

# FILI R101: ELEMENTARY FILIPINO 1

**Originator**

msanchez

**College**

Oxnard College

**Discipline (CB01A)**

FILI - Filipino

**Course Number (CB01B)**

R101

**Course Title (CB02)**

Elementary Filipino 1

**Banner/Short Title**

Elementary Filipino 1

**Credit Type**

Credit

**Start Term**

Fall 2022

**Catalog Course Description**

This course is an elementary level Filipino course, the national language of the Philippines, or Tagalog, the language on which Filipino is based. It aims to develop all four language skills: speaking, listening, reading, and writing at the elementary level. This course examines pronunciation, word formation, grammar, and sentence structures while providing the essential vocabulary in various situational contexts, appropriate forms of address, and cultural nuances for communication. This course will also provide basic knowledge about values, customs, and regions of the Philippines.

**Taxonomy of Programs (TOP) Code (CB03)**

1117.10 - Filipino (Tagalog)

**Course Credit Status (CB04)**

D (Credit - Degree Applicable)

**Course Transfer Status (CB05) (select one only)**

B (Transferable to CSU only)

**Course Basic Skills Status (CB08)**

N - The Course is Not a Basic Skills Course

**SAM Priority Code (CB09)**

E - Non-Occupational

**Course Cooperative Work Experience Education Status (CB10)**

N - Is Not Part of a Cooperative Work Experience Education Program

**Course Classification Status (CB11)**

Y - Credit Course

**Educational Assistance Class Instruction (Approved Special Class) (CB13)**

N - The Course is Not an Approved Special Class

**Course Prior to Transfer Level (CB21)**

Y - Not Applicable

**Course Noncredit Category (CB22)**

Y - Credit Course

**Funding Agency Category (CB23)**

Y - Not Applicable (Funding Not Used)

**Course Program Status (CB24)**

1 - Program Applicable

**General Education Status (CB25)**

Y - Not Applicable

**Support Course Status (CB26)**

N - Course is not a support course

**Field trips**

May be required

**Grading method**

(L) Letter Graded

**Alternate grading methods**

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

**Does this course require an instructional materials fee?**

No

**Repeatable for Credit**

No

**Is this course part of a family?**

No

**Units and Hours**

**Carnegie Unit Override**

No

**In-Class**

**Lecture**

**Minimum Contact/In-Class Lecture Hours**

70

**Maximum Contact/In-Class Lecture Hours**

70

**Activity**

**Minimum Contact/In-Class Activity Hours**

0

**Maximum Contact/In-Class Activity Hours**

0

**Laboratory**

**Minimum Contact/In-Class Laboratory Hours**

0

**Maximum Contact/In-Class Laboratory Hours**

0

**Total in-Class**

**Total in-Class**

**Total Minimum Contact/In-Class Hours**

70

**Total Maximum Contact/In-Class Hours**

70

**Outside-of-Class**

**Internship/Cooperative Work Experience**

**Paid**

**Unpaid**

**Total Outside-of-Class**

**Total Outside-of-Class**

**Minimum Outside-of-Class Hours**

140

**Maximum Outside-of-Class Hours**

140

**Total Student Learning**

**Total Student Learning**

**Total Minimum Student Learning Hours**

210

**Total Maximum Student Learning Hours**

210

**Minimum Units (CB07)**

4

**Maximum Units (CB06)**

4

**Student Learning Outcomes (CSLOs)**

**Upon satisfactory completion of the course, students will be able to:**

- |   |   |
|---|---|
| 1 | Demonstrate elementary-level written competency by writing a 75 to 100-word paragraph in Filipino in the completed or incomplete aspects.                         |
| 2 | Demonstrate elementary level oral skills by giving a 3 to 5-minute oral presentation in Filipino using vocabulary and grammatical structures from a given lesson. |
| 3 | Demonstrate elementary level reading comprehension skills by reading a 200-word text in Filipino and answering questions in various formats.                      |

