 21-32. Print.

Tan, Michael. "Kindness and the LRT/MRT." *Philippine Daily Inquirer* 8 Nov. 2012. Web.

Wolf, Maryanne, and Catherine J. Stoodley. *Proust and the Squid: The Story and Science of the Reading Brain*. New York, NY: HarperCollins, 2007. Print.

Course Requirements:

- 2 documented essays, 1500-2000 words (and as many drafts as lead up to final version); supported by solid research using a minimum of 5 credible sources in appropriate academic format.
- Each paper should tackle a theme, substantially adding to the scholarship or literature taken up in class.
- A collaborative and/or multimedia project (blog/website digital project or conference panel presentation by groups)
- Short writing assignments in conjunction with class reading

Course Title: (UWCP 3) Persuasion and Public Communication

Course Description: Theories of persuasion applied in various public speaking contexts

Course Credit: 3

Course Prerequisite: None

Course Objectives:

1. To understand the nature and theoretical foundations of public communication.
2. To recognize the function of persuasion in public communication.
3. To develop a critical understanding of persuasion in public speaking situations.
4. To demonstrate competence in effective use of verbal and nonverbal symbols in public speaking.
5. To develop a more positive attitude towards public speaking.

Course Outline:

- I. Making a difference: the public speaker as an agent of change
 - A. Purposes of speaking in public
 - B. Methods of delivering speeches
 - C. Gronbeck's transactional model
 - D. Public speaking experiences and attitudes
 - E. Filipino public speakers
- II. Understanding how it works: basic principles of persuasion
 - A. Definition and nature of persuasion
 - B. Persuasion in public speaking situations
 - C. Types of persuasive speeches
 - D. Lasswell's communication model
 - E. Aristotle's modes of persuasion
- III. Finding common ground: the speaker and listeners in persuasive speaking acts
 - A. Purpose, knowledge, skills, attitudes, and socio-cultural backgrounds of speaker and listeners
 - B. Speaker's credibility
 - C. Listeners' interpretations and feedback
 - D. Berlo's communication model
 - E. Suggested theories:
 - Hovland, Janis, and Kelley's Source Credibility Theory
 - McCroskey's Source Credibility Measure
 - Giles' Communication Accommodation Theory
- IV. Crafting the content: persuasive messages in public communication
 - A. Analysis of audience and occasion
 - B. Propositions of fact, value, and policy
 - C. Message organization
 - D. Information sources
 - E. Suggested Theories:
 - Petty and Cacioppo's Elaboration Likelihood Model
 - Maslow's Hierarchy of Needs

Festinger's Cognitive Dissonance Theory
Fisher's Narrative Paradigm Theory

- V. Getting the message across: effective delivery of persuasive messages in public speaking acts
- A. Language, voice, and various nonverbal symbols
 - B. Communication apprehension management
 - C. Self-confidence enhancement
 - D. Evaluation of speeches and delivery

Course Requirements:

Oral presentations/student-led discussions
Speeches
Analyses of speeches
Essays/critical papers/reflection papers

Suggested Readings:

- Beebe, S. & Beebe, S. (2000). *Public speaking: An audience-centered approach*, 4th edition. Massachusetts: Allyn and Bacon .
- Beebe, S. & Beebe, S. (2010). *Public speaking handbook*. Boston: Allyn and Bacon.
- Coopman, S. & James, L. (2010). *Public speaking: The evolving art*. Boston: Allyn and Bacon.
- Lucas, S. (2007). *The art of public speaking*. Boston: McGraw Hill.
- McCroskey, J. (1997). *An introduction to rhetorical communication*, 7th edition. Boston: Allyn and Bacon.
- Zarefsky, D. (2009). *Public speaking: Strategies for success*. Boston: Allyn and Bacon.

Junior Writing Courses:
FILIPINO

As of September 23, 2015 (Draft)

Pangalan ng Kurso: Pagsusulat Sa Mga Akademikong
Disiplina (AghamPanlipunan)

Deskripsyon ng Kurso: Pag-aaral ito tungkol sa pananaliksik sa Agham Panlipunan sa kontekstong lipunan at kulturang Pilipino at sagitna ng hamon ng globalisasyon. Naglalayon ito ng linanginang kasanayan ng mga mag-aaral sa pagsusuri sa mga napapanahong usapin at isyunamang pag-aambag sa produksyon ng kaalamang disiplina gamit ang Wikang Filipino.

Kredit ng Kurso: 3

Pre-rekwisit ng Kurso: Nakapasa na sa: 1) Mapanuri at Malikhaing Pag-iisip at Pagsulat sa Akademya at Lipunan; 2) Critical Inquiry in English at 3) Persuasion and Public Communication.

Layunin ng Kurso: Pagkatapos ng kurso, ang mga mag-aaral ay inaasahang:

1. Natatalakay ang mga batayang kaalaman at praktikasapanganaliksik na nakalap sa karanasan at sa kulturang Pilipino;
2. Naipahahayag ang kasanayan at napapanahong usapin sa kaalamang bayan at kaalamang global;
3. Naipaliliwanag ang mga prinsipyo, proseso at praktikasapanganaliksik gamit ang iba't ibang midya at anyo ng teknolohiya;
4. Nakapagbubuo ng panimulang pagsusuri hinggil sa antas ng produksyon ng kaalamang agham panlipunan.

Balangkas ng Kurso:

I. Pananaliksik sa Karanasan at sa Kulturang Pilipino

- A. Ang Lipunang Pilipino Bilang Lunan at Paksa ng Pananaliksik
- B. Ang Ugnayang Akademiko at Pang-araw-araw na Buhay
- C. Pag-uugnay ng Kaalamang Bayan at Kaalamang Global
- D. Mga Napapanahong Usapin at Diskurso sa Kaalamang Bayan at Global
- E. Ang Paglinang ng Kasanayan sa Pagsasaling Konseptuwal at Kultural

II. Ang Pagsasagawa ng Panlipunang Pananaliksik

- A. Mga Prinsipyosa Panlipunang Pananaliksik
- B. Mga Lapit at Layunin sa Pananaliksik
- C. Mahahalagang Bahagi at Proseso ng Pananaliksik
- D. Mga Teknik ng Pananaliksik at Iba't ibang Anyo ng Midya at Teknolohiya
- E. Mga Usapin ng Etikala sa Panlipunang Pananaliksik

III. Produksyon ng Kaalamansa Disiplinang Agham Panlipunan

- A. Ang Pananaliksik at Paglikha ng mga Kaalamang Bayan
- B. Ang *Cluster* at Mga Kategoriya ng Agham Panlipunan
- C. Pagmamapasa sa Produksyon ng Kaalamansa Agham Panlipunan Bataysamga Itatakda ng Panahon
- D. Pagbubuo ng mga Natatanging Pagsusuri sa Produksyon ng Kaalamansa Agham Panlipunan

Mga Kailanganin sa Kurso:

Pagdalo at aktibong Pakikilahok sa Klase

1. Papel-Pananaliksik at Presentasyon sa Klase (panggrupo)

2. Sulatin/ ehersisyo (pang-indibidwal :sanaysay, blog, iba pang media output)

Mungkahing Babasahin:

Constantino, Pamela C. at Zafra, Galileo. *Kasanayansang komunikasyon II*. Lungsod Quezon: University of the Philippines Open University, 1997. Limbag.

