



ASIALANG 507: FIFTH SEMESTER FILIPINO

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

Meeting time: [REDACTED]
Location: [REDACTED]
Zoom Link: [REDACTED]
Meeting ID: [REDACTED]
Passcode: [REDACTED]

Instructor: Precious Arao (Ate Precious)
Contact: [REDACTED]
Office hours: [REDACTED]
Zoom Link: [REDACTED]
Passcode: [REDACTED]

Activity Zoom: [REDACTED]
Passcode: [REDACTED]
WhatsApp #: [REDACTED]
Office hours: [REDACTED]

COURSE DESCRIPTION

This course is the fifth and sixth semester classes in the series of Filipino language courses at UW- Madison's Department of Asian Languages and Cultures. It is designed to develop advanced-level communicative competence among learners, allowing them to function in daily social situations and engage in sustained conversations on, and discussions of a variety of concrete topics in the target culture. Macro-skills development is the major goal of the course and will be realized by using different approaches for the learners to ask and answer questions on selected topics for each day of classroom instruction. Using the target language, learners will participate in class activities that allow them to do the following: provide detailed descriptions, narrations, and explanations; present arguments and supported opinions; and engage in sustained discussion about a wide variety of topics, including current news and issues.

COURSE OBJECTIVES

At the end of the course, the student will be able to demonstrate advanced level speaking, listening, reading, and writing proficiency in Filipino, effectively performing communicative tasks requiring competency in a variety of language functions, and covering a wide range of topics. More specifically, the student will be able to perform the following tasks in various communication modes:

Interpersonal mode of communication

- Participate actively in sustained conversations and discussions on various topics such as recreation, travel, special occasions & public holidays, and current events & issues.



- Give detailed descriptions of people, places, events, and target-culture specific activities using appropriate single-word and phrasal modifiers in paragraph length discourse.
- Use appropriate words/expressions which are politically correct and acceptable in the target language culture.
- Participate actively in individual, dyadic or group activities simulating daily tasks, real-word interpersonal exchanges, and discussions.

Presentational mode (writing and speaking)

- Discuss issues and cite one's opinion on various issues using appropriate vocabulary, and in a relatively organized way
- Provide detailed narrations of events witnessed or experienced, films/documentaries & news reports viewed, and short stories read, using appropriate sequential adverbs and a variety of cohesive devices.
- Give short to medium length formal and informal presentations on a variety of topics and provide relatively detailed responses to questions about specific details.
- Write short to medium length compositions, including research-based articles which are comprehensible to co-interlocutors and native speakers.

Interpretive mode (listening and reading)

- Demonstrate (nearly full) comprehension of a variety of reading and listening texts like news reports, articles from academic journals, documentaries, blogs, and literary pieces by summarizing, outlining, identifying main topics, and picking out key details from these texts.
- Provide written summaries of reports read or heard, a short stories or films viewed.
- Pick out specific details from a reading or listening text and relate them to one's own background knowledge or interest in the subject.

Third year target proficiency level — At the end of the eight-week SEASSI program, students in the third-year classes (ASIALANG 507-508) are expected to achieve **advanced-low to advanced-mid 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

For self-assessment purposes or to track your own progress, you may consult the NCSFL-ACTFL can-do-statements document at this URL: http://ujop.cuni.cz/upload/stories/Sluzby/Can-Do_Statements.pdf.

ONLINE RESOURCES & APPLICATIONS USED IN CLASS

Canvas course site: [REDACTED]



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

Online news:

Filipino Start Ngayon: <https://www.philstar.com/pilipino-star-ngayon>
Abante: Una sa Balita: <https://www.abante.com.ph/>
ABS-CBN – DZMM: <https://news.abs-cbn.com/dzmm>
Pinoy Weekly: <https://pinoyweekly.org/#1>

REQUIREMENTS:

- **WEEKS 1, 2, 3, 4 TUESDAYS**
SPEAKING: **Weekly discussion of an article** from an online news outlet or other websites.
- **WEEKS 1, 2, 3 THURSDAYS**
SPEAKING: **Weekly mini-presentations on a topic related to the week's theme** every Thursday: Three **5-minute mini-presentations** followed by a class discussion (5 minutes). The use of slides and other visual materials to enhance your presentation is highly encouraged.
- **Weekly Independent learning**
Speaking/recording, grammar/structural control and vocabulary
- **Weekly tests every Friday (weeks 1, 2, 3)**
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)
- **Reading comprehension assessment**
- **Final written exam and OPI (oral proficiency interview), Thursday, 7/10/25** There will be a comprehensive exam and a 25–30-minute interview.
- **Presentation of individual project, Friday, 7/11/23** 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.