**Course Objectives**

**Upon satisfactory completion of the course, students will be able to:**

- |   |  |
|---|--|
| 1 | Accurately pronounce vowel/consonant sounds, word stress of common words, and appropriate linkers.   |
| 2 | Demonstrate comprehension in reading about simple, everyday familiar topics, and identify main ideas.  |
| 3 | Ask and answer questions and respond to simple statements during brief and casual direct or indirect conversations on familiar topics.   |
| 4 | Use Filipino vocabulary to discuss topics related to describing oneself, family, friends (basic biographical information, physical characteristics, personality traits, hobbies), immediate surroundings (home, class, environment), making plans (time, months, days of week, holidays), and giving directions. |
| 5 | Use verb aspects (completed, incompleting, and contemplating) and neutral or infinitive verb forms to express past, present, and future plans, such as completed activities, habitual activities, likes, and dislikes.   |

- |   |   |
|---|---|
| 6 | Construct a brief narrative on familiar everyday topics using basic grammatical structures and learned vocabulary.                            |
| 7 | Demonstrate basic understanding of Filipino culture in communicating with both formal and informal registers in various situational contexts. |

## Course Content

### Lecture/Course Content

Topics to be covered include, but are not limited to:

1. Sentence formation, word order
2. Pronunciation – Consonants vowels, semi-vowel combinations (diphthongs), syllables and stress, glottal stop
3. Parts of Speech (nouns, pronouns, verbs, adjectives, adverbs, markers, prepositions, particles, conjunctions, linkers/ligature)
4. Pronouns
  - a. *ang* pronouns (ako, ka/ikaw, siya, tayo, kami, kayo, sila)
  - b. *ng* pronouns
  - c. *sa* pronouns (*akin, iyo, kanya, atin, amin, inyong, kanila*)
5. Focus and Aspect of Verbs (actor-focus, object-focus)
  - a. Root, infinitive, completed aspect, incompleted aspect (habitual), contemplated aspect
6. Noun and pronoun markers
  - a. *ang, ang mga, si, sina*
  - b. *ng, ng mga, ni, nina*
  - c. *sa, sa mga, kay, kina*
7. Preposition and prepositional phrases
8. Demonstrative pronouns
  - a. *Ang* demonstratives: *ito, iyan, iyon*
  - b. *Ng* demonstratives: *nito, niyan, niyon*
  - c. *Sa* demonstratives: *dito, diyang, doon*
9. Use of appropriate linkers (-g, -ng, na) to modify nouns or verbal phrases
10. Pseudo-verbs such as *Gusto, Ayaw, Mahilig* to express likes and dislikes
11. Basic affixes used in verbal formation
  - a. *-um-*
  - b. *Mag-*
  - c. *Ma-*
  - d. *-in-*
12. Existential particles: *may, mayroon/meron, wala* to describe possessions
13. Adverbs of time (e.g. *kahapon, bukas, kanina*)
14. Honorifics (*po, ho*) and polite language (terms to address: *Ginoong/Ginang, Binibini*)
15. Interrogative pronouns: *sino, ano, kailan, nasaan/saan, bakit, paano, kanino, alin, magkano*
16. Question Word marker: *ba*
17. Conjunctions: *at, o, tsaka, pero, sana, kapag*
18. Particles: *na, pa, nga, naman, rin/din, yata, lang*
19. Positive, Comparative, superlative forms of adjectives appropriate affixes and intensifiers

### Vocabulary

1. Greetings and introductory common expressions
2. Taking-leave expressions
3. Family kinship terms
4. Colors, numbers, personality traits, physical traits
5. Objects
  - a. Common objects in classroom
  - b. Common objects in home, parts of the home, types of homes
  - c. Common forms of transportation
6. Hobbies/pastimes
7. Time, seasons, dates
8. Spatial location words

### Culture (examples of cultural aspects embedded in lessons, texts, and supplemental materials)

1. *Baybayin*, Filipino values and traits (e.g. *bayanihan, pakikisama, kapwa, utang na loob, hiya, bahala na*)
2. Family relationship dynamics and structures (e.g. kinship terms, titles such as *ninang, ninong*)

3. Traditions and customs (e.g. *pagmamano, debut, harana*)
4. Aspects of home and immediate community (e.g. *bahay kubo, bahay na bato, palengke, simbahan*) and food and meal time
5. Honorifics / Polite form of speaking, visiting homes and invitations
6. Superstition, cultural holidays (e.g. *Undas, Araw ng mga Patay, Pasko, Semana Santa, Biyernes Santo*)
7. Hobbies (including traditional Filipino games)
8. Filipino myths and legends

### Laboratory or Activity Content

There is no lab content for this course.

