



ASIALANG 307: First Semester FILIPINO

Course syllabus prepared by Irene Gonzaga, SEASSI 2025 Instructor

Meeting time: [REDACTED]

Zoom link: [REDACTED]

Passcode: [REDACTED]

Instructor & contact information: Irene Gonzaga [REDACTED]

Office hours: [REDACTED]

Activities zoom link:

[REDACTED]

Passcode: [REDACTED]

ONLINE RESOURCES & APPLICATIONS USED IN CLASS

Canvas course site: [REDACTED]

Learning resources:

<https://drive.google.com/file/d/1KTcehRhy8FAP9DSlnxvR2usqG6d3FmW7/view?usp=sharing>

<https://drive.google.com/file/d/1liM-mRmZ3sa1aanehzo4LHj5e9-E2ftZ/view?usp=sharing>

<https://www.tagalog.com/>

ASIALANG 307 is a four-week program that covers the equivalent of 4-credit foreign language courses offered during the regular Fall semesters. The class meets for four hours a day, Monday-Friday (i.e., four 50-minute sessions daily), June 16-July 11, 2025. Students are expected to spend an average of two hours of out of class work per day.

COURSE DESCRIPTION:

This is an introductory-level course in Filipino designed to develop basic communicative competence in everyday social situations. The course emphasizes the four fundamental language skills—speaking, listening, reading, and writing—with a primary focus on speaking and listening as the foundation for language acquisition at the beginner level. Special attention will be given to the sound system of Filipino, including pronunciation, intonation, and stress patterns, as well as essential vocabulary and grammatical structures.

As an online course, instruction will be delivered through synchronous sessions and interactive digital activities that promote meaningful communication. Learners will engage in guided practice and collaborative tasks that simulate real-life social interactions, with emphasis on turn-taking, common courtesies, and strategies for initiating and concluding conversations. Cultural topics will be integrated throughout the course to provide context and deepen understanding of Filipino as a language shaped by its social and cultural environment.

COURSE LEARNING OUTCOMES:

Interpersonal Mode (Speaking and Listening / Reading and Writing)

- Engage in simple conversations by asking and answering Yes–No and WH-questions related to personal identity, routines, interests, and immediate surroundings.
- Provide and request information about familiar topics such as family, school, home, work, and town life.
- Participate in informal interactions involving greetings, introductions, leave-taking, expressing thanks, and inviting, accepting, or declining invitations.
- Manage short exchanges to make simple requests, describe people and objects, express likes and dislikes, narrate daily routines, and ask for or follow basic directions.

Interpretive Mode (Listening and Reading)

- Demonstrate understanding of sentence-length spoken texts on familiar topics (e.g., meals, personal background, and basic instructions).
- Identify the impact of intonation and stress on meaning in spoken Filipino.
- Interpret familiar written texts, including menus, schedules, maps, and signage.
- Understand the main idea of short, simple reading materials relevant to personal and social contexts.

Presentational Mode (Speaking and Writing)

- Complete simple forms with personal biographical information.
- Take down brief dictation and notes based on spoken language.
- Write short, simple compositions, journal entries, or letters about personal experiences, routines, and everyday topics.
- Provide basic oral or written descriptions of familiar people, places, things, and activities.
- Deliver short, prepared presentations on topics of personal interest or experience using memorized and rehearsed language.

TARGET PROFICIENCY LEVEL:

At the end of the Four-week SEASSI program, students in the first-year classes (ASIALANG 307) are expected to achieve Novice-mid to Novice-high proficiency rating. For more information on the proficiency level descriptions, refer to the American Council of Teachers of Foreign Languages (ACTFL) 2012 proficiency guidelines available at this URL: https://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf

ADDITIONAL COURSE INFORMATION:

Placement

A language proficiency assessment will be administered by the instructor on the first day of class to confirm appropriate placement. Based on the results, you may be advised to transfer to a different class level that better matches your proficiency.

