

Choice Based Credit System (CBCS)

UNIVERSITY OF DELHI

DEPARTMENT OF GERMANIC & ROMANCE STUDIES

**UNDERGRADUATE PROGRAMME
(Courses effective from Academic Year 2015-16)**



SYLLABUS OF COURSES TO BE OFFERED Core Courses, Elective Courses & Ability Enhancement Courses

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Undergraduate Programme Secretariat

Preamble

The University Grants Commission (UGC) has initiated several measures to bring equity, efficiency and excellence in the Higher Education System of country. The important measures taken to enhance academic standards and quality in higher education include innovation and improvements in curriculum, teaching-learning process, examination and evaluation systems, besides governance and other matters.

The UGC has formulated various regulations and guidelines from time to time to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions (HEIs) in India. The academic reforms recommended by the UGC in the recent past have led to overall improvement in the higher education system. However, due to lot of diversity in the system of higher education, there are multiple approaches followed by universities towards examination, evaluation and grading system. While the HEIs must have the flexibility and freedom in designing the examination and evaluation methods that best fits the curriculum, syllabi and teaching-learning methods, there is a need to devise a sensible system for awarding the grades based on the performance of students. Presently the performance of the students is reported using the conventional system of marks secured in the examinations or grades or both. The conversion from marks to letter grades and the letter grades used vary widely across the HEIs in the country. This creates difficulty for the academia and the employers to understand and infer the performance of the students graduating from different universities and colleges based on grades.

The grading system is considered to be better than the conventional marks system and hence it has been followed in the top institutions in India and abroad. So it is desirable to introduce uniform grading system. This will facilitate student mobility across institutions within and across countries and also enable potential employers to assess the performance of students. To bring in the desired uniformity, in grading system and method for computing the cumulative grade point average (CGPA) based on the performance of students in the examinations, the UGC has formulated these guidelines.

CHOICE BASED CREDIT SYSTEM (CBCS):

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Therefore, it is necessary to introduce uniform grading system in the entire higher education in India. This will benefit the students to move across institutions within India to begin with and across countries. The uniform grading system will also enable potential employers in assessing the performance of the candidates. In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations, the UGC has formulated the guidelines to be followed.

Outline of Choice Based Credit System:

- 1. Core Course:** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.
- 2. Elective Course:** Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.
 - 2.1 Discipline Specific Elective (DSE) Course:** Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).
 - 2.2 Dissertation/Project:** An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.
 - 2.3 Generic Elective (GE) Course:** An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.
- 3. Ability Enhancement Courses (AEC)/Competency Improvement Courses/Skill Development Courses/Foundation Course:** The Ability Enhancement (AE) Courses may be of two kinds: AE Compulsory Course (AECC) and AE Elective Course (AEEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement. They ((i) Environmental Science, (ii) English/MIL Communication) are mandatory for all disciplines. AEEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.
 - 3.1 AE Compulsory Course (AECC):** Environmental Science, English Communication/MIL Communication.
 - 3.2 AE Elective Course (AEEC):** These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

Project work/Dissertation is considered as a special course involving application of knowledge in solving / analyzing /exploring a real life situation / difficult problem. A Project/Dissertation work would be of 6 credits. A Project/Dissertation work may be given in lieu of a discipline specific elective paper.

Details of Courses Under Undergraduate Programme (B.A./ B.Com.)

Course	*Credits	
	Paper+ Practical	Paper + Tutorial
<u>I. Core Course</u> (12 Papers)	12X4= 48	12X5=60
Two papers – English		
Two papers – MIL		
Four papers – Discipline 1.		
Four papers – Discipline 2.		
Core Course Practical / Tutorial* (12 Practicals)	12X2=24	12X1=12
<u>II. Elective Course</u> (6 Papers)	6x4=24	6X5=30
Two papers- Discipline 1 specific		
Two papers- Discipline 2 specific		
Two papers- Inter disciplinary		
Two papers from each discipline of choice and two papers of interdisciplinary nature.		
Elective Course Practical / Tutorials* (6 Practical/ Tutorials*)	6 X 2=12	6X1=6
Two papers- Discipline 1 specific		
Two papers- Discipline 2 specific		
Two papers- Generic (Inter disciplinary)		
Two papers from each discipline of choice including papers of interdisciplinary nature.		
<ul style="list-style-type: none"> • Optional Dissertation or project work in place of one elective paper (6 credits) in 6th Semester 		
<u>III. Ability Enhancement Courses</u>		
1. Ability Enhancement Compulsory (2 Papers of 2 credits each)	2 X 2=4	2 X 2=4
Environmental Science		
English Communication/MIL		
2. Ability Enhancement Elective (Skill Based)	4 X 2=8	4 X 2=8
(4 Papers of 2 credits each)		
	<hr/> Total credit= 120	<hr/> Total = 120

Institute should evolve a system/policy about ECA/ General Interest/Hobby/Sports/NCC/NSS/related courses on its own.

