



Southeast Asian Studies Summer Institute 2023

General Course Syllabus

ASIALANG 507- 508: Fifth & Sixth Semester FILIPINO

This eight-week program covers the equivalent of two 3-credit foreign language courses offered during the regular Fall and Spring semesters. The class meets for four hours a day, Monday-Friday (i.e., four 50- minute sessions daily), June 19-August 11, 2023. Students are expected to spend an average of two hours of out of class work per day.

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 NCSSFL-ACTFL can-do-statements document at this URL: http://ujop.cuni.cz/upload/stories/Sluzby/Can-Do_Statements.pdf.

REFERENCES

Ramos, T.V. and R. Ceña. 1991. *Modern Tagalog Grammar*. Honolulu: UH Press. Any Filipino/Tagalog-English dictionary

ADDITIONAL COURSE INFORMATION:

- **Placement**-- A language proficiency assessment will be conducted by the instructor before the beginning of classes to confirm students' proficiency levels.
- **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**-- If possible, turn on video camera 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/>