Torres-Yu, Rosario. *SALIKSIK UP*. Lungsod Quezon: Sentro ng Wikang Filipino, 2015. Limbag.

Camagay, Ma. Luisa at dela Peña, Wylan (tagasalin). *Mariano Ponce: Cartas Sobre la Revolución*. Lungsod Quezon: Sentro ng Wikang Filipino, 1997. Limbag.

Cardenas, Marilou et. al., Covar, Prospero (editor). *Mga Babasahin sa Agham Panlipunan I*. Lungsod Quezon: Sentro ng Wikang Filipino, 1999. Limbag.

de Villa Agerico M., at Franco, Gerald Pio M. Franco. *Pilosopiya: Lohika at Pangangatwiran sa Panahon ng Computer*. Lungsod Quezon: Sentro ng Wikang Filipino, 2002. Limbag.

Fernando, Emmanuel Q. *Teorya ng Batus*. Lungsod Quezon: Sentro ng Wikang Filipino, 2002. Limbag.

Gripaldo, Eden M. *Kasaysayan ng Filipinas at mga Institusyong Filipino*. Lungsod Quezon: Sentro ng Wikang Filipino, 2009. Limbag.

Magat, Dan Reynald. *Maraming Katanungan, Ilang Kasagutan: Introduksiyon sa Pilosopiya*. Lungsod Quezon: Sentro ng Wikang Filipino, 2003. Limbag.

Peralejo, Cezar C. *English-Filipino Legal Dictionary*. Lungsod Quezon: Sentro ng Wikang Filipino, 2005. Limbag.

Tejido, Jose Manuel Antonio M. *Santo Tomas de Aquino*. Lungsod Quezon: Sentro ng Wikang Filipino, 2005. Limbag.

As of September 23, 2015 (Draft)

Pangalan ng Kurso: Pagsusulat Sa Mga Akademikong
Disiplina (Agham at Teknolohiya)

Deskripsyon ng Kurso: Pag-aaral ito tungkol sa pananaliksik sa disiplina ng Agham at Teknolohiya sa kontekstong lipunan at kulturang Pilipino at sagit na ng hamon ng globalisasyon. Naglalayon ito ng linanginang kasanayan ng mga mag-aaral sa pagsusuri sa mga panapanahong usapin at isyu na makapag-aambag sa produksyon ng kaalamang disiplina gamit ang Wikang Filipino.

Kredit ng Kurso: 3

Pre-rekwisit ng Kurso: Nakapasa na sa: 1) Mapanuri at Malikhaing Pag-iisip at Pagsulat sa Akademya at Lipunan; 2) Critical Inquiry in English at 3) Persuasion and Public Communication

Layunin ng Kurso: Pagkatapos ng kurso, ang mga mag-aaral ay inaasahang:

1. Natatalakay ang mga batayang kaalaman at praktika sa pananaliksik na nakalap sa karanasan at sa kulturang Pilipino;
2. Naipahahayag ang ugnyan at napapanahong usapin sa kaalamang bayan at kaalamang global;
3. Naipaliliwanag ang mga prinsipyo, proseso at praktika sa pananaliksik gamit ang iba't ibang midya at anyo ng teknolohiya;
4. Nakapagbubuon ng panimulang pagsusuri hinggil sa antas ng produksyon ng kaalamang agham at teknolohiya;

Balangkas ng Kurso:

I. Pananaliksik sa Karanasan at sa Kulturang Pilipino

- A. Ang Lipunang Pilipino Bilang Lunan at Paksang Pananaliksik
- B. Ang Ugnyang Akademiko at Pang-araw-araw na Buhay
- C. Pag-uugnay ng Kaalamang Bayan at Kaalamang Global
- D. Mga Napapanahong Usapin at Diskurso sa Kaalamang Bayan at Global
- E. Ang Paglinang ng Kasanayan sa Pagsasalang Konseptuwal at Kultural

II. Ang Pagsasagawang Panlipunang Pananaliksik

- A. Mga Prinsipyosa Panlipunang Pananaliksik
- B. Mga Lapit at Layunin sa Pananaliksik
- C. Mahahalagang Bahagi at Prosesong Pananaliksik
- D. Mga Teknik ng Pananaliksik at Iba't ibang Anyong Midya at Teknolohiya
- E. Mga Usaping Etikala sa Panlipunang Pananaliksik

III. Produksyon ng Kaalamansa Disiplinang Agham at Teknolohiya

- A. Ang Pananaliksik at Paglikhang mga Kaalamang Bayan
- B. Ang *Cluster* at Mga Kategoriya ng Agham at Teknolohiya
- C. Pagmamapasa ng Produksyon ng Kaalamansa Agham at Teknolohiya Bataysamga Itatakdang Panahon
- D. Pagbubuong mga Natatanging Pagsusuri sa Produksyon ng Kaalamansa Agham at Teknolohiya

Mga Kailanganin sa Kurso:

Pagdalo at aktibong Pakikilahok sa Klase

- 1. Papel-Pananaliksik at Presentasyon sa Klase (panggrupo)
- 2. Sulatin/ ehersisyo (pang-indibidwal :sanaysay, blog, iba pang media output)

Mungkahing Babasahin:

Constantino, Pamela C. at Zafra, Galileo. *Kasanayan sa komunikasyon II*. Lungsod Quezon: University of the Philippines Open University, 1997. Limbag.

Torres-Yu, Rosario. *SALIKSIK UP*. Lungsod Quezon: Sentro ng Wikang Filipino, 2015. Limbag.

