COURSE NUMBER: Filipino 101 A WBL
COURSE TITLE: Advanced Filipino Online
TERMS: Fall, Spring, Summer
INSTRUCTOR: Staff
PREREQUISITES: Filipino 100AB or Filipino 100 AB WBL or equivalent or consent of instructor)

COURSE DESCRIPTION:

Have you successfully completed Filipino 100 A and B (Intermediate Filipino)? Are you a heritage learner who may have left the Philippines during your middle school or early high school years, and would like to master the language? Are you looking to be able to use the language to enhance your reading and writing skills?

The class focuses on developing the following: reading skills for texts containing abstract vocabulary, idiomatic expressions, and complex sentences; listening skills for advanced authentic texts; and writing skills in exposition and argumentation. In this class, we will: read short articles, opinion columns, literary texts and excerpts from academic essays; watch/listen to authentic video/audio texts to develop listening comprehension; and write or translate short essays and creative work. Additionally, we will work with examples of the Filipino language through texts written in 19th-century Tagalog, Commonwealth-era Pilipino, and contemporary Filipino.

Discussions shall be guided by the following questions: In terms of orthography and vocabulary, how has the language changed from Tagalog to Pilipino to Filipino? What strategies and techniques can we use in writing and translation work? How can we use the Filipino language to best understand Philippine history, culture, and society?

The course sequence, Advanced Filipino A and B (Filipino 101 A and B), 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, health and medicine, contemporary issues etc.) and will consist of:

1. two (2) short reading texts (1-2 pages each; “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;
4. grammar review;
5. a literary text;
6. and follow-up activities.

This syllabus contains thirteen (13) topics. The class is expected to finish 6 topics for Filipino 101 A and another 6 topics for Filipino 101 B. The thirteenth topic (Contemporary Issues) is an optional topic which can be used in addition or in lieu of other topics.

Each topic contains several reading and listening texts. Both the students and the teacher can choose the order of these topics, taking into consideration the interests or majors of the students. Moreover, depending on factors such as class size, articulated interest and time, the teacher and the students can also just choose 1-2 written texts and one listening/video text among the texts provided.

Some of the texts to be discussed in class are excerpts from essays. In such cases, the entire essays are provided in PDF format so that the student can choose to read these essays.

This class meets online (through Adobe connect) for three (3) hours a week.

**STUDENT LEARNING OBJECTIVES:**

At the end of the course, students should have:

1. Honed their verbal and written skills to provide: summaries of texts (paglalagom or abstracts); comprehensive explanations of ideas (paglalahad or exposition) and provide structured arguments and construct a hypothesis (pangangatuwiran or argumentation);

2. Learned both abstract and concrete vocabulary, as well as idiomatic expressions;

3. Attained a firm grasp of Tagalog/Filipino grammar;

4. Become familiar with varieties and variations of the language based on time period, region and sub-culture.

5. Acquired a deeper understanding of Philippine culture and history through the Filipino language.

Additionally, 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, students 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.

REQUIREMENTS:

Attendance/Participation in class discussions and writing workshops 20%
Reading and Listening Exercises 15%
One-page essay/translation every two weeks at the end of a topic 15%
Final Project: One critical essay or one translation work 15%
(Note: For the final project, the student is expected to do a complete or longer version of one of the essays or translation works he/she has been working on)
Final exam (essay questions and translation work): Taken through Proctor u or with the teacher – 15%
Literary project (Filipino novel, short stories, or poetry collection) review: 10%
Oral Project – 10%

Note that all reading and writing should be done at home. Students should come to the class prepared to discuss what they have read or written. This way, the focus can be towards developing a better understanding of Filipino grammar and editing one’s work.

CLASS POLICIES:

1. Students should have a headset with a microphone.
2. Students should turn off all cellphones in class.
3. Students are allowed only one unexcused absence in the semester.
4. Explanations of absences and late submissions should be coursed through B-courses.
6. See official school calendar for the last day to withdraw from the course.
7. See end of the syllabus for the Standards for Academic Honesty and Penalties for Infraction.

