

UNIVERSITY OF DELHI

CNC-II/093/1(30)/2023-24/65

Dated: 24.01.2024

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NOTIFICATION

Sub: Amendment to Ordinance V

(EC Resolution No. 14-1-1/ dated 09.06.2023 and 27-1-6/ dated 25.08.2023)

Following addition be made to Appendix-II-A to the Ordinance V (2-A) of the Ordinances of the University;

Add the following:

Syllabi of Semester-IV, V and VI of following courses under the Department of Germanic & Romance Studies based on UGCF-2022 implemented from academic year 2022-2023:

1. BA (Hons.) French/ BA (Prog.) with French as Major or Non-Major / Pool of Discipline Specific Electives (DSEs)/ Pool of Generic Electives (***As per Annexure-1***)
2. BA (Hons.) German/ BA (Prog.) with German as Major or Non-Major/ Pool of Discipline Specific Electives (DSEs) (***As per Annexure-2***)
3. BA (Hons.) Spanish / BA (Prog.) with Spanish as Major or Non-Major/ Pool of Discipline Specific Electives (DSEs) (***As per Annexure-3***)
4. BA (Hons.) Italian / Pool of Discipline Specific Electives (DSEs) (***As per Annexure-4***)



REGISTRAR

SEMESTER-IV BA (Hons) FRENCH

DEPARTMENT OF GERMANIC AND ROMANCE STUDIES

Category I

(B.A. Honours in French in three years)

DISCIPLINE SPECIFIC CORE COURSE – 10:

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in Context: Intermediate Reading and Writing Skills (2)	4	3	1	0	XII Passed	Should have studied Language in Context: Intermediate Reading and writing skills (1)

Learning Objectives

In semester 4, students will learn to

- Describe a place of tourist interest
- Write a blog about different types of tourism
- Describe a country or a region
- Reserve a lodging/a hotel room
- Describe a hotel
- Enrol in an activity
- Write a note announcing a marriage, a birth, a death
- Write a recipe
- Design a menu for a restaurant
- Write short notices about a power cut, reduced water supply
- Describe a convocation
- Propose a service
- Describe his first professional experience

Course Learning Outcomes

At the end of Semester 4, students will be able to

- read simple texts and answer questions on them.
- write on subjects pertaining to their immediate environment as well as professional environment
- complete Level A 2 of reading and writing skills as prescribed in the Common European Framework

SYLLABUS OF DSC-10¹

Unit 1 [Unité 7: (Lessons 1-4 + Project)]

(6 hours)

Reading Comprehension: Reading and understanding tourist blogs, brochures, descriptions of hotels and answering questions on them.

Writing : Write a blog, answer a blog, describe an animal, write recommendations for visitors to a particular country or a wildlife park, write a brochure on activities offered by a town to its tourists, write about the advantages and disadvantages of a sea cruise, complete a hotel form, give one's opinion on a hotel and its facilities, prepare an itinerary for a trip.

Grammar: Prepositions of place, the relative pronoun *où*, pronoun, adverbs of place

Vocabulary: Words and structures related to travel and tourism, means of transport, flora and fauna, camping, hotel industry.

Intercultural: Tips and tipping procedures in different francophone countries, ecotourism.

Practical component (if any) – NIL

Unit 2 [Unité 8: (Lessons 1-4 + Project)]

(6 hours)

Reading Comprehension: Read short texts about family and family matters, family businesses, family activities, film critic, announcements of birth, death and marriage and answer simple questions on them.

Writing: Simple texts and emails on family activities and hobbies, critic of a film you have seen, announcements of death, birth and marriage.

Grammar: Expression of cause, articulators (*mais, alors, encore, en plus*),

Vocabulary: family, family activities, sentiments, emotions and impressions, daily life and major life events.

Intercultural: Typical family in your country, family matters

Practical component (if any) – NIL

Unit 3: [Unité 9: (Lessons 1-4 + Project)]

(6 hours)

Reading Comprehension: Read short texts describing food habits, a restaurant, gastronomy in francophone countries, delivery of food at home., recipes

Writing: Short texts about a restaurant of your choice, a food speciality, a recipe, a menu, dietary tips

Grammar: Imperative of pronominal verbs, indefinite adjective *tout*, pronoun *en*.

Vocabulary : Food and health, utensils, menu

Intercultural : restaurant, recipes, menu, different dietary habits

¹A text book contains 6-8 modules/units called *unité*. Each unite comprises 4 lessons. Therefore the syllabus is given in terms of the text book unit being covered along with the content of the 4 lessons with a total duration of the number of hours needed to cover a *unité* of 4 lessons. Unit 1 refers to the syllabus requirement, unit 7 etc to the corresponding unit in the text book

Practical component (if any) – NIL

Unit 4 [Unité 10: (Lessons 1-4 + Project)]

(9 hours)

Reading Comprehension: Read short texts describing an apartment, a house, concerning neighbours, community life, short notes announcing water cuts, power cuts and answer questions on them.

Writing: Write short texts describing a room in one's house, one's relations with neighbours, community life, justifying one's change of profession, preparing posters/short messages announcing a power/water cut.

Grammar: Use of the expression "*chez*", expression of duration (*pendant*), use of "on" in different contexts, expression of opposition (*mais, en revanche, par contre*).

Vocabulaire : The house, its different rooms, furniture and equipment in each room, relations with various social groups (family, neighbours neighbourhood communities).

Intercultural: Types of dwelling, relations with different social groups, professional reconversion.

Practical component (if any) – NIL

Unit 5 [Unité 11: (Lessons 1-4 + Project)]

(9 hours)

Reading Comprehension: Reading texts on school and the education system, about well known educationists, coeducational institutions, university life in different francophone countries, an exceptional career trajectory, examination system, exam notifications.

Writing: Write short texts to present the education system in your country, an argumentative text on coeducational institutions, on studying and working to give advice to students leaving for education in a francophone country, professional projects prepare a virtual card to wish someone goodluck, an examination notification.

Grammar: Possessive pronouns, expression of objectives (*Pour/afin de + infinitif*) verbes followed by the preposition *à or de*.

Vocabulaire : education system, training, studies, professional projects, examination.

Intercultural: Comparative study of education system in France, certain francophone countries and your own country, university convocation.

Practical component (if any) – NIL

Unit 6 [Unité 12: (Lessons 1-4 + Project)]

(9 hours)

Reading Comprehension: Read short texts on co working, description of different professions, collaboration at work, shared interests, explaining work culture at the office.

Writing: Write about your first working experience, Present a laboratory for innovations an email to talk about one's interests.

Grammar: demonstrative pronouns, noun formation, Indefinite pronouns (*plusieurs, quelques-uns, certains*)

Vocabulaire : professions, domains of work, digitalisation, associations in the work place, environment, ecology, a company.

Intercultural: office life, co working, first work experience, lunch break at work, centres of interest.

Practical component (if any) – NIL

Essential/recommended readings

Any of the textbooks given below may be prescribed.

1. A Bredelet, M. Bufferne, B Megre, W.M. Rodrigues: “*Odysée A2, Méthode de français*”, CLÉ International, France, 2021, Unités 7-12.
2. Nathalie Hirschsprung, Tony Tricot, Anne Veillon (sons de français), Emilie Pardo (exercer), Nelly Mous (DELF) : « *Cosmopolite, Méthode de français A2*, » Hachette-TV 5 Monde, 2017, France, Dossiers 5-8.
3. Sophie Bruzy Todd, Cedric Vial : « *La Classe A 2, Méthode de français* », CLÉ International, 2018, Unités 4-6.
4. Marie-Noelle Cocton (coordination pédagogique), Emilie Marolleau Emilie Pommier, Delphine Ripaud, Marie Rabin (DELF) : « *L’Atelier A2, Méthode de français* », Les Éditions DIDIER, France, 2019, Unités 5-8.
5. Pascal Biras, Monique Denyer, Audrey Gloanec, Stephanie Witta, Geneviève Briet, Valérie Collige-Neunschwander (capsules de phonétique), Raphaëlle Fouillet (précis de grammaire) : « *Défi –2 Méthode de français* », Éditions Maison des Langues, 2018, Unités 5-8
6. Clemence Fafa, Florence Gajdosova, Alexandrin Horquin, Aïrelle pasquet, Marion Perrard, Violette Petitmengin, Caroline Sperandio, Marlene Dodin (DELF), Julie Veldeman -Abry : « *Edito- A2 Méthode de français (2^e édition)* », Editions DIDIER FLE, 2022, Unités 7-12.
7. L. Cheniac-Knight : “*Odysée A 2, Cahier d’activités*”, CLÉ International, France, 2021, Unités 7-12.
8. Anais Dorey –Mater, Emilie Mathieu-Benoit, Nelly Mous, « *Cosmopolite , Cahier d’activités A2*, » Hachette TV 5 Monde, 2017, France Dossiers 5-8.
9. Claire Sanchez : « *La Classe A 2, Cahier d’activités* », CLÉ International, 2018, Unités 4-6.
10. Marie Noelle Cocton (coordination pédagogique), Emilie Marolleau Emilie Pommier, Delphine Ripaud : « *L’Atelier A2, Cahier d’activités* », Les Éditions DIDIER, France, 2019, Unités 5-8.

11. Pascal Biras, Monique Denyer, Audrey Gloanec, Stephanie Witta, Camille de Rongé (phonétique), Nancy Verhulst (phonétique), Alexandrin Horquin (DELFL) : « *Défi – 2 Cahier d'activités* », Éditions Maison des Langues, 2018, Unités 5-8
12. Roxane Amoravain, Valerie Blasco, Marie Gatin, Marie-Laure, Lions Olivéri, Lucie Mensdorff-Pouilly, Eugénie Mottironi, Magosha Frequelin et Marie Gouelleu (DELFL) Julie Veldman-Abry (phonétique) : « *Edito A2, Cahier d'activités* », DIDIER FLE, 2022 Unités 7-12.

Additional material may be provided by the Department.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE – 11

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in Context: Intermediate Listening and Speaking Skills (2)	4	3	1	0	XII Passed	Should have studied Language in Context; Intermediate Listening and Speaking Skills (1)

Learning Objectives

In semester 4, students will learn to

- Ask for and give information about a place of tourist interest
- Speak of different modes of transport
- Lodge a complaint
- Explain one's choices
- Express one's satisfaction, dissatisfaction
- Announce good/bad news
- Order in a restaurant
- Give one's opinion
- Give a warning
- Talk about one's interests
- Encourage others
- Express one's hopes and desires

- Speak of one's work environment
- Speak of one's first professional experience
- Express one's intentions.

Course Learning Outcomes

At the end of Semester 4, students will be able to

- Listen to different types of texts and answer questions on them.
- speak on subjects pertaining to their immediate environment as well as professional environment.
- complete Level A 2 of reading and writing skills as prescribed in the Common European Framework.

SYLLABUS OF DSC-11²

Unit 1:[Unité 7: (Lessons 1-4 + Project)]

(6 hours)

Listening Comprehension: Listen to and understand information about a place of tourist interest, about an expedition, a sea cruise, description of a hotel and its facilities.

Speaking: Situate one's country on a world map, defend one's choice of a holiday destination, speak about different activities available for tourists, role play at a tourism bureau, speak about a sea cruise, present a boat/ship, role play between a client and the hotel receptionist, tipping procedures in one's country.

Phonetics: sound /œ/ and /ø/

Vocabulary: Words and structures related to travel and tourism, means of transport, flora and fauna, camping, hotel industry.

Intercultural: Tips and tipping procedures in different francophone countries, ecotourism.

Unit 2:[Unité 8: (Lessons 1-4 + Project)]

(6 hours)

Listening comprehension: Listen to songs, short testimonials, short texts on family activities, discussions, radio interviews and answer questions on them

Speaking: Debate on living with one's parents, talk about different games and sports played in your country, how one spends a Sunday with the family, role play between parents and children.

Phonetics: sound /j/

Vocabulary: family, family activities, sentiments, emotions and impressions, daily life and major life events.

Intercultural: Typical family in your country, family matters, family activities.

²A text book contains 6-8 modules/units called *unité*. Each unite comprises 4 lessons. Therefore the syllabus is given in terms of the text book unit being covered along with the content of the 4 lessons with a total duration of the number of hours needed to cover a *unité* of 4 lessons.

Unit 3:[Unité 9: (Lessons 1-4 + Project)]**(6 hours)**

Listening Comprehension: Listen to short texts about different types of diets, dialogues in a restaurant and answer questions on them

Speaking: Speak about one's dietary habits, explain to a friend the specialities in a restaurant, present a recipe of your region or country, debate on food delivery at home.

Phonetics: sounds /r/ and /l/ liaison with the pronoun *en*.

Vocabulary : Food and health, utensils, menu

Intercultural : restaurant, recipes, menu, different dietary habits

Unit 4:[Unité 10: (Lessons 1-4 + Project)]**(9 hours)**

Listening Comprehension: Listen to short texts describing a house and its different rooms, songs, village events, problems with neighbours and answer questions on them.

Speaking: Describe your house, roleplay between an interior decorator and his client, between two friends discussing house repairs, between an optimist and a pessimist, between your neighbour and you.

Phonetics: Letters /c/ and /g/

Vocabulaire : The house, its different rooms, furniture and equipment in each room, relations with various social groups (family, neighbours, neighbourhood communities).

Intercultural: Types of dwelling, relations within different social groups, professional reconversion.

Unit 5:[Unité 11: (Lessons 1-4 + Project)]**(9 hours)**

Listening Comprehension: Listen to and understand texts on education system, present and explain reasons for moving out of one's hometown for studies, discussion between young people on their future and future projects, simulation of an oral exam and answer questions on them

Speaking: Present your school/university to a francophone friend, present the education system in your country to a francophone friend, debate on the advantages and disadvantages of MOOC, role play between a counsellor and a student on which courses to choose, discuss your future projects (after school/university) with a friend, give advice to foreign student on how to write an exam, present a convocation.

Phonetics: Accentuating a sentence.

Vocabulaire : education system, training, studies, professional projects, examination.

Intercultural: Comparative study of education system in France, certain francophone countries and your own country, university convocation.

Unit 6: [Unité 12: (Lessons 1-4 + Project)]

(9 hours)

Listening Comprehension: Listen to and understand texts on coworking, job interviews, innovation labs, songs, discussion between friends about their centers of interest, dialogue between two colleagues on how to use the coffee machine and answer questions on them

Speaking: Present your classroom, describe your working environment, present an ideal working environment, describe an association to which you belong, present a project to create a garden in your city, discuss your hobbies and free time activities, discuss solutions for work place problems.

Phonetics: sound /w/

Vocabulaire : professions, domains of work, digitalisation, associations in the work place, environment, ecology, a company.

Intercultural: office life, co working, first work experience, lunch break at work, centres of interest.

Essential/recommended readings

Any of the textbooks given below may be prescribed.

1. A Bredelet, M. Bufferne, B Megre, W.M. Rodrigues: “*Odysée A2, Méthode de français*”, CLÉ International, France, 2021, Unités 7-12.
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6. Clemence Fafa, Florence Gajdosova, Alexandrin Horquin, Aïrelle Pasquet, Marion Perrard, Violette Petitmengin, Caroline Sperandio, Marlene Dodin (DELF), Julie Veldeman -Abry : « *Edito- A2 Méthode de français (2^e édition)* », Editions DIDIER FLE, 2022, Unités 7-12.
7. L. Cheniac-Knight : “*Odysée A 2, Cahier d’activités*”, CLÉ International, France, 2021, Unités 7-12.

8. Anais Dorey –Mater,Emilie Mathieu-Benoit, Nelly Mous, « *Cosmopolite , Cahier d’activites A2*, »Hachette TV 5 Monde,2017 ,France Dossiers 5-8.
9. Claire Sanchez : « *La Classe A 2, Cahier d’activités* », CLÉ International, 2018, Unités 4-6.
10. Marie Noelle Cocton (coordination pédagogique), Emilie Marolleau Emilie Pommier, Delphine Ripaud : « *L’Atelier A2, Cahier d’activités* », Les Éditions DIDIER, France, 2019, Unités 5-8.
11. Pascal Biras, Monique Denyer, Audrey Gloanec, Stephanie Witta, Camille de Rongé (phonétique), Nancy Verhulst (phonétique), Alexandrin Horquin (DELF) : « *Défi – 2 Cahier d’activités*», Éditions Maison des Langues, 2018, Unités 5-8
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Additional material may be provided by the Department.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE – 12:

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course(if any)
		Lecture	Tutorial	Practical/ Practice		
Engaging with Literary Texts (2)	4	3	1	0	XII Passed	Should have studied Engaging with Literary texts (1)

Learning Objectives:

- Imparting tools to critically engage with literary texts written in French with focus on the major cultural and intellectual movements of the XX and XXI century.
- Developing skills to analyse various genres such as drama, novel, travel writing etc. written by French and Francophone authors
- Developing an in depth understanding of the major XX and XXI century writers and the themes/questions they engage with

Course Learning Outcomes :

At the end of Semester 4, students will

- Develop interpretive strategies to critically engaging with XX and XXI century literary texts written in French
- Be able to demonstrate their analytical skills by identifying key literary devices and themes present in drama, novel, travel writing etc. written by French and Francophone authors
- Be able to formulate an argument based on a literary text.

SYLLABUS OF DSC-12

Unit 1 (15 hours)

Dramatic texts written by XX and XXI century writers: Study of dramatic devices and specificity of the dramatic forms, Study of various components of dramatic texts such as characters and their characterization, setting, scenic indications, construction of the plot, etc., study of the socio-cultural context that has shaped such texts.

Unit 2: (15 hours)

Novels written by XX and XXI century writers: Study of novelistic devices and the specificity of the novel form such as character, setting, plot, event, point of view, temporality, narrators and narrative conventions of various fictional genres such as existential novel, epistolary novel, new novel, historical novel etc, study of the socio-cultural context that has shaped such texts.

Unit 3: (15 hours)

Travel writings by the XX and XXI century writers: Study of the features and travel writings, understanding the discourse of travel writing and the beginnings of 'Orientalism' – the 'imperial gaze', the binary of 'the self and the other', study of the socio-cultural context that has shaped such texts.

Practical component (if any) - NIL

Essential/recommended readings

F. Allouache, N. Blondeau, *Littérature progressive de la francophonie - Niveau débutant*, F Clé International, Paris, 2016

Jean-Louis Joubert, *Litterature Francophone Anthologie*, Cideb, 1997

Michel Brix, *Histoire de la Littérature française*, De Boeck, Bruxelles, Paris, 2014

Nicole Blondeau, Marie-Françoise Né., Ferroudja Allouache, *Littérature progressive du Français - Niveau intermédiaire*, Clé International, Paris, 2016

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE (DSE -2)

DSE 2: Option 1: Studying Different Text types

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Studying Different Text Types (Option 1)	4	3	1	0	XII Passed	NIL

Learning Objectives:

- Introduction to discursive specificities and patterns of language across texts and the functions of texts in their social, literary and cultural contexts.
 - Familiarise students with various types of texts so that they can identify how the texts resemble or differ from each other in terms of vocabulary, grammar, cohesion and stylistic features.
- Increase awareness of linguistic and stylistic features of text types and the reasons for the variation between them. Such an awareness will be useful in further work with text, for example in writing, reading, analysing and interpreting them.

Learning Outcomes:

- Develops skills to study different text types in order to familiarize oneself with different kinds of language usages in literary and semi-literary texts.
- Enables learners to develop relevant analytical skills to critically evaluate the form and content of these texts.
- Helps learners to identify different language registers, rhetoric and other compositional specificities of the texts.

Syllabus for DSE 2: Option 1: Studying Different Text types

Unit 1 (15 hours)

Prose: Introduction and analytical study of both form and content of a variety of texts written in simple prose form such as shorter and longer Narrative genres, (Eg. short story, fable, chronicle, myth, novella, tales, anecdote, autobiography, biography, novel etc.).

Unit 2 (15 hours)

Poetry : Introduction and analytical study of both form and content of various types of poetic texts, songs, slams etc, written in a simple and accessible language.

Unit 3 (15 hours)

Intermedial and semi-literary texts: Introduction and analytical study of both form and content of comic strips, graphic novels, or semi literary forms such as essay, commentary, informative/descriptive texts on history, geography, economy, culture that are not too complex.

Essential/recommended Readings

A selection of texts can be made from the following reference materials.

1. Catherine Carlo, Mariella Causa, *Civilisation progressive du français – Niveau Intermédiaire*, Clé International, Paris, 2016
2. Jackson Noutchié-Njiké *Civilisation progressive de la francophonie - Niveau Intermédiaire*, Clé International, Paris, 2016
3. Nicole Blondeau, Marie-Françoise Né., Ferroudja Allouache, *Littérature progressive du Français - Niveau Intermédiaire*, Clé International, Paris, 2016
4. F. Allouache, N. Blondeau, *Littérature progressive de la francophonie - Niveau Intermédiaire*, Clé International, Paris, 2016
5. *Les textes types et prototypes*, Jean-Michel Adam, Armand Colin, Paris, 2017 in La Linguistique textuelle, Jean-Michel Adam, Armand Colin, Paris, 2015
6. Corinne Kober-Kleinert, Marie-Louise Parizet, *ABC DELF B1*, Clé International, Paris.

Additional material may be made available by the Department.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DSE 2: Option 2: Introduction to the History of France and the Francophone World (2)
Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Introduction to the History of France and the Francophone World (2) (Option 2)	4	3	1	0	XII Passed	Should have studied Introduction to the History of France and Francophone World (1)

Learning Objectives:

- Develop an understanding about major historical events that have shaped France from the medieval to contemporary period.
- Critically engage with French Colonialism and its aftermath in relation to the period of decolonisation and its aftermath.
- Familiarize students with techniques and strategies to analyse historical documents as evidences of historical events.

Learning Outcomes:

- Familiarize students with the major social, political and cultural events from the medieval to contemporary period.
- Develop a critical perspective of the colonial past of France and its relations to its colonies.
- Provide a good understanding of Contemporary France and its relations with the French speaking world including its policy towards immigration.
- Develop the skill to analyse very short historical texts in order to examine documentary evidence of historical events.

Syllabus for DSE-2 Option 2: Introduction to the History of France and the Francophone World (2)

Unit 1 (12 hours)

- 1.1 The Gauls and the Franks.
- 1.2 The making of the Kingdom of France (987-1453) and Consolidation of the French Monarchy.
- 1.3. Renaissance and Guerre de Religions
- 1.4. Beginning of colonialism

Unit 2 (12 hours)

- 2.1 French Revolution and the Napoleonic era.
- 2.2 Rise of Republican thought in the 19th century and the 3rd Republic with special emphasis on its policy towards education.
- 2.3 France and its colonies.

Unit 3 (12 hours)

- 1.1 The Belle époque
- 1.2 The First World War
- 1.3 France between the Wars
- 1.4 The second World War and Decolonisation
- 1.5 Major developments of the Vth Republic

Unit 4 (9 hours)

- 4.1 Contemporary France and its relations with the French speaking world, including its policy towards immigration.
- 4.2 European Union

Essential/recommended Readings

- 1. Jean Thoraval *et al*, *Les Grandes Etapes De La Civilisation Française*, Bordas (1967).
- 2. Jean Meyer, Jean Tarrade, Annie Rey-Goldzeiguer, *Histoire de la France coloniale, en trois volumes*, Armand Colin, coll. Agora (1991).
- 3. Marc Ferro, *Histoire des colonisations. Des conquêtes aux indépendances. 13e au 20e siècle*, Seuil, 1996.
- 4. Pascal Blanchard, *La France noire : Présences et migrations des Afriques. des Amériques et de l'océan indien en France*, Editions de la Découverte(2012).
- 5. Guillaume Devin and Guillaume Courty, *La construction européenne*, La Découverte, coll. Repères(2010).

Additional material may be provided by the Department.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DSE -2: Option 3: Life in French Speaking Countries
Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Life in French Speaking countries (Option 3)	4	3	1	0	XII Passed	NIL

Learning Objectives

- The course initiates learners to the culture and civilization of France and French speaking countries.
- Provides knowledge about education systems, home, family, leisure activities, festivals, politics, tourism, physical geography of France and the Francophone countries.
- Introduces the students to the great thinkers of France and other Francophone countries in the areas of literature, cinema, art, etc.
- Enables students to understand and analyse cultural aspects of the French and Francophone Countries and develops intercultural competence amongst students.

Learning Outcomes:

- Understand historical, political, economic, cultural and social specificities of various French Speaking Countries
- Analyse various civilisational aspects of the French speaking countries such as their education systems, home, family, leisure activities, festivals, politics, food, cultural and literary movements etc.
- Develop intercultural competence to engage with French Speaking Countries.

SYLLABUS DSE 2: Option 3: Life in French Speaking Countries

Unit 1 (15 hours)

Basic knowledge of various cultural and civilisational aspects of France and Francophone countries, such as, daily lives and routines of an average person, education systems, home, family, leisure activities, festivals, politics, tourism, physical geography etc. in the areas of literature, cinema, art, etc.

Unit 2 (15 hours)

Great thinkers of France and other Francophone countries.

Unit 3 (15 hours)

Introduction to literature, cinema, art of France and other Francophone countries.

Essential/recommended Readings

1. Belhabib, Assia (2008) *Langues, littératures, civilisations des pays francophones*. Ponts/Ponti 7 : Présences du mythe. Le français à l'université.
2. Jeffroy, Géraldine et Unter, *Bulles De France, Les stéréotypes et l'interculturel en BD*, FLE, Mauchamp, Nelly , *La France De Toujours – Civilisation*, CLE International, Paris, 2014.
3. Noutchié Njiké, Jackson, *Civilisation progressive de la Francophonie : Avec 350 activités*, Niveau avancé, CLE International, Paris, 2005

4.Silva Ochoa, Haydée, *Langues, littératures, civilisations des pays francophones*, Ponts/Ponti
5 : Enfances. Le français à l'université, 2007.

Additional material will be made available by the Department.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DSE 2: Option 4: Debating and Presentation Techniques
Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Debating and Presentation Techniques (Option 4)	4	3	1	0	XII Passed	NIL

Learning Objectives

- Improve critical thinking and argumentative skills
- Develop skills to structure thoughts
- Impart skills to present structured thought in a coherent and rational manner
- Teach necessary lexical, discursive and grammatical tools of argumentative speech

Learning Outcomes

- Present and explain information, findings, and supporting evidence, conveying clear and distinct arguments on simple topics related to their immediate environment
- Justify one's point of view with proper line of reasoning and examples
- Develop the skills to formulate, organize, prove arguments with the help of examples, data, tables, charts, illustrations or other graphic supports.
- Develop the capacity to formulate and present counter-arguments
- Acquire lexical, discursive, grammatical tools of argumentative speech
- Develop awareness about ICT enabled tools and non-verbal elements of an effective presentation such as, voice modulation, eye contact, use of space etc.

Unit 1 (12 hours)

Components and structure of argumentative speech: Introduction, development, conclusion, claims, proofs and evidences, distinction between speaking and demonstrating

Unit 2 (12 hours)

Exercises on coherence and cohesion with the help of connectors, Introduction of lexical, discursive and grammatical tools required to effectively present and justify concrete arguments.

Unit 3 (12 hours)

Components and structure of debate: How to start and end a debate, how to present counter-arguments etc.

Unit 4 (9 hours)

Gathering information, data, evidences through research and structured presentation of all these elements by utilizing verbal, non-verbal and ICT tools.

Essential/Recommended Readings

- 1.Lambert Jean, (2022), *Tout sur l'expression orale-Plus de 40 fiches d'exercices et corrigés et commentés pour réussir sa prise de parole en public*, Paris : Bloc-notes-ellipses
- 2.Michele Barfety, Patricia Beaujohn, (2018), *Expression Orale : Niveau 2*, Paris : CLE International

Additional material will be made available by the Department.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**COURSES OFFERED BY DEPARTMENT OF
Germanic & Romance Studies
SEMESTER-IV**

Category III

**Courses for Undergraduate Programme of study with discipline as one of the
Core Disciplines**

B.A. Programme with French

(For e.g. courses for B.A. Programmes with _____ (discipline's name) as non-Major or
Minor discipline)

DISCIPLINE SPECIFIC CORE COURSE (DSC-4): French in Context: Intermediate Level – 2

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE
COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre- requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
French in Context: Intermediate Level – 2	4	3	1	Nil	Passed Class XII	None

Learning Objectives: (Reading, Writing, Listening and Speaking):

In Semester 4, the student will learn to

- read and understand relevant information in everyday material, such as letters, brochures, etc. in order to recognise significant points and line of argument in the treatment of the issue presented
- write personal letters describing experiences, feelings and events in some detail
- write a short story/anecdote and writing about feelings/impressions

- understand the main points of short radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear
- exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within one's field with some confidence
- discuss topics moving out of the immediate environment of the students such as discussing film/book/advertisement, TV radio programmes, current issues, preparing and coping with less routine situations in shops, post office, bank, e.g. returning an unsatisfactory purchase, making a complaint

Learning outcomes: (Reading, Writing, Listening and Speaking):

At the end of Semester 4, a student will be able to

- acquire intermediate level of language skills related to familiar routine and non-routine matters.
- Complete Level A2 Level of the Common European Framework (CEF).

SYLLABUS OF DSC-4¹

UNIT	CONTENT	HOURS
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¹ A text book contains 6-8 modules/units called *dossier*. Each dossier comprises of 6 lessons. Therefore, the syllabus is given in terms of the text book unit being covered along with the content of the 6 lessons with a total duration of the number of weeks needed to cover a dossier of 6 lessons. In Semester 4, last 4 units of the text book will be covered i.e. from Unit 5-8.

<p>Dossier 5 (Lessons 1-6 + Project)</p>	<p>Reading Comprehension: Read content of an online newspaper article, online website of a university , a poster announcing council meeting of a neighbourhood and answer questions based on them.</p> <p>Writing: Write characteristics of French people, write details of three exercises of the oral expression exam of DELF A2, make a list of major cultural differences between the French people and the people of your country, make an infographic illustrating these differences, write a short description of your activities in line with the association.</p> <p>Grammar: structure <i>c'est/ce sont</i> + noun or indefinite pronoun + relative clause to characterise people, indirect speech in present tense to report , relative pronouns <i>où</i> and <i>dont</i> for giving details, demonstrative pronouns (<i>celui, celle, ceux, celles</i>) to indicate and give precisions, continuous present to talk about an ongoing action , <i>futur proche</i> tense and <i>recent past</i> tense(revision).</p> <p>Listening comprehension: Listen to a interview on Skype, a conversation on social networking website, interview on radio, travel diary.</p> <p>Speaking: Characterise a person, report a speech, express disagreement, speak about relations between people, convince someone, speak about one's state of mind.</p> <p>Phonetics: The sounds [f], [v] and [b], consonantal linking, expressive intonation used to convince.</p> <p>Vocabulary: Words to characterise a person, words related to french studies and french diploma, express one's agreement and disagreement, structures to ask for and give advices related to relation between people, convince someone, words to reassure someone, to express your perceptions and related to travel writing.</p> <p>Cultural: People's café</p>	<p>11 hours</p>
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<p>Dossier 6 (Lessons 1-6 + Project)</p>	<p>Reading Comprehension: Read contents of an internet page of French cookery school, read a recipe, observe a magazine cover , read article of a magazine, observe the title of a program, a discussion forum, observe an page of an online journal and answer questions based on them.</p> <p>Writing: Write a recipe, present an original place in your city, present a product of your country and propose it to Chamber of Commerce and Industry of your city or country, create a new discussion on an internet forum, imagine life of an object and write its autobiography.</p> <p>Grammar: Conjugation of verbs <i>-ger, -cer, -yer, -ayer</i> , prepositional verbs (<i>essayer de, éviter de, réussir à, penser à</i>, etc.) for giving instructions, <i>si + imparfait</i> for making a proposition or to incite someone to do something, indefinite pronouns (<i>quelqu'un, personne, nulle part</i>, etc.) to indicate a person, a thing or a place, agreement of the past participle with the verb <i>avoir</i>, possessive pronouns (<i>le mien, le tien, le sien</i>, etc.) to express possession, indicate chronology in a series of events (<i>avant de + infinitif + après +infinitif passé</i>), the indicators of time- 2 (<i>la même année, à l'âge de</i> , etc.).</p> <p>Listening comprehension: Listen to and understand a radio show, forum on beauty, press report, a conversation on an internet website, to a conversation related to a kitchen recipe.</p> <p>Speaking: Understand tasks and instructions, write a recipe, understand a mode of operation, talk about success, speak about cleaning and cosmetic products.</p> <p>Phonetics: sounds [y], [y] and [u] , rhythm and intonation of a hypothetical question(<i>si + imparfait</i>) to incite someone to do something , the sounds [ʃ]and [ʒ]</p> <p>Vocabulary: verbs related to cooking, words related to daily objects and daily tasks, words related to a recipe (utensils, ingredients, etc.), certain daily objects, words related to mode of operation of an association, to talk about commercial success, to cleaning and cosmetic products, to historical account of a shop.</p> <p>Cultural: Made in France: Did you say vintage ?</p>	<p>11 hours</p>
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<p>Dossier 7 (Lessons 1-6 + Project)</p>	<p>Reading Comprehension: Read contents of an internet page, article of a magazine and newspaper, an ad insert, a page on an online forum and answer questions based on them.</p> <p>Writing: Present a French author, narrate a memory of learning French language and explain how learning of this language contributed to your progress, write about a childhood memory, your academic journey etc., present an association and its activities, prepare and present your campaign for protection of the environment, present activities for francophone people in your city.</p> <p>Grammar: passé composé, imparfait and plus-que-parfait to create a story in past tense, few structures which indicate a precise moment (<i>à partir du moment où, le jour où</i> etc.) and a duration (<i>pendant, jusqu'à présent</i>), prepositions and indicators of time in order to locate in time(summary), expressions of cause and consequence to justify an association (<i>grâce à, c'est pour ça que, comme, alors, donc, c'est pourquoi</i> etc.), prepositions <i>à</i> and <i>de</i> to link an adjective to its complement, <i>de plus en plus/de moins en moins</i> to indicate progression.</p> <p>Listening comprehension: Listen to a radio interview, a conversation on an internet website, online forum or on a webzine.</p> <p>Speaking: Understand a story or narration, narrate a memory, present a series of events, defend a cause, formulate a review and propose solutions,ask for and give advice.</p> <p>Phonetics: Sounds [u], [/o/], [k],[g] and [ʒ], expressive intonation in an exclamatory sentence.</p> <p>Vocabulary: describe one's link to the language, present a francophone writer, words related to professional world, to memories and, to community work, to protection of environment , expression to give advice, words related to associations and living together.</p> <p>Cultural: Future: why to engage oneself in community work ? What do the French think about it?</p>	<p>11 hours</p>
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<p>Dossier 8 (Lessons 1-6 + Project)</p>	<p>Reading Comprehension: Read and understand contents of an online article and identify its theme, observe an advertisement, messages on online forum, column of a newspaper.</p> <p>Writing: Present a current affairs news item, write about an unusual news item, make a list of themes of news items which incite you to react, give suggestions on a topic, make a list of your wishes for a better world, describe the story, author and style of writing of a book about francophone current affairs</p> <p>Grammar: Passive voice to put emphasis on an element, nominalization to highlight an information, <i>gérondif</i> to give details, conditional(2) and few structures for giving suggestions (<i>suggérer de, proposer de</i>), subjunctif (2) for expressing wishes and few structures for expressing hope.</p> <p>Listening comprehension: Listen to a radio show, radio news about miscellaneous news items , debate on radio show (letters to the editor), street interview.</p> <p>Speaking: Talk about current affairs, understand informations in the press, take action and give details , give suggestions, express wishes and hopes, talk about news related to literature</p> <p>Phonetics: sounds [ø], [œ], <i>liaison</i> or <i>enchaînement</i> , pronunciation of verbs in subjunctive mood.</p> <p>Vocabulary: terms related to news and information, to miscellaneous news items, few structures related to how to take action and incite someone to do something, to behaviours and attitudes (in context of dependance on mobile phones), to protection of environment, to news related to literature and talk about a book that one likes.</p> <p>Cultural: Presenting news differently.</p>	<p>12 hours</p>
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Practical component (if any) - NIL

Essential/recommended readings: Any of the text books given below may be prescribed:

1. Mater Anaïs, Mathieu-Benoit Émilie, Hirschsprung Nathalie, Mous Nelly, Tricot Tony :
« *Cosmopolite- A2 Méthode de français* », Hachette Français langue étrangère, 2017
Dossiers 5-8.

2. Cocton Marie-Noëlle, Marolleau Émilie, Pommier Émilie, Ripaud Delphine : « *L'Atelier- A2, Méthode de français* », Les Éditions DIDIER, France, 2019, Unités 5-8.
3. Biras Pascal, Denyer Monique, Gloanec Audrey, Witta Stéphanie, Briet Geneviève, Collige-Neueschwander Valérie (capsules de phonétique), Fouillet Raphaëlle (précis de grammaire) : « *Défi- 2 Méthode de français* », Éditions Maison des Langues, 2018, Unités 5-8.
4. Bredelet A., Bufferne M., Mègre B., Rodrigues W. M. : « *Odyssée- A2, Méthode de français* », CLÉ International, France, 2021, Unités 7-12.
5. Fafa Clémence, Gajdosova Florence, Horquin Alexandra, Pasquet Aïrelle, Perrard Marion, Petitmengin Violette, Sperandio Caroline, Dodin Marlène (DELF), Veldeman-Abry Julie (phonétique) : « *Edito-A2 Méthode de français (2^e édition)* », Editions DIDIER FLE, 2022, Unités 7-12.
6. Cocton Marie-Noëlle, Marolleau Émilie, Pommier Émilie, Ripaud Delphine: « *Cosmopolite- A2 Cahier d'activités* », Hachette Français langue étrangère, 2017 Dossiers 5-8.
7. Cocton Marie-Noëlle (coordination pédagogique), Pommier Émilie, Ripaud Delphine, Rabin Marie : « *L'Atelier- A2, Cahier d'activités* », Les Éditions DIDIER, France, 2019, Unités 5-8.
8. Biras Pascal, Denyer Monique, Gloanec Audrey, Witta Stéphanie, de Rongé Camille (phonétique), Verhulst Nancy (phonétique), Horquin Alexandra (DELF) : « *Défi- 2 Cahier d'exercices* », Éditions Maison des Langues, 2018, Unités 5-8.
9. Chanéac-Knight Laëtitia : « *Odyssée- A2, Cahier d'activités* », CLÉ International, France, 2021, Unités 7-12.
10. Amoravain Roxane, Blasco Valérie, Gatin Marie, Lions-Olivieri Marie-Laure : « *Edito- A2 Cahier d'activités* », Les Éditions DIDIER FLE, 2022, Unités 7-12.

Additional material may be used.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

SEMESTER-V

BA (Hons) FRENCH

DEPARTMENT OF GERMANIC AND ROMANCE STUDIES

Category I

(B.A. Honours in French in three years) STRUCTURE OF FIFTH SEMESTER

DISCIPLINE SPECIFIC CORE COURSE – 13:

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in context: Advanced Reading and Writing skills (1)	4	3	1	0	XII Passed	NIL

Learning Objectives

In semester 5, students will learn to

- Describe a person
- Write a biography
- Criticize/appreciate someone
- Give and justify one's opinion
- Write a short narrative text
- Describe behaviours and habits
- Describe interpersonal relations
- Ask for and give information on everyday habits
- Present a project
- Give explanations and precisions
- Ask for and give news about someone

Course Learning Outcomes

At the end of Semester 5, students will be able to

- read different types of texts and answer questions on them.
- write on subjects pertaining to their immediate environment as well as professional environment
- complete partially Level B1 of reading and writing skills as prescribed in the Common European Framework.

SYLLABUS OF DSC-13¹

Unit 1: [Unité 1: (Lessons 1-4 + Project)]

(6 hours)

Reading Comprehension: Read and understand short texts on beauty, famous personalities, colleagues at work, friendship between senior citizens, a marriage toast and answer questions on them.

Writing : An email to a friend describing how to disguise himself, describe a person's facial features, make a list of a friend's qualities, write a message to a friend about friends of parents, an email to your superior describing the ideal assistant.

Grammar: Expression of cause (*car, comme, puisque*), Negation (*ne...que, ni...ni, ne...aucun*)

Vocabulaire: Physical descriptions, indicators of time, qualities and defects of a person, behavior at the workplace, disputes, friendship.

Intercultural: beauty, friendship between seniors.

Practical component (if any) – NIL

Unit 2:[Unité 2: (Lessons 1-4 + Project)]

(6 hours)

Reading Comprehension: Read and understand flyers from travel agencies, short texts on tourism, ecology, short stories and legends airport instructions and answer questions on them.

Writing: Summary of a trip proposed by a tourist agency, defend one's choice of a tourist destination, an email to a friend describing ecotourism, prepare an itinerary.

Grammar: Indicators of space, prepositions (*par, en*), adverbs (*ailleurs, partout, autour*), adverbs of manner, pronouns *en* and *y*, adverbs of quantity, past tenses (*Passé composé, imparfait*)

Vocabulaire: Departures, holidays, types of holiday stays, eco-tourism, cultural tourism, airport, preparations for a journey.

Intercultural: Different types of tourism, holiday stays, myths, legends,

Practical component (if any) – NIL

Unit 3:[Unité 3: (Lessons 1-4 + Project)]

(6 hours)

Reading Comprehension: Read and understand short texts on marriage, live-in relationships and divorce, education of teenagers in France and francophone countries, friendship, family celebrations.

Writing: A blog on changing societal norms, describe the generation you belong to, write an invitation for a family celebration, write an email to a friend with whom you are angry to express your displeasure.

¹A text book contains 6-8 modules/units called *unité*. Each unit comprises 4 lessons. Therefore the syllabus is given in terms of the text book unit being covered along with the content of the 4 lessons with a total duration of the number of hours needed to cover a *unité* of 4 lessons.

Grammar: *Plus-que-parfait*, agreement of the past participle, indirect speech, *infinitif passé*

Vocabulaire : family relations, education, generation and generation gap, friendship, human relations, reunions, agreements and disagreements.

Intercultural : Education in French and francophone countries, family ties and celebrations.

Practical component (if any) – NIL

Unit 4: [Unité 4: (Lessons 1-4 + Project)]

(9 hours)

Reading Comprehension: Read and understand short texts on do it yourself jobs, yoga, mountain treks, kickboxing and other physical activities and answer questions on them.

Writing: Write an email to a friend about do it yourself activities, about the advantages of yoga, to invite a friend to try out adventure sports, to complain against your sports coach, fill in a questionnaire about your habits.

Grammar: The structure *Si +imparfait*, present conditional, subjunctive after verbs of necessity.

Vocabulaire : Do it yourself activities, gardening, creative hobbies, yoga, society games, video games, adventure sports, sport records.

Intercultural: Do it yourself activities, yoga, adventure sports.

Practical component (if any) – NIL

Unit 5 [Unité 5: (Lessons 1-4 + Project)]

(9 hours)

Reading Comprehension: read and understand texts on university life, university campus, jobs in digital, marketing and finance, work meetings and one minute presentations and speed interviews.

Writing: Write an email to your friend on your impressions of a summer course in a French university, make a list of your professional ambitions and explain what influenced them, describe different professions, write a letter of motivation and a CV describe a product.

Grammar: Structures *ce qui, ce que*, place of adverbs in past tenses.

Vocabulaire : studies, training, work and professional experience, work meetings.

Intercultural: Job interview, letter of motivation, work from home

Practical component (if any) – NIL

Unit 6: [Unité 6: (Lessons 1-4 + Project)]

(9 hours)

Reading Comprehension: Read and understand texts on physical activity and health, doctor serials on television, use of robots in hospital, allergies and their causes, influence of consumption habits on health, health care and insurance.

Writing: Reply to health queries on a blog or forum, write an email to a friend describing the health system in your country.

Grammar: Structure *si + present/future*, markers of time, place of pronouns in an imperative sentence, conditional present.

Vocabulaire : Body, diseases, visit to a doctor, allergies, food, health measures.

Intercultural: health system in your country, doctor serials on TV, robots in medicine

Practical component (if any) – NIL

Essential/recommended readings

Any of the textbooks given below may be prescribed.

1. A Bredelet, B Megre, W.M. Rodrigues: “*Odysée B1, Méthode de français*”, CLÉ International, France, 2022, Unités 1-6.
2. Nathalie Hirschsprung, Tony Tricot, Mathias van der Meulen, Emmanuelle Garcia, « *Cosmopolite B1, Méthode de français* » Hachette, 2018, Dossiers 1-4.
3. Sophie Bruzy Todd, Delphine Jégou, Cedric Vial : « *La Classe B1, Méthode de français* », CLÉ International, 2018, Unités 1-3.
4. Marie Noelle Cocton (Coordination pédagogique), Julien Kohlmann, Delphine Ripaud, Marie Rabin : « *L’Atelier B1, Méthode de français* », Les Éditions DIDIER, France, 2020, Unités 1-5.
5. Pascal Biras, Anna Chevrier, Stephanie Witta, Raphaëlle Fouillet (précis de grammaire), Christain Ollivier (stratégies de lecture et d’écoute), Agustin Garmendia (Conseil pédagogique et révision) : « *Défi –3 Méthode de français* », Éditions Maison des Langues, 2019, Unités 1-4.
6. Marion Dufour, Julie Mainguet, Eugénie Mottironi, Serguei Opatski, Marion Perrard, Ghislaine Tabareau: « *Edito-B1, Méthode de français (2^e édition)* », Editions DIDIER FLE, 2022, Unités 1-6.
7. Amelie Brito, Emilie Bucher : “*Odysée B1, Cahier d’activités*”, CLÉ International, France, 2022, Unités 1-6.
8. Anais Dorey-Mater, Emilie, Mathieu-Benoit, Nellie Briet-Peslin, *Cosmopolite B1, Methode de français* » Hachette, 2018, Dossiers 1-4.
9. Claire Sanchez : « *La Classe B-1 Cahier d’activités* », CLÉ International, 2018, Unités 1-3.
10. Marie Noelle Cocton (Coordination pédagogique), Camille Dereeper, Julien Kohlmann, Delphine Ripaud, : « *L’Atelier B1, Méthode de français* », Les Éditions DIDIER, France, 2020, Unités 1-5.
11. Pascal Biras, Anna Chevrier, Charlotte Jade, Stephanie Witta, Araceli Rodriguez Tomp(phonétique), Alexandra Horquin (DELFF) : « *Défi –3 Cahier d’exercices* », Éditions Maison des Langues, 2019, Unités 1-4.

12. Elodie Heu-Boulhat, Julie Mainguet, Eugenie Mottironi, Serguei Opatski, Marion Perrard, : « *Edito B1, Cahier d'activités* », DIDIER FLE, 2022 Unités 1-6.

