

Profesor: Pablo García

Correo Electrónico: Pablo.Garcia@mail.wvu.edu

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

Horas de Oficina: MWF 2-5 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://voices.heinle.com>

DESCRIPCIÓN Y OBJETIVOS: As part two of a two part series, the purpose of this course is to survey Spanish-American literature from the turn of the twentieth century to the present through the conscientious analysis of representative works. By the end of the course, students will be familiar with the major movements and figures of modern Spanish-American literature. The course will be conducted in Spanish.

REQUISITOS: Asistencia y participación activa (10%), liderazgo en la discusión (10%), 2 reflexiones críticas (15%), 2 pruebas (15%), examen parcial (25%), examen final (25%). 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:

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.

- 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 (2-3 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). Make-ups will only be given in the most extreme circumstances.

- 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. Make-ups will only be given in the most extreme circumstances.

PROGRAMA DEL CURSO

FECHA	PARA ENTREGAR	PREPARACIÓN EN CASA / DISCUSIÓN EN CLASE
11 de enero		Introducción al curso
13 de enero		Antecedentes literarios
15 de enero		Antecedentes literarios cont'd.
18 de enero	NO HAY CLASE	NO HAY CLASE
20 de enero		Horacio Quiroga (pp. 293-298)
22 de enero		Horacio Quiroga cont'd.
25 de enero		Alfonsina Storni (pp. 327-330)
27 de enero		Alfonsina Storni cont'd.
29 de enero		César Vallejo (pp. 332-337)
1 de febrero		César Vallejo cont'd.
3 de febrero		Vicente Huidobro (pp. 339-345)
5 de febrero	Prueba #1	Vicente Huidobro cont'd.
8 de febrero		José Carlos Mariátegui (pp. 347-352)
10 de feb.		José Carlos Mariátegui cont'd.
12 de feb.		Jorge Luis Borges (pp. 354-355; 358-362 : "El Sur")
15 de feb.		Jorge Luis Borges cont'd.
17 de feb.		Miguel Ángel Asturias (pp. 364-370)
19 de feb.	Reflexión crítica #1	Miguel Ángel Asturias cont'd.
22 de feb.		Nicolás Guillén (pp. 371-378)
24 de feb.		Nicolás Guillén cont'd.
26 de feb.	NO HAY CLASE	NO HAY CLASE
1 de marzo	MIDTERM	MIDTERM
3 de marzo		Alejo Carpentier (pp. 380-390)
5 de marzo		Alejo Carpentier cont'd.
8 de marzo		Pablo Neruda (pp. 392-400)
10 de marzo		Pablo Neruda cont'd.
12 de marzo	NO HAY CLASE	NO HAY CLASE
15 de marzo		Juan Rulfo (pp. 402-407)
17 de marzo		Juan Rulfo cont'd.
19 de marzo		Julio Cortázar (pp. 418-425)
22 de marzo		Julio Cortázar cont'd.
24 de marzo		Octavio Paz (pp. 427-428; 429-440: "Todos Santos, Día de Muertos")
26 de marzo	Prueba #2	Octavio Paz cont'd.
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		Carlos Fuentes (pp. 467-476)
7 de abril		Carlos Fuentes cont'd.
9 de abril		Gabriel García Márquez (pp. 478-486)

WRITTEN ASSIGNMENT GRADING CRITERIA

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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/accents 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/accents 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/accents 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/accents or punctuation; OR not enough to evaluate