COURSE MATERIALS:

Uploaded materials on Canvas (please see texts below) consisting of:
Video Clips of news shows and documentaries
Newspaper Articles and Columns
Academic articles
Excerpts from essays
Literary texts
Suggested Novels: Ricardo Lee’s Para kaya B., (For B.); Luna Sicat’s Makinilyang Altar (Sacred Typewriter); Ramon Guillermo’s Ang Makina ni Mang Turing (Mang Turing’s Machine)

COURSE OUTLINE:
Lesson 1: From The Native Script “Baybayin” to “Jologs” Vocabulary: Studying the Changing Language
Texts include a passage on the baybayin native script, articles on colloquial language and dialects, a bilingual poem in Filipino English, and a listening passage on language.
Text 1: Chapter 17 (Les Bambous de Paris) ng Baybayin, L’Alphabet Syllabique des Tagals (Chapter 17 [The Bamboos of Paris] of Baybayin, the Alphabet of the Tagalogs) Jean-Paul G. Potet. Translation with notes by Ramon Guillermo. (academic article).
Text 2: Lalawiganin (From the countryside) by Virgilio Almario. Diyaryo Filipino, 1992. In Filipino ng mga Filipino. (newspaper column).
Literary Text: Valediction sa Hillcrest (Valediction at Hillcrest) by Rolando Tinio. (poem)

Lesson 2: The Filipino People: Ethnolinguistic Groups and Traditional Culture
Texts include an essay about the Tagalogs, an article on the Kalinga people, a short story, and a listening passage on the Tasaday controversy with an accompanying written introduction in Tagalog.
Text 1: Ang Dapat Mabatid ng mga Tagalog (What the Tagalogs Should Know) by Andres Bonifacio. (essay)
Text 2: Planta ng Chevron, ligalig ang dala sa mga Kalinga (Chevron plant, brings chaos to the Kalinga people) by Ilang-ilang Qujano. (feature article)
Literary Text: Sagang by Angel Fuerte. (short story)
Audio/Visual Text: Tasaday by Kara David.
Audio/Video Texts: Part 1: https://www.youtube.com/watch?v=U90vqvvS7Bs (10 mins)
Part 2: https://www.youtube.com/watch?v=1dFXIXuGKZQ (5:52 mins)
Part 3: https://www.youtube.com/watch?v=hw7qp_2giAY (6:38 mins)
(choose only among the audio/video texts above)

Lesson 3: The Writing and Rewriting of Philippine History
Texts include excerpts from an autobiographical account of a historical figure, a historical document from the Katipunan, a poem transformed into a song, and a listening passage on 1896 revolutionary leader Andres Bonifacio.

Text 1: Casaysayan: Pinagcasundoan; Manga daquilang cautosan. (History: Great tasks). Jan 1892. (pre-Katipunan document)

Text 2: Ang Katipunan at Paghihimagsik (The Katipunan and the Revolution). by Santiago Alvarez. (memoir)

Literary Text: Pag-ibig sa Tinubuang Lupa (Love for the Native Land) by Andres Bonifacio (two texts, poem and song versions).

Background Text (for the literary text): Pagtalunton sa Paglalakbay ng Tulang Pag-ibig sa Tinubuang Bayan” (Following the Journey of the Poem by Joi Barrios. In Salita ng Sandata (The Words of Weapons). (essay)

Audio/Video Text 1: Andres Bonifacio by Malu Maniquis. (documentary)


Lesson 4: Philippine Popular Culture and Issues of Race and Class
Texts include an opinion column on the colonial way of thinking, an article on "whiteness," a popular comics strip from the 1930s, and a listening/video from the film/tv show Cofradia.

Text 1: KolonyalNation (Colonial Nation) by Teo Marasigan. In Pinoy Weekly Online. (column)

Text 2: Excerpt from “Si Kristo, Ronnie Poe at iba pang “Idolo”: Apat na Pagpapahalaga sa Dula at Pelikulang Pilipino” (Christ, Ronnie Poe and Other “Idols”: Four Values in Drama and Philippine Film) by Nicanor Tiongson. In Burador edited by Alvin Yapan. (essay)

Audio/Video Text: Excerpt from Cofradia or Cofradia launching -- https://www.youtube.com/watch?v=uEnFp8GgdY

Literary text: Kenkoy comics

Lesson 5: Indigenous/Local Knowledge and Philippine Astronomy
Texts include an academic article on Philippine astronomy, an article about knowledge on geography from a creation myth, chants of the Manobo ethnolinguistic group, and a listening passage on local knowledge about predicting typhoons.