Attendance

Regular and punctual attendance is essential for success in this course. Unexcused or elective full-day absences may significantly affect your final grade. Students are responsible for all material and assignments missed due to absences. Make-up exams or quizzes will not be given for undocumented or unexcused absences on assessment days. Please refer to the Attendance and

Tardiness Policy: [Attendance and Tardiness – Wisconsin Intensive Summer Language Institutes – UW–Madison](#)

Participation

Active participation is expected in every class session. This includes daily recitation, engagement in class activities, and full collaboration in group or partner work. Active and meaningful participation is necessary to receive full attendance and participation credit.

Preparation

Students are expected to come to class prepared, bringing all required materials such as textbooks, handouts, and completed assignments. All assignments must be submitted on time; late submissions will receive a deduction of 5 points per day. If you encounter any difficulties with course content or requirements, please contact the instructor promptly.

Use of Filipino

In accordance with UW–ALC and SEASSI policy, Filipino is the primary medium of instruction in this course. English will be used no more than 20% of the time. Students are expected to use Filipino as much as possible during class and are encouraged to practice the language outside of class to support their learning.

Electronic Devices

Cell phones must be set to silent or vibrate mode during class. Music and video players must remain off. Laptops or tablets may be used only for note-taking or class-related tasks. Unauthorized browsing or use of unrelated applications is not permitted.

RULES, RIGHTS & RESPONSIBILITIES

- See the Guide's [Rules, Rights and Responsibilities](#)

ACADEMIC INTEGRITY

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to studentconduct.wiscweb.wisc.edu/academic-integrity/.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

McBurney Disability Resource Center syllabus statement: “The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work

either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.”

<http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php>

REQUIREMENTS:

- **Weekly writing activity to be submitted every Monday (weeks 2, 3, 4)**
Details will be given in class.
- **Weekly show and tell presentations on a topic related to the week's theme every Wednesday (weeks 1, 2, 3) 3–5-minute** mini-presentations followed by a short discussion and a question and answer.
- **Weekly tests every Friday**
All tests will include the following sections: reading assessment, listening comprehension, writing, & grammar/vocabulary.
 - The reading portion of the exam will include the following reading assessment tasks: table response (Week 1&2) and recall protocol (Week 3&4)
 - The Listening portion of the exam will include the following assessment tasks: Summary table (Week 1 & 2) and recall protocol (Week 3&4)
- **Final written exam and OPI (oral proficiency interview)**
There will be a two-hour comprehensive exam and a 20-minute interview on Thursday, July 10.
- **Final presentation (Friday, July 11)**
For this collaborative project, you will work with members from other SEASSI Filipino classes to research and create a short, informative, and persuasive presentation about a Filipino-American (Fil-Am) community in an assigned U.S. region. Your target audience is a group of visiting students from the Philippines who are interested in learning more about Fil-Am communities and places they might explore during their time in the U.S. Using a variety of sources—such as websites, books, media, and interviews with community members—you will gather information and highlight what makes the community vibrant, culturally significant, and worth visiting. Your presentation should be creative, well-organized, and delivered primarily in Filipino, demonstrating your language skills and cultural understanding. Enjoy working together and learning more about the diverse experiences of Filipinos in the United States!

More details will be given in class.

GRADING:

Speaking & Listening (350)

Preparation	75
Participation	75

Mini presentations	100
Discussion (includes question & answer tasks)	50
Oral Proficiency Interview (OPI)	50

Writing (550)

Homework; weekly writing exercises (3)	300
Weekly tests (3)	150
Final written exam	100

Final project (100)

Presentation	60
Project write-up	40

TOTAL points	1000
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Your final grade will be based on your overall performance as follows:

A	=	excellent (920+)
AB	=	above average (870+)
B	=	average (820+)
BC	=	below average (770+)
C	=	poor (720+)
D	=	minimal pass (620+)
F	=	failure (620 and below)
I	=	incomplete