***wherever there is a practical there will be no tutorial and vice-versa.**

Scheme for Courses for BA (Program) Spanish, French, German

Semester	(A) CORE COURSES (4 Courses) (5 Lectures+ 1 Tutorial per Course). 6 Credits per Course 4x6=24 Credits	(B) Ability Enhancement Courses (AECC) (2 Courses) 2 Credits per Course) 2x2=4 Credits	(C) Skill Enhancement Course (SEC) (4 Courses) (2 Lectures) (2 Credits per Course) 2x4=8 Credits	(D) Elective: Discipline Specific (DSE) (2 Courses) (5 Lectures= 1 Tutorial per Course) 4x6=24 Credits (One course to be chosen from two on offer each semester	(E) Elective: Generic Elective (GE) (2 Courses) (5 Lectures+ 1 Tutorial per Course) 2x6=12 Credits
I	Spanish Core 01. Study of the Language	(English/MIL Communication/Environmental Science)			
II	Spanish Core 02. Study of the Language	(English/MIL Communication/Environmental Science)			
III	Spanish Core 03		Spanish SEC 01		
IV	Spanish Core 04		Spanish SEC02		
V			Spanish SEC03	DSE1,2	GE 01
VI			Spanish SEC04	DSE3,4	GE02

B.A. Program
Core Course 01

Study of the Language (1) (6 Credits)

This course has as its objective the acquisition of basic language skills. The course comprises three components: a) Communicative Grammar (35 marks) b) Written Comprehension and Expression (20 marks) and Oral Expression (20 marks). Internal assessment for these three components will be 25 marks out of a total of 100 marks.

Prescribed Textbook:

Aula Internacional 1, Corpas J. et al, Difusión, Madrid, 2005

Recommended References and Readings:

Nuevo Ven 1, Castro F. et al, Edelsa, Madrid, 2003

Español sin fronteras, 1, Sánchez Lobato et al, SGEL, Madrid, 1998.

Additional material can be also used

B.A. Program
Core Course 02

Study of the Language (2) (6 credits)

The course builds on the capacities acquired in the earlier semester leading to acquisition of elementary language skills. It comprises the components of Communicative Grammar (35 marks), Written Comprehension and Expression (20 marks) and Oral Expression. Internal assessment for these three components will be 25 marks out of a total of 100 marks.

Prescribed Textbook:

Aula Internacional 1, Corpas J. et al, Difusión, Madrid, 2005

Recommended References and Readings:

Nuevo Ven 1, Castro F. et al, Edelsa, Madrid, 2003

Español sin fronteras, 1, Sánchez Lobato et al, SGEL, Madrid, 1998.

Additional material can be also used

B.A. Program
Core Course 03

Study of the Language (3) (6 credits)

Intermediate language skills are acquired after studying communicative grammar (35 marks), written comprehension and expression (20 marks) and oral expression (20 marks). Internal assessment is of 25 marks out of 100.

Prescribed Textbooks:

Aula Internacional 1, Corpas J. et al, Difusión Madrid, 2005

Aula Internacional 2 Corpas J. et al, Difusión Madrid, 2005

Aula Internacional 3 Corpas J. et al, Difusión Madrid, 2005

Recommended References and Readings:

Nuevo Ven 1, Castro F. et al, Edelsa, Madrid, Spain, 2003

Español sin fronteras, 1, Sanchez Lobato et al, SGEL, Madrid, 1998.

Additional material can be used

B.A. Program

Core Course 04

Study of the Language, Culture and Literature (6 credits)

Language study will comprise Advanced grammar (10 marks) translation (15 marks) and oral expression (20 marks).

The above will be complemented with the reading of simple literary texts and an introduction to cultural history (30 marks).

Internal assessment for the above will be 25 marks out of a total of 100.