Text 1: Excerpt from Balatik: Katutubong Bituin ng mga Pilipino (Balatik: the Indigenous Constellations of the Filipinos) by Dante Ambrosio. (essay)

Text 2: Ang Dalumat ng Panahon at Espasyo sa mga Traki ng Dulangan Manobo (Interpretations of Time and Space in the Narrative Chants of the Dulangan Manobo) by Rosario Cruz Lucero.

Video text: Ang mga Katutubong Kaalamang ng Rapu-Rapu. Produced through the Strengthening Resilience of Coastal and Small Island Communities towards Hydro-Meteorological Hazards and Climate Change Impacts (StResCom) project. (documentary, 9 mins) https://vimeo.com/82366378
Literary Text:  Pagsukat ng Panahon (Measuring Time) by the Dulangan Manobo. See “Ang Dalumat..." (Interpretations...) (narrative chant)

**Lesson 6: Contemporary Readings of Classic Filipino Films**
Texts include a film review, an essay by screenwriter Ricardo Lee, an excerpt from a screenplay, and film excerpts from classic Filipino films of the 1970s and 1980s.

Text 1: Sinematograpia ng Politikal na Komentaryo (The Cinematography of Political Commentaries) by Roland Tolentino (film review column)
Text 2: Essay from the book Himala by Ricardo Lee


Literary text:  Himala (The Miracle) by Ricardo Lee. (screenplay).

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**Lesson 7: Philippine Archaeology and Rituals/Oral Texts**
Texts include excerpts from articles on the Calatagan pot and Filipino rituals, Tagalog poems from an 1860 dictionary, and a listening passage on pre-colonial gold.

Text 1: Excerpt from Barang King Banga: Isang Eksperimental na Pagbasang Bisaya sa Inskripsiyon sa Calatagan Pot (The Spell in the Pot: An Experimental Visayan Reading of the Calatagan Pot) by Ramon Guillermo and Myfel Joseph Paluga (essay)
Text 2: Excerpt from Buhay Ritwal: Ang Ritwal sa Kamalayan at Kulturang Filipino (Ritual Lives: Rituals in Filipino Consciousness and Culture) by Elyrah Salanga (essay)

Video Text: excerpt from Gintong Pamana , Part 2 by Che-che Lazaro. [https://www.youtube.com/watch?v=QgdMsZ73t-4](https://www.youtube.com/watch?v=QgdMsZ73t-4)

Literary Text: Short Tagalog poems (precolonial) from Vocabolario de la lengua Tagala by Juan de Noceda and Pedro de Sanlucar, 1860. (poetry)

**Lesson 8: Political Dynamics**
Texts include an article on political dynasties, an editorial on democracy, a poem on political expression, and a video animation on the hopes and dreams of Filipino children.
Lesson 9: Filipino Food, Health and Medicine
Texts include an article on medicinal plants, recipes and cooking tips from a 1935 magazine, a short story on women and health; and a video on the privatization of public hospitals.
Text 1: Excerpt from Gabay sa Paggamit ng mga Halamang Gamot (Guide in the Use of Medicinal Plants) by the Ministri ng Kalusugan (Ministry of Health)
Video/Audio text: Diskusyon (Discussion): Privatization of Public Hospitals https://www.youtube.com/watch?v=AG133Bcbv4c
Literary Text: Dalaw (Visit) by Francine Medina. In Enkuwentro.

Lesson 10: Understanding the Filipino: Philosophy and Psychology Texts
Texts include articles on Filipino philosophy and Pantayong Pananaw (philosophy that emphasizes the “we”), a psychological short story and a music video.
Text 1: Excerpt from “Isang Tagay sa Pilisopiyang Filipino” ni Beverly Sarza. (essay)
Video/Audio text: Tatsulok video. Song composed by Ron Dongeto. Performed by Bamboo. https://www.youtube.com/watch?v=hI3T_D8TCUk
Literary Text: Lohika ng mga Bula ng Sabon (The Logic of Soap Bubbles) by Luna Sicat. In Paano Magbasa ng Panitikang Filipino (How to Read Filipino Literature). (short story)

Lesson 11: Language and Symbolism from a Century Past
Texts include a poem, an article, and a short short story from Balagtas magazine, 1907, and a video on US-Philippine relations.
Text 1: Kaumagahan (Morning) by Huling-Bayani (Last Hero) from Balagtas magazine, 1907. (poem)
Text 2: Ang Municipio ng Maynila (The City Government of Manila) from Balagtas magazine, 1907. (article)
Lesson 12: Individual Portraits and Social Movements

Texts include a portrait of a mother looking for her missing daughter, a tribute to a revolutionary fighter by a friend, a short story on desaparecidos (the missing), and a video on the youth and activism.