Additional material may be provided by the Department.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE – (DSC-14)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in context: Advanced Listening and Speaking skills(1)	4	3	1	0	XII Passed	NIL

Learning Objectives

In semester 5, students will learn to

- Give and ask for information
- Narrate past events
- Give a speech
- Make choices and justify preferences
- Make suggestions and react to suggestions by others
- Give and defend one's opinion
- Identify causes
- Give a testimonial
- Give information

Course Learning Outcomes

At the end of Semester 5, students will be able to

- Listen to different types of texts and answer questions on them.
- speak on subjects pertaining to their immediate environment as well as professional environment.
- complete partially Level B1 of reading and writing skills as prescribed in the Common European Framework.

SYLLABUS OF DSC-14²

Unit 1: [Unité 1: (Lessons 1-4 + Project)]

(6 hours)

Listening Comprehension: Listen to and understand short texts describing people, a conversation between a hairdresser and her client, between two colleagues at work, between different people discussing issues which often lead to disputes, a marriage toast and answer questions on them.

Speaking: talk about your favorite rock group, debate on the pros and cons of cosmetic surgery, advice to a friend who is going to work abroad, describe pictures, describe your favorite actor/actress, narrate a dispute with a friend, talk about a colleague with your friend.

Phonetics: vowel /e/

Vocabulary: Physical descriptions, indicators of time, qualities and defects of a person, behavior at the workplace, disputes, friendship.

Intercultural: beauty, friendship between seniors.

Unit 2:[Unité 2: (Lessons 1-4 + Project)]

(6 hours)

Listening comprehension: Listen to and understand short texts on sea side resorts, friends making holiday plans, creative tourism, dialogue between a guide and tourists, airport announcements and answer questions on them.

Speaking: Role play between an employee in a travel agency and a client, debate on the pros and cons of tourism in big groups, discuss your holiday plans with a friend, present a trip you have undertaken, present a creative tourism project,

Phonetics: Abbreviations

Vocabulary: Departures, holidays, types of holiday stays, eco-tourism, cultural tourism, airport, preparations for a journey.

Intercultural: Different types of tourism, holiday stays, myths, legends,

Unit 3: [Unité 3: (Lessons 1-4 + Project)]

(6 hours)

Listening Comprehension: Listen to and understand a telephone conversation between friends discussing future plans, short texts on children's education, middle age, how to make more friends on social networking sites, a dispute between friends and answer questions on them.

Speaking: Describe a film poster, debate on various topics, on the competition to make more friends on social networking sites, give your definition of friendship, watch a video on

²A text book contains 6-8 modules/units called *unité*. Each unite comprises 4 lessons. Therefore the syllabus is given in terms of the text book unit being covered along with the content of the 4 lessons with a total duration of the number of hours needed to cover a *unité* of 4 lessons.

friendship, give advice to a friend for her first date, talk about family celebrations, narrate a dispute between friends.

Phonetics: Oral versus written forms

Vocabulary : family relations, education, generation and generation gap, friendship, human relations, reunions, agreements and disagreements.

Intercultural : Education in French and francophone countries, family ties and celebrations.

Unit 4: [Unité 4: (Lessons 1-4 + Project)]

(9 hours)

Listening Comprehension: Listen to and understand a dialogue between a couple debating whether to repair something themselves or call a professional, a discussion on upcycling, on holidays, short texts on the exceptional trajectory of a video game player.

Speaking: Give your opinion on do it yourself activities, debate on whether do it your self activities are principally for men only, on the pros and cons of video games, whether taking risks also gives pleasure, pros and cons of using a sports app to work out at home, choose an object and give ideas on how to recycle it, convince your friend on the advantages of doing yoga, talk about the importance of overcoming one's fear, present the exceptional trajectory of a sports person.

Phonetics: Short forms of a word.

Vocabulaire : Do it yourself activities, gardening, creative hobbies, yoga, society games, video games, adventure sports, sport records.

Intercultural: Do it yourself activities, yoga, adventure sports.

Unit 5: [Unité 5: (Lessons 1-4 + Project)]

(9 hours)

Listening Comprehension: Listen to and understand a conversation between a student and a career counsellor, an interview for the post of community manager, a short text on working from home, on a work meeting and answer questions on them.

Speaking: Talk about your first experience at university, give your opinion on cheating in the exams, look for job opportunities on the Internet and justify why you chose to apply for one of them, prepare an oral summary on a topic of your choice, debate on the pros and cons on the liberty of choosing one's profession, discuss how work meetings happen in your place of work, present your project to a patron of arts and ask for financing of the project.

Phonetics: Different pronunciations of "plus"

Vocabulaire : education system, training, studies, professional projects, examination.

Intercultural: Comparative study of education system in France, certain francophone countries and your own country, university convocation.

Unit 6: [Unité 6: (Lessons 1-4 + Project)**(9 hours)**

Listening Comprehension: Listen to and understand a short text on hip-hop, on the daily routine of a doctor, on teleconsultation, a song on health, a conversation on the health system in France, a patient describing his symptoms to a doctor and answer questions on them.

Speaking: Discuss the importance of physical activity with your friend, tell your friend the plot of a doctor series on TV, debate the pros and cons of teleconsultation, present the different media used to talk about health in your country, an article of your choice on the use of artificial intelligence (robots) in medicine, describe any allergies or food allergies that you have.

Phonetics: distinction between the *imparfait* and the *conditionnel*.

Vocabulaire : Body, diseases, visit to a doctor, allergies, food, health measures.

Intercultural: health system in your country, doctor serials on TV, robots in medicine

Practical component (if any) – NIL

Essential/recommended readings

Any of the textbooks given below may be prescribed.

1. A Bredelet, B Megre, W.M. Rodrigues: “*Odysée B1, Méthode de français*”, CLÉ International, France, 2022, Unités 1-6.
2. Nathalie Hirschsprung, Tony Tricot, Mathias van der Meulen, Emmanuelle Garcia, « *Cosmopolite B1, Méthode de français* » Hachette, 2018, Dossiers 1-4.
3. Sophie Brezy Todd, Delphine Jégou, Cedric Vial : « *La Classe B1, Méthode de français* », CLÉ International, 2018, Unités 1-3.
4. Marie Noelle Cocton (Coordination pédagogique), Julien Kohlmann, Marie Rabin Delphine Ripaud, : « *L’Atelier B1, Méthode de français* », Les Éditions DIDIER, France, 2020, Unités 1-5.
5. Pascal Biras, Anna Chevrier, Stephanie Witta, Raphaëlle Fouillet (précis de grammaire), Christian Ollivier (stratégies de lecture et d’écoute), Agustin Garmendia (Conseil pedagogique et revision) : « *Défi –3 Méthode de français* », Éditions Maison des Langues, 2019, Unités 1-4
6. Marion Dufour, Julie Mainguet, Eugenie Mottironi, Serguei Opatski, Marion Perrard, Ghislaine Tabareau: « *Edito-B1, Méthode de français (2^e édition)* », Editions DIDIER FLE, 2022, Unités 1-6.
7. Amelie Brito, Emilie Bucher : “*Odysée B-1, Cahier d’activités*”, CLÉ International, France, 2022, Unités 1-6.
8. Anais Dorey-Mater, Emilie, Mathieu-Benoit, Nellie Briet-Peslin, *Cosmopolite B1, Methode de français* » Hachette, 2018, Dossiers 1-4.

9. Claire Sanchez : « *La Classe B1, Cahier d'activités* », CLÉ International, 2018, Unités 1-3.
10. Marie Noelle Cocton (Coordination pédagogique), Camille Dereeper, Julien Kohlmann, Delphine Ripaud, : « *L'Atelier B1, Cahier d'activités* », Les Éditions DIDIER, France, 2020, Unités 1-5.
11. Pascal Biras, Anna Chevrier, Charlotte Jade, Stephanie Witta, Araceli Rodriguez Tomp(phonétique), Alexandra Horquin (DELF) : « *Défi –3 Méthode de français* », Éditions Maison des Langues, 2019, Unités 1-4.
12. Roxane Amoravain, Valerie Blasco, Marie Gatin, Marie-Laure, Lions Olivéri, Lucie Mensdorff-Pouilly, Eugénie Mottironi, Magosha Frequelin et Marie Gouelleu (DELF) Julie Veldman-Abry (phonétique) : « *Edito B1, Cahier d'activités* », DIDIER FLE, 2022 Unités 1-5.

Additional material may be provided by the Department.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE– 15 (DSC-15)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of French and Francophone Literature-(1)	4	3	1	0	XII Passed	NIL

DSC-15 History of French and Francophone Literature-(1)	
Learning Objectives: <ul style="list-style-type: none"> Familiarize students with literary texts written in French with focus on the major cultural and intellectual movements from the Medieval Period to the XVIII century. Introduction to major writers and their works from the Medieval Period to the XVIII century along with the themes/questions they engage with 	

<ul style="list-style-type: none"> Developing a critical overview of literary and cultural evolution in France and the Francophone world from the medieval period to the Enlightenment 	
Learning Outcomes: The Learning Outcomes of this course are as follows: <ul style="list-style-type: none"> Familiarize students with the origins and evolution of various literary techniques, devices, styles and literary themes from the Medieval Period to the eighteenth century. Develop skills to identify and analyse how various genres such as poetry, plays, shorter and longer narrative texts, autobiography etc. evolved through various historical periods. Equip students with necessary tools to identify and critically engage with various literary movements and their core characteristics 	
Syllabus:	
UNIT I	9 hours
A selection of literary texts with focus on the major cultural and intellectual movements from the Medieval Period to the 14 th Century with special focus on Chanson de geste, lais, narrative ballads, rondeau, Arthurian Romance, Roman de Renart, farce and fabliaux etc.	
UNIT II	12 hours
A selection of literary texts of the French Renaissance with special focus on the Humanist writers such as Rabelais, Montaigne etc. and poets of Pléiade such as Ronsard, Du Bellay etc.	
UNIT III	12 hours
A selection of literary texts of the XVII century Baroque and Classical writers such as Agrippa d'Aubigné, Edmond Rostand, Racine, Corneille, Molière, Jean de La Fontaine, Charles Perrault etc. along with the texts of women writers of Mouvement de la Préciosité, such as Madeleine de Scudéry, Madame de Lafayette etc.	
UNIT IV	12 hours
A selection of literary texts of the XVIII century writers of the Lumières such as Rousseau, Voltaire, Montesquieu, Diderot etc. with special focus on new literary genres that emerged in this century such as moral and philosophical Conte, autobiography, encyclopaedia as well as epistolary novels	
Practical component (if any) – NIL	
References D. Renée and B. Lecherbonnier, (1986) <i>Littérature, textes et documents</i> , , Du Moyen Age au 20e siècle, 5 volumes, collection dirigée par Henri Mitterand, Paris : Nathan. <i>Du Moyen-âge au XVIIIe siècle, 3 volumes</i> , (1988) <i>Itinéraires littéraires</i> , collection dirigée par G. Décole, Paris : Hatier. Ferroudja Allouache, Nicole Blondeau, (2019), <i>Littérature progressive du français - Niveau avancé</i> , Paris : CLE International Françoise Ploquin, Laurent Hermeline, Dominique Rolland, (2000), <i>Littérature française : les textes essentiels</i> , Paris : Hachette Jean-Louis Joubert, (1997), <i>Littérature Francophone Anthologie</i> , Paris : Cideb. Michel Laurin, (2012), <i>Anthologie Littéraire du Moyen Âge Au XIXe Siècle 3^{ème} édition</i> , Québec : Beauchemin. Valette, Giovaacchini et al, (1993) <i>Anthologie de la littérature française et européenne</i> , Paris : F. Nathan.	
Additional material may be provided by the Department.	

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE (DSE -3)

DSE – 3: Option 1: Introduction to Translation

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Introduction to Translation (Option 1)	4	3	1	0	XII Passed	NIL

Learning Objectives

- Familiarise students with language for specific purposes.
- Familiarise students to the techniques of translation.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Enable students to do scientific and technical translation, and translation of canonical texts.
- Help students to make word glossaries in above fields.
- Enable students to read parallel literature on texts chosen for translation.
- Sensitise students towards machine translation and its limitations.
- Develop awareness about ethics and accountability in translation.

SYLLABUS OF DSE-3: Option 1: Introduction to Translation

Unit I (9 hours)

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, birth and death certificates, mark sheets).

Unit II (9 hours)

Scientific and technical translation. Translation of canonical texts.

Unit III (9 hours)

Introducing the students to the techniques of translation.

Making of word glossaries in above fields.

Unit IV (9 hours)

Machine translation and its limitations.

Ethics and accountability in translation.

Unit V (9 hours)

Reading of parallel literature on texts chosen for translation.
Role of Translation in Multimedia contexts.

Essential/Recommended Readings

- Bassnett, S. (2002). *Translation Studies*. New York: Routledge.
- Gile, Daniel. (2009). *Basic Concepts and Models for Interpreter and Translator Training*. Amsterdam: John Benjamins Publishing.
- Munday, Jeremy. (2012). *Introducing Translation Studies, Theories and Applications*. New York: Routledge.
- Malmkjaer, Kirsten, et al. (2011). *The Oxford Handbook of Translation Studies*. Oxford: OUP.
- Baker, Mona. (2011). *In Other Words. A Course Book in Translation*. New York: Routledge.
- Jones, Michele H. (2014). *The Beginning Translator's Workbook*. New York. Toronto: University Press of America.
- Roger, Valentine Watson. (2004). *Apprendre à traduire: Cahier d'exercices pour l'apprentissage de la traduction français-anglais anglais-français*. Toronto. Ontario: Canadian Scholar's Press Inc.

Additional material will be provided by the Department.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DSE – 3: Option 2: Techniques of Written Expression

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Techniques of Written Expression (Option 2)	4	3	1	0	XII Passed	NIL

Course Learning Objectives : At the end of the Course, a student will learn

- To write different types of formal letters
- To analyse and prepare different types of advertisements.
- To write minutes of a meeting
- To summarise a text.
- To carry out correspondance related to banking and post office services.

Course Learning Outcomes : At the end of the course a student will be able to

- To write different types of formal letters
- To analyse and prepare different types of advertisements.
- To write minutes of a meeting
- To summarise a text.
- To carry out correspondance related to banking and post office services.

SYLLABUS DSE 3: Option 2: Techniques of Written expression

Unit 1 (12 hours)

Different types of Letters: Letters to ask for information, services. Letters of reclamation. Letters to protest against certain social issues.

Unit 2 (12 hours)

Analyse and write different types of advertisement: Classified advertisements in newspapers, advertisement to sell a product, advertisements to propose a service, advertisements of NGO.

Unit 4 (12 hours)

Summarise 2-3 texts on the same subject into a single text.

Unit 5 (9 hours)

Minutes of a meeting

Essential/Recommended Readings:

1. Claude Le Goff, *Le Nouveau French for Business: Le français des affaires*, Les éditions Didier, Paris, 1994.
2. RENN, H. et G. Tempesta, *Le français de l'hôtellerie et de la restauration*, CLE international, 1992.
3. WATTIER, Stéphane, *Production écrite DELF B2*, Commun Français, 2017.
4. BARIL, Denis, *Techniques de l'expression écrite et orale*, Editions Sirey, Paris, 2008.

Additional material will be provided by the Department.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DSE – 3: Option 3: Study of European Art

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Study of European Art (Option 3)	4	3	1	0	XII Passed	NIL

Study of European Art	
Learning Objectives: <ul style="list-style-type: none"> To introduce students to the various major Art Movements in Europe from the Renaissance to the Contemporary Period. To study artworks of painter's representative of the Major Art Movements in Europe. 	
Learning Outcomes: <ul style="list-style-type: none"> Provide an overview of important European Art Movements, representative painters, and their artworks: Spanish Baroque, Flemish School, French Impressionists, Spanish Surrealists, Barocco Italiano etc. Develop an understanding of structures and Perspectives of Everyday life as seen by painters. Equip with tools to analyse artworks. 	
Syllabus:	
UNIT I	6 hours
How to analyse an artwork?: Introduction to the elements and components of Art	
UNIT II	6 hours
<ul style="list-style-type: none"> Introduction to Renaissance art movements with special focus on Humanism and mannerism Innovative techniques introduced by the Renaissance artists The idea of Europe. Structures and Perspectives of Everyday life as seen by Renaissance painters. 	
UNIT III	6 hours
Major art movements of the XVII century: Baroque and Classicism	
UNIT IV	6 hours
Major art movements of the XVIII century: Rococo and Neo-Classicism	
UNIT V	9 hours
Major art movements of the XIX century: Romanticism, Realism, Symbolism, Impressionism, Expressionism	
UNIT VI	12 hours
Major art movements of the XX century: Cubism, Fauvism, Surrealism, Futurism, Art Deco, Modern Art, Abstract Art, Postmodern Art, Neo-Realism	
Essential/Recommended Readings: Any of the textbooks given below may be prescribed:	

- Adams, Laurie Schneider, (1996), *The Methodologies of Art: An Introduction*, NY: Westview Press.
- Arnason, H. H. (2003), *History of Modern Art: Painting, Sculpture, Architecture, Photography*, New York: Prentice Hall.
- Boime, Albert (1990) *A Social History of Modern Art*, Volumes 5, Chicago: University of Chicago Press,
- Burckhardt, Jacob. (2004). *The Civilization of the Renaissance in Italy* (1855), New York: Penguin
- Guitemie Maldonado, Marie-Pauline Martin, Natacha Pernac, Rowley Neville, (2019), *Bescherelle - Chronologie de l'histoire de l'art: de la Renaissance à nos jours*, Paris : Hatier.
- Hopkins, David, (2000), *After Modern Art 1945-2000 (Oxford History of Art)*, NY: OUP.
- Patrick Weber, (2017), *Histoire de l'art et des styles: Architecture, peinture, sculpture, de l'Antiquité à nos jours Poche*, Paris : Libro.
- Read, Herbert (1984), *Meaning of Art*, London: Faber & Faber.
- Xavier Barral, I. Altet, (2013), *Histoire de l'art*, Paris : PUF

Additional material may be provided by the Department.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DSE – 3: Option 4: Children and Adolescent Literature

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Children and Adolescent Literature (Option 4)	4	3	1	0	XII Passed	NIL

Course Learning Objectives:

- Introduce students to the changing conceptions of children's literature.
- Help students in analyzing various genres meant for young children and adolescents.
- Sensitize students about the role of children's literature in transmitting values.

Course Learning Outcomes :

- Students will become familiar with the changing conceptions of children's literature.
- Students will be able to analyse various genres meant for young children and adolescents.
- Students will be aware of the role of children's literature in transmitting values.

SYLLABUS DSE 3: Option 4

Unit 1

(15 hours)

- 1.1 Changing conceptions of children's literature
- 1.2 Literature for children and /or adult readers?

Unit 2

(15 hours)

- 2.1 Folklore for young children
- 2.2 Fables for young children

Unit 3:

(15 hours)

- 3.1 Fairy tales for young children
- 3.2 Theatre for children
- 3.3 Children's literature and transmission of values.

Essential/Recommended Readings

1. Jean-Paul Gourévitch, *Abcdaire illustré de la Littérature Jeunesse*, Le Puy-en-Velay, L'atelier du poisson soluble (2013).
2. Christian Chelebourg et Francis Marcoin, *La Littérature de jeunesse*, Paris, Armand Colin, "128" (2006).
3. Marc Soriano, *Guide de la littérature pour la jeunesse*, Paris, Hachette, 1974. Rééd. Delagrave (2002).
4. Myriam Tsimbidy, *Enseigner la littérature de jeunesse*, Toulouse, Presses Universitaires du Mirail (2008).
5. Nathalie Prince, *La Littérature de jeunesse*, Armand Colin, Paris, 2010.
6. Isabelle Nières-Chevrel, *Introduction à la littérature de jeunesse*, Didier jeunesse, « Passeurs d'histoires », Paris 2009

DSE – 3: Option 5 Life Writing

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Life writing (Option 5)	4	3	1	0	XII Passed	NIL

Course Learning Objectives

- Familiarise students with the genre of biography, autobiography.
- Familiarise students to understand the difference with other genres of writing.

Learning outcomes

- Help to analyse the characteristics of Autobiographical and biographical texts
- Familiarize students with Diaries and Letters
- Equip students to analyze and write about Travel experiences

SYLLABUS OF DSE-4: Option 5: Life writing

Unit I (15 hours)

Reading, writing and analysing Autobiographies, Confessions, Memoirs. Fictional Autobiographies, Autobiographical Songs

Unit II (15 hours)

Reading, writing and analysing Diaries and Letters

Unit III: (15 hours)

Reading, writing and analysing Travelogues, travel logues and other forms of travel narratives

Essential/recommended readings

- Geertz, Clifford. *The Interpretation of Cultures*. New York: Basic Books (1973).
- Geertz, Clifford. *Local Knowledge*. New York: Basic Books (1983).
- Geertz, Clifford. *Works and Lives: The Anthropologist as Author*. Stanford: Stanford University Press (1989).
- Alain De Botton, *The Art of Travel*, Vintage; Reprint edition (May 11, 2004) Marc Augé, Jean-Paul Colleyn, *L'anthropologie*, PUF, Coll. Que sais-je ? (2009).
- Philippe Lejeune, *Je est un autre : L'autobiographie*, de la littérature aux médias, Seuil, (1980)
- Vincent Colonna, *Autofiction et autres mythomanies littéraires*, Tristram (2004).

Primary Texts:

- Simone de Beauvoir, *Mémoires d'une jeune fille rangée*
- Leonora Miano, *Afropean Soul et autres nouvelles*, Flammarion (2008).
- Bernard B. Dadie, *Climbié*, Nouvelles éditions africaines (2003).

Additional material will be provided by the Department.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

SEMESTER – V
COURSES OFFERED BY DEPARTMENT OF
Germanic & Romance Studies

Category III

Courses for Undergraduate Programme of study with discipline as one of the
Core Disciplines

B.A. Programme with French

(For e.g. courses for B.A. Programmes with _____ (discipline's name) as non-Major or
Minor discipline)

DISCIPLINE SPECIFIC CORE COURSE (DSC-5): French in Context: Advanced Level – 1

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE
COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
French in Context: Advanced Level - 1	4	3	1	Nil	Passed Class XII	None

Learning Objectives: (Reading, Writing, Listening and Speaking):

In Semester 5, the student will learn to

- read and understand longer texts related to socio-cultural issues in order to extract key information and conclusions of the text.
- answer questions in one's own words on tests related to socio-cultural issues.

- write detailed descriptions
- write straightforward connected texts on a range of familiar subjects within one's field of interest, by linking a series of shorter discrete elements into a linear sequence.
- listen and to understand radio and TV programs.
- answer questions on programmes recorded across various audio-visual media.
- express one's opinion and give one's point of view in a structured manner.

Learning outcomes: (Reading, Writing, Listening and Speaking):

At the end of Semester 5, a student will be able:

- to follow much of what is said around him/her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly
- to acquire basic debating and presentation skills
- read and understand longer texts related to socio-cultural issues and answer questions based on them.
- Complete partially Level B1 of CEF.

SYLLABUS OF DSC-5¹

UNIT	CONTENT	DURATION
Dossier 1 (Lessons 1-6 + Project)	<p>Reading Comprehension: Read content of webpage, online forum , an email , newspaper article, testimonials on an online forum, the summary of a novel, online webpage of a blog and answer questions based on it.</p> <p>Writing: Make a list preferred criterias for choosing cities of expatriation, choose a city and a mode of expatriation, describe your ideal accomodation in your city, express your opinion on the city where you are studying french and give suggestions to improve the city, write a small passage about your arrival in a foreign city, if you were to expatriate to a new city where would you prefer to stay and what type of accomodation would you choose.</p>	11 hours

¹ A text book contains 6-8 modules/units called *dossier*. Each dossier comprises of 6 lessons. Therefore, the syllabus is given in terms of the text book unit being covered along with the content of the 6 lessons with a total duration of the number of weeks needed to cover a dossier of 6 lessons. In Semester 5, initial 4 units of the text book will be covered i.e from Unit 1-4.

	<p>Grammar: Few prepositional verbs to talk about expatriation, express an intent , an ambition, conditional present to formulate a polite demand or a wish, place of adjective, conditional present to give advices, to describe a hypothetical situation, to make propositions, pronoun <i>où</i> and <i>dont</i> for giving details about a place, identify criteria, give a report a ranking, give warning.</p> <p>Listening comprehension: Listen to an audioguide.</p> <p>Phonetics: <i>liaison et enchaînement consonantique</i>, the pointers of informal french in spoken form.</p> <p>Vocabulary: the criteria for choice of a city, report on ranking, warn about a societal phenomenon, give information on accomodation, communicate useful information on telephone, describe a lively place, express sentiments in relation to a city, describe one's arrival in a foreign city.</p>	
<p>Dossier 2 (Lessons 1-6 + Project)</p>	<p>Reading Comprehension: Read and understand contents of an online forum, cover of of a magazine, complaint letter, receipt of registered letter, a webpage , an online article, online discussion forum, cover page of a book and answer questions based on it.</p> <p>Writing: Present a problematic situations related to daily life that you encountered in foreign country, make an aide-mémoire to better manage a health situation in France, create an advice sheet to manage steps of moving in a francophone country, prepare an observation checklist to help discover a place.</p> <p>Grammar: <i>subjonctif</i> to express sentiments, structures for writing a letter of complaint, express a consequence, imperatif mood and personal pronouns for giving instructions, indirect speech for reporting a communication or ideas, negation for qualifying one's tastes and preferences.</p> <p>Listening comprehension: Listen to a conversation, radio show.</p> <p>Speaking: Express sentiments, understand a complaint, resolve a problem, anticipate and manage a health problem, inform oneself about health insurance, understand formalities, ask for help, understand an administrative document, qualify one's tastes and interests, describe similarities and differences.</p> <p>Phonetics: expression of discontentment, give importance to insistence, nasal vowels</p>	<p>11 hours</p>

	<p>Vocabulary: express sentiments related to daily life, solve a problem with internet, describe the symptoms of an illness, understand the functioning of a medical assurance, succeed in administrative process, ask for help in order to manage a problem, qualify one's tastes and interests, enhance city life.</p>	
<p>Dossier 3 (Lessons 1-6 + Project)</p>	<p>Reading Comprehension: Read and understand contents of homepage of a tourism website, an email, a webpage, summary of a novel, observe an infographic, a family photo, video report and answer questions based on it.</p> <p>Writing: propose an group outing for your class and give suggestions to make it a success, choose a team building activity to do in your city and send mails that clearly mention the name of activity etc., write a small presentation describing cultural codes to be adhered to in a family function in your country, plan and present an original francophonie festival</p> <p>Grammar: Expressions to give advice, expressions to highlight something, expressions of purpose in order to convince, few prepositional verbs to inform about an event, pronouns <i>en</i> and <i>y</i> to replace a place, a thing and an idea, negation(2) to express restriction, expressions of opposition and contrast, demonstrative and indefinite pronouns to describe behaviours.</p> <p>Listening comprehension: Listen to a conversation, radio show, audio visual extract of a sociological study.</p> <p>Speaking: Talk about outings, give advice, suggest an outing, choose a group outing.</p> <p>Phonetics: Hesitation and interrogation, change of tone and melody.</p> <p>Vocabulary: Interpret quantified data, express agreement and disagreement, group activity in professional environment, express a doubt, members of a family, describe a marriage ceremony, describe behaviours among friends.</p>	<p>11 hours</p>
<p>Dossier 4 (Lessons 1-6 + Project)</p>	<p>Reading Comprehension: Read and observe the framework of sustainable development, read an online article on a webpage and answer questions based on it.</p> <p>Writing: Present different types of accommodation and your experience with any, your initiatives regarding food wastage, present your mini-enterprise and talk about the challenges present an eco-friendly gesture that you would do and you would never do.</p>	<p>12 hours</p>

	<p>Grammar: Adjectives and indefinite pronouns to express or moderate quantity, present participle to precise an action, adverbs of manner for giving details, adverbs of quantity and intensity to qualify one's advice, few prepositional verbs to express the objective of an action, infinitif and subjunctive mood to express the objective of an action, incite someone to act.</p> <p>Listening comprehension: Listen to an audio record on radio broadcast, video (comic book page)</p> <p>Speaking: account of an experience, express support and doubt, offer solutions, debate over controversial topics, identify a project for local sustainable development, to incite someone to act, identify eco friendly gestures, convince someone to do something.</p> <p>Phonetics: sounds [y], [ɥ] and [u], tonality while persuading someone.</p> <p>Vocabulary: describe neighbourly relations, express support and doubt, debate over controversial topics, talk about food wastage, words to talk about social micro-credit, loan and savings, to express oneself in informal french, describe a comic strip.</p>	
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Practical component (if any) - NIL

Essential/recommended readings: Any of the text books given below may be prescribed:

1. Hirschsprung Nathalie, Mous Nelly, Tricot Tony, Mathieu-Benoit Émilie, Van der Meulen Mathias, Antier Marine, Veillon Leroux Anne, Mous Nelly: « *Cosmopolite- B1 Méthode de français* », Hachette Français langue étrangère, 2018 Dossiers 1-4.
2. Cocton Marie-Noëlle, Kohlmann Julien, Rabin Marie, Ripaud Delphine : « *L'Atelier-B1, Méthode de français* », Les Éditions DIDIER, France, 2020, Unités 1-5.
3. Biras Pascal, Chevrier Anna, Witta Stéphanie, Fouillet Raphaële: « *Défi- 3 Méthode de français* », Éditions Maison des Langues, 201, Unités 1-4.
4. Bredelet A., Mègre B., Rodrigues W. M. : « *Odyssée-B1, Méthode de français* », CLÉ International, France, 2018, Unités 1-6.
5. Dufour Marion, Mainguet Julie, Mottironi Eugénie, Opatski Sergueï, Perrard Marion, Tabareau Ghislaine: « *Edito-B1 Méthode de français (2^e édition)* », Editions DIDIER FLE, 2022, Unités 1-6.

6. Mater Anaïs, Mathieu-Benoit Émilie : « *Cosmopolite- B1 Cahier d'activités* », Hachette Français langue étrangère, 2018 Dossiers 1-4.
7. Cocton Marie-Noëlle (coordination pédagogique), Dereeper Camille, Kohlmann Julien, Ripaud Delphine : « *L'Atelier- B1, Cahier d'activités* », Les Éditions DIDIER, France, 2020, Unités 1-5.
8. Biras Pascal, Chevrier Anna, Jade Charlotte, Wita Stéphanie: « *Défi- 3 Cahier d'exercices* », Éditions Maison des Langues, 2019, Unités 1-4.
9. Brito Amélie, Bucher Emilie: « *Odysée- B1, Cahier d'activités* », CLÉ International, France, 2021, Unités 1-6.
10. Heu Elodie, Mainguet Julie, Mottironi Eugénie, Opatski Sergueï, Perrard Marion : « *Edito- B1 Cahier d'activités* », Les Éditions DIDIER FLE, 2018, Unités 1-6.

Additional material may be used.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

BA (Hons) FRENCH

COURSES OFFERED BY DEPARTMENT OF GERMANIC AND ROMANCE STUDIES

Category I

Undergraduate Programme of study with BA (Hons) French as a Single
Core Discipline
(B.A. Honours in French in three years)

STRUCTURE OF SIXTH SEMESTER

DISCIPLINE SPECIFIC CORE COURSE – 16:

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in context: Advanced Reading and Writing skills (2)	4	3	1	0	XII Passed	Should have studied Language in context: Advanced Reading and Writing skills (1)

Learning Objectives

In semester 6, students will learn to

- Describe dressing styles
- Prepare a budget
- Write a resume of a text
- Write a critic of a film or a book
- Describe an art event

Course Learning Outcomes

At the end of Semester 5, students will be able to

- read different types of texts and answer questions on them.
- write on subjects pertaining to their immediate environment as well as professional environment
- complete Level B1 of reading and writing skills as prescribed in the Common European Framework.

SYLLABUS OF DSC-16¹

Unit 1: (Unité 7:Lessons 1-4 + Project)

(6 hours)

Reading Comprehension: Read and understand short texts on different dressing styles, how to prevent clothing wastage, a model's lifestyle, freedom to dress, youth and fashion, fashion week and answer questions on them.

Writing : Look for a dressing style on Internet and describe it, what type of clothes would you wear if you were 15 years younger, describe beauty norms in your culture, watch a fashion show and describe one of the clothes worn by a model, present the latest fashion trends in a country of your choice.

Grammar: structure *si+imparfait+ conditionnel present*, subjunctif after *je ne pense/crois pas que*, after verbs of wishing and wanting and sentiments,

Vocabulary: Dressing styles, clothes, clothing material, recycling clothes, beauty norms, critic and appreciation, models, fashion shows.

Intercultural: French fashion designers, models and fashion shows, beauty norms, fashion trends.

Practical component (if any) – NIL

Unit 2: (Unité 8:Lessons 1-4 + Project)

(6 hours)

Reading Comprehension: Read and understand short texts on different types of media, headlines of newspapers on line, news briefs, an interview with a freelance journalist, fake news, invitation to a debate, different roles in a debate and answer questions on them on them.

Writing: On an online forum write about your media preferences and the type of articles you usually read, react to news briefs, prepare questions for an interview, short text on the danger of fake news.

Grammar: Formation of nouns, formation of passive, indicators of time,

Vocabulary: Media, news briefs, interviews, fake news, debates.

Intercultural: TV news, press, fake news, debates.

Practical component (if any) – NIL

Unit 3: (Unité 9: Lessons 1-4 + Project)

(6 hours)

Reading Comprehension: Read and understand texts on banking, credit, good money management, saving money while shopping, buying local produce, second hand clothing, budget for a company seminar, Lydia an online payment app and answer questions on them

¹A text book contains 6-8 modules/units called *unité*. Each unite comprises 4 lessons. Therefore the syllabus is given in terms of the text book unit being covered along with the content of the 4 lessons with a total duration of the number of hours needed to cover a *unité* of 4 lessons.

Writing: write an email to a bank asking for information on how to open a bank account corresponding to your needs, a short text to describe your saving habits, use of Lydia an online paying app,

Grammar: Placement of double pronouns, expression of consequence, indefinite pronouns *plusieurs, quelques-uns, certains*.

Vocabulary : Banking services, savings, inheritances, consumption, budget and payments.

Intercultural : food distributors, secondhand clothing payment apps.

Practical component (if any) – NIL

Unit 4 : (Unité 10:Lessons 1-4 + Project) (9 hours)

Reading Comprehension: Read and understand short texts on floating islands, poaching, protection of endangered species, tropical forests, animal hospitals, consumption of polluting products posters, and answer questions on them.

Writing: Prepare a poster for an association, write a short text to give your opinion on poaching, on protection of endangered species, write an email to WWF proposing your participation in one of its projects, write a summary of a given text.

Grammar: Expression of objective. Expression of opposition,

Vocabulaire : ecology, endangered species. Nature, pollution.

Intercultural: Humanitarian associations, ecology, endangered species and measures to protect them.

Practical component (if any) – NIL

Unit 5: (Unité 11: Lessons 1-4 + Project) (9 hours)

Reading Comprehension: Read and understand critic of a book, short texts reading digitalised texts, comic books, films, film reviews, cinema halls and cultural centres and answer questions on them.

Writing: Write about a book you have read, a film of your choice, a description of a museum dedicated to books and/or comics a short text on the need for film theatres, a film director of your choice.

Grammar: Gerondif (*en + Present participle*), indirect speech (*past tense*) compound relative pronouns (*auquel, duquel...*),

Vocabulaire : literature, comic books, cinema,

Intercultural: Literary prizes, comic books, literature, museums on literature or films.

Practical component (if any) – NIL

Unit 6: (Unité 12:Lessons 1-4 + Project) (9 hours)

Reading Comprehension: Read and understand texts on contemporary art, street art, art museums, art by artificial intelligence, humor and imagination in art, visit to an art expo, movements in painting.

Writing: A short text on street art, to give your opinion on art created by AI, to explain what is art created by IA, describe a recent art movement.

Grammar: Relative pronoun *dont*, expression of concession, (*bien que, pourtant, cependant*)

Vocabulaire : Street art, Market for art, sculpture, painting, opening of an exhibition.

Intercultural: Street art, art and AI, different movements in painting

Practical component (if any) – NIL

Essential/recommended readings

Any of the textbooks given below may be prescribed.

1. A Bredelet, B Megre, W.M. Rodrigues: “*Odysée B1, Méthode de français*”, CLÉ International, France, 2022, Unités 7-12.
2. Nathalie Hirschsprung, Tony Tricot, Mathias van der Meulen, Emmanuelle Garcia, « *Cosmopolite B1, Méthode de français* » Hachette, 2018, Dossiers 5-8.
3. Sophie Bruzy Todd, Delphine Jégou, Cedric Vial : « *La Classe B1, Méthode de français* », CLÉ International, 2018, Unités 4-6.
4. Marie Noelle Cocton (Coordination pédagogique), Camille Dereeper, Julien Kohlmann, Delphine Ripaud, : « *L’Atelier B1, Méthode de français* », Les Éditions DIDIER, France, 2020, Unités 6-10.
5. Pascal Biras, Anna Chevrier, Stephanie Witta, Raphaëlle Fouillet (précis de grammaire), Christain Ollivier (stratégies de lecture et d’écoute), Agustin Garmendia (Conseil pédagogique et révision) : « *Défi –3 Méthode de français* », Éditions Maison des Langues, 2019, Unités 5-9.
6. Marion Dufour, Julie Mainguet, Eugenie Mainguet, Sergei Opatski, Marion Perrard, Ghislaine Tabareau « *Edito-B1 Méthode de français (2^e édition)* », Editions DIDIER FLE, 2018, Unités 6-12.
7. Amelie Brito, Emilie Bucher : “*Odysée B1, Cahier d’activités*”, CLÉ International, France, 2022, Unités 7-12.
8. Anais Dorey-Mater, Emilie, Mathieu-Benoit, Nellie Briet-Peslin, *Cosmopolite B1, Méthode de français* » Hachette, 2018, Dossiers 5-8.
9. Claire Sanchez : « *La Classe B1, Cahier d’activités* », CLÉ International, 2018, Unités 4-6.

10. Marie Noelle Cocton (Coordination pédagogique), Camille Dereeper, Julien Kohlmann, Delphine Ripaud, : « *L'Atelier B1*, Cahier d'activités », Les Éditions DIDIER, France, 2020, Unités 6-10.

11. Pascal Biras, Anna Chevrier, Charlotte Jade, Stephanie Witta, Araceli Rodriguez Tomp(phonétique), Alexandra Horquin (DELF) : « *Défi –3 Méthode de français* », Éditions Maison des Langues, 2019, Unités 5-9.

12. Elodie Heu-Boulhat, Julie Mainguet, Eugénie Mottironi Sergei Opatski, Marion Perrard: « *Edito B1, Cahier d'activités* », DIDIER FLE, 2022 Unités 6-12

Additional material may be provided by the Department.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE – 17

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in context: Advanced Listening and Speaking skills(2)	4	3	1	0	XII Passed	Should have studied Language in context: Advanced Listening and Speaking skills(1)

Learning Objectives

In semester 6, students will learn to

- Describe different dressing styles
- Give a positive or negative opinion
- Propose one's services
- Speak about media and one's media habits
- Narrate a news brief
- Explain causes

- Carry out an interview
- Start and end a discussion
- Introduce a new idea/subject
- To give and ask for information
- Participate in a discussion
- Carry out a telephone conversation
- Justify one's choices
- Narrate the plot of a book/film
- Speak of one's likes and dislikes
- Present a topic
- Speak about one's preferences
- Describe an artistic activity

Course Learning Outcomes

At the end of Semester 6, students will be able to

- Listen to different types of texts and answer questions on them.
- speak on subjects pertaining to their immediate environment as well as professional environment.
- complete Level B1 of listening and speaking skills as prescribed in the Common European Framework.

SYLLABUS OF DSC-17²

Unit 1: (Unité 7:Lessons 1-4 + Project)

(6 hours)

Listening Comprehension: Listen to and understand short texts on description of different dressing styles, clothes collections for men and women an interview with the fashion designer J.P. Gaultier, to a song on fashion trends, comments on a fashion show and answer questions on them.

Speaking: Explain why you give more importance to certain clothes and not others, discuss whether fashion trends are accessible to people who have money, state the objectives of groups such as “body positive”, give a positive or negative opinion on various topics, state reasons for which certain clothes are considered exclusively masculine or feminine, debate on whether fashion trends influence ways of thinking, discuss criteria for choosing models in your country, state how you become aware of the latest fashion trends, choose 2-3 clothes from a fashion show and comment on them,

Phonetics: semi vowels [j], [ɥ], [w]

Vocabulary: Dressing styles, clothes, clothing material, recycling clothes, beauty norms, critic and appreciation, models, fashion shows.

Intercultural: French fashion designers, models and fashion shows, beauty norms, fashion trends.

²A text book contains 6-8 modules/units called *unité*. Each unite comprises 4 lessons. Therefore the syllabus is given in terms of the text book unit being covered along with the content of the 4 lessons with a total duration of the number of hours needed to cover a *unité* of 4 lessons.

Unit 2: (Unité 8:Lessons 1-4 + Project) (6 hours)

Listening comprehension: Observe the headlines on French television and class them according to their subject, give your opinion of newsbriefs, listen to the critic of TV news, listen to the description of a fake news site, listen to news briefs and answer questions on them.

Speaking: Speak about how you keep yourself informed on latest events, which are the columns of a newspaper which interest you the most, associate a dialogue with the corresponding news brief, prepare an interview, ask your neighbour about the media he/she has the most confidence in, express your opinion on whether social media should be controlled, debate on various topics.

Phonetics: written and oral forms of /f/

Vocabulary: Media, news briefs, interviews, fake news, debates.

Intercultural: TV news, press, fake news, debates.

Unit 3: (Unité 9:Lessons 1-4 + Project) (6 hours)

Listening Comprehension: Listen to a conversation between a student wanting to open a bank account and a bank employee, listen to a short text on renting instead of buying furniture, on how to prepare a budget and answer questions on them.

Speaking: Explain which bank you would choose and why, give advice to a friend who wants to open a bank account in France, discuss the reasons for which certain person are in debt at the end of the month, a conversation between your financial consultant and you to discuss a banking issue, discuss various ways of saving money, explain to a friend the notion of coupons, what are the new consumption tendencies in your country, describe online payment options available in your country, how do you manage your budget or your family's budget when you are on holiday.

Phonetics: Nasal vowels [ã], [ẽ], [õ]

Vocabulary : Banking services, savings, inheritances, consumption, budget and payments.

Intercultural : food distributors, secondhand clothing payment apps.

Unit 4 : (Unité 10 :Lessons 1-4 + Project)

(9 hours)

Listening Comprehension: Look at the video on the Dzanga-sangha sanctuary in Central Africa, look at the video on the whale beached in Paris, listen to a song on the environment, listen to a short text describing an animal hospital, look at the video on the waste polluting oceans and answer questions on them.

Speaking: Present a project for a floating island, describe your relations with your neighbours, choose which association or social cause you would like to work for and justify, explain to a friend the importance of fighting against poaching, narrate to a friend the story of a whale beached in Paris, express your reaction on various subjects related to the environment, state what you would give up to save the planet.

Phonetics: Sounds [u], [y].

Vocabulaire : ecology, endangered species. Nature, pollution.

Intercultural: Humanitarian associations, ecology, endangered species and measures to protect them.

Unit 5 : (Unité 11: Lessons 1-4 + Project) (9 hours)

Listening Comprehension: Listen to an author talk about his book, listen to a text on a mobile app allowing to read books online, watch the video on the Museum of Comics, watch the trailer of a film on the internet, listen to a discussion on OTT platforms, listen to a guided tour of cinema halls in Paris,

Speaking: do you prefer reading hard copies of books or books online, justify your choice, present your reading habits, give your opinion about comic books, present the last film that you have seen, present your preferences for films, TV series and justify them, debate on the pros and cons on watching a film with or without subtitles, ask for the way to a cinema hall, debate on the pros and cons of preserving cinema halls, present a cultural centre.

Phonetics: groups of consonants /pr/, /br/, /tr/

Vocabulaire : literature, comic books, cinema,

Intercultural: Literary prizes, comic books, literature, museums on literature or films.

Unit 6: (Unité 12: Lessons 1-4 + Project) (9 hours)

Listening Comprehension: Listen to a short text on street art, listen to the description of a portrait created by AI, watch a video on the Cat sculptures on Champs Elysees, listen to persons discussing at the opening of an art exhibition,

Speaking: Describe a piece of street art in your city, give your opinion on street art, give your opinion on street exhibitions, advise a friend who wants to learn painting, discuss the pros and cons of learning how to paint and draw at home or on Internet.

Phonetics: sounds [e] and [ɛ]

Vocabulaire : Street art, Market for art, sculpture, painting, opening of an exhibition.

Intercultural: Street art, art and AI, different movements in painting

Practical component (if any) – NIL

Essential/recommended readings

Any of the textbooks given below may be prescribed.

1. A Bredelet, B Megre, W.M. Rodrigues: “*Odysée B1, Méthode de français*”, CLÉ International, France, 2022, Unités 7-12.
2. Nathalie Hirschsprung, Tony Tricot, Mathias van der Meulen, Emmanuelle Garcia, « *Cosmopolite B1, Méthode de français* » Hachette, 2018, Dossiers 5-8.
3. Sophie Bruzy Todd, Delphine Jégou, Cédric Vial : « *La Classe B1, Méthode de français* », CLÉ International, 2018, Unités 4-6.
4. Marie Noelle Cocton (Coordination pédagogique), Julien Kohlmann, Delphine Ripaud, Marie Rabin : « *L’Atelier B1, Méthode de français* », Les Éditions DIDIER, France, 2020, Unités 6-10.
5. Pascal Biras, Anna Chevrier, Stephanie Witta, Raphaëlle Fouillet (précis de grammaire), Christain Ollivier (stratégies de lecture et d’écoute), Agustin Garmendia (Conseil pédagogique et révision) : « *Défi –3 Méthode de français* », Éditions Maison des Langues, 2019, Unités 5-9.
6. Marion Dufour, Julie Mainguet, Eugenie Mainguet, Sergei Opatski, Marion Perrard, Ghislaine Tabareau « *Edito-B1 Méthode de français (2^e édition)* », Editions DIDIER FLE, 2018, Unités 6-12.
7. Amelie Brito, Emilie Bucher : “*Odysée B-1, Cahier d’activités*”, CLÉ International, France, 2022, Unités 7-12.
8. Anais Dorey-Mater, Emilie, Mathieu-Benoit, Nellie Briet-Peslin, *Cosmopolite B1, Methode de français* » Hachette, 2018, Dossiers 5-8.
9. Claire Sanchez : « *La Classe B1, Cahier d’activités* », CLÉ International, 2018, Unités 4-6.
10. Marie Noelle Cocton (Coordination pédagogique), Camille Dereeper, Julien Kohlmann, Delphine Ripaud, : « *L’Atelier B1, Cahier d’activites*», Les Éditions DIDIER, France, 2020, Unités 6-10.
11. Pascal Biras, Anna Chevrier, Charlotte Jade, Stephanie Witta, Araceli Rodriguez Tomp(phonétique), Alexandra Horquin (DELF) : « *Défi –3, Cahier d’exercices* », Éditions Maison des Langues, 2019, Unités 5-9.