Constantino, Pamela at Monico Atienza (mga editor). *Mga Piling Diskursosa Wika at Lipunan*. Lungsod Quezon: UP Press, 1996. Limbag.

Barrion, Adelina A. et. al. *Biyolohiya II: Manwal Panlaboratoryo*. Lungsod Quezon: Sentro ng Wikang Filipino, 1996. Limbag.

_____. *Biyolohiya II: Talaan at Gawain*. Lungsod Quezon: Sentro ng Wikang Filipino, 1996. Limbag.

Baylon, Juliana, Amores, Roderick, et. al. *Agham Pangkalikasan II (Biyolohiya at Heolohiya)*. Lungsod Quezon: Sentro ng Wikang Filipino, 1997. Limbag.

Buenrostro, Juan C. Jr. *Gawaing Reference at Impormasyon: Introduksiyon*. Lungsod Quezon: Sentro ng Wikang Filipino, 1998. Limbag.

De Castro, Leonardo D. *Pagkatao at Teknolohiya*. Lungsod Quezon: Sentro ng Wikang Filipino, 1998. Limbag.

De las Llagas, Lillian A. *Entomolohiya Medikal*. Lungsod Quezon: Sentro ng Wikang Filipino, 1998. Limbag.

_____. *Insektosa Filipinas*. Lungsod Quezon: Sentro ng Wikang Filipino, 2001. Limbag.

Diamante, Rolando G., Flores, Josephina C., et. al. *Agham Pangkalikasan I (Pisika at Kemistri)*. Lungsod Quezon: Sentro ng Wikang Filipino, 1997. Limbag.

Faderon, Rosalie B. at Ingles, Mary Anne Victoria Y. *Pagkakatalog at Klasipikasyong ng mga Babasahin: Introduksiyon*. Lungsod Quezon: Sentro ng Wikang Filipino, 1998. Limbag.

Joaquin, Cresencia C. et. al. *Batayang Biyolohiya*. Lungsod Quezon: Sentro ng Wikang Filipino, 1997. Limbag.

Lago, Leonor C. *Morpolohiya at Pisyolohiya ng Ngipin*. Lungsod Quezon: Sentro ng Wikang Filipino, 1998. Limbag.

Razal, Ramon A. *Mga Produktong Gubat at Agham Kahoy*. Lungsod Quezon: Sentro ng Wikang Filipino, 1998. Limbag.

Santiago, Lilia Q. (editor). *Agham, Teknolohiya at Lipunan (Mga Babasahinsa STS)*. Lungsod Quezon: Sentro ng Wikang Filipino, 1997. Limbag.

Talisayon, Vivien M. *Batayang Pisika*. Lungsod Quezon: Sentro ng Wikang Filipino, 1997. Limbag.

Vergara, Lilia F. et. al. *Batayang Kemistri*. Lungsod Quezon: Sentro ng Wikang Filipino, 1997. Limbag.

As of September 23, 2015 (Draft)

Pangalan ng Kurso: Pagsusulat Sa Mga Akademikong
Disiplina (Negosyo at Ekonomiks)

Deskripsyon ng Kurso: Pag-aaral ito tungkol sa pananaliksik sa Negosyo at Ekonomiks sa kontekstong lipunan at kulturang Pilipino at sagitna ng hamon ng globalisasyon. Naglalayon ito ng linangin ang kasanayan ng mga mag-aaral sa pagsusuri sa mga panapanahong usapin at isyuna na kapag-aambag sa produksyon ng kaalamang disiplina gamit ang Wikang Filipino.

Kredit ng Kurso: 3

Pre-Rekwisit ng Kurso: : Nakapasa na sa: 1) Mapanuri at Malikhaing Pag-iisip at Pagsulat sa Akademya at Lipunan; 2) Critical Inquiry in English at 3) Persuasion and Public Communication

Layunin ng Kurso: Pagkatapos ng kurso, ang mga mag-aaral ay inaasahang:

1. Natatalakay ang mga batayang kaalaman at praktikasapananaliksik na kapalapatsakaranasan at sa kulturang Pilipino;
2. Naipahahayag ang ugnyayan at panapanahong usapin sa kaalamang bayan at kaalamang global;
3. Naipaliliwanag ang mga prinsipyo, proseso at praktikasapananaliksik gamit ang iba't ibang midya at anyo ng teknolohiya;
4. Nakapagbubuo ng panimulang pagsusuri hinggil sa antas ng produksyon ng kaalamang negosyo at ekonomiks.

Balangkas ng Kurso:

I. Pananaliksik sa Karanasan at sa Kulturang Pilipino

- A. Ang Lipunang Pilipino Bilang Lunan at Paksa ng Pananaliksik
- B. Ang Ugnyayang Akademiko at Pang-araw-araw na Buhay
- C. Pag-uugnay ng Kaalamang Bayan at Kaalamang Global
- D. Mga Panapanahong Usapin at Diskurso sa Kaalamang Bayan at Global
- E. Ang Paglinang ng Kasanayan sa Pagsasalang Konseptuwal at Kultural

II. Ang Pagsasagawa ng Panlipunang Pananaliksik

- A. Mga Prinsipyosa Panlipunang Pananaliksik
- B. Mga Lapit at Layunin sa Pananaliksik
- C. Mahahalagang Bahagi at Proseso ng Pananaliksik
- D. Mga Teknik ng Pananaliksik at Iba't ibang Anyo ng Midya at Teknolohiya
- E. Mga Usapin ng Etikala sa Panlipunang Pananaliksik

III. Produksyon ng Kaalamansa Disiplinang Negosyo at Ekonomiks

- A. Ang Pananaliksik at Paglikha ng mga Kaalamang Bayan
- B. Ang *Cluster* at Mga Kategoriya ng Negosyo at Ekonomiks
- C. Pagmamapasa Produksyon ng Kaalamansa Disiplinang Negosyo at Ekonomiks Bataysamgaltatakda ng Panahon
- D. Pagbubuo ng mga Natatanging Pagsusurisa Produksyon ng Kaalamansa Disiplina ng Negosyo at ekonomiks

Mga Kailanganin sa Kurso:

Pagdalo at aktibong Pakikilahok sa Klase

1. Papel-Pananaliksik at Presentasyon sa Klase (panggrupo)

2. Sulatin/ chersisyo (pang-indibidwal): sanaysay, blog, iba pang media output

Mungkahing Babasahin:

Constantino, Pamela C. at Zafra, Galileo. *Kasanayan sa komunikasyon II*. Lungsod Quezon: University of the Philippines Open University, 1997. Limbag.

