



Profesor: Pablo García Loaeza

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Extensión telefónica: 304-293-5121 x5539 (sólo en horas de oficina)

Horas de Oficina: TR 9-12 o *con cita*

Oficina: Chitwood Hall 110

Textos obligatorios:

- Federico García Lorca, *La casa de Bernarda Alba* (Focus, 2005).
- Gabriel García Márquez, *los funerales de la Mamá Grande* (Random House Mondadori, 2009).
- José Martí, "Nuestra América" (e-campus).
- Pablo Neruda, *20 Poemas de amor y una canción desesperada* (Tomo, 2005).
- Arturo Pérez-Reverte, *El capitán Alatriste* (Santillana, 2009).

- Otros materiales útiles: a Spanish-English dictionary, Spanish Grammar Laminated Reference Chart.

Descripción: This is an advanced-level course intended to introduce you to the major genres of literature in Spanish. At the same time, you will continue to develop and strengthen your Spanish listening, speaking, reading, and writing skills. We will read selected literary texts and discuss them in class in terms of both form and content. Participation is an essential component of the course, and thus it will count significantly in your final grade's calculation. It is fundamental that you prepare, attend, and participate actively in every class. We will place particular emphasis on written expression through homework and in-class assignments related to assigned texts. A few sessions may be dedicated to review certain grammar structures as needed.

Objetivos: improve the ability to understand and interpret written Spanish, as well as textual analysis and critical writing skills in Spanish; be able to present information and ideas to an audience of listeners or readers about the Hispanic literary tradition, as well as engage in conversations and exchange opinions on the subject; gain an understanding of the relationships between the practices, products, and perspectives of Hispanic culture as represented in Spanish-language literature and film; continue reading literature written in Spanish for personal enjoyment and enrichment.

Requisitos y evaluación: Asistencia, preparación y participación activa (15%), liderazgo (15%), tareas (15%), 3 opiniones (15%), 3 pruebas (15%), examen final (15%).

- All presented/submitted work must be in Spanish; grammar, vocabulary, accuracy and fluency will be taken into account in any and all 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 to every session is required. There will be no excused absences. Missing more than four (4) sessions will have an increasingly negative impact on your final grade. If for any reason you expect to miss five or more sessions, you should seriously consider dropping the course. Please be on time. Repeated tardiness will amount to one or more absences.

- Participación: *Coming to class is not the same as participating in class.* Participating means being attentive, asking questions, and sharing your opinions with your classmates. It also means preparing the material for each class ahead of time (reading assigned texts, looking for unknown words in the dictionary, preparing questions to ask in class, etc.). 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 systematically unprepared for class sessions, doesn't participate in partnered and group activities, undermines the learning environment.

- **Liderazgo:** Every student will serve as discussion leaders on one or more designated class sessions. Discussion leaders should read the assigned text with particular attention, conduct appropriate research to interpret the material, and think of relevant questions about the form and the content of the assigned reading; they should be prepared to ask these questions in class and guide group discussions based on them.

- **Tareas:** Homework will consist mostly of short writing 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 specifically requested. Please print double-sided pages whenever possible.

- **Opiniones (3):** Each student will write three short opinion papers (2-3 max. pp.). Paper topics will be announced in class. The papers should be thoughtfully written in correct Spanish. Late work will not be accepted. Please print double-sided pages whenever possible.

- **Pruebas (3):** Quizzes at regular intervals are meant to insure that everyone is keeping up with the material; they are also intended as preparation for the final exam. Make-up quizzes will only be given due to the most exceptional circumstances.

- **Final exam:** The final exam will be comprehensive.