Text 1: Litrato ni Sherilyn na Nakatapat sa Dibdib ng Kanyang Nanay Linda (Sherilyn’s Photo Clasped by her Mother Linda on her Breast) by Roland Tolentino (personal essay)

Text 2: Hydraulics ni Sarah Raymundo. (personal essay)

Video/Audio Text 1: Throwback Kabataan by Pinoy Weekly. 

Literary Text: Kabilang sa mga Nawawala (Among the Disappeared) ni Ricardo Lee

OPTIONAL LESSON:

Lesson 13: Contemporary Issues and New Metaphors

Texts include a feature articles on a plantation and its workers, a poem using cows as metaphor, and a video on a 2004 incident involving peasant workers.

Text 1: Hacienda Luisita: Senaryo ng Lagim (Hacienda Luisita: A Horror Scene) by Kenneth Roland A. Guda (news article)

Text 2: Bungkalan: Makatarungang Aksiyon ng magsasaka sa Hacienda Luisita (Sowing the Land: A Just Action by the Peasants of Hacienda Luisita) by Ilang-ilang D. Quijano (feature article)

Video/Audio Text: Excerpt from Sa Ngalan ng Tubo (In the Name of Sugarcane/Profit) by Tudla Productions. 
https://www.youtube.com/watch?v=2JHvudP6DhU

Literary Text: Masuwerte ang mga Baka (Cows are Lucky) by Romulo Baquiran

REFERENCES:

“Ang Munisipio ng Maynila (The City Government of Manila).” Balagtas newspaper. 1907.


“Kaumagahan (Morning). Huling-Bayani (pen name Last Hero). Balagtas magazine, 1907.


STANDARDS OF ACADEMIC HONESTY

The student community at UC Berkeley has adopted the following Honor Code:
“As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others.” The hope and expectation is that you will adhere to this code.

**Collaboration and Independence:** Reviewing lecture and reading materials and studying for exams can be enjoyable and enriching things to do with fellow students. This is recommended. However, unless otherwise instructed, homework assignments are to be completed independently and materials submitted as homework should be the result of one’s own independent work.

**Cheating:** A good lifetime strategy is always to act in such a way that no one would ever imagine that you would even consider cheating. Anyone caught cheating on a quiz or exam in this course will receive a failing grade in the course and will also be reported to the University Center for Student Conduct. In order to guarantee that you are not suspected of cheating, please keep your eyes on your own materials and do not converse with others during the quizzes and exams.

**Plagiarism:** To copy text or ideas from another source without appropriate reference is plagiarism and will result in a failing grade for your assignment and usually further disciplinary action. For additional information on plagiarism and how to avoid it, see, for example: http://gsi.berkeley.edu/teachingguide/misconduct/prevent-plag.html

**Academic Integrity and Ethics:** Cheating on exams and plagiarism are two common examples of dishonest, unethical behavior. Honesty and integrity are of great importance in all facets of life. They help to build a sense of self-confidence, and are key to building trust within relationships, whether personal or professional. There is no tolerance for dishonesty in the academic world, for it undermines what we are dedicated to doing – furthering knowledge for the benefit of humanity.

Your experience as a student at UC Berkeley is hopefully fueled by passion for learning and replete with fulfilling activities. And we also appreciate that being a student may be stressful. There may be times when there is temptation to engage in some kind of cheating in order to improve a grade or otherwise advance your career. This could be as blatant as having someone else sit for you in an exam, or submitting a written assignment that has been copied from another source. And it could be as subtle as glancing at a fellow student’s exam when you are unsure of an answer to a question and are looking for some confirmation. One might do any of these things and potentially not get caught. However, if you cheat, no matter how much you may have learned in this class, you have failed to learn perhaps the most important lesson of all.