Torres-Yu, Rosario. *SALIKSIK UP*. Lungsod Quezon: Sentro ng Wikang Filipino, 2015. Limbag.

Bermejo, Ramon. "Ang Wikang Filipino sa Negosyo at Industriya." Daluyan Tomo 8. 1-2 (1997): p. 135-137.

De Dios, Emmanuel. "Pambansang Wika Tungos sa Pambansang Ekonomiya." *Mga Piling Diskursos sa Wika at Lipunan*. Constantino, Pamela at Monico Atienza (mga editor). Lungsod Quezon: UP Press, 1996.

Tullao, Tereso S. *25 Taon Tungos sa Intelektwalisasyon ng Filipino: 25 Piling Sanaysaysa sa Ekonomiks*. Manila: De La Salle University Publishing House, 2012.

_____. *Tungosa Patakarang Industriyal ng Pilipinas*. Manila: De La Salle University Press, 1993.

_____. *Unawain Natin ang Ekonomiks sa Diwang Pilipino*. Lungsod Quezon: Phoenix Pub., 1990.

As of September 23, 2015 (Borador)

Pangalan ng Kurso: Pagsusulat Sa Mga Akademikong
Disiplina (Sining at Humanidades)

Deskripsyon ng Kurso: Pag-aaral ito tungkol sa pananaliksik sa Sining at Humanidades sa kontekstong lipunan at kulturang Pilipino at sagitna ng hamon ng globalisasyon. Naglalayon ito ng linangin ang kasanayan ng mga mag-aaral sa pagsusuri sa mga panahong usapin at isyuna makapag-aambag sa produksyon ng kaalamansa sa disiplinang Wikang Filipino.

Kredit ng Kurso: 3

Pre-rekwisit ng Kurso: Nakapasa na sa: 1) Mapanuri at Malikhaing Pag-iisip at Pagsulat sa Akademya at Lipunan; 2) Critical Inquiry in English at 3) Persuasion and Public Communication

Layunin ng Kurso: Pagkatapos ng kurso, ang mga mag-aaral ay inaasahang:

1. Natatalakay ang mga batayang kaalaman at praktikasapangananaliksik na nakalap sa karanasan at sa kulturang Pilipino;
2. Naipahahayag ang ugnayan at napapanahong usapin sa kaalamang bayan at kaalamang global;
3. Naipaliliwanag ang mga prinsipyo, proseso at praktikasapangananaliksik gamit ang iba't ibang midya at anyo ng teknolohiya;
4. Nakapagbubuo ng panimulang pagsusuri hinggil sa antas ng produksyon ng kaalamansa sa Sining at Humanidades;

Balangkas ng Kurso:

I. Pananaliksik sa Karanasan at sa Kulturang Pilipino

- A. Ang Lipunang Pilipino Bilang Lunan at Paksa ng Pananaliksik
- B. Ang Ugnayang Akademiko at Pang-araw-araw na Buhay
- C. Pag-uugnay ng Kaalamang Bayan at Kaalamang Global
- D. Mga Napapanahong Usapin at Diskurso sa Kaalamang Bayan at Global
- E. Ang Paglinang ng Kasanayan sa Pagsasalang Konseptuwal at Kultural

II. Ang Pagsasagawa ng Panlipunang Pananaliksik

- A. Mga Prinsipyo sa Panlipunang Pananaliksik
- B. Mga Lapit at Layunin sa Pananaliksik
- C. Mahahalagang Bahagi at Proseso ng Pananaliksik
- D. Mga Teknik ng Pananaliksik at Iba't ibang Anyo ng Midya at Teknolohiya
- E. Mga Usaping Etikala sa Panlipunang Pananaliksik

III. Produksyon ng Kaalamansa Iba't ibang Disiplina at Larangan

- A. Ang Pananaliksik at Paglikha ng mga Kaalamang Bayan
- B. Ang *Cluster* at Mga Kategoriya ng Sining at Humanidades
- C. Pagmamapasa Produksyon ng Kaalamansa Sining at Humanidades Bataysamga Itatakda ng Panahon
- D. Pagbubuo ng mga Natatanging Pagsusuri sa Produksyon ng Kaalamansa Sining at Humanidades

Mungkaling Babasahin:

Constantino, Pamela C. at Zafra, Galileo. *Kasanayansakomunikasyon II*. Lungsod Quezon: University of the Philippines Open University, 1997. Limbag.

Torres-Yu, Rosario. *SALIKSIK UP*. Lungsod Quezon: Sentro ng Wikang Filipino, 2015. Limbag.

Alcantara, Teresita A. *Hispanismosa Filipino*. Lungsod Quezon: Sentro ng Wikang Filipino, 1999. Limbag.

Antonio, Lilia F. *Apatna Siglo ng Pagsasalin: Bibliograpiyang mga Pagsasalinsa Pilipinas (1593-1998)*. Lungsod Quezon: Sentro ng Wikang Filipino, 1997. Limbag.

Bustamante, Fray Miguel Lucio y. *Si Tandang Basi Macunat*. Almario, Virgilio S. (editor). Lungsod Quezon: Sentro ng Wikang Filipino, 1996. Limbag.

Caroll, Lewis. *Si Alice sa Daigdig ng mga Hiwaga*. Batnag, Aurora E. (tagasalin). Lungsod Quezon: Sentro ng Wikang Filipino, 2000. Limbag.

Flores, Patrick D. at de la Paz, Cecilia Sta. Maria. *Sining at Lipunan*. Lungsod Quezon: Sentro ng Wikang Filipino, 1997. Limbag.

Reyes-Otero, Marietta, et. al. *Glosari sa Edukasyon*. Lungsod Quezon: Sentro ng Wikang Filipino, 2002. Limbag.

Roy, Arundhati. *Diyos ng Maliliitna Bagay*. Afienza, Monico M.(tagasalin). Lungsod Quezon: Sentro ng Wikang Filipino, 2002. Limbag.

Young Critics Circle. *Sining ng Sineng Filipino*. Lungsod Quezon: Sentro ng Wikang Filipino, 2009. Limbag.

Junior Writing Courses:

ENGLISH

21 September 2015 (Draft)

To be further improved in collaboration with the faculty of the College of Arts and Letter, College of Fine Arts, and College of Music.

