



Profesor: Pablo García

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Horas de Oficina: MWF 2-5 o *con cita*

Oficina: Chitwood Hall 110

TEXTOS: José A. Blanco, Revista, 3ed. (Vista Higher Learning, 2010)

- Otros recursos: <http://revista.vhlcentral.com>

- Recomendaciones: a Spanish-English dictionary, Spanish Grammar Laminated Reference Chart

DESCRIPCIÓN Y OBJETIVOS: This is an intermediate-high-level course intended to develop and strengthen your Spanish speaking, listening, reading, and writing skills. Particular emphasis and priority will be given to oral communication. Throughout this course we will discuss topics which will allow you to engage in fluent conversation on any number of topics. Your participation (individual and in groups) is essential to achieve the objectives of this course, and it also comprises a significant part of your final grade. It is fundamental that you attend and participate actively in every class. A few sessions will be dedicated to review certain grammar structures and to practice pronunciation.

REQUISITOS Y EVALUACIÓN: Asistencia, preparación y **participación** activa (15%), **presentación** en parejas (10%), **Tareas** (20%), **3 opiniones** (10%), **3 pruebas** (15%), **2 charlas** (10 %), **examen final** (20%).

- All presented/submitted work must be in Spanish; grammar, vocabulary, accuracy and fluency will be taken into account in grade calculations.

- Students are required to regularly check their WVU e-mail for course information and updates.

- All students are expected to abide by WVU's rigorous standards of social justice and academic integrity in all aspects and assignments of this course. (<http://www.arc.wvu.edu/rightsa.html>)

- Asistencia: Attendance is *mandatory*. More than three (3) unexcused absences will negatively affect your final grade. For an absence to be excused it *must* be addressed prior to or within a week of the missed session. Please be on time. Repeated tardiness will amount to one or more unexcused absences.

- Participación: *Coming to class is not the same as participating in class.* Participating means being attentive, asking questions, and sharing your opinions with the classmates. It also means preparing the material for each class ahead of time: reading assigned texts, looking for unknown words in the dictionary, and preparing questions and/or ideas to discuss in class. Active participation is a key component of this course; the following criteria will be used to evaluate class participation:

Excellent (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.

Good (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.

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

Poor (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.

- Presentación en parejas: Each team of two must make an appointment to discuss the presentation topic and materials with me before presenting in class. The team will receive a team grade for the preparation and discussion of the presentation (50% of the grade). Each team member will receive an individual grade for his/her performance (50% of the grade) during the presentation. There are two possible types of presentation:

- Controversial topic debate: The team can present a controversial topic in a 5 minute introduction and organize a brief debate by dividing the class into two or more groups, providing specific questions, and motivating the groups to take part in the argument. At the end of the presentation, the team should summarize and comment on the ideas brought forth in the debate, and propose some conclusions.

- Discussion of Hispanic issues: The team can address an interesting and current issue related to Hispanic culture, society, politics, economics, etc. Besides presenting the topic, the team should plan questions and activities to encourage participation from the rest of the class (e.g. trivia or puzzle games, a debate, a performance, etc.).

Each presentation should be organized so as to be as interesting activity for everyone. Reading should be avoided. Every effort should be made to speak in a natural and spontaneous way. The focus should be on promoting interaction and conversation.

- Tareas: Homework will consist of vocabulary, grammar, pronunciation, speaking, and/or listening exercises. Assignments must be turned in at the beginning of class, on the assigned date. No assignments will be accepted by any other means, unless requested.

- Opiniones (3): Each student will write three short opinion papers (1-1.5 pp.). Paper topics will be announced in class. The papers should be thoughtfully written in correct Spanish. No late work will be accepted.

- Pruebas (3): Quizzes will evaluate new vocabulary, grammar topics, and written expression. Make-ups will only be given in the most *extreme* circumstances.

- Charlas (2): Charlas are informal conversations sessions. You are expected to prepare questions (50% of the grade) and participate actively in the conversation (50% of the grade).

