



### **ASIALANG 407: First Semester FILIPINO**

Course-specific syllabus prepared by Precious Arao, SEASSI 2025 Instructor

**Meeting time:** [REDACTED]

**Location:** Online (Zoom)

**Zoom Link:** [REDACTED]

**Meeting ID:** [REDACTED]

**Passcode:** [REDACTED]

**Instructor:** Precious Arao (Ate Precious)

**Contact:** [REDACTED]

**Office hours:** [REDACTED]

**Zoom Link:** [REDACTED]

**Passcode:** [REDACTED]

**WhatsApp #:** [REDACTED]

**Activity Zoom:** [REDACTED]

**Passcode:** [REDACTED]

#### **COURSE DESCRIPTION:**

Third semester Filipino is an intermediate level course in the language. It is a continuation of the beginning level courses, LCA 305-306, designed to introduce learners to structures and vocabulary necessary to be able to function in everyday social situations, participate in conversations dealing with daily routines and familiar topics. The focus of the course is on the development of learners' speaking, listening, reading and writing skills to be able to ask and answer questions on familiar topics, provide detailed narrations and descriptions, give and follow directions, read and write short informational texts and appropriately use common everyday expressions.

#### **COURSE LEARNING OUTCOMES:**

At the end of the course, the student will be able to demonstrate proficiency in the following language use areas:

##### **Interpersonal mode of communication**

- Open, maintain, and close a conversation covering a limited number of topic areas, such as family and friends, travel, the weather, leisure activities and sports, food and diet, beliefs and values, and some social issues.
- Give and follow directions and instructions, e.g. direction to a particular place, recipe, and other materials explaining step-by-step procedures.
- Participate in discussions about some current events, personal and widely known general interest stories.
- Use appropriate language in specific social situations, paying particular attention to cultural considerations, e.g. meeting people at a party, complimenting, complaining, expressing appreciation, offering and asking for help, accepting and declining formal and informal invitations

to various events/activities, etc.

### **Interpretive mode, reading and listening**

- Show full understanding of short, simple conversations, public announcements, radio and TV talk shows and news broadcasts on a limited topic areas by relaying information to others, identifying key details from a reading or listening text, and/or summarizing gathered information.
- Demonstrate (nearly) full comprehension of medium-length simple texts such as personal notes/letters, weather reports and other news articles or broadcasts, public notices and advertisements, short stories and straightforward informational texts.
- Correctly interpret the meaning of commonly used idioms and popular riddles by restating meaning, providing a brief explanation, or responding appropriately to questions pertaining to these idioms and expressions.
- Show (nearly) full understanding of movies or short stories by summarizing or retelling a story.

### **Presentational mode, writing and speaking**

- Provide short to medium-length narration of familiar everyday events and experiences with some detail.
- Describe and compare things, places, events, people, etc. using a relatively wide range of vocabulary and sentence structures.
- Produce short-medium length letters, narration of personal experiences and witnessed events, and descriptions of people, objects & places with some detail.

**Second year target proficiency level** — At the end of the eight-week SEASSI program, students in the second- year classes (LCA 405-LCA 406) are expected to achieve **Intermediate-mid to Intermediate-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: <http://actflproficiencyguidelines2012.org/> . For self-assessment purposes or to track your own progress, you may consult the NCSSFL-ACTFL can-do- statements document at this URL: [http://ujop.cuni.cz/upload/stories/Sluzby/Can-Do\\_Statements.pdf](http://ujop.cuni.cz/upload/stories/Sluzby/Can-Do_Statements.pdf)

### **ONLINE RESOURCES & APPLICATIONS USED IN CLASS:**

**Canvas course site:**



**Learning resources:**

<https://sentrofilipino.upd.edu.ph/glosari/index.php>  
<https://www.tagalog.com/>

**Online News Resources:**

Pinoy Weekly: <https://pinoyweekly.org/>  
Filipino Star Ngayon: <https://www.philstar.com/pilipino-star-ngayon>  
ABS-CBN DZMM: <https://news.abs-cbn.com/dzmm>  
Abante: Una sa Balita: <https://www.abante.com.ph/>

*\*There is no required textbook for ASIALANG 407, all materials will be uploaded on CANVAS*

### **REQUIREMENTS:**

- **Weekly writing exercises to be submitted every Monday (weeks 2, 3, 4)**  
Details will be given in class.

