



Wisconsin Intensive
Summer Language Institutes
UNIVERSITY OF WISCONSIN-MADISON

First and Second Semester Filipino (ASIALANG 307/308)

Institution Name: University of Wisconsin–Madison

Credits: By the end of the program, you will complete one Eight-credit language courses.

Course Designations and Attributes: First-semester Filipino 1 and Second-Semester Filipino 2

Course Description: Proficiency at the elementary level in listening, speaking, reading and writing, using communicative approaches.

Requisites: First-semester language courses require no prior knowledge of the language. Enrollment in subsequent semesters requires successful completion of the preceding semester, equivalent coursework, or demonstrated proficiency as determined by the instructor.

Meeting Time and Location: 8:30 a.m. - 1:30 p.m. (CDT), [REDACTED]

Instructional Modality: Online

Class Time:

8:30 – 9:20 a.m. – First hour

9:25 – 10:15 a.m. - Second hour

10:15 -10:45 a.m. – Break

10:45 – 11:35 a.m. – Third hour

11:40 – 12:30 p.m. – Fourth hour

12:30 – 1:30 p.m. - Lunch

Instructors Contact Info: Irene Gonzaga / Precious Arao

Office hours: T/Th 2:00-3:00pm To avoid double booking, please send an e-mail and use the class zoom link)

Wiscmail: [REDACTED]

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.

How Credit Hours are Met by the Course

The credit standard for each of the 4-credit courses is met by requiring at least **180 total hours of student engagement** with course learning activities, consistent with the UW–Madison standard of **at least 45 hours of learning activities per credit**. These learning activities include scheduled instructor-student meeting times as well as asynchronous reading, writing, listening, speaking, preparation, homework, projects, studying, and other course-related activities. **Required co-curricular programming** will take place on Fridays, which includes lectures, language practice, cultural sessions, and other structured activities designed to support and extend course learning.

Regular and Substantive Student-Instructor Interaction

This course meets the regular and substantive student-instructor interaction requirement. By engaging students in teaching, learning, and assessment through direct instruction, providing feedback on student work, providing information about course content, and facilitating discussion of course content on a weekly basis. Regular and substantive student-instructor interaction, as defined by the US Department of Education (Within 34 C.F.R. §600.2), is always a requirement of UW-Madison for-credit learning activities

Course Overview

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 Website and Digital Instructional Tools

- [Link to institute website](#)
- [REDACTED]
- [REDACTED]

Required Textbook, Software, and Other Course Materials

[Conversational Tagalog](#)
[Tagalog for Beginners](#)
[Online dictionary](#)

Homework and Other Assignments

Homework is assigned regularly and is designed to help students prepare for class and reinforce what they have learned. Assignments may include:

- Advance reading, viewing, or listening activities to prepare for upcoming lessons.
- Practice exercises related to vocabulary, grammar, reading, writing, listening, or speaking activities covered in class.
- Short reflection or discussion tasks as assigned.

Homework is typically assigned **daily** and students are expected to complete all assignments before the next class meeting. Because class activities build on the assigned work, completing homework on time is essential for success in the course.

Grading

Homework and other assignments are graded using a **points-based system**. Points are awarded based on:

- Completion of the assignment.
- Demonstrated effort and engagement with the task.
- Accuracy and quality of work when applicable.

Specific point values and grading criteria will be provided for each assignment. Assignments collected and evaluated by the instructor.

Submission Guidelines

Assignments must be submitted through the course learning management system (Canvas) unless otherwise specified. Submission instructions, due dates, and required formats will be clearly indicated with each assignment. Students are responsible for ensuring that their work is submitted successfully and on time.

Late Work

Unless otherwise stated, assignments should be submitted by the designated deadline. Late work policies will be communicated for individual assignments or course activities. Regular completion of homework and preparation activities will help students actively participate in class and make steady progress toward the course learning outcomes. Late assignments will receive a 25% deduction unless prior arrangements have been made.