## Methods of Evaluation

**Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):**

Written expression

**Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):**

Group projects  
 Individual projects  
 Objective exams  
 Oral presentations  
 Quizzes  
 Reports/papers  
 Role playing  
 Written compositions  
 Written homework

## Instructional Methodology

**Specify the methods of instruction that may be employed in this course**

AVP  
 Class activities  
 Class discussions  
 Collaborative group work  
 Computer-aided presentations  
 Distance Education  
 Field trips  
 Group discussions  
 Guest speakers  
 Lecture  
 Modeling  
 Readings  
 Role-playing  
 Small group activities  
 Web-based presentations

**Describe specific examples of the methods the instructor will use:**

1. Instructor will introduce grammatical structures for students to incorporate into the narration of completed, incomplete, and contemplated aspects.
2. Instructor will teach a PowerPoint lesson about various adjectives to teach students how to describe themselves, family, and friends.
3. Instructor will create low-stakes quizzes for students to practice vocabulary and sentence formation.
4. Instructor will go over detailed guidelines for students to give an oral presentation about a topic covered in class.
5. Instructor will create a series of activities integrating grammar, vocabulary, and knowledge of Filipino culture for students to complete in class or online.

## Representative Course Assignments

### Writing Assignments

Sample Writing prompts:

- Describe yourself in a 75 to 100-word narrative including name, family's origin, physical characteristics, personality characteristics, hobbies, likes, and dislikes. In addition, describe your family and/or friends using introductory vocabulary such as relationship to you and other basic biographical information.

- Describe your everyday activities to a penpal in the Philippines. Write about your daily and weekly schedule. Use the incompleting aspect of the -um-, mag-, and ma- verbs to express habitual action or ongoing action of your daily and weekly activities.

### Critical Thinking Assignments

1. For 3 – 5 minutes, engage in a dialogue with a classmate asking basic biographical information about one another. Include questions and answers describing yourself, family and/or friends using introductory vocabulary such as relationship to you, age, occupation, where one lives and/or where they are from, hobbies, personality traits, likes and dislikes.
2. Giving directions: A friend's relative from the Philippines is visiting California and wants directions on how to drive to the closest grocery. Using the map provided, provide directions of how they can get to the grocery store. Your directions should take into consideration appropriate honorifics, transitional words, and the time the grocery store is open.

### Reading Assignments

1. Textbook readings with follow-up questions and vocabulary activities to demonstrate comprehension.
2. Assigned readings on a cultural topics and answering questions in various formats.

### Problem-Solving and Other Assignments (if applicable)

1. Interview a classmate about basic biographical information and then introduce them to them to the class (peer to peer). Using the appropriate honorifics, introduce them to an elder. Questions should gather information about name, age, occupation, place of birth, hometown, and hobbies.

### Outside Assignments

#### Representative Outside Assignments

1. Textbook reading and vocabulary practices with follow-up questions and vocabulary activities to demonstrate comprehension.
2. Writing assignments integrating grammar, vocabulary, and knowledge of Filipino culture
3. Aural/Oral practice in college's LMS - listening to recordings of dialogs and reading; audio recording for pronunciation practice and assessment
4. Students will prepare (write out and practice) for oral presentations

### Articulation

#### Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
University of Hawaii	FIL 101	Elementary Filipino I	4
San Diego State University	FILIP 101	Elementary Filipino I	4
UC Berkeley	FILIPN 1A	Introductory Filipino	5
University of San Francisco	YPSP 101	First Semester FIL/Tagalog	4

#### Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
CC San Francisco	PIL 1	Elementary Filipino (Tagalog)	5
Skyline College	FILI 110	Elementary Filipino	4

**District General Education**

- A. Natural Sciences**
- B. Social and Behavioral Sciences**
- C. Humanities**
- D. Language and Rationality**
- E. Health and Physical Education/Kinesiology**
- F. Ethnic Studies/Gender Studies**

