

Skyline College Official Course Outline

Date: April 2007

1. TITLE:

FILI 121- Advanced Elementary Filipino I
3 units. Three lecture hours plus one lab hour per week.
Prerequisite: FILI 110 or FILI 112 or equivalent.

2. COURSE CLASSIFICATION:

Credit course applicable to the Associate Degree.

3. COURSE DESCRIPTIONS:

Catalog Description:

Three lecture hours plus one lab hour per week. FILI 110 or FILI 112 or equivalent. Filipino 121 is the first course in an advanced elementary two-part sequence of a two-semester sequence covering the second year of Filipino. The course covers approximately the content taught in the first half of FILIPINO 120. It continues the oral and written skills studied and practiced in FILI 110 and FILI 112 and continues to develop the foundation in structure and vocabulary needed for basic communication. Emphasis is on the active use of language and also culture customs and history of the Filipino world. Transfer credit: UC; CSU.

Schedule of Classes Description:

FILI 121 ADVANCED ELEMENTARY FILIPINO I. Three lecture hours plus one lab hour per week. Prerequisite FILI 110 or FILI 112 or equivalent.

The first part of a two-semester sequence covering the second year of Filipino. Continues the oral and written skills studied and practiced in FILI 110 and FILI 112 and continues to develop the foundation in structure and vocabulary needed for basic communication. Emphasis is on the active use of language. Transfer credit: UC;CSU.

4. COURSE JUSTIFICATION:

This course is designed to meet G. E. requirements in the Humanities for the A.A. degree, and for transfer to the CSU and UC. This first part of the second year of the Advanced Elementary Filipino course is required to complete the first part of the second year study of Filipino. Transfer credit: UC; CSU.

5. STUDENT LEARNING OUTCOMES (SLO'S):

After successfully completing the course FILI 121, the students will be able to:

- Demonstrate ability to carry on simple conversations, more advanced than Filipino 110 and 112, related to daily tasks, work, school, the news, their identity, social and personal needs, social graces, greetings, narrate events, illustrate anecdotes, make descriptions, use subordinate clauses.
- Compare scenarios in regards to socio-political-economic issues between their own culture and the others in the Hispanic-Filipino world

- Respect differences between people of different cultures.
- Compare different values, customs and life styles in the Filipino-speaking-world with some appreciation.
- Write, read and comprehend simple yet connected texts dealing with a variety of basic and social needs with an increasing understanding of them.

6. SPECIFIC INSTRUCTIONAL OBJECTIVES:

- Continue to strengthen students' foundation in all aspects of language acquisition: speaking, listening, reading and writing.
- Continue to build oral and written proficiency based upon correctness in rhetorical modes such as narration, description, comparison, explanation, and direction.
- Recognize different accents of the diverse Filipino-speaking world.
- Estimate and compare different values, customs and life styles in the Filipino-speaking communities.
- Write, read and comprehend simple yet connected texts dealing with a variety of basic and social needs with an increasing understanding of them.
- Continue to develop proficiency in producing statements in Filipino and translating them, to drill the vocabulary learned in every chapter.
- Dramatization of small dialogues and real-life situation simulations are the primary approaches in the classroom.

7. COURSE CONTENT:

- A. The study of the advance concept of ownership using definite possessives such as “*ng*”, “*ni*”, “*ng*”, “*ng mga*”, “*nina*”;
- B. Expressing desire of rejection of objects using phrases. “*Gusto ko ang...*” *Ayaw ko ang*”; the telling of time and dates in Hispano-Filipino numerals, with time expressions;
- C. Expressing through oral and written work the present, past and future activities;
- D. A concentrated study on the “*In, An, and Mag-verbs*” and their declensions;
- E. Expressing ability and obligation through the use of “*dapat*” and “*kalaigan*”, “*puede*”, “*maaan*” and “*Maka-*”.

F.. Cultural and Historical Changes

1. Malay, Muslim, Indian, Chinese influence on Philippine history and culture
2. Spanish and American impact on Philippine history and culture

G. Linguistic and Cultural Changes

3. Written accounts of changes brought about by Spanish and American colonization
4. Oral histories and immigrant accounts of changes in culture and language from Philippines to the United States

8. REPRESENTATIVE METHODS OF INSTRUCTION:

Methods of instruction may include:

- Lecture presentation.
- Reading and interpretation of written material and in-class exercises, including discussion using that material.
- Oral repetition 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.
- Access of supplementary course material on the Internet
- Readings and supplementary articles on history and culture
- Visits to the language laboratory and use of the audiotapes or CD-ROMS.

9. ASSIGNMENTS:

Typical assignments:

- I. Listening, practicing and creating oral and written statements and questions regarding basic needs in Filipino.

- II. Speaking:
 - a. Role-playing in pair or group.
 - b. Describe in Filipino an illustration or a picture.
 - c. Interview the instructor and other classmates in Filipino.
 - d. Oral exercises with a partner and also the teacher.

- III. Reading comprehension
 - A. Read sentences.
 - B. Read sentences the instructor provides; answer questions.
 - C. Translate statements.

- IV. Writing
 - A. Writing or reading basic dialogues.
 - B. Practice conversations orally and in writing.
 - C. Write statements based on information given in class by the instructor or induced by videos.
 - D. Vocabulary quizzes.
 - E. Writing 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. Dialogue to assess understanding of conceptual language
 - D. Write critical compositions, analyzing cultural texts and contexts.

10. EVALUATION OF STUDENT PERFORMANCE:

Grade Option

Typical methods of evaluation may include:

1. 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 the present, present progressive and immediate future tenses.
2. Oral quizzes, written quizzes, dictations, oral presentation and small paragraphs interpreting passages and interviews on culture.
3. A mid-term exam may be given and a final is required.
4. Translation exercises and small dialogue writing exercises will also be assigned to evaluate students' critical thinking.

11. 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 I*. Atlanta:Magsimba Press.

ISBN 1-032956-41-7. 2004.

Santiago, Alfonso O. and Norma Tiangco. *Makabagong Balarilang*

Filipino. Manila: Quezon City: Rex Printing Co. 2003

ISBN 9-712336-81-6

SUPPLEMENTARY BIBLIOGRAPHY:

— Bickford, Sam. *Pilipino-English, English-Pilipino Dictionary*. New York: Hippocrene Books, 1993.

Ramos, Teresita. *Conversational Tagalog: a Functional Situational Approach*. Hawaii: University of Hawaii Press, 1985.

Language Learning Tagalog/Pilipino, CD-ROM, Laser Publishing Group, 2000.

Supplementary Anthology of Readings from two periodicals: *Philippine News* and *Filipinas Magazine*

Web-based textbook at <www.seasite.niu.edu/Tagalog>