Course Title: Writing for the Arts and Humanities

Course Description: This course aims to develop, through writing projects, the critical, creative, and digital literacy skills applied to the domain of the arts and humanities. The course covers the concepts, tools, and processes writers need to learn in order to critically approach various art forms as well as to articulately express their ideas and accommodate information to specific discourse communities, including those in the Philippines. It offers essential training for students of literature, performance, media, and fine arts to effectively communicate knowledge from their specialized discipline/s. Students will be encouraged to engage in transdisciplinary dialogue and collaborative learning in order to situate the arts and humanities as a vital force in social production and create change in society.

Course Credit: 3

Course Prerequisite: Students have to pass the following courses: Critical Inquiry in Filipino and English and Persuasion and Public Communication

Course Objectives:

1. To develop literacy skills to assess and evaluate artistic texts and to write about these in a way that makes disciplinary information more accessible;
2. To write and create artistic research through papers and projects on intellectual products in the arts and humanities; and,
3. To develop career and life skills – initiative, continuing education, leadership, and responsibility – through these arts-writing projects.

Course Outline:

- I. Introduction: Criticism Workshop
 - A. Art, Gaze, and Power
 - B. Popular Writing and Criticism for the Arts
- II. Module 1 (Compulsory Module) - Writing about the Literary Arts: *[Insert theme of choice]*
 - A. Introductory texts/ Primary concepts on literature, literary theory, and literary criticism
 - B. Thematic Clusters on textuality, historical memory and trauma, rhetoric and ideology, torture and visuality, or other topics of the teacher's choice
- III. Selected Modules *[Choose one, two, or three]*
 - Module 2 - Writing for the Visual Arts
 - A. Introductory texts/ Primary concepts on ways of seeing, the gaze, and the visual arts

B. A selection of artworks to critique and write about

Module 3 - Writing for Film/Photography

- A. Introductory texts/Primary concepts on film and photography as art
- B. Recommended Viewing and Supplementary Readings curated according to one of the following criteria: one them w/ various genres, issue-based films, films of a certain historical period, studies on political economy (e.g. the Marvel cult, the Hollywood formula, the "Indie" scene)

Module 4 - Writing for the Performing Arts: [*Insert theme/genre of choice, e.g. theatre, music, dance*]

- A. Overarching essays on the performing arts
- B. A selection of texts to critique and write about (e.g. K-pop samples)

Module 5 - Writing about Adaptation /Translation

- A. Introduction to Adaptation Studies
- B. Thematic discussion and application [*Insert theme of choice*], e.g. Appropriating Austen, Shakespeare in Asia/Transmedial Shakespeare, a Dulaang UP transposition and transfocalization of a source text,

Module 6 – Writing about Architecture and Space (same structure as above)

Module 7 – Writing about Fashion and Design (same structure as above)

IV. Art Criticism Colloquium

Course Requirements

- two short (1-to-2-page) papers: a literary critique and an adaptation paper or a paper on one of the selected genres
- at least five textual/visual entries on a Wordpress or Tumblr account as reading responses, development of class discussions, or assigned exercises/projects
- colloquium paper (5-to-8-pages): a description and criticism of a contemporary art text (which may be an event, an exhibit, a performance, a transmedia text, a building or space, culinary works of art, etc.) of the student's choice
- presentation of the above paper at a conference/colloquium convened by the students

Suggested Readings:

Adorno, Theodor, and Max Horkheimer. 2007. "The Culture Industry." In *Dialectic of Enlightenment*. Stanford: UP.

Althusser, Louis. 2014. "Ideology and Ideological State Apparatuses." In *On The Reproduction Of Capitalism: Ideology And Ideological State Apparatuses*. London: Verso.

Barthes, Roland, and Richard Howard. 1982. *Camera Lucida: Reflections on Photography*. New York: Hill and Wang.

Benjamin, Walter Benjamin. 2008. "The Work of Art in the Age of Mechanical

Reproduction." In *The Work of Art in the Age of Its Technological Reproducibility, and Other Writings on Media*. Cambridge, MA: Belknap Press.

Berger, John. 1990. *Ways of Seeing*. London: Penguin.

Carroll, Rachel. 2009. "Introduction: Textual Infidelities" in *Adaptation in Contemporary Culture*. London: Bloomsbury.

Bordwell, David, and Kristin Thomson. 2012. *Film Art: An Introduction*. 10th ed. New York: McGraw-Hill.

De Botton, Alain, and John Armstrong. 2013. *Art as Therapy*. London: Phaidon Press.

Eagleton, Terry. 2008. *Literary Theory: An Introduction*. 3rd ed. Minneapolis: U of Minnesota Press.

Felski, Rita. 2008. *Uses of Literature*. Hoboken, NJ: Wiley-Blackwell.

Foucault, Michel. 1996. "What is Critique?" Trans. Kevin Paul Geiman. In *What Is Enlightenment?: Eighteenth-Century Answers and Twentieth-Century Questions*. Ed. James Schmidt. Oakland, CA: U of California P.

Kemp, Martin. 2011. *Christ to Coke: How the Image Becomes Icon*. Oxford: UP.

Sedgwick, Eve Kosofsky. 1997. "Paranoid Reading and Reparative Reading." In *Novel Gazing: Queer Readings in Fiction*. Durham, NC: Duke University Press.

Sontag, Susan. 2004. *Regarding the Pain of Others*. New York: Picador.

Sanders, Julie. 2005. *Adaptation and Appropriation*. London: Routledge.

Updike, John. 2012. *Always Looking: Essays on Art*. London: Hamish Hamilton Limited.

Williams, Joseph. 2013. *Style: Lessons in Clarity & Grace*. 11th ed. London: Longman.

21 September 2015 (Draft)

To be further improved in collaboration with the faculty of the College of Science.

Course Title: Writing for the Sciences

Course Description: This course focuses on popular science writing that is able to communicate technical and scientific information to a wider audience, and in relation to humanistic concerns.

Course Brief: The discipline of science pursues a scientific method utilizing a particular cognitive mode of inquiry. Its handmaid is language with which it processes data and draws logical connections, communicating these to the scientific community and the public-at-large. An English for Science course is designed to meet these specific needs of students in science programs.