- **Weekly reading exercises every Tuesday (weeks 1-4)**
  - Students will be given a reading material and comprehension assessment
- **Weekly listening exercises every Wednesday (weeks 1-4)**
  - Students will be given multi-media materials to listen to or watch and comprehension assessment
- **Weekly speaking exercises (show and tell presentations) on a topic related to the week's theme every Thursday (weeks 1, 2, 3)**
  - 4-6 minute mini-presentations followed by a short discussion and a question and answer.
- **Weekly tests every Friday**
  - All tests will include the following sections: listening, reading, writing, & grammar/vocabulary.
  - The reading portion of the exam will include the following tasks: Short answer question (Week 1), recall protocol (Week 2 & 3), and open-ended response (Week 4)
  - The listening portion of the exam will include the following tasks: table response (Week 1), recall protocol (Week 2 & 3), and summary protocol response (Week 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 11.
- **Final Presentation (Friday, July 11)**  
This project and final presentation require the student to prepare a short presentation about Popular Filipino-American in different field (*Mga Fil-Am na Komunidad sa Estados Unidos*). You must consult a variety of sources for information that you need to complete this project—e.g., internet sites, books, research papers, magazines, web/TV shows, friends, neighbors, family, and other sources in your community. Your target audience are Filipino-Americans, the students in the university and the Filipino community in the country. You will prepare a biographical information about the person as your project.

**The project:**

There are 2.4 million Filipino Americans or with Filipino ancestry living in the United States of America according to the 2020 census. The regions with significant population are Hawaii, California, Texas, Illinois, New York, and Florida. There are some of them who made a significant contribution in the field of arts, culture, politics, education, media, society and more. Identifying and recognizing their contribution to the community is important and often overlooked in primary education. The goal of this project is to create a compilation of biographical information about the person assigned to you and compile in one newsletter format. This can be used as a reading material for students and the community who wish to study the Popular Filipino American who has a great contribution in the community and in the country.

More details will be given in class.

- **Writing E-Portfolio on canvas, due on the last day of class. Friday, 7/11/25**  
The collection must include **four original and revised versions of writing assignments and a ½ page introduction**. Writing assignments from each week must be revised and compiled into a portfolio. You *may* add pictures, illustrations, etc. to make your e-portfolios more interesting.

**SEASSI Attendance Policy (strictly enforced)**

Students may miss **one class per semester** without penalty; a **second absence** can result in a full grade deduction; **three or more absences** may lead to an additional grade reduction or automatic failure. Additional notes on WISLI's Attendance Policy are as follows:

- Pre-program requests for absences cannot be granted.
- All absences must be communicated with WISLI program staff.
- Students must pass the first four weeks to advance to the next semester.
- No incomplete grades will be given.
- Absences on exam or presentation days result in failure of the assignment without an opportunity for make-up.
- ◆ ● Emergency, "excused" absences are considered on a case-by-case by both the instructor and program staff and may require additional documentation.
- Remote participation in an in-person class due to illness or travel is not permitted.
- Class sessions may not be recorded.

### Tardiness

Tardiness is arriving more than 5 minutes late to a two-hour class session (each day of class consists of two blocks of time, 9:00-11:00 a.m. and 12:00-2:00 p.m. (CDT)).

**Excessive tardiness** is arriving more than 10 minutes late to any session. Tardiness in excess of 30 minutes will be considered an absence for the 2-hour session. In instances of repeated tardiness:

- **Three instances of tardiness** will result in a warning. A fourth instance of tardiness will require a meeting with an Academic Director.
- **Three instances of excessive tardiness** (arriving more than 10 minutes late but less than 30) will be counted as one absence for the 2 hours.
- **Repeated tardiness in excess of 30 minutes** will be subject to the WISLI absence policy.
- **Continued tardiness or excessive tardiness** may result in further penalty or dismissal.

