

# FILI R102: ELEMENTARY FILIPINO 2

**Originator**

msanchez

**Co-Contributor(s)**
**Name(s)**

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**College**

Oxnard College

**Discipline (CB01A)**

FILI - Filipino

**Course Number (CB01B)**

R102

**Course Title (CB02)**

Elementary Filipino 2

**Banner/Short Title**

Elementary Filipino 2

**Credit Type**

Credit

**Start Term**

Fall 2022

**Catalog Course Description**

This is the second semester course of elementary level Filipino, the national language of the Philippines, or Tagalog, the language on which Filipino is based. This course aims to teach language acquisition in a cultural context through listening, speaking, reading, and writing at the second semester elementary level. This course will examine language fundamentals (pronunciation, word formation, grammar, and sentence structures) in additional situational contexts and provide expanded 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

**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

**Prerequisites**

FILI R101

**Entrance Skills****Entrance Skills**

Student must demonstrate elementary level written competency by writing a 75 to 100-word paragraph or narrative in Filipino in the completed or incompleted aspects.

**Prerequisite Course Objectives**

FILI R101-Use verb aspects (completed, incompleted, and contemplated) and neutral or infinitive verb forms to express past, present, and future plans, such as completed activities, habitual activities, likes, and dislikes.

FILI R101-Construct a brief narrative on familiar everyday topics using basic grammatical structures and learned vocabulary.

**Entrance Skills**

Student must demonstrate elementary level oral skills by giving a 3 to 5-minute oral presentation in Filipino using vocabulary and grammatical structures.

**Prerequisite Course Objectives**

FILI R101-Accurately pronounce vowel/consonant sounds, word stress of common words, and appropriate linkers.

FILI R101-Ask and answer questions and respond to simple statements during brief and casual direct or indirect conversations on familiar topics.

FILI R101-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.

FILI R101-Demonstrate basic understanding of Filipino culture in communicating with both formal and informal registers in various situational contexts.

**Entrance Skills**

Student must demonstrate elementary level reading comprehension skills by reading a 200-word text in Filipino on a cultural topic and answering questions in various formats.

**Prerequisite Course Objectives**

FILI R101-Demonstrate comprehension in reading about simple, everyday familiar topics, and identify main ideas.

**Requisite Justification****Requisite Type**

Prerequisite

**Requisite**

FILI R101

**Requisite Description**

Course in a sequence

**Level of Scrutiny/Justification**

Content review

**Student Learning Outcomes (CSLOs)**

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

- |   |   |
|---|---|
| 1 | Demonstrate mid-elementary to low-intermediate level writing skills by writing a 150 to 200-word paragraph or narrative in Filipino primarily in incompleting and/or contemplating aspects. |
| 2 | Demonstrate mid-elementary to low-intermediate level oral skills by giving a 5 to 7-minute oral presentation in Filipino using vocabulary and grammatical structures from a given lesson.   |
| 3 | Demonstrate mid-elementary to low-intermediate level reading comprehension skills by reading a 300 to 400-word selection in Filipino and answering questions in various formats.            |

**Course Objectives**

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

- |   |   |
|---|---|
| 1 | Produce vowel/consonant sounds, word stress of common words, and appropriate linkers with mid-elementary to low-intermediate level accuracy.  |
| 2 | Demonstrate mid-elementary level reading comprehension skills by reading about everyday familiar topics and identifying main and concrete ideas.  |
| 3 | Participate in dialogue by asking and answering questions, using interjections, and responses to statements requiring explanation or reasoning.   |
| 4 | Use Filipino vocabulary to discuss topics related to health, food (cooking, ordering, eating together), shopping (money), holidays popular culture, and giving instructions, visiting places, making future plans, scheduling appointments, music and dance, expressing feelings, and expressing ability. |
| 5 | Narrate and describe an event using completed, incompleting, contemplating aspects with appropriate enclitics and transitional words.   |

6	Construct a brief narrative about future plans using contemplated aspect, appropriate pseudo verbs, and conjunctions.
7	Demonstrate expanded understanding of Filipino culture, customs, and regions of the Philippines in written work and/or oral presentations.