Recommended References and Readings:

Español sin Fronteras 2, Sanchez Lobato, et al, SGEL, Madrid, 1998

Nuevo Ven 1, Castro F. et al, Edelsa, Madrid, 2003

Aula Internacional, Corpas J. et al, Difusión, Madrid, 2005

Additional material will be supplied by the Department

B.A. Program

Semester V

Discipline Specific Elective 01 (6 credits)

Life in Spain and Latin American Countries, Elements of History, Culture and Civilization.

This course aims to acquaint the student with the recent history of Spain and Latin America with an overview of major developments in the Spanish speaking world through a survey of literature and politics through Youtube and print resources. The suggested aspects can include :

1. The 19th century phenomenon of the *caudillo* and *cacique* in Spain and Latin America. 20th century dictatorships (Franco – Spain, Trujillo – Dominican Republic, Pinochet – Chile, etc) Banana republics. Guerrilla warfare. Revolutions (Mexico, Cuba).
2. Transition to Democracy in Spain and Latin America. Spain and the European Union. NAFTA. Separatism, terrorism and regional nationalism in Spain. Grassroots people's movements in Latin America.
3. Distant Neighbours: Latin America and the United States. Monroe Doctrine. Good Neighbour Policy. Operation Condor. Spain : Multiculturalism and Immigration.

4. Cultural forms and National Identity : Flamenco (Spain) Merengue (Dominican Republic) Tango (Argentina) Cultures of resistance : La movida madrileña, New Song Movement, Narcocorridos.

Suggested Readings. Excerpts from

1. Chasteen, John Charles. *Born in Blood and Fire, A Concise History of Latin America* (New York: Norton, 2001)
2. Manuel FernandezAlvarez, *Pequeña historia de España* Madrid: Espasa Libros SLU (2008).
3. Youtube resources : América latina en el siglo XIX
4. Youtube resources: Democracias en América Latina: entre la ficción y la esperanza.
5. Youtube resources: La era de los caciques- Llanquetruz (2015)

B.A. Program

Semester V

Discipline Specific Elective 02 (6 credits)

Hispanic Media Studies*

1. Famous Spanish and Latin American newspapers. (*El País*, Spain; *Clarín* Argentina, *La Jornada* Mexico etc) Bilingual Regional Press. (*Gara*, *El Norte de Castilla*).
2. Radio and T.V. news channels in Spain and Latin America, Hispanic channels in the United States. Multimedia journalism.
3. New or Narrative “Gonzo” Journalism, (Periodismo gonzo) Embedded Journalism.
4. Study of examples of Travel and Environmental Journalism, Sports, Cultural and Economic journalism.
5. Comparison of news items on different channels. Ideological Differences in news presentations.
6. Censorship laws in various countries. Yellow Journalism.
7. Professional Risks in Journalism. War and underworld reporting. Reporters without Borders.

Project Work:

1. Comparing headlines and presentation of news in various newspapers. Summarizing an article. Analyzing an editorial. Reading and analyzing texts/articles on social issues (generation gap, racial discrimination etc). Writing a report on an opinion poll. Preparing a flyer. Analyzing & writing blogs. Preparing a weather report. Writing a small report on a given topic for the wall-newspaper. Preparing a forum on Internet; (TV/University life); managing interactions.
2. Editing Skills.

*To be complemented with demonstrations and hands on training.

Suggested Readings:

1. www.totallygonzo.org
2. www.periodismogonzoargentina.blogspot.in

3. Luis Cebrián, Juan. *La prensa en la calle. Escritos sobre Periodismo* Madrid: Taurus, (1980).
4. Martín Vivaldi, G.: *Géneros periodísticos*, Madrid: Paraninfo (1977).
5. Núñez Ladeveze, L.: *Manual para periodismo*, Barcelona: Ariel (1991).
6. Rodríguez Ruibal, Antonio: *Periodismo turístico. Análisis del turismo a través de las portadas*. Barcelona: Editorial UOC(2009).

B.A. Program
Semester VI
Discipline Specific Elective 03
Introduction to Translation

1. Study of language used in industries such as hospitality, tourism, banking, business sectors and translation of texts in the chosen areas (including birth, educational qualification, marriage, death, certificates, mark sheets).
2. Introducing the student to the techniques of translation;
3. Scientific and Technical translation. Translation of sacred texts.
4. Making of word glossaries in above fields.
5. Reading of parallel literature on texts chosen for translation.
6. Role of Translation in Multimedia contexts.
7. Machine translation and its limitations
8. Ethics and accountability in translation.