PROGRAMA DEL CURSO

(This program may be modified according to course needs)

FECHA	PRUEBAS Y ENTREGAS	EN CLASE	PARA LA SIGUIENTE CLASE
10 de enero		Introducción al curso	
12 de enero		El texto literario: algunas consideraciones técnicas y teóricas	
14 de enero		El cuento: algunas consideraciones técnicas y teóricas	
17 de enero	NO HAY CLASE	NO HAY CLASE	
19 de enero		<i>Los funerales</i> , “La siesta del martes” & “Un día de éstos”	Tarea
21 de enero	Tarea 1	<i>Los funerales</i> , “En este pueblo no hay ladrones”	
24 de enero		<i>Los funerales</i> , “La prodigiosa tarde de Baltazar” & “La viuda de Montiel”	
26 de enero		<i>Los funerales</i> , “Un día después del sábado” & “Rosas artificiales”	Prueba
28 de enero	Prueba 1	<i>Los funerales</i> , “Los funerales de la Mamá Grande”	
31 de enero		De la página a la pantalla: algunas consideraciones técnicas y teóricas	
2 de febrero		Película: <i>Cándida</i>	Opinión
4 de febrero	Opinión 1	Película: <i>Cándida</i>	
7 de febrero		El drama: algunas consideraciones técnicas y teóricas	
9 de febrero		<i>La casa</i> , acto primero	
11 de febrero		<i>La casa</i> , acto segundo	

FECHA	PRUEBAS Y ENTREGAS	EN CLASE	PARA LA SIGUIENTE CLASE
14 de febrero		<i>La casa</i> , acto tercero	
16 de febrero		<i>La casa</i> , representaciones	Tarea
18 de febrero	Tarea 2	<i>La casa</i> , representaciones	
21 de febrero		Película: <i>La casa de Bernarda Alba</i>	
23 de febrero		Película: <i>La casa de Bernarda Alba</i>	Prueba
25 de febrero	Prueba 2	La novela: algunas consideraciones técnicas y teóricas	
28 de febrero		<i>El capitán</i> , capítulos 1 & 2	
2 de marzo		<i>El capitán</i> , capítulos 3 & 4	Tarea
4 de marzo	Tarea 3	<i>El capitán</i> , capítulos 5 & 6	
7 de marzo		<i>El capitán</i> , capítulos 7 & 8	
9 de marzo		<i>El capitán</i> , capítulos 9 & 10	Opinión
11 de marzo	Opinión 2	<i>El capitán</i> , capítulos 11 & epílogo	
14 de marzo		Película: <i>Alatriste</i>	
16 de marzo		Película: <i>Alatriste</i>	
18 de marzo	Last drop date	Película: <i>Alatriste</i>	
21 de marzo	NO HAY CLASE	NO HAY CLASE	
23 de marzo			
25 de marzo			
28 de marzo		La poesía: algunas consideraciones técnicas y teóricas	
30 de marzo		<i>20 Poemas</i> , 1-5	Tarea
1 de abril	Tarea 4	<i>20 Poemas</i> , 6-10	
4 de abril		<i>20 Poemas</i> , 11-15	
6 de abril		<i>20 Poemas</i> , 16-20	Prueba
8 de abril	Prueba 3	<i>20 Poemas</i> , la canción desesperada	
11 de abril		La traducción: algunas consideraciones técnicas y teóricas	
13 de abril		Película: <i>Il postino</i>	Opinión
15 de abril	Opinión 3	Película: <i>Il postino</i>	
18 de abril		El ensayo: algunas consideraciones técnicas y teóricas	
20 de abril		<i>Nuestra América</i>	Tarea
22 de abril	Tarea 5	<i>Nuestra América</i>	
25 de abril		TBA	
27 de abril		TBA	
29 de abril		Retrospectiva	

Fecha y hora del examen final: Sec. 1: Jueves 5 de mayo de 8 a 10 hs. / Sec. 2: Lunes 2 de mayo de 15 a 17 hs.