- **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 1-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)	
Revised collection of writing	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

GUIDELINES FOR WRITING ASSIGNMENTS & HOMEWORK EXERCISES

A. WRITING should be 350-850 words (or about two pages) typewritten on 8 x11 document, using 12-point Times or Times New Roman font, double spaced, with 1-inch margins on all sides; left aligned

- B. HOMEWORK** can either be
- a) worksheets provided by the instructor
 - b) typewritten, double spaced on 8 x11 document

C. CRITERIA FOR GRADING

Criteria for grading writing assignments:		Criteria for grading presentations:	
Content & preparation	8	Content & preparation	8
Organization, logical presentation of ideas	7	Organization & creativity	6
Grammar (correct forms & structure)	5	Grammar & vocabulary	5
Vocabulary & spelling	4	Pronunciation & projection	6
TOTAL	25	TOTAL	25

Iskedyul:

Linggo 1: Sarili

Lingguhang layunin

- Makakapagtanong ng tama at magalang na mga tanong upang makakuha ng mas detalyadong personal na impormasyon.
- Makakalahok sa mas malalim na usapan gamit ang iba't ibang uri ng tanong (kabilang ang retorikal, nakapaloob, at tag questions) upang maglinaw, magbigay ng pananaw, o palawakin ang paksa.
- Makakapagsalaysay nang malinaw at maayos ng impormasyon tungkol sa ibang tao, gamit ang pormal at di-pormal na wika kung kinakailangan.
- Makapagsusulat ng isang malinaw at organisadong blog post (hindi bababa sa isang pahina) na nagpapakita ng sariling opinyon o karanasan.
- Makakahanap at makauunawa ng pangunahing ideya at mahahalagang detalye mula sa binasa o pinakinggang materyal tulad ng balita, sanaysay, o maikling kwento.



Gamit ng Wika

- Mas detalyado at masalimuot na pagpapakilala ng sarili. Pagbabahagi ng personal na karanasan, pinagmulan, at pananaw ayon sa audience.
- Mas malalim na panayam at diskusyon tungkol sa kagustuhan at paniniwala. Palitan ng opinyon at paghahambing ng karanasan tungkol sa mga paborito at pagpapahalaga.
- Analitikal na pagbasa at pagsasalaysay tungkol sa "sariling bayani." Pagkilala at pagpapaliwanag kung bakit ang isang tao ay itinuturing na personal na bayani.
- Pakikinig sa mga pangarap at pagsulat tungkol sa hinaharap. Paglalarawan ng sariling pangarap gamit ang wika ng pag-asa at koneksyon sa karanasan.

Parirala

Pagbabalik-aral at pagpapalawak kaalaman sa:

- Pandiwang AF at OF
- Mga pseudo-verb
- Nang/Kung/Kapag

Dialog: Interbyu (Reporter at interviewee)

Writing Task: (Blog na batay sa opinyon) Para sa iyong unang blog entry, magsulat ng isang pahina na nagpapakilala sa iyong sarili sa mas malalim na paraan. Sa iyong pagsulat, gamitin ang mga talata upang ilahad ang sumusunod:

- Isang makabuluhang karanasan sa iyong buhay (maaaring masaya, mahirap, o nagbago sa iyo)
- Ang iyong kasalukuyang sitwasyon – ano ang iyong pinagkakaabalahan sa araw-araw?
- Ang iyong mga pangarap o layunin sa hinaharap, at kung paano mo ito gustong makamit
- Isang pagninilay o pananaw: Ano ang natutunan mo sa iyong mga karanasan?

Paalala: Gumamit ng wika na angkop sa blog (personal, malinaw, organisado) at tiyaking gumagamit ng mga pang-ugnay sa salaysay (hal. noong bata pa ako, sa kasalukuyan, sa hinaharap, natutunan ko na...). Ipahayag ang iyong pananaw at hindi lamang kung ano ang nangyari, kundi kung ano ang ibig sabihin nito para sa iyo.

Linggo 2: Pamilya

Lingguhang layunin

- Makakapagbigay ng detalyadong sagot sa mga tanong tungkol sa pang-araw-araw na buhay gamit ang mga pang-uri (adjectives) upang maglarawan ng mga karanasan at sitwasyon.
- Makakapagpahayag ng mga opinyon gamit ang mga pang-uri at mga marker ng paghahambing (comparative markers), upang magbigay ng malinaw na paghahambing at contrast ng mga ideya o karanasan.



- Makapagsusulat ng isang tala sa repleksyon (journal entry) na nagpapakita ng paghahambing at pagsalungat ng dalawang magkaibang ideya o karanasan, gamit ang angkop na mga salitang pampaghahambing at paglalarawan.
- Makakapanood ng isang video clip at makikilala ang mga pagkakaiba at pagkakatulad ng mga ideya, opinyon, o tema na ipinakita, at maipapahayag ang mga ito nang may konkretong halimbawa.

