

Skyline College

Official Course Outline

Date: April 2008

1. TITLE:

FILI 120 – Advanced Elementary Filipino

5 units. Five class hours per week, plus one lab hour per week.

Prerequisite: FILI 110 or 112, or equivalent.

2. COURSE CLASSIFICATION:

Credit course applicable to the Associate Degree.

3. COURSE DESCRIPTIONS:

Catalog description

Five lecture hours and one lab hour per week. Prerequisite: FILI 110 or 112, or equivalent. A continuation of FILI 110 or FILI 112, for students who can use Filipino to communicate about the “here and now” and relate a simple story in the past. Students practice and develop further communicative competence in written and spoken Filipino for use in a variety of social contexts and settings. Readings are used as the basis of classroom discussions. Cultural aspects of the Filipino-speaking-world are emphasized. The course is conducted primarily in Filipino. Transfer credit: UC; CSU (C2).

Schedule of classes description

Prerequisite: FILI 110 or 112, or equivalent college-level course. A continuation of FILI 110 or FILI 112. Practice and development of greater competence in spoken and written Filipino for use in a variety of social contexts and settings. Focus on readings for classroom discussions and cultural aspects of the Filipino-speaking world. Course conducted primarily in Filipino. Transfer: UC; CSU (C2).

2. COURSE JUSTIFICATION:

This course is designed to meet G. E. requirements in the Humanities for the A.A. degree and IGETC requirements in the area of “Language Other Than English,” and for transfer to the CSU and UC. The Advanced Elementary Filipino course is required to complete the one year study of Filipino and to prepare students for continuation to Intermediate Filipino course (FILI 130). Transfer credit: UC; CSU (C2).

3. STUDENT LEARNING OUTCOMES (SLO’S):

After successfully completing FILI 120, students will be able to:

- Compose simple conversations related to daily tasks, work, school, the news, their identity, social and personal needs, social graces, greetings, narrate events, illustrate anecdotes, make descriptions and use subordinate clauses.
- Use all tenses in the Indicative, Imperative and Subjunctive.
- Write, read and comprehend simple, yet connected, texts dealing with a variety of basic and social needs with an increasing understanding of them.
- Contrast different accents of the diverse Filipino communities and regions.
- Compare different values, customs and life styles in the Filipino communities and regions.

4. SPECIFIC INSTRUCTIONAL OBJECTIVES:

- Strengthen students’ foundation in all aspects of language acquisition: speaking, listening, reading and writing.

- Build oral and written proficiency based upon correctness in rhetorical modes such as narration, description, comparison, explanation, and direction.
- Develop proficiency in producing statements in Filipino and translating them through vocabulary learned in every chapter.
- Dramatize small dialogues and real-life situation simulations.
- Prepare students to make oral in-class- presentations.

5. **COURSE CONTENT:**

- Study of the Filipino language and its basic aspects and tenses in the four basic skills.
- Acquisition of a clear pronunciation.
- Acquisition of a basic vocabulary.
- Acquisition of the advanced principles of grammar including the use of tenses in the Indicative, Imperative and Subjunctive, personal reflexive and objective pronouns.
- Development of basic oral communication skills in Filipino.
- Exposure to various elements of many cultures within the Filipino-speaking world.

6. **REPRESENTATIVE METHODS OF INSTRUCTION:**

Methods of instruction include:

- Lecture presentation.
- Reading and interpretation of written material and in-class exercises, including discussion using that material.
- Oral repetitions to refine pronunciation.
- Listening comprehension with tapes and DVDs.
- In-class writing and translation drills.
- Speech presentation, pair and group work.
- Film viewings and discussions.
- Presentation evaluations.

7. **ASSIGNMENTS:**

Typical assignments may include:

I. Listen, practice and create oral and written statements and questions regarding basic needs in Filipino.

II. Speaking:

- A. Role-play in pairs or small group.
- B. Describe in Filipino an illustration or a picture.
- C. Interview the instructor and other classmates in Filipino.
- D. Practice oral exercises with a partner and also the teacher.
- E. Deliver two two-minute oral presentations.

III. Reading comprehension

- A. Read sentences the instructor provides; answer comprehension and analytical questions.
- B. Translate statements.

IV. Writing

- A. Write and read basic dialogues.
- B. Practice conversations orally and in writing.
- C. Write statements based on information given in class by the instructor or generated by videos.
- D. Take vocabulary quizzes.

- E. Write dialogues with a partner.
- F. Demonstrate correct usage of grammar in paragraph writing and written exercises.

V. Critical Thinking

- A. Read about and analytically discuss the different values, customs, and life styles in the Philippines and in the various Filipino communities.
- B. Analyze how language reflects culture.
- C. Create dialogues to assess understanding of conceptual language.

8. EVALUATION OF STUDENT PERFORMANCE:

Letter grade

- Students will be required to read, write, pronounce words, speak in public and form sentences in a basic level so that they are able to communicate basic elementary ideas of their own, using tenses in Indicative, Imperative and Subjunctive.
- Oral and written quizzes, dictations, oral presentations and small paragraphs interpreting passages and interviews on culture will be assigned.
- A mid-term exam may be given and a final is required.
- Translation exercises and small dialogue writing exercises will also be assigned to evaluate students' critical thinking.
- Two-minute oral presentations will be delivered.

9. RECOMMENDED or REQUIRED TEXT(S):

The texts are periodically changed based on Filipino instructors' evaluation of the texts presented at the time. Presently the following are used:

Romero, Victor Eclar. Learn Filipino Book II. Atlanta:Magsimba Press. 2004.
ISBN 1-032956-41-7.

Santiago, Alfonso O. and Norma Tiangco. Makabagong Balarilang Filipino. Manila: Quezon City: Rex Printing Co. 2003.
ISBN 9-712336-81-6.