12. Elodie Heu-Boulhat, Julie Mainguet, Eugénie Mottironi Sergei Opatski, Marion Perrard: « *Edito B1, Cahier d'activités* », DIDIER FLE, 2022, Unités 6-12.

Additional material may be provided by the Department.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE – 18:

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of French & Francophone Literature-(2)	4	3	1	0	XII Passed	Should have studied History of French & Francophone Literature (1)

DSC-18 History of French & Francophone Literature-(2)	
Learning Objectives: <ul style="list-style-type: none"> To introduce the learners to different cultural and intellectual movements in French and Francophone Literature from the 19th century up to the present (21st century). Introduction to major French and Francophone writers and their works from the 19th century up to the contemporary period (21st century) along with the themes/questions they engage with. Developing a critical overview of literary and cultural evolution in France and the Francophone world from 19th century up to the contemporary period (21st century). 	
Learning Outcomes: The Learning Outcomes of this course are as follows: <ul style="list-style-type: none"> Read, understand and analyse French and Francophone literary texts representing major cultural and intellectual movements from the 19th century to the present (21st century) Develop skills to identify and analyse specific themes and questions dealt by writers, writing across various continents representing colonial and postcolonial experiences. Equip students with necessary tools to identify and critically engage with various literary movements and their core characteristics that emerged during this period. 	
Syllabus:	
UNIT I	15 hours
A selection of literary texts with focus on the major cultural and intellectual movements of the 19th Century, such as Romanticism, Realism, Symbolism, Naturalism. The selection can be made from the works of the following writers: Chateaubriand, Alphonse de Lamartine, Alfred de Vigny, Victor Hugo, Prosper Merimée, Honoré de Balzac, Stendhal, George Sand, Gustave Flaubert, Guy de Maupassant, Emile Zola etc.	
UNIT II	15 hours
A selection of literary texts with focus on the major cultural and intellectual	

movements of the 20 th Century, such as Dadaism, Surrealism, Existentialism, Absurd theatre, New Novel, OULIPO, Postmodernism, Neo-Realism etc. The selection can be made from the works of the following writers: Marcel Proust, Guillaume Apollinaire, André Breton, Louis Aragon, Paul Eluard, Jean-Paul Sartre, Albert Camus, Jacques Prévert, Eugène Ionesco, Samuel Becket, Marguerite Duras, Marguerite Yourcenar, Simone de Beauvoir, Nathalie Sarraute, Michel Tournier, Alain Robbe Grillet, Marcel Aymé, Georges Perec, Raymond Queneau, Patrcik Modiano, Annie Ernaux, Anna Gavalda, Jean-Marie Gustave Le Clézio etc.	
UNIT III	15 hours
A selection of literary texts written by major Francophone writers from the XIX century up to the contemporary Period, such as Maurice Maeterlinck, Amélie Nothomb, Blaise Cendrars, Charles Ferdinand Ramuz, Aimé Césaire, Leopold Sédar senghor, René Maran, Ahmadou Kourouma, Mongo Béti, Assia Djébar, Tahar Ben Jelloun, Mariama Bâ, Maryse Condé, Patrick Chamoiseau, Edouard Glissant, Ananda Dévi, Natacha Appanah, Shenaz Patel, Jean-Joseph Rabearivelo, Jean-Luc Raharimanana, Alain Mabanckou, Azouz Bégag, Dany Lafarrière, Monique Proulx, Jacques Godbout etc.	
A selection will be made from the following list:	
Practical component (if any) – NIL	
<p>References</p> <ul style="list-style-type: none"> • D. Renée and B. Lecherbonnier, (1986) <i>Littérature, textes et documents</i>, , Du Moyen Age au 20e siecle, 5 volumes, collection dirigée par Henri Mitterand, Paris : Nathan. • <i>Du Moyen-âge au XVIIIe siècle, 3 volumes</i>, (1988) <i>Itinéraires littéraires</i>, collection dirigée par G. Décole, Paris : Hatier. • Ferroudja Allouache, Nicole Blondeau, (2019), <i>Littérature progressive du français - Niveau avancé</i>, Paris : CLE International • Ferroudja Allouache, Nicole Blondeau, (2020) <i>Littérature progressive de la francophonie</i>, Paris : CLE International. • Françoise Ploquin, Laurent Hermeline, Dominique Rolland, (2000), <i>Littérature française :</i> • <i>les textes essentiels</i>, Paris : Hachette • Jean-Louis Joubert, (1997), <i>Litterature Francophone Anthologie</i>, Paris : Cideb. • Michel Laurin, Laurin, Marie-Elaine Philippe, (2013), <i>Anthologie littéraire de 1800 à aujourd'hui 3^{ème} édition</i>, Québec : Beauchemin. • Valette, Giovaacchini et al, (1993) <i>Anthologie de la littérature française et européenne</i>, Paris : F. Nathan. 	
Additional material may be provided by the Department.	
Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

DISCIPLINE SPECIFIC ELECTIVES (DSE-4)

DSE 4: Option 1: Research Methodology and Academic Writing

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Research Methodology and Academic Writing (Option 1)	4	3	1	0	XII Passed	Should have Semester

Research Methodology and Academic Writing	
<p>The Learning Objectives of this course are as follows;</p> <ul style="list-style-type: none"> To introduce the learner to the basics of the research process and argumentation. To familiarize the learner with the process and stylistics of various forms of academic writing such as research papers, monographs, conference presentations, academic essays, book review, literature review, dissertation and thesis. To develop in the learner an independent point of view and critical thinking. 	
<p>The Learning Outcomes of this course are as follows: The learner will be able</p> <ul style="list-style-type: none"> to identify research gaps and construct hypothesis and arguments. To choose, access and effectively engage with primary, secondary and tertiary courses. To produce a coherent academic paper/text. 	
Syllabus:	
UNIT I	9 hours
<ul style="list-style-type: none"> Identifying the student's area of interest, a research gap and a research problem. Training students on how to choose and narrow down a topic. Building a research hypothesis. Basic types and components of a research question. 	
UNIT II	9 hours
<ul style="list-style-type: none"> Identifying and evaluating different kinds of sources like primary vs secondary vs tertiary sources, as well as journal articles, books, dissertations etc. Identifying and choosing relevant and reliable sources for research, as well as basic knowledge on different websites, portals and journals for accessing said sources. Constructing an annotated Bibliography. 	

<ul style="list-style-type: none"> Familiarizing students with the different kinds of research: quantitative and qualitative research (e.g. Surveys, questionnaires etc. In case of foreign language teaching) and qualitative research (e.g. Different literary and cultural theories in case of research in literature). 	
UNIT III	9 hours
<ul style="list-style-type: none"> Basic knowledge on what an argument is and its components and structure. Identifying simple and complex arguments, as well as validity and soundness of an argument, Knowledge of logical fallacies. Engaging with and evaluating sources by identifying underlying arguments, their structures, validity and soundness. 	
UNIT IV	9 hours
<ul style="list-style-type: none"> Effective note-taking and summarizing academic/scientific texts. Constructing arguments and counter arguments. Quoting, paraphrasing and summarising from the source texts to construct the argument(s). 	
UNIT V	9 hours
<ul style="list-style-type: none"> Planning and structuring a draft. Familiarization with stylistic conventions, using different citation styles and making footnotes. Familiarizing students with the ethics of research and plagiarism. Perfecting a final draft based on coherence and cohesion. 	
<p>Essential/Recommended Reading: Any of the textbooks given below may be prescribed: Jacques Garneau, (2016), <i>Pour réussir un texte argumentatif</i>, Montréal : Trécaré Pierre Mongeau, (2009) <i>Réaliser son mémoire ou sa thèse</i>, Québec : Presses de l'Université du Québec Pierre N'Da, (2016), <i>Initiation aux méthodes de recherche, aux méthodes critiques d'analyse des textes, et aux méthodes de rédaction en lettres, littératures et sciences humaines et sociales</i>, Paris : Connaissances et Savoirs, Sylvie Garnier, Alan D. Savage, (2011), <i>Rédiger un texte académique en français</i>, Canada : Editions Ophrys</p>	
<p>Additional material may be provided by the Department. Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</p>	

DSE 4: Option 2: Introduction to Foreign Language Teaching
Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Introduction to Foreign Language Teaching (Option 2)	4	3	1	0	XII Passed	NIL

Course Learning Objectives:

- Create basic awareness about a foreign language classroom and textbook.
- Establish a theoretical basis and introduce students to basic practical aspects of Foreign Language Teaching.
- Familiarisation with the theories in the fields of language, interaction and communication and their implications for Foreign language teaching programmes.

Course Learning Outcomes:

- Understand the basic principles in which the teaching of a foreign language is based
- Reflect upon the teaching and learning process of a foreign language
- Understand the role of mother tongue in Foreign language learning
- By using latest tools of Information technology and learning apps the students will be expected to create teaching materials.

Syllabus DSE 4: Option 2: Introduction to Foreign Language Teaching

Unit 1 (15 hours)

What is a classroom? Models of learning/teaching. Learning/acquisition different learning styles

Unit 2 (15 hours)

Different methods/approaches to teaching a foreign language. Introduction to the four skills

Unit 3 (15 hours)

Evaluation.

What is a text book? Issues in material production. Self-Instruction Material

Essential/Recommended Readings:

1. Pierre Martinez, *La didactique des langues*, Presses Universitaires de France (2014).
2. Dominique Maingueneau, *Initiation aux methodes de l'analyse du discours. Problemes et perspectives*, Hachette (1979).
3. Moirand S.: *Enseigner à communiquer en langue étrangère*, Ed; Hachette, Paris, 1982.
4. Germain C.: *Evolution de l'enseignement des langues: 5000 ans d'histoire*, CLE International, Paris 1993

Additional material will be made available by the Department.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DSE 4: Option 3: Introduction to Translation

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Introduction to Translation (Option 3)	4	3	1	0	XII Passed	NIL

Learning Objectives

- Familiarise students with language for specific purposes.
- Familiarise students to the techniques of translation.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Enable students to do scientific and technical translation, and translation of canonical texts.
- Help students to make word glossaries in above fields.
- Enable students to read parallel literature on texts chosen for translation.
- Sensitise students towards machine translation and its limitations.
- Develop awareness about ethics and accountability in translation.

SYLLABUS OF DSE-4: Option 3: Introduction to Translation

Unit I (9 hours)

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, birth and death certificates, mark sheets).

Unit II (9 hours)

Scientific and technical translation. Translation of canonical texts.

Unit III (9 hours)

Introducing the students to the techniques of translation.
Making of word glossaries in above fields.

Unit IV (9 hours)

Machine translation and its limitations.
Ethics and accountability in translation.

Unit V**(9 hours)**

Reading of parallel literature on texts chosen for translation.
Role of Translation in Multimedia contexts.

Essential/Recommended Readings

- Bassnett, S. (2002). *Translation Studies*. New York: Routledge.
- Gile, Daniel. (2009). *Basic Concepts and Models for Interpreter and Translator Training*. Amsterdam: John Benjamins Publishing.
- Munday, Jeremy. (2012). *Introducing Translation Studies, Theories and Applications*. New York: Routledge.
- Malmkjaer, Kirsten, et al. (2011). *The Oxford Handbook of Translation Studies*. Oxford: OUP.
- Baker, Mona. (2011). *In Other Words. A Course Book in Translation*. New York: Routledge.
- Jones, Michele H. (2014). *The Beginning Translator's Workbook*. New York. Toronto: University Press of America.
- Roger, Valentine Watson. (2004). *Apprendre à traduire: Cahier d'exercices pour l'apprentissage de la traduction français-anglais anglais-français*. Toronto. Ontario: Canadian Scholar's Press Inc.

Additional material will be provided by the Department.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DSE 4: Option 4: Techniques of Written Expression**Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Techniques of Written Expression (Option 4)	4	3	1	0	XII Passed	NIL

Course Learning Objectives : At the end of the Course, a student will learn

- To write different types of formal letters
- To analyse and prepare different types of advertisements.
- To write minutes of a meeting
- To summarise a text.
- To carry out correspondance related to banking and post office services.

Course Learning Outcomes : At the end of the course a student will be able to

- To write different types of formal letters
- To analyse and prepare different types of advertisements.
- To write minutes of a meeting

- To summarise a text.
- To carry out correspondence related to banking and post office services.

SYLLABUS DSE 4: Option 4 Techniques of Written expression

Unit 1 (12 hours)

Different types of Letters: Letters to ask for information, services. Letters of reclamation. Letters to protest against certain social issues.

Unit 2 (12 hours)

Analyse and write different types of advertisement: Classified advertisements in newspapers, advertisement to sell a product, advertisements to propose a service, advertisements of NGO.

Unit 3 (12 hours)

Summarise 2-3 texts on the same subject into a single text.

Unit 5 (9 hours)

Minutes of a meeting

Essential/Recommended Readings:

1. Claude Le Goff, *Le Nouveau French for Business: Le français des affaires*, Les éditions Didier, Paris, 1994.
 2. RENN, H. et G. Tempesta, *Le français de l'hôtellerie et de la restauration*, CLE international, 1992.
 3. WATTIER, Stéphane, *Production écrite DELF B2*, Commun Français, 2017.
 4. BARIL, Denis, *Techniques de l'expression écrite et orale*, Editions Sirey, Paris, 2008.
- Additional material will be provided by the Department.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DSE 4: Option 5: Study of European Art

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Study of European Art (Option 5)	4	3	1	0	XII Passed	NIL

Study of European Art
Learning Objectives: <ul style="list-style-type: none"> • To introduce students to the various major Art Movements in Europe from the Renaissance to the Contemporary Period. • To study artworks of painter's representative of the Major Art Movements in Europe.
Learning Outcomes: <ul style="list-style-type: none"> • Provide an overview of important European Art Movements, representative painters, and their artworks: Spanish Baroque, Flemish School, French Impressionists, Spanish Surrealists, Barocco Italiano etc. • Develop an understanding of structures and Perspectives of Everyday life as seen by painters.

<ul style="list-style-type: none"> Equip with tools to analyse artworks. 	
Syllabus:	
UNIT I	6 hours
How to analyse an artwork?: Introduction to the elements and components of Art	
UNIT II	6 hours
<ul style="list-style-type: none"> Introduction to Renaissance art movements with special focus on Humanism and mannerism Innovative techniques introduced by the Renaissance artists The idea of Europe. Structures and Perspectives of Everyday life as seen by Renaissance painters. 	
UNIT III	6 hours
Major art movements of the XVII century: Baroque and Classicism	
UNIT IV	6 hours
Major art movements of the XVIII century: Rococo and Neo-Classicism	
UNIT V	9 hours
Major art movements of the XIX century: Romanticism, Realism, Symbolism, Impressionism, Expressionism	
UNIT VI	12 hours
Major art movements of the XX century: Cubism, Fauvism, Surrealism, Futurism, Art Deco, Modern Art, Abstract Art, Postmodern Art, Neo-Realism	
Essential/Recommended Readings: Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> Adams, Laurie Schneider, (1996), <i>The Methodologies of Art: An Introduction</i>, NY: Westview Press. Arnason, H. H. (2003), <i>History of Modern Art: Painting, Sculpture, Architecture, Photography</i>, New York: Prentice Hall. Boime, Albert (1990) <i>A Social History of Modern Art</i>, Volumes 5, Chicago: University of Chicago Press, Burckhardt, Jacob. (2004). <i>The Civilization of the Renaissance in Italy</i> (1855), New York: Penguin Guitemie Maldonado, Marie-Pauline Martin, Natacha Pernac, Rowley Neville, (2019), <i>Bescherelle - Chronologie de l'histoire de l'art: de la Renaissance à nos jours</i>, Paris : Hatier. Hopkins, David, (2000), <i>After Modern Art 1945-2000 (Oxford History of Art)</i>, NY: OUP. Patrick Weber, (2017), <i>Histoire de l'art et des styles: Architecture, peinture, sculpture, de l'Antiquité à nos jours Poche</i>, Paris : Librio. Read, Herbert (1984), <i>Meaning of Art</i>, London: Faber & Faber. Xavier Barral, I. Altet, (2013), <i>Histoire de l'art</i>, Paris : PUF 	
Additional material may be provided by the Department.	
Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

DSE 4: Option 6: Children and Adolescent Literature

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Children and Adolescent Literature (Option 6)	4	3	1	0	XII Passed	NIL

Children and adolescent literature can be distinguished from mere books written for children as literature implies genre and literary tropes, premeditated contexts and settings and often a conscious attempt at portraying history and multiculturalism. In addition, adolescent literature written by adults is an institutional discourse that helps teenage readers understand their environment and society through the issues that present themselves in texts. Through novels, poems and theatre, we examine the values transmitted to children and how literature can influence moral and social decisions that adolescents are faced with.

Course Learning Objectives:

- Introduce students to the changing conceptions of children's literature.
- Help students in analyzing various genres meant for young children and adolescents.
- Sensitize students about the role of children's literature in transmitting values.

Course Learning Outcomes :

- Students will become familiar with the changing conceptions of children's literature.
- Students will be able to analyse various genres meant for young children and adolescents.
- Students will be aware of the role of children's literature in transmitting values.

SYLLABUS DSE 4 : Option 6: Children and Adolescent Literature

Unit 1 (15 hours)

- 1.1 Changing conceptions of children's literature
- 1.2 Literature for children and /or adult readers?

Unit 2 (15 hours)

- 2.1 Folklore for young children
- 2.2 Fables for young children

Unit 3 (15 hours)

- 3.1 Fairy tales for young children

3.2 Theatre for children

3.3 Children's literature and transmission of values.

Essential/Recommended Readings

1. Jean-Paul Gourévitch, *Abcdaire illustré de la Littérature Jeunesse*, Le Puy-en-Velay, L'atelier du poisson soluble (2013).
2. Christian Chelebourg et Francis Marcoin, *La Littérature de jeunesse*, Paris, Armand Colin, "128" (2006).
3. Marc Soriano, *Guide de la littérature pour la jeunesse*, Paris, Hachette, 1974. Rééd. Delagrave (2002).
4. Myriam Tsimbidy, *Enseigner la littérature de jeunesse*, Toulouse, Presses Universitaires du Mirail (2008).
5. Nathalie Prince, *La Littérature de jeunesse*, Armand Colin, Paris, 2010.
6. Isabelle Nières-Chevrel, *Introduction à la littérature de jeunesse*, Didier jeunesse, « Passeurs d'histoires », Paris 2009

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DSE 4: Option 7: Life Writing

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Life Writing (Option 7)	4	3	1	0	XII Passed	NIL

Course Learning Objectives

- Familiarise students with the genre of biography, autobiography.
- Familiarise students to understand the difference with other genres of writing.

Learning outcomes

- Help to analyse the characteristics of Autobiographical and biographical texts
- Familiarize students with Diaries and Letters
- Equip students to analyze and write about Travel experiences

SYLLABUS OF DSE-4: Option 7: Life writing

Unit I

(15 hours)

Reading, writing and analysing Autobiographies, Confessions, Memoirs. Fictional Autobiographies, Autobiographical Songs

Unit II**(15 hours)**

Reading, writing and analysing Diaries and Letters

Unit III**(15 hours)**

Reading, writing and analysing Travelogues, travel logues and other forms of travel narratives

Essential/recommended readings

- Geertz, Clifford. *The Interpretation of Cultures*. New York: Basic Books (1973).
- Geertz, Clifford. *Local Knowledge*. New York: Basic Books (1983).
- Geertz, Clifford. *Works and Lives: The Anthropologist as Author*. Stanford: Stanford University Press (1989).
- Alain De Botton, *The Art of Travel*, Vintage; Reprint edition (May 11, 2004) Marc Augé, Jean-Paul Colleyn, *L'anthropologie*, PUF, Coll. Que sais-je ? (2009).
- Philippe Lejeune, *Je est un autre : L'autobiographie*, de la littérature aux médias, Seuil, (1980)
- Vincent Colonna, *Autofiction et autres mythomanies littéraires*, Tristram (2004).

Primary Texts:

- Simone de Beauvoir, *Mémoires d'une jeune fille rangée*
- Leonora Miano, *Afropean Soul et autres nouvelles*, Flammarion (2008).
- Bernard B. Dadie, *Climbié*, Nouvelles éditions africaines (2003).

Additional material will be provided by the Department.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**COURSES OFFERED BY DEPARTMENT OF
Germanic & Romance Studies**

SEMESTER - VI

Category III

**Courses for Undergraduate Programme of study with discipline as one of
the Core Disciplines**

B.A. Programme with French

(For e.g. courses for B.A. Programmes with _____ (discipline's name) as non-Major or
Minor discipline)

DISCIPLINE SPECIFIC CORE COURSE (DSC-6): French in Context: Advanced Level – 2

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE
COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
French in Context: Advanced Level – 2	4	3	1	Nil	Passed Class XII	None

Learning Objectives: (Reading, Writing, Listening and Speaking):

In Semester 6, the student will learn to

- Understand and summarise the main ideas of complex texts
- Write formal and informal letters conveying degrees of emotion and highlighting the personal significance of events and experiences
- Write argumentative texts on a wide range of topics by expanding and supporting his/her main points with relevant supporting details and examples

- Understand the content and line of argument of short documentaries TV reports, news reports, on a wide range of cultural, social, academic, professional topics, live interviews, talk shows, plays, the majority of films in standard dialect
- Engage in extended conversation on most general topics
- Debate and present on various issues of importance by sustaining a chain of reasoned argument /Commentary on audio-visual material

Learning outcomes: (Reading, Writing, Listening and Speaking):

At the end of Semester 6, a student will be able to

- To read and understand argumentative texts related to contemporary issues.
- To write a text on contemporary issues presenting and defending one's point of view.
- To listen and to understand radio and TV programs of long duration related to contemporary social issues.
- To express one's opinion, give and defend one's point of view on a wide range of contemporary social issues in a structured manner
- complete Level B1 of the CEF.

SYLLABUS OF DSC-6¹

Content

UNIT	CONTENT	DURATION
Dossier 5 (Lessons 1-6 + Project)	<p>Reading Comprehension: Read content of internet page, letter of motivation, online article, observe a photo from a television show, book presentation and answer questions based on IT.</p> <p>Writing: present your professional journey, give advices to present and highlight your competencies, make a list of your work experience(job, internship, summer job etc.) , make a mini record of your personal and professional journey, present tasks and competencies necessary for your studies and job , make a list of tasks that you complete in a day.</p> <p>Grammar: Situate the different stages of one's career in time, articulators to structure a cover letter, structures for understanding and giving advices,</p>	11 hours

¹ A text book contains 6-8 modules/units called *dossier*. Each dossier comprises of 6 lessons. Therefore, the syllabus is given in terms of the text book unit being covered along with the content of the 6 lessons with a total duration of the number of weeks needed to cover a dossier of 6 lessons. In Semester 6, last 4 units of the text book will be covered i.e from Unit 5-8.

	<p>pronoun <i>où</i> to give details about date and time, <i>gérondif</i> to express simultaneity, differentiate between <i>gérondif</i> and <i>participe présent</i>.</p> <p>Listening comprehension: Listen to a radio show(testimonials), video and answer questions based on them.</p> <p>Speaking: Communicate on one's career, express one's motivation and present one's project, understand the tool "professional portfolio", understand and give advice for a job or interview, take risks, value your experience, understand one's job profile, describe the start of a working day.</p> <p>Phonetics: Differentiate between pronunciations of past perfect, imperfect and conditionnal, highlighting certain events,</p> <p>Vocabulary: Words used to designate courses and diploma degree, different parts of a professional portfolio, words to indicate professional skills, give your impressions, do a personal and professional assessment, words that indicates skills of a customer care representative.</p>	
<p>Dossier 6 (Lessons 1-6 + Project)</p>	<p>Reading Comprehension: Read content of a pictogram, infographic, news column, front page of a magazine online forum, webpage, extracts from an internet page, comic book, observe images from a video of a television show, answer questions based on them.</p> <p>Writing: Present your journey and precise the time of events and talk about people who were important during this journey, choose a fake news, analyse and present why it is false, prepare and stage a performance.</p> <p>Grammar: Expression of contrast to discuss a subject- passive voice to insist on consequence of an action, agreement of past participle, indicators of time to specify the time of speaking, prepositional verbs to talk about information and misinformation, highlighting processes to capture attention.</p> <p>Listening comprehension: Listen to a radio show(online forum, interview, online press article), video (comic strip) and answer questions based on it.</p> <p>Speaking: Analyse front page of a magazine, compare traditional media and social media, report an event structure a press article, report past events, spot fake news, analyse fake news, capture attention of an audience, explain and argue.</p> <p>Phonetics: Sounds [o] and [œ] and trunction and level of language.</p> <p>Vocabulary: Analyse the cover of a magazine, journalistic writing style, traditional / active media</p>	<p>11 hours</p>

	terms, words to express information and misinformation, highlighting processes to capture attention.	
Dossier 7 (Lessons 1-6 + Project)	<p>Reading Comprehension: Read contents of an internet page, sidebar, newsflash, article , photo observe an identity card, cover page of a magazine and answer questions based on them.</p> <p>Writing: Present an innovation in your country, write an article on simplification of a scientific discovery , write an opinion note.</p> <p>Grammar: Compound relative pronouns to avoid repetitions, structures to explain the usefulness and functioning of an operation, establish a chronological progression in an argument, expression of doubt and certainty.</p> <p>Listening comprehension: Listen to a radio show(online press article), video and answer questions based on it.</p> <p>Speaking: Understand a program that presents a scientific innovation, discover young French speaking talents and their achievements, explain a scientific discovery in simple manner, present a technological innovation, make an innovative concept understood, express one's opinion, imagine future, consider positive and negative consequences of an innovation.</p> <p>Phonetics: Sounds[r] and [ʁ] and pronouncing or not [e].</p> <p>Vocabulary: Introduce a topic in a program/report(1), few activities to play sports and relax , share a scientific discovery, introduce a topic in a program/report(2), talking about the economics of innovation, explaining something to someone, identifying characteristics of opinion paper, personify an object, express concern.</p>	11 hours
Dossier 8 (Lessons 1-6 + Project)	<p>Reading Comprehension: Read content of advertising strip of an internet website, article, a program schedule, film review, extract of an article observe a poster, an advertisement and answer questions based on it,</p> <p>Writing: Present an interesting work of art, present the career of a live show artist, give your opinion on a film, make a profile card of readers in your class.</p> <p>Grammar: Expressing manner and similarity, superlative degree to express enthusiasm, time of infinitive to understand chronology, double pronoun</p>	12 hours

	<p>to avoid repetition, interrogation to structure your thoughts.</p> <p>Listening comprehension: Listen to a radio show(online press article, announcement, movie review), interview, video</p> <p>Speaking: Give positive review of a cultural event, present a piece of work, express enthusiasm, talk about live shows, find out about an artist's career, understanding prize list, review a film, react to a review, find francophone books, ask yourself the importance of reading.</p> <p>Phonetics: Expression of enthusiasm, complusory <i>liaison</i> and optional <i>liaison</i>.</p> <p>Vocabulary: Express a positive or negative judgement, words for talking about live shows, for rewarding and congratulating, for talking about books and book stores.</p>	
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Practical component (if any) - NIL

Essential/recommended readings: Any of the text books given below may be prescribed:

1. Hirschsprung Nathalie, Mous Nelly, Tricot Tony, Mathieu-Benoit Émilie, Van der Meulen Mathias, Antier Marine, Veillon Leroux Anne, Mous Nelly: « *Cosmopolite- B1 Méthode de français* », Hachette Français langue etrange 2018 Dossiers 5-8.
2. Cocton Marie-Noëlle, Kohlmann Julien, Rabin Marie, Ripaud Delphine : « *L'Atelier- B1, Méthode de français* », Les Éditions DIDIER, France, 2020, Unités 6-10.
3. Biras Pascal, Chevrier Anna, Witta Stéphanie, Fouillet Raphaële: « *Défi- 3 Méthode de français* », Éditions Maison des Langues, 201, Unités 5-9.
4. Bredelet A., Mègre B., Rodrigues W. M. : « *Odyssée-B1, Méthode de français* », CLÉ International, France, 2018, Unités 7-12.
5. Dufour Marion, Mainguet Julie, Mottironi Eugénie, Opatski Sergueï, Perrard Marion, Tabareau Ghislaine: « *Edito-B1 Méthode de français (2^e édition)* », Editions DIDIER FLE, 2022, Unités 7-12.
6. Mater Anaïs, Mathieu-Benoit Émilie t: « *Cosmopolite- 3 Cahier d'activites* », Hachette Français langue etrangere, 2018 Dossiers 5-8.
7. Cocton Marie-Noëlle (coordination pédagogique), Dereeper Camille, Kohlmann Julien, Ripaud Delphine : « *L'Atelier- B1, Cahier d'activités* », Les Éditions DIDIER, France, 2020, Unités 6-10.

8. Biras Pascal, Chevrier Anna, Jade Charlotte, Wita Stéphanie: « *Défi- 3 Cahier d'exercices* », Éditions Maison des Langues, 2019, Unités 5-9.
9. Brito Amélie, Bucher Emilie: « *Odysée- A2, Cahier d'activités* », CLÉ International, France, 2021, Unités 7-12.
10. Heu Elodie, Mainguet Julie, Mottironi Eugénie, Opatski Sergueï, Perrard Marion : « *Edito- B1 Cahier d'activités* », Les Éditions DIDIER FLE, 2018, Unités 7-12.

Additional material may be used.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

SEMESTER-IV
DEPARTMENT OF GERMANIC AND ROMANCE STUDIES
Category I

[UG Programme for Bachelor in GERMAN (Honours) degree in three years]

DISCIPLINE SPECIFIC CORE COURSE -10 (DSC-10)
Language in Context: Intermediate Reading and Writing Skills (2)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in Context: Intermediate Reading and Writing Skills (2)	4	3	1	0	XII passed	Should have studied "Language in Context: Intermediate Reading and Writing Skills (1)"

Learning Objectives

Enable student to

- read texts and answer questions on them;
- be able to write texts, about subjects pertaining to his/her immediate environment;
- attain Level A2.2 of the Common European Framework (CEF).

Learning outcomes

- Enable students to fully attain A2.2 Level of reading and writing skills in the concerned language.
- Reading advanced texts and answering questions on them.
- Equip students to write about subjects pertaining to his/her immediate environment.

SYLLABUS OF DSC-10

Unit I

(9 hours)

Read and understand texts about "problems while learning"

Understand advices and give advices to others

Understand reports about professional routine

Make a small presentation

- Subordinate clause with "denn, and "weil"
- Conjunctive 2 Sollten

- Use of Genitive: Name + -S
- Temporal prepositions „bis“, „Über“+Accusative, „Ab“ +Dative

Unit II

(9 hours)

Read texts about hope, excitement and disappointment

Read fans' comments

Write comment as fan

Understand reports about pick nick

Describe a sightseeing

- Usage of “deshalb”, “trotzdem”, etc.
- Verbs with accusative and dative

Unit III

(9 hours)

Read texts about complaints

To excuse and to request

Write a story

- Conjunctive II: use of Könnten
- Subordinate sentences with als and wenn

Unit IV

(9 hours)

Read texts about the style of music

- Interrogative articles was für ein (e)?
- Pronouns with man/ jemand/ Niemand
- Pronouns with alles/ etwas/ nichts
- Relative sentences in nominative case

Unit V

(9 hours)

Read and understand conversation

Plan something together

Write a story

Understand information about other cultures

- Use of Conjunctive II (Wishes and advices)
- Verbs with prepositions
- W- Questions with prepositions: Auf wen? Worauf?
- Use of “damit” and “um ... zu“
- Relative sentences in accusative

Practical component (if any) - NIL

Essential/recommended readings

1. Dengler, S., Rusch, P., Schmitz, H. (2013). *Netzwerk A2.2: Deutsch als Fremdsprache. Kurs- und Arbeitsbuch mit DVD und 2 Audio--CDs*. Klett Verlag.
2. Dengler, Stefanie; Tanja Mayr-Sieber, Paul Rusch, Helen Schmitz. *Netzwerk neu A2.2: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit Audios und Videos*. Klett Verlag
3. Evans, S., Pude, A., Specht, F. (2021). *Momente A2: Kurs- und Arbeitsbuch*. Hueber Verlag.
4. Evans, S., Pude, A., Specht, F. (2020). *Menschen A2: Kurs- und Arbeitsbuch*. Max Hueber Verlag
5. Höldrich, B. (2010). – *Lesen & Schreiben A2: Buch (Deutsch üben) Taschenbuch*. München: Hueber Verlag.
6. Rusch, P., Schmitz, H. *Einfach Grammatik Deutsch A1 Bis B1*. Berlin: Langenscheidt.
7. Sander, I., Braun, B., Fügert, N., Kotas, O. (2016). *DaF kompakt neu A2: Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch*. Klett Verlag.
8. Von, Rosa-Maria Dallapiazza, et al. (2011). *Tangram aktuell A2: Kurs- und Arbeitsbuch*. Hueber Verlag.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE – 11 (DSC-11)
Language in Context: Intermediate Listening and Speaking Skills (2)

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in Context: Intermediate Listening and Speaking Skills (2)	4	3	1	0	XII passed	Should have studied “Language in Context: Intermediate Listening and Speaking Skills (1)”

Learning Objectives

Enable student to

- read advanced texts and answer questions on them;
- be able to express on different topics, about subjects pertaining to his/her advanced environment;
- attain complete Level A2.2 of the Common European Framework (CEF).

Learning Outcomes

- Enable students to fully attain A2.2 Level of listening and speaking skills in the concerned language.
- Express ideas on audios listened and answering questions on them.
- Equip students to speak about subjects pertaining to his/her advanced environment

SYLLABUS OF DSC-11

Unit I (9 hours)

Talk about regarding problems in learning
 Understand conversations about advices and suggestions
 Talk about professional routine

Unit II (9 hours)

Understand fans' comments
 Give advices and react
 Learn to make an appointment

Unit III (9 hours)

Express to complain, to excuse
Express to request for something
Report about past
Talk about pets

Unit IV

(9 hours)

Talk about music styles
Learn to buy concert ticket
Introduce a band or a musician
Understand information about paintings

Unit V

(9 hours)

Talk about desires and express wishes
Understand a conversation
Exchange information
Understand information about other cultures
Express about behavior
Talk about cliché

Practical component (if any) - NIL

Essential/recommended readings

1. Dengler, S., Rusch, P., Schmitz, H. (2021). *Netzwerk neu A2.2: Deutsch als Fremdsprache. Kurs- und Arbeitsbuch mit DVD und 2 Audio--CDs*. Klett Verlag.
2. Dengler, Stefanie; Tanja Mayr-Sieber, Paul Rusch, Helen Schmitz. *Netzwerk neu A2.2: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit Audios und Videos*. Klett Verlag
3. Evans, S., Pude, A., Specht, F. (2021). *Momente A2: Kurs- und Arbeitsbuch*. Hueber Verlag.
4. Evans, S., Pude, A., Specht, F. (2020). *Menschen A2: Kurs- und Arbeitsbuch*. Max Hueber Verlag
5. Höldrich, B. (2010). – *Lesen & Schreiben A2: Buch (Deutsch üben) Taschenbuch*. München: Hueber Verlag.
6. Rusch, P., Schmitz, H. *Einfach Grammatik Deutsch A1 Bis B1*. Berlin: Langenscheidt.
7. Sander, I., Braun, B., Fügert, N., Kotas, O. (2016). *DaF kompakt neu A2: Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch*. Klett Verlag.
8. Von, Rosa-Maria Dallapiazza, et al. (2011). *Tangram aktuell A2: Kurs- und Arbeitsbuch*. Hueber Verlag.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE– 12 (DSC-12)
Engaging with Literary Texts (2)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Engaging with Literary Texts (2)	4	3	1	0	XII passed	Should have studied “Engaging with Literary Texts (1)”

Learning Objectives

Enable students to read, understand and analyse short literary texts (prose, poetry, films, songs etc.) adapted for students of level A2 and to answer questions on the same.

Learning outcomes

Enable to students to read and analyse short literary texts independently.

SYLLABUS OF DSC-12

UNIT – I (9 hours)

The students will read short stories of level A2, and literary texts adapted/abridged to A2 level and learn to summarise the content as well as answer basic comprehension questions on it.

UNIT – II (9 hours)

Advanced study of various components of literary analysis like narrator, character, tone etc. as well as various forms of short prose. The students will learn to answer more analytical questions.

UNIT – III (9 hours)

Analysis of poetry using the knowledge of poetic devices.

UNIT – IV (9 hours)

Analysis of various German songs using the knowledge of poetic devices on the song texts, and the function of intonation, melody, rhythm etc.

UNIT – V (9 hours)

The students will learn to comprehend and do an advanced analysis of short visual texts like shorts films, advertisements, skits etc.

Practical component (if any) - NIL

Suggestive readings

Learning / Teaching Material: To be compiled and provided by the Department.

1. Rosmarie Thee Morewedge. (2008). Mitlesen - Mitteilen Literarische Texte zum Lesen, Sprechen, Schreiben und Hören. Boston: Thomson Heinle. 4th Edition.
2. Adalbert Stifter (Bearbeitet von Achim Seiffarth). (2010). Brigitta. Cideb.
3. Specht, Franz (nach Motiven aus dem Nibelungenlied). (2009). Siegfrieds Tod. Hueber.
4. Tschiesche, Jaqueline. (2009). Till Eulenspiegel. Cideb.
5. List of Films
<https://www.goethe.de/ins/pl/de/spr/unt/kum/dfj/fil.html>
6. List of Songs
<https://www.goethe.de/prj/stg/de/mat/mmu.html>

Additional material may be provided by the Department.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

POOL OF DSE

DISCIPLINE SPECIFIC ELECTIVE COURSE – 2 (DSE-2):

Introduction to the History of Germany and the German-speaking World.

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to the History of Germany and the German Speaking World	4	3	1	0	XII passed	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce students to major social, political and cultural events in Germany and German-speaking countries.
- To study the impact of these social, political and cultural events in the German-speaking world and in Europe.

Learning outcomes

The Learning Outcomes of this course are as follows:

- To familiarise students with the major social, political and cultural events from the medieval to contemporary period.
- To provide a good understanding of contemporary Germany and German-speaking countries and their standing in the world.

SYLLABUS OF DSE-2

UNIT – I

(9 hours)

Reformation and Counter-Reformation.

Thirty Years' War

Enlightenment

UNIT – II (9 hours)
1848 Revolution
Unification of Germany under Bismarck.
Weimar Republic

UNIT – III (9 hours)
Habsburg Empire
World War I.
Division of Germany

UNIT – IV (9 hours)
Basic Law, Economic Miracle
1968 student revolt

UNIT – V (9 hours)
Fall of the Berlin Wall in 1989, Reunification
Germany in the European Union

Practical component (if any) - NIL

Essential/recommended readings

1. Herbert, Ulrich. (2014). *Geschichte Deutschlands im 20. Jahrhundert*. München: C.H. Beck Verlag.
2. Hein, Dieter (2016). *Deutsche Geschichte im 19. Jahrhundert*. München: C. H. Beck Verlag.
3. Stollberg-Rilinger, Barbara. (2013). *Das Heilige Römische Reich Deutscher Nation: Vom Ende des Mittelalters bis 1806*. München: C. H. Beck.
4. Brechtken, Magnus. (2012). *Die nationalsozialistische Herrschaft 1933-1939*. Darmstadt: Wissenschaftliche Buchgesellschaft.
5. Stern, C., Winkler, H.A. (Hrsg.). (1994). *Wendepunkte deutscher Geschichte 1848-1990*. Frankfurt am Main: Fischer-Verlag.

Additional material will be provided by the Department.

Suggestive readings

DISCIPLINE SPECIFIC ELECTIVE COURSE – 2 (DSE-2):

Life in German speaking Countries.

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Life in German-Speaking Countries	4	3	1	0	XII passed	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce the learner to various aspects of contemporary culture (films, art, education system etc.) in Germany and German-speaking countries.

Learning outcomes

The Learning Outcomes of this course are as follows:

- To initiate learners to the culture and civilization of Germany and German-speaking countries.
- To provide knowledge about education systems, home, family, leisure activities, festivals, politics, tourism, physical geography of Germany and German-speaking countries.
- To introduce the students to the great thinkers of Germany and German-speaking countries in the areas of literature, cinema, art etc.
- To enable students to understand and analyse cultural aspects of Germany and German-speaking countries and develop an intercultural competence among students.

SYLLABUS OF DSE-2**UNIT – I****(9 hours)**

Detailed contents

Basic knowledge of various cultural and civilisational aspects of Germany and German-speaking countries, such as daily lives and routines of an average person, home, family, leisure activities, festivals etc.

UNIT – II**(9 hours)**

Basic knowledge of education systems, politics etc.

UNIT – III (9 hours)
Basic knowledge of tourism, physical geography etc.

UNIT – IV (9 hours)
Great thinkers of Germany and other German speaking countries.

UNIT – V (9 hours)
Introduction to literature, cinema, art of Germany and other German speaking countries.

Practical component (if any) - NIL

Essential/recommended readings

1. Williams, J., (2011). *Weimar Culture Revisited*. London: Palgrave Macmillan.
2. Schröder, B., Schebera, J. (1987). *Die „goldenen“ zwanziger Jahre. Kunst und Kultur der Weimarer Republik*. Köln: Hermann Bohlaus.
3. Kolb, E., Schumann, D. (2012). *Die Weimarer Republik*. 8. erw. Aufl. München/Wien: Oldenbourg.
4. Schröder, B., Schebera, J. (2010). *Deutschland nach der Wiedervereinigung. Deutsche Einheit. Bundeszentrale für politische Bildung*. APUZ 30-31.
5. Koch, Gertrud (ed.). (1999). *Bruchlinien. Tendenzen der Holocaustforschung*. Köln: Böhlau Verlag.
6. Heimrod, Ute (ed.). (1999). *Der Denkmalstreit – das Denkmal? Die Debatte um das “Denkmal für die ermordeten Juden Europas”*. Berlin/Wien: Philo.
7. Rumppler, H., Urbanitsch, P. (eds.). (2006). *Die Habsburgermonarchie 1846-1918. Politische Öffentlichkeit und Zivilgesellschaft*. Wien: VÖAW.
8. Caduff, C., Sorg, R. (eds.). (2004). *Nationale Literaturen heute – ein Fantom ? Tradition und Imagination des Schweizerischen als Problem*. München: Fink Wilhelm GmbH + CoKG.
9. Pautz, H. (2005). *Die deutsche Leitkultur. Eine Identitätsdebatte*. Stuttgart: ibidem.
10. Ohlert, M. (2014). *Zwischen « Multikulturalismus » und « Leitkultur »*. Berlin: Springer VS.

Additional material will be provided by the Department.

Suggestive readings

DISCIPLINE SPECIFIC ELECTIVE COURSE – 2 (DSE-2):
Different Text Types

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Different Text Types	4	3	1	0	XII passed	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce and familiarise the learner to different types of literary and non-literary texts.
- To identify the linguistic, discursive and formal specificities of literary and non-literary texts
- To analyse the form and content of literary and non-literary texts.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Develops skills to study different text types in order to familiarise oneself with different kinds of language usages in literary and semi-literary texts.
- Enables learners to develop relevant analytical skills to critically evaluate the form and content of these texts
- Helps learners to identify different language registers, rhetoric and other compositional specificities of the texts.

SYLLABUS OF DSE-2

UNIT – I

(9 hours)

Prose: Introduction and analytical study of both form and content of a variety of texts written in simple shorter narrative genres, (Ex. short story, fable, chronicle, myth, tales, anecdote etc.)

UNIT – II

(9 hours)

Prose: Introduction and analytical study of both form and content of a variety of texts written in simple longer narrative genres, (Ex. novella, autobiography, biography, novel, play etc.)

UNIT – III

(9 hours)

Poetry: Introduction and analytical study of both form and content of various types of poetic texts, songs, slams etc. written in a simple and accessible language.

UNIT – IV

(9 hours)

Intermedial and semi-literary texts: Introduction and analytical study of both form and content of comic strips, graphic novels etc.

UNIT – V

(9 hours)

Intermedial and semi-literary texts: Introduction and analytical study of both form and content of semi literary forms such as essay, commentary, informative/descriptive texts on history, geography, economy, culture that are not too complex.

Practical component (if any) - NIL

Essential/recommended readings

Any of the following textbooks may be prescribed and will be partially completed.

- Thoma L. (2009). *Das Idealpaar Jugendbuch / Kurzgeschichten / Leichte Lesetexte (A1)*. München: Hueber Vlg.
- Specht, F. (2010). *Rumpelstilzchen Jugendbuch; Leichte Lesetexte (A1)*. München Hueber.
- Thomas, S. (2008). *Vera, Heidelberg Jugendbuch Leichte Lesetexte (A2)*. München Hueber.
- Urs, L. (2010). *Fräulein Else Jugendbuch/Leichte Lesetexte (A2)*. München Hueber.

Additional texts will be provided by the Department.

Suggestive readings

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE – 2 (DSE-2):
Debating and Presentation Techniques

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Debating and Presentation Techniques	4	3	1	0	XII passed	NIL

SEMESTER -IV
COURSES OFFERED BY DEPARTMENT OF
Germanic & Romance Studies
Category III

**Courses for Undergraduate Programme of study with discipline as one of the
Core Disciplines**

B.A. Programme with German

(For e.g. courses for B.A. Programmes with _____ (discipline's name) as non-Major or
Minor discipline)

DISCIPLINE SPECIFIC CORE COURSE (DSC-1): German in Context: Intermediate Level – 1

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
German in Context: Intermediate Level – 1	4	3	1	Nil	Semester- 2 pass	German Basic Level- 2

Learning Objectives

The Learning Objectives of this course are as follows:

At the end of semester 3, a student will

- be able to read long texts and answer questions on them.
- be able to write short texts about one's own feelings and one's immediate environment.
- Be able to express own opinion and feeling, be able to comment and make suggestions
- To understand and conduct telephonic conversation.
- attain Level A 2.1 of the Common European Framework (CEF).

Learning outcomes

The Learning Outcomes of this course are as follows:

- Enable students to attain A 2.1 Level of listening, speaking, reading and writing skills in the concerned language.
- Reading long and difficult texts and answering questions on them.
- Equip students to write about subjects pertaining to his/her immediate environment.

SYLLABUS OF DSC-3

Content

Listening: Understanding words and phrases about persons, professions and far away places, long and difficult. formal/informal conversation, questions, instructions and suggestions, description of places.

Speaking:

Describing and presenting someone's professional life. Taking part in a conversation and interaction. Asking for/ giving information on topics or matters related to travel, Films and profession. Seeking information through telephonic conversation.

Reading: Reading long and difficult texts related to one's immediate and far away environment such as brochures, advertisements, posters, fliers, responding to emails.

Writing: Guided writing will include activities such as describing a city, tourist destinations, travelling experiences, a journey, professional routine, a film

Morphosyntax and Vocabulary: Complex grammatical structures and vocabulary used to describe oneself and others, describe one's local surroundings, cities, professions and journeys etc.

UNIT I

3 weeks

To compare and talk about advantages and disadvantages, talk about films and make comments about films, to express one's opinion, to conduct an interview, talk about feelings, congratulate, thank, express happiness and regret.

UNIT II

3 weeks

To talk about an event, incident, understand and write a blog, ask about things, understand talks related to banking, make a polite request, describe a city and follow city tours.

UNIT III

3 weeks

To talk at with travel ticket counter, talk about holiday offers, describe dream profession, preparing conversation via telephone, pass on information out of a text, asking for information, understanding and describing the way to a destination, using the public transport system

UNIT IV

3 weeks

describing advantages and disadvantages, expressing one's own experience, describing graphics, describing experiences during train journey, story writing, understanding problems in learning, understanding and making suggestions, understanding reports about professions,

UNIT V

3 weeks

Understanding an interview, preparing a small presentation, expressing hope, despair and admiration during sports, understanding and writing comments, express consequences and contradictions, giving suggestions and reacting, to fix an appointment, understand difficult texts, presenting a tourist destination.

Practical component (if any) - NIL

Essential/recommended readings

Any of the following textbooks may be prescribed and will be partially completed.

1. Dengler, S., Rusch, P., Schmitz, H., Sieber, T. (2020). *Netzwerk neu A 2.2: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit DVD und 2 Audio--CDs*. Klett Verlag.
2. Dengler, Stefanie; Tanja Mayr-Sieber, Paul Rusch, Helen Schmitz. *Netzwerk neu A1.1 and A 2.1: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit Audios und Videos*. Klett Verlag
3. Evans, S., Pude, A., Specht, F. (2021). *Momente A1.1 to 2.1 Kurs- und Arbeitsbuch*. Hueber Verlag.
4. Evans, S., Pude, A., Specht, F. (2020). *Menschen A 1.1 to 2.1. Kurs- und Arbeitsbuch*. Max Hueber Verlag
5. Höldrich, B. (2010). – *Lesen & Schreiben A1 to A2: Buch (Deutsch üben) Taschenbuch*. München: Hueber Verlag.
6. Rusch, P., Schmitz, H. *Einfach Grammatik Deutsch A1 Bis B1*. Berlin: Langenscheidt.
7. Sander, I., Braun, B., Fügert, N., Kotas, O. (2016). *DaF kompakt neu A1 to B1 Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch*. Klett Verlag.
8. Von, Rosa-Maria Dallapiazza, et al. (2011). *Tangram aktuell A1 to B2. Kurs- und Arbeitsbuch*. Hueber Verlag.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

SEMESTER-V
DEPARTMENT OF GERMANIC AND ROMANCE STUDIES
Category I

[UG Programme for Bachelor in GERMAN (Honours) degree in three years]

DISCIPLINE SPECIFIC CORE COURSE -13 (DSC-13)
Language in Context: Advanced Reading and Writing Skills 1

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in Context: Advanced Reading and Writing Skills (1)	4	3	1	0	XII passed	NIL

Learning Objectives

Enable student to

- read texts and answer questions on them;
- be able to write texts, about subjects pertaining to his/her immediate environment;
- attain Level B1.1 of the Common European Framework (CEF).

Learning outcomes

- Enable students to fully attain B1.1 Level of reading and writing skills in the concerned language.
- Reading advanced texts and answering questions on them.
- Equip students to write about subjects pertaining to his/her immediate environment.

SYLLABUS OF DSC-13

Unit I

(9 hours)

Read and understand texts pertaining to travel destinations.

Write a creative text on your vacation.

Read and write a blog entry.

- Infinitive clauses with “zu”
- Subordinate clause with “da”, “weil” and “obwohl”

Unit II

(9 hours)

Read texts about customer's complaints.

Note down the reasons for the complaints.

Read texts on new technological developments.

Compare and write opinion on different advertisements.

- Different uses of the verb “lassen”
- Usage of “darum, “deshalb”, “deswegen”, etc.
- Genitive prepositions “wegen” and “trotz”

Unit III

(9 hours)

Read the life stories of different people.

Write down a story taking a cue from a given title.

Read texts about what is considered good behaviour and write one's opinion about the same.

- Forms of past tense “Präteritum” and “Partizip Perfekt”
- Temporal prepositions with dative and genitive

Unit IV

(9 hours)

Read an interview and guess what is the person's profession.

Read different job postings.

Write a job application.

- Subjunctive mood
- Pronouns and pronominal adverbs
- Verbs with fixed prepositions in subordinate clause
- Comparative and superlative forms of adjective

Unit V

(9 hours)

Read texts related to environment.

Write tips on saving the environment.

Read texts on various business ideas to save environment and answer the questions related to the texts.

Write a text on environment issues in India.

- Use of “damit” and “um ... zu“
- Future tense
- Nouns which take „n-declension“
- Relative clause

Essential/recommended readings

1. Dengler, S., Rusch, P., Schmitz, H. (2013). *Netzwerk neu B1.1: Deutsch als Fremdsprache. Kurs- und Arbeitsbuch mit DVD und 2 Audio--CDs*. Klett Verlag.
2. Dengler, Stefanie; Tanja Mayr-Sieber, Paul Rusch, Helen Schmitz. *Netzwerk neu B1.1: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit Audios und Videos*. Klett Verlag
3. Evans, S., Pude, A., Specht, F. (2021). *Momente B1: Kurs- und Arbeitsbuch*. Hueber Verlag.
4. Evans, S., Pude, A., Specht, F. (2020). *Menschen B1: Kurs- und Arbeitsbuch*. Max Hueber Verlag
5. Höldrich, B. (2010). – *Lesen & Schreiben B1: Buch (Deutsch üben) Taschenbuch*. München: Hueber Verlag.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE – 14 (DSC-14)
Language in Context: Advanced Listening and Speaking Skills (1)

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in Context: Advanced Listening and Speaking Skills (1)	4	3	1	0	XII passed	NIL

Learning Objectives

Enable student to

- read advanced texts and answer questions on them;
- be able to express on different topics, about subjects pertaining to his/her advanced environment;
- attain complete Level B1.1 of the Common European Framework (CEF).

Learning Outcomes

- Enable students to fully attain B1.1 Level of listening and speaking skills in the concerned language.
- Express ideas on audios listened and answering questions on them.
- Equip students to speak about subjects pertaining to his/her advanced environment

SYLLABUS OF DSC-14

Unit I

(9 hours)

Talk about likes and dislikes

Understand conversations related to travel plans and

Talk about travel plans

Understand announcements

Unit II

(9 hours)

Talk about one's shopping preferences

Listen to a radio programme on shopping preferences
 Call a service centre to complain about a defect
 Express your opinion on different advertisements

Unit III

(9 hours)

Look at pictures depicting changes in various spheres of life (school, medicine, work etc.) and discuss them.
 Talk about one's experiences in the recent past.
 Listen to a radio programme about people's lives.
 Describe an object or an event.

Unit IV

(9 hours)

Look at pictures portraying different professions and discuss the same.
 Listen to an interview and talk about the person's profession.
 Have a conversation at one's place of work.
 Listen to a job interview and simulate it.

Unit V

(9 hours)

Listen to a survey about the future.
 Listen to a radio programme and talk about why resolutions for the future don't always get implemented.
 Talk about one's future plans.
 Listen to weather reports.

Essential/recommended readings

1. Dengler, S., Rusch, P., Schmitz, H. (2021). *Netzwerk neu B1.1: Deutsch als Fremdsprache. Kurs- und Arbeitsbuch mit DVD und 2 Audio--CDs*. Klett Verlag.
2. Dengler, Stefanie; Tanja Mayr-Sieber, Paul Rusch, Helen Schmitz. *Netzwerk neu B1.1: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit Audios und Videos*. Klett Verlag
3. Evans, S., Pude, A., Specht, F. (2021). *Momente B1: Kurs- und Arbeitsbuch*. Hueber Verlag.
4. Evans, S., Pude, A., Specht, F. (2020). *Menschen B1: Kurs- und Arbeitsbuch*. Max Hueber Verlag.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE– 15 (DSC-15) History of German Literature (1)

Credit distribution, Eligibility and Pre-requisites of the Course

	Credits	Credit distribution of the course		
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Course title & Code		Lecture	Tutorial	Practical/ Practice	Eligibility criteria	Pre-requisite of the course (if any)
History of German Literature (1)	4	3	1	0	XII passed	NIL

Learning Objectives

- To introduce the learner to different literary movements and genres in literature from Germany and German-speaking contexts in the 20th and 21st centuries.
- To read and analyse German literary texts representing movements and genres of the 20th and 21st centuries.

Learning outcomes

- Enable students to understand and identify characteristics of literary texts from Germany and German-speaking contexts produced in the 20th and 21st centuries.
- Familiarise students with literary movements, genres and literary conventions of this period.
- Train students to analyse new literary genres that emerged in this period.

SYLLABUS OF DSC-15

UNIT – I (9 hours)

Study of literary texts of 20th and 21st centuries in order to analyse form and content of these works in a critical manner.

UNIT – II (9 hours)

Familiarise students with various literary movements of this period along with the representative writers who contributed in shaping these movements.

UNIT – III (9 hours)

Analysing new literary genres that emerged during this period.

UNIT – IV (9 hours)

Understanding macroanalysis

UNIT – V (9 hours)

Understanding microanalysis

Practical component (if any) - NIL

Suggestive readings

Learning / Teaching Material: To be compiled and provided by the Department.

Novels, Novellas:

- Kafka, F. (1912, 2017). Die Verwandlung. Value Classics Reprints.
- Kehlmann, D. (2010). Ruhm: Ein Roman in neun Geschichten. Berlin: Rowohlt Taschenbuch Verlag.
- Frank, A. (2013). Tagebuch der Anne Frank (1942-1944). Berlin: Fischer Verlag.

Plays:

- Brecht, B. (1939, 1991). Mutter Courage und ihre Kinder. Berlin: Suhrkamp Verlag.
- Frisch, M. (1961, 1998). Andorra. Stuttgart: Reclam.

Short stories and poems:

- Rilke, R.M. (1902). Der Panther. Retrieved from <http://rainer-mariarilke.de/080027panther.html>
- Brecht, B. (2012). Die Geschichten von Herrn Keuner. Berlin: Suhrkamp Verlag.
- Brecht, B. (1939, 1990). Die unwürdige Greisin: Und andere Geschichten. Berlin: Suhrkamp Verlag.
- Borchert, W. (1947, 1991). Draußen vor der Tür und ausgewählte Erzählungen. Berlin: Rowohlt Taschenbuch Verlag.
- Böll, H. (1956, 2007). Es wird etwas geschehen. School Scout. Reinig, C. (1968).
- Skorpion. Retrieved from http://www.teachsam.de/deutsch/d_literatur/d_aut/rein/rein_skorpion%20XXX.htm

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE – 3 (DSE-3):
Introduction to Translation

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Translation	4	3	1	0	XII passed	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- Familiarise students with language for specific purposes.
- Familiarise students to the techniques of translation.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Enable students to do scientific and technical translation, and translation of canonical texts.
- Help students to make word glossaries in above fields.
- Enable students to read parallel literature on texts chosen for translation.
- Sensitise students towards machine translation and its limitations.
- Develop awareness about ethics and accountability in translation.

SYLLABUS OF DSE-1

Unit I (9 hours)

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, birth and death certificates, mark sheets).

Unit II (9 hours)

Scientific and technical translation. Translation of canonical texts.

Unit III (9 hours)

Introducing the students to the techniques of translation.
Making of word glossaries in above fields.

Unit IV**(9 hours)**

Machine translation and its limitations.
Ethics and accountability in translation.

Unit V**(9 hours)**

Reading of parallel literature on texts chosen for translation.
Role of Translation in Multimedia contexts.

Practical component (if any) - NIL

Essential/recommended readings

- Bassnett, S. (2002). *Translation Studies*. New York: Routledge.
- Gile, Daniel. (2009). *Basic Concepts and Models for Interpreter and Translator Training*. Amsterdam: John Benjamins Publishing.
- Munday, Jeremy. (2012). *Introducing Translation Studies, Theories and Applications*. New York: Routledge.
- Malmkjaer, Kirsten, et al. (2011). *The Oxford Handbook of Translation Studies*. Oxford: OUP.
- Baker, Mona. (2011). *In Other Words. A Course Book in Translation*. New York: Routledge.
- Humphery, R. (2010). *Uni-Wissen, Grundkurs Übersetzen Deutsch-Englisch*. Berlin: Klett.
- Gallagher, John Desmond. (1982). *German-English Translation*. München, Wien: Oldenbourg.

Additional material will be provided by the Department.

Suggestive readings

DISCIPLINE SPECIFIC ELECTIVE COURSE – 3 (DSE-3):
Techniques of Written Expression.

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Techniques of Written Expression	4	3	1	0	XII passed	NIL

The Learning Objectives of this course are as follows:

- Familiarise students with different writing styles.
- Familiarise students with the techniques of different writing styles.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Enable students to create fictional texts like short stories and poems.
- Enable students to write different types of non-fictional texts.
- Enable students to understand and use appropriate structure for different types of texts.

SYLLABUS OF DSE-1

UNIT – I (9 hours)

Letters and Emails: personal and official

UNIT – II (9 hours)

Expository: How-to articles; textbooks; news articles (except for opinion and editorial articles); business, technical, or scientific writing

UNIT – III (9 hours)

Persuasive writing: Letters of recommendation; cover letters; Op-Eds and Editorial newspaper articles

UNIT – IV (9 hours)

Descriptive: Poetry; fictional novels or plays; memoirs or first-hand accounts of events

UNIT – V

(9 hours)

Narrative Writing: Short stories; poetry; novels; historical accounts

Practical component (if any) - NIL

Essential/recommended readings

Additional material will be provided by the Department.

Suggestive readings

- Fix, Martin. (2008). Texte Schreiben. Schreibprozesse im Deutschunterricht. Ferdinand Schöningh.
- Grimm, Sonja. Gerstenmaier, Wiebke. (2015). Lerntheke Deutsch 5/6 Schreiben. Cornelsen.
- Biermann, Heinrich (Hsg.). Texte, Themen und Strukturen Deutschbuch für die Oberstufe. Cornelsen.

DISCIPLINE SPECIFIC ELECTIVE COURSE – 3 (DSE-3):

Study of European Art.

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Study of European Art	4	3	1	0	XII passed	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce students to the various major art movements in Europe from the Renaissance to the Contemporary Period.
- To study artworks of painters representative of the major art movements in Europe.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Develop an understanding of structures and perspectives of everyday life as seen by painters.
- Equip with tools to analyse artworks.

SYLLABUS OF DSE-3

UNIT – I

(9 hours)

Introduction to the Civilization of Europe in the Renaissance. (Paintings on 'Europa'; Durer, (1495) Titian (1559) The Rape of Europa Sebastian (1588) Queen Europa.

UNIT – II

(9 hours)

Maps of Europe. The idea of Europe. Structures and perspectives of everyday life as seen by painters.

UNIT – III

(9 hours)

Understanding of structures and perspectives of everyday life as seen by painters.

UNIT – IV

(9 hours)

Overview of important European Art Movements, representative artists and their artworks: Spanish Baroque, Italian Renaissance, Flemish School, German Romanticists etc.

UNIT – V

(9 hours)

Overview of important European Art Movements, representative artists and their artworks (contd.): French Impressionists, German Expressionists, Spanish Surrealists etc.

Practical component (if any) - NIL

Essential/recommended readings

- Burckhardt, Jacob. (2004). *The Civilization of the Renaissance in Italy (1855)*. New York: Penguin.
- Secrest, Meryle. (1986). *Salvador Dalí The Surrealist Jester*. London: Paladin.
- Hughes, Robert. (2006). *Goya*. New York: Alfred Knopf.
- Huffington, A. (1988). *Picasso Creator and Destroyer*. London: Pan Books.
- Godwin, S. People of Color in European Art History. Retrieved from <https://www.pinterest.com/pin/345651340124401985/>.
- Adams, L. (1996). *The Methodologies of Art: An Introduction*. NY: Westview Press.
- Arnason, H. H. (2003). *History of Modern Art: Painting, Sculpture, Architecture, Photography*. New York: Prentice Hall.
- Boime, Albert. (1990). *A Social History of Modern Art, Volumes 5*. Chicago: University of Chicago Press.
- Hopkins, David. (2000). *After Modern Art 1945-2000 (Oxford History of Art)*. NY: OUP.
- Read, Herbert. (1984). *Meaning of Art*. London: Faber & Faber.
- Sander, J. (2013). *Albert Dürer: His Art in Context*. Frankfurt: Prestel.
- Grave, Johannes. (2012). *Caspar David Friedrich*. Frankfurt: Prestel.

Additional material will be provided by the Department.

Suggestive readings

DISCIPLINE SPECIFIC ELECTIVE COURSE – 3 (DSE-3): Children and Adolescent Literature.

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Children and Adolescent Literature	4	3	1	0	XII passed	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To define what is Children's Literature and distinguish it from literature for adults.
- To introduce the learner to different genres of children and adolescent literature.
- To read and understand children and adolescent literature texts.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Introduce students to the changing conceptions of children's literature.
- Help students in analysing various genres meant for young children and adolescents.
- Sensitise students about the role of children's literature in transmitting values.

SYLLABUS OF DSE-1

UNIT – I (9 hours)
Changing conceptions of children's literature: Literature for children and /or adult readers?

UNIT – II (9 hours)
Folklore, fables and fairy tales for young children.

UNIT – III (9 hours)

Theatre for children.

UNIT – IV

(9 hours)

Comic books and songs for children.

UNIT – V

(9 hours)

Children's literature and transmission of values.

Practical component (if any) - NIL

Essential/recommended readings

- Bettelheim, Bruno. (1975). *The Uses of Enchantment: The Meaning and Importance of Fairy Tales*. New York: Vintage.
- Propp, Vladimir. (1988). *Morphology of the Folk Tale*. Texas: University of Texas Press.
- Nodelman, Perry. (2008). *The Hidden Adult: Defining Children's Literature*. Baltimore: John Hopkins University Press.
- Brüder Grimm. (2001). *Kinder- und Hausmärchen*. Ditzingen: Reclam
- von Arnim, Achim, Brentano, C. (2001). *Des Knaben Wunderhorn*. Ostfildern: Artemis & Winkler.
- Busch, W. (2013). *Max und Moritz*. Köln: Schwager & Steinlein.
- Kästner, E. (2001). *Emil und die Detektive*. Hamburg: Dressler Verlag GmbH.
- Richter, H. P. (1987). *Damals war es Friedrich*. München: Deutscher Taschenbuch Verlag.

Additional material will be provided by the Department.

Suggestive readings

DISCIPLINE SPECIFIC ELECTIVE COURSE – 3 (DSE-3):
Life Writing.

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Life Writing	4	3	1	0	XII passed	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- Help to analyse the characteristics of autobiographical and biographical texts.
- Familiarise students with diaries and letters.
- Equip students to analyse and write about travel experiences.

Learning outcomes

The Learning Outcomes of this course are as follows:

- The students are able to identify the various kinds of life writings.

SYLLABUS OF DSE-3

UNIT – I (9 hours)
Reading, writing and analysing autobiographies, confessions, memoirs.

UNIT – II (9 hours)
Reading, writing and analysing fictional autobiographies.

UNIT – III (9 hours)
Reading, writing and analysing autobiographical songs.

UNIT – IV (9 hours)
Reading, writing and analysing diaries and letters.

UNIT – V (9 hours)
Reading, writing and analysing travelogues and other forms of travel narratives.

Practical component (if any) - NIL

Essential/recommended readings

- Geertz, Clifford. (1973). *The Interpretation of Cultures*. New York: Basic Books.
- Geertz, Clifford. (1983). *Local Knowledge*. New York: Basic Books.
- Geertz, Clifford. (1989). *Works and Lives: The Anthropologist as Author*. Stanford: Stanford University Press.
- Derrida, Jacques. (1988). *The Ear of the Other Otobiography, Transference, Translation*. Nebraska: University of Nebraska Press.
- Heckmann, Herbert (ed.). (1984). *Literatur aus dem Leben. Autobiographische Tendenzen in der deutschsprachigen Gegenwartsdichtung*. München, Wien: Hanser.

Primary Texts: Excerpts from *Tagebuch von Anna Frank*, Günter Grass: *Beim Häuten der Zwiebel*, Elias Canetti: *Die gerettete Zunge*, Hermann Hesse: *Aus Indien*.

Additional material will be provided by the Department.

Suggestive readings

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**COURSES OFFERED BY DEPARTMENT OF
Germanic & Romance Studies
SEMESTER -V**

Category III

**Courses for Undergraduate Programme of study with discipline as one of the
Core Disciplines**

B.A. Programme with German

(For e.g. courses for B.A. Programmes with _____ (discipline's name) as non-Major or
Minor discipline)

DISCIPLINE SPECIFIC CORE COURSE (DSC- 1): German in Context: Advanced Level – 1

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
German in Context: Advanced Level – 1	4	3	1	Nil	Semester-4 pass	German in Context: Intermediate Level – 2

Learning Objectives

The Learning Objectives of this course are as follows:

At the end of semester 5, a student will

- be able to read long texts and answer questions on them.
- be able to write short texts about one's own feelings and one's immediate environment.
- Be able to express own opinion and feeling, be able to comment and make suggestions
- To understand and conduct telephonic conversation.
- attain Level B 1.2 of the Common European Framework (CEF).

Learning outcomes

The Learning Outcomes of this course are as follows:

- Enable students to attain B 1.2 Level of listening, speaking, reading and writing skills in the concerned language.
- Teaches students to read long and difficult texts and answering questions on them.
- Equip students to write about subjects pertaining to his/her immediate environment.

SYLLABUS OF DSC-5

Content

Listening: Understanding words and phrases about persons, professions and far away places, long and difficult. formal/informal conversation, questions, instructions and suggestions, description of places.

Speaking:

Describing and presenting someone's professional life. Taking part in a conversation and interaction. Asking for/ giving information on topics or matters related to travel, Films and profession. Seeking information through telephonic conversation.

Reading: Reading long and difficult texts related to one's immediate and far away environment such as brochures, advertisements, posters, fliers, responding to emails.

Writing: Guided writing will include activities such as describing a city, tourist destinations, travelling experiences, a journey, professional routine, a film

Morphosyntax and Vocabulary: Complex grammatical structures and vocabulary used to describe oneself and others, describe one's local surroundings, cities, professions and journeys etc.

UNIT I

3 weeks

To compare and talk about advantages and disadvantages, talk about films and make comments about films, to express one's opinion, to conduct an interview, talk about feelings, congratulate, thank, express happiness and regret.

UNIT II

3 weeks

To talk about an event, incident, understand and write a blog, ask about things, understand talks related to banking, make a polite request, describe a city and follow city tours.

UNIT III

3 weeks

To talk at with travel ticket counter, talk about holiday offers, describe dream profession, preparing conversation via telephone, pass on information out of a text, asking for information, understanding and describing the way to a destination, using the public transport system

UNIT IV

3 weeks

describing advantages and disadvantages, expressing one's own experience, describing graphics, describing experiences during train journey, story writing, understanding problems in learning, understanding and making suggestions, understanding reports about professions,

UNIT V

3 weeks

Understanding an interview, preparing a small presentation, expressing hope, despair and admiration during sports, understanding and writing comments, express consequences and contradictions, giving suggestions and reacting, to fix an appointment, understand difficult texts, presenting a tourist destination.

Practical component (if any) - NIL

Essential/recommended readings

Any of the following textbooks may be prescribed and will be partially completed.

1. Dengler, S., Rusch, P., Schmitz, H., Sieber, T. (2020). *Netzwerk neu B1.2 : Deutsch als Fremdsprache. Kurs- und Übungsbuch mit DVD und 2 Audio--CDs*. Klett Verlag.
2. Dengler,Stefanie; Tanja Mayr-Sieber, Paul Rusch, Helen Schmitz. *Netzwerk neu A1.1 and A 2.1: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit Audios und Videos*. Klett Verlag
3. Evans, S., Pude, A., Specht, F. (2021). *Momente A1.1 to 2.1 Kurs- und Arbeitsbuch*. Hueber Verlag.
4. Evans, S., Pude, A., Specht, F. (2020). *Menschen A 1.1 to 2.1. Kurs- und Arbeitsbuch*. Max Hueber Verlag
5. Höldrich, B. (2010). – *Lesen & Schreiben A1 to A2: Buch (Deutsch üben) Taschenbuch*. München: Hueber Verlag.
6. Rusch, P., Schmitz, H. *Einfach Grammatik Deutsch A1 Bis B1*. Berlin: Langenscheidt.
7. Sander, I., Braun, B., Fügert, N., Kotas, O. (2016). *DaF kompakt neu A1 to B1 Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch*. Klett Verlag.
8. Von, Rosa-Maria Dallapiazza, et al. (2011). *Tangram aktuell A1 to B2. Kurs- und Arbeitsbuch*. Hueber Verlag.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.



GERMAN

COURSES OFFERED BY DEPARTMENT OF GERMANIC AND ROMANCE STUDIES

Category I

(B.A. Honours in German in three years)

SEMESTER-VI

Category I

[UG Programme for Bachelor in GERMAN (Honours) degree in three years]

DISCIPLINE SPECIFIC CORE COURSE -16 (DSC-16)
Language in Context: Advanced Reading and Writing Skills (2)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in Context: Advanced Reading and Writing Skills (2)	4	3	1	0	XII passed	Should have studied "Language in Context: Advanced Reading and Writing Skills (1)"

Learning Objectives

Enable student to

- read texts and answer questions on them;
- be able to write texts, about subjects pertaining to his/her advanced environment;
- attain Level B1.2 of the Common European Framework (CEF).

Learning outcomes

- Enable students to fully attain B1.2 Level of reading and writing skills in the concerned language.
- Reading advanced texts and answering questions on them.
- Equip students to write about subjects pertaining to his/her advanced environment.

SYLLABUS OF DSC-16

Unit I

(9 hours)

Read texts on relationships (friends, family, acquaintances).

Write what is important for one in each relationship.

Write an e-mail to a friend about an event that one had attended.

Read a fable and answer questions related to it.

Write a fable.

- Past tense “Plusquamperfekt”
- Temporal conjunctions “nachdem”, “bevor”, “bis” etc.

Unit II

(9 hours)

Read and answer a survey on healthy living.

Read a text on music and emotions.

Write an e-mail and apologise for not being able to attend an event.

- Two-part conjunctions
- Reflexive pronouns in akkusative and dative

Unit III

(9 hours)

Read short texts on art and culture.

Write about what one likes about particular art objects.

Read chats and respond.

Read different texts on voluntary social service.

- Position of “nicht” in a sentence
- Adjective ending with article
- Passive voice with and without modals

Unit IV

(9 hours)

Read comments in a forum about life in a city and in a village.

Read a text on what makes a city attractive and compare this city with one's own city.

Write a text on what makes one's city particularly liveable.

Learn to write a formal letter.

- Use of articles as pronouns
- Use of adjectives as nouns
- Relative clause with “was” and “wo”

Unit V

(9 hours)

Look at given pictures and write a story.

Read a historical text on banking.

Read a text on barter system and write one's opinion about that.

Read a text on globalisation and write the pros and cons of the same.

- Sentences with “je ... desto/umso”
- Use of verbs to make adjectives in present and past tense “Partizip 1” and “Partizip 2”

Practical component (if any) - NIL

Essential/recommended readings

1. Dengler, S., Rusch, P., Schmitz, H. (2013). *Netzwerk neu B1.2: Deutsch als Fremdsprache. Kurs- und Arbeitsbuch mit DVD und 2 Audio--CDs*. Klett Verlag.
2. Dengler, Stefanie; Tanja Mayr-Sieber, Paul Rusch, Helen Schmitz. *Netzwerk neu B1.2: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit Audios und Videos*. Klett Verlag
3. Evans, S., Pude, A., Specht, F. (2021). *Momente B1: Kurs- und Arbeitsbuch*. Hueber Verlag.
4. Evans, S., Pude, A., Specht, F. (2020). *Menschen B1: Kurs- und Arbeitsbuch*. Max Hueber Verlag
5. Höldrich, B. (2010). – *Lesen & Schreiben B1: Buch (Deutsch üben) Taschenbuch*. München: Hueber Verlag.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE – 17 (DSC-17)
Language in Context: Advanced Listening and Speaking Skills (2)

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in Context: Advanced Listening and Speaking Skills (2)	4	3	1	0	XII passed	Should have studied “Language in Context: Advanced Listening and Speaking Skills (1)”

Learning Objectives

Enable student to

- read advanced texts and answer questions on them;
- be able to express on different topics, about subjects pertaining to his/her advanced environment;
- attain complete Level B1.2 of the Common European Framework (CEF).

Learning Outcomes

- Enable students to fully attain B1.2 Level of listening and speaking skills in the concerned language.
- Express ideas on audios listened and answering questions on them.
- Equip students to speak about subjects pertaining to his/her advanced environment

Unit I

(9 hours)

Listen to a text describing a conflict situation.

Talk about reasons for conflicts.

Listen to conversations and talk about the situations portrayed there.

Carry out a conversation with the help of given expressions (Topic: Conflict)

Unit II

(9 hours)

Chose a situation related to hospital and carry out a conversation.

Listen to a conversation between a doctor and a patient and discuss the problems.

Discuss what kind of music does one listen to in which particular situation.

Listen to some songs and talk about which experience one could relate with the particular songs.

Unit III

(9 hours)

Listen to conversation about different works of art.

Use different expressions for likes and dislikes.

Give a structured presentation on a given topic.

Hold a discussion on which values are important for a society.

Unit IV

(9 hours)

Look at the pictures and discuss what is applicable for a city or a village.

Discuss about one's favourite city.

Listen to a text and find out who likes which city.

Discuss how one can improve one's city.

Unit V

(9 hours)

Look at the pictures and discuss for what purpose one would be spending the money.

Listen to and simulate a conversation in a bank.

Discuss the role of money in life.

Listen to a conversation about globalisation.

Practical component (if any) - NIL

Essential/recommended readings

1. Dengler, S., Rusch, P., Schmitz, H. (2021). *Netzwerk neu B1.2: Deutsch als Fremdsprache. Kurs- und Arbeitsbuch mit DVD und 2 Audio--CDs*. Klett Verlag.
2. Dengler, Stefanie; Tanja Mayr-Sieber, Paul Rusch, Helen Schmitz. *Netzwerk neu B1.2: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit Audios und Videos*. Klett Verlag
3. Evans, S., Pude, A., Specht, F. (2021). *Momente B1: Kurs- und Arbeitsbuch*. Hueber Verlag.
4. Evans, S., Pude, A., Specht, F. (2020). *Menschen B1: Kurs- und Arbeitsbuch*. Max Hueber Verlag

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE– 18 (DSC-18)
History of German Literature (2)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of German Literature (2)	4	3	1	0	XII passed	Should have studied "History of German Literature (1)"

Learning Objectives

- To introduce the learner to different literary movements and genres in literature from Germany and German-speaking contexts in the 19th century.
- To read and analyse German literary texts representing movements and genres of the 19th century.

Learning outcomes

- Enable students to understand and identify characteristics of German literary texts produced in 19th century.
- Familiarise students with literary movements, genres and literary conventions of this period.
- Train students to analyse literary genres that emerged in this period.

SYLLABUS OF DSC-18

UNIT – I

(9 hours)

Study of literary texts of the 19th century in order to analyse form and content of these works in a critical manner.

UNIT – II

(9 hours)

Familiarise students with various literary movements of this period along with the representative writers who contributed in shaping these movements.

UNIT – III

(9 hours)

Analysing new literary genres, devices and conventions that emerged during this period.

UNIT – IV

(9 hours)

Understanding macroanalysis

UNIT – V

(9 hours)

Understanding microanalysis

Practical component (if any) - NIL

Suggestive readings

Learning / Teaching Material: To be compiled and provided by the Department.

Novels and Novellas:

- von Goethe, J.W. (1774, 2012). Die Leiden des jungen Werthers. Stuttgart: Reclam.
- Hoffmann, ETA. (1816, 2018). Der Sandmann. Stuttgart: Reclam.
- Keller, G. (1874, 1960). Kleider machen Leute. Hamburg: Hamburger Lesetexte.

Plays:

- Lessing, G. (1779, 1981). Nathan der Weise. Stuttgart: Reclam.
- Hebbel, F. (1843, 1986). Maria Magdalena. Stuttgart: Reclam.
- Büchner, G. (1879, 1999). Woyzeck. Stuttgart: Reclam.
- Schnitzler, A. (1897, 2002). Reigen. Stuttgart: Reclam.

Short stories and poems:

- von Arnim, A., Brentano, C. (2003). Des Knaben Wunderhorn (1805 -1808). Leipzig: Insel Verlag.
- von Goethe, J. (1782). Erlkönig. Retrieved from https://germanstories.vcu.edu/goethe/erl_dual.html
- von, Goethe, J. (1822). Wanderers Nachtlid. Retrieved from <https://www.oxfordlieder.co.uk/song/713>
- Heine, H. (1822). Loreley. Retrieved from <http://www.aphilia.de/literatur-heinrichheine-02-loreley.html>
- Heine, H. (1845, 2001). Die schlesischen Weber. Retrieved from <https://www.deutschelyrik.de/die-schlesischen-weber.407.html>

Additional material may be provided by the Department.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE – 4 (DSE-4):
Research Methodology and Academic Writing.

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Research Methodology and Academic Writing	4	3	1	0	XII passed	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce the learner to the basics of research process and argumentation.
- To familiarize the learner with the process and stylistics of academic writing.
- To develop in the learner an independent point of view and critical thinking.

Learning outcomes

The Learning Outcomes of this course are as follows:

- The learner will be able to identify research gaps and construct hypotheses and arguments.
- The learner will be able to choose, access and effectively engage with primary, secondary and tertiary sources.
- The learner will be able to write an academic paper/text.

SYLLABUS OF DSE-4

UNIT – I

(9 hours)

Identifying the student's area of interest, a research gap and a research problem.
Training students on how to choose and narrow down a topic. Building a research hypothesis.
Basic types and components of a research question.

UNIT – II

(9 hours)

Identifying and evaluating different kinds of sources like primary vs secondary vs tertiary sources, as well as journal articles, books, dissertations etc.
Identifying and choosing relevant and reliable sources for research, as well as basic knowledge on different websites, portals and journals for accessing said sources.

Constructing an annotated Bibliography.

Familiarizing students with the different kinds of research: quantitative research (e.g., surveys, questionnaires etc. in case of foreign language teaching) and qualitative research (e.g., different literary and cultural theories in case of research in literature).

UNIT – III

(9 hours)

Basic knowledge on what an argument is and its components and structure. Identifying simple and complex arguments, as well as validity and soundness of an argument.

Knowledge of logical fallacies.

Engaging with and evaluating sources by identifying underlying arguments, their structures, validity and soundness.

UNIT – IV

(9 hours)

Effective note-taking, and summarizing academic/scientific texts.

Constructing arguments and counter-arguments. Quoting, paraphrasing and summarizing from the source texts to construct the argument(s).

UNIT – V

(9 hours)

Planning and structuring a draft. Familiarization with stylistic conventions, using different citation styles and making footnotes.

Familiarizing with the ethics of research and plagiarism.

Perfecting a final draft based on coherence, connection and flow in writing.

Practical component (if any) - NIL

Essential/recommended readings

1. Brian Paltridge and Sue Starfield. Thesis and Dissertation Writing in a Second Language, Routledge, 2007
2. Brian Paltridge and Sue Starfield. Getting Published in Academic Journals, University of Michigan Press. 2016
3. Brian Paltridge et. al. Teaching Academic Writing University of Michigan Press. 2009
4. Umberto Eco, Walter Schick (Übersetzer). Wie man eine wissenschaftliche abschlussarbeit schreibt. UTB GmbH; 13th edition (20 Jun. 2010)
5. Helga Esselborn-Krumbiegel. Richtig wissenschaftlich schreiben: Wissenschaftssprache in Regeln und Übungen. UTB GmbH; 7. Aufl. edition (17 Jan. 2022)
6. Helga Esselborn-Krumbiegel. Von der Idee zum Text. Eine Anleitung zum wissenschaftlichen Schreiben. UTB GmbH; 6. aktual. Aufl. edition (14 Feb. 2022)
7. Wayne C. Booth. Gregory G. Colomb et al. The Craft of Research. University of Chicago Press; 4. edition (18 Oct. 2016)

Suggestive readings

DISCIPLINE SPECIFIC ELECTIVE COURSE – 4 (DSE-4):

Introduction to Foreign Language Teaching.

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course	Eligibility criteria	Pre-requisite of the course
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		Lecture	Tutorial	Practical/ Practice		(if any)
Introduction to Foreign Language Teaching	4	3	1	0	XII passed	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To create basic awareness about a foreign language classroom and textbook.
- To establish a theoretical basis and introduce students to basic practical aspects of Foreign Language Teaching.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Successfully creating basic awareness about a foreign language classroom and textbook.
- Establishing a theoretical basis and introduce students to basic practical aspects of Foreign Language Teaching.

SYLLABUS OF DSE-1

UNIT – I (9 hours)

What is a classroom? Models of learning and teaching.

UNIT – II (9 hours)

Different methods and approaches to teaching a foreign language.

UNIT – III (9 hours)

Introduction to the four skills. Evaluation

UNIT – IV (9 hours)

What is a text book? Issues in material production, Self-Instruction Material.

UNIT – V (9 hours)

Ludic function of language: Teaching through games.

Practical component (if any) - NIL

Essential/recommended readings

- Ziebell, B. (2002). *Unterrichtsbeobachtung und Lehrerverhalten*. Berlin: Langenscheidt.

- Bachmeyer, G. (1993). *Deutsch als Fremd- und Zweitsprache. Didaktische Modelle des Erwerbs der deutschen Sprache bei Erwachsenen*. Frankfurt am Main: Peter Lang Verlag.

Additional material will be provided by the Department.

Suggestive readings

DISCIPLINE SPECIFIC ELECTIVE COURSE – 4 (DSE-4): Introduction to Translation

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Translation	4	3	1	0	XII passed	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- Familiarise students with language for specific purposes.
- Familiarise students to the techniques of translation.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Enable students to do scientific and technical translation, and translation of canonical texts.
- Help students to make word glossaries in above fields.
- Enable students to read parallel literature on texts chosen for translation.
- Sensitise students towards machine translation and its limitations.
- Develop awareness about ethics and accountability in translation.

SYLLABUS OF DSE-1

Unit I

(9 hours)

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, birth and death certificates, mark sheets).

Unit II Scientific and technical translation. Translation of canonical texts.	(9 hours)
Unit III Introducing the students to the techniques of translation. Making of word glossaries in above fields.	(9 hours)
Unit IV Machine translation and its limitations. Ethics and accountability in translation.	(9 hours)
Unit V Reading of parallel literature on texts chosen for translation. Role of Translation in Multimedia contexts.	(9 hours)
Practical component (if any) - NIL	

Essential/recommended readings

- Bassnett, S. (2002). *Translation Studies*. New York: Routledge.
- Gile, Daniel. (2009). *Basic Concepts and Models for Interpreter and Translator Training*. Amsterdam: John Benjamins Publishing.
- Munday, Jeremy. (2012). *Introducing Translation Studies, Theories and Applications*. New York: Routledge.
- Malmkjaer, Kirsten, et al. (2011). *The Oxford Handbook of Translation Studies*. Oxford: OUP.
- Baker, Mona. (2011). *In Other Words. A Course Book in Translation*. New York: Routledge.
- Humphery, R. (2010). *Uni-Wissen, Grundkurs Übersetzen Deutsch-Englisch*. Berlin: Klett.
- Gallagher, John Desmond. (1982). *German-English Translation*. München, Wien: Oldenbourg.

Additional material will be provided by the Department.

Suggestive readings

DISCIPLINE SPECIFIC ELECTIVE COURSE – 4 (DSE-4): Techniques of Written Expression.

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		

Techniques of Written Expression	4	3	1	0	XII passed	NIL

The Learning Objectives of this course are as follows:

- Familiarise students with different writing styles.
- Familiarise students with the techniques of different writing styles.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Enable students to create fictional texts like short stories and poems.
- Enable students to write different types of non-fictional texts.
- Enable students to understand and use appropriate structure for different types of texts.

SYLLABUS OF DSE-1

UNIT – I (9 hours)

Letters and Emails: personal and official

UNIT – II (9 hours)

Expository: How-to articles; textbooks; news articles (except for opinion and editorial articles); business, technical, or scientific writing

UNIT – III (9 hours)

Persuasive writing: Letters of recommendation; cover letters; Op-Eds and Editorial newspaper articles

UNIT – IV (9 hours)

Descriptive: Poetry; fictional novels or plays; memoirs or first-hand accounts of events

UNIT – V (9 hours)

Narrative Writing: Short stories; poetry; novels; historical accounts

Practical component (if any) - NIL

Essential/recommended readings

Additional material will be provided by the Department.

Suggestive readings

- Fix, Martin. (2008). Texte Schreiben. Schreibprozesse im Deutschunterricht. Ferdinand Schöningh.
- Grimm, Sonja. Gerstenmaier, Wiebke. (2015). Lerntheke Deutsch 5/6 Schreiben. Cornelsen.
- Biermann, Heinrich (Hsg.). Texte, Themen und Strukturen Deutschbuch für die Oberstufe. Cornelsen.

DISCIPLINE SPECIFIC ELECTIVE COURSE – 4 (DSE-4):

Study of European Art.

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Study of European Art	4	3	1	0	XII passed	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce students to the various major art movements in Europe from the Renaissance to the Contemporary Period.
- To study artworks of painters representative of the major art movements in Europe.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Develop an understanding of structures and perspectives of everyday life as seen by painters.
- Equip with tools to analyse artworks.

SYLLABUS OF DSE-3

UNIT – I

(9 hours)

Introduction to the Civilization of Europe in the Renaissance. (Paintings on 'Europa'; Durer, (1495) Titian (1559) The Rape of Europa Sebastian (1588) Queen Europa.

UNIT – II

(9 hours)

Maps of Europe. The idea of Europe. Structures and perspectives of everyday life as seen by painters.

UNIT – III

(9 hours)

Understanding of structures and perspectives of everyday life as seen by painters.

UNIT – IV

(9 hours)

Overview of important European Art Movements, representative artists and their artworks: Spanish Baroque, Italian Renaissance, Flemish School, German Romanticists etc.

UNIT – V**(9 hours)**

Overview of important European Art Movements, representative artists and their artworks (contd.): French Impressionists, German Expressionists, Spanish Surrealists etc.

Practical component (if any) - NIL

Essential/recommended readings

- Burckhardt, Jacob. (2004). *The Civilization of the Renaissance in Italy (1855)*. New York: Penguin.
- Secrest, Meryle. (1986). *Salvador Dalí The Surrealist Jester*. London: Paladin.
- Hughes, Robert. (2006). *Goya*. New York: Alfred Knopf.
- Huffington, A. (1988). *Picasso Creator and Destroyer*. London: Pan Books.
- Godwin, S. People of Color in European Art History. Retrieved from <https://www.pinterest.com/pin/345651340124401985/>.
- Adams, L. (1996). *The Methodologies of Art: An Introduction*. NY: Westview Press.
- Arnason, H. H. (2003). *History of Modern Art: Painting, Sculpture, Architecture, Photography*. New York: Prentice Hall.
- Boime, Albert. (1990). *A Social History of Modern Art, Volumes 5*. Chicago: University of Chicago Press.
- Hopkins, David. (2000). *After Modern Art 1945-2000 (Oxford History of Art)*. NY: OUP.
- Read, Herbert. (1984). *Meaning of Art*. London: Faber & Faber.
- Sander, J. (2013). *Albert Dürer: His Art in Context*. Frankfurt: Prestel.
- Grave, Johannes. (2012). *Caspar David Friedrich*. Frankfurt: Prestel.

Additional material will be provided by the Department.

Suggestive readings

DISCIPLINE SPECIFIC ELECTIVE COURSE – 4 (DSE-4):

Children and Adolescent Literature.

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		

Children and Adolescent Literature	4	3	1	0	XII passed	NIL
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Course Description

Children and adolescent literature can be distinguished from mere books written for children as literature implies genre and literary tropes, premeditated contexts and settings and often a conscious attempt at portraying history and multiculturalism. In addition, adolescent literature written by adults is an institutional discourse that helps teenage readers understand their environment and society through the issues that present themselves in texts. Through novels, poems and theater, we examine the values transmitted to children and how literature can influence moral and social decisions that adolescents are faced with.

Learning Objectives

The Learning Objectives of this course are as follows:

- To define what is Children's Literature and distinguish it from literature for adults.
- To introduce the learner to different genres of children and adolescent literature.
- To read and understand children and adolescent literature texts.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Introduce students to the changing conceptions of children's literature.
- Help students in analysing various genres meant for young children and adolescents.
- Sensitise students about the role of children's literature in transmitting values.

SYLLABUS OF DSE-1

UNIT – I (9 hours)
Changing conceptions of children's literature: Literature for children and /or adult readers?

UNIT – II (9 hours)
Folklore, fables and fairy tales for young children.

UNIT – III (9 hours)
Theatre for children.

UNIT – IV (9 hours)
Comic books and songs for children.

UNIT – V (9 hours)
Children's literature and transmission of values.

Practical component (if any) - NIL

Essential/recommended readings

- Bettelheim, Bruno. (1975). *The Uses of Enchantment: The Meaning and Importance of Fairy Tales*. New York: Vintage.
- Propp, Vladimir. (1988). *Morphology of the Folk Tale*. Texas: University of Texas Press.
- Nodelman, Perry. (2008). *The Hidden Adult: Defining Children's Literature*. Baltimore: John Hopkins University Press.
- Brüder Grimm. (2001). *Kinder- und Hausmärchen*. Ditzingen: Reclam
- von Arnim, Achim, Brentano, C. (2001). *Des Knaben Wunderhorn*. Ostfildern: Artemis & Winkler.
- Busch, W. (2013). *Max und Moritz*. Köln: Schwager & Steinlein.
- Kästner, E. (2001). *Emil und die Detektive*. Hamburg: Dressler Verlag GmbH.
- Richter, H. P. (1987). *Damals war es Friedrich*. München: Deutscher Taschenbuch Verlag.

Additional material will be provided by the Department.

Suggestive readings

DISCIPLINE SPECIFIC ELECTIVE COURSE – 4 (DSE-4):
Life Writing.

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Life Writing	4	3	1	0	XII passed	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- Help to analyse the characteristics of autobiographical and biographical texts.
- Familiarise students with diaries and letters.
- Equip students to analyse and write about travel experiences.

Learning outcomes

The Learning Outcomes of this course are as follows:

- The students are able to identify the various kinds of life writings.

SYLLABUS OF DSE-3

UNIT – I (9 hours)

Reading, writing and analysing autobiographies, confessions, memoirs.

UNIT – II (9 hours)

Reading, writing and analysing fictional autobiographies.

UNIT – III (9 hours)

Reading, writing and analysing autobiographical songs.

UNIT – IV (9 hours)

Reading, writing and analysing diaries and letters.

UNIT – V (9 hours)

Reading, writing and analysing travelogues and other forms of travel narratives.

