Southeast Asian Studies Summer Institute 2021
ASIALANG 407: Third Semester FILIPINO

This is a 3-credit online foreign language course that meets for four hours a day, Monday-Friday (i.e., four 50-minute sessions daily), June 14-August 6, 2021. Students are expected to put in an average of two hours of out of class work per day.

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, complimenting, 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

TEXTBOOK/REFERENCES:


SUPPLEMENTARY MATERIALS:

OTHER COURSE INFORMATION
· Refer to the SEASSI Filipino program orientation materials for information regarding enrichment activities
  · 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 in class. This includes daily recitation and class activities. If you are working in a group or with a partner, you must actively participate 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-LCA 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 and pagers 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
    o Be aware of your background – please ensure you are in a quiet spot as much as possible, moving objects or people in the background can cause distractions in class.
    o Wear appropriate clothing
    o Muting/Unmuting – please be attentive and be ready to unmute/mute yourself
    o Zoom Camera – If possible, please turn on your video camera during each zoom session. Each zoom session is an invitation for you to learn from others. Please try to stay focused and engaged.

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/

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ASIALANG 407: Third Semester FILIPINO

Meeting time: MTWRF, 10:00am–2:00pm (CST)

Zoom Link: [redacted]
Passcode: [redacted]
Meeting ID: [redacted]

Instructor: Precious Arao “Ate Precious” [redacted]

Office Hours Zoom Link: [redacted]
Passcode: [redacted]
Meeting ID: [redacted]

Hours: M/T, 2:30-4:00pm (CST) or by appointment

REQUIREMENTS:

- Weekly Writing Exercises to be submitted every Monday (weeks 2, 3, 4)
  1-3-page writing exercises about the topic of the week. There are four types of writing: blog entry, e-mail, procedural and journal. The number of pages will increase incrementally.

- Weekly mini-presentations or role-play on a topic related to the week’s theme every Thursday (weeks 1, 2, 3)
  Three 5-8 minute mini-presentations followed by 3-5 minutes of discussion.

- Weekly tests every Friday
  All tests will include the following sections: listening, reading, writing, & grammar/vocab.
• Final written exam and OPI (oral proficiency interview), 7/8
  There will be a two-hour comprehensive exam and a 20-minute interview on Thursday, July 8th.

• Final group presentation, 7/9
  A collaborative project with members of the beginning level class
  Friday, 6/25 topics are due
  Friday, 7/2 draft of individual presentation script are due
  Thursday, 7/8 group powerpoint/multimedia presentations are due
  Friday, 7/9 group presentation

• Online Class etiquette
  o Be aware of your background – please ensure you are in a quiet spot as much as possible, moving objects or people in the background can cause distractions in class.
  o Wear appropriate clothing
  o Muting/Unmuting – please be attentive and be ready to unmute/mute yourself
  o Zoom Camera – If possible, please turn on your video camera during each zoom session. Each zoom session is an invitation for you to learn from others. Please try to stay focused and engaged.

GRADING:
Speaking is weighted at 40%, writing at 40%, and projects at 20% with a total of 100%

Speaking 40%
  Speaking Homework
  Speaking Classwork (Individual or Group) 30 pts.
  *points will also go towards prep work & participation
  Oral Test 50 pts.
  OPI 100 pts.

Writing 40%
  Writing Homework/Exercise
  Classwork (Individual or Group) 30 pts.
  *points will also go towards prep work & participation
  Written Test 50 pts.
  Final Written Exam 100 pts.

Project 20%
  Oral Presentation 50 pts.
  Write Up 50 pts.

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

100% - 93% = A (Excellent)
92% - 87% = AB (Above Average)
86% - 80% = B (Average)
79% - 73% = BC (Below Average)
72% - 67% = C (Poor)
66% - 60% = CD (Very Poor)
59% - 55% = D (Minimal Pass)
54% & below = F (Failure)

GUIDELINES FOR WRITING ASSIGNMENTS & HOMEWORK EXERCISES
A. WRITING should be
  150-250 words typewritten on letter size paper,
  using 12 point and double spaced,
  with 1-inch margins on all sides; left aligned or justified
B. HOMEWORK/CLASSWORK can either be
   a) completed worksheets provided by the instructor
   b) typewritten, double spaced on letter size bond paper

<table>
<thead>
<tr>
<th>Criteria for grading writing tasks</th>
<th>Criteria for grading Oral tasks</th>
<th>Criteria for grading presentations:</th>
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<tbody>
<tr>
<td>Content 10</td>
<td>Task completion 10</td>
<td>Content 10</td>
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<tr>
<td>Organization 5</td>
<td>Interactional Skills 5</td>
<td>Organization 10</td>
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<tr>
<td>Grammar 10</td>
<td>Language Control 10</td>
<td>Grammar &amp; range of vocabulary 15</td>
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<tr>
<td>Range of Vocabulary 5</td>
<td>Clarity 5</td>
<td>Pronunciation &amp; projection 15</td>
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<td>TOTAL 30pts</td>
<td>TOTAL 30pts</td>
<td>TOTAL 50pts</td>
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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 1-page blog post on a personal website (genre writing)
- watch and identify the main idea from a short “About Me” vlog

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 pagkukuwentong tungkol sa sariling karanasan.
- Pakikining tungkol sa mga pangarap sa buhay at pagsulat tungkol sa hinaharap.

Teksto: Intermediate Tagalog
- Pagbati p. 1
- Pagpapakilala at Pakikipagkaibigan p. 37

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 maikling kuwento tungkol sa Pamilya.

Teksto: Intermediate Tagalog
- Paglilibang p. 199
- Pamumuri p. 283

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

Dialogue: Ang Buhay ng mg Pilipino sa diaspora

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.
**Teksto:** Intermediate Tagalog
- Pakikipagkapwa-tao at Pakikisama p. 461
- Pamimista p. 393

**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?

**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.

**Teksto:** Intermediate Tagalog
- Pagkain p. 133
- Pagdidiyeta p. 169
- Pamumuna at Pagkakagalit p. 307

**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