

## Course Syllabus

<b>Serial Number:</b>	<b>H0045</b>
<b>Course Title:</b>	<b>Philippine Literature/Introduction to Literature</b>
<b>Course Description:</b>	This course deals with the techniques of appreciative reading and understanding of literary content, discussion of literary pieces both in form and substance including concepts which are applied to fiction, poetry, essay writing, and the drama. Various samples of pieces will be analyzed and examined.
<b>Course Objectives:</b>	<p>At the end of the course, the students should be able to:</p> <ol style="list-style-type: none"> <li>1 Discuss some historical events, human progress, and literary development from each literary period in the timeline of Philippine literature.</li> <li>2 Expound on the contents, influences, genre, and the historical/cultural context of different literary texts.</li> <li>3 Recognize the symbolism found in the stories/novels/drama and identify the lines in the poems that use figurative language.</li> <li>4 Examine critically the setting, characters, and plot of various narrative texts.</li> <li>5 Conduct research on some literary figures, their historical context, and literary works.</li> </ol>
<b>Credit:</b>	3 units (3 hours per week)
<b>Prerequisite:</b>	None
<b>References:</b>	<ol style="list-style-type: none"> <li>1 Abad, G., &amp; Pantoja-Hidalgo, C. (2003). <i>Our people's story: Philippine literature in English</i>. Quezon City: University of the Philippines Press.</li> <li>2 Aguila, A., Arriola, J., &amp; Wigley, J. (2008). <i>Philippine literatures: Texts, themes, approaches</i>. Manila: University of Santo Tomas Pub. House.</li> <li>3 Brillantes, L. (2006). <i>81 years of Premio Zóbel: A legacy of Philippine literature in Spanish</i>. Makati City: Georgina Padilla y Zóbel, Filipinas Heritage Library.</li> <li>4 Canlas, R. (2008). <i>The constellational diaspora: Filipino literature and late twentieth century imperialism</i>. [thesis, Cornell University]</li> <li>5 Castrillo, P., Pagusara, D., &amp; Tiu, M. (2005). <i>Philippine literature: A Mindanao reader</i>. Davao City: Research and Publication Office, Ateneo de Davao University.</li> <li>6 Constantino, R. (1984). <i>The Philippines: A past revisited</i>. Manila: Tala Publishing.</li> <li>7 Eugenio, D. (1982). <i>Philippine folk literature: An anthology, vol. 1</i>. Quezon City: Folklore Studies Program and U.P. Folklorists, Inc.</li> <li>8 Fernandez, D. (1989). "Panitikan: An Essay on Philippine Literature". [essay]</li> <li>9 Hau, C. (2000). <i>Necessary fictions: Philippine literature and the nation, 1946-1980</i>. Quezon City: Ateneo de Manila University Press.</li> <li>10 Kahayon, A., &amp; Zulueta, C. (2000). <i>Philippine literature: Through the years</i>. Mandaluyong City: National Book Store.</li> <li>11 Lumbera, B., &amp; Lumbera, C. (2005). <i>Philippine literature: A history and anthology</i>. Pasig City: Anvil.</li> </ol>

Pasig City: Anvil Pub.

- 13 Maramba, A. (2006). *Early Philippine literature from ancient times to 1940: With teaching notes and study guides*. Manila: Anvil.
- 14 Rivera, N. & Sicut, M. (2004). *Affirming the Filipino: An anthology of Philippine literature*. Quezon City: Emiluz Printing Industries, Inc.
- 15 Vinuya, R. (2005). *Philippine literature: A statement of ourselves*. Makati City: Grandwater Publications.
- 16 Dekada '70 plot synopsis. *All Movie Guide*. Retrieved June 2010 from <http://www.allmovie.com/dvd/dekada-70-70758>
- 17 "Glossary of Literary Terms". *The University of North Carolina at Pembroke*. <http://www.uncp.edu/home/canada/work/allam/general/glossary.htm>, retrieved March 2010.
- 18 *Philippine Literature Portal* <http://panitikan.com.ph/> retrieved May 2010.
- 19 "Philippine People". *DLSU Litera1 No4: Philippine Literature*. [http://litera1no4.tripod.com/phlppl\\_frame.html](http://litera1no4.tripod.com/phlppl_frame.html), retrieved March 2010.
- 20 *Project Gutenberg* <http://www.gutenberg.org/> retrieved April 2010.
- 21 *The Premier Digital Library of the Philippines*. <http://www.filipiniana.net/>, retrieved April 2010.

#### Course Requirements:

- 1 Lecture-Discussion
- 2 Quizzes/Exercises
- 3 Assignments
- 4 Recitation/Presentation

#### Grading System:

The following percentage distribution shall be followed:

1	Prelims	20%
2	Midterms	20%
3	Pre-finals	20%
4	Finals	40%
		<b>100%</b>

The following are the recommended periodic grade components for this course:

1	Class Participation	10%
2	Exercises and Seatwork	20%
3	Quizzes	20%
4	Periodical Examination	50%
		<b>100%</b>

Specific Behavioral Objectives	Wk	Lec		Topics	Slides	Instructor's Guide	Student Handouts
		Ses	Hrs				

At the end of the lesson, the students are expected to:

1	Recall their favorite literary works or authors.	1	1-3	3	<b>Introduction to Literature</b> Qualities of literature: utilitarian, creative Formal divisions of literature: fiction, non-fiction, poetry, drama Types of fiction: realistic, non-realistic, novel, short story, Types of non-fiction: biography, essay (formal, informal) Types of poetry: narrative, dramatic, lyric Types of drama: tragedy, comedy, absurdity Literary devices	1-10	1-10	1-3
2	Differentiate fiction from non-fiction, prose from poetry.							
3	Enumerate different types of literature and categorize works.							
4	Discuss the basic elements of prose, poetry, and drama.							
5	Take part in class discussion willingly.							
6	Demonstrate sensitivity towards individual differences.							
7	Write an essay by responding to prompts.							
8	Speak in front of the class with confidence.							
9	Compare and contrast different types of local folk literature.	2	4-6	3	<b>History of Philippine Literature: Pre-Colonial Period</b> Archaic writing system: <i>baybayin</i> or <i>alibata</i> Folk narratives: <i>alamat</i> , <i>kuwentong bayan</i> , epics Folk speech: <i>bugtong</i> , <i>salawikain</i> Folk songs Folk tales and legends Epic poetry	1-4	1-6	1-18 1-16
10	Discuss assigned texts using various reading strategies.							
11	Realize that good literature existed in the Philippines even before the Spanish colonizers came.							
12	Cooperate in pair or small group activities and display teamwork.							
13	Demonstrate sensitivity towards ethnic differences and respect cultural minorities.							
14	Listen to the small group presentations attentively.							
15	Speak in front of the class with confidence while choral reading or chanting.							
16	Communicate or interpret ideas effectively through choreographic/ dance performance skills.							
17	Differentiate various types of classical Filipino literature and their authors.	3-4	7-12	6	<b>History of Philippine Literature: Spanish Colonial Period</b> <i>Doctrina Christiana</i> <i>Pasyon</i> <i>sinakulo</i> <i>komedya (moro-moro)</i> <i>sarswela</i> Metrical romances: <i>awit</i> , <i>korido</i> <i>Florante at Laura</i> <i>Ibong Adarna</i> <i>Si Tandang Basio Macunat</i> <i>Urbana at Felisa</i> <i>La Solidaridad</i> (Propaganda Movement) <i>Kalayaan</i> (Katipunan) <i>Ninay</i> <i>Noli Me Tangere</i> <i>El Filibusterismo</i>	1-5	1-10	1-22 1-16
18	Discuss assigned texts using various reading strategies to interpret meaning.							
19	Compare and contrast how characters in a narrative cope with conflict, difficulties, and opportunities.							
20	Brainstorm for their character sketch, web, chart, and outline then write an essay about it.							
21	Collaborate in pair/small group activities for responses to a literary topic/project.							
22	Recite poems with rhythm and expression, as well as listen to poetry reading and a song.							
23	Speak in front of peers with confidence while engaged in round table discussions.							
24	Conduct online/library research utilizing keyboarding/note-taking skills.							
		5	13 14	1 2	<b>Review Session</b> <b>PRELIMINARY EXAMINATION</b>			

Specific Behavioral Objectives	Wk	Lec		Topics	Slides	Instructor's Guide	Student Handouts
		Ses	Hrs				

At the end of the lesson, the students are expected to:

25	Enumerate some notable authors, periodicals, and literature during the start of the American colonial period.	6-7	15-18	4	<b>History of Philippine Literature: American Colonial Period</b> <i>sarswela</i> <i>Tanikalang Guinto</i> <i>Dakilang Asal</i> <i>Mga Kuwento ni Lola Basyang</i>	1-4	1-7	1-14 1-16
26	Discuss the historical context of the lives of early Filipino playwrights and their literary works.							
27	Compare the similarities and differences between an original story and its media adaptation or a derivative work.							
28	Rehearse and present a short skit/ drama based on poetry interpretation.							
29	Work cooperatively in pairs/small groups and appreciate the contribution of others.							
30	Demonstrate sensitivity towards peers and an understanding of past social traditions.							
31	Recite verses with rhythm and expression and listen actively to poetry reading.							
32	Speak in front of classmates with confidence while engaged in lecture-discussions or performing a role play.							
33	Conduct online/library research utilizing keyboarding/note-taking skills.							
34	Relate literary works and authors to major themes and issues during the American colonial/Commonwealth period.	7-9	19-26	8	<b>History of Philippine Literature: Commonwealth Period</b> <i>Three Rats (Tatlong Ulupong)</i> <i>Dead Stars</i> <i>How My Brother Leon Brought Home a Wife</i> <i>Freedom from Want</i> <i>My Father Goes to Court</i> <i>Like the Molave</i>	1-6	1-8	1-29 1-16
35	Describe the characters, conflict, plot, climax, and setting of a short story.							
36	Compare and contrast ways in which dialogue and staging contribute to the theme of a play/drama.							
37	Explain how the choice, sound, and order of words support the subject and mood of a poem.							
38	Take part willingly in pair/small group activities and class discussions.							
39	Demonstrate sensitivity towards individual differences and respect others' opinions.							
40	Recite poems with rhythm and expression as they read along to a facilitator.							
41	Speak in front of the class with confidence as they present a forum theatre.							
42	Listen actively to their partner/group members as they participate in literature circles.							
43	Fill out their handouts with descriptions, predictions and inferences using information from the literary text that they've read.							
		10	27 28	1 2	<b>Review Session</b> <b>MIDTERM EXAMINATION</b>			

Specific Behavioral Objectives	Wk	Lec		Topics	Slides	Instructor's Guide	Student Handouts
		Ses	Hrs				

At the end of the lesson, the students are expected to:

44	Describe the characters, setting, plot, conflict, and climax in a short story.	11-13	29-37	9	<b>History of Philippine Literature: Japanese Occupation to the New Republic</b> <i>The March of Death</i> <i>Scent of Apples</i> <i>May Day Eve</i> <i>The Summer Solstice</i> <i>The House on Zapote Street</i> <i>New Yorker in Tondo</i> <i>A Eulogy of Roaches</i> <i>The Filipino Writer and His Audience</i> Philippine vernacular poetry	1-4	1-7	1-36 1-16
45	Recognize the importance of the vernacular/native language in literature and the effect of translating a literary work.							
46	Compare and contrast the theme, rhyme scheme, use of symbols, and figurative language in two poems.							
47	Examine a literary selection from several critical perspectives, presenting personal opinions while understanding differing points of view.							
48	Make predictions about the content of a story and confirm them after reading the text.							
49	Participate in class discussions as they develop their responses to a literary work.							
50	Assume responsibility for specific tasks in pair/small group activities and presentations.							
51	Participate in creative dramatics and improvising a play by making impromptu responses.							
52	Draw a storyboard by visualizing the events and sequences in a short story that they read.							
53	Write an essay and a reaction paper to appreciate literature and its historical context.							
		14	38 39	1 2	<b>Review Session</b> <b>PRE-FINAL EXAMINATION</b>			
54	Recognize stylistic devices in literature such as characterization, flashback, foreshadowing, literal and figurative statements, as well as propaganda techniques.	15-17	40-48	9	<b>History of Philippine Literature: Contemporary and Popular</b> Dictatorship and martial law Social realism Protest literature Literary journalism <i>Days of Disquiet, Nights of Rage</i> <i>Dekada '70</i> Edsa and people power <i>Buwan, Buwan Hulugan Mo</i> <i>Ako ng Sundang</i> Popular literature <i>Komiks</i> Tagalog romance pocketbooks	1-8	1-10	1-14 1-16
55	Locate, assess, and summarize information from a variety of visual, aural and textual sources.							
56	Consider the social and historical context in which a literary work was written.							
57	Test personal ideas and values against those presented in media, evaluating the extent to which a specific piece of writing, TV program or film achieves its purpose.							
58	Participate in pair, small and large group discussions, observing courtesies and assuming responsibility for specific tasks.							
59	Develop an awareness and appreciation of contemporary and popular literature.							
60	Take down notes and write a film review and reaction essay, responding critically and creatively to the medium and its message.							

Specific Behavioral Objectives	Wk	Lec		Topics	Slides	Instructor's Guide	Student Handouts
		Ses	Hrs				

At the end of the lesson, the students are expected to:

61	Write a descriptive essay as an effective sketch of a literary character of their own choosing.						
62	Give a prepared talk or presentation on researched topics about an author and his/her work/life.						
63	Read an increasingly wide range of materials for personal enjoyment and extension of learning experiences.						
		18	49 50	1 2	Review Session FINAL EXAMINATION		