A. The Course

- Introduction

The course is meant to assist foreign students in their community immersion in the Philippines. It hopes to facilitate a holistic appreciation of their cultural experience -- their everyday life in the country, with special attention to their host communities in both rural and urban spaces. Recognizing the background(s) of its students, the course locates itself within the multiple orientations and backgrounds of both the former and its subjects of study — the Filipino language, culture and society. Where the students' everyday life in the country is indeed an encounter with and between multi-cultural agents and spaces (thereby a multi-cultural encounter), it is in Filipino 11.2 class where such encounters are explored, interrogated and understood. The course is thus a space for reflexivity. It is anchored on Filipino Psychology deemed to enable a foreign culture-learner with the sensitivity and spontaneity to experience, understand and appreciate the specificity and relativity of the self and a shared humanity — kapwa, the core of Filipino personhood (Enriquez, 1987). While the course acknowledges the interaction between global and local structures, as both influencing and is influenced by language, culture and society; it grounds itself within the framework of Kapwa pulling hence the students to locate every-learning within local contexts.

- Description

As an introductory-level language course, Filipino 11.2 provides the second language learner with the basic foundations essential in building communication competency in Filipino through culture learning. The development of the four macro-skills of communication — listening, speaking, reading and writing — in the target language will be integrated with specific cultural contexts to gain awareness and understanding about the Filipinos' everyday life as well as confidence in interacting with the Filipino society. The course work includes activities and drills which support the following components: vocabulary enrichment, familiarization with the basic expressions, construction of response patterns and simple sentences for oral and written communication, and appreciation for Philippine culture.

B. Course Objectives

At the end of the course, the students should be able to demonstrate a holistic understanding of Philippine society and culture as complemented by their competency in the following language skills and communication situations:
SPEAKING:
• Express self clearly, effectively, and confidently through utterances of basic expressions, patterned responses, and simple sentences in Filipino in specific situations such as: introducing self and others, exchanging greetings, asking basic information, answering simple questions, telling time, and buying or requesting for something.
  ✓ This can be measured through classroom discussions, dialogues, short skits/role play, interviews and conversing with the locals, as well as in the presentations of the interviews and sharing of experiences.

LISTENING:
• Understand and respond to sentence-length utterances given in specific contexts such as sharing information about self, reacting to spoken expressions which reveal emotions, and following simple instructions.
• Recognize the meaning of a spoken Filipino word/expression as guided by an applied stress and intonation.
  ✓ Within classroom setting, these can be measured through discussions and recitations, dialogues/short skits/role play, and other oral exercises which involve listening to music, watching video clips, and films, etc.
  ✓ Within community settings, these can be measured through conversing with the locals and doing interviews on field trips which the students need to report/present/share during classroom discussions.

READING:
• Recognize a number of vocabulary items and signs which appear in materials in Filipino such as local songs, menus, public signs, tabloids, etc.
• Understand simple written instructions and deliver appropriate responses.
• Develop skills in comprehending short written texts in Filipino like simple dialogues and sample communication situations in specific cultural contexts.
  ✓ These can be measured through seat works, quizzes, projects and class presentations.

WRITING:
• Respond to basic writing needs such as filling out forms about personal information, expressing short messages on different occasions celebrated in Filipino context, making a list of ingredients for a particular Filipino dish, etc.
  ✓ This can be measured through seat works, quizzes, exam, and projects.

CULTURE:
• Identify objects and practices which are associated to Filipino identity and traditions (e.g. naming the national symbols of the Philippines, being familiar with some local celebrations or holidays, etc.).
• Familiarity and sensitivity, as well as appreciation of the regional and sectoral practices of showing respect, observing the taken-for-granted everyday routines of the neighbourhood, of taking a jeepney ride, buying, eating, and living within communities and host families in both rural and urban areas.
• Know the different values of the Filipinos which are connected to their language and manners in communicating (e.g. words and gestures which show respect).
• Appreciate the Filipino culture through various activities outside the classroom.
  ✓ These can be measured through class discussions, in role plays, especially during sharing of experiences, reporting of interviews, the exam and project.
## C. Course Outline and Timeframe

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
</table>
| **Orientation:** Ika-26 ng Enero 2015 | **Course Introduction:** *From Being Visitors to Going Native*  
- The course outline  
- The course requirements  
- The grading system  
  - Moymoy Palaboy, *The Greatest Show on Earth: How to Ride the Jeepney in the Philippines*  

**Assignment:**  
1. Take a jeepney ride and observe the facade and interior of a jeepney.  
   - Take note of any detail that may catch your attention. Observe as well the interactions among the passengers, and between passengers and the driver.  
2. Prepare a short introduction of yourself keeping in mind the usual content of a typical self introduction in any social context within your cultural setting.  

