

FIL101 : Beginning Filipino I

General Information

Author:	<ul style="list-style-type: none">• Reut Cohen• Girardi, Lourdes• Dulay, Michael• Garagliano, Samantha
Course Code (CB01) :	FIL101
Course Title (CB02) :	Beginning Filipino I
Department:	FIL
Proposal Start:	Spring 2025
TOP Code (CB03) :	(1117.10) Filipino (Tagalog)
CIP Code:	(16.1404) Filipino/Tagalog Language and Literature.
SAM Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000646445
Curriculum Committee Approval Date:	05/08/2024
Board of Trustees Approval Date:	07/16/2024
Last Cyclical Review Date:	05/08/2024
Course Description and Course Note:	FIL 101 teaches the fundamentals of Filipino grammar in a cultural context. Students are trained to utilize correct pronunciation in Filipino, to acquire a small working vocabulary which they use in conversation and writing, and to read simple Tagalog. The class is taught primarily in Filipino. Note: Students with oral proficiency or who have attended schools where Tagalog was the language of instruction should enroll in FIL115.
Justification:	New Course
Academic Career:	<ul style="list-style-type: none">• Credit
Author:	<ul style="list-style-type: none">• Reut Cohen• Girardi, Lourdes• Garagliano, Samantha

Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none">• Foreign Languages
Alternate Discipline:	No value
Alternate Discipline:	No value

Course Development

Basic Skill Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

Course Special Class Status (CB13)

Course is not a special class.

Pre-Collegiate Level (CB21)

Not applicable.

Grading Basis

- Grade with Pass / No-Pass Option

Course Support Course Status (CB26)

Course is not a support course

Transferability & Gen. Ed. Options

General Education Status (CB25)

Not Applicable

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

Units and Hours

Summary

Minimum Credit Units (CB07) 5

Maximum Credit Units (CB06) 5

Total Course In-Class (Contact) Hours 90

Total Course Out-of-Class Hours 180

Total Student Learning Hours 270

Credit / Non-Credit Options

Course Type (CB04)

Credit - Degree Applicable

Noncredit Course Category (CB22)

Credit Course.

Noncredit Special Characteristics

No Value

Course Classification Code (CB11)

Credit Course.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience

Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	5	10
Laboratory Hours	0	0
Studio Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	90
Laboratory	0
Studio	0

Total 90

Course Out-of-Class Hours

Lecture	180
Laboratory	0
Studio	0
Total	180

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Advisory

ENGL101 - Introduction to College Reading and Composition

Objectives

- Read, analyze, and evaluate a variety of primarily non-fiction readings for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- Apply a variety of rhetorical strategies in writing unified, well-organized essays directed by a well-reasoned thesis statement with persuasive support.
- Develop varied and flexible strategies for generating, drafting, and revising essays.
- Analyze stylistic choices in their own writing and the writing of others.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

OR

Advisory

ESL141 - Grammar And Writing IV

Objectives

- Compose a 400 to 450-word thesis-based essay which: (a) summarizes and cites appropriately a reading passage provided as a prompt, (b) includes a clear thesis statement, (c) uses evidence to support the thesis, (d) shows clear organization into an introduction, body, and conclusion, and (e) uses appropriate rhetorical modes such as comparison/contrast, cause/effect, and persuasion in order to support a thesis.

Entry Standards

Entry Standards

Course Limitations

Cross Listed or Equivalent Course

Specifications

Methods of Instruction

Methods of Instruction Collaborative Learning

Methods of Instruction Discussion

Methods of Instruction Lecture

Methods of Instruction Multimedia

Methods of Instruction Presentations

Out of Class Assignments

- Individually written compositions (e.g. write about your favorite recreational activities)
- Group projects: one oral, one written (e.g. write and perform a skit about shopping for clothes at the mall)
- Laboratory assignments
- Vocabularies, grammar, and culture review assignment

Methods of Evaluation

Rationale

Exam/Quiz/Test

Midterm exam

Exam/Quiz/Test

Written and oral quizzes

Exam/Quiz/Test

Final exam (oral and written)

Activity (answering journal prompt, group activity)

Group discussions

Textbook Rationale

One of the books is from 2012; it is considered the best textbooks for the Filipino language. Per the subject matter expert: "These are the most current editions of the textbooks and it is considered a seminal text."