### External Commitments

WISLI is an intensive program, and we encourage students to budget approximately 8 hours per day for their language studies, including four hours per day of class time and about four hours per day of external study. As such, it can be challenging to maintain the same commitment to external obligations during the traditional academic year.

Such responsibilities include but are not limited to the following:

- Doctoral research
- Part-time or full-time employment
- Part-time or full-time caregiving responsibilities
- Recurring appointments
- Any other activity which limits your ability to devote the adequate time necessary (approximately 8 hours per day) to succeed in this program

For other circumstances, such as unexpected events or illnesses, or anything else which will not overall impact or hinder your participation in the program, we are happy to work with you to establish reasonable accommodations.

## GRADING:

### Speaking & Listening (350 points)

Preparation	75
Participation	75
Mini presentations	100
Discussion (includes question & answer tasks)	50
Oral Proficiency Interview (OPI)	50

### Writing (550 points)

Homework; weekly writing exercises (4)	300
Weekly tests (3)	
(Includes reading and listening assessment)	150
Final written exam	100

### Final project (100 points)

Presentation	60
Project write-up	40

**TOTAL points** **1000**

**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

## Iskedyul:

### Linggo 1: Sarili

#### Lingguhang layunin

At the end of the week, the student will be able to:

- ask proper questions to inquire personal details
- exchange information by using tag-questions and basic open/close-ended questions
- re-tell personal details about someone to someone else
- write a 3/4-page blog post (genre writing)
- Identify the main idea from a reading / listening material

#### Gamit ng Wika

- Pagpapakilala at pagbabahagi ng ilang personal na detalye
- Panayam tungkol sa mga gusto at ayaw na bagay at gawain
- Pagbasa tungkol sa paksang sariling bayani at pagkukuwento tungkol sa sariling karanasan.
- Pakikinig tungkol sa mga pangarap sa buhay at pagsulat tungkol sa hinaharap.

**Grammar:** Identifying Subject and Predicate of basic sentences

**Dialogue:** Interbyu (Reporter at interviewee)

**Writing Task: (Blog Entry)** Nais mong magsimulang ng sarili mong blog sa internet! Ang unang paksang tatalakayin mo ay ang tungkol sa sarili mo. Sa isang pahina, sumulat ka ng “blog entry” na naglalarawan tungkol sa sarili mo. Magbigay ng detalye tungkol sa iyong mga karanasan (masaya o malungkot), kasalukuyang gawain, at ang iyong hinaharap o pangarap sa buhay (long or short term goals).

## Linggo 2: Pamilya

### Lingguhang layunin

At the end of the week, the student will be able to:

- respond to daily life inquiries by providing details using adjectives
  - express basic opinion using adjectives with comparative markers
  - write a journal entry that shows compare/contrast of two different ideas
- watch a clip and identify differences and similarities

### Gamit ng Wika

- Pagbabahagi tungkol sa sariling pamilya
- Pakikinig tungkol sa mga usaping pampamilya sa Pilipinas o sa ibang lugar ngayon at paghahambing sa karanasan ng mga pamilya sa Amerika.
- Pagbasa ng maiikling kuwento tungkol sa Pamilya.

**Grammar: Adjectives** – mga pang-uri tungkol sa paglalarawan ng tao, bagay, at damdamin

**Dialogue:** Ang Buhay ng mg Pilipino-Amerikano sa Amerika

**Writing Task: (Talaarawan)** Paghambingin ang buhay ng dalawang tao. Paghambingin ang kanilang mga kaugalian, tirahan, at karanasan. Halimbawa, maaari mong paghambingin ang buhay mo dito sa Amerika at buhay ng iyong pinsan sa Pilipinas o sa ibang lugar.

