

Skyline College

Official Course Outline

Date: April 2007

1. TITLE:

FILI 111 Elementary Filipino I

3 units. Three hours lecture hours plus one lab hour per week

Recommended: Eligibility for ENGL 836 or ESOL 400 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. Recommended: Eligibility for ENGL 836 or ESOL 400 or equivalent.

Filipino 111 is the first course in a basic two-course sequence for native and non-native students. The course covers approximately the same material studied in the first half of Filipino 110. Students will acquire a basic ability to speak, read and write in Filipino at the elementary level and will learn about the customs, culture and history of the Filipino world. Transfer credit: UC; CSU (C2).

Schedule of Classes Description:

Recommended: Eligibility for ENGL 836 or ESOL 400. The student will acquire the ability to speak, read and write in Filipino at an elementary level and will learn about the customs and history of the Filipino world. 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 IGETC requirements, and for transfer to the CSU and UC. This first part of the Elementary Filipino course (Filipino 111 and 112) is required to complete the one year elementary study of Filipino and to prepare students for continuation to the Advanced Elementary Filipino course. Transfer credit: UC; CSU (C2).

5. STUDENT LEARNING OUTCOMES (SLO'S):

After successfully completing Filipino 111, students will be able to:

- Develop proficiency in conversational Filipino language with simple vocabulary 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, 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 Basics: Vowel and consonant sounds, Historical and Contemporary Spelling and Vocabulary, Scripts and Alphabet

1. The basic vowel and consonant
2. The ancient Filipino scripts and the Spanish romanized alphabet
3. Native Filipino vocabulary vs. Spanish colonial borrowings.

B. Everyday usage greetings: Leave taking and interrogatives.

1. Greetings and leave taking in the family, society and workplace with appropriate cultural honorific particles and respect pronouns.
2. The “who”(*sino*) and “where” (*saan/nasaan/taga-saan*) and the appropriate social and cultural use for greetings and inquiring about a person’s regional and family roots

C. Language Markers: Culture and Usage

1. Use of the subject markers with nouns and names of people
2. Subject marker pronouns in their appropriate cultural use in family, society and workplace, together with respect particles “*po*” and ‘*ho*’

D. Basic Sentence Structure: culture and usage

1. The affirmative and negative statement with the more common predicate first construction
2. Asking questions with the appropriate social and cultural indirect construction, respect pronouns and particles.

E. Numbers, Times, Dates and Places: History and Usage

1. Comparison and contrast of spelling and use of Filipino and Spanish numbers, times and dates
2. Recall and state important dates in Filipino history
3. Name key Filipino national heroes and their titles

F. Adjectives and Adverbs: Culture and Usage

1. Formation of adjectives and adverbs from affixes and root words
2. Formulation and contrast of the positive, comparative and superlative forms of adjectives and adverbs.
3. Use of appropriate adverbial particles (enclitics) and softeners and respect forms in appropriate social and cultural contexts

G. Verbs, Inflection, Aspect and Focus: Culture and Usage

1. Formation of adjectives through affixes, root words and reduplication
2. Use of the culture-appropriate verb affixes ‘*PAKT* (please) and ‘*MAKT*’ (the social please)
3. Giving, receiving and performing requests, instructions and commands using the appropriate social and cultural particles and subject forms

H. Family Terms and Relations: Culture and Usage

1. ... In simple utterances and sentences, the terms for family members and relatives
2. Culturally appropriate titles and honorifics

I. Workplace: Culture and Usage

1. Simple utterances and sentences for making requests, asking information, and giving instructions to colleagues at work
2. Culturally appropriate titles and honorifics in addressing peers, supervisors and subordinates.

J. 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

K. Linguistic and Cultural Changes

1. Written accounts of changes brought about by Spanish and American colonization
2. 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, 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

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):**

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

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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.