Textbooks

Author	Title	Publisher	Date	ISBN
Domigpe, Jiedson, Nenita Pambid Domingo.	Elementary Tagalog Tara, Mag- Tagalog Tayo! Come On, Let's Speak Tagalog!	Tokyo/Rutland, Vermont/ Singapore: Tuttle Publishing	2012	9780804845144
Other Instructional Materials (i.e. OER, handouts)				
No Value				
Materials Fee				
No value				

Learning Outcomes and Objectives

Course Objectives

Recognize and apply Filipino language pronunciation rules at an introductory level.

Communicate in Filipino, both orally and in writing, using basic vocabulary for expressing personal feelings.

Communicate in Filipino, both orally and in writing, using basic vocabulary for expressing likes and dislikes.

Communicate in Filipino, both orally and in writing, using basic vocabulary for obtaining information.

Communicate in Filipino, both orally and in writing, using basic vocabulary for describing people, places, and things.

Communicate in Filipino, both orally and in writing, using basic vocabulary for describing favorite recreational activities.

Communicate in Filipino, both orally and in writing, using basic vocabulary for greetings, leavetaking, and introductions.

Read and comprehend Filipino at an introductory level.

Use grammatically correct Filipino to discuss or write about topics in the present and simple past tenses.

Demonstrate knowledge of the culture of Filipino-speaking countries and compare and contrast the Filipino culture with other cultures.

SLOs

Communicate orally at the beginning level.

Expected Outcome Performance: 70.0

Communicate in writing at the beginning level.

Expected Outcome Performance: 70.0

Apply critical thinking skills in order to compare and contrast the Filipino language and culture throughout the various Filipino speaking regions and with other cultures.

Expected Outcome Performance: 70.0

Additional SLO Information

Does this proposal include revisions that might improve student attainment of course learning outcomes?

No

Is this proposal submitted in response to learning outcomes assessment data?

No

If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.

No Value

SLO Evidence

No Value

Course Content

Lecture Content

The Tagalog Language (5 hours)

- Pronunciation Guide The Tagalog Language Greetings
- Vocabulary: Common Greetings and Expressions
- Culture: Philippines National Anthem

School (10 hours)

- Dialogue: Good morning!
- Objectives: Ask questions using the interrogative pronouns sino (who) and ano (what). Respond to inquiries using short and long responses. Construct identificational and predicational sentences
- Vocabulary: majors/courses, nationalities, officials, professions and occupations, marital status, gender, religion, pronouns, adverbs, markers, idioms and expressions
- Dialogue: How are you?
- Grammar: sentence, subject, predicate, markers, Ang Marker in an Ang Phrase, Ang Pronouns, ANG Form, Interrogative Pronouns, Identificational Sentence, Proper Noun and Common Noun
- Culture: Work and the Philippine Education System

Introductions (10 hours)

- Objectives: Introduce yourself and others. Ask and respond to questions eliciting basic biographical information. Ask and respond to yes-no questions
- Vocabulary: Parts of the House, places, countries, verbs, adjectives, pronouns, location markers, idioms and expressions
- Grammar: Definition of Terms: Enclitics and Question Marker Ba. Interrogative Pronoun Taga saan? (From Where?) Taga saan and types of Predicational Sentences. Word Order in different types of Sentences. Interrogative Pronoun Nasaan (Where).
- Affirmative Statements. Negative Statements. Affirmative response. Negative Response. Wala (None) and Hindi (No) negative markers. The Interrogative Pronoun Saan and Types of Predicational Sentences
- Dialogue: Introductions
- Culture: Age & Manner reflection in the Language

Likes & Dislikes (5 hours)

- Objectives: Ask and respond to questions about your likes and dislikes. Talk about your favorite sports and people
- Vocabulary: Sports and Games, Pseudo-verbs, Adjectives, Conjunctions, Ng Pronouns,
- Ng Markers
- Dialogue: What do you want?

