## Elementary Filipino I Fall Semester

**Three meetings per week**

**Proposed Instructor: Agnes “Bing” Magtoto** (recommended by Allan Isaac; currently teaches this course at NYU)

Elementary Filipino I is designed for beginning language students of Tagalog. (Native speakers of Filipino should take a language proficiency test for proper placement.)

The course is based on the premise that in order to understand a culture, one must first understand that culture’s language***.*** Language embodies a peoples’ history, aspirations, beliefs, quirks and social behavior; it is the primary expression of culture. The lessons will focus on language, using a holistic approach and incorporating discussions on history, current events, pop culture and native values.

Tagalog forms the basis of the Philippine national language. It is the purpose of this course to introduce Tagalog as a living, contemporary language that is in tune with the realities of the Philippines and the Philippine Diaspora. Therefore, focus will be on Manila Tagalog as well as *Taglish (Tagalog-English)*—the kind of language one would expect to hear in everyday speech.

The classes will involve language instruction on conversational, colloquial Tagalog and the basic rules of Tagalog grammar (*Linguistic Skills p.2 #2*). In the beginning, the focus will be on getting students comfortable with spoken Tagalog. The lessons will then evolve into actual daily practice, interspersed with culture-specific activities *(Functional Skills p.2 #1)*.

The curriculum will also make use of theater processes to stimulate the vast reservoir of underutilized creative energies among the students. It aims to tap their inner resources to help them give form and expression to their inner selves. Thus in this course, one learns not only to express oneself in Tagalog but also to identify images, symbols, sights and sounds, smells and tastes as an expression of Philippine culture. Tagalog language study becomes a journey of appreciating and understanding one’s own stories in the context of one’s own culture.

**Required Textbooks:**

*Conversational Tagalog: A Functional Situational Approach* (Teresita Ramos, University of Hawai’i Press)

A comprehensive dictionary. Recommended: *Tagalog-English/English-Tagalog* (Leo James English; two volumes). Acceptable: *English-Tagalog, Tagalog-English Dictionary* (Ricardo Benedicto, Hippocrene Books)

#### Expected Attainments

1. FUNCTIONAL SKILLS

 Students will be able to sustain simple conversation in the following social situations:

* 1. Greetings and leave-takings
	2. Introducing oneself and others
	3. Stating existence or non-existence of something
	4. Telling time using Spanish numerals
	5. Tagalog numbers and demonstratives
	6. Narrating daily, past and future activities
	7. Describing people and objects
	8. Expressing likes and dislikes
	9. Expressing simple discomforts
1. LINGUISTIC SKILLS

#####  *Structure*

At the end of the lessons, students are expected to be able to use the following grammatical items with some facility:

* 1. Basic statement and question patterns.
	2. Question words (*ano, sino, kailan, bakit, ilan, saan, nasaan*).
	3. Existentials and possessives (*may/mayroon/wala*).
	4. Different sets of pronouns and demonstratives.
	5. Appropriate markers (*ang/ng/sa*).
	6. Basic actor focus verbs
	7. Adverbial phrases indicating time.
	8. Expanded basic sentences with connectors (*at, pero, kasi*).
	9. Linkers *(-ng / na*)

#####  *Vocabulary Skills*

##### Students will have acquired the names of common objects, colors, shapes, places, food, occupations, etc.; some *ma-* adjectives; Spanish and Tagalog numerals; and basic actor focus verbs.

 *Pronunciation Skills*

Students will be able to approximate critical sounds like the glottal stop /’/, nasal velar /*ng*/ and unaspirated initial stops */p-/, /t-/, /k-/.*

 *Comprehension Skills*

Students will be able to answer simple questions about daily routine, family, self, etc.

### **Requirements**

## \*Attendance and punctuality are mandatory

Attendance will be taken. Persistent tardiness is disruptive and unacceptable. A student coming in later than five minutes will be marked “Absent”. Only **four excused absences** areallowed. If you miss a class and/or a submission, you are expected to **immediately** communicate via email your excuse and to send your assignment to the instructor.

Absences and late submissions of requirements will affect one’s final grade.

\*Refer to ***Rubric: Attendance & Participation (Attendance & Punctuality)***

## \*Class Participation

Students will be required to **speak** and **engage in dialogues and activities in class.** *This is mandatory in a language course*. Each student will be evaluated according to: vocabulary expansion, grammar, comprehension, etc. At the end of the semester, it is hoped that the student will be so used to speaking Tagalog that he/she will be comfortable enough to use it in day-to-day conversation.

\*Refer to ***Rubric: Attendance & Participation (Level of Engagement and Conduct)***

## Homework

Individual, partner and group assignments will be given frequently. A printout of dialogue assignment must be submitted. Expect quizzes. There will be no remedial quizzes or exams.

Cheating or **plagiarism will result in failure of the course**. Plagiarism is defined here as asking a native speaker to edit or translate the dialogue assignment, using online language translation, copying material or failure to cite material published in a website, book or article used for paper or project. Include a list of citations referred to in completing a paper or project.