- Final exam: The final exam will be two part evaluation based on the materials studied during the course. An oral part (50% of the grade) will evaluate your conversational skills, pronunciation, fluency, and oral comprehension. A take-home written part (50% of the grade) will evaluate your written expression skills including control of Spanish grammar.

PROGRAMA DEL CURSO

(This program may be modified according to course needs)

FECHA	PRUEBAS Y ENTREGAS	EN CLASE	PARA LA SIGUIENTE CLASE
11 de enero		Introducción al curso	Cap. 1: p. 4
13 de enero		Cortometraje: <i>Viaje a Marte</i>	Cap. 1: p. 10-11
15 de enero		Estructura: <i>ser y estar</i> .	Cap. 1: p. 12-13
18 de enero	NO HAY CLASE	NO HAY CLASE	
20 de enero		Ensayo: <i>Celebración de la fantasía</i>	Cap. 1: p. 16-18
22 de enero		Artículo: <i>La clonación</i>	Tarea
25 de enero	Tarea 1	Presentación 1	Cap. 2: p. 34
27 de enero		Cortometraje: <i>Diez minutos</i>	Cap. 2: p. 40-41
29 de enero		Estructura: <i>pretérito e imperfecto</i> .	
1 de febrero	Prueba 1	Presentación 2	Cap. 2: p. 42-44, Prueba
3 de febrero		Artículo: <i>Las cuatro fórmulas científicas de la felicidad</i>	Cap. 2: p. 51-53
5 de febrero		Obra de teatro: <i>No hay que complicar la felicidad</i>	Opinión

FECHA	PRUEBAS Y ENTREGAS	EN CLASE	PARA LA SIGUIENTE CLASE
8 de febrero	Opinión 1	Presentación 3	Cap. 3: p. 62
10 de febrero		Cortometraje: <i>Nada que perder</i>	Cap. 3: p. 68-69
12 de febrero		Estructura : <i>Las preposiciones</i>	Tarea
15 de febrero		Presentación 4	Cap. 3: p. 70-72
17 de febrero		Entrevista: <i>Benicio del Toro</i>	Cap. 3: p. 75-77
19 de febrero		Opinión: <i>Pocholo es virtual</i>	Tarea
22 de febrero	Tarea 2	Presentación 5	Cap. 3: p. 80-83
24 de febrero		Cuento: <i>Cine Prado</i>	Charla
26 de febrero		*** Charla 1	Prueba
1 de marzo	Prueba 2	Presentación 6	Cap. 4: p. 92
3 de marzo		Cortometraje: <i>El ojo en la nuca</i>	Cap. 4: p. 98-99
5 de marzo		Estructura: <i>El subjuntivo I</i>	
8 de marzo	Tarea 3	Presentación 7	Cap. 4: p. 100-101
10 de marzo		Opinión: <i>La tortilla</i>	Opinión
12 de marzo	NO HAY CLASE	NO HAY CLASE	
15 de marzo		Presentación 8	Cap. 4: p. 104-106
17 de marzo		Experiencias: <i>Carta abierta a mi nieto</i>	Cap. 4: p.109-111
19 de marzo	Last drop date	Poema: <i>Entre la piedra y la flor</i>	
22 de marzo	Opinión 2	Presentación 9	Cap. 5: p. 120
24 de marzo		Cortometraje: <i>Dime lo que sientes</i>	Cap. 5: p. 126-127
26 de marzo		Estructura: <i>El subjuntivo II</i>	
29 de marzo	NO HAY CLASE	NO HAY CLASE	
31 de marzo	NO HAY CLASE	NO HAY CLASE	
2 de abril	NO HAY CLASE	NO HAY CLASE	
5 de abril		Presentación 10	Cap. 5: p. 128-129
7 de abril		Experiencias: <i>Drácula y los niños</i>	Cap. 5: p. 132-134
9 de abril		Opinión: <i>Lo que dure el amor</i>	Prueba
12 de abril	Prueba 3	Presentación 11	Cap. 5: p. 137-139
14 de abril		Cuento: <i>El mono que quiso ser escritor satírico</i>	Charla
16 de abril		*** Charla 2	Tarea
19 de abril	Tarea 4	Presentación 12	Cap. 6: p. 148
21 de abril		Cortometraje: <i>My Backyard was a Mountain</i>	Cap. 6: p. 154-155
23 de abril		Estructura: <i>Frases condicionales</i>	Cap. 6: p.156-8, Opinión
26 de abril	Opinión 3	Experiencias: <i>Navidad de una “rica y famosa”</i>	Cap. 6: p. 165-167
28 de abril		Cuento: <i>Dos Vidas</i>	
30 de abril		Retrospectiva	