## Course Content

### Lecture/Course Content

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

#### Grammar

1. Review of parts of speech (*ang, ng, sa* pronouns, verbs, adjectives, enclitics)
2. Conjunctions to expand sentences and respond to *why* questions (e.g. *Kasi, dahil, sapagkat*)
3. Expansion of sentences by adding more objects, locations, time expressions (e.g. *bago, pagkatapos, kung*)
4. Additional Pseudo verbs (e.g. *bawal, kailangan, dapat, puwede, maari*) *Changing commands to polite request using paki- affix*
5. Affixes used in the formation of adjectives or descriptives (e.g. *ka-, maka-, pala-, pang-, naka-*)
6. Some affixes used in the formation of nouns or substantives (e.g. *-an, pag- pang-, taga-, mag-*)
7. Benefactive complement – *para sa, kay/kina...*
8. Affixes using verbal formation
  - a. Review: *-um-, Mag-, Ma-, -in-/hin*
  - b. New: *I-, Maka-, Makapag-; Magka- (Magkaroon); Magpa-*

#### Vocabulary

1. Review elementary course vocabulary
2. Health
  - a. Illnesses, Remedies
  - b. Seeking Help (doctor, healer)
3. Making Future Plans
  - a. Scheduling Appointments
  - b. Expressing Desires and Wishes
4. Food
  - a. Dishes, fruits, vegetables, drinks
  - b. Cooking, giving Instructions, ordering
5. Shopping
  - a. Money, Currency
  - b. Buying (ingredients at a market/*palengke*, gifts at a store)
6. Traveling
  - a. Additional forms of transportation
7. Holidays
  - a. Festivals in the Philippines
8. Emotions
  - a. Feelings
  - b. Interjections
  - c. Expressions

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

1. Filipino values and traits
2. Health traditions and customs (*babaylan, albularyo*), *kamayan, Sari-sari store*
3. Superstitions, myths, legends idioms
4. Traveling to and within the Philippines
5. Festivals from different regions in the Philippines
6. Cultural holidays (e.g. *Bisperas ng Bagong Taon, Semana Santa, Biyernes Santo, Araw ng mga Manggagawa*)

### 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 vocabulary to use when describing one's condition or illness and provide recommendations.
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:

- Write an email in Filipino to a family member or a friend. In 150-200 words, describe how you are doing, what you have been doing, and what you plan or hope to do when you visit them in the Philippines next year.
- Provide recommendations for a friend who is sick. Use appropriate pseudo verbs and vocabulary from the lesson.

### **Critical Thinking Assignments**

- Compare and contrast a holiday celebrated both in the United States and the Philippines. Describe where you would prefer to celebrate the holiday and explain why.

### **Reading Assignments**

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

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

- Demonstrate mid-elementary level oral skills by giving a 5 to 7-minute oral presentation in Filipino using vocabulary and grammatical structures from the lesson on cooking.

- For 5-7 minutes, engage in a dialogue with a classmate asking about what they did (past week, today) and what they plan to do in the upcoming future (weekend plans, summer plans, post-graduation plans.)
- With a small group, create a dialogue on a selected topic.

## Outside Assignments

### Representative Outside Assignments

- Textbook reading and vocabulary practices
- Writing and grammar assignments
- Aural/Oral practice in college's LMS
- Written assignments
- Preparation for oral presentations

## Articulation

### Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
First Semester FIL/Tagalog	FIL 102	Elementary Filipino II	4
San Diego State University	FILIP 102	Elementary Filipino II	4
UC Berkeley	FILIPN 1B	Introductory Filipino	5
University of San Francisco	YPSP 102	Second Semester FIL/Tagalog	4

### Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
Skyline College	FILI 120	Adv. Elementary Filipino	5
CC San Francisco	PIL 2	Continuation of Elem Filipino/Tagalog	5

**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.

**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.

**Resource Type**

Textbook

**Classic Textbook**

Yes

**Description**

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

**Resource Type**

Textbook

**Classic Textbook**

Yes

**Description**

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

**Resource Type**

Textbook

**Classic Textbook**

Yes

**Description**

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

**Resource Type**

Other Instructional Materials

**Description**

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

**Resource Type**

Websites

**Description**

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

**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)

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**Resource Type**

Websites

**Description**

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

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**Resource Type**

Websites

**Description**

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

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**Resource Type**

Other Instructional Materials

**Description**

Film Resources:  
- *Magnifico*  
- *Caregiver*  
- *Anak*  
- *Dekada 70*  
- *Heneral Luna*

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**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>

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**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 by replying to classmates' assigned posts and participating in an informal discussion thread just for student interaction. 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 by replying to classmates' assigned posts and participating in an informal discussion thread just for student interaction. 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.
<b>100% online Modality:</b>	
<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 by replying to classmates' assigned posts and participating in an informal discussion thread just for student interaction. 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**

01/23/2022

**Control Number**

CCC000629187

**DOE/accreditation approval date**

MM/DD/YYYY