Gamit ng Wika

- Pagbabahagi ng sariling kaalaman sa ilang isyung pampamilya
- Pagpapahayag ng reaksyon at komentaryo tungkol sa mga balitang OFW
- Paglalarawan at pagkukwento tungkol sa karanasan ng pamilya sa ibang bansa
- Pagpapahayag at pagtatanggol ng sariling pananaw at paniniwala

Parirala

Pagbabalik-aral at pagpapalawak kaalaman sa:

- Pandiwang LF at BF
- Embedding complement clause

Dialogue: Ang Buhay ng mga Pilipino

Writing Task: (Replektibong Diyornal) Sumulat ng isang sanaysay na naghahambing ng buhay ng dalawang tao – maaaring ikaw at isang kakilala, o dalawang taong mula sa magkaibang lugar o henerasyon. Sa iyong sanaysay, ilahad nang malinaw at organisado ang mga sumusunod:

- Pagkakatulad at pagkakaiba sa kanilang *kaugalian o karanasan sa edukasyon, pamilya, o trabaho*
- Opinyon at pagninilay: Ano ang natutunan mo sa paghahambing na ito? Paano nito naaapektuhan ang iyong pananaw sa sarili mong buhay?

Halimbawa ng mga maaaring paghambingin: ikaw at isang pinsan sa Pilipinas, isang kabataan sa lungsod at isa sa probinsya, buhay ng isang OFW kumpara sa imigrante, at ikaw ngayon kumpara sa sarili mo noong bata ka pa.

Linggo 3: Komunidad

Lingguhang layunin

- Makapagsalaysay ng isang kwento o pangyayari na may kinalaman sa isang partikular na paksa, gamit ang mga makulay na detalye at angkop na estruktura upang makuha ang atensyon ng mambabasa o tagapakinig.
- Makakilahok sa masusing talakayan hinggil sa mga isyu sa komunidad, gamit ang mga teknikal na bokabularyo at mga terminolohiyang may kinalaman sa mga isyu ng lipunan at politika.



- Makapanood o makinig sa isang balita at masusing masuri ang pangunahing isyu, pati na rin ang mga detalye at pananaw na nauugnay dito.
- Makapagsulat ng pormal na email sa isang kaibigan na naglalaman ng mga tumpak na impormasyon, detalyadong paliwanag, at mga suhestiyon o opinyon hinggil sa isang partikular na paksa.

Gamit ng Wika

- Pagsasalaysay tungkol sa mga balita mula sa sariling bayan
- Pagbabahagi tungkol sa ilang napapanahong usapin
- Pagpapahayag ng palagay at reaksyon sa mga babasahin at palabas ukol sa ilang pagdiriwang at kasaysayan nito

Grammar: Pandiwang IF, EF, RF

- Ibat-ibang anyo ng pang-uri

Writing Task: (Pormal na E-mail) Isang bagong estudyante ang lilipat sa inyong komunidad at humiling ng impormasyon mula sa iyo. Sumulat ng isang pormal na email upang, ilarawan ang pamumuhay sa inyong lugar, ibigay ang mahahalagang impormasyong praktikal (hal. transportasyon, paaralan, o mga pasilidad), ibahagi ang mga positibong aspeto at kasalukuyang mga hamon sa komunidad, ipakita ang iyong opinyon o pananaw sa pamumuhay doon. Gamitin ang angkop na tono para sa pormal na komunikasyon.

Linggo 4: Kalusugan

Lingguhang layunin

- Makakapagbasa at aktibong makakasali sa talakayan tungkol sa ilang suliraning pangkalusugan.
- Makakapagbigay ng presentasyon at reaksyon sa balitang napanood o nabasa.
- Makakapaglahad ng detalyadong ulat tungkol sa isang tekstong binasa o pinakinggan.

Gamit ng Wika

- Pagtalakay sa ilang napapanahong isyu, hal. akses sa serbisyong medikal, COVID-19, katutubong gamot, atbp
- Paglalarawan ng kalagayang pangkalusugan ng mahihirap na lugar
- Pagtatalakay ng isyung pangkalusugan na may kaugnayan sa pagkain/diyeta

Grammar:

- “AF-1 Causative verb”
- “Embedding relative clause”

Munting presentasyon: Paggawa o pagluto ng masustansyang pagkain o meryenda

Writing Task: (Procedural) Mga Hakbang sa Pagbuo ng Malusog na Buhay



Pumili ng isang isyu tungkol sa kalusugan na mahalaga sa iyo (halimbawa: tamang pagkain, diabetes, sobrang timbang, o iba pa). Magsulat ng simpleng gabay na naglalahad ng mga hakbang sa pagbuo ng malusog na diyeta upang makatulong sa paglutas o pag-iwas sa isyung ito. Gamitin ang lohikal na pagkakasunod-sunod at malinaw na wika para matulungan ang mga mambabasa na maintindihan ang isyu at maisabuhay ang mga hakbang para sa pagbuo ng malusog na pamumuhay.

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/.

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/>