Simple written reactions to guest speaker/s will be required.

## \*Tagalog Project

In place of a journal, students are required to build on their personal project that will creatively document their journey in this class (and their life as a Filipino or a Filipino-American). This is a continuing project that could take many forms (visual, audio, written, a combination of all three) with Tagalog and English or Taglish texts. Progress check-ins will be done every month (refer to weekly syllabus for schedule). Project submission & presentation will be on **Date to be determined.**

\*Refer to ***Rubric: Final Project***.

## Exams

Midterm: **Date to be determined.** Final written exam: **Date to be determined,** during regular class hours. Students will also undergo individual oral exams (of about 10-15 minutes each). The oral exams will also be based on a discussion of their project. Oral Exams scheduled on **Date to be determined**.

## Grading

Quizzes, assignments and final project: 30%. Attendance/participation: 20%.

Midterm: 25%. Finals (written & oral): 25%.

## Week 1

Introductions

 Diagnostic test (written)

 Rules and Requirements

 Learning-teaching dialogue

 Tagalog Alphabet & Pronunciation

 Lesson 1

 Greetings/ Inquiries.

 Particle Honorific *ho* and *po*.

 Linkers *--ng / na/ --g*

 Topic (subject) marker *ang / si*

 Particles: *ba, naman*

Inquiries *nasaan / nasa*

 Pronunciation drill

## Week 2

 Lesson 2

 Other forms of greetings and leave takings

 *Saan --? Sa --.*

 Introducing oneself / others

The use of *Ang* and *Ng* pronouns.

 Particles: *pa, na, lang*

 Pronunciation Drills

## Week 3

 Lesson 4

 Two types of sentences in Tagalog:

 - Identificational sentences.

 - Predicational sentences.

 3 Patterns: Statement, Question, Response

 *Sino? Sinu-sino? Si –- Sina—*

 Review: Plural forms of *ang* pronouns

 \*\*National Symbols\*\*

## Week 4

 Lesson 5

 Origin: *Taga-saan? Taga –*

 *Saan sa \_\_? Sa \_\_.*

#  Saan ka nakatira? Nakatira ako / si / ang \_\_ sa \_\_

 Existential sentence: *May – wala* (Intro/ see Lesson 22) *(also Asp)*

**Project: Submit Concept Proposal (1/2 page)–**

## Week 5

Lesson 3

 Demonstrative pronouns*: ito, iyan, iyon.*

 The use of *ba*: turning declarative sentences into questions.

 Particle: *pala, din, lang.*

## Week 6

 Lesson 6

 Adjectives: colors, shapes.

 Tagalog numbers*. Ilan?*

 More Demonstratives: *nito, niyan, noon*.

 Particles: *din, daw, yata, pala.*

 **\*\***Card games\*\*

HW: Long Weekend *Kuwentuhan*

**Midterms-**

##### Week 7

Lesson 7

 Adjectives and opposites

 Constructing adjectives with *ma-.*

 Constructing *may* sentences.

 \*\*Object Poem\*\*

Long Weekend *Kuwentuhan*

**Week 8**

 Degrees of adjectives (simple, comparative, superlative) - *Asp*

 **\*\*** Your favorite place \*\*

Lesson 9

 Two ways of telling date and time.

 *Ano \_\_? Kailan\_\_?*

Lesson 17

 Telling time using Spanish numerals

 Particles: *na / pa; naman*

**Project: Submit update (text only) –**

**Check-in: Progress –**

**Week 9**

Lesson 8

 Introduction to verbs:

*“Um”* verbs (Consonant and Vowel Initials) and their negative.

## Week 10

Lesson 18

 Aspects of the Actor-Focus (AF) *Um-* verbs: Completed Aspect

*“Ano ang ginawa mo?”*

 Lesson 19

 Aspects of the AF verbs: Contemplated Aspect (future)

*Bakit \_\_\_? Kasi \_\_\_*. (Expanded sentence)

 Lesson 20

 Aspects of the AF verbs: Incompleted Aspect (present progressive)

 *Kapag*\_\_\_\_

**Week 11-12**

Continuation of Lessons 18, 19 & 20

AF verbs: *mag- ma-* verbs

 Completed, Contemplated and Incompleted Aspects

**Final Project Check-in: Submit as email attachment updated text only (doc file) –**

**Thanksgiving Recess**

**Week 13-14**

## Lesson 13

 The use of *gusto* and *ayaw.*

*Ano raw?*

 Alternative choice: *\_ o \_*

 Lesson 10

 Identifying parts of the body

 *Bakit \_\_? Kasi \_\_*

 Verb*: “ituro”*

 *\*\*Ilong-ilong game\*\**

**Week 14**

**Submission/Presentation: Tagalog Project –**

## Week 15: Finals

Review

 Course Evaluation

 **Written Exam –**

 **Oral Exams -**