**Readings:** (for the first day of class)  
| **1**  
Ika-30 ng Enero 2015 | **"Sakay Na!"**  
1. *Pasakay:* A Brief Jeepney Ride through Filipino Culture and Personhood  
   - A glimpse at Filipino Culture, Personhood and Values, Pop Art and Concept of Space.  
2. Pinoy Basics: Filipino Structure I  
   - Basic Unit…, Nominative-Marker…  
   - Exercises on:  
     - Jeepney Scenes…, Simple Introductions…, Basic Greetings  

**Assignment:** Introduction  
Get to know a person from your praxis site (or a neighbour in Barangka). Initiate a conversation by introducing yourself and what you are doing in the Philippines. Observe how the conversation goes by taking note of the details you provide about yourself and the information you managed to extract from the person (your neighbour). Write your observations (i.e. expressions, breadth and depth of information provided, etc.) in an intermediate paper or yellow pad.  

**Reading:**  
Ako Si…: The Social Locations of Being “Pinoy”

1. From ABaKaDa to ABC: A Very Brief History of the Filipino Language
   - Speaking the Filipino Language: Filipino Alphabet and Phonemes
     - Florante, ABaKaDa

2. Pinoy Basics: Filipino Structure II
   - Clustering…, Transposability…

3. The Cultural Givens of Pagpapakilala
   - Introducing Oneself and Others
     - Name (Pangalan)   Family members (Kasapi ng Pamilya/Kapamilya)
     - Age (Edad)        Native land/provincial roots (bayan/lalawigang pinagmulan)
     - Address (Tirahan)  Highest educational attainment (Natapos)
     - Hobbies (Libangan) School Attended (Paaralan Pinagtapusan)
     - Work (Trabajo/Hanapbuhay)

   Exercises/drills

Assignment:
On the left side of a Cartolina/Manila Paper, make a family tree of yourself and your host family or a family in your praxis site. Take note of the extent of inclusion along relationship lines. List down the relationship terms used to refer to each member and the lines of relationships.

Readings:

Kapwa: The Filipino Personhood

1. Ako sa Aking Kapwa: The Self in Others
   - An Introduction to the Filipino Pronouns with special attention to “kita”.

2. KAugnay: Bridging the Indifference from Being Ibang Tao to Di-Ibang Tao
   - From Foes to Family –The Ibang Tao and Di-Ibang Tao
     - The Filipino Mag-anak, Kamag-anak and Ritual Kins
     - KAT – The Relational Prefix
     - Kapatiran: Establishing Relationship with Filipinos

   - Ang Pamilyang Pinoy: The Child Centered Pinoy (A Prelude)
     - Watch RPG Metanoia
     - Language Strategy: Using Po and Opo, Ate/Manang, Kuya/Manong, Tita/Tito(Tiya/Tiyo), etc.
     - Exercises/drills…

Assignment:
1. Tuloy Po Kayo: Sa Aking Bahay…, Sa Kanilang Bahay…
   - On the first half (left side) of a Cartolina/Manila Paper, draw a typical western house, taking note of the physical lay-out within and outside as well as the function of the spaces therein. On the right side (other half), draw a typical house in Calatagan (or
2. **Paginilay:** How I Experienced community life in Calatagan

--Write a reflection paper on your experience of community life in Calatagan. The assignment should demonstrate your observation of the neighbourhood, the social interaction and structures within, the stages of your immersion in the community, as well as how the concept of Kapwa operates in the country side.

*Submission: Week 9 (but must have a draft in hand by week 5); Discussion: Week 5 and 9.

**Readings:**

Paglaki at Pagpapalakai: The Child-Centered Pinoy

1. Kapangyarihan at Pagmamahal: The Parent-Centered Socialization
   - Pagtuturo at Pagdisiplina --Pananakot, Kapangyarihan and Pagmamahal: How We Raise Our Children

2. Education Begins at Home: Edukasyon --Ang Pamanang Hindi Mananakaw
   - Learning:
     * How to count / Pagbibilang
     * The body parts / Mga bahagi ng katawan
     * Days of the week and months / Mga araw at buwan
     * Time and the weather / Oras-oras, Pana-panahon
     * Colors and Shapes / Iba’t-ibang hugis, iba’t-ibang kulay

3. The Games Children Play.
   - Anak and RPG Metanoia (Movies); Aguilar, Freddie. Anak (Song)

Readings:

Understanding the Filipino Spirituality

1. Of Folk Catholicism: Pamahiin at Pananampalataya
   - The historical context of Pananampalataya: A brief background on the Filipino Faith
   - From Womb to Tomb: Mga Pamahiin
     --KBL [Kasal (Wedding), Binyag (Christening), Libing (Burial)]

2. Sakripisyo at Pagpapakasakit: Re-evaluating the Culture of Suffering
   - Kuwaresma (The season of Lent)
   - Semana Santa / Mahal na Araw (Holy Week)
   - Pabasa at Penitenziya
     - Exercises / drills / role play

Reading:

Pamamasyal at Pakikipagkuwentuhan: Mapping Structures and People in a Typical Filipino Community

1. Learning about a Local History
   - Alamat / Legends: The Orality of Kasaysayan / History

2. Mapping and Configuring Boundaries

3. Surveying the Neighborhood: of Structures and People
   - Activities:
     - Class visit with a nearby barangay (Krus na Ligas)
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
</tr>
</thead>
</table>
| Ika-24 ng Abril 2015 | **Doon Po sa Amin… Revisiting Communities from the Kapwa Perspective:**  
**Juxtaposing Towns and Cities**  
(Calatagan and Krus na Ligas)  
1. Pagbabahagi at Pagpoproseso ng Karanasan  
   (Sharing and Processing the Experience)  
2. Understanding the Dynamics of Bayanihan and Damayan  
3. The Taga-Bayan (city folks) and Taga-Nayon (town folks)  
4. A Glimpse at Culture Divide  
   - The prefix/unlapi “Taga” and the suffix/hulapi “an”  
   - Exercises/drills…  
**Readings:**  
Barrios, J. Plaza, the taga-bukid and the taga-bayan. *Tagalog for Beginners.*  
| Ika-8 ng Mayo 2014 | **Tayo na’t Makipiyyesta!**  
1. Kain Tayo! Salu-salo: The Philippine Food Culture  
   - Everyday Food, Street Foods, and Foods for Special Occasions  
   - Terms about food and cooking  
   - Describing Tastes  
   - Expressing satisfaction: the use of “Gusto” and “Ayaw”  
2. Pista sa Nayon: The Different Filipino Festivals  
**Readings:**  
- Alegre, E. N. *Pinoy Forever: Essays on Culture and Language.*  
| Ika-15 ng Mayo 2015 | **Final Exam**  
*Kapag may isinuksok, may madurukot.* |

**D. References:**  
Alejo, A. E. *Tao Po! Taloy!* Quezon City: Office of Research and Publication. 1990


### E. Course Requirements and Grading System

<table>
<thead>
<tr>
<th>Activities</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written and oral exercises, quizzes, recitation, and workshops (role play/presentations)</td>
<td>20%</td>
</tr>
<tr>
<td>Assignments and Assignment Presentations</td>
<td>20%</td>
</tr>
<tr>
<td>Project and Project Presentation</td>
<td>30%</td>
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<tr>
<td>Final Examination</td>
<td>30%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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</table>
Grading System

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<tbody>
<tr>
<td>A</td>
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<tr>
<td>B+</td>
<td>87-91</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>C+</td>
<td>79-83</td>
</tr>
<tr>
<td>C</td>
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<tr>
<td>D</td>
<td>70-74</td>
</tr>
<tr>
<td>F</td>
<td>69 and below</td>
</tr>
</tbody>
</table>

F. Classroom Policies:

1. Classes will start on time. Any student who will show up 15 minutes later than the supposed start of class will be considered late.

2. If the number of cuts goes beyond the limit (3 cuts), the student gets a WITHDRAWN status. Students are responsible for any missed lessons, activities, or tests.

3. All requirements must be submitted on time.

4. Students should aid in maintaining a conducive space for learning. Except for presentations, gadgets (laptops, electronic tablets, etc.) are not allowed to be used during class hours. The same policy applies for the use of cell phones.

5. Active participation is expected in class since the nature of the course requires it.

6. Apart from the above policies, academic dishonesty in all forms will not be tolerated and will be dealt with in accordance to the Ateneo de Manila Loyola Schools’ Code of Academic Integrity. Read the Loyola School’s Student Guide to the Code of Academic Integrity for a detailed discussion.

G. Consultation Hours:

**CARLOTA B. FRANCISCO**  
*Kagawaran ng Filipino, 3rd Flr. Dela Costa Bldg.*  
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Email add: harp_carlotaf@yahoo.co.uk, cfranco@ateneo.edu  
Consultation schedule: 11:30-13:30