

ASIALANG 407 & 408 Intermediate Filipino

Institution Name: University of Wisconsin–Madison

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

Course Designations and Attributes: First-semester Filipino 3 and Second-Semester Filipino 4

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

Requisites: ASIALANG 308 or placement into ASIALANG 407

Meeting Time and Location: 8:30 a.m. - 1:30 p.m. (CDT), Online via 

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 – Third hour
- 11:40 – 12:30 – Fourth hour
- 12:30 – 1:30 - Lunch

Instructor Contact Info:

- Instructor(s) Name: Precious Arao (ASIALANG 407) / Irene Gonzaga (ASIALANG 408)
- Email: 
- Office Hours: T/Th 2:00pm-3:00 CDT (To avoid double booking, please send an e-mail and use the class zoom link)

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) 2026 proficiency guidelines available at this URL: <https://www.actfl.org/uploads/files/general/Resources-Publications/Can-Do-Intermediate.pdf>. For self-assessment purposes or to track your own progress, you may consult the NCSSFL-ACTFL can-do- statements document.

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

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.

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

- WISLI website: <https://www.wisc.edu/>
- Canvas page: [REDACTED]
- Zoom link for class: [REDACTED]

Required Textbook, Software, and Other Course Materials

- Learning resources:
 - <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, below are supplemental materials that can be used as guide or serve as review materials.*

- [Conversational Tagalog](#)
- [Tagalog for Beginners](#)

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. **For each class session attended, you will receive 1 point. If you arrive late or leave early, you will receive 0.5 points.** See [WISLI Program Policy](#) for detailed explanation of attendance policy.
- **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.
- **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 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 6-8 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 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.

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

Final Presentation and Project for ASIALANG 408 (Weeks 5-8 with Ate Irene)

- 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.



Course Schedule/Calendar

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 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 teksto 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)

Required co-curricular Friday programming is as follows:

- | | | | |
|--------------------|----------|-------------------------------------|--------|
| • Friday, June 19 | 11:00 am | Global Professionals Panel Sessions | Week 1 |
| • Friday, June 26 | 11:00 am | Sama-sama Activity | Week 2 |
| • Friday, July 3 | TBD | WISLI Research Symposium | Week 3 |
| • Friday, July 10 | 8:30 am | Final Exams | Week 4 |
| • Friday, July 17 | – | Asynchronous Review/Study Day | Week 5 |
| • Friday, July 24 | 11:00 am | Sama-sama Activity | Week 6 |
| • Friday, July 31 | 11:00 am | Intercultural Learning Session | Week 7 |
| • Friday, August 7 | 8:30 am | Final Exams/Final Pres. | Week 8 |

These sessions will focus on informal language practice through interactive activities with expert users of the language and cultural engagement through interactive instructor-led or guest-facilitated activities.

ASIALANG 408 on weeks 5–8 will be taught by Ate Irene Gonzaga. The following are the weekly topics that will be covered:

WEEK 5: LIBANGAN

Sa katapusan ng linggo, ang bawat estudyante ay:

- Makakapagtalakay ng ibat-ibang paksang may kaugnayan sa ibat-ibang libangan
- Makakapagbasa ng mga piling balita at sanaysay
- Makakapagpahayag ng pagkabagot sa isang gawain
- Makakapagkwento tungkol sa sariling interes at libangan

- Makakapagbigay ng detalyadong salaysay sa harap ng klase

WEEK 6: PAGLALAKBAY

Sa katapusan ng linggo, ang bawat estudyante ay:

- Makakapagkwento tungkol sa bakasyon
- Makakapagbahagi ng opinyon tungkol sa epekto ng turismo sa kalikasan
- Makakapaglarawan ng isang paboritong lugar na pinupuntahan sa bakasyon
- Makakapagpahayag ng direksyon at reklamo

WEEK 7: PAGDIRIWANG NG SELEBRASYON

Sa katapusan ng linggo, ang bawat estudyante ay:

- Makakapagkwento tungkol sa ibat-ibang selebrasyon
- Makakapagtalakay kung paano umiwas sa sobrang paggastos tuwing may selebrasyon
- Makakapagsalaysay ng mga pangyayaring selebrasyon
- Makakapagbigay ng komento tungkol sa ibat-ibang selebrasyong Pilipino
- Makakapagpahayag ng saloobin tungkol sa mga piling sanaysay

WEEK 8: MGA BALITA AT ISYU

Sa katapusan ng linggo, ang bawat estudyante ay:

- Makakapagsalaysay ng napapanahong balita
- Makakapagbasa ng editorial at opinyon
- Makakapagpahayag ng ng opinyon tungkol sa binasang artikulo
- Makakalahok sa pagpapalitan ng mga kuro-kuro o saloobin

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

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

Grades are not cumulative. While students are participating in a single eight-week program, they are enrolled in two distinct courses.

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



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](#).

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](#)