## Linggo 3: Komunidad

### Lingguhang layunin

At the end of the week, the student will be able to:

- narrate a story or event relating to the topic
- respond in conversations about issues in community using critical vocabulary
- watch/listen to a news clip and identify the main issue
- compose an e-mail to a friend about a topic that provides facts, details, and suggestion/opinion

### Gamit ng Wika

- Pakikipanayam tungkol kanya-kanyang pamayanan at mga kasalukuyang usapin
- Pakikinig tungkol sa mga isyu o magagandang pangyayari sa sariling komunidad
- Pagbasa ng artikulo tungkol sa mga iba’t ibang uri ng komunidad. Tatalakayin rin ang mga isyu at magagandang bagay na nangyayari sa sariling komunidad o sa ibang lugar.

**Grammar:** Sentence Expansion (Noun & Verb Modification)

**Writing Task: (E-mail)** *May kaibigan kang gustong lumipat sa iyong lugar at wala siyang alam sa iyong komunidad. Magsulat ng e-mail sa iyong kaibigan na nagbibigay ng impormasyon tungkol sa iyong komunidad. Anu-anong bagay ang mayroon sa iyong komunidad? Anu-anong mga magagandang gawain at mga isyu ang kasalukuyang nangyayari?*

## Linggo 4: Kalusugan

### **Lingguhang layunin**

At the end of the week, the student will be able to:

- listen/watch to target language material briefly re-tell what happened
- present a simple advice using procedural text through speaking and writing
- provide simple explanations
- make an excuse by providing reason, excuse and next step

### **Gamit ng Wika**

- Talakayan tungkol sa ilang sakit at mga gamot na panlunas dito
- Pakikinig at pagbasa ng balita tungkol sa mga usaping pangkalusugan kaugnay ng pagkain at pang-araw-araw na pamumuhay.
- Pagbabahagi ng mga paraan kung paano magkaroon ng malusog na buhay.

**Grammar:** Other types of sentences in Filipino (Question, Negative, Verb functions; Enclitics)

**Munting presentasyon:** Paggawa o pagluto ng masustansyang pagkain o meryenda

**Writing Task: (Procedural)** Magbigay ng payo tungkol sa pag-aalaga ng sarili. Anu-ano ang dapat mong gawin upang magkaroon ng malusog na buhay? Anu-ano ang mga hadlang sa ating buhay upang magkaroon ng malusog na buhay o pampabuti ng ating katawan at kagawian? Magsulat ng isang blog entry o gumawa ng simpleng informational flyer.

**Huwebes:** Huling Pagsusulit at Oral Proficiency Interviews (OPI)

**Biyernes:** Huling Presentasyon (Final Presentation)

### **ADDITIONAL COURSE INFORMATION:**

- **Placement--** A language proficiency assessment will be conducted by the instructor on the first week of classes to confirm students' proficiency levels. You may be asked to transfer to a different class that is deemed to be the most appropriate course level for you.
- **Attendance--** Coming to class on time and every session is very important. A full day of elective absence will significantly lower your final grade. You are responsible for any missed lessons or assignments due to absences. No make-up exams/quizzes for undocumented/unexcused absence on exam days.
- **Participation--** You are required to participate actively in class. This includes daily recitation and class activities. If you are working in a group or with a partner, you must fully engage in the activity in order to receive full attendance and participation points.
- **Preparation--** You must come to class prepared by bringing the appropriate materials, textbook, handouts, and completed assignments. All assignments must be turned in on time. Late work will incur a 5-point deduction per day late. If you have any questions, concerns, or problems with the class or with the lesson, contact your instructor as soon as possible.
- **Using Filipino—It is UW-ALC & SEASSI policy to use the target language as the medium of instruction.** English will be used no more than 10% of the time during class

time. Students must do their best to use Filipino during class hours and practice it beyond class time.

- **Electronic devices**-- Cellular phones **must be in silent or vibrate mode** during class hours. Music/video players **must be turned off**. No web browsing during class, unless otherwise instructed.
- **Online class etiquette**—Video must be ON during each zoom session and check your background for anything that might distract fellow students. Each zoom session is an invitation for you to learn from others. Please try to stay focused and engaged.
- Refer to the SEASSI Filipino program orientation materials for information regarding enrichment activities

## **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/](http://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>

## **DIVERSITY & INCLUSION**

**Institutional statement on diversity:** "Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We

commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.” <https://diversity.wisc.edu/>

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