Practical component (if any) - NIL

Essential/recommended readings

- Geertz, Clifford. (1973). *The Interpretation of Cultures*. New York: Basic Books.
- Geertz, Clifford. (1983). *Local Knowledge*. New York: Basic Books.
- Geertz, Clifford. (1989). *Works and Lives: The Anthropologist as Author*. Stanford: Stanford University Press.
- Derrida, Jacques. (1988). *The Ear of the Other Otobiography, Transference, Translation*. Nebraska: University of Nebraska Press.
- Heckmann, Herbert (ed.). (1984). *Literatur aus dem Leben. Autobiographische Tendenzen in der deutschsprachigen Gegenwartsdichtung*. München, Wien: Hanser.

Primary Texts: Excerpts from *Tagebuch von Anna Frank*, Günter Grass: *Beim Häuten der Zwiebel*, Elias Canetti: *Die gerettete Zunge*, Hermann Hesse: *Aus Indien*.

Additional material will be provided by the Department.

Suggestive readings

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**COURSES OFFERED BY DEPARTMENT OF
Germanic & Romance Studies**

Category III

**Courses for Undergraduate Programme of study with discipline as one of the
Core Disciplines**

B.A. Programme with German as Non-Major

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
German in Context: Advanced Level – 2	4	3	1	Nil	Semester-5 pass	German in Context: Advanced Level – 1

Learning Objectives

The Learning Objectives of this course are as follows:

At the end of semester 6, a student will

- be able to read long texts and answer questions on them.
- be able to write short texts about one's own feelings and one's immediate environment.
- Be able to express own opinion and feeling, be able to comment and make suggestions
- attain Level B 1.2 of the Common European Framework (CEF).

Learning outcomes

The Learning Outcomes of this course are as follows:

- Enable students to attain B 1.2 Level of listening, speaking, reading and writing skills in the concerned language.
- Enable the students to read long and difficult texts and answering questions on them.
- Equip students to write about subjects pertaining to his/her immediate environment.

SYLLABUS OF DSC-6

Content	Description
Listening	Understanding words and phrases about persons, professions and far away places, long and difficult. formal/informal conversation, questions, instructions and suggestions, description of places.
Speaking	Describing and presenting someone's professional life. Taking part in a conversation and interaction. Asking for/ giving information on topics or matters related to travel, Films and profession. Seeking information through telephonic conversation.
Reading	Reading long and difficult texts related to one's immediate and far away environment such as brochures, advertisements, posters, fliers, responding to emails.
Writing	Guided writing will include activities such as describing a city, tourist destinations, travelling experiences, a journey, professional routine, a film.
Morphosyntax & Vocabulary	Complex grammatical structures and vocabulary used to describe oneself and others, describe one's local surroundings, cities, professions and journeys etc.

UNIT	Content	Duration
UNIT – I	To understand and discuss relationships and stories of Friendship and conflicts by citing popular figures, discuss and narrate fables, learn to offer, decline or ask for help, warn someone, talk about habits, understand an informative text, talk about music and feelings.	9 Hours
UNIT – II	To find and reproduce important information out of a newspaper article, understand radio discussion, give learn tips, describe a special place like a hospital, discuss pictures, enquire, answer in the negative, understand a course programme, describe persons and objects exactly, introducing impro-theatre, discuss singing and folk songs.	9 Hours
UNIT III	To describe an event, discuss social work, understand an article about social project and write about one such project, talk about institutions in the city, understand EU, make a small presentation.	9 Hours
UNIT – IV	To talk about life in a city, understanding a magazine article, write a report, discuss cities with good living standards, describing something closely, understanding a blog about a city, portrayal of a city, plan a city visit.	9 Hours
UNIT V	To understand talks inside banks, understand information on a website, ask about activities, understand and express arguments, describing persons, things and situations related to banking, understand and write text related to money.	9 Hours

Practical component (if any) - NIL

Essential/recommended readings

Any of the following textbooks may be prescribed and will be partially completed.

1. Dengler, S., Rusch, P., Schmitz, H., Sieber, T. (2020). *Netzwerk neu B 1.2: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit DVD und 2 Audio--CDs*. Klett Verlag.
2. Dengler, Stefanie; Tanja Mayr-Sieber, Paul Rusch, Helen Schmitz. *Netzwerk neu A1.1 and B1.2: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit Audios und Videos*. Klett Verlag
3. Evans, S., Pude, A., Specht, F. (2021). *Momente A1.1 to 2.1 Kurs- und Arbeitsbuch*. Hueber Verlag.
4. Evans, S., Pude, A., Specht, F. (2020). *Menschen A 1.1 to 2.1. Kurs- und Arbeitsbuch*. Max Hueber Verlag
5. Höldrich, B. (2010). – *Lesen & Schreiben A1 to A2: Buch (Deutsch üben) Taschenbuch*. München: Hueber Verlag.
6. Rusch, P., Schmitz, H. *Einfach Grammatik Deutsch A1 Bis B1*. Berlin: Langenscheidt.
7. Sander, I., Braun, B., Fügert, N., Kotas, O. (2016). *DaF kompakt neu A1 to B1 Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch*. Klett Verlag.
8. Von, Rosa-Maria Dallapiazza, et al. (2011). *Tangram aktuell A1 to B2. Kurs- und Arbeitsbuch*. Hueber Verlag.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**COURSES OFFERED BY DEPARTMENT OF
Germanic & Romance Studies**

Category III

**Pool of DSE
B.A. Programme with German**

DISCIPLINE SPECIFIC ELECTIVE (DSE-1): Children & Adolescent Literature

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Children & Adolescent Literature	4	3	1	Nil	Semester-5 pass	German in Context: Advanced Level – 1

Children and adolescent literature can be distinguished from mere books written for children as literature implies genre and literary tropes, premeditated contexts and settings and often a conscious attempt at portraying history and multiculturalism. In addition, adolescent literature written by adults is an institutional discourse that helps teenage readers understand their environment and society through the issues that present themselves in texts. Through novels, poems and theatre one can examine the values transmitted to children and how literature can influence moral and social decisions that adolescents are faced with.

Learning Objectives

The Learning Objectives of this course are as follows:

At the end of semester 6 a student will

- Be familiar with some popular German short stories, folk tales and novels etc.
- Have an insight into socio/political/historical background of the introduced literary texts.
- Be able to analyze long texts and make notes about the same.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Helps students gain some insight into some popular German short stories, folk tales and novels etc.
- Enables the students to find answers to the questions based on the texts.

SYLLABUS OF SEMESTER VI DSE- 1 <CHILDREN & ADOLESCENT LITERATURE>

Content	Description
Reading	Reading and analyzing short stories, folk tales and novella such as <Der Makkaronifresser> <Kleider machen Leute> <Die Bremer Stadtmusikanten> <Die unwürdige Greisin> <Brief aus Amerika> <Küchenuhr> <Die rote Katze> <Frieden für Anna> <Anekdote zur Senkung der Arbeitsmoral> or Any other text belonging to the genre.

UNIT	Content	Duration
UNIT – I	Reading and discussion of any two selected stories.	9 Hours
UNIT – II	Reading and discussion of any two selected stories.	9 Hours
UNIT III	Reading and discussion of any two selected stories.	9 Hours
UNIT – IV	Reading and discussion of a part of any selected novela.	9 Hours
UNIT V	Reading and discussion of a part of any selected novela. Finding answers to definite questions related to the novela in question.	9 Hours

Practical component (if any) - NIL

Essential/recommended readings

Any of the following text may be prescribed and discussed

‘ ‘

1. Gottfried Keller. (1874). Kleider Machen Leute. Ditzingen: Reclam.
 2. Brüder Grimm: Die Bremer Stadtmusikanten
 3. Bertolt Brecht: die unwürdige Greisin (1939)
 4. Johannes Bobrowski: Brief aus Amerika (1963)
 5. Wolfgang Borchert : die Küchenuhr,(1947)
 6. Luise Rinser : die rote Katze (1948)
 7. Gudrun Pausewang : Der Makkaronifresser (1987)
 8. Heinrich Böll: Anekdote zur Senkung der Arbeitsmoral by (1963)
- Or any other text belonging to the genre.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DSE-2
B.A. Programme with German

DISCIPLINE SPECIFIC ELECTIVE (DSE-2): German through Audio-visual Means

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
German through Audio-visual Means	4	3	1	Nil	Semester-5 pass	German in Context: Advanced Level – 1

Learning Objectives

The Learning Objectives of this course are as follows:

At the end of semester 6 a student will

- Be familiar with some popular German songs and films etc.
- Have an insight into socio/political/historical background of the introduced songs and films .
- Be able to discuss the introduced songs and films.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Improving Oral comprehension and expression through German Cinema
- Enabling the students gain some insight into some popular German songs and films etc.
- Using films to discover cultural and historical aspects of German speaking countries.
- Acquainting students with conversational German and the wide variations of pronunciation and intonation in the German speaking world.
- Providing basic tools to analyse film.

SYLLABUS OF DSE- 6 (German through Audio-visual Means)

Content	Description
	Closely observing the screening of selected songs/rhymes and films such as Das fliegende Klassenzimmer by Tomy Wiegand (2002) Emil und die Detektive by Franziska Buch (2001) Netto by Robert Thalheim (2006) Sophie Scholl- die letzten Tage by Marc Rothemund (2004)

	Die weiße Rose (1982) Momo (1986) Das Leben der Anderen “The Lives of Others” (2006) Das Experiment “The Experiment” (2001) Goodbye Lenin (2003) Ein Baby zum Verlieben (2004) Unter dem Sand- das Versprechen der Freiheit (2015) Susanne –made by BBC and Goethe Institute <Backe, backe Kuchen> <Wie schön, dass du Geboren bist> <Der Herbst ist da> <99 Luftballons> <Alle vögel sind schon da> <eine kleine Chinesin> <Auf der Mauer, auf der Lauer> <Heile, heile Segen> <Hänschen klein> or Any other selected song/rhyme or film.
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UNIT	Content	Duration
UNIT – I	Listening/viewing and discussion of any six selected songs/rhymes.	9 Hours
UNIT – II	Viewing and discussion of any one film. Finding answers to definite questions related to the film in question.	9 Hours
UNIT III	Viewing and discussion of any one film. Finding answers to definite questions related to the film in question.	9 Hours
UNIT – IV	Viewing and discussion of any one film. Finding answers to definite questions related to the film in question.	9 Hours
UNIT V	Viewing and discussion of any one film. Finding answers to definite questions related to the film in question.	9 Hours

Practical component (if any) - NIL

Essential/recommended readings

Any of the following songs/rhymes or films may be viewed and discussed

1. Das fliegende Klassenzimmer by Tomy Wiegand (2002)
2. Emil und die Detektive by Franziska Buch (2001)
3. Netto by Robert Thalheim (2006)
4. Sophie Scholl- die letzten Tage by Marc Rothemund (2004)
5. Die weiße Rose (1982)
6. Momo (1986)
7. Das Leben der Anderen “The Lives of Others” (2006)
8. Das Experiment “The Experiment” (2001)
9. Goodbye Lenin (2003)
10. Ein Baby zum Verlieben (2004)

11. Unter dem Sand- das Versprechen der Freiheit (2015) Susanne –made by BBC and Goethe Institute
 12. <Backe, backe Kuchen>
 13. <Wie schön, dass du Geboren bist>
 14. <Der Herbst ist da>
 15. <99 Luftballons>
 16. <Alle vögel sind schon da>
 17. <eine kleine Chinesin>
 18. <Auf der Mauer, auf der Lauer>
 19. <Heile, heile Segen>
 20. <Hänschen klein>
- or any other selected song/rhyme or film.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**COURSES OFFERED BY DEPARTMENT OF
Germanic & Romance Studies
SEMESTER -VI**

Category III

**Courses for Undergraduate Programme of study with discipline as one of the
Core Disciplines**

B.A. Programme with German

(For e.g. courses for B.A. Programmes with _____ (discipline's name) as non-Major or
Minor discipline)

DISCIPLINE SPECIFIC CORE COURSE (DSC-1): German in Context: Advanced Level – 2

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
German in Context: Advanced Level – 2	4	3	1	Nil	Semester-5 pass	German in Context: Advanced Level – 1

Learning Objectives

The Learning Objectives of this course are as follows:

At the end of semester 6, a student will

- be able to read long texts and answer questions on them.
- be able to write short texts about one's own feelings and one's immediate environment.
- Be able to express own opinion and feeling, be able to comment and make suggestions
- attain Level B 1.2 of the Common European Framework (CEF).

Learning outcomes

The Learning Outcomes of this course are as follows:

- Enable students to attain B 1.2 Level of listening, speaking, reading and writing skills in the concerned language.
- Enable the students to read long and difficult texts and answering questions on them.
- Equip students to write about subjects pertaining to his/her immediate environment.

SYLLABUS OF DSC-6

Content

Listening: Understanding words and phrases about persons, professions and far away places, long and difficult. formal/informal conversation, questions, instructions and suggestions, description of places.

Speaking:

Describing and presenting someone's professional life. Taking part in a conversation and interaction. Asking for/ giving information on topics or matters related to travel, Films and profession. Seeking information through telephonic conversation.

Reading: Reading long and difficult texts related to one's immediate and far away environment such as brochures, advertisements, posters, fliers, responding to emails.

Writing: Guided writing will include activities such as describing a city, tourist destinations, travelling experiences, a journey, professional routine, a film

Morphosyntax and Vocabulary: Complex grammatical structures and vocabulary used to describe oneself and others, describe one's local surroundings, cities, professions and journeys etc.

UNIT I

3 weeks

To understand and discuss relationships and stories of Friendship and conflicts by citing popular figures, discuss and narrate fables, learn to offer, decline or ask for help, warn someone, talk about habits, understand an informative text, talk about music and feelings.

UNIT II

3 weeks

To find and reproduce important information out of a newspaper article, understand radio discussion, give learn tips, describe a special place like a hospital, discuss pictures, enquire, answer in the negative, understand a course programme, describe persons and objects exactly, introducing impro-theatre, discuss singing and folk songs

UNIT III

3 weeks

To describe an event, discuss social work, understand an article about social project and write about one such project, talk about institutions in the city, understand EU, make a small presentation

UNIT IV

3 weeks

To talk about life in a city, understanding a magazine article, write a report, discuss cities with good living standards, describing something closely, understanding a blog about a city, portrayal of a city, plan a city visit

UNIT V

3 weeks

To understand talks inside banks, understand information on a website, ask about activities, understand and express arguments, describing persons, things and situations related to banking, understand and write text related to money.

Practical component (if any) - NIL

Essential/recommended readings

Any of the following textbooks may be prescribed and will be partially completed.

1. Dengler, S., Rusch, P., Schmitz, H., Sieber, T. (2020). *Netzwerk neu B 1.2: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit DVD und 2 Audio--CDs*. Klett Verlag.
2. Dengler, Stefanie; Tanja Mayr-Sieber, Paul Rusch, Helen Schmitz. *Netzwerk neu A1.1 and B1.2: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit Audios und Videos*. Klett Verlag
3. Evans, S., Pude, A., Specht, F. (2021). *Momente A1.1 to 2.1 Kurs- und Arbeitsbuch*. Hueber Verlag.
4. Evans, S., Pude, A., Specht, F. (2020). *Menschen A 1.1 to 2.1. Kurs- und Arbeitsbuch*. Max Hueber Verlag
5. Höldrich, B. (2010). – *Lesen & Schreiben A1 to A2: Buch (Deutsch üben) Taschenbuch*. München: Hueber Verlag.
6. Rusch, P., Schmitz, H. *Einfach Grammatik Deutsch A1 Bis B1*. Berlin: Langenscheidt.
7. Sander, I., Braun, B., Fügert, N., Kotas, O. (2016). *DaF kompakt neu A1 to B1 Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch*. Klett Verlag.
8. Von, Rosa-Maria Dallapiazza, et al. (2011). *Tangram aktuell A1 to B2. Kurs- und Arbeitsbuch*. Hueber Verlag.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

SEMESTER-IV
GERMANIC AND ROMANCE STUDIES
B.A.(Hons.) Spanish

DISCIPLINE SPECIFIC CORE COURSE

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-10 (4) Language in Context: Intermediate Reading and Writing skills (2)	4	3	1	0	XII passed	Should have studied Language in Context: Intermediate Reading and Writing Skills (1)

Learning Objectives

Enable student to

- read complex texts and answer questions on them;
- be able to write complex texts, about subjects pertaining to his/her immediate environment;
- attain Level A 2.2 of the Common European Framework (CEF).

Learning Outcomes

- Enable students to fully attain A2.2 Level of reading and writing skills in the concerned language.
- Reading complex texts and answering questions on them.
- Equip students to write about subjects pertaining to his/her immediate environment.

Content:

Reading: Read and understand standard documents, texts, emails containing personal information, cultural aspect of the language, gastronomy, free time activities, movie review, writing a biography, talk about experiences, give suggestions etc.

Writing: Guided writing activities. Making suggestions to improve Spanish, writing on a movie/ biography, email describing what did you do, writing about past activities, food choices, and writing

recipes, writing on free time, invitations, make excuses, activities related to write about preferences and choices etc.

Morphosyntax and Vocabulary: standard grammatical structures and vocabulary used to write past experiences, travelling vocabulary, imperative to write recipes, vocabulary related to social interaction, house, movie review, biography, vocabulary related to preferences and choices, invitations, make excuses etc.

Intercultural and cocultural: Introduction to Hispanic movies, relating to past, design a house, social contacts, plan a weekend, prepare food for the party, hispanic authors and personalities, movies, hispanic places to visit etc.

SYLLABUS OF DSC-10

UNIT – I

(7 hours)

Read a text related to expression of desire, preferences, etc.

Write about your experiences and how you value them in your life.

Write about different people and things that matter to you.

Read a text related to the topic.

Write a questionnaire to know how your classmates value people and things around them.

Write an article on interesting things where you reside.

UNIT – II

(8 hours)

Read a text based on discussion of problems and giving suggestions thereof.

Write about the problems which your classmates face.

Write solutions for their problems by using Imperatives.

Read a text related to the topic.

Write about your problems and ask for suggestions in the class.

UNIT – III

(7 hours))

Read a text comprising narration of history, events involving lifestyle, culture, etc.

Write about the interesting part that you like in the history of your country.

Read a text related to the topic.

Write about habits, culture, and life of the people in the past and of the women in particular.

Read a text related to the topic.

Write about the habits and culture in the past and compare it in the present scenario.

UNIT – IV

(8 hours)

Read a text based on narration of personal anecdotes, practice of past tense.

Write personal anecdotes, important events and happenings.

Read a text related to the topic.

Write about how you felt in a particular situation in the past.

Regular and irregular forms of the verbs in the simple past tense.

Write a report on sports or cultural events, on a tour to historical place.

UNIT –V**(7 hours)**

Read a text based on significance of technology, technical terms of daily use, etc.

Write about the role of technology in your day-to-day life.

Write about how you learn efficiently and in a better way by using technology.

UNIT VI**(8 hours)**

Read a text comprising discussion on eco-friendly practices.

Write about the reuse of waste products.

Read a text related to a topic.

Write about recycling, reuse of the waste products in the past and various ways to recycle the waste products now.

Essential/recommended readings**Essential/recommended readings/Suggestive readings**

Learning/Teaching Material: Any of the textbooks given below may be prescribed.

1. Sanz, N. (2017). Aula Internacional 2. Barcelona. Barcelona: Editorial Difusión
2. Alondo, Elcina. Corpas, Jaime. (2018). Diverso A2 Libro de alumno. Madrid, Madrid: SGEL.
3. Alvarez Martinez, María Angeles. Canales, Ana Blanco. et al. (2017). Sueña 2 Libro de alumno. Salamanca. Salamanca: Grupo Anaya.
4. Baulenas, Neus Sans. Peris, Ernesto Martín. et al. (2016). Bitacora 2 Libro de alumno. Barcelona, Barcelona: Editorial Difusión.
5. Campo, Cristina, Cuadrado, Charo et.al. (2017) Protagonistas A2- Libro de alumno. Madrid, Madrid: Ediciones SM.
6. Martí Peris, E., Sans, N. (2016). Gente 2 Libro del alumno. Barcelona: Editorial Difusión.

Additional material may be provided by the Department. Additional material may be provided by the Department.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE – 11

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-11 (4) Language in context: Intermediate Listening and Speaking skills (2)	4	3	1		XII passed	Should have studied Language in Context: Listening and Speaking Skills (1)

Learning Objectives

Enable student to

- read simple texts and answer questions on them;
- be able to express on different topics, about subjects pertaining to his/her immediate environment;
- attain complete Level A 2.2 of the Common European Framework (CEF).

Learning Outcomes

- Enable students to fully attain A2.2 Level of listening and speaking skills in the concerned language.
- Express ideas on audios listened and answering questions on them.
- Equip students to speak about subjects pertaining to his/her immediate environment.

SYLLABUS OF DSC- 11

UNIT – I

(7 hours)

Listen to an audio/a video activity related to expression of desire, preferences, etc.

Talk about your experiences and how value them in your life.

Express your ideas about people and things and how you value them.

Listen to an audio/video activity about the places of your interest and their cultural value.

Discuss a questionnaire with your classmates about how people value their near and dear ones and how they value things around them.

Make a presentation on the information received through the survey.

UNIT – II

(8 hours)

Listen to an audio based on discussion of problems and giving suggestions thereof.

Share your views with your classmates on the problems that a student face.

Exchange ideas on the solutions for the problems which your classmates face in the class.
Use of Imperatives in giving solutions.
Speak about your problems and ask for suggestions in the class.

UNIT – III

(7 hours)

Listen to an audio comprising narration of history, events involving lifestyle, culture, etc.
Talk about an interesting part that you like in the history of your country.
Exchange your thoughts on the habits, culture and life of the people in the past and of the women in particular.
Express your opinion on the habits and culture in the past and compare it with the present.
Share your experiences about a journey, a job taken or any unforgettable moment with your classmates.

UNIT – IV

(8 hours)

Listen to an audio/video based on narration of personal anecdotes, practice of past tense.
Share your personal anecdotes in the class.
Talk about how you felt in a particular situation in the past.
Regular and irregular forms of the verbs in the simple past tense.

UNIT –V

(7 hours)

Listen to an audio/video based on significance of technology, technical terms of daily use, etc.
Express your thoughts on the role of technology in your day-to-day life.
Watch a short movie related to the topic.
Speak on how you learn efficiently and in a better way by using technology.

UNIT VI

(8 hours)

Listen to an audio comprising discussion on eco-friendly practices.
Share your ideas on the reuse of waste products and how you follow them.
Listen to an audio/video activity related to a topic.
Talk about the value of recycling, reuse of the waste products in the past and various ways to recycle the waste products now.

Essential/recommended readings

Essential/recommended readings/Suggestive readings

Learning/Teaching Material: Any of the textbooks given below may be prescribed.

1. Sanz, N. (2016). Aula Internacional 2. Barcelona. Barcelona: Editorial Difusión
2. Alondo, Elcina. Corpas, Jaime. (2018). Diverso A1 Libro de alumno. Madrid, Madrid: SGEL.
3. Alvarez Martinez, María Angeles. Canales, Ana Blanco. et al. (2017). Sueña 2 Libro de alumno. Salamanca. Salamanca: Grupo Anaya.
4. Baulenas, Neus Sans. Peris, Ernesto Martín. et al. (2016). Bítacora 2 Libro de alumno. Barcelona, Barcelona: Editorial Difusión.
5. Campo, Cristina, Cuadrado, Charo et.al. (2017) Protagonistas A2- Libro de alumno. Madrid, Madrid: Ediciones SM.

6. Martí Peris, E., Sans, N. (2016). Gente 2 Libro del alumno. Barcelona: Editorial Difusión.

Additional material may be provided by the Department. Additional material may be provided by the Department.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE – 12

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-12 (4) Engaging with Literary Texts (2)	4	3	1		XII passed	Should have studied Engaging with Literary Texts (1)

Learning Objectives

Learning Objectives: Enable students to read and understand a short literary/journalistic/ad/song text adapted for students of level A2.2 and to answer questions on the same.

Learning Outcomes

- Enable students to fully attain A2.2 Level skills in the concerned language.
- Understand ideas on audios listened and answering questions on them.
- Equip students to learn about subjects pertaining to his/her immediate environment.

UNIT I Literary Texts

(9 hours)

(A selection will be made from the list below. Extra material will be distributed by the teacher.)

Otro Zoo de Rodrigo Rey Rosa

Cuentos y leyendas, todoele.net

Excerpts from Sanz N. (2017). Aula Internacional 2. Barcelona. Barcelona: Editorial Difusión:

Pepa Villa, Taxista en Barcelona

El sueño de Cristóbal, Edelsa

Las nuevas caras del cine español

Un Yankee en Buenos Aires de Paco Ardit

Rinconete y Cortadillo, Miguel de Cervantes

Moros y cristianos, Dolores Soler-Espiauba

Espacios naturales

Denominación de origen

Un nuevo caso: Netflix puede esperar *Lola Lago & asociados Las nuevas aventuras de Lola Lago* de N. Sans y L. Miquel

Los hackers nunca duermen, Lola Lago & asociados Las nuevas aventuras de Lola Lago de N. Sans y L. Miquel

Un poco de tranquilidad, solo un poco Lola Lago & asociados Las nuevas aventuras de Lola Lago de N. Sans y L. Miquel

Fin de escapada Lola Lago & asociados Las nuevas aventuras de Lola Lago de N. Sans y L. Miquel

El misterio hombre de la gabardina Lola Lago & asociados Las nuevas aventuras de Lola Lago de N. Sans y L. Miquel

Todas las voces. Curso de cultura y civilización de N. Murillo

UNIT II Journalistic Texts

(9 hours)

(A selection will be made from the list below)

Auténticos de la revista de ELE « Punto y Coma » nivel A2

Energía eólica

Dime qué color eres y te diré qué color necesitas

La civilización Inca, Entre el pasado y el presente

El ceviche : de Perú al mundo

Navidades con sabor latino

Entrevista a Rosa Montero

Hoy en clase de Campus Difusión

Los espejuelos de Lennon -- Cuba de Dolores Soler-Espiauba

Con Frida en el altiplano -- Bolivia de Dolores Soler-Espiauba

Guantanamo -- Cuba de Dolores Soler-Espiauba

Ojalá que te vaya bonito -- México de Dolores Soler-Espiauba

Los espejuelos de Lennon -- Cuba de Dolores Soler-Espiauba

Dos semanas con los ticos -- Costa Rica de Dolores Soler-Espiauba

UNIT III poems

(9 hours)

Poemas de Alex Pausibes

Poemas de Antonio Colinas

Poemas de Alfonsina Storni

Poemas de Federico García Lorca

Poemas de Pablo Neruda

Poemas de Unamuno

Poemas de Gabriela Mistral

Poemas de Rosalía de Castro

Poemas de Francisco de Quevedo

Poemas de José Agustín Goytoso

Poemas de Rafael Alberti

Poemas de Ana Castillo

Poemas de Antonio Machado

Poemas de Gloria Fuertes

(A selection as per language level will be made from the list below. Any extra material will be provided by the Department)

UNIT IV Audio / Visual Texts/Songs

(9 hours)

(A selection will be made from the list below)

Songs (A2)

Gloria Estefan: Tu fotografía

Manu Chao: Clandestino

Ricky Martin: La bomba

Juanes: La Historia de Juan

Jarabe de Palo: ¡Qué bueno! ¡Qué bueno!

Joaquín Sabina: Y nos dieron las diez

Rebeca Lane: Flores rojas

Vivir Quintana: Canción sin miedo

Jimena Barón y Miss Bolivia: Se quema

Documentaries

Patio 29-historias de Silencio

México: desaparecidos por el narcotráfico

Tierra de Cárteles

Guatemala: Corazón del mundo Maya

Historia del Arte en 10 minutos

Historia del imperio musulmán en 10 minutos

UNIT V Advertisement

(9 hours)

Suggestive readings

Learning / Teaching Material: To be compiled and provided by the Department.

1. Murillo, N. (2010). Todas las voces. Curso de cultura y civilización. Barcelona: Editorial
2. Difusión (cap. 4 Literatura: novelas, cuentos y leyendas, poesía, leer)
3. Sans, N., Miquel, L. Lola Lago (2003). Detective: Lejos de casa (A2). Barcelona: Editorial Difusión.
4. Sans, N., Miquel, L. Lola Lago (2003). Detective: una nota falsa (A2). Barcelona: Editorial
5. Difusión.
6. Formesp.rediris.es
7. Cervantes, Cuentos.
8. Dolores Soler-Espiauba, Moros y cristianos, difusi
9. Soler-Espiauba, D. (2002). Con Frida en el altiplano (A1-A2). España: Editorial
10. Difusión.
11. Edelsa.
12. Rey Rosa, *Otro zoo*, Seix Barral, 2007
13. Soler-Espiauba, D. (2008). Dos semanas con los ticos (A1-A2). Costa Rica: CEGAL.
14. Soler-Espiauba, D. (2014). Los espejuelos de Lennon (A1). Cuba: CEGAL.
15. Soler-Espiauba, D. (2012). Guantánameras (A1-A2). Cuba: Editorial Difusión.
16. Soler-Espiauba, D. (2015). Ojalá que te vaya bonito(A1-A2). México: Editorial Difusión.
17. Hoy en clase. Campus Difusión. <https://campus.difusion.com/dashboard>
18. Historia del Arte en 10 Minutos, <https://www.youtube.com/watch?v=rUHxLrZwSIY>
19. Historia del imperio musulmán en 10 minutos, <https://www.youtube.com/watch?v=N4Ljm78end4>

20. 100 Anuncios Publicitarios con Eslogan
21. http://archive.org/details/editions_mariquita_hotmail_201309
22. México: desaparecidos por el narcotráfico @ YouTube: Arte.tvDocumental
23. <http://tv.apple.com/ar/movie/tierra-de-carteles/umc.cmc.52194k2r7j1>
24. Guatemala, corazón del Mundo Maya YouTube-Julio Carvajal.
25. Origen y evolución del imperio islámico en la Edad Media <http://youtube.com>

Additional material may be provided by the Department.

Suggestive readings

Learning / Teaching Material: To be compiled and provided by the Department.

DISCIPLINE SPECIFIC ELECTIVE COURSE – 2 (DSE-2):
Introduction to the History of Spain and the Spanish speaking World.

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to the History of Spain and the Spanish Speaking World	4	3	1	0	XII passed	Nil

DSE–2 (4)

Introduction to the History of Spain and the Spanish speaking world (2)

Learning Objectives

- To familiarize students with the major social, political and cultural events from the medieval to contemporary period

Learning Outcomes

- To provide a good understanding of Contemporary Spain and contemporary Latin America and their standing in the world

Unit 1 (9 hours)

Arab contributions to Spanish culture (711-1492).

Unit 2 (9 hours)

The Catholic kings, discovery of America and the Spanish empire.

Unit 3 (9 hours)

XIX century Spanish American Independence movements

Unit 4 (9 hours)

XX century: Spanish Civil War, Latin American dictatorships

Unit 5 (9 hours)

Contemporary Spain and Latin America

References

- Fernandez Alvarez, Manuel. (2008). *Pequeña historia de España* Madrid: Espasa Libros SLU.
- Fernández Álvarez, Manuel. (2011) *España, biografía de una nación*. Madrid: Espasa Libros SLU.
- Hernández, Guillermo. (2008). *De la edad media a la actualidad*. Madrid: SGEL.
- Quintana, M. (2007). *Historia de América Latina* Madrid: Edinumen.
- Vazquez, German and Martinez Diaz, Nelson, et al. (1998). *Historia de América Latina*, Madrid: SGEL.

Additional material will be provided by the Department

Teaching Learning Process

- Interactive teaching with lectures, presentations, discussions and debates with the help of audio-visual teaching aids.
- The learners are encouraged to collaborate with their peers to complete specific projects, assignments, term papers assigned to them.
- By using latest tools of Information technology the learners will be expected to explore and investigate about the topics introduced in the class in order to develop a critical perspective on the issues concerned.

Keywords

Spain, Latin America, Democracy, Dictatorship, Freedom Movement, Immigration, History

DISCIPLINE SPECIFIC ELECTIVE COURSE – 2 (DSE-2): Life in Spanish speaking Countries.

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Life in Spanish-Speaking Countries	4	3	1	0	XII passed	Nil

learning Objectives

- To introduce the learner to various aspects of contemporary culture (films, art, education system, etc.) in Spain and Latin America.

Learning Outcomes

- To initiate learners to the culture and civilization of Spain and Latin American countries
- To provide knowledge about education systems, home, family, leisure activities, festivals, politics, tourism, physical geography of Spain and Latin American countries.
- To introduce the students to the great thinkers of Spain and Latin America in the areas of literature, cinema, art, etc.
- To Enable students to understand and analyse cultural aspects of Spain and Latin American Countries and develop an intercultural competence among students

Unit 1 (9 hours)

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).

Unit 2 (9 hours)

Transition to Democracy in Spain and Latin America. Spain and the European Union. NAFTA.

Unit 3 (9 hours)

Separatism, terrorism and regional nationalism in Spain. Grassroots people's movements in Latin America.

Unit 4 (9 hours)

Distant Neighbours: Latin America and the United States. Monroe Doctrine. Good Neighbour Policy. Operation Condor. Spain: Multiculturalism and Immigration.

Unit 5 (9 hours)

Cultural forms and National Identity: Flamenco (Spain) Merengue (Dominican Republic) Tango (Argentina)

Cultures of resistance: La movida madrileña, New Song Movement, Narcocorridos.

References

Excerpts from

- Chasteen, John Charles. (2001). *Born in Blood and Fire, A Concise History of Latin America*. New York: Norton.
- Florencia Garramuño. (2011). *Primitive Modernities: Tango, Samba and Nation* Trans. Anna Kazumi Stahl. Stanford: Stanford University Press.
- Grandin, Greg. (2006). *Empire's Workshop. Latin America, the United States and the Rise of the New Imperialism*. New York: Henry Holt.
- Pérez, Edmundo. (2012). *Que me entierren con narcocorridos*. Mexico: Grijalbo.
- Films: Dirs. Pedro Almodovar, Carlos Saura (Spain), Guillermo de Toro (Mexico) among others
- Music: Carlos Gardel (Tango) Mercedes Sosa (Folk) among others

Additional material will be provided by the Department

Teaching Learning Process

- Interactive teaching with lectures, presentations, discussions and debates with the help of audio-visual teaching aids.
- The learners are encouraged to collaborate with their peers to complete specific projects, assignments, term papers assigned to them.
- By using latest tools of Information technology the learners will be expected to explore and investigate about the topics introduced in the class in order to develop a critical perspective on the issues concerned
- Keywords

Culture, civilisation, Intercultural Competence, Spain, Latin America

DISCIPLINE SPECIFIC ELECTIVE COURSE – 2 (DSE-2):
Different Text Types

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Different Text Types	4	3	1	0	XII passed	Nil

Learning Objectives

- To study in- depth different types of literary and non-literary texts.
- To critically evaluate the form and content of literary and non-literary texts

Learning Outcomes

- Develops skills to do an in-depth study of different text types in order to familiarize oneself with different kinds of writing styles, themes and issues treated in the text.
- Enables learners to develop relevant analytical skills to critically evaluate the form and content of these texts.
- Trains learners to understand the context in which the texts were written and the literary/discursive/generic devices that shape them.

Unit 1 (15 hours)

Prose: In-depth study of both form and content of a variety of texts literary texts written in prose form such as shorter and longer Narrative genres, (Eg. short story, conte, fable, chronicle, myth, novella, tales, anecdote, autobiography, biography, novel etc.), play etc.

Unit 2 (15 hours)

Poetry: In-depth study of both form and content of various types of poetic texts, songs, slams etc.

Unit 3 (15 hours)

Intermedial and semi-literary texts: In-depth study of both form and content of comic strips, graphic novels, or semi literary forms such as essay, commentary, informative/descriptive texts on history, geography, economy, culture.

References

Any of the following textbooks may be prescribed and will be partially completed.

- Merino, José María. (1998). *Cien años de cuentos* (1989-1998) Madrid, Madrid: Alfaguara
- Peinado, Juan Carlos ed. (2002) *Cuentos hispanoamericanos del siglo XX*, Salamanca, Salamanca: Anaya.

Additional texts by representative authors will be provided by the department.

Teaching Learning Process

- Interactive teaching with presentations, discussions and debates.
- The learners are encouraged to collaborate with their peers to complete specific projects, assignments, book reviews assigned to them.
- By using latest tools of Information technology the learners will be expected to explore and investigate about the topics and texts introduced in the class.

Keywords

In-depth study, Prose, poetry, intermedial and semi-literary texts, literary/discursive/ generic devices

DISCIPLINE SPECIFIC ELECTIVE COURSE – 2 (DSE-2): Debating and Presentation Techniques

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Debating and Presentation Techniques	4	3	1	0	XII passed	Nil

**COURSES OFFERED BY DEPARTMENT OF
Germanic & Romance Studies**

Category III

SEMESTER-IV

**Courses for Undergraduate Programme of study with discipline as one of the Core
Disciplines**

B.A. Programme with Spanish

**(For e.g. courses for B.A. Programmes with _____ (discipline's name) as non-Major or
Minor discipline)**

DISCIPLINE SPECIFIC CORE COURSE (DSC-4): Spanish in Context: Intermediate Level – 2

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE
COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Spanish in Context: Intermediate Level – 2	4	3	1	Nil	Pass in B.A. (Prog.) Sem. III	none

Learning Objectives

The Learning Objectives of this course are as follows:

At the end of Semester 4, a student will be able to:

- Read texts on various topics and answer questions on them.
- Write texts on a range of familiar subjects.
- Complete Level A2 and partially attain Level B1 of the Common European Framework (CEF).

Learning Outcomes

The Learning Outcomes of this course are as follows:

- Enable students to attain A2 Level of listening, speaking, reading and writing skills in the concerned language and partially attain Level B1.
- Reading texts and answering questions on them.
- Equip students to write texts on a range of familiar subjects.

SYLLABUS OF DSC – 4

Content	Description
Listening	Listen to and understand texts on various topics like migration, art, technology, diversity, tradition, etc.
Speaking, which includes:	

1.Monologue	Present orally one's views on various topics like migration, art, technology, diversity, tradition, etc.
2.Dialogue	Engage in conversations on various topics like migration, art, technology, diversity, tradition, etc.
Reading	Read and understand texts, emails, blogs on various topics like migration, art, technology, diversity, tradition, etc.
Writing	Guided writing activities. Writing a text, an email, instructions for someone, etc.
Morphosyntax & Vocabulary	Grammatical structures and vocabulary used to talk and write on various topics like migration, art, technology, diversity, tradition, etc.
Intercultural and co-cultural	Introduction to Spanish-speaking regions/countries, celebrities from Spanish speaking countries, fashion, cinema, comic strips, etc.

Unit	Content	Duration
Unit 1	Migration and its influence on different cultures. Discussing multiculturalism. A brief overview of some important events in world history. Use of "presente histórico". Use of roman numbers. Learning how to refer to different periods of time using "a principios de, hoy en día, en las 'últimas décadas, etc.". Reading about the different periods in the formation of the Spanish language. Cultures which have had an influence on the Spanish language and on our language. Learning "el pretérito imperfecto". Reading about how certain cities and localities were earlier and how they are now and discussing what has changed and what is the same. Use of "ya no/todavía". "Marcadores temporales del pasado y del presente – de joven, cuando...hoy en día, actualmente." Talking about special memories of one's childhood. Use of "recordar" and "acordarse de algo o alguien". Talking about the different periods of life – childhood, adolescence, youth, etc.	9 hours
Unit 2	Art and its importance. Describing works of art and discussing the messages different art works transmit. Discussing what art means to different students. Discussing the different art forms like painting, sculpture, dance, architecture, etc. Expressing prohibition and permission. Knowing what different signs mean in a museum or an art gallery so as to know what is prohibited and what is permitted. Reading a blog related to literature. "Contraste pretérito indefinido/pretérito imperfecto". Reading the synopsis of novels and stories. Writing a synopsis of a book of one's liking. Completing a poem with the given expressions. Talking about the importance of music in our lives and the different music genres like classical, pop, jazz, etc. Reading a text on how the type of music we like tells us about our personality. Having a discussion on this topic. Use of quantifiers like "casi todo/a, todos/as, ningún, ninguno, etc.". "Pronombres y adverbios interrogativos y exclamativos – qué, quién, cómo, cuánto, etc.".	9 hours

Unit 3	Technology and its importance in our lives. Vocabulary related to technology and inventions. Reading and having a discussion on some inventions which changed our lives. Discussing the role of technology in education. Vocabulary related to computers and informatics. Discussing the pros and cons of using technology in the class. Revision of “el pretérito perfecto, el pretérito indefinido, el pretérito imperfecto”. Using them together. Study of “el imperativo” and using it to give advice and instructions. “Colocación de los pronombres con imperativos.” Using the imperative in advertisements for giving instructions as to how to use a certain product. Making an advertisement for promoting a product. Discussing science fiction movies and the cybernetic technology. Reading and discussing a blog on robots. Imagine the presence of a robot in one’s life and have a discussion on this topic.	9 hours
Unit 4	Talking of diversity. Discussing the differences and similarities amongst different persons. How diversity begins with the physical aspect of a person. “El adjetivo y los modificadores – muy, demasiado, un poco gordo, guapo, etc.” “La descripción física – tiene ojos grandes, lleva barba, etc.”. “los artículos indeterminados y determinados”. “Los sustantivos masculinos y femeninos según sus terminaciones”. Discussing how and when our nationality is an important part of our personality. Reading about and having a discussion on habits and how good habits can improve the quality of our life. Revision of “el presente de indicativo; los verbos reflexivos”. Showing preference using “preferir”, “gustar”, “interesar”. Using “antes de/después de + infinitivo”. Expressing how frequently one does something using “siempre, normalmente, nunca, etc.”. Talking about the different styles of learning and what makes each student learn better. “Cuantificadores – cada, cualquier, todo el, toda la, etc.” Discussing what empathy means. Vocabulary related to the process of learning.	9 hours
Unit 5	Talking about tradition. Discussing customs and traditions. Discussion on vintage clothes, cars, furniture, etc. “Perifrasis verbales con gerundio – estar + gerundio, seguir + gerundio, llevar + gerundio.” “Perifrasis verbales con infinitivo – empezar a/comenzar a + infinitivo, volver a + infinitivo, estar a punto de + infinitivo. Reading and discussing an Instagram post on the topic of vintage fashion. “Expresar duración - desde + tiempo, desde que + verbo, desde hace, hace...que, etc.” Discussion on stereotypes and vocabulary related to the same. “Se sin sujeto agente - se + verbo”. Discussing time management and the important factors involved in it. “Cuantificadores – demasiado, mucho, bastante, poco, algún, ningún, la mayoría, etc.”. “Pronombres posesivos.” Vocabulary related to celebrations, customs and traditions. Discussing customs and celebrations of one’s country and of Spanish speaking countries.	9 hours

References:

Any of the following textbooks may be prescribed and will be partially completed.

- Alonso Encina, et al. (2021). *Nuevo Diverso Básico A1-A2*. Madrid: SGEL.
 - Alonso Encina, et al. (2021) *Nuevo diverso ESPAÑOL B*. Madrid:SGEL.
 - Corpas J., et al. (2017). *Aula Internacional 2*. Barcelona: Editorial Difusión
 - Campo C., et al. (2017). *Protagonistas A2*. Madrid: SM Español para extranjeros.
 - Baulenas Neus Sans, et al. (2017). *Bítacora 2*. Barcelona: Editorial Difusión.
 - Martínez María Angeles Alvarez, et al. (2017). *Sueña 2*. Madrid: Grupo Anaya.
- Additional material can be also used.

SEMESTER-V
GERMANIC AND ROMANCE STUDIES (SPANISH)
(B.A. Honours in Spanish in four years)

DISCIPLINE SPECIFIC CORE COURSES

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-13 (4) Language in context: Advanced Reading and Writing skills (1)	4	3	2		XII passed	Nil

Learning Objectives

Enable student to

- read complex texts and answer questions on them;
- be able to write complex texts, about subjects pertaining to his/her immediate environment;
- attain Level B 1 of the Common European Framework (CEF).

Learning Outcomes

- Enable students to fully attain B 1 Level of reading and writing skills in the concerned language.
- Reading complex texts and answering questions on them.
- Equip students to write about subjects pertaining to his/her immediate environment.

Content:

Reading: Read and understand standard documents, texts, emails containing personal information, cultural aspect of the language, gastronomy, free time activities, movie review, writing a biography, talk about experiences, give suggestions etc.

Writing: Guided writing activities. Making suggestions to improve Spanish, writing on a movie/ biography, email describing what did you do, writing about past activities, food choices, and writing recipes, writing on free time, write formal letters, anecdotes, activities related to write about personal experiences etc.

Morphosyntax and Vocabulary: advance grammatical structures and vocabulary used to write past experiences, travelling vocabulary, vocabulary related to social interaction, habits and cultural life of people in the past, their houses, means of entertainments, life of famous people, vocabulary related to preferences and choices etc.

Intercultural and cocultural: Introduction to Hispanic movies, visit to historical places, write a report, social contacts, make surveys, hispanic authors and reporting an event, virtual tour of hispanic places to visit etc.

SYLLABUS OF DSC-13

UNIT – I

(8 hours)

Read a text related to experiences and happenings of the past.
Write about your present habits and relate them to the past experiences.
Share your ideas on how to begin and continue to do an activity.
Write a note on your achievements and happenings in the life.

UNIT – II

(7 hours)

Read a text based on future plans and actions.
Write on how your life will be after some years.
Write about your plans for the future.
Write a few lines in the future tense on the pictures.
Write on the possibilities in the future in certain conditions.

UNIT – III

(7 hours)

Read a text comprising of impersonal sentences, habits, manners, DO's and DON'Ts, etc.
Write on what are things or manners prohibited in your house.
Write about the habits of your family members and relate it to social habits.
Write about social habits in public places, what is prohibited and what is permitted.
Understand the use of using *SE* Impersonal
Write a few sentences using *SE* impersonal in your library.

UNIT – IV

(8 hours)

Read a text consisting of telling a tale, experience, recalling experiences, etc.
Write a note on a story/news recently read.
Write a narrative of a movie shown /novel read in the class.
Convert a dialogue in the narrative form.

UNIT –V

(7 hours)

Read a text based on description of pictures
Write your suggestions on the topic discussed.
Write on a series of pictures.

UNIT VI

(8 hours)

Read a text comprising of formal and informal correspondence.
Write a formal letter to the authority about the problem that people of your locality are facing.
Write an open letter to the municipality of your area regarding some problem and suggesting remedies.

Essential/recommended readings**Essential/recommended readings/Suggestive readings**

Learning/Teaching Material: Any of the textbooks given below may be prescribed.