Fecha y hora del examen final: Sec. 1: Viernes 7 de mayo de 11 a 13 hs. / Sec. 2: Martes 4 de mayo de 8 a 10 hs.

ORAL CONVERSATION GRADING CRITERIA

Excellent (A range): *Excellent fluency:* clearly articulated sounds, correct sentence structure and grammar (including verb conjugation, pronoun use, agreement, etc.) more than 90% of the time; very rich and appropriate vocabulary; very little or no hesitation when speaking; very little or no prompting needed from partner or instructor; average listener has no problem understanding message; conversation flows naturally and could continue indefinitely.

Good (B range): *Good fluency:* clearly articulated sounds, correct sentence structure and grammar (including verb conjugation, pronoun use, agreement, etc.) around 80% of the time; rich and appropriate vocabulary; little hesitation when speaking, little prompting needed from partner or instructor; average listener can fully understand message; conversation flows naturally until subject is exhausted.

Acceptable (C range): *Acceptable fluency:* clearly articulated sounds, correct sentence structure and grammar (including verb conjugation, pronoun use, agreement, etc.) around 70% of the time; sufficient appropriate vocabulary; some hesitation when speaking; some prompting needed from partner or instructor; average listener can understand most of the message; conversation sometimes stalls.

Poor (D range): *Poor fluency:* poorly articulated sounds, incorrect sentence structure and grammar (including verb conjugation, pronoun use, agreement, etc.) around 50% of the time; insufficient or inappropriate vocabulary; a lot of hesitation when speaking; prompting from partner or instructor often needed; average listener can understand some of the message; conversation stalls constantly.

F *Little fluency, silence:* mumbled or inarticulate sounds, incorrect sentence structure and grammar (including verb conjugation, pronoun use, agreement, etc.) more than 50% of the time; very insufficient or inappropriate vocabulary; a lot of hesitation when speaking; prompting from partner or instructor constantly needed; average listener can't understand most of the message; no conversation.

WRITTEN ASSIGNMENT GRADING CRITERIA

Excellent (A range): *A pleasure to read:* **topic** is well thought out and carefully developed with effective supporting details; **thesis** is clear; **ideas** flow smoothly and logically; **sentences** exhibit a wide range of structures with few or no significant syntactic or grammatical errors (including written accents); **vocabulary** is accurate, appropriate, rich and colorful.

Good (B range): *Easy to read:* **topic** is thought out and developed with effective supporting details; **thesis** is clear; **ideas** flow logically most of the time; **sentences** exhibit an adequate range of structures with a few significant syntactic or grammatical errors (including written accents); **vocabulary** is mostly accurate and appropriate.

Acceptable (C range): *Readable:* **topic** is not fully thought out, development is adequate but some ideas are partially supported or irrelevant; **thesis** is somewhat clear; **idea** flow somewhat choppy; **sentences** exhibit a limited range of structures and/or more than a few significant syntactic or grammatical errors (including written accents); **vocabulary** is accurate but somewhat limited.

Poor (D range): *Hard to read:* **topic** is superficially developed through mostly confused and/or unsupported ideas; **thesis** is unclear or absent; **idea** flow is very choppy; **sentences** exhibit a very limited range of structures and/or many significant syntactic or grammatical errors (including written accents); **vocabulary** is very limited and/or very often inaccurate.

F *Unreadable:* text is incomprehensible.