**CSU GE-Breadth**

- Area A: English Language Communication and Critical Thinking**
- Area B: Scientific Inquiry and Quantitative Reasoning**
- Area C: Arts and Humanities**
- Area D: Social Sciences**
- Area E: Lifelong Learning and Self-Development**
- Area F: Ethnic Studies**

**CSU Graduation Requirement in U.S. History, Constitution and American Ideals:**

**IGETC**

- Area 1: English Communication**
- Area 2A: Mathematical Concepts & Quantitative Reasoning**
- Area 3: Arts and Humanities**
- Area 4: Social and Behavioral Sciences**
- Area 5: Physical and Biological Sciences**
- Area 6: Languages Other than English (LOTE)**

**Textbooks and Lab Manuals**

**Resource Type**

Textbook

**Classic Textbook**

Yes

**Description**

Barrios, Joy. Tagalog for Beginners: *An Introduction to Filipino, the National Language of the Philippines*. Tuttle Publishing, 2011.

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**Resource Type**

Textbook

**Classic Textbook**

No

**Description**

Jiedson R. Domigpe & Nenita Pambid Domingo. *Elementary Tagalog: Tara, Mag-Tagalog Tayo! Come On, Let's Speak Tagalog! 2nd ed.*, Tuttle Publishing, 2018.

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**Resource Type**

Textbook

**Classic Textbook**

No

**Description**

Paraluman S. Aspillera, Yolanda Canseco Hernandez, et al. *Basic Tagalog: Learn to Speak Modern Filipino/ Tagalog - The National Language of the Philippines*, 3<sup>rd</sup> ed., Tuttle Publishing, 2021.

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**Resource Type**

Textbook

**Classic Textbook**

Yes

**Description**

Teresita V. Ramos. *Conversational Tagalog*. University of Hawaii Press, 1985.

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**Resource Type**

Textbook

**Classic Textbook**

Yes

**Description**

Teresita V. Ramos. *Tagalog Structures*. University of Hawaii Press, 1971.

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**Resource Type**

Textbook

**Classic Textbook**

Yes

**Description**

Teresita V. Ramos & Videa De Guzmán. *Tagalog for Beginners*. 2019. (OER)

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**Resource Type**

Other Instructional Materials

**Description**

Joi Barrios, Nenita Domingo, Romulo Baquiran, Jr. *Tuttle Concise Tagalog Dictionary*. Tuttle Publishing, 2017.

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**Resource Type**

Websites

**Description**

[http://www.seasite.niu.edu/Tagalog/Tagalog\\_mainpage.htm](http://www.seasite.niu.edu/Tagalog/Tagalog_mainpage.htm)

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**Resource Type**

Websites



**Description**

[https://www.hawaii.edu/filipino/Grammar\\_Topics/Grammar\\_2-1.html](https://www.hawaii.edu/filipino/Grammar_Topics/Grammar_2-1.html)

**Resource Type**

Websites

**Description**

<http://www.tagalog-dictionary.com/>

**Resource Type**

Websites

**Description**

[liwanagatdilim.cdh.ucla.edu](http://liwanagatdilim.cdh.ucla.edu) (<http://liwanagatdilim.cdh.ucla.edu/>)

**Resource Type**

Other Instructional Materials

**Description**

Film Resources:

- *Magnifico*
- *Caregiver*
- *Anak*
- *Dekada 70*
- *Heneral Luna*

**Resource Type**

Websites

**Description**

**Online Resources (for current events, news, etc.)**

Balitang America: <https://www.youtube.com/channel/UCSkB4nUB0vtXcLdcnUVAN5Q>

The Filipino Channel: <https://www.youtube.com/channel/UCD0vxQF1g6vwMDLtDqTz1SA>

GMA Pinoy TV: <https://www.youtube.com/gmapinoytv>

**Distance Education Addendum**

**Definitions**

**Distance Education Modalities**

- Hybrid (1%–50% online)
- Hybrid (51%–99% online)
- 100% online

**Faculty Certifications**

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

## Regular Effective/Substantive Contact

### Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Students will write a post on a threaded discussion initiated and moderated by the instructor and receive prompt feedback. Students will interact in discussions by responding to classmates' posts. Instructor will post announcements such as weekly assignments and weekly reviews.
Other DE (e.g., recorded lectures)	Instructor will post lectures, PowerPoint presentations, podcasts and webinars to supplement publisher-produced materials and help students achieve SLOs.
E-mail	Instructor will answer students' specific questions on lectures, assignments, and concerns about the course in a prompt and timely manner. Instructor will inform students should an illness, family emergency or another unexpected event prevent continuing regular effective contact for a prolonged period of time.
Synchronous Dialog (e.g., online chat)	Instructor will interact with students at specific times announced in the syllabus to conduct office hours, participate in a video conference or an online chat.
Video Conferencing	Instructor will arrange for a video conference via college's LMS to conduct office hours, answer questions, present class material, provide feedback on assignments, and discuss class progress.
Face to Face (by student request; cannot be required)	Instructor will arrange an in-person meeting with a student to conduct office hours, answer questions, present class material, provide feedback on assignments, and discuss class progress.
Telephone	Instructor will communicate with a student via phone or voicemail to conduct office hours, answer questions, present class material, provide feedback on assignments, and discuss class progress.

### Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Students will write a post on a threaded discussion initiated and moderated by the instructor and receive prompt feedback. Students will interact in discussions by responding to classmates' posts. Instructor will post announcements such as weekly assignments and weekly reviews. Students will upload videos using platforms such as Flipgrid.
Other DE (e.g., recorded lectures)	Instructor will post lectures, PowerPoint presentations, podcasts and webinars to supplement publisher-produced materials and help students achieve SLOs.
E-mail	Instructor will answer students' specific questions on lectures, assignments, and concerns about the course in a prompt and timely manner. Instructor will inform students should an illness, family emergency or another unexpected event prevent continuing regular effective contact for a prolonged period of time.
Synchronous Dialog (e.g., online chat)	Instructor will interact with students at specific times announced in the syllabus to conduct office hours, participate in a video conference or an online chat.

Video Conferencing	Instructor will arrange for a video conference via college's LMS to conduct office hours, answer questions, present class material, provide feedback on assignments, and discuss class progress.
Face to Face (by student request; cannot be required)	Instructor will arrange an in-person meeting with a student to conduct office hours, answer questions, present class material, provide feedback on assignments, and discuss class progress.
Telephone	Instructor will communicate with a student via phone or voicemail to conduct office hours, answer questions, present class material, provide feedback on assignments, and discuss class progress.

**100% online Modality:**

<b>Method of Instruction</b>	<b>Document typical activities or assignments for each method of instruction</b>
Asynchronous Dialog (e.g., discussion board)	Students will write a post on a threaded discussion initiated and moderated by the instructor and receive prompt feedback. Students will interact in discussions by responding to classmates' posts. Instructor will post announcements such as weekly assignments and weekly reviews.
Other DE (e.g., recorded lectures)	Instructor will post lectures, PowerPoint presentations, podcasts and webinars to supplement publisher-produced materials and help students achieve SLOs.
E-mail	Instructor will answer students' specific questions on lectures, assignments, and concerns about the course in a prompt and timely manner. Instructor will inform students should an illness, family emergency or another unexpected event prevent continuing regular effective contact for a prolonged period of time.
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Telephone	Instructor will communicate with a student via phone or voicemail to conduct office hours, answer questions, present class material, provide feedback on assignments, and discuss class progress.

**Examinations**

**Hybrid (1%–50% online) Modality**

- On campus
- Online

**Hybrid (51%–99% online) Modality**

- On campus
- Online

**Primary Minimum Qualification**

FOREIGN LANGUAGES

**Review and Approval Dates**

**Department Chair**

10/05/2021

**Dean**

10/05/2021

**Technical Review**

MM/DD/YYYY

**Curriculum Committee**

10/13/2021

**DTRW-I**

10/14/2021

**Curriculum Committee**

10/27/2021

**Board**

12/14/2021

**CCCCO**

01/21/2022

**Control Number**

CCC000629186

**DOE/accreditation approval date**

MM/DD/YYYY