Course Credit: 3

Course Prerequisite: Students have to pass the following courses: Critical Inquiry in Filipino and English and Persuasion and Public Communication

Course Objectives:

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

1. recognize the different types of scientific communication and understand their bases in the scientific method;
2. use these types of communication for specific purposes, functions, and audiences;
3. develop sensitivity to the grammatical, stylistic, and rhetorical features of scientific communication;
4. view science writing as a bridge between literature and technical writing in the sciences; and
5. examine issues or trends in science in relation to humanistic concerns.

Course Outline and Suggested Readings:

- I. Overview of the most common types of writing done in the sciences
 - A. The Lab Report (and the IMRAD format of writing)
 - B. The Review Paper
 - C. The Research Proposal and Research Article

D. Short Communication

II. The Scientific Method and the ways of thinking and writing

- "Developing Creativity in Science Among Our Youth" Gisela P. Concepcion
- "What is Science, Technology and Society?" by Benjamin Vallejo Jr.
- "The 'Nonscientific' Skills of a Successful Scientist" by Francis de los Reyes III
- "Introduction: Life is a Narrative" by Edward O. Wilson
- "The Science of Scientific Writing" by George Gopen
- "How Scientists are Learning to Write" by Alexandra Ossola

Suggested writing activity: the diagnostic, descriptive essay

III. The Scientist as Community Stakeholder and Nation Builder

- "Rizal, the Scientist" by Ben de Lumen
- "Problems with Media and Scientists" by Flor Lacanilao
- "What to do with Basura?" by Jocelyn Ng
- "The Science of Pink Public Urinals" by Francis de los Reyes III
- "Are there Enough Fish for the People?" by Edgardo Gomez
- "The License Plate Game or Something to Think About While Caught in Traffic" by Carlene Pilar-Arceo

Suggested writing activity: the review paper

IV. The Scientist as Lab Rat and Field Worker

- "A Crash Course in GMOs" by Ameurfina Dumlao-Santos
- "Antibodies: The Good, The Bad, and The Ungainly" by Eduardo Padlan
- "Biological Clocks" by Cherry Mae Ignacio
- "Membrane Separation Process: A Sustainable Technology for Water Purification, Industrial Wastewater Recycling and Reuse" by Michelle C. Almendrala
- "Dinosaurs—and why we didn't have them in the Philippines" by Marietta de Leon
- "When Coral Reefs Turn White" by Helen Yap
- "Island Magic: Understanding Philippine Biodiversity" Benjamin Vallejo Jr.

Suggested writing activity: the lab report

Note: will add more academic essays/research articles here

V. The Scientist as Humorist and Humanist

“Oh, the Pangs of Love!” by Richard Selzer, MD.

“Smile” by Alan Lightman

“The Brain on Love” by Diane Ackerman

“The Egg and the Sperm: How Science has constructed a romance based on stereotypical male-female roles” by Emily Martin

“Love Actually” by Richelle Duque

“Literature, Science, and the Imagination” by Gemino Abad

Suggested writing activity: the popular science essay

Required Output:

1 documented essay on a specific area of research

1 popular science essay (based on the documented essay)

1 collaborative project to be presented in class

21 September 2015 (Draft)

To be further improved in collaboration with the faculty of the College of Social Sciences and Philosophy.

Course Title: Writing for the Social Sciences

Course Description: This writing course is designed for students majoring in the various disciplines of the social sciences. More than equipping students with specialized writing skill sets that are responsive to the demands of the social sciences, the course enables them to explore the scope of the said field of study and adapt to ever-changing social landscapes. Ultimately, the course enhances the critical faculties necessary to navigate through the issues, problems, and competing discourses that have shaped, continue to shape, and will shape their respective fields.

Course Credit: 3

Course Prerequisite: Students have to pass the following courses: Critical Inquiry in Filipino and English and Persuasion and Public Communication

Course Objectives:

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

1. characterize the social sciences as a field of study and examine the issues particular to the field
2. compare and contrast the types of academic papers required in the social sciences
3. write on issues pertinent to a discipline in the social sciences
4. write appropriately for both specialist and non-specialist readers
5. interpret, evaluate, and synthesize data from primary and secondary sources
6. effectively incorporate research data in academic papers
7. write critical and evaluative papers required in their field
8. deliver clear and effective oral arguments and presentations

Course Outline:

- I. Introduction: The Social Sciences
 - A. Disciplinary and professional issues
 - B. Writing genres required in the discipline
- II. Basic Writing: A Review
 - A. Purpose for writing
 - B. Audiences: the public, the academic, the professional
 - C. Writing style
 - D. The principles of good writing
 - E. The different writing modes: narrative, descriptive, argumentative, expository
- III. Research Methods in the Social Sciences

- A.Primary and secondary sources
- B.Interviews
- C.Indigenous research methods
- IV. Writing in the Social Sciences
 - A.Reflective analysis
 - B.Advocacy essay
 - C.Cultural analysis
 - D.Qualitative research essay

COURSE REQUIREMENTS:

In order to pass the course, a student should be able to produce four short academic papers: a reflective analysis, an advocacy essay, a cultural analysis, and a qualitative research essay. These papers should demonstrate not only a facility in writing in English but also a capacity for critical thought, as the student actively engages with issues pertinent to his/her discipline. Active participation in discussions, both in the traditional classroom and via social media sites, is also required.

Suggested Readings:

- Baerwald, T. J. 1984. "Writing Geography for Popular Periodicals." *Journal of Geography* 83: 85- 86.
- Baglione, Lisa. 2012. *Writing a Research Paper in Political Science: A Practical Guide to Inquiry, Structure, and Methods*. 2nd ed. CA: CQ Press.
- Becker, Howard Saul. 1998. *Tricks of the Trade: How to Think About Your Research While Doing It*. Chicago: UC Press.
- Brundage, Anthony. 2013. *Going to the Sources: A Guide to Historical Research and Writing*. 5th ed. Malden, MA: Wiley-Blackwell.
- Day, Robert. 2011. *Scientific English: A Guide for Scientists and Other Professionals*. Santa Barbara, California: Greenwood.
- Denzin, Norman K. and Yvonna Lincoln (eds.) 2000. *Handbook of Qualitative Research*. 2nd ed. CA: Sage.
- Edwards, Anne Michael. 2001. *Writing to Learn: An Introduction to Writing Philosophical Essays*. Boston: McGraw Hill.
- Krathwohl, David R. 2005. *How to Prepare a Dissertation Proposal: Suggestions for Students in Education and the Social and Behavioral Sciences*. Syracuse, New York: Syracuse University Press.
- Lee, Cuba. 1993. *A Short Guide to Writing About Social Science*. 4th ed. NY: Longman.
- Matsumoto, David, and Fons J.R. van de Vijver (eds.). 2010. *Cross-Cultural Research Methods in Psychology* (electronic source). Cambridge: Cambridge University Press.
- McCulloch, Gary. 2004. *Documentary Research in Education, History, and the Social Sciences*. London: RoutledgeFalmer.
- Palmquist, Mike and Barbara Wallraff. 2011. *Joining the Conversation*. 2nd ed. MA: Bedford St. Martins.
- Reaves, Celia. 1992. *Quantitative Research for the Behavioral Sciences*. NY: Wiley.

