COURSE TITLE: Filipino 101 A and B -- ADVANCED FILIPINO
INSTRUCTOR: Joi Barrios, Ph.D.

COURSE DESCRIPTION:

Three hours of lecture per week. Prerequisites. Two years of Filipino/Tagalog or consent of instructor. Students read and discuss essays and literary texts, watch/listen to authentic video/audio texts to develop listening comprehension, and write essays/creative work to develop writing skills.

Our goal in this class is to further hone our skills to: describe people, places, and feelings (paglalarawan) explain in detail (paglalahad); describe and narrate fully and accurately (pagsasalaysay); provide structured arguments and construct a hypothesis (pangangatuwiran). We also aim to learn both abstract and concrete vocabulary and have a firm grasp of Tagalog/Filipino grammar. Additionally, we will be working with examples of the changing orthography of the Filipino language through texts that range from 19th-century Tagalog, 1950s Pilipino, and 1990s Filipino.¹

After a year, Advanced Filipino students are expected to successfully take reading and listening comprehension tests and oral proficiency examinations such as those given by the American Council on the Teaching of Foreign Languages (ACTFL) and the Interagency Language Roundtable (ILR). With these two standardized exams, you will be able to test at the Mid to High Advanced or Superior Levels (for ACTFL) or Levels 3 (Professional Working Proficiency) and 4 (Full Professional Proficiency) for ILR.

The Advanced Filipino A and B series is divided into twelve (12) lessons (6 lessons per semester; 2 weeks per lesson). Each lesson will be on a particular topic (i.e., history, politics, environment, health and medicine, mass media etc.) and will consist of:

1. one or two (2) short reading texts (1-2 pages each), mainly “authentic” texts, using different types of language (academic, popular, technical, or literary) accompanied by vocabulary;
2. an audio/video text with a discussion exercise
3. a translation or writing exercise;

¹ Language change has been influenced by the following: the promulgation of the 1935 Constitution which designated Tagalog as the basis of the national language and brought back the letters “K” and “W” to the Tagalog alphabet; the Department of Education memorandum which called for the teaching of Pilipino as a subject in elementary and high schools; and the 1986 constitution which changed the orthography, with the inclusion of the letters C, F, J, Ñ, Q, V, X, and Z.
5. grammar review
6. and follow-up activities.

**REQUIREMENTS:**

Attendance/Participation in class discussion and weekly writing workshop  20%
One-page essay/translation every two weeks at the end of a topic:  20%
Final Project: One critical essayone translation work (5-7 pages)  20%
Literary project (Filipino novel, short stories, or poetry collection) review:  20%
Oral Project/Exam:  20%

To attend the class, go to:
http://meet83733745.adobeconnect.com/filipino1x2016/

Note that all “writing” should be done at home and uploaded on the website. Students should come to the class meeting (Adobe connect) prepared to discuss what they have written in class. This way, the focus can be towards developing a better understanding of Filipino grammar and editing one’s work.

**COURSE MATERIALS:**

Note: For many of our texts, we will be closely looking at an excerpt that comes with a study guide. However, the full version of the text is also available online for further reading. Additionally, other articles on the topic are uploaded for additional reading.

Texts uploaded in the course site
Assigned Novels: Ricardo Lee’s *Para kay B.*, (For B.) or Luna Sicat’s *Makinilyang Altar* (Sacred Typewriter)
Video Clips of News shows
Newspaper Articles and Columns

**COURSE OUTLINE:**

**Lesson 1: From The Native Script “Baybayin” to “Jologs” Vocabulary:**
Studying the Changing Language
Texts include a passage on the baybayin, an article on “lalawiganin” or Tagalog spoken in the countryside, and a listening passage.

**Lesson 2: The Filipino People: Ethnolinguistic Groups and Traditional Culture**
Texts include an excerpt about the Tagalogs, the Tasaday controversy, and a listening passage.
Lesson 3: Philippine History
Texts include excerpts from an autobiographical account of a historical figure, an academic piece on myths in Philippine history and a listening passage.

Lesson 4: Philippine Popular Culture and Issues of Race
Texts include texts on colonialism and “whiteness,” the cartoon character Kenkoy and a listening passage.

Lesson 5: Indigenous Knowledge and Philippine Astronomy
Texts include an academic article on Philippine astronomy, a creation myth, and a listening passage.

Lesson 6: Contemporary Readings of Classic Philippine Films
Texts include a film review, a gossip column, and a short film excerpt from a documentary.

Spring Semester

Lesson 7: Philippine Archaeology
Texts include excerpts from an article on the Calatagan pot and a listening passage.

Lesson 8: Political Dynamics in the Philippines
Texts include an article on language during the colonial period and terms related to “morality” and an opinion piece (video) on Philippine-American relations.

Lesson 9: Filipino Food, Health and Medicine
Texts include a recipe and homemaking tips from a 1930s Tagalog medicine, an article on medicinal plants of the Philippines and a listening passage.

Lesson 10: Understanding the Filipino: Texts in Philosophy and Psychology
Texts include an article on Pantayong Pananaw and a listening passage.

Lesson 12: Language and Symbolism from a Century Past
Texts include a dagli (short, short story, an article from Balagtas magazine and a listening passage.

Lesson 12: Individual Portraits and Social Movements
Texts include a passage from an almanac, a short story and a listening passage.

REFERENCES:


