

Profesor: Pablo García

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Horas de Oficina: MWF 9-10 y 2-4 o *con cita*

Oficina: Chitwood Hall 110

TEXTOS: Raquel Chang-Rodríguez & Malva E. Filer, Voces de Hispanoamérica, 3ed. (Heinle Cengage Learning, 2004)

- Otros recursos: <http://voces.heinle.com>

DESCRIPCIÓN Y OBJETIVOS: As part one of a two part series, the purpose of this course is to survey the development of Spanish-American literature from the colonial period to *modernismo* through the conscientious analysis of representative works. By the end of the course, students will be familiar with the major movements and figures of Spanish-American literature from the sixteenth century to the end of the nineteenth century. The course will be conducted in Spanish.

REQUISITOS: Asistencia y participación activa (15%), liderazgo en la discusión (15%), 2 reflexiones críticas (15%), 2 pruebas (15%), examen parcial (20%), examen final (20%). All presented/submitted work must be in Spanish; grammar, vocabulary, accuracy and fluency will be taken into account. All students are expected to abide by WVU's rigorous standards of academic integrity in all aspects and assignments of this course. (<http://www.arc.wvu.edu/rightsa.html>)

- Asistencia: More than three (3) unexcused absences will negatively affect your final grade. Please be on time.

- Participación: Active participation is a very important component of this course; the following criteria will be used to evaluate class participation:

A range: Very dynamic engagement in all class activities: Student is consistently prepared for class sessions, very often begins interaction, participates actively and promotes participation in partnered and group activities, collaborates keenly in the creation of the learning environment.

B range: Active engagement in all class activities: Student is generally prepared for class sessions, often begins interaction, participates actively in partnered and group activities, collaborates in the creation of the learning environment.

C range: Moderate engagement in class activities: Student is irregularly prepared for class sessions, seldom begins interaction, participates moderately in partnered and group activities.

D range: Very little engagement in class activities: Student is seldom prepared for class sessions, never begins interaction, participates little in partnered and group activities.

F No visible engagement in class activities: Student is usually unprepared for class sessions, doesn't participate in partnered and group activities, interferes with the creation of the learning environment.

- Liderazgo: Each student will serve as discussion leader for at least one of the assigned readings. The discussion leader should be ready to summarize and/or expand on the session's topic (context, author, text, etc.). Research beyond the book is suggested and may be required. The leader is responsible for providing a one page summary of the key information for the assigned topic to be posted on the course's webpage (the format will be discussed in class). Most importantly the discussion leader will prepare pertinent and interesting questions/comments to encourage in-class discussion. **The summary and the questions must be submitted to me by e-mail at least 1 full day in advance of the presentation.** Scores will be based on the quality of the preparation, the summary, the questions, and the discussion.

- Reflexiones críticas (2): Each student will write two short reflections (2 pp.). The topics will be announced in class. Although this is a personal consideration it should be well informed, effectively argued, and carefully written in correct Spanish. No late work will be accepted.

- Pruebas (2): There will be two short quizzes during the course of the semester (identifications and short essay questions). There will be no make-ups.

- Midterm & final exams: The exams will cover all the material studied up to that point in the course. The questions may include multiple choice, true or false, identifications, short answers, and short essays. There will be no make-ups.

PROGRAMA DEL CURSO

Fecha	Para entregar	Preparación en casa / Discusión en clase
24 de agosto		Introducción al curso
26 de agosto		1.1 La tradición oral (2-3); Voces amerindias (13-15);
28 de agosto		Popol Vuh (16-17)
31 de agosto		Poesía náhuatl (17-19)
2 de sept.		1.2 Tempranas...- 1.5 La presencia africana (3-7)
4 de sept.		Cristobal Colón (23-26)
7 de sept.	NO HAY CLASE	NO HAY CLASE
9 de sept.		Cristobal Colón, cont'd
11 de sept.		Bartolomé de las Casas (28-35)
14 de sept.		Bartolomé de las Casas, cont'd
16 de sept.		Bernal Díaz del Castillo (37-46)
18 de sept.	Prueba #1	Bernal Díaz del Castillo, cont'd
21 de sept.		Alonso de Ercilla (48-59)
23 de sept.		Alonso de Ercilla, cont'd
25 de sept.		1.6 Los primeros escritores... - 1.8 Encuentro (7-11)
28 de sept.		El Inca Garcilaso (61-68)
30 de sept.		El Inca Garcilaso, cont'd
2 de oct.	Reflexión crítica #1	Sor Juana Inés de la Cruz (75-84)
5 de oct.		Sor Juana Inés de la Cruz, cont'd
7 de oct.		José J. Fernández de Lizardi (86-91)
9 de oct.		José J. Fernández de Lizardi, cont'd
12 de oct.		Andrés Bello (93-98)
14 de oct.		Andrés Bello, cont'd
16 de oct.	MIDTERM	MIDTERM
19 de oct.		2 Búsqueda de la emancipación cultural (102-109)
21 de oct.		Esteban Echeverría (120-135)
23 de oct.		Esteban Echeverría cont'd
26 de oct.		Domingo Faustino Sarmiento (137-153)
28 de oct.		Domingo Faustino Sarmiento, cont'd
30 de oct.		Ricardo Palma (164-174)
2 de nov.		Ricardo Palma cont'd
4 de nov.		José Hernández (175-185)
6 de nov.		José Hernández cont'd
9 de nov.		3 La realidad americana (198-205)
11 de nov.		José Martí (207-221)
13 de nov.		José Martí contd'
16 de nov.	Prueba #2	Película (TBA)
18 de nov.		Película, cont'd
20 de nov.	NO HAY CLASE	NO HAY CLASE

Fecha	Para entregar	Preparación en casa / Discusión en clase
23 de nov.	NO HAY CLASE	NO HAY CLASE
25 de nov.	NO HAY CLASE	NO HAY CLASE
27 de nov.	NO HAY CLASE	NO HAY CLASE
30 de nov.	Reflexión crítica #2	Rubén Darío (240-254)
2 de dic.		Rubén Darío, cont'd
4 de dic.		Baldomero Lillo (258-267)
7 de dic.		Baldomero Lillo, cont'd
9 de dic.		Reflexiones finales
11 de dic.		Repaso

Fecha y hora del examen final: Viernes 18 de diciembre de 11 a 13 hs.