1. Alondo, Elcina. Corpas, Jaime. (2018). Diverso B 1 Libro de alumno. Madrid, Madrid: SGEL.
2. Alvarez Martinez, María Angeles. Canales, Ana Blanco. et al. (2017). Sueña 3 Libro de alumno. Salamanca. Salamanca: Grupo Anaya.
3. Baulenas, Neus Sans. Peris, Ernesto Martín. et al. (2017). Bítacora 3 Libro de alumno. Barcelona, Barcelona: Editorial Difusión.
4. Maria Buendia Cambronero Raquel Ezquerra Martinez (2017) Protagonistas B1- Libro de alumno, Madrid, Madrid: Ediciones SM.
5. Sanz, N. (2017). Aula Internacional 3. Barcelona. Barcelona: Editorial Difusión
6. Martí Peris, E., Sans, N. (2016). Gente 2 Libro del alumno. Barcelona: Editorial Difusión.

Additional material may be provided by the Department. Additional material may be provided by the Department.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Suggestive readings

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE – 14

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-14 (4) Language in context: Advanced Listening and Speaking skills (1)	4	3	1		XII passed	Nil

Learning Objectives

Learning Objectives

Enable student to

- read simple texts and answer questions on them;
- be able to express on different topics, about subjects pertaining to his/her immediate environment;
- attain complete Level B 1 of the Common European Framework (CEF).

Learning Outcomes

- Enable students to fully attain B 1 Level of listening and speaking skills in the concerned language.
- Express ideas on audios listened and answering questions on them.
- Equip students to speak about subjects pertaining to his/her immediate environment.

SYLLABUS OF DSC- 14

UNIT – I

(8 hours)

Listen to audio/video activity related to the topic.

Talk about your present habits and relate them to the past experiences.

Share your ideas on how to begin and continue to do an activity.

Watch a short movie related to the topic.

Present a note on your achievements and happenings in the life.

UNIT – II

(7 hours)

Listen to audio/video based on future plans and actions.

Talk about how your life will be after some years.
Discuss among classmates about plans for the future.
Speak on the possibilities in the future in certain conditions.

UNIT – III (8 hours)

Listen to audio/video activity comprising of impersonal sentences, habits, manners, DO's and DON'Ts.
Talk about the bad habits prohibited in your house.
Express the good habits of your family members.
Exchange your views on social habits in public/public places.
Understand the use of using *SE* Impersonal
Speak some habits that one should follow (using *SE* impersonal) in your University library.

UNIT – IV (7 hours)

Listen to audio/video activity consisting of telling a tale, experience, recalling experiences, etc.
Talk about a story/news recently read.
Read a text related to the topic.
Write a narrative of a movie /novel shown or read in the class.
Convert a dialogue in the narrative form.

UNIT –V (7 hours)

Listen to audio/video activity based on description of pictures, interpretation of various video clips.
Express your suggestions on the topic discussed.
Talk on a series of pictures.

UNIT VI (8 hours)

Listen to audio/video comprising of formal and informal interactions in different contexts.
Talk about the problems that people of your locality are facing and discuss points to put in the complaining letter.
Present an open letter regarding some problem and suggesting remedies in the class.

Essential/recommended readings

Essential/recommended readings/Suggestive readings

Learning/Teaching Material: Any of the textbooks given below may be prescribed.

1. Alondo, Elcina. Corpas, Jaime. (2018). Diverso B 1 Libro de alumno. Madrid, Madrid: SGEL.
2. Alvarez Martinez, María Angeles. Canales, Ana Blanco. et al. (2017). Sueña 3 Libro de alumno. Salamanca. Salamanca: Grupo Anaya.
3. Baulenas, Neus Sans. Peris, Ernesto Martín. et al. (2017). Bítacora 3 Libro de alumno. Barcelona, Barcelona: Editorial Difusión.
4. Maria Buendia Cambronero Raquel Ezquerra Martinez (2017) Protagonistas B1- Libro de alumno, Madrid, Madrid: Ediciones SM.
5. Sanz, N. (2017). Aula Internacional 3. Barcelona. Barcelona: Editorial Difusión
6. Martí Peris, E., Sans, N. (2016). Gente 2 Libro del alumno. Barcelona: Editorial Difusión.

Additional material may be provided by the Department. Additional material may be provided by the Department.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Suggestive readings

DISCIPLINE SPECIFIC CORE COURSE – 15:

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-15 (4) History of Hispanic Literature (1)		3	1		XII Passed	Nil

Learning Objectives

Learning Objectives

- To introduce the learner to different cultural and intellectual movements in Spanish and Latin American Literature from its origins to the 18th century.
- To read both Spanish and Latin American literary texts representing major cultural and intellectual movements from the beginning to the 18th century.

Learning Outcomes

- Familiarize students with literary texts written in Spanish with focus on the major cultural and intellectual movements from the origins to the eighteenth century.
- Develop skills to identify and analyse how various genres such as poetry, plays, shorter and longer narrative texts, autobiography etc. evolved through various historical periods.

Unit 1

Develop an understanding of writings from the medieval period till the Renaissance, such as medieval romances, farces, etc.

Unit 2

Understanding and analysing major literary movements such as Baroque and Neoclassicism

Unit 3

Major cultural and intellectual movements from the origins to the eighteenth century

References

Selection of literary texts to be provided by the Department

- Correa, Pedro, (1985). *Historia de la literatura española*, Colección «Temas de Cultura Española» Michigan: University of Michigan.
- Deyermund, Alan D. et. al, (1984) *Historia de la literatura española*, Vols. 1-6, Madrid: Ariel.
- Olea, Rafael y Weinberg, Liliana. (2011). *Literatura hispanoamericana*, México: SER.
- Oviedo, José Miguel. (2002). *Historia de la literatura hispanoamericana*, Vols 1-4, Madrid: Alianza Editorial.

Additional material will be provided by the Department.

Teaching Learning Process

- Interactive teaching with lectures, presentations, discussions and debates with the help of audio-visual teaching aids.
- The learners are encouraged to collaborate with their peers to complete specific projects, assignments, term papers assigned to them.
- By using latest tools of Information technology the learners will be expected to explore and investigate about the topics introduced in the class in order to develop a critical perspective on the issues concerned

Keywords

Literary, cultural and intellectual movements, Medieval period till French Enlightenment

DISCIPLINE SPECIFIC ELECTIVE COURSE – 3 (DSE-3 (4):
Introduction to Translation

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Translation	4	3	1	0	XII Passed	Nil

Learning Objectives

- Familiarizes students with language for specific purposes
- Familiarize students to the techniques of translation;

Learning Outcomes

- Enable students to do Scientific and Technical translation, and translation of sacred texts.
- Help students to make word glossaries in above fields.
- Enable students to read parallel literature on texts chosen for translation.
- Sensitize student towards Machine translation and its limitations
- Develop awareness about Ethics and accountability in translation.

Unit 1 (11 hours)

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). Scientific and Technical translation. Translation of sacred texts.

Unit 2(11 hours)

Introducing the student to the techniques of translation
Making of word glossaries in above fields.

Unit 3 (11 hours)

Machine translation and its limitations
Ethics and accountability in translation.

Unit 4 (12 hours)

Reading of parallel literature on texts chosen for translation
Role of Translation in Multimedia contexts.

References

- Baker, Mona. (2011). *In Other Words. A Course Book in Translation*. London, New York: Routledge.
- Bassnett McGuire, Susan. (1980, 2013). *Translation Studies*. London, NY: Routledge.

- Child, Jack. (2009). *Introduction to Spanish Translation* Lanham, Maryland: UPA.
- Gile, Daniel. (2009). *Basic Concepts and Models for Interpreter and Translator Training*. Amsterdam, Philadelphia: John Benjamin Publishing.
- Haywood, Louise. (2009). *Thinking Spanish Translation: A Course in Spanish Translation, Spanish to English* London, New York: Routledge.
- López Guix, Juan Gabriel. (2012). *Manual de Traducción Inglés – Castellano*, Madrid: Gedisa.
- Lunn, Patricia et al. (2013). *En otras palabras: perfeccionamiento del español por medio de la traducción*. Washington: Georgetown University Press.
- Malmkaer Kirsten, Windle, Kevin. (2011). *The Oxford Handbook of Translation Studies* Oxford: OUP
- Munday, Jeremy. (2012). *Introducing Translation Studies, Theories and Applications*, London, New York: Routledge.

Additional material will be provided by the Department

Teaching Learning Process

- Interactive teaching with lectures, presentations, discussions and debates with the help of audio-visual teaching aids.
- The learners are encouraged to collaborate with their peers to complete specific projects, assignments, term papers, translations assigned to them.
- By using latest tools of Information technology the learners will be expected to explore and investigate about the topics introduced in the class in order to develop a critical perspective on the issues concerned

Keywords

Techniques of Translation, scientific, technical, commercial translation, Word glossary, machine translation

DISCIPLINE SPECIFIC ELECTIVE COURSE – 3 (DSE-3):
Techniques of Written Expression.

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Techniques of Written Expression	4	3	1	0	XII Passed	Nil

Learning Objectives

- To introduce the learner to commonly used figures of speech.
- To define the commonly used figures of speech
- To identify the commonly used figures of speech in both literary and non-literary texts
- To introduce the learner to literary tropes
- To present the historical origin of commonly used idioms and proverbs.
- To teach the learner how to write a critical essay and a commentary

Learning Outcomes

- Introduce students to common figures of speech, Familiarize students with Literary Tropes
- Develop understanding of Idioms and Proverbs with their historical origin. Develop knowledge about different literary genres:

Unit 1 (12 hours)

Definition and study with examples of Common figures of speech: Metaphors, Similes, Metonyms, Hyperboles, Personification, Alliteration, Oxymoron and Synecdoche.

Unit 2 (11 hours)

Literary Tropes: Humour and Irony, Puns, Tautology, Allegories, Allusions, Apologia, Cliches, Euphemism, Climax and Anticlimax, Paradox, Analogies.

Unit 3 (11 hours)

Idioms and Proverbs with their historical origin.

Unit 4 (11 hours)

Different literary genres: Myths, Epics, Chivalric romances, Picaresque novel, Comedy, Tragicomedy and Farce, Satires, Biography, Autobiography and Memoirs, Essays and Epistles, Social Realism., Travel Literature

References

- Azaustre, Galiana Antonio y Juan Casas Rigall. (1994). *Introducción al análisis retórico, tropas, figuras y sintaxis del estilo*. Santiago de Compostela: Universidad de Santiago de Compostela.
- Beckson, Karl and Ganz, Arthur. (1960, 1991). *Literary Terms, A Dictionary*. Delhi: Rupa.
- Delgado, Josefina. (2002). *Qué leer y Cómo* Buenos Aires: El Ateneo.
- Romera, Angel. Manual de Retórica y Recursos Estilísticos, Diario del Endriago, <http://diariodelendriago.blogspot.com>

Additional materials will be provided by the department

Teaching Learning Process

- Interactive teaching with lectures, presentations, discussions and debates with the help of audio-visual teaching aids.
- The learners are encouraged to collaborate with their peers to complete specific projects, assignments, term papers assigned to them.
- By using latest tools of Information technology the learners will be expected to explore and investigate about the topics introduced in the class in order to develop a critical perspective on the issues concerned

Keywords

Figures of Speech, Literary Tropes, Idioms, Proverbs, Literary Genres

DISCIPLINE SPECIFIC ELECTIVE COURSE – 3 (DSE-3):
Study of European Art.

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Study of European Art	4	3	1	0	XII Passed	Nil

Learning Objectives

- To introduce students to the various major Art Movements in Europe from the renaissance to the Contemporary Period
- To study artworks of painters representative of the major Art Movements in Europe

Learning Outcomes

- Develop an understanding of structures and Perspectives of Everyday life as seen by painters.
- Equip with tools to analyze artworks

Unit 1 (15 hours)
Introduction to the Civilization of Europe in the Renaissance. (Paintings on 'Europa'; Durer, (1495) Titian (1559) The Rape of Europa Sebastian (1588) Queen Europa. Maps of Europe. The idea of Europe. Structures and Perspectives of Everyday life as seen by painters.

Unit 2 (15 hours)
Understanding of structures and Perspectives of Everyday life as seen by painters.

Unit 3 (15 hours)
Overview of important European Art Movements, representative artists and their artworks : Spanish Baroque, Italian Renaissance, Flemish School, French Impressionists, Spanish Surrealists etc.

References

- Adams, Laurie Schneider (1996). *The Methodologies of Art: An Introduction*, NY: Westview Press
- Arnason, H. H. (2003). *History of Modern Art: Painting, Sculpture, Architecture, Photography*, New York: Prentice Hall.
- Boime, Albert (1990). *A Social History of Modern Art, Volumes 5*, Chicago: University of Chicago Press.
- Burckhardt, Jacob. (1855, 2004). *The Civilization of the Renaissance in Italy*. New York: Penguin.
- Hopkins, David. (2000). *After Modern Art 1945-2000 (Oxford History of Art)*, NY: OUP.
- Hughes, Robert. (2006). *Goya* New York: Alfred Knopf.
- Read, Herbert. (1984). *Meaning of Art*. London: Faber & Faber.
- Secrest, Meryle. (1986). *Salvador Dalí : the Surrealist Jester*. London: Paladin.

- Stassinopoulos Huffington, Arianna. (1988). *Picasso Creator and Destroyer*. London: Pan Books.
- Blog by Shatarriah Godwin, People of Color in European Art History.

Additional material will be provided by the Department

Teaching Learning Process

- Interactive teaching with lectures, presentations, discussions and debates with the help of audio-visual teaching aids.
- The learners are encouraged to collaborate with their peers to complete specific projects, assignments, ter papers assigned to them.
- By using latest tools of Information technology, the learners will be expected to explore and investigate about the topics introduced in the class in order to develop a critical perspective on the issues concerned

Keywords

European Art Movements, Painters, Artworks, Tools to analyse Artworks

DISCIPLINE SPECIFIC ELECTIVE COURSE – 3 (DSE-3): Children and Adolescent Literature.

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Children and Adolescent Literature	4	3	1	0	XII Passed	Nil

Learning Objectives

- To define what is Children's Literature and distinguish it from Literature for Adults.
- To introduce the learner to different genres of children and adolescent literature.
- To read and understand Children and adolescent literature texts.

Learning Outcomes

- Introduce students to the changing conceptions of children's literature:
- Help students in analyzing various genres meant for young children and adolescents.
- Sensitize students about the role of children's literature in transmitting values.

Unit 1 (15 hours)

Changing conceptions of children's literature: Literature for children and /or adult readers?

Unit 2 (15 hours)

Folklore, fables and fairy tales for young children Theater for children

Unit 3 (15 hours)

Children's literature and transmission of values

References

Selection to be made from the following texts:

- Allende, Isabel. (2014). *El juego de Ripper*. Barcelona: Plaza y Janes.
- Andruetto, María Teresa. (2005). *El país de Juan*. Salamanca: Anaya.
- Arboleda Rodríguez, Diego y Sagospe, Raúl. (2014), *Prohibido leer a Lewis Carroll*. Salamanca: Anaya & Mario Muchnik.
- Conde, Carmen. (1994), *Aladino*, Madrid: Hesperia.
- Conde, Carmen. (1953) *Auto de Navidad*, Madrid: Enag.
- De Santis, Pablo. (2007) *El enigma de París*. Madrid: Planeta
- Ferrari, Andrea. (2004). *Café solo*. Barcelona: Ediciones SM.
- Fuertes, Gloria. (2017). *El libro de Gloria Fuertes para niñas y niños*. Barcelona: Blackie Books.
- García Lorca, Federico. Ramón Jimenez ; Alberti, Rafael. (2004). *Mi primer libro de poemas* Salamanca: Anaya.
- García Lorca, Federico. (1919, 1999). *El maleficio de la mariposa*. Madrid: Cátedra.
- Gómez Cerda, Alfredo. (1994). *Sin billete de vuelta*, Barcelona: Alfaguara.
- Gopeguí, Belén. (2008). *El balonazo*, Barcelona: Ediciones SM.
- Ramón Jiménez, Juan. (1914, 2014). *Platero y yo*. Madrid: Cátedra (2014).
- Ruescas, Javier. (2012). *Play*. Barcelona: Montena.
- Ruescas, Javier. (2013). *Pulsaciones*. Barcelona: Ediciones SM.
- Sierra, Jordi. (2013) *Cuatro días de enero*, Barcelona: DeBolsillo.

Additional material will be provided by the Department

Additional Resources

- Bettelheim, Bruno. (1975). *The Uses of Enchantment: The Meaning and Importance of Fairy Tales*. New York: Vintage.
- Cervera, Juan. (1991). *Teoría de la literatura infantil*. Bilbao: Mensajero.
- Garalón, Ana. (2001). *Historia Portátil de la Literatura infantil*. Madrid: Anaya.
- Lage Fernández, Juan José. (2010). *Diccionario histórico de autores de la literatura infantil y juvenil contemporánea*. Granada: Editorial Octaedro Andalucía.
- Nodelman, Perry. (2008). *The Hidden Adult: Defining Children's Literature*. Baltimore: John Hopkins University Press.
- Propp, Vladimir. (1988). *Morphology of the Folk Tale*, Austin: University of Texas Press.
- Velia, Bosch. (2000). *Clásicos de la literatura infantil-juvenil de América Latina y el Caribe*, Caracas: Biblioteca Ayacucho.

Teaching Learning Process

- Interactive teaching with lectures, presentations, discussions and debates with the help of audio-visual teaching aids.

- The learners are encouraged to collaborate with their peers to complete specific projects, assignments, term papers assigned to them.
- By using latest tools of Information technology the learners will be expected to explore and investigate about the topics introduced in the class in order to develop a critical perspective on the issues concerned

Keywords

Literature for young children and adolescents, transmitting values

DISCIPLINE SPECIFIC ELECTIVE COURSE – 3 (DSE-3):

Life Writing.

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Life Writing	4	3	1	0	XII Passed	Nil

Life Writing: Autobiography/Biography/Travelogue

Learning Objectives

- Help to analyse the characteristics of Autobiographical and biographical texts
- Familiarize students with Diaries and Letters
- Equip students to analyse and write about Travel experiences

Learning Outcomes

- The students are able to identify the various kinds of life writings.

Unit 1 (15 hours)

Reading, writing and analysing Autobiographies, Confessions, Memoirs. Fictional Autobiographies, Autobiographical Songs

Unit 2 (15 hours)

Reading, writing and analysing Diaries and Letters

Unit 3 (15 hours)

Reading, writing and analysing Travelogues, travelogues and other forms of travel narratives

References

Extracts from

- Anónimo. (1554, 2013). *Lazarillo de Tormes*. Madrid: Gredos.
- Atxaga, Bernardo. (1991). *Memorias de una vaca* Madrid: Ediciones SM.

- Burgos-Debray, Elizabeth. (1983). *Me llamo Rigoberta Menchu y así me nació la conciencia*. México: Siglo XXI.
- Calderón de la Barca, Fanny. (1843, 1977). *La vida en México*. México: Biblioteca Porrúa
- Cela, Camilo J. (1942, 1946). *La familia de Pascual Duarte*. Barcelona: Ediciones del Zodiaco.
- Guevara, Che. (1993). *Notas del viaje por América Latina (Diarios de motocicleta)* Madrid: Planeta.
- Jamis, Rauda. (1988). *Biografía de Frida Kahlo*. Barcelona: Circe ediciones.
- Mendoza, Eduardo. (1991). *Sin noticias de Gurb* Barcelona: Seix Barral.
- Neruda, Pablo. (1974). *Confieso que he vivido*. Barcelona: Seix Barral.
- Roca, Paco. (2011). *Memorias de un hombre en pijamas*. Bilbao: Astiberri
- Rosencof, Mauricio. (2002). *Las cartas que no llegaron*. Montevideo: Ediciones Santillana.
- Sender, Ramón J. (1962). *La tesis de Nancy*, Barcelona: Ed. Casals

Additional materials will be provided by the department

Additional Resources

- Alberca, Manuel. (2007) *El pacto ambiguo: de la autobiografía a la autoficción*, Madrid: Biblioteca Nueva.
- De Botton, Alain. (2004). *The Art of Travel*, New York: Vintage.
- Derrida, Jacques. (1985). *The Ear of the Other Otobiography, Transference, Translation* Lincoln: University of Nebraska Press.
- Geertz, Clifford. (1973). *The Interpretation of Cultures*. New York: Basic Books.
- Geertz, Clifford. (1983). *Local Knowledge*. New York: Basic Books.
- Geertz, Clifford. (1989). *Works and Lives: The Anthropologist as Author*. Stanford: Stanford University Press.
- Tacca, Oscar. (1975). *Las voces de la novela*. Madrid: Gredos.

Teaching Learning Process

- Interactive teaching with lectures, presentations, discussions and debates with the help of audio-visual teaching aids.
- The learners are encouraged to collaborate with their peers to complete specific projects, assignments, term papers assigned to them.
- By using latest tools of Information technology the learners will be expected to explore and investigate about the topics introduced in the class in order to develop a critical perspective on the issues concerned

Keywords

Biography, Autobiography, Memoir, Diary

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**COURSES OFFERED BY DEPARTMENT OF
Germanic & Romance Studies
Category III**

**Courses for Undergraduate Programme of study with discipline as one of the Core
Disciplines**

SEMESTER-V

B.A. Programme with Spanish

**(For e.g. courses for B.A. Programmes with _____ (discipline's name) as non-Major or
Minor discipline)**

DISCIPLINE SPECIFIC CORE COURSE (DSC-5): Spanish in Context: Advanced Level – 1

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE
COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Spanish in Context: Advanced Level - 1	4	3	1	Nil	Pass in B.A. (Prog.) Sem. IV	none

Learning Objectives

The Learning Objectives of this course are as follows:

At the end of Semester 5, a student will be able to:

- Read texts on various topics and answer questions on them.
- Write texts on a range of familiar subjects.
- Complete Level B1 and partially attain Level B2 of the Common European Framework (CEF).

Learning Outcomes

The Learning Outcomes of this course are as follows:

- Enable students to attain B1 Level of listening, speaking, reading and writing skills in the concerned language and partially attain Level B2.
- Reading texts and answering questions on them.
- Equip students to write texts on a range of familiar subjects.

SYLLABUS OF DSC – 5

Content	Description
Listening	Listen to and understand texts on various topics like change, co-existence, sources of information, well-being, science, etc.
Speaking, which includes:	

1.Monologue	Present orally one's views on various topics like change, co-existence, sources of information, well-being, science, etc.
2.Dialogue	Engage in conversations on various topics like change, co-existence, sources of information, well-being, science, etc.
Reading	Read and understand texts, emails, blogs on various topics like change, co-existence, sources of information, well-being, science, etc.
Writing	Guided writing activities. Writing a text, a biography, a blog, an article, an email, instructions for someone, etc.
Morphosyntax & Vocabulary	Grammatical structures and vocabulary used to talk and write on various topics like change, co-existence, sources of information, well-being, science, etc.
Intercultural and co-cultural	Introduction to Spanish-speaking regions/countries, celebrities from Spanish speaking countries, fashion, cinema, comic strips, etc.

Unit	Content	Duration
Unit 1	Talking of change in various spheres – in the education field, in the workplace, etc. Discussing social and economic changes in our country over the last few years. Reading and answering questions on the recent changes in the workplace in Europe. Vocabulary related to work and society. Revision of “pretérito perfecto, pretérito imperfecto, pretérito indefinido.” Reading and discussing about the changes which come about in a person after joining a job. Each student to tell how he or she has changed in the last year. Using the following expressions when talking of change – “volverse, hacerse, engordar/adelgazar, transformar, crecer, etc.”. Talking to one's grandparents to know how the school was in their time. Defining and discussing resilience. Vocabulary related to different attitudes. Discussing how the situation of the women has changed over the last 100 years. Talking about some achievements of women. Discussing how the situation of women is different in different countries. Reading about some young persons who have brought changes in the world. Writing a biography about a person who has done something important to bring change in the world.	9 hours
Unit 2	Talking of co-existence. Discussing what co-existing in a new culture involves and reasons why people leave their country of origin and the positive and negative experiences they have or have had. “El pretérito pluscuamperfecto”. Revision of past tenses. Important factors in translation and interpretation. Talking about the conflicts which are generated between family members when living together in the same house. Discussing the norms which should be followed to co-exist together harmoniously at home and in class. “Causa y consecuencia – conectores: como, porque, es que, por eso, así que, etc.”. “La exclamación”. “Interjecciones”. Discussing various aspects related to immigration. Reading a portion of a book about the Spanish people who went to Latin American countries during the civil war in Spain.	9 hours

	<p>Answering questions on the same. Translating part of a poem. Reading a text on Latin American people who live in Spain. “Expresar aprobación y desaprobación – me parece bien/mal, etc.” “Conectores para relatar – cuando, entonces, al final, pero, de repente, etc.”. “Contraste de pasados – pretérito imperfecto, pretérito indefinido, pretérito perfecto y pretérito pluscuamperfecto”.</p>	
Unit 3	<p>Talking about the different sources of information. Discussing the importance of publicity and the social networks in our life. Discussing as to which source of information we give more importance to in our daily lives. Vocabulary related to publicity. Discussing what the purpose of publicity is and imagining life without it. Advertisements as an important source of communication and publicity. Slogans of different advertisements. “El imperativo afirmativo y negativo.” Use of imperative in advertisements. Comparing advertisements and seeing which each student likes the best. Factors involved in research work. Discussing how we are trapped in the digital world – how much time we spend on the mobile, on the internet. etc. Use of social networks for spreading government and other campaigns. “Los pronombres de objeto directo (OD) e indirecto (OI). Identifying the direct and indirect object pronouns in different campaigns. Writing a blog on your view about a video that has gone viral. Discussing how a person can be known by seeing who he or she follows on Twitter.</p>	9 hours
Unit 4	<p>Talking about one’s well-being and the factors involved in maintaining one’s well-being. Discussing the well-being of the country – its economy, education, social services, etc. Participating in a conference – “Dar una conferencia – saludo...presentación...conclusión, etc.”. “El presente de subjuntivo”. “Es Bueno/malo/mejor/necesario/importante/recomendable que + presente de subjuntivo.” “Te aconsejo/recomiendo/sugiero que + presente de subjuntivo.” Discussing what stress is and who suffers the most from it – the youth or the adults. Vocabulary related to the different states of mind. Discussing what situations of life lead to more stress. Reading about students who are facing problems related to stress and giving each one some advice. “Verbos irregulares en presente de subjuntivo”. Discussing the activities one does during free time. Reading a blog on the benefits of doing exercises and having a discussion on this topic. Writing an article on mental or physical health. “Adjetivos con ser y estar – es inteligente, estoy preocupado, etc.”</p>	9 hours
Unit 5	<p>Talking about science and its role in society. Discussing sustainability science of the planet. Vocabulary related to sustainability. “El futuro simple – verbos regulares e irregulares”. “Futuro+si+presente”, “si+presente+futuro”. Write about what each one does to protect the environment where one lives. Each student to write about his/her future as a student and what profession each one wants to take up in</p>	9 hours

	<p>the future. Vocabulary related to the different professions. Read a blog on what it means to be scientific. Vocabulary related to the role of a scientist. “Cuando + presente de subjuntivo”. “Construcciones para expresar probabilidad – a lo mejor+indicativo.” “Posiblemente, seguramente, probablemente, quizás/tal vez+ indicativo/subjuntivo.” “Expresar hipótesis.” Each student to imagine and write about how his life will be after 15 years. Importance of science in one’s daily life. Discussion on the positive and negative aspects of science. Reading about certain projects devised by adolescents. “Extranjerismos innecesarios y necesarios”.</p>	
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References:

Any of the following textbooks may be prescribed and will be partially completed.

- Alonso Encina, et al. (2021). *Nuevo Diverso ESPAÑOL B*. Madrid: SGEL.
- Campo C., et al. (2017). *Protagonistas B1*. Madrid: SM Español para extranjeros.
- Sanchez, Lobato, et al. (2014). *Español sin fronteras 2*. Madrid: SGEL.
- Corpas J., et al. (2017). *Aula Internacional 3*. Barcelona: Editorial Difusión
- Baulenas Neus Sans, et al. (2017). *Bitacora 2*. Barcelona: Editorial Difusión.
- Martinez María Angeles Alvarez, et al. (2017). *Sueña 2*. Madrid: Grupo Anaya.
- Bautista, Coto, et al. (2011). *Tema a Tema B1*. Madrid: Editorial Edelsa.

Additional material can be also used.

SPANISH

COURSES OFFERED BY DEPARTMENT OF GERMANIC AND ROMANCE STUDIES

STRUCTURE OF SIXTH SEMESTER

DISCIPLINE SPECIFIC CORE COURSE -16 (DSC-16) Language in Context: Advanced Reading and Writing Skills (2)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in Context: Advanced Reading and Writing Skills (2)	4	3	1	0	XII Passed	Should have studied Language in Context: Advanced Reading and Writing Skills (1)

Learning Objectives

- To read and understand a number of specialized texts dealing with the same subject. Related or not related to the learner's field of interest.
- To summarize the main points of the read texts in writing in one's own words
- To present a written synthesis of the texts read in a structured manner.
- To write texts on a wide range of topics whether they are related or not to the learner's field of interest
- To attain partially Level B2 of the CEF.

Learning Outcomes

- Enable learners to partially attain B2 Level of reading and writing skills in the concerned language.
- Develop required skill to understand specialized articles within and outside his/her field with the help of dictionary.
- Develop required skills to prepare specialized written documents/reports/term papers for academic and professional needs.

Unit 1

(12 hours)

Reading : Reading, analysing and synthesizing information, ideas and opinions from highly specialised sources within his/her field/understanding specialised articles outside his/her field, provided he/she can use a dictionary/understanding lengthy, complex instructions in his/her field, including details on conditions and warnings, provided he/she can reread difficult sections/scanning longer texts in order to

locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.

Unit 2 (11 hours)

Writing: Writing term papers on various topics/project reports/Preparing news reports/blog writing/writing applications/wall magazines/editorials/brochures/newsletters etc.

Unit 3 (11 hours)

Lexical, Morphosyntactic and Phonological Competences:

Developing a good range of vocabulary for expressing one's views on matters connected to professional, academic, social and cultural domains.

Appropriate control of tenses and temporal notions, moods, voices, complex syntactical structures and logical connectors to produce clearly structured speech in a coherent and cohesive manner.

Developing clear, natural, pronunciation and intonation in Spanish

Unit 4 (11 hours)

Co-cultural and Inter Cultural Competence: Developing the capacity to him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.

Advanced knowledge of history, society, culture, gastronomy, geography, political, economic and educational systems of Spain and Latin America.

References

Any of the following textbooks may be prescribed and will be partially completed.

- Aranda, Jose Carlos. (2010) *Manual de Ortografía y Redacción*. Madrid: Ed. Berenice.
- Cervera, Angel. (1999). *El comentario de textos*. Madrid: Espasa.
- Cassany, Daniel. (1995). *La cocina de la escritura*. Madrid: Anagrama.
- Garmendía, Agusin. (2017) *Aula International 4*, Barcelona: Editorial Difusion.
- Garmendía, Agusin. (2017) *Aula International 5*, Barcelona: Editorial Difusion.
- Hermoso, Ana. (2013). *Nuevo Prisma Fusion B1 + B2*. Madrid: Editorial Edinumen.
- Jimenez Fernandez, Rafael et al, (2012). *Como mejorar la expresion escrita: Manual de redaccion para el ámbito universitario*, Granada: Grupo Editorial Universitario.
- Martin Peris, Ernesto. *Gente hoy 3*. Barcelona: Editorial Difusion.
- Posner, Richard. (2013). *El pequeno libro del plagio*. Madrid: El hombre del tres.
- Prat Ferrer, Juan Jose and Angel Pena Delgado. (2015). *Manual de escritura academica*. Madrid: Ediciones Paraninfo.
- Vicente, David. (2017). *Arte de escribir: Manual de escritura creativa*, Cordoba: Bernice Editorial.

Additional material will be provided by the Department

Teaching Learning Process

- Task Based Learning modules that integrate real life situations within the context of the classroom. Learners are expected to perform certain tasks in day to day life situations in groups.
- The learners are encouraged to collaborate with their peers to complete specific projects assigned to them based on specific linguistic, communicative, analytical, enquiry based, co-cultural, problem-solving and other skills that they need to acquire.
- The learners will be encouraged to evaluate their own learning process through regular self-assessment sheets.
- By using latest tools of Information technology and social media, the learners will be given an opportunity to put in practice reading and writing skills in real life environment while communicating with their peers beyond classrooms.
- Following flipped class model, the learners will be expected to take greater responsibility of learning an exploring even beyond the classroom and use the classroom primarily for interactive, task-based activities.

Keywords

Understand specialised documents, writing specialised texts, Wide range of topic

DISCIPLINE SPECIFIC CORE COURSE – 17 (DSC-17)
Language in Context: Advanced Listening and Speaking Skills (2)

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in Context: Advanced Listening and Speaking Skills (2)	4	3	1	0	XII passed	Should have studied Language in Context: Advanced Listening and Speaking Skills (1)

Learning Objectives

- To listen to and understand long texts on a wide range of topics whether related to or not related to the learner's field of interest.
- To discuss with little or no preparation a wide variety of topics related or not related to the learner's field of interest.
- To debate in depth on a wide range of issues related or not related to the learner's field of interest.

Learning Outcomes

- Enable learners to partially attain B2 Level of listening and speaking skills in the concerned language.
- Impart required skill to understand specialised audio-visual material within and outside his/her field
- Develop the capacity to give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.
- Develops the capacity to present in a spontaneous manner without referring to a prepared text and demonstrate an adequate degree of fluency and ease of expression

Unit 1

Listening: Understanding recordings in standard dialect likely to be encountered in social, professional or academic life and identifying speaker's viewpoints and attitudes as well as the informational content.

(12 hours)

Unit 2

Speaking: More spontaneous oral communication skills both formal and informal through the discussion of a wide range of wide range of general, academic, vocational or leisure topics/contemporary socio-political issues, marking clearly the relationships between ideas. related to the Hispanic World/ Production of audio-video clips/ Making detailed oral presentations/ Drama and songs.
(11 hours)

Unit 3

Developing a good range of vocabulary for expressing one's views on matters connected to professional, academic, social and cultural domains.

Appropriate control of tenses and temporal notions, moods, voices, complex syntactical structures and logical connectors to produce clearly structured speech in a coherent and cohesive manner.

Developing clear, natural, pronunciation and intonation in Spanish **(11 hours)**

Unit 4

Co-cultural Competence: Developing the capacity to him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.

Advanced knowledge of history, society, culture, gastronomy, geography, political, economic and educational systems of Spain and Latin America. **(11 hours)**

References

Any of the following textbooks may be prescribed and will be partially completed.

- www.veintemundos.com
- Garmendía Agusín. (2017). *Aula internacional 5*. Barcelona: Editorial Difusión.
- Hermoso, Ana. et al. (2013) *Nuevo Prisma Fusion B1 + B2*. Madrid: Editorial Edinumen
- Martín Peris, Ernesto. (2013). *Gente hoy 3*. Barcelona: Editorial Difusión.

Additional material will be provided by the Department

DISCIPLINE SPECIFIC CORE COURSE– 18 (DSC-18) History of Hispanic Literature (2)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of Hispanic Literature (2)	4	3	1	0	XII pass	Should have studied History of Hispanic Literature (1)

Learning Objectives

- To introduce the learner to different cultural and intellectual movements in Spanish and Latin American Literature in the XIX century and up to the present (XXI century)
- To read both Spanish and Latin American literary texts representing major cultural and intellectual movements from the XIX century to the present (XXI century)

Learning Outcomes

- Familiarize students with literary texts written in Spanish with focus on the major cultural and intellectual movements from the XIX Century till the Contemporary Period
- Develop skills to identify and analyse how various genres such as poetry, plays, shorter and longer narrative texts, autobiography etc. evolved through various historical periods.

Unit 1 (15 hours)

A selection of literary texts with focus on the major cultural and intellectual movements from the XIX Century till the Contemporary Period, such as Romanticism, Realism, Symbolism, Naturalism, Surrealism, Existentialism, New Novel, Neo-Realism etc.

Unit 2 (15 hours)

Debate on civilization and barbarism in Latin America

Unit 3 (15 hours)

The first fifty years of the XX century: extracts from the post Spanish civil war novel and the Latin American regionalist novel.

References

Selection of literary texts to be provided by the Department

- Correa, Pedro, (1985). *Historia de la literatura española, Colección «Temas de Cultura Española»* Michigan: University of Michigan.
- Deyermond, Alan D. et. al, (1984) *Historia de la literatura española, Vols. 1-6*, Madrid: Ariel.
- Olea, Rafael y Weinberg, Liliana. (2011). *Literatura hispanoamericana*, México: SER..
- Oviedo, José Miguel. (2002). *Historia de la literatura hispanoamericana, Vols 1-4*, Madrid: Alianza Editorial.

Additional material will be provided by the Department

Teaching Learning Process

- Interactive teaching with lectures, presentations, discussions and debates with the help of audio-visual teaching aids.
- The learners are encouraged to collaborate with their peers to complete specific projects, assignments, term papers assigned to them.
- By using latest tools of Information technology the learners will be expected to explore and investigate about the topics introduced in the class in order to develop a critical perspective on the issues concerned

Keywords

Literary, Cultural and Intellectual movements, XIX Century, Contemporary Period, Spanish Writers, Latin American Writers

Pool of DSE

DISCIPLINE SPECIFIC ELECTIVE COURSE – 4 (DSE-4): Research Methodology and Academic Writing.

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Research Methodology and Academic Writing	4	3	1	0	XII Passed	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce the learner to the basics of research process and argumentation.
- To familiarize the learner with the process and stylistics of academic writing.
- To develop in the learner an independent point of view and critical thinking.

Learning outcomes

The Learning Outcomes of this course are as follows:

- The learner will be able to identify research gaps and construct hypotheses and arguments.
- The learner will be able to choose, access and effectively engage with primary, secondary and tertiary sources.
- The learner will be able to write an academic paper/text.

SYLLABUS OF DSE-4

UNIT – I

(9 hours)

Identifying the student's area of interest, a research gap and a research problem. Training students on how to choose and narrow down a topic. Building a research hypothesis. Basic types and components of a research question.

UNIT – II

(9 hours)

Identifying and evaluating different kinds of sources like primary vs secondary vs tertiary sources, as well as journal articles, books, dissertations etc.

Identifying and choosing relevant and reliable sources for research, as well as basic knowledge on different websites, portals and journals for accessing said sources.

Constructing an annotated Bibliography.

Familiarizing students with the different kinds of research: quantitative research (eg. different literary and cultural theories in case of research in literature).

UNIT – III

(9 hours)

Basic knowledge on what an argument and its basic components and structure are. Identifying simple and complex arguments, as well as validity and soundness of an argument. Basic knowledge of logical fallacies.

Engaging with and evaluating sources by identifying underlying arguments, their structures, validity and soundness.

UNIT – IV

(9 hours)

Effective note-taking, and summarizing academic/scientific texts.

Constructing arguments and counter-arguments. Quoting, paraphrasing and summarizing from the source texts to construct the argument(s).

UNIT – V

(9 hours)

Planning and structuring a draft. Familiarization with stylistic conventions, using different citation styles and making footnotes.

Familiarizing with the ethics of research and plagiarism.

Perfecting a final draft based on coherence, connection and flow in writing.

Practical component (if any) - NIL

Essential/recommended readings

Suggestive readings

Learning/Teaching Material: any of the textbooks given below may be suggested.

- Brian Paltridge and Sue Starfield, Thesis and Dissertation Writing in a Second Language, Routledge, 2007.
- Umberto Eco: Cómo se hace una tesis
- Brian Paltridge et.al. Teaching Academic Writing of Michigan Press.
- Brian Paltridge and Sue Starfield Getting Published in Academic Journals, University of Michigan Press. 2016
- Cómo escribir y presentar su tesis y disertación by S. Joseph Levine, Michigan State University, English, French and Italian versions available.

<http://amanecemetropolis.net/wp=-content/uploads/2014/10como-escribir-y0presentar-tesis-disertacion-joseph-levine.pdf>

1. Helga Esselborn-Krumbiegel. Richtig wissenschaftlich schreiben: Wissenschaftssprache in Regeln und Übungen. UTB GmbH; 7. Aufl. edition (17 Jan. 2022)
2. Helga Esselborn-Krumbiegel. Von der Idee zum Text. Eine Anleitung zum wissenschaftlichen Schreiben. UTB GmbH; 6. aktual. Aufl. edition (14 Feb. 2022)
3. Wayne C. Booth. Gregory G. Colomb et al. The Craft of Research. University of Chicago Press; 4. edition (18 Oct. 2016)

DISCIPLINE SPECIFIC ELECTIVE COURSE – 4 (DSE-4):
Introduction to Foreign Language Teaching.

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Foreign Language Teaching	4	3	1	0	XII passed	Nil

Learning Objectives

- To create basic awareness about a foreign language classroom and textbook.
- To establish a theoretical basis and introduce students to basic practical aspects of Foreign Language Teaching

Learning Outcomes

- Successfully creating basic awareness about a foreign language classroom and textbook
- Establishing a theoretical basis and introduce students to basic practical aspects of Foreign Language Teaching

Unit 1 (15 hours)

What is a classroom? Models of learning/teaching. Different methods/approaches to teaching a foreign language. Introduction to the four skills. Evaluation.

Unit 2 (15 hours)

What is a text book? Issues in material production, Self-Instruction Material

Unit 3 (15 hours)

Ludic function of language: Teaching through games.

References

- Baralo, M. (1998). “Teorías de adquisición de lenguas extranjeras y su aplicación a la enseñanza del español” *Experto en Enseñanza del Español como Lengua Extranjera*, Madrid: Fundación Antonio Nebrija.

- Richards J. and Rogers, T. (2001). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
- Littlewood, T. (1998). *La enseñanza comunicativa del idioma: Introducción al enfoque comunicativo*, Cambridge, Madrid: Cambridge University Press.
- Lloráis González, S. (2008). *Entender y utilizar el Marco Común europeo de referencias desde el punto de vista de profesor de lenguas*. Madrid: Santilla Ed.
- Moreno Fernández, F, (2002). *Producción, expresión e interacción oral*. Madrid, Madrid: Arco Libros.
- Peris, Martín. (1988). La enseñanza de los idiomas modernos: de los procesos a los contenidos en revista. *Cable n• 1*.
- Sánchez Pérez, A. (1992). *Historia de la enseñanza de español*, Madrid: SGEL, Madrid.

Additional material will be provided by the Department

Teaching Learning Process

- Interactive teaching with lectures, presentations and hands on experience of classroom observation and module based practice teaching
- The learners are encouraged to collaborate with their peers to complete specific projects, assignments, term papers assigned to them.
- By using latest tools of Information technology and learning apps the learners will be expected to create teaching materials.

Keywords

Classroom, Textbooks, Four Skills, methods and approaches of teaching foreign language

DISCIPLINE SPECIFIC ELECTIVE COURSE – 4 (DSE-4):
Introduction to Translation

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Translation	4	3	1	0	XII Passed	Nil

Learning Objectives

- Familiarizes students with language for specific purposes
- Familiarize students to the techniques of translation;

Learning Outcomes

- Enable students to do Scientific and Technical translation, and translation of sacred texts.
- Help students to make word glossaries in above fields.
- Enable students to read parallel literature on texts chosen for translation.
- Sensitize student towards Machine translation and its limitations
- Develop awareness about Ethics and accountability in translation.

Unit 1 **(12 hours)**

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). Scientific and Technical translation. Translation of sacred texts.

Unit 2 **(11 hours)**

Introducing the student to the techniques of translation
Making of word glossaries in above fields.

Unit 3 **(11 hours)**

Machine translation and its limitations
Ethics and accountability in translation.

Unit 4 **(11 hours)**

Reading of parallel literature on texts chosen for translation
Role of Translation in Multimedia contexts.

References

- Baker, Mona. (2011). *In Other Words. A Course Book in Translation*. London, New York: Routledge.
- Bassnett McGuire, Susan. (1980, 2013). *Translation Studies*. London, NY: Routledge.
- Child, Jack. (2009). *Introduction to Spanish Translation* Lanham, Maryland: UPA.

- Gile, Daniel. (2009). *Basic Concepts and Models for Interpreter and Translator Training*. Amsterdam, Philadelphia: John Benjamin Publishing.
- Haywood, Louise. (2009). *Thinking Spanish Translation: A Course in Spanish Translation, Spanish to English* London, New York: Routledge.
- López Guix, Juan Gabriel. (2012). *Manual de Traducción Inglés – Castellano*, Madrid: Gedisa.
- Lunn, Patricia et al. (2013). *En otras palabras: perfeccionamiento del español por medio de la traducción*. Washington: Georgetown University Press.
- Malmkaer Kirsten, Windle, Kevin. (2011). *The Oxford Handbook of Translation Studies* Oxford: OUP
- Munday, Jeremy. (2012). *Introducing Translation Studies, Theories and Applications*, London, New York: Routledge.

Additional material will be provided by the Department

Teaching Learning Process

- Interactive teaching with lectures, presentations, discussions and debates with the help of audio-visual teaching aids.
- The learners are encouraged to collaborate with their peers to complete specific projects, assignments, term papers, translations assigned to them.
- By using latest tools of Information technology the learners will be expected to explore and investigate about the topics introduced in the class in order to develop a critical perspective on the issues concerned

Keywords

Techniques of Translation, scientific, technical, commercial translation, Word glossary, machine translation

DISCIPLINE SPECIFIC ELECTIVE COURSE – 4 (DSE-4): Techniques of Written Expression.

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Techniques of Written Expression	4	3	1	0	XII Passed	Nil

Learning Objectives

- To introduce the learner to commonly used figures of speech.

- To define the commonly used figures of speech
- To identify the commonly used figures of speech in both literary and non-literary texts
- To introduce the learner to literary tropes
- To present the historical origin of commonly used idioms and proverbs.
- To teach the learner how to write a critical essay and a commentary

Learning Outcomes

- Introduce students to common figures of speech, Familiarize students with Literary Tropes
- Develop understanding of Idioms and Proverbs with their historical origin. Develop knowledge about different literary genres:

Unit 1 (11 hours)

Definition and study with examples of Common figures of speech: Metaphors, Similes, Metonyms, Hyperboles, Personification, Alliteration, Oxymoron and Synecdoche.

Unit 2 (11 hours)

Literary Tropes: Humour and Irony, Puns, Tautology, Allegories, Allusions, Apologia, Cliches, Euphemism, Climax and Anticlimax, Paradox, Analogies.

Unit 3 (11 hours)

Idioms and Proverbs with their historical origin.