Suggested Readings:

1. Extracts from Susan Bassnett McGuire: *Translation Studies* (2002).
2. Daniel Gile, *Basic Concepts and Models for Interpreter and Translator Training* John Benjamins Publishing(2009).
3. Jeremy Munday, *Introducing Translation Studies, Theories and Applications* New York: Routledge (2012)
4. Malmkaer Kirsten, Windle, Kevin. *The Oxford Handbook of Translation Studies* Oxford: OUP (2011).
5. Baker, Mona. *In Other Words. A Course Book in Translation*. New York: Routledge (2011).
6. López Guix, Juan Gabriel. *Manual de Traducción Inglés – Castellano* Madrid: Gedisa, 2012
7. Child, Jack. *Introduction to Spanish Translation* UPA, 2009
8. Haywood, Louise. *Thinking Spanish Translation: A Course in Spanish Translation, Spanish to English* New York: Routledge, 2009
9. Lunn, Patricia. *Et.al En otras palabras: perfeccionamiento del español por medio de la traducción* Washington: Georgetown University Press, 2013.
10. Lunn, Patricia. *Et.al En otras palabras: perfeccionamiento del español por medio de la traducción* Washington: Georgetown University Press, 2013.

B.A. Program
Semester VI
Discipline Specific Elective 04
Children and Adolescent Literature (6 credits)

1. Changing conceptions of children's literature: Literature for children and /or adult readers?
2. Folklore, fables and fairy tales for young children.
3. Children's literature and transmission of values.
4. Theatre for children.

Primary Texts:

1. García Lorca, Federico. Ramón Jimenez; Alberto, Rafael. *Mi primer libro de poemas* Madrid: Anaya (2004).
2. García Lorca, Federico. *El maleficio de la mariposa*
3. Ramón Jiménez, Juan. *Platero y Yo* (1914) Madrid: Cátedra (2014).
4. Conde, Carmen. *Aladino* Madrid: Hesperia, 1944
5. Allende, Isabel. *La ciudad de las bestias*. Ed. Rayo, 2003
6. 9. Gisbert, Joan Manuel. *El mensaje de los pájaros*. EDICIONES SM, 2005 ISBN **9788434881020**
7. Lindo, Elvira. *Todo Manolito* (2000, Alfaguara Infantil y Juvenil), ALFAGUARA, 2000
8. Muñoz Martín, Juan. *Fray Perico y su borrico*. EDICIONES SM, 2003
9. Hinojosa, Francisco. *La peor señora del mundo*. FONDO DE CULTURA ECONOMICA (MEXICO), 2011

B.A. Program
Skill Enhancement Course 01
Semester III
Spanish through audio visual methods: Songs and Lyrics (2 credits)

Through this course, student will intensify language learning through poetic as well as colloquial songs. Since songs are retained in memory, lyrics will be remembered in their contexts. This will in turn improve grammar, punctuation and verb conjugations. It is preferable to choose songs with clear pronunciation and articulation and proceed region wise together with a brief history of the singer. Songs are available for very basic language learning i.e. alphabets, days of the week, animals etc. <http://www.songsforteaching.com/spanishsongs.htm>

The following steps can be followed for this exercise after song selection.

1. Identification of specific words and structures.
2. Analysis of grammar used and vocabulary, alternatives for the same can be suggested.
3. Song lyrics can be analysed and later used for writing and speaking.

Suggested songs:

1. Julieta Venegas, “Me voy”.
2. Café Tacuba, “Eres”.
3. Chavela Vargas, “Somos”.
4. Marc Anthony, “Vivir mi vida”.
5. Amparanoia, “La vida te da”.

B.A. Program
Skill Enhancement Course 02
Semester IV
Spanish through audio visual methods: Films (2 credits)

Besides heightening interest in language learning, films are useful tools for picking up conversational Spanish and the wide variations of pronunciation and intonation in the Hispanic world. Culture and history are also learnt through film viewing if the movies are thematically chosen. For example culture through films can be gleaned if a theme like flamenco is chosen. Carlos Saura’s oeuvre (Iberia 2005 Flamenco 1994, Sevillanas 1992) can be successfully used and a perspective gained on Andalusian society. The following steps can be followed for this course.