Exams, Quizzes, Papers, and Other Major Graded Work

Students will have multiple opportunities throughout the course to demonstrate their language proficiency and cultural understanding through a variety of assessments, including weekly writing assignments, presentations, quizzes, tests, a final written examination, an oral proficiency interview (OPI), and a collaborative final project.

Weekly Writing Activities-

Students will complete a weekly writing activity related to the course theme and language objectives. These assignments provide regular opportunities to develop writing proficiency and apply vocabulary and grammar learned in class. Detailed instructions and grading criteria will be provided in class.

Weekly Show-and-Tell Presentations

Students will deliver a 3–5 minute presentation on a topic related to the week's theme, followed by a brief discussion and question-and-answer session. Presentations are designed to develop speaking proficiency, confidence, and cultural knowledge.

Weekly Tests

Weekly tests assess students' progress in the course and are based on material covered during the week. Tests are not cumulative unless otherwise specified. Each test will include the following components: Reading Assessment, Listening Comprehension, Writing, Grammar and Vocabulary

Unless otherwise announced, weekly tests are closed-book and closed-notes. The use of electronic devices is not permitted during testing except when specifically authorized by the instructor.

Final Written Examination and Oral Proficiency Interview (OPI)

Students will complete:

- A comprehensive two-hour written examination covering course content and language skills developed throughout the program.
- A 10–12 minute Oral Proficiency Interview (OPI) designed to assess speaking proficiency according to ACTFL proficiency guidelines.

Additional details regarding exam procedures and scheduling will be provided during the course.

Final presentation and project for ASIALANG 307

Final Collaborative Presentation

Students will work in groups to research and deliver a short presentation about a Filipino community in an assigned **country or region of the world**. Using a variety of sources, students will explore the community's history, culture, contributions, and experiences within the broader Filipino diaspora. Presentations should be creative, well-organized, and delivered primarily in Filipino, demonstrating language proficiency, cultural understanding, and effective collaboration.

More detailed project guidelines, expectations, and evaluation criteria will be provided in class.

Group Project Expectations

Students are expected to contribute actively and equitably to all stages of the collaborative presentation project. Group members should communicate regularly, complete assigned responsibilities, and support one another throughout the project. Individual contributions may be considered when determining final project grades. Evaluation will be based on content quality, organization, language use, delivery, collaboration, and overall effectiveness.

Final Presentation and Project for ASIALANG 308

Each student will prepare and deliver an individual presentation on a topic of their choice related to Filipino language, culture, society, history, current issues, popular culture, or another approved topic of interest. The presentation should demonstrate the student's ability to communicate effectively in Filipino while incorporating information from reliable sources.

Presentations should be well-organized, informative, and engaging, reflecting both language proficiency and cultural understanding. Students are encouraged to select a topic that is meaningful to them and allows them to showcase the knowledge and skills they have developed throughout the course.

Additional guidelines, presentation length requirements, and evaluation criteria will be provided in class.

Make-Up Work and Late Assignments

Students are expected to complete all assignments, presentations, and assessments by the specified deadlines. If an absence or emergency prevents timely completion of coursework, students should notify the instructor as soon as possible.

Make-up tests, presentations, or alternative assignments may be permitted in cases of documented illness, university-approved absences, or other circumstances approved by the instructor. Late assignments will receive 25% deduction unless prior arrangements have been made.

Course Schedule/Calendar

The schedule below provides an overview of major assignments, assessments, and deadlines. Additional readings, homework assignments, and class activities will be announced throughout the course. The instructor reserves the right to make adjustments to the schedule as needed.

Lingguhang Paksa at Gawain ASIALANG 307

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)
Week 1 Sarili (Self) June 15 - 19 At the end of the week the students will be able to: Greet and leave people in a polite manner Introduce oneself and others Give personal information Use time related expressions Identify months and days of the week Read and listen to the dialogues	Pagbati (Greetings) Markers and Linkers Role-play Pagpapakilala sa sarili (Self-Introduction) Ang and Ng pronoun Personal Information Saan at Tagasaan, May, Mayroon, Wala Interview Oras (Telling time) Pang-Araw-araw na Gawain (daily routine) Petsa at kaganapan (Dates and Events) Ano/kailan questions	Orientation Syllabus/ Course Description / Can do statement and Self-Assessment tool Show and Tell: talking about someone interviewed Watch a short Filipino vlog clip about daily routines; answer Qs Record 1-minute video introducing yourself and a friend Self-introduction paragraph using target grammar Weekly Quiz Mixed level activities WISLI Panel Session