O

- **Typing diacritical marks for west European languages with standard Macintosh fonts:**

á é í ó ú option-e + letter that goes under it (a e i o u)

~ option-n + n

inverted exclamation point option-1 (not shift-option-1)

inverted question mark shift-option-?

This works with all standard fonts in the U.S. keyboard, and all applications. Some fonts do not allow you to type the accent mark by itself (or with anything other than one of the specified letters).

- **Short-cut keys for diacritical marks in Office for Windows:**

á é í ó ú ctrl ' (apostrophe) then the letter that goes under it (a e i o u)

~ ctrl/shift ~ (tilde), n

inverted exclamation point alt/ctrl/shift !

inverted question mark alt/ctrl/shift ?

You can also select characters from the "Insert...Symbol" menu, or make your own shortcut keys.

- **Algunos errores que hay que evitar al escribir en español:**

Anglicismos

1- *character* = personaje; **NO** carácter

2- *to realize* = darse cuenta de...; comprender; **NO** realizar

3- *to fall in love with* = enamorarse de; **NO** enamorarse con

4- *there is/ are/ were* = hay/ hay/ había/ hubo; **NO** es/ son/ fueron

5- *because of* = por; **NO** porque de

6- *the only path* = el único camino; **NO** el solo camino

7- *another* = otro/ otra; **NO** un otro/ otra

8- *story* = historia; **NO** cuento/ cuenta

9- *short story* = cuento

10- *fact* = hecho; **NO** fact

Género

el tema

el problema

el indígena

el azteca

but la mano

el poema

el agua

el águila

el día

- En inglés el nombre de la acción se escribe como el presente progresivo [**smoking** is bad] pero en español se utiliza el infinitivo [**fumar** es malo].

Comentario de texto literario

I. Lectura y comprensión del texto

II. Localización:

- género literario: narrativa (novela, cuento, etc.); poesía (épica, lírica, soneto, etc.); drama (tragedia, comedia, etc.); ensayo

- contexto: autor; marco histórico y literario; lector implícito

III. Análisis del contenido:

- tema
- trama
- personajes
- voz narrativa y punto de vista

IV. Análisis de la forma.

- estructura: capítulos, estrofas, etc.
- lenguaje: vocabulario, tono, tropos (metáfora, metonimia, etc.)

VI. Crítica personal

- interpretación
- juicio

WRITTEN ASSIGNMENT GRADING CRITERIA

Content	30-26	Excellent—Very Good	has fully anticipated reader questions in selecting information; topic well-thought-out and carefully developed with effective supporting detail; interesting to read
	25-21	Good—Adequate	has anticipated most reader questions in selecting information; topic may not be fully explored; development is adequate although some ideas may be incompletely supported or irrelevant; interesting ideas in places
	20-15	Fair—Poor	has anticipated few reader needs in selecting information; topic explored only superficially and inadequately developed with many ideas unsupported or irrelevant
	14-11	Needs a lot of work	shows no awareness of reader needs; ideas superficial and/or uninteresting with little development; OR not enough to evaluate
Organization	30-26	Excellent—Very Good	has fully anticipated reader needs in organizing and presenting information; clear thesis; flow of ideas fluid and logical; a pleasure to read
	25-21	Good—Adequate	has anticipated most reader needs in organizing and presenting information; main ideas stand out, but sequencing of ideas sometimes choppy or disconnected; reader may sometimes have difficulty following flow of ideas
	20-15	Fair—Poor	has anticipated few reader needs in organizing and presenting information; ideas frequently confused and/or disconnected, with logical breakdowns apparent; reader frequently has difficulty “getting the point” of message as communicated
	14-11	Needs a lot of work	Shows no awareness of reader needs; logical organization absent; OR not enough to evaluate
Grammar Vocabulary Conventions	40-34	Excellent—Very Good	wide range of structures with few or no significant errors; language choices appropriate for topic, purpose and reader; excellent use of idioms and precise, colorful vocabulary; little or no evidence of English interference; very few or no faults with respect to spelling/accentuation or punctuation
	33-28	Good—Adequate	adequate range of structures, but little variety; tends to overuse simple constructions; both significant and minor errors present, but meaning seldom obscured; language choices usually appropriate for topic, purpose and reader; vocabulary accurate but may be somewhat limited; some errors or interference from English may be present but meaning rarely obscured; occasional faults in spelling/accentuation or punctuation.
	27-22	Fair—Poor	limited range of structures with control of grammar uncertain; errors frequent, especially when more complex constructions attempted; meaning often confused or obscured; language choices sometimes inappropriate for topic, purpose and reader; vocabulary very limited, with overuse of imprecise or vague terms; English interference evident, particularly with respect to idioms; meaning often confused or obscured; frequent errors in spelling/accentuation or punctuation
	21-15	Needs a lot of work	frequent and persistent errors of basic grammar and sentence construction; meaning blocked as text dominated by errors; language choices often inappropriate for topic, purpose and reader; range of vocabulary extremely limited; English interference frequent; persistent errors in spelling/accentuation and punctuation; OR not enough to evaluate