Family (10 hours)

- Objectives: Ask and answer questions about one's age. Describe family relationships using kinship terms. Introduce or talk about family members
- Vocabulary: Family Relationships, Demonstrative Pronouns, Affixes and enclitics, Possessive Pronouns, Numbers, Idioms and Expressions
- Dialogue: Visiting Mark at His Home
- Grammar: Ng Phrases, Ng Pronouns, (Possessives). Affix, Prefix, Suffix
- Culture: Filipino Family & Kinship

Describing Family Members (10 hours)

- Objectives: Describing people using ma- adjectives. Describing people using the naka- prefix
- Vocabulary: Clothing and Accessories, Hair and Parts of the Face, Adjectives, Colors, Prefixes
- Reading Text: My Family
- Grammar: Adjectives, Adjectival Phrase, Inflection, Linkers, Reduplication Unit 2 Family 6 Talking about Family)
- Objectives: Read and write short biographical texts. Ask and answer basic biographical questions about people
- Vocabulary: Nouns, Names of the Months, Adjectives, Existential Particles, Prefixes, Enclitics, Markers, Idioms and Expressions
- Reading Text: Josie's Family
- Grammar: May, Mayroon, and Wala. Dates

Activities (5 hours)

- Daily Activities
- Objectives: Be able to talk about daily activities, past and future activities Vocabulary: Days of the Week, Mag- Verbs, -Um and Ma- Verbs, Prefix, Adverbs of Time, Time, Adjectives, Markers, Enclitics, Idioms and Expressions
- Dialogue: Married Life
- Grammar: Actor, Focus of the Verb, Direct Object, Transitive Verb, Intransitive Verb, and Inflect
- Mag- verbs, Telling Time (formal)

Hobbies (10 hours)

- Objectives: Be able to talk about hobbies and leisure-time activities. Be able to express preferences regarding activities
- Vocabulary: Nouns, Sa Pronouns, Mag- Verbs, Ma- Verbs, Conjunctions, Sa Markers,
- Sa Pronouns Idioms and Expressions Dialogue: Let's Dance!
- Grammar: Ditransitive Verbs, Indirect Object, Benefactive Complement, Directional Complement, First Person Plural Inclusive, and First Person Plural Exclusive, Sa Markers, Sa Pronouns
- News and Authentic Materials
- Writing About Self, daily activity, family, hobbies, community
- Culture: Filipino Games

Shopping (10 hours)

- Objectives: Use appropriate expressions in the context of shopping. Engage in small talk about shopping
- Vocabulary: Numbers and Nouns, Adjectives, -Um- Verbs, Mag- Verbs, Affixes, Idioms and Expressions
- Dialogue: How much is this?
- Grammar: Aspect, Verb Focus, Actor Focus Verbs, Infix, Prefix, Intransitive Verb, Transitive Verb, Ditransitive Verb, and -Um- Verbs
- Culture: Traditional Filipino Clothing

Home (5 hours)

- My House
- Objectives: Describe specific location of an object. List the different objects in the house Vocabulary: Things in the House, Adjectives, Spatial Location Words, Pronouns, Adverbs, Idioms and Expressions
- Dialogue: This is My House
- Grammar: Prepositions and Prepositional Phrase, Nasa and Spatial Location Words, Sa
- and Spatial Location Words

My Favorite Place (5 hours)

- Objectives: Express preferences about various places. Describe and provide basic information about different locations
- Vocabulary: Nouns, Adjectives, Affixes, Seasons, Natural Elements, Typography Reading Text: My Favorite Places
- Grammar: Root Word, Ma-, Adjective, Comparative, Superlative, Intensifier

My Hometown (5 hours)

- Objectives: Give and ask for directions. Express simple requests and commands Vocabulary: Nouns, -Um- Verbs, Mag- Verbs, Idioms and Expressions Reading Text: An Invitation to My House
- Grammar: Imperatives, -Um- Verbs
- Culture: The Filipino Household

Total hours: 90

Additional Information

Is this course proposed for GCC Major or General Education Graduation requirement? If yes, indicate which requirement in the two areas provided below.

Yes

GCC Major Requirements

No Value

GCC General Education Graduation Requirements

Arts, Foreign Language, Literature, and Philosophy

Repeatability

Not Repeatable

Justification (if repeatable was chosen above)

No Value

Resources

Did you contact your departmental library liaison?

Yes

If yes, who is your departmental library liaison?

Jennie Quinonez-Skinner (Language Arts, Student Services)

Did you contact the DEIA liaison?

No

Were there any DEIA changes made to this outline?

No

If yes, in what areas were these changes made:

No Value

Will any additional resources be needed for this course? (Click all that apply)

- No

If additional resources are needed, add a brief description and cost in the box provided.

No Value