Unit 4 (12 hours)

Different literary genres: Myths, Epics, Chivalric romances, Picaresque novel, Comedy, Tragicomedy and Farce, Satires, Biography, Autobiography and Memoirs, Essays and Epistles, Social Realism., Travel Literature

References

- Azaustre, Galiana Antonio y Juan Casas Rigall. (1994). *Introducción al análisis retórico, tropas, figuras y sintaxis del estilo*. Santiago de Compostela: Universidad de Santiago de Compostela.
- Beckson, Karl and Ganz, Arthur. (1960, 1991). *Literary Terms, A Dictionary*. Delhi: Rupa.
- Delgado, Josefina. (2002). *Qué leer y Cómo* Buenos Aires: El Ateneo.
- Romera, Angel. Manual de Retórica y Recursos Estilísticos, Diario del Endriago, <http://diariodelendriago.blogspot.com>

Additional materials will be provided by the department

Teaching Learning Process

- Interactive teaching with lectures, presentations, discussions and debates with the help of audio-visual teaching aids.
- The learners are encouraged to collaborate with their peers to complete specific projects, assignments, term papers assigned to them.
- By using latest tools of Information technology the learners will be expected to explore and investigate about the topics introduced in the class in order to develop a critical perspective on the issues concerned

Keywords

Figures of Speech, Literary Tropes, Idioms, Proverbs, Literary Genres

DISCIPLINE SPECIFIC ELECTIVE COURSE – 4 (DSE-4):**Study of European Art.****Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Study of European Art	4	3	1	0	XII Passed	Nil

Learning Objectives

- To introduce students to the various major Art Movements in Europe from the Renaissance to the Contemporary Period
- To study artworks of painters representative of the major Art Movements in Europe

Learning Outcomes

- Develop an understanding of structures and perspectives of everyday life as seen by painters.
- Equip with tools to analyze artworks

Unit 1 (15 hours)

Introduction to the Civilization of Europe in the Renaissance. (Paintings on 'Europa'; Durer, (1495) Titian (1559) The Rape of Europa Sebastian (1588) Queen Europa. Maps of Europe. The idea of Europe. Structures and Perspectives of Everyday life as seen by painters.

Unit 2 (15 hours)

Understanding of structures and perspectives of everyday life as seen by painters.

Unit 3 (15 hours)

Overview of important European Art Movements, representative artists and their artworks : Spanish Baroque, Italian Renaissance, Flemish School, French Impressionists, Spanish Surrealists etc.

References

- Adams, Laurie Schneider (1996). *The Methodologies of Art: An Introduction*, NY: Westview Press
- Arnason, H. H. (2003). *History of Modern Art: Painting, Sculpture, Architecture, Photography*, New York: Prentice Hall.
- Boime, Albert (1990). *A Social History of Modern Art, Volumes 5*, Chicago: University of Chicago Press.
- Burckhardt, Jacob. (1855, 2004). *The Civilization of the Renaissance in Italy*. New York: Penguin.
- Hopkins, David. (2000). *After Modern Art 1945-2000 (Oxford History of Art)*, NY: OUP.
- Hughes, Robert. (2006). *Goya* New York: Alfred Knopf.
- Read, Herbert. (1984). *Meaning of Art*. London: Faber & Faber.
- Secrest, Meryle. (1986). *Salvador Dalí The Surrealist Jester* London: Paladin.

- Stassinopoulos Huffington, Arianna. (1988). *Picasso Creator and Destroyer*. London: Pan Books.
- Blog by Shatarriah Godwin, People of Color in European Art History.

Additional material will be provided by the Department

Teaching Learning Process

- Interactive teaching with lectures, presentations, discussions and debates with the help of audio-visual teaching aids.
- The learners are encouraged to collaborate with their peers to complete specific projects, assignments, term papers assigned to them.
- By using latest tools of information technology the learners will be expected to explore and investigate about the topics introduced in the class in order to develop a critical perspective on the issues concerned

Keywords

European Art Movements, Painters, Artworks, Tools to analyse Artworks

DISCIPLINE SPECIFIC ELECTIVE COURSE – 4 (DSE-4): Children and Adolescent Literature.

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Children and Adolescent Literature	4	3	1	0	XII Passed	Nil

Children and Adolescent Literature

Children and adolescent literature can be distinguished from mere books written for children as literature implies genre and literary tropes, premeditated contexts and settings and often a conscious attempt at portraying history and multiculturalism. In addition, adolescent literature written by adults is an institutional discourse that helps teenage readers understand their environment and society through the issues that present themselves in texts. Through novels, poems and theater, we examine the values transmitted to children and how literature can influence moral and social decisions that adolescents are faced with.

Learning Objectives

- To define what is Children's Literature and distinguish it from Literature for Adults.
- To introduce the learner to different genres of children and adolescent literature.

- To read and understand Children and adolescent literature texts.

Learning Outcomes

- Introduce students to the changing conceptions of children's literature:
- Help students in analyzing various genres meant for young children and adolescents.
- Sensitize students about the role of children's literature in transmitting values.

Unit 1 (15 hours)

Changing conceptions of children's literature: Literature for children and /or adult readers?

Unit 2 (15 hours)

Folklore, fables and fairy tales for young children,theater for children

Unit 3 (15 hours)

Children's literature and transmission of values

References

Selection to be made from the following texts:

- Allende, Isabel. (2014). *El juego de Ripper*. Barcelona: Plaza y Janes.
- Andruetto, María Teresa. (2005). *El país de Juan*. Salamanca: Anaya.
- Arboleda Rodríguez, Diego y Sagospe, Raúl. (2014), *Prohibido leer a Lewis Carroll*. Salamanca: Anaya & Mario Muchnik.
- Conde, Carmen. (1994), *Aladino*, Madrid: Hesperia.
- Conde, Carmen. (1953) *Auto de Navidad*, Madrid: Enag.
- De Santis, Pablo. (2007) *El enigma de París*. Madrid: Planeta
- Ferrari, Andrea. (2004). *Café solo*. Barcelona: Ediciones SM.
- Fuertes, Gloria. (2017). *El libro de Gloria Fuertes para niñas y niños*. Barcelona: Blackie Books.
- García Lorca, Federico. Ramón Jimenez; Alberti, Rafael. (2004). *Mi primer libro de poemas* Salamanca: Anaya.
- García Lorca, Federico. (1919, 1999). *El maleficio de la mariposa*. Madrid: Cátedra.
- Gómez Cerda, Alfredo. (1994). *Sin billete de vuelta*, Barcelona: Alfaguara.
- Gopeguí, Belén. (2008). *El balonazo*, Barcelona: Ediciones SM.
- Ramón Jiménez, Juan. (1914, 2014). *Platero y yo*. Madrid: Cátedra (2014).
- Ruescas, Javier. (2012). *Play*. Barcelona: Montena.
- Ruescas, Javier. (2013). *Pulsaciones*. Barcelona: Ediciones SM.
- Sierra, Jordi. (2013) *Cuatro días de enero*, Barcelona: DeBolsillo.

Additional material will be provided by the Department

Additional Resources

- Bettelheim, Bruno. (1975). *The Uses of Enchantment: The Meaning and Importance of Fairy Tales*. New York: Vintage.
- Cervera, Juan. (1991). *Teoría de la literatura infantil*. Bilbao: Mensajero.
- Garalón, Ana. (2001). *Historia Portátil de la Literatura infantil*. Madrid: Anaya.
- Lage Fernández, Juan José. (2010). *Diccionario histórico de autores de la literatura infantil y juvenil contemporánea*.Granada: Editorial Octaedro Andalucía.
- Nodelman, Perry. (2008). *The Hidden Adult: Defining Children's Literature*. Baltimore: John Hopkins University Press.

- Propp, Vladimir. (1988). *Morphology of the Folk Tale*, Austin: University of Texas Press.
- Velia, Bosch. (2000). *Clásicos de la literatura infantil-juvenil de América Latina y el Caribe*, Caracas: Biblioteca Ayacucho.

Teaching Learning Process

- Interactive teaching with lectures, presentations, discussions and debates with the help of audio-visual teaching aids.
- The learners are encouraged to collaborate with their peers to complete specific projects, assignments, term papers assigned to them.
- By using latest tools of Information technology the learners will be expected to explore and investigate about the topics introduced in the class in order to develop a critical perspective on the issues concerned

Keywords

Literature for young children and adolescents, transmitting values

DISCIPLINE SPECIFIC ELECTIVE COURSE – 4 (DSE-4):

Life Writing.

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Life Writing	4	3	1	0	XII Passed	Nil

Life Writing

Learning Objectives

- Help to analyse the characteristics of autobiographical and biographical texts
- Familiarize students with Diaries and Letters
- Equip students to analyse and write about Travel experiences

Learning Outcomes

- The students are able to identify the various kinds of life writings.

Unit 1 (15 hours)

Reading, writing and analysing Autobiographies, Confessions, Memoirs. Fictional Autobiographies, Autobiographical Songs

Unit 2 (15 hours)

Reading, writing and analysing diaries and letters

Unit 3 (15 hours)

Reading, writing and analysing travelogues and other forms of travel narratives

References

Extracts from

- Anónimo. (1554, 2013). *Lazarillo de Tormes*. Madrid: Gredos.
- Atxaga, Bernardo. (1991). *Memorias de una vaca* Madrid: Ediciones SM.
- Burgos-Debray, Elizabeth. (1983). *Me llamo Rigoberta Menchu y así me nació la conciencia*. México: Siglo XXI.
- Calderón de la Barca, Fanny. (1843, 1977). *La vida en México*. México: Biblioteca Porrúa
- Cela, Camilo J. (1942, 1946). *La familia de Pascual Duarte*. Barcelona: Ediciones del Zodiaco.
- Guevara, Che. (1993). *Notas del viaje por América Latina (Diarios de motocicleta)* Madrid: Planeta.
- Jamis, Rauda. (1988). *Biografía de Frida Kahlo*. Barcelona: Circe ediciones.
- Mendoza, Eduardo. (1991). *Sin noticias de Gurb* Barcelona: Seix Barral.
- Neruda, Pablo. (1974). *Confieso que he vivido*. Barcelona: Seix Barral.
- Roca, Paco. (2011). *Memorias de un hombre en pijamas*. Bilbao: Astiberri
- Rosencof, Mauricio. (2002). *Las cartas que no llegaron*. Montevideo: Ediciones Santillana.
- Sender, Ramón J. (1962). *La tesis de Nancy*, Barcelona: Ed. Casals

Additional materials will be provided by the department

Additional Resources

- Alberca, Manuel. (2007) *El pacto ambiguo: de la autobiografía a la autoficción*, Madrid: Biblioteca Nueva.
- De Botton, Alain. (2004). *The Art of Travel*, New York: Vintage.
- Derrida, Jacques. (1985). *The Ear of the Other Otobiography, Transference, Translation* Lincoln: University of Nebraska Press.
- Geertz, Clifford. (1973). *The Interpretation of Cultures*. New York: Basic Books.
- Geertz, Clifford. (1983). *Local Knowledge*. New York: Basic Books.
- Geertz, Clifford. (1989). *Works and Lives: The Anthropologist as Author*. Stanford: Stanford University Press.
- Tacca, Oscar. (1975). *Las voces de la novela* Madrid: Gredos.

Teaching Learning Process

- Interactive teaching with lectures, presentations, discussions and debates with the help of audio-visual teaching aids.
- The learners are encouraged to collaborate with their peers to complete specific projects, assignments, term papers assigned to them.
- By using latest tools of Information technology the learners will be expected to explore and investigate about the topics introduced in the class in order to develop a critical perspective on the issues concerned

Keywords

Biography, Autobiography, Memoir, Diary

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Category III

B.A. Programme with Spanish as Non-Major

DISCIPLINE SPECIFIC CORE COURSE (DSC-6): Spanish in Context: Advanced Level – 2

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Spanish in Context: Advanced Level - 2	4	3	1	Nil	Pass in B.A. (Prog.) Sem. V	none

Learning Objectives

The Learning Objectives of this course are as follows:

At the end of Semester 6, a student will be able to:

- Read texts on various topics and answer questions on them.
- Write texts on a range of familiar subjects.
- Partially attain Level B2 of the Common European Framework (CEF).

Learning Outcomes

The Learning Outcomes of this course are as follows:

- Enable students to partially attain B2 Level of listening, speaking, reading and writing skills in the concerned language.
- Reading texts and answering questions on them.
- Equip students to write texts on a range of familiar subjects.

SYLLABUS OF DSC – 6

Content	Description
Listening	Listen to and understand texts on various topics like love, friendship, solidarity, triumph, talent, festivals, hypothetical situations, etc.
Speaking, which includes:	
1.Monologue	Present orally one's views on various topics like love, friendship, solidarity, triumph, talent, festivals, hypothetical situations, etc.
2.Dialogue	Engage in conversations on various topics like love, friendship, solidarity, triumph, talent, festivals, hypothetical situations, etc.
Reading	Read and understand texts, emails, blogs on various topics like love, friendship, solidarity, triumph, talent, festivals, hypothetical situations, etc.

Writing	Guided writing activities. Writing a text, an informal letter and e-mail, an article, a formal letter, etc.
Morphosyntax & Vocabulary	Grammatical structures and vocabulary used to talk and write on various topics like love, friendship, solidarity, triumph, talent, festivals, hypothetical situations, etc.
Intercultural and co-cultural	Introduction to Spanish-speaking regions/countries, celebrities from Spanish speaking countries, fashion, cinema, comic strips, etc.

Unit	Content	Duration
Unit 1	Talking of love and friendship. Meaning of love and the various associated sentiments, both positive and negative. Reading and discussing fragments of poems on love. Vocabulary related to various sentiments. “Verbos valorativos – me molesta + infinitivo, me molesta(n) + sustantivo, me molesta + que + presente de subjuntivo.” Answering questions on different aspects of love. Writing about what love means to each student. Expectations from the persons one loves. What expectation each one has from his/her best friend. “Expresar deseos – querer, esperar, pedir, etc.” “Ojalá/ojalá que + subjuntivo.” “La escucha activa.” “Mayúsculas y minúsculas.” Reading and having a discussion on “Valentine’s day”. “Para que + subjuntivo.” Reading a text on true friendship - agreeing or disagreeing with the author. Learning how to write an informal letter and an e-mail and writing one of them to one’s friend telling him or her about one’s experiences of a summer vacation.	9 hours
Unit 2	Solidarity and what it means to be supportive, caring, humanitarian. Discussing what bullying is. Read about a news item about a victim of school bullying. Vocabulary related to bullying. “El condicional”. “Aconsejar o sugerir – debería(s) + infinitivo, podría(s) + infinitivo, yo que tú/yo en tu lugar+condicional.” “Deseos – me gustaría+infinitivo.” “El aprendizaje colaborativo”. Disabilities and civic responsibility. Vocabulary related to disabilities. “Estilo indirecto - transmitir mensajes – me ha dicho que..., me ha felicitado por..., me ha preguntado si...etc.”; transmitir peticiones, consejos, recomendaciones, órdenes o sugerencias – Dice que seas..., me ha pedido que le ayude, sugieren que votemos, etc.” Imagine that you have spoken to different persons and write what they have said to you. Read a text on how we can be good citizens. Vocabulary related to non-governmental organizations. Students to share their experiences and views on being a volunteer in some NGO. Imagine that one opens an NGO – what cause would he/she support, what activities would be done, etc. “El pretérito imperfecto de subjuntivo.” “Expresar condiciones poco probables – si pudiera crearía...” Learn how to write a formal letter.	9 hours

Unit 3	<p>Reading a text on the triumph of a Spanish football team – “La selección, el triunfo en equipo”. Discussing what each student thinks is the key to success as a team. Expressing happiness and satisfaction after winning. “El pretérito perfecto de subjuntivo.” “Expresar alegría y satisfacción – “que bien que/ es estupendo que/hacer ilusión que + subjuntivo; pretérito perfecto de subjuntivo.” Reading the text “Todo es posible” (Everything is posible). “El futuro compuesto.” “El condicional compuesto”. “Expresar hipótesis sobre el pasado – futuro compuesto, condicional simple y compuesto”. “Estilo directo a indirecto usando dijo/comentó, etc. que... (Presente a imperfecto, pretérito perfecto a pluscuamperfecto, imperfecto a imperfecto, indefinido a indefinido o pluscuamperfecto, futuro a condicional). Read about recipes which have had success. Write a recipe of one’s own. “Expresar modo – como + subjuntivo; gerundio (como prefieras; el arroz se hace mejor cociéndolo...)”. Reading a text on talent - ¿Tiene usted talento?” “Pedir valoración y valorar – ¿qué te parece lo de + infinitivo/que + subjuntivo? – es una suerte/pena que + subjuntivo”. “Expresar deseos poco probables – ojalá + imperfecto de subjuntivo; condicional simple.”</p>	9 hours
Unit 4	<p>Reading the text – “Días para conmemorar”. Having a discussion on the favourite festival of each student. “Proponer y sugerir – habría que/estaría bien + infinitivo, estaría bien que + subjuntivo.” “Expresar deseos sobre el presente, el futuro y el pasado – me gustaría/habría gustado que + imperfecto de subjuntivo.” “Expresar tristeza y aflicción 1 – sentir, lamentar que/ser una pena, lástima....que + subjuntivo.” “Expresar condiciones hipotéticas y sus consecuencias en presente y futuro – si + imperfecto de subjuntivo, condicional simple.” Reading about the movie “Te doy mis ojos.” Having a discussion on the same. “Expresar empatía – sentir que + subjuntivo, te entiendo, sé cómo te sientes.” “Expresar desconocimiento – no sabía que + imperfecto de subjuntivo.” Read “Querido vecino” – a comic strip of a neighbourhood. Describe and discuss the same. Read about a contest – ¿Y qué hago? – concurso del mes: ¡El mejor consejo que te han dado nunca!”. “Transmitir sugerencias – estilo directo a indirecto (Imperativo al imperfecto de subjuntivo usando sugirió/aconsejó/recomendó, etc. que....”</p>	9 hours
Unit 5	<p>Read about and participate in a forum entitled “Hogar, dulce hogar” (Home, sweet home) and share one’s memories of childhood. “El pluscuamperfecto de subjuntivo”. “Expresar deseos y esperanzas sobre el pasado – ojalá + pluscuamperfecto de subjuntivo – me hubiera gustado + infinitivo. Read the text “Condiciones hipotéticas” (hypothetical situations) “Expresar condiciones hipotéticas – si +</p>	9 hours

	<p>pluscuamperfecto de subjuntivo, condicional compuesto/simple". Imagine past situations which each student would have liked to have happened and discuss what would have been the consequences of the same – "si hubiera aprendido español , habría ido a España." Read and discuss the text "Bebés y trabajo" (Babies and work) dealing with issues of working mothers, father's role, etc. "Expresar anterioridad en el futuro – cuando/antes de que + subjuntivo, futuro compuesto – "cuando nazca el bebé, ya habremos comprado todo lo necesario". Talk about all the things each student will have done before the end of the day, the week and the year.</p>	
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References:

Any of the following textbooks may be prescribed and will be partially completed.

- Alonso Encina, et al. (2021). *Nuevo Diverso ESPAÑOL B*. Madrid: SGEL.
- Campo C., et al. (2017). *Protagonistas B1*. Madrid: SM Español para extranjeros.
- Campo C., et al. (2017). *Protagonistas B2*. Madrid: SM Español para extranjeros.
- Sanchez Lobato, et al. (2005). *Español sin fronteras 3*. Madrid: SGEL.
- Baulenas Neus Sans, et al. (2017). *Bítacora 3*. Barcelona: Editorial Difusión.
- Martinez María Angeles Alvarez, et al. (2017). *Sueña 3*. Madrid: Grupo Anaya.
- Bautista, Coto, et al. (2011). *Tema a Tema B2*. Madrid: Editorial Edelsa.

Additional material can be also used.

Department of Germanic & Romance Studies

Category III

SEMESTER - VI

Courses for Undergraduate Programme of study with discipline as one of the Core Disciplines

B.A. Programme with Spanish

(For e.g. courses for B.A. Programmes with _____ (discipline's name) as non-Major or Minor discipline)

DISCIPLINE SPECIFIC CORE COURSE (DSC-6): Spanish in Context: Advanced Level – 2

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Spanish in Context: Advanced Level - 2	4	3	1	Nil	Pass in B.A. (Prog.) Sem. V	none

Learning Objectives

The Learning Objectives of this course are as follows:

At the end of Semester 6, a student will be able to:

- Read texts on various topics and answer questions on them.
- Write texts on a range of familiar subjects.
- Partially attain Level B2 of the Common European Framework (CEF).

Learning Outcomes

The Learning Outcomes of this course are as follows:

- Enable students to partially attain B2 Level of listening, speaking, reading and writing skills in the concerned language.
- Reading texts and answering questions on them.
- Equip students to write texts on a range of familiar subjects.

SYLLABUS OF DSC – 6

Content	Description
Listening	Listen to and understand texts on various topics like love, friendship, solidarity, triumph, talent, festivals, hypothetical situations, etc.
Speaking, which includes:	
1.Monologue	Present orally one's views on various topics like love, friendship, solidarity, triumph, talent, festivals, hypothetical situations, etc.
2.Dialogue	Engage in conversations on various topics like love, friendship, solidarity, triumph, talent, festivals, hypothetical situations, etc.

Reading	Read and understand texts, emails, blogs on various topics like love, friendship, solidarity, triumph, talent, festivals, hypothetical situations, etc.
Writing	Guided writing activities. Writing a text, an informal letter and e-mail, an article, a formal letter, etc.
Morphosyntax & Vocabulary	Grammatical structures and vocabulary used to talk and write on various topics like love, friendship, solidarity, triumph, talent, festivals, hypothetical situations, etc.
Intercultural and co-cultural	Introduction to Spanish-speaking regions/countries, celebrities from Spanish speaking countries, fashion, cinema, comic strips, etc.

Unit	Content	Duration
Unit 1	Talking of love and friendship. Meaning of love and the various associated sentiments, both positive and negative. Reading and discussing fragments of poems on love. Vocabulary related to various sentiments. “Verbos valorativos – me molesta + infinitivo, me molesta(n) + sustantivo, me molesta + que + presente de subjuntivo.” Answering questions on different aspects of love. Writing about what love means to each student. Expectations from the persons one loves. What expectation each one has from his/her best friend. “Expresar deseos – querer, esperar, pedir, etc.” “Ojalá/ojalá que + subjuntivo.” “La escucha activa.” “Mayúsculas y minúsculas.” Reading and having a discussion on “Valentine’s day”. “Para que + subjuntivo.” Reading a text on true friendship - agreeing or disagreeing with the author. Learning how to write an informal letter and an e-mail and writing one of them to one’s friend telling him or her about one’s experiences of a summer vacation.	9 hours
Unit 2	Solidarity and what it means to be supportive, caring, humanitarian. Discussing what bullying is. Read about a news item about a victim of school bullying. Vocabulary related to bullying. “El condicional”. “Aconsejar o sugerir – debería(s) + infinitivo, podría(s) + infinitivo, yo que tú/yo en tu lugar+condicional.” “Deseos – me gustaría+infinitivo.” “El aprendizaje colaborativo”. Disabilities and civic responsibility. Vocabulary related to disabilities. “Estilo indirecto - transmitir mensajes – me ha dicho que..., me ha felicitado por..., me ha preguntado si...etc.”; transmitir peticiones, consejos, recomendaciones, órdenes o sugerencias – Dice que seas..., me ha pedido que le ayude, sugieren que votemos, etc.” Imagine that you have spoken to different persons and write what they have said to you. Read a text on how we can be good citizens. Vocabulary related to non-governmental organizations. Students to share their experiences and views on being a volunteer in some NGO. Imagine that one opens an NGO – what cause would he/she support, what activities would be done, etc. “El pretérito imperfecto de subjuntivo.” “Expresar condiciones poco probables – si pudiera crearía...” Learn how to write a formal letter.	9 hours

Unit 3	<p>Reading a text on the triumph of a Spanish football team – “La selección, el triunfo en equipo”. Discussing what each student thinks is the key to success as a team. Expressing happiness and satisfaction after winning. “El pretérito perfecto de subjuntivo.” “Expresar alegría y satisfacción – “que bien que/ es estupendo que/hacer ilusión que + subjuntivo; pretérito perfecto de subjuntivo.” Reading the text “Todo es posible” (Everything is posible). “El futuro compuesto.” “El condicional compuesto”. “Expresar hipótesis sobre el pasado – futuro compuesto, condicional simple y compuesto”. “Estilo directo a indirecto usando dijo/comentó, etc. que... (Presente a imperfecto, pretérito perfecto a pluscuamperfecto, imperfecto a imperfecto, indefinido a indefinido o pluscuamperfecto, futuro a condicional). Read about recipes which have had success. Write a recipe of one’s own. “Expresar modo – como + subjuntivo; gerundio (como prefieras; el arroz se hace mejor cociéndolo...)”. Reading a text on talent - ¿Tiene usted talento?” “Pedir valoración y valorar – ¿qué te parece lo de + infinitivo/que + subjuntivo? – es una suerte/pena que + subjuntivo”. “Expresar deseos poco probables – ojalá + imperfecto de subjuntivo; condicional simple.”</p>	9 hours
Unit 4	<p>Reading the text – “Días para conmemorar”. Having a discussion on the favourite festival of each student. “Proponer y sugerir – habría que/estaría bien + infinitivo, estaría bien que + subjuntivo.” “Expresar deseos sobre el presente, el futuro y el pasado – me gustaría/habría gustado que + imperfecto de subjuntivo.” “Expresar tristeza y aflicción 1 – sentir, lamentar que/ser una pena, lástima....que + subjuntivo.” “Expresar condiciones hipotéticas y sus consecuencias en presente y futuro – si + imperfecto de subjuntivo, condicional simple.” Reading about the movie “Te doy mis ojos.” Having a discussion on the same. “Expresar empatía – sentir que + subjuntivo, te entiendo, sé cómo te sientes.” “Expresar desconocimiento – no sabía que + imperfecto de subjuntivo.” Read “Querido vecino” – a comic strip of a neighbourhood. Describe and discuss the same. Read about a contest – ¿Y qué hago? – concurso del mes: ¡El mejor consejo que te han dado nunca!”. “Transmitir sugerencias – estilo directo a indirecto (Imperativo al imperfecto de subjuntivo usando sugirió/aconsejó/recomendó, etc. que....”</p>	9 hours
Unit 5	<p>Read about and participate in a forum entitled “Hogar, dulce hogar” (Home, sweet home) and share one’s memories of childhood. “El pluscuamperfecto de subjuntivo”. “Expresar deseos y esperanzas sobre el pasado – ojalá + pluscuamperfecto de subjuntivo – me hubiera gustado + infinitivo. Read the text “Condiciones hipotéticas” (hypothetical situations) “Expresar condiciones hipotéticas – si + pluscuamperfecto de subjuntivo, condicional compuesto/simple”. Imagine past situations which each student would have liked to have happened and discuss what would have been the consequences of the</p>	9 hours

	<p>same – “si hubiera aprendido español , habría ido a España.” Read and discuss the text “Bebés y trabajo” (Babies and work) dealing with issues of working mothers, father’s role, etc. “Expresar anterioridad en el futuro – cuando/antes de que + subjuntivo, futuro compuesto – “cuando nazca el bebé, ya habremos comprado todo lo necesario”. Talk about all the things each student will have done before the end of the day, the week and the year.</p>	
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References:

Any of the following textbooks may be prescribed and will be partially completed.

- Alonso Encina, et al. (2021). *Nuevo Diverso ESPAÑOL B*. Madrid: SGEL.
- Campo C., et al. (2017). *Protagonistas B1*. Madrid: SM Español para extranjeros.
- Campo C., et al. (2017). *Protagonistas B2*. Madrid: SM Español para extranjeros.
- Sanchez Lobato, et al. (2005). *Español sin fronteras 3*. Madrid: SGEL.
- Baulenas Neus Sans, et al. (2017). *Bitacora 3*. Barcelona: Editorial Difusión.
- Martinez María Angeles Alvarez, et al. (2017). *Sueña 3*. Madrid: Grupo Anaya.
- Bautista, Coto, et al. (2011). *Tema a Tema B2*. Madrid: Editorial Edelsa.

Additional material can be also used.

SEMESTER-IV BA (H) ITALIAN

GERMANIC AND ROMANCE STUDIES

Category I

(B.A. Honours in Italian in three years)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

DISCIPLINE SPECIFIC CORE COURSE - 10 (DSC-10) Language in Context: Intermediate Reading and Writing Skills (2)						
Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in Context: Intermediate Reading and Writing Skills (2)	4	3	1	0	Passed XII Class	Should have studied "Language in Context: Intermediate Reading and Writing Skills (1)"

DSC-10 Language in Context: Intermediate Reading and Writing Skills (1)	
Learning Objectives: Enable student to <ul style="list-style-type: none"> To read and understand longer texts related to socio-cultural issues. To answer questions in one's own words on tests related to socio-cultural issues. To write detailed descriptions. To attain A2 level of the CEF. 	
Learning Outcomes: <ul style="list-style-type: none"> Enables learner to attain A2 Level of reading and writing skills in the concerned language Equip learners to read longer texts on socio-cultural issues in order to extract key information and conclusions of the text. Gives training to write straightforward connected texts on a range of familiar subjects within one's field of interest. 	
Syllabus:	
UNIT I	9 Hours
Reading	

<ul style="list-style-type: none"> • Reading longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task, identifying the main conclusions in clearly signalled argumentative texts, • Understanding clearly written, straightforward instructions for a piece of equipment. • Reading, analysing, and summarizing texts/articles on different social issues or current affairs. 	
UNIT II	9 Hours
Writing	
<ul style="list-style-type: none"> • Writing detailed descriptions on a range of familiar subjects within one's field of interest. • Writing accounts of experiences. • Describing feelings and reactions in simple connected text • Writing a description of an event, a recent trip - real or imagined • Describing and comparing education systems. 	
UNIT III	9 Hours
Writing	
<ul style="list-style-type: none"> • Writing an open letter to the authorities. • Writing a petition. • Describing and analysing cultural representations. • Writing a short story. • Writing blogs. • Writing short, simple essays on topics of interest. etc. 	
UNIT IV	9 Hours
Lexical, Morphosyntactic and Phonological Competences	
<ul style="list-style-type: none"> • Developing a repertoire of sufficient vocabulary to express him/herself on most topics of personal/professional/ interests and familiar topics related to culture and civilization. • Grammatical structures required to describe events, feelings, impressions, opinions in past, present, and future in a more coherent and sequenced manner, more detailed knowledge and usage of connectors, developed sense of various moods, tenses and voices etc. • Developing sufficient understanding of phonological specificity and intonations of Italian to help learners articulate more clearly and read more independently predicting pronunciation of unknown words. 	
UNIT V	9 Hours
Co-cultural and Inter-cultural Competence	
<ul style="list-style-type: none"> • Awareness of the most significant differences between the customs, usages, attitudes, values, and beliefs prevalent in the community concerned and those of his or her own in order to perform and respond to a wide range of social functions selecting the appropriate register. • Awareness of the salient politeness conventions and acting and responding appropriately. 	
Learning / Teaching Material: Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> • Corno, Dario. (2002). <i>Scrivere e comunicare</i>. Milano: Bruno Mondadori. • De Giuli, Alessandra. Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). <i>Nuovo Magari</i>. Firenze: Alma Edizioni. • Frattegiani, M. Teresa. Gigliarelli, Valentina. (2011). <i>Vivere in Italia: Corso di lingua italiana per studenti stranieri di livello B1</i>, Perugia: Guerra Edizioni. • Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). <i>Domani 3</i>. Firenze: Alma Edizioni. • Marin, Telis. (2008). <i>Nuovo Progetto Italiano 3</i>. Roma: Edilingua. 	

- Mattedi, Cristina. (2012). *Voci di autori italiani: Interviste e brani scelti*. Perugia: Guerra Edizioni.

Additional material may be provided by the Department.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE – 11 (DSC-11)

Language in Context: Intermediate Listening and Speaking Skills (2)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in Context: Intermediate Listening and Speaking Skills (2)	4	3	1	0	Passed XII Class	Should have studied “Language in Context: Intermediate Listening and Speaking Skills (1)”

Total No. of Credits	Distribution of Total Credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

DSC-11	
Language in Context: Intermediate Listening and Speaking Skills (2)	
Learning Objectives: Enable student to <ul style="list-style-type: none"> • To listen and to understand radio and TV programs. • To answer questions on programmes recorded across various audio-visual media. • To express one’s opinion and give one’s point of view in a structured manner. • To attain Level A2 of CEF 	
Learning Outcomes: <ul style="list-style-type: none"> • Enable learners to attain A2 Level of listening and speaking skills in the concerned language • Equip learners to follow much of what is said around him/her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly • Provide learners with basic debating and presentation skills 	
Syllabus:	
UNIT I	9 Hours
Listening	

<ul style="list-style-type: none"> • Understanding main points presented in a talk/lecture/radio commentary/TV program on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear. • Understanding films in which visuals and action carry much of the story line, and which are delivered clearly in straightforward language. 	
UNIT II	9 Hours
Speaking	
<ul style="list-style-type: none"> • Giving detailed accounts of experiences, feelings and reactions. • Relating details of unpredictable occurrences, e.g., an accident. • Relating the plot of a book or film and describing his/her reactions. • Describing dreams, hopes, ambitions, events, real or imagined. • Preparing, conducting, and presenting results of opinion polls on various social issues. • Preparing and presenting skits. 	
UNIT III	9 Hours
Speaking	
<ul style="list-style-type: none"> • Debating and/or making oral presentations on various social issues. • Narrating one's experiences of foreign language learning. • Explaining why something is a problem. • Making brief comments on the views of others. • Comparing and contrasting alternatives. • Discussing what to do, where to go, who or what to choose. 	
UNIT IV	9 Hours
Lexical, Morphosyntactic and Phonological Competences <ul style="list-style-type: none"> • Developing a repertoire of sufficient vocabulary to express him/herself on most topics of personal/professional/ interests and familiar topics related to culture and civilization. • Grammatical structures required to describe events, feelings, impressions, opinions in past, present, and future in a more coherent and sequenced manner, more detailed knowledge and usage of connectors, developed sense of various moods, tenses and voices etc. • Developing sufficient understanding of phonological specificity and intonations of Italian to help learners articulate more clearly and read more independently predicting pronunciation of unknown words. 	
UNIT V	9 Hours
Co-cultural and Inter-cultural Competence	
<ul style="list-style-type: none"> • Awareness of the most significant differences between the customs, usages, attitudes, values, and beliefs prevalent in the community concerned and those of his or her own in order to perform and respond to a wide range of social functions selecting the appropriate register. • Awareness of the salient politeness conventions and acting and responding appropriately. 	
Learning / Teaching Material: Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> • Antonelli, G. (2007). <i>L'italiano nella società della comunicazione</i>. Bologna: Mulino. • De Giuli, Alessandra. Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). <i>Nuovo Magari</i>. Firenze: Alma Edizioni. • Frattegiani, M. Teresa. Gigliarelli, Valentina. (2011). <i>Vivere in Italia: Corso di lingua italiana per studenti stranieri di livello B1</i>. Perugia: Guerra Edizioni. 	

- Mattedi, Cristina. (2012). *Voci di autori italiani: Interviste e brani scelti*. Perugia: Guerra Edizioni.
- Merin, Telis. (2008). *Nuovo Progetto Italiano 3*. Roma: Edilingua.

Additional material may be provided by the Department.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE– 12 (DSC-12)

Engaging with Literary Texts (2)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Engaging with Literary Texts (2)	4	3	1	0	Passed XII Class	Should have studied, “Engaging with Literary Texts (1)”

Total No. of Credits	Distribution of Total Credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

DSC-12	
Engaging with Literary Texts (2)	
Learning Objectives: At the end of Semester 4, a student will <ul style="list-style-type: none"> • be able to read and understand intermediate level texts (literary/semi-literary/audio-visual/advertisements etc.) adapted for the students of A2 Level, and answer questions on them; • be able to analyse, express their underlying meaning and answer questions based on them; • enables learner to attain A2 Level of the Common European Framework (CEF). • Partially able to evaluate the form and content of literary and non-literary texts. 	
Learning Outcomes: The Learning Outcomes of this course are as follows: <ul style="list-style-type: none"> • Enable students to attain A2 Level of reading, understanding, analysing and writing skills in the concerned language. • Reading and understanding intermediate level texts and answering questions on them. • Equip students to analyse, express their underlying meaning and answer questions based on them; • Enables learners to develop relevant analytical skills to critically evaluate the form and content of these texts. 	
Syllabus:	
UNIT I	12 Hours

Literary Texts (Prose)	
A selection will be made from the following list:	
4-5 texts will be introduced and analysed in the class.	
UNIT II	9 Hours
Literary Texts (Poetry)	
A selection will be made from the following list:	
4-5 texts will be introduced and analysed in the class.	
UNIT III	9 Hours
Intermediate and Semi-literary Texts	
A selection will be made from the following list:	
4-5 texts will be introduced and analysed in the class.	
UNIT IV	9 Hours
Audio / Visual Texts – Films / Video Clips	
A selection will be made from the following list:	
4-5 texts will be introduced and analysed in the class.	
UNIT V	6 Hours
Advertisements – Print / Electronic	
A selection will be made from the following list:	
Various ads from newspapers, social media, YouTube etc.	
Practical component (if any) – NIL	
Learning / Teaching Material: Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> • Corno, Dario. (2002). <i>Scrivere e comunicare</i>. Bruno Mondadori, Milano. • Guastella, Carlo. (2002). <i>Giocare con la letteratura</i>. Firenze: Alma Edizioni. • Mengaldo, Pier Vincenzo. (2008). <i>Attraverso la prosa Italiana: analisi di testi esemplari</i>. Roma, Carocci editore. • Mengaldo, Pier Vincenzo. (2008). <i>Attraverso la poesia Italiana: analisi di testi esemplari</i>. Roma, Carocci editore. • Menzel, Rosangela Verri. (1989). <i>La bottega dell'italiano: antologia di scrittori italiani del Novecento</i>. Roma: Bonacci Editore. • Pichiassi, Mauro. Zagnanelli, Giovanna. (2003). <i>Contesti italiani</i>, Perugia: Guerra Edizioni. • Roberts, Nick (ed.). (1999). New Penguin Parallel Text: <i>Short stories in Italian</i>. Penguin Books. 	
Additional material may be provided by the Department.	
Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

**COMMON POOL OF DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES
OFFERED BY THE DEPARTMENTS**

DISCIPLINE SPECIFIC ELECTIVE (DSE-2)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Introduction to the History of Italy (2)	4	3	1	0	Passed Class XII	Should have studied, "Introduction to the History of Italy (1)"

Total No. of Credits	Distribution of Total Credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

Introduction to the History of Italy (2)							
Learning Objectives: <ul style="list-style-type: none"> To introduce students to major social, political, and cultural events in Italy and Italophone countries. To study the impact of these social, political, and cultural events in the Italophone world and in Europe. 							
Learning Outcomes: <ul style="list-style-type: none"> Familiarize students with the major social, political, and cultural events from the medieval to contemporary period. Provide a good understanding of Contemporary Italy and its relations with the Italian speaking world including its policy towards immigration. 							
Syllabus:							
UNIT I						15 Hours	
<ul style="list-style-type: none"> The Gaul's and the Franks. The making of the Kingdom of Italy (987-1453) and Consolidation of the Italian Monarchy. 							
UNIT II						15 Hours	
<ul style="list-style-type: none"> Italian Revolution and the Napoleonic era. Rise of Republican thought in the 19th century and the Third Republic with special emphasis on its policy towards education. Italy and its colonies. 							
UNIT III						15 Hours	

<ul style="list-style-type: none"> Contemporary Italy and its relations with the Italian speaking world / European Union, including its policy towards immigration. 	
Learning/Teaching Material: Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> Cantarella, Eva. Guidorizzi, Giulio. (2010). <i>Dall'impero romano alla crisi del Trecento</i>. Milano: Einaudi Scuola. Del Boca, Angelo. (1992). <i>L'Africa nella coscienza degli Italiani</i>. Roma-Bari: Laterza. Pallotti, Gabriele. Cavadi, Giorgio. (2014). <i>Che Storia: la storia italiana raccontata in modo semplice</i>. Roma: Bonacci. Prosperi, Adriano. Viola, Paolo. (2004). 1. <i>Dalla peste del Trecento al Concilio di Trento</i>. 2. <i>Dalle guerre di religione alla guerra dei Trent'anni</i>. 3. <i>Dall'assolutismo alla rivoluzione francese</i>. 4. <i>Dal Congresso di Vienna al trionfo del capitalismo</i>. 5. <i>Dal 1870 alla seconda guerra mondiale</i>. Milano: Einaudi scuola. 	
Additional material may be provided by the Department. Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Life in Italy	4	3	1	0	Passed Class XII	Nil

Total No. of Credits	Distribution of Total Credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

Life in Italy	
Learning Objectives: <ul style="list-style-type: none"> To introduce the learner to various aspects of contemporary culture (films, art, education system...) in Italy and Italophone countries. 	
Learning Outcomes: <ul style="list-style-type: none"> Initiate learners to the culture and civilization of Italy and Italian speaking countries. Provide knowledge about education systems, home, family, leisure activities, festivals, politics, tourism, physical geography of Italy and the Italophone countries. Introduce the students to the great thinkers of Italy and other Italophone countries in the areas of literature, cinema, art, etc. Enable students to understand and analyse cultural aspects of the Italian and Italophone Countries and develops intercultural competence amongst students 	
Syllabus:	
UNIT I	15 Hours
<ul style="list-style-type: none"> Basic knowledge of various cultural and civilisational aspects of Italy and Italophone countries, such as, daily lives and routines of an average person, education systems, home, family, leisure activities, 	

festivals, politics, tourism, physical geography etc. in the areas of literature, cinema, art, etc.	
UNIT II	15 Hours
<ul style="list-style-type: none"> Great thinkers of Italy and other Italophone countries 	
UNIT III	15 Hours
<ul style="list-style-type: none"> Introduction to literature, cinema, art of Italy and other Italophone countries 	
<p>Learning/Teaching Material: Any of the textbooks given below may be prescribed:</p> <ul style="list-style-type: none"> Caprara, Mario. Semprini, Gianluca. (2012). <i>Neri! La storia mai raccontata della destra radicale, eversiva e terrorista</i>. Rome: Newton Compton Editori. Caprara, Mario. Semprini, Gianluca. (2007). <i>Destra estrema e criminale</i>. Rome: Newton Compton Editori. De Lutiis, Giuseppe. (1984). <i>Storia dei servizi segreti in Italia</i>. Roma: Editori Riuniti. De Rosa, Gabriele. et al. (2003). <i>L'Italia repubblicana nella crisi degli anni Settanta: Sistema politico e istituzioni</i>. Soveria Mannelli: Rubbettino Editore. Ferraresi, Franco. (1995). <i>Minacce alla democrazia. La destra radicale e la strategia della tensione in Italia nel dopoguerra</i>. Milano: Feltrinelli. http://www.istat.it/it/archivio/129854 ISTAT. (15 June 2015). "Cittadini Stranieri. Popolazione residente e bilancio demografico al 31 dicembre 2014". Rome: ISTAT. Rao, Nicola. (2009). <i>Il piombo e la celtica: Storie di terrorismo nero dalla Guerra di strada allo spontaneismo armato</i>. Milano: Sperling & Kupfer. Viale, Guido. (1978). <i>Il Sessantotto: tra rivoluzione e restaurazione</i>. Rimini: NdA Press. Weinberg, Leonard. (1995). "Italian Neo-Fascist Terrorism: A comparative Perspective in Terror form extreme right" in Bjórge, Tore. (1995). <i>Terror from the Extreme Right</i>. London: Routledge. 	
Additional material may be provided by the Department.	
Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Different Text Types	4	3	1	0	Passed Class XII	Nil

Total No. of Credits	Distribution of Total Credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

Different Text Types
<p>Learning Objectives:</p> <ul style="list-style-type: none"> To introduce and familiarize the learner to different types of literary and non-literary texts. To identify the linguistic, discursive and formal specificity of literary and non-literary texts

<ul style="list-style-type: none"> To analyze the form and content of literary and non-literary texts 	
Learning Outcomes: <ul style="list-style-type: none"> Develop skills to study different text types in order to familiarize oneself with different kinds of language usages in literary and non-literary texts. Enable learners to develop relevant analytical skills to critically evaluate the form and content of these texts. Help learners to identify different language registers, rhetoric and other compositional specificities of the texts. 	
Syllabus:	
UNIT I	15 Hours
Prose	
Introduction and analytical study of both form and content of a variety of texts written in simple prose form such as shorter and longer Narrative genres: short story fable chronicle myth novella tales anecdote autobiography biography novel play	
UNIT II	15 Hours
Poetry	
Introduction and analytical study of both form and content of various types of poetic texts, songs, slams etc., written in a simple and accessible language.	
UNIT III	15 Hours
Intermediate and Semi-Literary Texts	
Introduction and analytical study of both form and content of comic strips, graphic novels, or semi literary forms such as essay, commentary, informative/descriptive texts on history, geography, economy, culture that are not too complex.	
Learning/Teaching Material: Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> Biagi, Enzo. (2004). <i>La nuova storia d'Italia a fumetti: dall'impero romano ai giorni nostri</i>. Milano: Mondadori. De Giuli, Alessandra. Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). <i>Nuovo Magari</i>. Firenze: Alma Edizioni. Guastalla, Carlo. Naddeo, Ciro Massimo. (2011) <i>Domani 3</i>. Firenze: Alma Edizioni. Guastella, Carlo. (2002). <i>Giocare con la letteratura</i>. Firenze: Alma Edizioni. Mengaldo, Pier Vincenzo. (2008). <i>Attraverso la poesia Italiana: analisi di testi esemplari</i>. Roma: Carocci editore. Mengaldo, Pier Vincenzo. (2008). <i>Attraverso la prosa Italiana: analisi di testi esemplari</i>. Roma: Carocci editore. Menzel, Rosangela Verri. (1989). <i>La bottega dell'italiano: antologia di scrittori italiani del Novecento</i>. Roma: Bonacci Editore. Pichiassi, Mauro. Zagnanelli, Giovanna. (2003) <i>Contesti italiani</i>. Perugia: Guerra Edizioni. 	
Additional material may be provided by the Department.	