- Rego, Caroline. 1999. *The Fine Art of Complaining: The Macmillan Reader*. Massachussetts: A Viacom Company.
- Sharma, Ruchika. 2011. *Writing Report*. New Delhi: Anmol Pub.
- Tannen, Deborah. 1999. "Lecturing and Listening." *The Macmillan Reader*, pp. 417- 424. Massachussetts: A Viacom Company.
- Turabian, Kate. 2007. *A Manual for Writers of Research Papers, Theses, and Dissertations*. 7th ed. Chicago: UC Press.
- Waterston, Alisse and Maria Vesperi (eds). 2011. *Anthropology off the Shelf: Anthropologists on Writing*. England: Wiley-Blackwell.
- Weathington, Bart L. 2010. *Research Methods for the Behavioral and Social Sciences*. Hoboken, New Jersey: John Wiley & Sons.
- Wolcott, Harry F. 2009. *Writing Up Qualitative Research*. 3rd ed. Los Angeles: SAGE Pub.

Note: This is a more "generic" syllabus—meant for a heterogeneous social sciences class. There are syllabi prepared for more homogeneous classes, e.g. a class of psychology students or a class of anthropology students. The syllabus will be tweaked depending on the composition of the class. The syllabus was prepared not only for the students of CSSP but also for those in the College of Education, College of Public Administration, and College of Social Work and Community Development.

As of September 21, 2015 (Draft)

To be further improved in collaboration with the faculty of the VSBA, CSWCD, AIT, and CHE, among others.

Course Title: Writing for Organizational Communication

Course Description: A university-level writing course providing an overview of organizational communication, its ethics, and basic strategy within the Philippine and global contexts

Course Credit: 3

Course Prerequisite: Students have to pass the following courses: Critical Inquiry in Filipino and English and Persuasion and Public Communication

Course Objectives:

1. To understand and analyze the relationships among organizational identity (organizational culture, reputation/branding); vision, mission, and objectives; communication climate and context; and stakeholders
2. To develop an integrated, ethical communication strategy, with a specific focus on writing and representation
3. To learn to adapt writing to purpose and audience, within a given context, while representing an institution, organization, or company in keeping with its vision, mission, and identity.

Course Outline:

- I. Organizational communication – An overview of the field
 - A. Definition of terms
 - B. Ethical concerns
- II. Communication contexts – How context affects communication
 - A. Contemporary global and Philippine contexts for communication
 - B. The internet and communication
- III. Communication strategy and planning
 - A. Factors to consider: identity, vision-mission, institutional objectives, context, stakeholders, specific communication objectives
 - B. Communication mix with a focus on writing
- IV. Writing in general, writing online, narratives & visual communication
 - A. The writing process
 - B. Online writing
 - C. Expository writing and narrative writing
 - D. An overview of visual communication

Course Requirements:

Participation

Group reports

Portfolio of writing projects

Suggested Readings:

- Argenti, Paul A. and Courtney M. Barnes. Chapter i Welcome to the Jungle: An Introduction to the New Business Environment. *Digital Strategies for Power Communications*. New York: McGraw-Hill, 2009. 1-22. Print.
- Atkinson, Albert S. "Chapter 27 Ethics and the Corporate Communicator." *Handbook of Corporate Communication and Public Relations: Pure and Applied*. Ed. Sandra M. Oliver. London: Routledge, 2004. 427-435. Print.
- Cornelissen, Joep. Chapter 3 The Digital Mediator: Online Platforms Create Common Ground for Marketing and Corporate Communications. *Corporate Communications: Theory and Practice*. London: Sage Publications Ltd., 2004. 47-73. Print.
- Cornelissen, Joep. Chapter 4 Communications Strategy: Theory and Practice. *Corporate Communications: Theory and Practice*. London: Sage Publications Ltd., 2004. 95-124. Print.
- Eisenberg, Eric M., H. L. Goodall Jr., and Angela Tretheway. "Chapter 1 Communication and the Changing World of Work." *Organizational Communication: Balancing Creativity and Constraint*. 6th ed. Boston: Bedford; New York: St. Martin's, 2010. 3-25. Print.
- Eisenberg, Eric M., H. L. Goodall Jr., and Angela Tretheway. "Chapter 2 Defining Organizational Communication." *Organizational Communication: Balancing Creativity and Constraint*. 6th ed. Boston: Bedford; New York: St. Martin's, 2010. 26-56 Print.
- Goodman, Michael B. "Chapter 13 Today's Corporate Communication Function," in *Handbook of Corporate Communication and Public Relations: Pure and Applied*. Ed. Sandra M. Oliver. London: Routledge, 2004. 200-226. Print.
- Miller, Katherine. Chapter 1 The Challenge of Organizational Communication. *Organizational Communication: Approaches and Processes*. 6th ed. Boston: Wadsworth, 2012. 1-16. Print.
- Parkinson, Mike. "The Power of Visual Communication." *Mike Parkinson's Billion Dollar Graphics*. PepperLip, Inc. Web. Accessed July 2015.
- Pertierra, Raul. "We Reveal Ourselves to Ourselves: The New Communication Media in the Philippines," *Social Science Diliman*. 9:1 (January-June 2013): 19-38. Web. Accessed July 2015.
- Van Riel, Cees B. M. and Charles J. Fombrun. "Introduction: The Communication System." *Essentials of Corporate Communication: Implementing practices for effective reputation management*. London: Routledge, 2007. 1-12. Print.
- Van Riel, Cees B. M. and Charles J. Fombrun. "Chapter 1 What is Corporate Communication?" *Essentials of Corporate Communication: Implementing practices for effective reputation management*. London: Routledge, 2007. 13-37. Print.
- Watts, Reginald. Chapter 22 Visualizing the message: why semiotics is a way forward. *Handbook of Corporate Communication and Public Relations: Pure and Applied*. Ed. Sandra M. Oliver. London: Routledge, 2004. 357-371. Print.

