

LIHL FILIPINO 112 / 112X
Combined Syllabi: Spring 2008

Course:	112 – Communication & Culture	112X – Linguistic Analysis
Instructor:	Henry A. Acejo	Atilio V. Alicio
Classroom:	HSS 1106A	HSS 2321
Day & Time:	MWF: 2:00 – 2:50 pm	TuTh: 2:00 – 3:20 pm
Section / ID:	A00 / 625153	A00 / 625154
Office:	APM 3157	APM 3157
Office Hour:	MWF: 1:00 – 2:00 pm by Appt.	TuTh: 12:45– 1:45 pm by Appt.
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Course Description and Objectives

GENERAL DESCRIPTION: LIHL 112/112X is designed for heritage speakers of Filipino who wish to strengthen their speaking, reading and writing skills in Filipino. The term *heritage speaker* is used within the foreign-language teaching field to refer to a person who was exposed to a language and perhaps speaks it to some degree, but is now mostly dominant in English. Knowledge of reading and writing is not required.

LIHL 112/112X is taught at the *entry* and *more advanced* level and is designed to improve students' command of the Filipino language in the areas of reading, writing and conversation. Material is presented in the context of cultural, social and literary topics. The course will be taught in the standard Filipino language spoken in the Philippines.

The course is taught in two complementary sections: LIHL 112 meets on Mondays, Wednesdays and Fridays and focuses on cultural and social issues, with emphasis on communication skills and vocabulary. LIHL 112X meets on Tuesdays and Thursdays and covers orthography, grammar and language analysis. Effort will be made by the instructors to coordinate the two sections.

LINGUISTIC ANALYSIS: The language analysis course, LIHL 112X, focuses on linguistics issues in Filipino. The grammar points covered in this course are designed specifically for heritage speakers and used to enhance students' language skills. The emphasis of this section is on understanding the linguistic patterns in the language and learning orthography, vocabulary and grammar skills relevant for communication, reading and writing. Students will become familiar with various issues in the phonology (sound patterns), morphology (word forms) and syntax (sentence structure)

LANGUAGE HISTORY AND VARIATION: The history of the Filipino language will also be discussed to demonstrate the effect cultural and political situations may have on the development of a language. Students are encouraged to think about issues relating to language in general and language variation in particular.

TEACHING METHOD: The language analysis course consists of a combination of lectures and guided discovery procedures where students will be given the tools to discover linguistic patterns in the Filipino language. Whenever possible, language analysis will be performed in the context of authentic cultural, social and literary texts. In addition, there will be regular group or paired activities in class.

LEVEL OF THE CLASS: In order to offer a curriculum optimal for the students enrolled, the language level of the course could vary from quarter to quarter based on the language skills of the people in the class. For instance, for intermediate heritage speakers of Filipino, the focus will be placed on learning formal and written forms rather than spoken or colloquial forms of the language. For beginner heritage students, more emphasis will be placed on reading and speaking skills. In addition, the classes may be taught at two different levels if necessary.

Students who are considered native speakers of Filipino are not accepted in this class; these classes are designed for heritage speakers and are not intended to serve as easy A courses for native speakers under any circumstances. If students are caught misrepresenting their knowledge of Filipino or the level of class attended in the Philippines, they will be asked to leave the class and will either be dropped from the class roster or receive a failing grade in the course.

Course Materials

	Required	Optional
112	* <i>Handouts from Henry Acejo</i> * <i>English-Tagalog Dictionary</i> : L.J.English [National Bookstore, Manila: 1977]	
112X	READER: LIHL Filipino 112X Filipino <i>Linguistic Analysis</i> by Atilio V. Alicia	<i>Modern Tagalog</i> : T.V.Ramos & R.M. Cena [University of Hawaii Press, Honolulu: 1990]
	* <i>Tagalog-English Dictionary</i> : L.J.English [National Bookstore, Manila: 1986] * <i>English-Tagalog Dictionary</i> : L.J.English [National Bookstore, Manila: 1977]	<i>Conversational Tagalog</i> : T.V. Ramos [Univ. of Hawaii Press, Honolulu: 1985]

Availability Outside the Classroom

We will hold regular office hours to answer any questions you might have. If you cannot make it to the regularly scheduled office hours, please contact us to set up an appointment (e-mails are best). If you encounter difficulty with course material, please ask questions and see us for help.

Test Schedule

	112	112X
Project:	Sign-up Sheet	
Quizzes:	April 18; May 26	April 17; May 22
Midterm Exam:	May 02	May 01
Final Exam:	Fri., 13 June – 3:00-6:00pm	Tues., 10 June – 3:000 – 6:00pm

Course Grade Breakdown

	112	112X
Class Participation/Discussion:	10 %	10 %
Written Work/Assignments:	10 %	20 %
Project:	10 %	
Quizzes:	20 %	15 %
Mid-Term Exam	25 %	25 %
Final Exam:	25 %	30 %

Grading

Your commitment and level of progress in the class determine your grade, not the level of your previous knowledge of Filipino. Most students receive A's and B's in this class. Don't expect an easy A just because you speak Filipino. If you do very good to excellent work, you will get an A. If you do good work, you will get a B. If you do mediocre work, do not be surprised if you get a C. Also, if you do not complete all the course requirements, do not be surprised if you get a D or an F, depending on how much you do not complete (We generally will allow you to make up for past omissions within a reasonable time frame if you ask us, but we will not chase after you to do so). And if you forget to drop the course, you will certainly get an F.

Grade justification requests will not be accepted after the quarter is over.

This section has been added to the syllabus to provide general answers to any questions you might have about how we grade. Please do not email us after the quarter is over to challenge your grade, or to request an explanation for why you got the grade you did or to do extra-credit work to raise your grade. If you have questions about your grade, please ask us DURING the quarter, at which time we will be more than happy to discuss it with you.

Daily homework will be assigned, and **late homework** may be accepted under certain circumstances. If you know in advance that you will have to miss a class, please make appropriate arrangements with the instructor in advance as well; if you must miss class unexpectedly because of illness or other emergency, and then please notify the instructor as soon as possible via email. **THERE WILL BE NO MAKE-UP EXAMS!**

Class Participation is an essential foundation for learning a language. Students are expected to come to class prepared and willing to participate in all classroom activities. Attendance will be taken regularly and students who are not present at the beginning of the class hour will be considered absent. **A maximum of three (3) absences [for LIHL 112/132] and two (2) [for LIHL 112X/132X] are allowed without affecting your grade.** Each further absence will lower your final grade by one level. For example, one additional absence will lower a B+ to a B, or a C to a C-. If you miss a total of two weeks of class, you are encouraged to drop the class or you will fail the course.

Statement of Academic Integrity

Students are expected to do their own work, as outlined in the UCSD Policy on Academic Integrity published in the UCSD General Catalog. However, group projects and collaboration on homework are allowed and encouraged.

All the writing in your reports and essays must be your own work. You may not copy sentences or paragraphs from books, web pages, other students or any other source. If you quote anything written by anyone else, you must indicate very clearly that it is a quotation, and provide a full citation.

Cheating on exams will not be tolerated, and any student who engages in suspicious conduct will be confronted and subjected to the disciplinary process. Those who are caught cheating will receive a failing grade on the assignment or the exam and/or in the entire course.

Culture Project

Each student will be asked to undertake one cultural activity in the Culture and Communication section. Students will prepare an oral presentation in Filipino. Topics should be discussed with the instructor prior to the due date. If you choose an inappropriate topic for the level of the class your grade can be lowered substantially. A sign-up sheet for culture projects will be available during the first week of class. You will choose a day from the available dates on the sign-up sheet to present your project. The purpose of the culture project is to allow you to learn more about certain aspects of Filipino culture that particularly interest you, and that you can then share with your fellow students. Topics may be chosen from among the following areas: music, art, politics, history, geography, literature, religion or sports. You may cook or bake something Filipino, bring the recipe and explain all the steps involved in making that particular dish, or talk about your trip to the Philippines. Your project should last 10 to 15 minutes. You should be able to speak freely in Filipino in front of the class. You should bring visual aids, such as pictures, graphs, models, cultural artifacts, demonstrations etc. (big enough for the class the view). More detailed instructions on how to present your project will be provided in class.