DISCUSSION LEADERSHIP GRADING CRITERIA				
Aspect	Excellent (A range)	Good (B range)	Acceptable (C range)	Poor (D range)
1. In general	Very thorough and engaging	Thorough and engaging	Somewhat thorough and engaging	Partial and uninteresting
2. Preparation	Leader is evidently very well prepared	Leader is evidently well prepared	Leader is somewhat prepared	Leader is evidently not well prepared
3. Content	Content shows a full investigation of the topic	Content shows a good investigation of the topic	Content shows an acceptable investigation of the topic	Content shows a minimal investigation of the topic
4. Organization	Questions are logically organized	Questions are logically organized	Questions are fairly well organized	Questions are poorly organized
5. Speech	Speech is clear and distinct 90% of the time	Speech is clear and distinct 80% of the time	Speech is clear and distinct 70% of the time	Speech is clear and distinct less than 70% of the time
6. Language	Grammar and vocabulary are accurate 90% of the time	Grammar and vocabulary are accurate 80% of the time	Grammar and vocabulary are accurate 70% of the time	Grammar and vocabulary are accurate less than 70% of the time
7. Questions/Issues	Discussion questions/issues addressed are pertinent and interesting	Discussion questions/issues addressed are pertinent and interesting	Discussion questions/issues addressed are pertinent and interesting to some extent	Discussion questions/issues addressed are not very pertinent or interesting
8. Audience engagement	Leader proactively engages the audience as a whole and encourages participation and discussion	Leader engages the audience as a whole and encourages participation and discussion	Leader attempts to engage the audience as a whole and to encourage participation and discussion	Leader attempts to engage the audience as a whole and to encourage participation and discussion
9. Audience feedback	Verbal and non-verbal feedback from the audience demonstrates a high degree of interest and engagement	Verbal and non-verbal feedback from the audience demonstrates interest and engagement	Verbal and non-verbal feedback from the audience demonstrates some interest and engagement	Verbal and non-verbal feedback from the audience demonstrates little interest and engagement

WRITTEN ASSIGNMENT GRADING CRITERIA				
Aspect	Excellent (A range)	Very Good (B range)	Average (C range)	Poor (D range)
1. In general	A pleasure to read	Interesting to read	Readable	Challenging
2. Topic	Well-thought-out and carefully developed topic with effective supporting detail	Topic may not be fully explored; some ideas may be inadequately supported or irrelevant	Topic is explored only superficially; many unsupported or irrelevant ideas	Most ideas are superficial and/or irrelevant
3. Content	Clear thesis; reader questions were fully anticipated in selecting information; very interesting ideas	Main ideas stand out; most reader questions were anticipated in selecting information; interesting ideas in places	Few reader needs were anticipated in selecting information	Shows no awareness of reader needs
4. Organization	fluid and logical idea flow; balanced and well paced	Sequencing of ideas sometimes choppy or disconnected; reader may sometimes have difficulty following flow of ideas	Ideas frequently confused and/or disconnected, with logical breakdowns apparent; reader frequently has difficulty "getting the point" of message as communicated	Logical organization absent
5. Grammar	Wide range of structures with few or no significant errors	Adequate range of structures, but little variety; tends to overuse simple constructions; both significant and minor errors present, but meaning seldom obscured	Limited range of structures with control of grammar uncertain; errors frequent, especially when more complex constructions attempted; meaning often confused or obscured	Frequent and persistent errors of basic grammar and sentence construction; meaning blocked as text dominated by errors
6. Vocabulary	Language choices appropriate for topic, purpose and reader; excellent use of idioms and precise, colorful vocabulary	Language choices usually appropriate for topic, purpose and reader; vocabulary accurate but may be somewhat limited	Language choices sometimes inappropriate for topic, purpose and reader; vocabulary very limited, with overuse of imprecise or vague terms	Language choices often inappropriate for topic, purpose and reader; range of vocabulary extremely limited
7. Conventions	Little or no evidence of English interference; very few or no faults with respect to spelling, accentuation or punctuation	some errors or interference from English may be present but meaning rarely obscured; occasional faults in spelling, accentuation or punctuation.	English interference evident, particularly with respect to idioms; meaning often confused or obscured; frequent errors in spelling, accentuation or punctuation	English interference frequent; persistent errors in spelling, accentuation and punctuation