24 September 2015 (Draft)

To be further improved in collaboration with the faculty of the College of Engineerin

Course Title: Writing for the Engineering Sciences

Course Description: This course focuses on writing in and about the engineering sciences, from technical reportage to popular writing.

Course Credit: 3

Course Prerequisite: Students have to pass the following courses: Critical Inquiry in Filipino and English and Persuasion and Public Communication

Course Brief and Objectives:

This course will enable students to present their ideas lucidly and professionally. The contents of this specialized writing course in English for engineering careers include topics in engineering vocabulary, description and report writing for the engineering professions, writing proposals, and delivering winning presentations. Reading materials range from journal articles to popular essays that contain significant profession-related words and phrases, and more importantly, topics related to standards of best practice. At the end of this course, students should be able to –

1. examine issues or trends in the engineering sciences and industry
2. identify distinctions in form and language among the various kinds of writing and reporting done in the engineering sciences; and
3. translate raw data, field reports, or technical information into visualizations for less technical but accurate writing for a wider audience.

Course Outline:

I. The Engineer: Tropes and Themes Worth Considering

- A. The Engineer as Visionary
- B. The Engineer as Parent-Inventor
- C. The Engineer as Explorer
- D. The Engineer as Crisis Manager
- E. The Engineer as Ethicist

II. Writing Practices for the Academic and Professional Engineer

- A. The Professional Resume
- B. The Project and/or Research Proposal

- C. The Engineering Journal Article and/or Executive Summary
- D. Other Technical Reports and Correspondence

Course Requirements

- 1 analytical report or white paper/proposal
- 1 abstract (a condensed version of a published technical research)
- 1 description of an object, mechanism, or process
- 1 essay on popular writing

Suggested Readings:

Great Ideas, Ethical Dimensions

The Engineer as Visionary	Early modern engineering as 'Romantic' defiance of known beliefs and linked closely to the development of the medical arts. Reading material, in order of lesson succession: SHELLEY, Percy Bysshe. 'On Life'. http://terpconnect.umd.edu/~djb/shelley/1880onlife.html Accessed online. 17 August 2015. ---. 'Prometheus Unbound'. http://www.bartleby.com/139/shell116.html Accessed online. 17 August 2015. BUTLER, 'Frankenstein and Radical Science' – Marilyn Butler in Shelley, Mary. <u>The Norton Critical Edition: Frankenstein</u>. (2011) See: https://books.google.com.ph/books?id=hTjFonK6_k0C&lpg=PP1&dq=mary%20shelley%20frankenstein%20norton&pg=PT177#v=onepage&q=mary%20shelley%20frankenstein%20norton&f=false
The Engineer as Parent-Inventor	EASLEA, Brian, <i>Fathering the Unthinkable: Masculinity, Scientists and the Nuclear Arms Race</i> (Pluto, 1983) MERCHANT, Carolyn, <i>The Death of Nature: Women, Ecology and the Scientific Revolution</i> (Harper and Row, 1980).

	PRIESTLEY, Joseph. <i>History and Present State of Electricity</i> (1767). https://archive.org/details/historyandprese00priegoog
The Engineer as Explorer	SAGAN, Carl. 'A Pale Blue Dot'. http://www.planetary.org/explore/space-topics/earth/pale-blue-dot.html Accessed online. 25 September 2015. HOLMES, Richard. <i>The Age of Wonder: How the Romantic Generation Discovered the Beauty and Terror of Science</i> (Harper, 2008) NATIONAL GEOGRAPHIC SOCIETY. http://education.nationalgeographic.com/media/how-hydraulic-fracturing-works/ Accessed online. 25 September 2015. BURNEY, James. <i>Memoirs</i>. https://books.google.com.ph/books?id=2PUEAAAAYA&printsec=titlepage&redir_esc=y#v=onepage&q&f=false Accessed online. 25 September 2015.
The Engineer as Crisis Manager	Journal articles in disaster prevention, or 'the risky everyday' – a special issue about disaster prevention in the Philippines (with a special focus on grassroots solutions and indigenous people's concerns) http://www.emeraldinsight.com/toc/dpm/24/4 and http://search.informit.com.au/documentSummary;dn=844931695822696;res=IELENG
The Engineer as Ethicist	Ormandy, Dale and Griffin – "Genetic Engineering of Animals" - http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3078015/ Riek and Howard – "A Code for the Human-Robot Interaction Profession" - http://robots.law.miami.edu/2014/wp-content/uploads/2014/03/a-code-of-ethics-for-the-human-robot-interaction-profession-riek-howard.pdf Martin and Schinzinger – <i>Ethics in Engineering</i>

	(excerpts) – Case Studies included, e.g. Killer robot, DC-10, Citicorp, the Babylon building code and the ‘duty to warn’ stakeholders
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Writing Practices for the Academic and Professional Engineer

Overview of Writing Practices for the Academic and Practitioner Engineer	1. The professional resume 2. The project/research proposal 3. The engineering journal article 4. Other types of technical reports and correspondence
	1. http://www.southampton.ac.uk/englishforengineers/understanding_assessed_tasks/reports/index.page 2. http://www.swarthmore.edu/writing/engineering-writing-guide#Writing 3. How Engineers can improve technical writing - https://www.asme.org/career-education/articles/business-writing/how-engineers-can-improve-technical-writing 4. http://www.southampton.ac.uk/englishforengineers/understanding_assessed_tasks/essays/index.page 5. http://herkules.oulu.fi/isbn9789514293801/isbn9789514293801.pdf 6. http://careers.tufts.edu/handouts/Engineering%20Resumes.pdf 7. https://www.engineering.cornell.edu/resources/career_services/students/upload/Action-Words-for-ENG-2009-GREEN.pdf 8. http://www.monash.edu.au/students/assets/docs/career-connect/samples/engineering-resume.pdf
Popular Writing for/about Engineers	CHAKER, Anne Marie – ‘Reading, Writing...And Engineering’ http://www.wsj.com/articles/SB120536866436332077 Accessed online 17 August 2015. HARDESTY, Larry. ‘Gaming the System’. http://www.technologyreview.com/article/515481/gaming-the-system/ Accessed online. 17 August 2015. SANTI, Paul. ‘On Making Engineers Sexy’ - http://www.fie-conference.org/fie97/papers/1512.pdf Accessed online. 17 August 2015.