1. Watching the Spanish film with the help of English subtitles.
2. Watching the same film with Spanish subtitles.
3. Selecting specific scenes, learning the dialogues and then enacting role playing in class.
4. Learning of new conversational phrases and idioms.
5. Remembering and discussing situational images to associate with newly learned phrases and grammar.

Suggested readings:

1. McVey Gill, Mary, Smalley, Deana, *¡De película! Spanish conversation through film*. Focus Publishing: 2009
2. McVey Gill, Mary, *Cinema for Spanish Conversation*. Focus Publishing: 2010

B.A. Program
Skill Enhancement Course 03
Semester V
Spanish in the Travel and Tourism Sector (2 Credits)

1. Tourism in Spain and Latin America. Demographic profile of Hispanic tourists in India. History, government Interventions in the tourism sector in Spain and Latin America from the 1960’s. Comparison with India. Hispanic tourist preferences in India. Popular tourist

destinations sites, important museums and their specializations. Guided online excursions through museums.

2. Planning an itinerary by air, ship, train. National and International Airlines operating in India.
3. International travel and ticketing vocabulary, travel insurance and visa procedures. Health advisories.
4. Hotel Industry in Spain and Latin America, Hispanic influence in Indian hotel industry (Spanish and Mexican restaurants etc.) Important hotel chains. Language used in hotel industry, airports and by airlines.
5. Ecological and Rural Tourism in Spain and Latin America. Lessons for India.
6. Spanish and Latin American Cuisine.
7. Knowledge of Cultural Codes and Protocol in Spain and Latin America. Comparisons with India.
8. The profession of tour guiding and travel agent.
9. Project Work: Interviews via Internet; Making a video on themes related to languages for Specific Purposes (e.g. Hospitality, Tourism, Business, etc.); Making an audio-guide of monuments; Conducting surveys among tourists;

Suggested Manuals for Vocabulary:

1. González, Marisa et.al. *Socios, Curso de español orientado al mundo del trabajo* Barcelona: Difusión (2007).
2. Felipe Gallego, Jesús. *Diccionario de Hostelería: Hotelería y Turismo, Restaurante y Gastronomía, Cafetería y Bar*, Madrid: Ed. Paraninfo (2004).
3. López Collado, Asunción. *Hostelería: Curso Completo de Servicios* Madrid: Ed. Paraninfo (2001)

B.A. Program
Skill Enhancement Course 04
Semester VI
Business Spanish (2 credits)

The objective of this course is to make the student adept at business letter writing and also conversant with the different protocols observed in the Spanish speaking world in commerce and industry.

1. Spanish and Latin American Investment in India.
2. Multinationals and business houses from Spanish speaking countries. Company headquarters of companies. Chambers of Commerce.
3. Products of import and export between Spanish speaking countries and India. Areas of potential business growth. International brands.
4. Writing job applications. Making a Curriculum Vitae.

5. Writing letters of acknowledgements, complaints, writing tenders for companies.
6. Business codes and protocol, Industrial espionage.
7. Making glossaries of vocabulary used in telemarketing, banking, law, finance, real estate transactions, felonies.
8. Projects: creating websites for business house, writing classified advertisements.
9. Role play on buying and selling products, talking about one's skills,

Suggested Readings:

1. Aguirre Beltran B. *Introducción al español de los negocios* Madrid(2011).
2. Pérez Matilde, Alonso. *Innovando en el mundo de los negocios*. Madrid: September Ediciones(2011).
3. Nevaer, Louis. *Speak Business Spanish like an Executive: Avoiding the Common Mistakes that hold Latinos back*. New York: Hispanic Economics (2012).

B.A. Program
Semester VI
Generic Elective in Spanish
Introduction to Spanish (Total Credits-6)

1. Communicative Grammar – I
Functional grammar based on the text book
2. Text Comprehension and Written Expression
Comprehension of simple texts and précis-writing
Essays on simple topics, questions on civilisation
Translation of simple passages into English and simple sentences into the foreign
3. Oral Expression
Reading of texts, general questions on the country and civilisation.

Essential Readings:

Aula Internacional 1, Libro de alumno, Editorial difusión, Barcelona 2006

(Indian Edition Available)

(Recommended Readings)

Nuevo Ven 1, Libro de alumno, Editorial Edelsa, Madrid (2004).

Español sin Fronteras 1, Libro de alumno, SGEL, Madrid (1998).