Week 2 Pamilya (Family) June 22 – June 26 At the end of the week the students will be able to: Identify and describe members of the family Describe people and things using adjectives Identify colors, shapes and numbers	Ang mga miyembro ng Pamilya (members of the Family) conjunctions Draw a Family Tree Trabaho (occupations) Reading Mga Bagay at bahagi ng bahay (Describing things and parts of the house) Adjectives Mga hugis at kulay (Colors and Shapes) Linker na /-ng Listening Bilang (numbers) Sentence construction and conversion	Mixed-level activities Show and Tell : Describing parts of the house Journal:Ang aking Pamilya Listening / Watching video clips Weekly Quiz
Week 3 Komunidad (Community) June 29 – July 3 At the end of the week the students will be able to: Describe common things and places in the community Shop at the market or store Order a meal in a restaurant Express wants and doesn't want	Ang aking Komunidad (my community) Saan / Nasaan Pamimili (Shopping) Ano/ magkano/ilan Presyo (Prices) Pag-oorder ng pagkain (ordering foods) Role play Mga Ayaw at Gusto (Expressing wants or doesn't want) Pseudo-verb gusto, ayaw Huwag	Mixed level activities Show and Tell: Ang Paborito kong Restawran Listening / watching short audio or video Journal: Likes and dislikes Weekly quiz- July 2 July 3 – WISLI Research Symposium

Week 4 Kalusugan (Health) July 6 - 10 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	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)	Mixed level activities Show and Tell: self-care OPI Final Exam Group Presentation
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Date	Assignment/Assessment	Description
June 17, 24 and July 1	Weekly Show-and-Tell Presentation – Every Wednesday (Week 1-3)	3–5 minute presentation followed by discussion and question-and-answer session.
June 19, 26 and July 3	Weekly Test – Every Friday (Week 1-3)	Reading Assessment, Listening Comprehension, Writing, Grammar and Vocabulary. Closed-book and closed-notes unless otherwise specified.
June 22, 29 and July 6	Weekly Writing Activity – Due every Monday (Week 2-4)	Writing assignment related to the week's theme and language objectives.
July 9	Final Written Examination	Comprehensive two-hour written examination covering course content and language skills developed throughout the program.

July 9	Oral Proficiency Interview (OPI)	Individual 10–12 minute interview based on ACTFL proficiency guidelines.
July 10	Final Collaborative Presentation	Group presentation on an assigned Filipino- in diaspora around the World.
July 10	Final Project Write-Up Due	Written component accompanying the final collaborative presentation.

ASIALANG 308 on weeks 5–8 will be taught by Ate Precious Arao. The following are the weekly topics that will be covered:

Lingguhang Paksa at Gawain ASIALANG 308

Weekly Topic and Activities

Linggo 5: Libangan (Leisure and Recreation)

Lingguhang layunin:

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

- Talk about habitual or ongoing events
- Ask questions about dates and events
- Can describe give and follow instructions

Linggo 6: Paglalakbay (Travel)

Lingguhang layunin

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

- talk about past events.
- ask directions to a place and tell someone how to get from one place to another,
- tell someone where something is located, such as next to, across from, or in the middle of.
- Describe using comparative and superlatives
- Use modal verbs (kailangan, dapat, maaari, puwede)

Linggo 7: Pagdiriwang (Festivals/Holidays and Celebrations)

Lingguhang layunin

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

- talk about celebrations and holidays.
- talk about coming events and activities
- describe something going on
- make plans to go somewhere
- express ability and obligation

Linggo 8: Mga Balita at Isyu (News and Current Events)

Lingguhang layunin

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

- Talk about news and current events
- describe the artist / movies
- respond to questions why and how