Lingguhang Paksa at Gawain
Weekly Topic and Activities

Layunin ng Pag-aaral (Learning Objectives)	Paksa, Gramatika at Gawaing pang-klase (Topic, Grammar and Class Activities)	Takdang-Aralin / mga paalala (Homework and Reminders)
<p>Week 1 Sarili (Self) June 16 - 23 At the end of the week the students will be able to:</p> <p>Greet and leave people in a polite manner</p> <p>Introduce oneself and others</p> <p>Give personal information</p> <p>Use time related expressions</p>	<p>Pagbati (Greetings) Markers and Linkers Role-play</p> <p>Pagpapakilala sa sarili (Self-Introduction) Ang and Ng pronoun Personal Information Saan at Tagasaan, May, Mayroon, Wala Interview</p> <p>Oras (Telling time) Pang-Araw-araw na Gawain (daily routine)</p>	<p>Orientation</p> <p>Syllabus/ Course Description / Can do statement and Self-Assessment tool</p> <p>Show and Tell: talking about someone interviewed</p> <p>Watch a short Filipino vlog clip about daily routines; answer Qs</p>

<p>Identify months and days of the week</p> <p>Read and listen to the dialogues</p>	<p>Petsa at kaganapan (Dates and Events) Ano/kailan questions</p>	<p>Record 1-minute video introducing yourself and a friend</p> <p>Self-introduction paragraph using target grammar</p> <p>Weekly Quiz</p> <p>Mixed level activities</p>
<p>Week 2 Pamilya (Family) June 23 – June 27 At the end of the week the students will be able to:</p> <p>Identify and describe members of the family</p> <p>Describe people and things using adjectives</p> <p>Identify colors, shapes and numbers</p>	<p>Ang mga miyembro ng Pamilya (members of the Family) conjunctions Draw a Family Tree</p> <p>Trabaho (occupations) Reading</p> <p>Mga Bagay at bahagi ng bahay (Describing things and parts of the house) Adjectives</p> <p>Mga hugis at kulay (Colors and Shapes) Linker na /-ng Listening</p> <p>Bilang (numbers) Sentence construction and conversion</p>	<p>Mixed-level activities</p> <p>Show and Tell : Describing parts of the house</p> <p>Journal:Ang aking Pamilya</p> <p>Listening / Watching video clips</p> <p>Weekly Quiz</p>
<p>Week 3 Komunidad (Community) June 30 – July 3 At the end of the week the students will be able to:</p> <p>Describe common things and places in the community</p> <p>Shop at the market or store</p> <p>Order a meal in a restaurant</p>	<p>Ang aking Komunidad (my community) Saan / Nasaan</p> <p>Pamimili (Shopping) Ano/ magkano/ilan Presyo (Prices)</p> <p>Pag-oorder ng pagkain (ordering foods) Role play</p>	<p>Mixed level activities</p> <p>Show and Tell: Ang Paboritong Restawran</p> <p>Listening / watching short audio or video</p> <p>Journal: Likes and dislikes</p> <p>Weekly quiz- July 3</p>

<p>Express wants and doesn't want</p>	<p>Mga Ayaw at Gusto (Expressing wants or doesn't want) Pseudo-verb gusto, ayaw Huwag</p>	<p>Holiday: July 4</p>
<p>Week 4 Kalusugan (Health) July 7 - 11 At the end of the week the students will be able to: Identify the body parts and ailments Give and follow directions Give and follow request and commands</p>	<p>Bahagi ng katawan (parts of the body) Mga Sakit (ailments) May/mayroon Pagbisita sa doktor (Visiting a doctor) Oo/hindi Role Play Pagbibigay at Pagsunod sa direksyon (Giving and Following directions) Pakiusap at Pag-uutos (Following request and giving commands)</p>	<p>Mixed level activities Show and Tell: self-care OPI Final Exam Group Presentation</p>