LIHL 112: Communication and Culture Tentative Schedule /Topics

WEEK & DATES	COMMUNICATION & CULTURE TOPICS	READER
Week 1	Introduction Common Greetings in Filipino Overview of Filipino Languages Filipino Alphabet and Sounds	
Week 2	Reading: “Ang Pilipinas” (The Phils.) Writing Task: “Ako ay Pilipino” Research: Philippine Trivia	
Week 3	Important People & Places: Research on Filipino Heroes Reading: “Sina Jose Rizal at Andres Bonifacio” Quiz # 1: 01 February	
Week 4	Philippine Superstitious Beliefs: Reading: “Mga Pamahiin” Cultural Project Presentation	
Week 5	* MID-TERM: 15 February	
Week 6	Tatak Pilipino: (Phil. Trademarks) Readings: “Ang Jeepney” Song: “Bahay Kubo” Cultural Project Presentation	
Week 7	Kaugaliang Pilipino: (Filipino Customs & Traditions) Reading: “Pasalubong” (Bringing Gifts) “Bayanihan” (Communal Unity) Cultural Project Presentation	
Week 8	Philippine National Costume: Reading “Ang Barong at Maria Clara” Cultural Project Presentation	
Week 9	Phil. Myth & Legend: Reading: : “Si malakas at si Maganda” (The Filipino Creation Story) Cultural Project Presentation Quiz # 2: 29 February	
Week 10	Important Place: Reading: “Ang Malacanang” Cultural Project Presentation Finals	

LIHL 112X: Linguistic Analysis Tentative Schedule/Topics

WEEKS & DATES	LINGUISTIC / GRAMMATICAL TOPICS	READER
Week 1 04/01 & 04/03	- <i>Introduction to Language Universals & History of Language</i> - Phonology, Morphology & Parts of Speech	- 1 - 23, 27, 30
Week 2 04/08 & 04/10	- Nouns, Pronouns, Articles - Adjectives, Adverbs & Enclitics	- 30, 37, 45 - 45, 122
Week 3 04/15 & 04/17	- Syntax - Markers: Nouns, Pronouns & Demonstratives - Verbs (Kinds, Structure, Formation & Focus)	- 135 - 141 - 63-71
Week 4 04/22 & 04/24	- Existential Sentence (<i>may/mayroon</i> and <i>wala</i>) - Imperative (Affirmative & Negative) - Verbs: Actor/Doer Focus (<i>um/-um-</i> and <i>mag-</i>)	- 77 - 80 - 84, 86
Week 5 04/29 & 05/01	- Verbs: <i>um/-um-</i> and <i>mag-</i> compared/contrasted * MID-TERM: 01 May	- 89
Week 6 05/06 & 05/08	- Pseudo-Verbs - Verbs: Goal/Object Focus (<i>mang-</i> and <i>maka-</i>)	- 92 - 95, 97
Week 7 05/13 & 05/15	- Gerund - Verbs: Actor/Doer Focus & Verbs of Emotion (<i>ma-</i>)	- 101 - 104, 106
Week 8 05/20 & 05/22	- Verbs: Goal/Object Focus (<i>-in/-hin/-nin,</i> and <i>i-</i>)	- 107, 110
Week 9 05/27 & 05/29	- Nominal, Adjectival & Verbal Affixes - Adjectives: Degrees of Comparison	- 32, 62, 72 - 60
Week 10 06/03 & 06/05	- <i>General Review: Grammatical Patterns & Structures / Linguistic Features</i>	