

Skyline College

Official Course Outline

Date: June 2007

1. TITLE:

FILI 110—Elementary Filipino I

5.0 Units. Five lecture hours plus one lab hour per week.

Recommended: Eligibility for ENGL 836 and READ 836, or ENGL 846, or ESOL 400, or equivalent.

2. COURSE CLASSIFICATION:

Credit course applicable to the Associate Degree.

3. COURSE DESCRIPTIONS:

Catalog Description:

Beginner's course in Filipino grammar, composition, and reading. Practice in speaking and understanding Filipino. Introduction to the history, grammar, sentence structure, idioms, and cultural aspects naturally intertwined with the language; introduction to honorifics, formal second person singular form, respect particles, and everyday greetings and formularies indicating politeness and respect for the persons addressed. This class is conducted primarily in Filipino. Transfer credit: UC; CSU (C2).

Schedule of Classes Description:

Recommended: Eligibility for ENGL 836 and READ 836, or ENGL 846, or ESOL 400, or equivalent.

Beginner's course in Filipino grammar, composition, and reading. Practice in speaking and understanding Filipino. Introduction to grammar, sentence structure, idioms, and history and cultural aspects of the language; introduction to the honorifics of the language. Class conducted primarily in Filipino. Plus one hr/wk by arrangement. Transfer: UC, CSU (C2).

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. Satisfactory completion of Filipino 110 prepares students for continuation to Advanced Elementary Filipino. Transfer credit: UC; CSU (C2).

5. STUDENT LEARNING OUTCOMES (SLO'S):

Upon completion of FILI 110 the students will be able to:

- Develop proficiency in basic conversational Filipino language, related to ordering food, travel, ways to identify oneself and others.
- Use formal and informal treatment of written and spoken language with basic vocabulary.
- Construct a foundation in the four basic skills: reading, writing, speaking and listening comprehension.
- Contrast different accents of the diverse Filipino-speaking-communities.
- Compare different values, customs and the life styles in the Philippines and in Filipino communities.

6. SPECIFIC INSTRUCTIONAL OBJECTIVES:

- Build and 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.
- Dramatize small dialogues and real-life situation simulations.

7. COURSE CONTENT:

- A. Use common daily greetings, inquiries, and basic vowel and consonant sounds.
- Expressions using ‘Magandang umaga...’, etc. and ‘Kumusta ka/kayo’.
 - Use of the important cultural respect particles ‘po’ and ‘ho’.
 - Respectful second person pronoun form ‘kayo’ in greeting or responding to elders, clients, and superiors.
 - Recognizing and differentiating the basic vowel and consonant-vowel sounds in the language.
 - Ask and respond to ‘Nasaan...’ questions.
 - Use the personal, subject marker pronouns ako, ka, ikaw, siya, etc. in simple basic structures.
 - Use of the subject markers ‘Ang’, ‘Si’, and ‘Sina’.
- B. Ask and respond to basic ‘Saan..’ interrogatives.
- Respond to basic ‘Kumusta...’ greetings in common situations at home, work, and social gatherings.
 - Express appropriate leave-taking expressions in common, daily situations.
- C. Ask the basic questions (‘Ano ito/iyan/iyon?’ and ‘Ano ang pangalan mo?’) and respond with the possessive, personal pronouns ko, mo, niya, etc. using the appropriate polite and respectful terms when needed.
- D. Identify objects and people using the personal and demonstrative pronouns.
- Using basic structures in expressing positive and negative declarative sentences and in asking simple positive and negative questions used in daily interactions.
 - Identifying and stating the jobs or occupations of people expressed in nominal and adjectival vocabulary.
- E. Ask basic bio-data questions using the interrogatives or affixes saan, taga-saan, kailan, ilan, and bakit.
- Respond to basic bio-data questions using the prepositions sa, nasa, taga...
 - Use these interrogative terms as part of the culture’s ways of greeting, social introductions, and practice of inquiring about a person’s regional or provincial roots.
- F. Use the appropriate ligatures/linkers in connecting commonly used adjectives with nouns they modify.
- Describe commonly known objects and people with basic adjectives.
- G. Command or instruct others to perform basic actions using commonly used ‘UM’ and ‘MAG’ verb forms together with the culturally appropriate affixes and pronouns.
- Give ‘Do not...’ commands using the imperative of the ‘UM’ and ‘MAG’ verbs.
 - Describe simple past events using the completed aspect of the ‘UM’ and ‘MAG’ verbs in short, basic sentences.
- H. Give and respond to commands using the imperative form of the verb ‘ITURO’, using this in the object focus structure.
- I. Recite the months and days of the year and enumerate dates from 1-31 using both the Filipino and Spanish based numerals, together with basic information about the historical and cultural impact of the Spanish language on date, time, and money counts, and economic-financial vocabulary in general.
- J. Recite and enumerate the appropriate terms for common flora and fauna in the Philippines.
- K. Use most common flora and fauna terms in foods that are used daily, on special occasions, feasts, and/or religious observances that are part of the nation’s cultural heritage.
- L. Use in simple utterances and sentences the terms used to identify family members and relatives together with their culturally appropriate titles and honorifics.
- M. Produce unaspirated initial p-, t-, and k- sounds and to produce the correct ultimate-syllable glottal stop sounds in the language.

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, both in-class and outside of class, may include:

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

II. Speaking:

- a. Role-playing in pairs 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

10. EVALUATION OF STUDENT PERFORMANCE:

Grade Option

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):

Romero, Victor Eclar. Learn Filipino Book I. 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

Supplemental Texts:

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 emphasizing the links between Philippine language and culture in each lesson.

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