Required co-curricular Friday programming is as follows:

Friday, June 19	11:00 am	Global Professionals Panel Sessions
Friday, June 26	11:00 am	Sama-sama Activity
Friday, July 3	TBD	WISLI Research Symposium
Friday, July 10	8:30 am	Final Presentations
Friday, July 17	–	Asynchronous Review/Study Day
Friday, July 24	11:00 am	Sama-sama Activity
Friday, July 31	11:00 am	Intercultural Learning Session
Friday, August 7	8:30 am	Final Presentations

Grading

Student performance will be evaluated through a variety of assessments that measure speaking, listening, reading, writing, and cultural understanding. Final grades are based on a points system totaling 1,000 points.

• **Speaking & Listening (350 points)**

Assessment	Points
Preparation	75
Participation	75
Mini Presentations	100
Discussion Activities (including question-and-answer tasks)	50
Oral Proficiency Interview (OPI)	50
Subtotal	350

• **Writing (550 points)**

Assessment	Points
Homework and Weekly Writing Exercises (3)	300
Weekly Tests (3)	150
Final Written Examination	100
Subtotal	550

• **Final Project (100 points)**

Assessment	Points
Final Presentation	60
Project Write-Up	40
Subtotal	100

Category	Points	Percentage
Speaking & Listening	350	35%
Writing	550	55%
Final Project	100	10%
Total	1000	100%

Attendance, Preparation, and Participation

Regular attendance, preparation, and active participation are essential components of language learning and contribute significantly to student success. Participation and preparation together account for 150 points (15% of the final grade).

Participation is evaluated based on:

- Regular attendance and punctuality
- Preparation for class activities and completion of assigned pre-class work
- Consistent use of Filipino during class activities
- Active engagement in pair, small-group, and whole-class discussions
- Contribution to collaborative learning activities
- Respectful interaction with classmates and instructor
- Students are expected to come to class prepared and ready to participate in all learning activities.

Final Grade Scale

Your final grade will be based on your overall performance according to the following scale:

Grade	Points
A	920–1000
AB	870–919
B	820–869
BC	770–819
C	720–769
D	620–719
F	Below 620
I	Incomplete

Final grades are not curved.

Because students are enrolled in two separate courses during the program, grades are calculated independently for each course and are not cumulative across the entire eight-week program

WISLI Program Policies

Attendance Policy

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.

Tardiness Policy

Tardiness is defined as arriving more than 5 minutes late to the start of class as well as the time immediately following scheduled breaks. **Excessive tardiness** is arriving more than 10 minutes late to class. Tardiness in excess of 30 minutes will be considered a half- or full-day absence. 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 a half-day absence.
- **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.

WISLI understands that unforeseen circumstances can occur. Please notify the course instructor of any tardiness or absences as soon as possible.

WISLI Technology Policy

There are many helpful online tools available to language learners, and these tools should be used responsibly and in alignment with UW-Madison expectations of [academic integrity](#) and guidelines on [generative artificial intelligence](#). Do not use translation software or AI tools unless instructed to use these tools for assignments or projects. In these instances, these tools are to be used only in the manner permitted by the instructor. Ask for clarification if you have any questions about what is allowed. Generative AI tools (e.g., ChatGPT, Gemini, Copilot, Grammarly) may be used in this course unless otherwise specified. Students must use these tools responsibly and transparently to support, rather than replace, their own learning. Requirements may vary by assignment. If you are unsure whether AI use is permitted for a particular task, please ask the instructor.

UW-Madison Academic Policies and Statements

- [Academic Calendar and Religious Observances](#)
 - [Academic Integrity](#)
 - [Accommodations for Students with Disabilities](#)
 - [Course Evaluations](#)
 - [Diversity and Inclusion](#)
 - [Student Health, Well-Being & Basic Needs](#)

- [Privacy of Student Records and the Use of Audio Recorded Lectures](#)
- [Remote Proctoring with Honorlock \(if applicable\)](#)
- [Students' Rules, Rights and Responsibilities](#)
- [Teaching & Learning Data Transparency](#)

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