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Debating and Presentation Techniques	4	3	1	0	Passed Class XII	Nil

Total No. of Credits	Distribution of Total Credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

Debating and Presentation Techniques	
Learning Objectives: <ul style="list-style-type: none"> The course focuses on developing communicative competence building on the language skills acquired by students in the previous two semesters and will teach intermediate level of communicative transactions such as to give small instructions and simple opinions, to make plans and programs, build adequate lexicon on various topics, carry out small meaningful conversations, etc., among other things. By the end of this semester the students will attain A2 level of CEF. 	
Learning Outcomes: <ul style="list-style-type: none"> Enable students to attain A2 Level of reading and writing skills in the concerned language Enable students to attain A2 Level of listening and speaking skills in the concerned language Equip students to read and write about opinions, plans, instructions related to one's immediate environment. Prepare learners to carry out small meaningful conversations to fulfil the needs of everyday life. 	
Syllabus:	
UNIT I	9 Hours
Listening	
Identifying the main points in short, clear, simple messages and announcements.	
UNIT II	12 Hours
Reading	
Reading very short, simple texts to find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, timetables, classified advertisements, Internet forums etc.	
UNIT III	15 Hours
Speaking	
<ul style="list-style-type: none"> Monologue: Can describe in simple terms aspects of his/her background/relevant environment and matters in areas of immediate need such as narrating past, present and future events, plans, programs. Dialogue: Communicating in simple and routine tasks requiring a simple, short and direct exchange of information on familiar and routine 	

matters such as asking for and giving instructions, discussing what to do in the evening/at the weekend etc.	
UNIT IV	9 Hours
Writing	
Describing past, present and future events, writing short, simple notes and messages relating to matters in areas of immediate need.	
Learning/Teaching Material: Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> • Bailini, Sonia. Consonno, Silvia. (2002). <i>Ricette per parlare</i>. Firenze: Alma edizioni. • Carlo Guastalla, Ciro Massimo Naddeo, <i>Domani 1</i>, Alma Edizioni, Firenze (2010). • Frattegiani, M. Teresa. Gigliarelli, Valentina. (2011). <i>Vivere in Italia: Corso di lingua italiana per studenti stranieri di livello B1</i>. Perugia: Guerra Edizioni. • Guastalla, Carlo, Naddeo. Ciro Massimo. (2011). <i>Domani 2</i>. Firenze: Alma Edizioni. • Luciana Ziglio, Giovanna Rizzo, <i>Espresso 1</i>, Alma Edizioni, Firenze and Goyal Publishers and Distributors Pvt. Ltd., Delhi, 2012. • Mariateresa Serafini, <i>Nuovo l'italiano: grammatica e scrittura</i>, Fabbri, Milano, 2009. • Susanna Nocchi, <i>Grammatica pratica della lingua italiana</i>, Alma edizioni, Firenze. • Tettamanti, Vittoria. Talini, Stefania. (2003). <i>Foto parlanti</i>. Roma: Bonacci editore. 	
Additional material may be provided by the Department.	
Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

SEMESTER-V
BA (H) ITALIAN
GERMANIC AND ROMANCE STUDIES
Category I

(B.A. Honours in Italian in three years)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

DISCIPLINE SPECIFIC CORE COURSE - 13 (DSC-13)
Language in Context: Advanced Reading and Writing Skills (1)

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in Context: Advanced Reading and Writing Skills (1)	4	3	1	0	Passed XII Class	Nil

DSC-13	
Language in Context: Advanced Reading and Writing Skills (1)	
Learning Objectives: Enable student to <ul style="list-style-type: none"> To read and understand argumentative texts related to contemporary issues. To identify and summarize the main arguments in texts related to contemporary issues in one's own words. To write a text on contemporary issues presenting and defending one's point of view. To partially attain level B1 of the CEF. 	
Learning Outcomes: <ul style="list-style-type: none"> Enable learners to partially attain B1 Level of reading and writing skills in the concerned language. Develop skills to read and identify the content of news items, articles, and reports on a wide range of cultural, social, academic, professional topics, deciding whether closer study is worthwhile. Train learners to formulate structured and coherent texts (formal/informal) on a wide range of topics by clearly articulating one's viewpoints with concrete details and examples 	
Syllabus:	
UNIT I	12 Hours
Reading	
<ul style="list-style-type: none"> Understanding and summarizing the main ideas of complex texts, on both concrete and abstract topics, including technical discussions in his/her field of specialization, articles and reports concerned with 	

contemporary problems in which the writers adopt positions or viewpoints.	
UNIT II	12 Hours
Writing	
<ul style="list-style-type: none"> • Writing formal and informal letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views. • Writing argumentative texts on a wide range of topics by expanding and supporting his/her main points with relevant supporting details and examples. • Conducting surveys and preparing questionnaires using Internet resources. • Preparing bibliographies/reading indexes/formatting projects/composing. 	
UNIT III	12 Hours
Lexical, Morphosyntactic and Phonological Competences	
<ul style="list-style-type: none"> • Developing a good range of vocabulary for matters connected to one's field of interest and most general topics, issues and problems related to society, culture, economy, politics, environment both in Italian as well as Italian and Italophone contexts. • Grammatical structures required for complex usages of moods, tenses and voices, detailed usages of prepositions, complex pronouns, and connectors to compose complex sentences and structured texts in a coherent and cohesive manner. • Developing good understanding of phonological specificity and intonations of Italian to help learners articulate more clearly and confidently by varying one's intonation according to the relevant context of communication. 	
UNIT IV	9 Hours
Co-cultural and Inter-cultural Competence	
<ul style="list-style-type: none"> • Interacting more confidently with peers and native speakers by demonstrating the capacity to select appropriate language register, Formulations and reformulations depending on the communicative contexts. • Considerable awareness of socio-cultural conventions, beliefs, values, attitudes of Italian and Italophone communities. 	
Learning / Teaching Material: Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> • Corno, Dario. (2012). <i>Scrivere e comunicare. La scrittura in lingua italiana in teoria e in pratica</i>. Milano: Mondadori. • Cotugno, A. Malagnini, F. (ed.). (2013). <i>Manuale di scrittura e comunicazione</i>. Bologna: Zanichelli. • Degl'Innocenti, Elisabetta. (2002). <i>Il manuale della scrittura</i>. Torino: Paravia. • Fratte Giani, M. Teresa. Gigliarelli, Valentina. Marinelli, Beatrice. (2015). <i>Conoscere l'Italia: Corso di lingua italiana per studenti stranieri di livello B2-B2+</i>. Perugia: Guerra Edizioni. • Garavelli, Bice Mortara. (2003). <i>Prontuario di punteggiatura</i>. Bari: Editori Laterza. 	

- Mengaldo, Pier Vincenzo. (2008). *Attraverso la prosa italiana: analisi di testi esemplari*. Roma: Carocci editore.
- Roncoroni, Angelo. (2009). *Manuale di scrittura. Teoria e pratica dello scrivere in italiano*. Milano: Carlo Signorelli Editore.
- Serafini, Maria Teresa. (2009). *Nuovo l'italiano: grammatica e scrittura*. Milano: Fabbri.
- Serafini, Maria Teresa. Arcidiacono, Luciana. (2006). *Comunicare con l'italiano: Testi e scritture*. Milano: Fabbri.

Additional material may be provided by the Department.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE – 14 (DSC-14) Language in Context: Advanced Listening and Speaking Skills (1)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in Context: Advanced Listening and Speaking Skills (1)	4	3	1	0	Passed XII Class	Nil

DSC-14 Language in Context: Advanced Listening and Speaking Skills (1)	
Learning Objectives: Enable student to <ul style="list-style-type: none"> • To listen and to understand radio and TV programs of long duration related to contemporary social issues. • To identify and summarize the main arguments of programmes recorded across various audio-visual media in a structured manner. • To express one's opinion, give and defend one's point of view on a wide range of contemporary social issues in a structured manner. • To partially attain Level B1 of the CEF. 	
Learning Outcomes: <ul style="list-style-type: none"> • Enable learners to partially attain B1 Level of listening and speaking skills in the concerned language. • Develop skills to identify the content by listening to news items, TV reports, short documentaries on a wide range of cultural, social, academic, professional topics. • Train learners to sustain a chain of reasoned argument while debating and presenting on a wide range of topics by clearly articulating one's viewpoints with concrete details and examples 	
Syllabus:	

UNIT I	12 Hours
Listening	
<ul style="list-style-type: none">Understanding the content and line of argument of short documentaries TV reports, news reports, on a wide range of cultural, social, academic, professional topics, live interviews, talk shows, plays, the majority of films in standard dialect.	
UNIT II	12 Hours
Speaking	
<ul style="list-style-type: none">Engaging in extended conversation on most general topics in a clearly participatory fashion.Debating and presenting on various issues of importance by sustaining a chain of reasoned argument.Taking notes.Preparing minutes.Commentary on audio-visual material.	
UNIT III	12 Hours
Lexical, Morphosyntactic and Phonological Competences	
<ul style="list-style-type: none">Developing a good range of vocabulary for matters connected to one's field of interest and most general topics, issues and problems related to society, culture, economy, politics, environment both in Indian as well as Italian and Italophone contexts.Grammatical structures required for complex usages of moods, tenses and voices, detailed usages of prepositions, complex pronouns, and connectors to compose complex sentences and structured texts in a coherent and cohesive manner.Developing good understanding of phonological specificity and intonations of Italian to help learners articulate more clearly and confidently by varying one's intonation according to the relevant context of communication	
UNIT IV	9 Hours
Co-cultural and Inter-cultural Competence	
<ul style="list-style-type: none">Interacting more confidently with peers and native speakers by demonstrating the capacity to select appropriate language register, formulations depending on the communicative contexts.Considerable awareness of socio-cultural conventions, beliefs, values, attitudes of Italian and Italophone communities	
Learning / Teaching Material: Any of the textbooks given below may be prescribed:	
<ul style="list-style-type: none">Antonelli, G. (2007). <i>L'italiano nella società della comunicazione</i>. Bologna: il Mulino.Cortese, Antonella. (2011). <i>Ascoltare per studiare: cittadinanza e costituzione</i> (B1). Perugia: Guerra Edizioni.De Giuli, Alessandra. Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). <i>Nuovo Magari</i>. Firenze: Alma Edizioni.Fratte Giani, M. Teresa. Gigliarelli, Valentina. Marinelli, Beatrice. (2015). <i>Conoscere l'Italia: Corso di lingua italiana per studenti stranieri di livello B2- B2+</i>. Perugia: Guerra Edizioni.Marin, Telis. (2008). <i>Nuovo Progetto Italiano 3</i>. Roma: Edilingua.	
Additional material may be provided by the Department.	

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE– 15 (DSC-15) History of Italian Literature-(1)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of Italian Literature-(1)	4	3	1	0	Passed XII Class	Nil

DSC-15 History of Italian Literature-(1)	
Learning Objectives: <ul style="list-style-type: none"> To introduce the learner to different cultural and intellectual movements in Italian and Italophone Literature from its origins to the 18th century. To read both Italian and Italophone literary texts representing major cultural and intellectual movements from the beginning to the 18th century 	
Learning Outcomes: The Learning Outcomes of this course are as follows: <ul style="list-style-type: none"> Familiarize students with literary texts written in Italian with focus on the major cultural and intellectual movements from the origins to the eighteenth century. Develop skills to identify and analyse how various genres such as poetry, plays, shorter and longer narrative texts, autobiography etc. evolved through various historical periods. 	
Syllabus:	
UNIT I	15 Hours
<ul style="list-style-type: none"> Develop understanding of writings from the medieval period till the Renaissance, such as medieval romances, farces, fabliaux etc. 	
UNIT II	15 Hours
<ul style="list-style-type: none"> Understanding and analysing major literary movements after renaissance till Italian Enlightenment, such as classicism, baroque etc. 	
UNIT III	15 Hours
<ul style="list-style-type: none"> Reflections on Italian encounter with otherness by introducing excerpts from the works of Italophone writers. 	
Practical component (if any) – NIL	
Suggested Readings	
Novels <ul style="list-style-type: none"> Foscolo, Ugo. <i>Le ultime lettere di Jacopo Ortis</i>, in Foscolo, Ugo. (1974). Opere. Milano-Napoli: Ricciardi Editore. 	

Plays

- Goldoni, Carlo. *La locandiera* and *Il ventaglio*. in Ortolani, Giuseppe. (1940). Tutte le opere di Carlo Goldoni. Milano: Mondadori Editore.
- Macchiavelli, Niccolò. *La mandragola*. ed. Stoppelli, Pasquale. (2016). Milano:
- Macchiavelli, Niccolò. *La mandragola*. ed. Stoppelli, Pasquale. (2016). Milano: Mondadori.

Short texts and Poetry

- Alighieri, Dante. *La divina commedia* in Borzi, I. (2015). *Tutte le opere di Dante Alighieri*. Rome: Newton Compton Editori.
- Ariosto, Ludovico. (1992). *L'orlando furioso*. 2 voll. Torino: Giulio Einaudi editore.
- Boccaccio, Giovanni. *Decameron*. ed. Branca, Vittore. (1956). Torino: Utet. (http://www.letteraturaitaliana.net/pdf/Volume_2/t318.pdf)
- Petrarca, Francesco. *Il canzoniere*. ed. Contini, Giancarlo. (1964). Torino: Einaudi. (http://www.letteraturaitaliana.net/pdf/Volume_2/t319.pdf)
- Sacchetti, Franco. (1946). *Il Trecento novelle*. ed. Pernicone, Vincenzo. Firenze: Sansoni.
- Tasso, Torquato. (1961). *Gerusalemme liberata*. Milano: Feltrinelli. [e-text available online, edited by Carini, Anna Maria.
- (https://www.liberliber.it/mediateca/libri/t/tasso/gerusalemme_liberata/pdf/gerusa_p.pdf)

Additional material may be provided by the Department.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**COMMON POOL OF DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES
OFFERED BY THE DEPARTMENTS**

DISCIPLINE SPECIFIC ELECTIVE (DSE-3)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Introduction to Translation.	4	3	1	0	Passed Class XII	Nil

Introduction to Translation.	
Learning Objectives: <ul style="list-style-type: none"> To introduce and define different types of translation and basic concepts of translation. To acquaint and teach learners the basic translation techniques. To translate simple non- literary texts. 	
Learning Outcomes: <ul style="list-style-type: none"> Familiarizes students with language for specific purposes. Familiarize students to the techniques of translation. Enable students to do Scientific and Technical translation, and translation of sacred texts. Help students to make word glossaries in above fields. Enable students to read parallel literature on texts chosen for translation. Sensitizes students towards Machine translation and its limitations. Develops awareness about ethics and accountability in translation. 	
Syllabus:	
UNIT I	15 Hours
<ul style="list-style-type: none"> 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). Scientific and Technical translation. 	
UNIT II	12 Hours
<ul style="list-style-type: none"> Introducing the student to the techniques of translation Making of word glossaries in above fields. 	
UNIT III	9 Hours
<ul style="list-style-type: none"> Machine translation and its limitations. Ethics and accountability in translation. 	
UNIT IV	9 Hours

<ul style="list-style-type: none"> • Reading of parallel literature on texts chosen for translation. • Role of Translation in Multimedia contexts. 	
Learning/Teaching Material: Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> • Baker, Mona. (2011). <i>In Other Words: A Course Book in Translation</i>. New York: Routledge. • Basnett-McGuire, Susan. (1980, 2013). <i>Translation Studies</i>. London: Routledge. • Gile, Daniel. (2009). <i>Basic Concepts and Models for Interpreter and Translator Training</i>. Amsterdam Philadelphia: John Benjamin Publishing. • Munday, Jeremy. (2012), <i>Introducing Translation Studies, Theories and Applications</i>, New York: Routledge. • Malmkjær, Kirsten. Windle, Kevin. (2011), <i>The Oxford Handbook of Translation Studies</i>, Oxford: OUP 	
Additional material may be provided by the Department. Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Techniques of Written Expression	4	3	1	0	Passed Class XII	Nil

Techniques of Written Expression	
Learning Objectives: <ul style="list-style-type: none"> • To introduce and define different types of texts and basic concepts of a text. • To acquaint and teach learners the basic writing techniques. • To enhance the understanding of a text in terms of logic order. 	
Learning Outcomes: <ul style="list-style-type: none"> • Familiarize students with writing techniques. • Familiarize students to the deep and logical meaning of a text. • Enable students to do Scientific and logical order of a text. • Help students to use advanced level terminology. 	
Syllabus:	
UNIT I	15 Hours
<ul style="list-style-type: none"> • Structuring an argument. Understanding the exigencies of academic writing in literary and cultural studies, translation: theory and practice; foreign language learning and teaching. 	
UNIT II	15 Hours
<ul style="list-style-type: none"> • Introduction to various kind of techniques to check plagiarism in a text. • Plagiarism and its importance in academics. 	
UNIT III	15 Hours

<ul style="list-style-type: none"> Coherence in formulation of an argument, conducting surveys and making questionnaires, using Internet resources, making bibliographies, reading indexes, making citations, formatting projects. 	
Learning/Teaching Material: Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> Elisabetta Degl’Innocenti, <i>Il manuale della scrittura</i>, Paravia, Torino, 2002. Angelo Roncoroni, <i>Manuale di scrittura. Teoria e pratica dello scrivere in italiano</i>, Carlo Signorelli Editore, Milano, 2009. Mariateresa Serafini, <i>Nuovo l’italiano: grammatica e scrittura</i>, Fabbri, Milano, 2009. Mariateresa Serafini; Luciana Arcidiacono, <i>Comunicare con l’italiano. Testi e scritture</i>, Fabbri, Milano, 2006. A. Cotugno; F. Malagnini (ed.), <i>Manuale di scrittura e comunicazione</i>, Zanichelli, Bologna, 2013. Dario Corno, <i>Scrivere e comunicare. La scrittura in lingua italiana in teoria e in pratica</i>, Mondadori, Milano, 2012. 	
Additional material may be provided by the Department. Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Study of European Art	4	3	1	0	Passed Class XII	Nil

Study of European Art	
Learning Objectives: <ul style="list-style-type: none"> To introduce students to the various major Art Movements in Europe from the Renaissance to the Contemporary Period. To study artworks of painter’s representative of the Major Art Movements in Europe. 	
Learning Outcomes: <ul style="list-style-type: none"> Provide an overview of important European Art Movements, representative painters, and their artworks: Spanish Baroque, Flemish School, French Impressionists, Spanish Surrealists, Barocco Italiano etc. Develop an understanding of structures and Perspectives of Everyday life as seen by painters. Equip with tools to analyse artworks. 	
Syllabus:	
UNIT I	15 Hours
<ul style="list-style-type: none"> Introduction to the Civilization of Europe in the Renaissance. (Paintings on ‘Europa’; Dürer, (1495) Titian (1559) The Rape of Europa Sebastian (1588) Queen Europa. Maps of Europe. The idea of Europe. Structures and Perspectives of Everyday life as seen by painters. 	
UNIT II	15 Hours

<ul style="list-style-type: none"> Understanding of structures and Perspectives of Everyday life as seen by painters 	
UNIT III	15 Hours
<ul style="list-style-type: none"> Overview of important European Art Movements, representative artists and their artworks: Spanish Baroque, Italian Renaissance, Flemish School, Italian Impressionists, Spanish Surrealists etc. 	
Learning/Teaching Material: Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> Argan, Giulio Carlo. (1978). <i>Storia dell'arte italiana 1 2 3 4 5 volumi</i>. Firenze: Sansoni. Grave, Johannes. (2012). <i>Caspar David Friedrich</i>. Munich: Prestel Publishing. Sander, Joachim. (2013). <i>Albrecht Dürer: His Art in Context</i>. Munich: Prestel Verlag 	
Additional material may be provided by the Department. Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Children and Adolescent Literature.	4	3	1	0	Passed Class XII	Nil

Children and Adolescent Literature	
Learning Objectives: <ul style="list-style-type: none"> To define what is Children's Literature and distinguish it from Literature for Adults. To introduce the learner to different genres of children and adolescent literature. To read, understand and analyse Children and adolescent literature texts. 	
Learning Outcomes: <ul style="list-style-type: none"> Introduce students to the changing conceptions of children's literature. Help students in analysing various genres meant for young children and adolescents. Sensitize students about the role of children's literature in transmitting values. 	
Syllabus:	
UNIT I	15 Hours
<ul style="list-style-type: none"> Changing conceptions of children's literature: Literature for children and /or adult readers? 	
UNIT II	15 Hours
<ul style="list-style-type: none"> Folklore, fables and fairy tales for young children Theatre for children 	
UNIT III	15 Hours
<ul style="list-style-type: none"> Children's literature and transmission of values. 	
Learning/Teaching Material: Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> Avanzini, Alessandra. (2013). <i>Linee europee di letteratura per l'infanzia</i>, Vol. I: Danimarca, Francia, Italia, Portogallo, Regno Unito. Milano: FrancoAngeli. Bruno, Bettelheim. (1975). <i>The Uses of Enchantment: The Meaning and Importance of Fairy Tales</i>. New York: Vintage. Collodi, Carlo. (2012). <i>Le avventure di Pinocchio</i>. Milano: Mondadori. 	

- Marazzi, Elisa. (2014). *Libri per diventare italiani*. L'editoria per la scuola a Milano nel secondo Ottocento. Milano: Franco Angeli.
- Myers, Lindsay. (2012). *Making the Italians. Poetics and Politics of Italian Children's Fantasy*. Oxford: Peter Lang.
- Nodelman, Perry. (2008). *The Hidden Adult: Defining Children's Literature*. Baltimore: John Hopkins University Press.
- Paruolo, Elena. (Ed.). (2014). *Le letterature per l'infanzia*. Prefazione di Antonella Cagnolati. Roma: Aracne.
- Propp, Vladimir. (1988). *Morphology of the Folk Tale*. Texas: University of Texas Press.
- Rodari, Gianni. (1962). *Favole al telefono*. Torino: Einaudi.
- Salgari, Emilio. (2009). *Il corsaro nero*. Milano: Mondadori.
- Sciascia, Leonardo. (1973). *Il mare colore del vino*. Torino: Einaudi.

Additional material may be provided by the Department.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Life writing.	4	3	1	0	Passed Class XII	Nil

Life writing.	
Learning Objectives: <ul style="list-style-type: none"> • To define and identify the characteristics of an autobiography, a biography, and a travelogue. • To distinguish between an autobiography, a biography, and a travelogue. • To read and analyse an autobiography, a biography, and a travelogue. 	
Learning Outcomes: <ul style="list-style-type: none"> • Help to analyse the characteristics of Autobiographical and biographical texts. • Familiarize students with Diaries and Letters. • Equip students to analyse and write about Travel experiences. 	
Syllabus:	
UNIT I	15 Hours
Reading, writing, and analysing	
<ul style="list-style-type: none"> • Autobiographies, Confessions, Memoirs. • Fictional Autobiographies. • Autobiographical Songs 	
UNIT II	15 Hours
<ul style="list-style-type: none"> • Reading, writing and analysing Diaries and Letters 	
UNIT III	15 Hours
<ul style="list-style-type: none"> • Reading, writing and analysing Travelogues, travelogues and other forms of travel narratives 	
Learning/Teaching Material: Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> • Caputo, Rino. Monaco, Matteo. (1997). <i>Scrivere la propria vita: l'autobiografia come problema critico e teorico</i>. Roma: Bulzoni. • Cavarero, Adriana. (2001). <i>Tu che mi guardi, tu che mi racconti, Filosofia della narrazione</i>. Milano: Feltrinelli. 	

- De Botton, Alain. (May 11, 2004). *The Art of Travel*. New York: Vintage Books, A Division of Random House, Inc.
- Demetrio, Duccio. (1995). *Raccontarsi. L'autobiografia come cura di sé*. Milano: Raffaello Cortina.
- Derrida, Jacques. (1988). *The Ear of the Other Autobiography, Transference, Translation*. Lincoln: University of Nebraska Press (UNP).
- Fallaci, Oriana. (1997). *Lettera a un bambino mai nato*. Milano: Biblioteca Universale Rizzoli.
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- Geertz, Clifford. (1973). *The Interpretation of Cultures*. New York: Basic Books.
- Geertz, Clifford. (1983). *Local Knowledge*. New York: Basic Books.
- Geertz, Clifford. (1989). *Works and Lives: The Anthropologist as Author*. Stanford: Stanford University Press.
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- Guglielminetti, Marziano. “*Biografia e autobiografia*”. in Rosa, Alberto Asor. (1986). *Letteratura Italiana Einaudi*, vol. 5: Le questioni. Torino: Einaudi, pp. 829–86.
- Ricoeur, Paul. (1993). *Sé come un altro*. Milano: Jaca Book.
- Segre, Cesare. (1985). *Avviamento allo studio del testo letterario*. Torino: Einaudi.
- Terzani, Tiziano. (2002). *Lettera contro la guerra*. Milano: Tascabili degli Editori Associati.

Additional material may be provided by the Department.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

BA (H) ITALIAN

Category I

(B.A. Honours in Italian in three years)

SEMESTER - VI

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

DISCIPLINE SPECIFIC CORE COURSE - 16 (DSC-16)
Language in Context: Advanced Reading and Writing Skills (2)

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in Context: Advanced Reading and Writing Skills (2)	4	3	1	0	Passed XII Class	Should have studied, "Language in Context: Advanced Reading and Writing Skills (1)"

Total No. of Credits	Distribution of Total Credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

DSC-16 Language in Context: Advanced Reading and Writing Skills (2)	
Learning Objectives: Enable student <ul style="list-style-type: none"> To read and understand a few specialized texts dealing with the same subject. Related or not related to the learner's field of interest. To summarize the main points of the read texts in writing in one's own words. To present a written synthesis of the texts read in a structured manner. To write texts on a wide range of topics whether they are related or not to the learner's field of interest. To attain B1 Level B1 of the CEF. 	
Learning Outcomes: <ul style="list-style-type: none"> Enable learners To attain B1 Level of reading and writing skills in the concerned language. Develop required skill to understand specialized articles within and outside his/her field with the help of dictionary. Develop required skills to prepare specialized written documents/reports/term 	

papers for academic and professional needs.	
Syllabus:	
UNIT I	12 Hours
Reading	
<ul style="list-style-type: none">analysing and synthesizing information, ideas and opinions from highly specialized sources within his/her field/understanding specialized articles outside his/her field, provided he/she can use a dictionaryUnderstanding lengthy, complex instructions in his/her field, including details on conditions and warnings, provided he/she can reread difficult sectionsScanning longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	
UNIT II	12 Hours
Writing	
<ul style="list-style-type: none">Writing term papers on various topics/project reportsPreparing news reports / blog writing / writing applications / wall magazines / editorials / brochures / newsletters etc.	
UNIT III	12 Hours
Lexical, Morphosyntactic and Phonological Competences	
<ul style="list-style-type: none">Developing a good range of vocabulary for expressing one's views on matters connected to professional, academic, social, and cultural domains.Appropriate control of tenses and temporal notions, moods, voices, complex syntactical structures and logical connectors to produce clearly structured speech in a coherent and cohesive manner.Developing clear, natural, pronunciation and intonation in Italian.	
UNIT IV	9 Hours
Co-cultural and Inter-cultural Competence	
<ul style="list-style-type: none">Developing the capacity to him- or herself confidently, clearly, and politely in a formal or informal register, appropriate to the situation and person(s) concerned.Advanced knowledge of history, society, culture, gastronomy, geography, political, economic and educational systems of Italy and Italophone countries.	
Learning / Teaching Material: Any of the textbooks given below may be prescribed:	
<ul style="list-style-type: none">Antonelli, G. (2007). <i>L'italiano nella società della comunicazione</i>. Bologna: il Mulino.Bettoni, Camilla. Vicentini, Giosi. (1997). <i>Passeggiate italiane: lezioni di italiano: Livello avanzato</i>. Roma: Bonacci editore.De Giuli, Alessandra. Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). <i>Nuovo Magari</i>. Firenze: Alma Edizioni.Fratte giani, M. Teresa. Gigliarelli, Valentina. Marinelli, Beatrice. (2015). <i>Conoscere l'Italia: Corso di lingua italiana per studenti stranieri di livello B2-B2+</i>. Perugia: Guerra Edizioni.Marin, Telis. (2008). <i>Nuovo Progetto Italiano 3</i>. Roma: Edilingua.Mengaldo, Pier Vincenzo, (2008). <i>Attraverso la prosa Italiana: analisi di testi esemplari</i>. Roma: Caroccieditore.	

Additional material may be provided by the Department.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE – 17 (DSC-17)
Language in Context: Advanced Listening and Speaking Skills (2)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in Context: Advanced Listening and Speaking Skills (2)	4	3	1	0	Passed XII Class	Should have studied, “Language in Context: Advanced Listening and Speaking Skills (1)”

Total No. of Credits	Distribution of Total Credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

DSC-17	
Language in Context: Advanced Listening and Speaking Skills (2)	
Learning Objectives: Enable student <ul style="list-style-type: none"> To listen to and understand long texts on a wide range of topics whether related to or not related to the learner’s field of interest. To discuss with little or no preparation a wide variety of topics related or not related to the learner’s field of interest. To debate in depth on a wide range of issues related or not related to the learner’s field of interest. To attain B1 Level of the CEF. 	
Learning Outcomes: Enable learners to <ul style="list-style-type: none"> To attain B1 Level of listening and speaking skills in the concerned language. Impart required skill to understand specialized audio-visual material within and outside his/her field Develop the capacity to give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail. Develop the capacity to present in a spontaneous manner without referring to a prepared text and demonstrate an adequate degree of fluency and ease of expression. 	
Syllabus:	

UNIT I	12 Hours
Listening	
<ul style="list-style-type: none"> Understanding recordings in standard dialect likely to be encountered in social, professional, or academic life. Identifying speaker's viewpoints and attitudes as well as the informational content. 	
UNIT II	12 Hours
Speaking	
<ul style="list-style-type: none"> More spontaneous oral communication skills both formal and informal through the discussion of a wide range of general, academic, vocational or leisure topics. Contemporary socio-political issues marking clearly the relationships between ideas related to the francophone World. Production of audio-video clips. Making detailed oral presentations. Drama and songs 	
UNIT III	12 Hours
Lexical, Morphosyntactic and Phonological Competences	
<ul style="list-style-type: none"> Developing a good range of vocabulary for expressing one's views on matters connected to professional, academic, social, and cultural domains. Good knowledge of tenses and temporal notions, moods, voices, complex syntactical structures and logical connectors to produce clearly structured speech in a coherent and cohesive manner. Developing clear, natural, pronunciation and intonation in Italian. 	
UNIT IV	9 Hours
Co-cultural and Inter-cultural Competence	
<ul style="list-style-type: none"> Developing the capacity to him- or herself confidently, clearly, and politely in a formal or informal register, appropriate to the situation and person(s) concerned. Advanced knowledge of history, society, culture, gastronomy, geography, political, economic and educational systems of Italy and Italophone countries. 	
Learning / Teaching Material: Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> Costamagna, Lidia. (1990). Cantare l'italiano: Audiocassetta con esercizi di fonetica. Perugia: Guerra Edizioni. Costamagna, Lidia. Marasco, M. Valentina. Sant'Eusanio, Nicoletta. (2010). L'Italiano con le canzoni. Perugia: Guerra Edizioni. Fratte giani, M. Teresa. Gigliarelli, Valentina. Marinelli, Beatrice. (2015). Conoscere l'Italia: Corso di lingua italiana per studenti stranieri di livello B2- B2+. Perugia: Guerra Edizioni. Marin, Telis. (2008). Nuovo Progetto Italiano 3. Roma: Edilingua. Trama, Giuliana. Naddeo, Ciro Massimo. (2001). Canta che ti passa. Firenze: Alma Edizioni. 	
Additional material may be provided by the Department. Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

DISCIPLINE SPECIFIC CORE COURSE– 18 (DSC-18)
History of Italian Literature-(2)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of Italian Literature(2)	4	3	1	0	Passed XII Class	Should have studied, “History of Italian Literature(1)”

Total No. of Credits	Distribution of Total Credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

DSC-18 History of Italian Literature(2)	
Learning Objectives: <ul style="list-style-type: none"> To introduce the learner to different cultural and intellectual movements in Italian and Italophone Literature in the 19th century and up to the present (21st century) To read both Italian and Italophone literary texts representing major cultural and intellectual movements from the 19th century to the present (21st century) 	
Learning Outcomes: The Learning Outcomes of this course are as follows: <ul style="list-style-type: none"> Familiarize students with literary texts written in Italian with focus on the major cultural and intellectual movements from the 19th Century till the Contemporary Period Develop skills to identify and analyse how various genres such as poetry, plays, shorter and longer narrative texts, autobiography etc. evolved through various historical periods 	
Syllabus:	
UNIT I	15 Hours
<ul style="list-style-type: none"> A selection of literary texts with focus on the major cultural and intellectual movements from the 19th Century till the Contemporary Period, such as Romanticism, Realism, Symbolism, Naturalism, Surrealism, Existentialism, New Novel, Neo-Realism etc. 	
UNIT II	15 Hours
<ul style="list-style-type: none"> Exotic, travel and colonial writing will raise questions on Italian encounter with otherness. 	
UNIT III	15 Hours
Texts of major Italophone writers	

A selection will be made from the following list:	
Practical component (if any) – NIL	
<p>References</p> <ul style="list-style-type: none"> • Pazzaglia, Mario. (1993). <i>Letteratura italiana 1 Dal medioevo all'umanesimo: testi e critica con lineamenti di storia letteratura</i>. Bologna: Zanichelli. • Pazzaglia, Mario. (1993). <i>Letteratura italiana 2 Dal rinascimento all'illuminismo: testi e critica con lineamenti di storia letteratura</i>. Bologna: Zanichelli. • Pazzaglia, Mario. (1993). <i>Letteratura italiana 3 L'Ottocento: testi e critica con lineamenti di storia letteratura</i>. Bologna: Zanichelli. • Prosciutti, Ottavio. (1980). <i>Lineamenti di letteratura italiana</i>. Perugia: Grafica. • Silvestrini, M. Bura, C. (2000). <i>L'italiano e l'Italia</i>. Vol. 1: Grammatica. Vol. 2: Esercizi. Perugia: Guerra. 	
<p>Additional material may be provided by the Department.</p> <p>Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</p>	

**COMMON POOL OF DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES
OFFERED BY THE DEPARTMENTS**

DISCIPLINE SPECIFIC ELECTIVE (DSE-4)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Research Methodology and Academic Writing	4	3	1	0	Passed Class XII	Nil

Total No. of Credits	Distribution of Total Credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

Research Methodology and Academic Writing							
The Learning Objectives of this course are as follows: <ul style="list-style-type: none"> To introduce the learner to the basics of the research process and argumentation. To familiarize the learner with the process and stylistics of various forms of academic writing such as research papers, monographs, conference presentations, academic essays, book review, literature review, dissertation and thesis. To develop in the learner an independent point of view and critical thinking. 							
The Learning Outcomes of this course are as follows: \ The learner will be able <ul style="list-style-type: none"> To identify research gaps and construct hypothesis and arguments. To choose, access and effectively engage with primary, secondary and tertiary courses. To produce a coherent academic paper/text. 							
Syllabus:							
UNIT I						9 Hours	
<ul style="list-style-type: none"> Identifying the student's area of interest, a research gap and a research problem. Training students on how to choose and narrow down a topic. Building a research hypothesis. Basic types and components of a research question. 							
UNIT II						9 Hours	
<ul style="list-style-type: none"> Identifying and evaluating different kinds of sources like primary vs secondary vs tertiary sources, as well as journal articles, books, dissertations etc. 							

<ul style="list-style-type: none"> Identifying and choosing relevant and reliable sources for research, as well as basic knowledge on different websites, portals and journals for accessing said sources. Constructing an annotated Bibliography. Familiarizing students with the different kinds of research: quantitative and qualitative research (e.g. Surveys, questionnaires etc. In case of foreign language teaching) and qualitative research (e.g. Different literary and cultural theories in case of research in literature). 	
UNIT III	9 Hours
<ul style="list-style-type: none"> Basic knowledge on what an argument is and its components and structure. Identifying simple and complex arguments, as well as validity and soundness of an argument, Knowledge of logical fallacies. Engaging with and evaluating sources by identifying underlying arguments, their structures, validity and soundness. 	
UNIT IV	9 Hours
<ul style="list-style-type: none"> Effective note-taking and summarizing academic/scientific texts. Constructing arguments and counter arguments. Quoting, paraphrasing and summarising from the source texts to construct the argument(s). 	
UNIT V	9 Hours
<ul style="list-style-type: none"> Planning and structuring a draft. Familiarization with stylistic conventions, using different citation styles and making footnotes. Familiarizing students with the ethics of research and plagiarism. Perfecting a final draft based on coherence and cohesion. 	
<p>Learning/Teaching Material: Any of the textbooks given below may be prescribed:</p> <ul style="list-style-type: none"> Brian Paltridge and Sue Starfield, <i>Thesis and Dissertation Writing in a Second Language</i>, Routledge, 2007. Umberto Eco: <i>Come si fa una tesi di laurea</i>, SEGRE, Cesare: <i>Avviamento all'Analisi del Testo Letterario</i>, Einaudi, Torino, 1985. Raman Selden, Peter Widdowson Peter Brooker, <i>A Reader's Guide to Contemporary Literary Theory</i>, Pearson Education Limited, 2005 (fifth edition). Topolski J. , <i>Narrare la storia. Nuovi principi di metodologia storica</i>, Milano, 1997 Bruno Mondadori. DOMENICHELLI, Mario, <i>Lo scriba e l'oblio: Letteratura e storia: teoria e critica delle rappresentazioni nell'epoca borghese</i>, Edizione ETS, Pisa, 2011. Dario Antiseri, <i>Introduzione alla metodologia della ricerca</i>, Rubbettino Editore 2005. Patton M.Q., <i>Qualitative research & evaluation methods</i> (3rd edition), thousand oaks, California: (2002), Sage Publications. Creswell J., <i>Research design: qualitative, quantitative, and mixed methods approaches</i>, thousand oaks, California, (2003), Sage Publications. 	
<p>Additional material may be provided by the Department.</p> <p>Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</p>	

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Introduction to Foreign Language Teaching.	4	3	1	0	Passed Class XII	Nil

Total No. of Credits	Distribution of Total Credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

Introduction to Foreign Language Teaching.	
Learning Objectives: <ul style="list-style-type: none"> To introduce and define basic notions related to Foreign Language teaching. To familiarize students with the evolution in foreign language teaching methods 	
Learning Outcomes: <ul style="list-style-type: none"> Create basic awareness about a foreign language classroom and textbook. Establish a theoretical basis and introduce students to basic practical aspects of Foreign Language Teaching 	
Syllabus:	
UNIT I	15 Hours
<ul style="list-style-type: none"> What is a classroom? Models of learning/teaching. Different methods/approaches to teaching a foreign language. Introduction to the four skills. Evaluation. 	
UNIT II	15 Hours
<ul style="list-style-type: none"> What is a text book? Issues in material production. Self-Instruction Material 	
UNIT III	15 Hours
<ul style="list-style-type: none"> Ludic function of language: Teaching through games. 	
Learning/Teaching Material: Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> Andorno, Cecilia. (1999). <i>Dalla grammatica alla linguistica: Basi per uno studio dell'italiano</i>. Torino: Paravia Scriptorium. Andorno, Cecilia. Bosc, Franca. Ribotta, Paola. (2003). <i>Grammatica, Insegnarla e impararla</i>. Perugia: Guerra Edizioni. Bonvino, Elisabetta Bonvino et al. (1998). <i>C'era una volta il metodo: Tendenze attuali della didattica delle lingue straniere</i>. (ed.) Borneto, Carlo Serra. Roma: Carocci. Chini, Marina. (2005). <i>Che cos'è la linguistica acquisizionale</i>. Roma: Carocci. Richards, J.. Rogers, T.. (2001). <i>Approaches and Methods in Language Teaching</i>. Cambridge: Cambridge University Press. Serianni, Luca. (1998). <i>Lezioni di grammatica storica italiana</i>. Roma: Bulzoni. 	
Additional material may be provided by the Department.	
Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Introduction to Translation.	4	3	1	0	Passed Class XII	Nil

Total No. of Credits	Distribution of Total Credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

Introduction to Translation.	
Learning Objectives: <ul style="list-style-type: none"> To introduce and define different types of translation and basic concepts of translation. To acquaint and teach learners the basic translation techniques. To translate simple non- literary texts. 	
Learning Outcomes: <ul style="list-style-type: none"> Familiarizes students with language for specific purposes. Familiarize students to the techniques of translation. Enable students to do Scientific and Technical translation, and translation of sacred texts. Help students to make word glossaries in above fields. Enable students to read parallel literature on texts chosen for translation. Sensitizes students towards Machine translation and its limitations. Develops awareness about ethics and accountability in translation. 	
Syllabus:	
UNIT I	12 Hours
<ul style="list-style-type: none"> 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). Scientific and Technical translation. 	
UNIT II	12 Hours
<ul style="list-style-type: none"> Introducing the student to the techniques of translation Making of word glossaries in above fields. 	
UNIT III	12 Hours
<ul style="list-style-type: none"> Machine translation and its limitations. Ethics and accountability in translation. 	
UNIT IV	9 Hours
<ul style="list-style-type: none"> Reading of parallel literature on texts chosen for translation. Role of Translation in Multimedia contexts. 	
Learning/Teaching Material: Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> Baker, Mona. (2011). <i>In Other Words: A Course Book in Translation</i>. New York: Routledge. Basnett-McGuire, Susan. (1980, 2013). <i>Translation Studies</i>. London: Routledge. Gile, Daniel. (2009). <i>Basic Concepts and Models for Interpreter and Translator Training</i>. Amsterdam Philadelphia: John Benjamin Publishing. Munday, Jeremy. (2012), <i>Introducing Translation Studies, Theories and Applications</i>, New York: Routledge. 	

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| <ul style="list-style-type: none">• Malmkjær, Kirsten. Windle, Kevin. (2011), <i>The Oxford Handbook of Translation Studies</i>, Oxford: OUP |
| Additional material may be provided by the Department.
Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time. |

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Techniques of Written Expression	4	3	1	0	Passed Class XII	Nil

Total No. of Credits	Distribution of Total Credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

Techniques of Written Expression	
Learning Objectives: <ul style="list-style-type: none"> To introduce and define different types of texts and basic concepts of a text. To acquaint and teach learners the basic writing techniques. To enhance the understanding of a text in terms of logic order. 	
Learning Outcomes: <ul style="list-style-type: none"> Familiarize students with writing techniques. Familiarize students to the deep and logical meaning of a text. Enable students to do Scientific and logical order of a text. Help students to use advanced level terminology. 	
Syllabus:	
UNIT I	15 Hours
<ul style="list-style-type: none"> Structuring an argument. Understanding the exigencies of academic writing in literary and cultural studies, translation: theory and practice; foreign language learning and teaching. 	
UNIT II	15 Hours
<ul style="list-style-type: none"> Introduction to various kind of techniques to check plagiarism in a text. Plagiarism and its importance in academics. 	
UNIT III	15 Hours
<ul style="list-style-type: none"> Coherence in formulation of an argument, conducting surveys and making questionnaires, using Internet resources, making bibliographies, reading indexes, making citations, formatting projects. 	
Learning/Teaching Material: Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> Elisabetta Degl’Innocenti, <i>Il manuale della scrittura</i>, Paravia, Torino, 2002. Angelo Roncoroni, <i>Manuale di scrittura. Teoria e pratica dello scrivere in italiano</i>, Carlo Signorelli Editore, Milano, 2009. Mariateresa Serafini, <i>Nuovo l’italiano: grammatica e scrittura</i>, Fabbri, Milano, 2009. Mariateresa Serafini; Luciana Arcidiacono, <i>Comunicare con l’italiano. Testi e scritture</i>, Fabbri, Milano, 2006. A. Cotugno; F. Malagnini (ed.), <i>Manuale di scrittura e comunicazione</i>, Zanichelli, Bologna, 2013. Dario Corno, <i>Scrivere e comunicare. La scrittura in lingua italiana in teoria e in pratica</i>, Mondadori, Milano, 2012. 	
Additional material may be provided by the Department.	
Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Study of European Art	4	3	1	0	Passed Class XII	Nil

Total No. of Credits	Distribution of Total Credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

Study of European Art	
Learning Objectives: <ul style="list-style-type: none"> To introduce students to the various major Art Movements in Europe from the Renaissance to the Contemporary Period. To study artworks of painter's representative of the Major Art Movements in Europe. 	
Learning Outcomes: <ul style="list-style-type: none"> Provide an overview of important European Art Movements, representative painters, and their artworks: Spanish Baroque, Flemish School, French Impressionists, Spanish Surrealists, BaroccoItaliano etc. Develop an understanding of structures and Perspectives of Everyday life as seen by painters. Equip with tools to analyse artworks. 	
Syllabus:	
UNIT I	15 Hours
<ul style="list-style-type: none"> Introduction to the Civilization of Europe in the Renaissance. (Paintings on 'Europa'; Dürer, (1495) Titian (1559) The Rape of Europa Sebastian (1588) Queen Europa. Maps of Europe. The idea of Europe. Structures and Perspectives of Everyday life as seen by painters. 	
UNIT II	15 Hours
<ul style="list-style-type: none"> Understanding of structures and Perspectives of Everyday life as seen by painters. Introduction to Renaissance art movements with special focus on Humanism and mannerism Innovative techniques introduced by the Renaissance artists 	
UNIT III	15 Hours
<ul style="list-style-type: none"> Overview of important European Art Movements, representative artists and their artworks: Spanish Baroque, Italian Renaissance, Flemish School, Italian Impressionists, Spanish Surrealists etc. 	
Learning/Teaching Material: Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> Argan, Giulio Carlo. (1978). <i>Storia dell'arte italiana 1 2 3 4 5 volumi</i>. Firenze: Sansoni. Grave, Johannes. (2012). <i>Caspar David Friedrich</i>. Munich: Prestel Publishing. Sander, Joachim. (2013). <i>Albrecht Dürer: His Art in Context</i>. Munich: Prestel Verlag Adams, Laurie Schneider, (1996), <i>The Methodologies of Art: An Introduction</i>, NY: Westview Press. Arnason, H. H. (2003), <i>History of Modern Art: Painting, Sculpture, Architecture</i>, 	

Photography, New York: Prentice Hall.

- Boime, Albert (1990) *A Social History of Modern Art*, Volumes 5, Chicago: University of Chicago Press,
- Burckhardt, Jacob. (2004). *The Civilization of the Renaissance in Italy* (1855), New York: Penguin

Additional material may be provided by the Department.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Children and Adolescent Literature	4	3	1	0	Passed Class XII	Nil

Total No. of Credits	Distribution of Total Credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

Children and Adolescent Literature	
<p>Children and adolescent literature can be distinguished from mere books written for children as literature implies genre and literary tropes, premeditated contexts and settings and often a conscious attempt at portraying history and multiculturalism. In addition, adolescent literature written by adults is an institutional discourse that helps teenage readers understand their environment and society through the issues that present themselves in texts. Through novels, poems and theatre, we examine the values transmitted to children and how literature can influence moral and social decisions that adolescents are faced with.</p>	
<p>Learning Objectives:</p> <ul style="list-style-type: none"> To define what is Children's Literature and distinguish it from Literature for Adults. To introduce the learner to different genres of children and adolescent literature. To read, understand and analyse Children and adolescent literature texts. 	
<p>Learning Outcomes:</p> <ul style="list-style-type: none"> Introduce students to the changing conceptions of children's literature. Help students in analysing various genres meant for young children and adolescents. Sensitize students about the role of children's literature in transmitting values. 	
Syllabus:	
UNIT I	15 Hours
<ul style="list-style-type: none"> Changing conceptions of children's literature: Literature for children and /or adult readers? 	
UNIT II	15 Hours
<ul style="list-style-type: none"> Folklore, fables and fairy tales for young children Theatre for children 	
UNIT III	15 Hours
<ul style="list-style-type: none"> Children's literature and transmission of values. 	
<p>Learning/Teaching Material: Any of the textbooks given below may be prescribed:</p> <ul style="list-style-type: none"> Avanzini, Alessandra. (2013). <i>Linee europee di letteratura per l'infanzia, Vol. I: Danimarca, Francia, Italia, Portogallo, Regno Unito</i>. Milano: FrancoAngeli. Bruno, Bettelheim. (1975). <i>The Uses of Enchantment: The Meaning and Importance of Fairy Tales</i>. New York: Vintage. Collodi, Carlo. (2012). <i>Le avventure di Pinocchio</i>. Milano: Mondadori. Marazzi, Elisa. (2014). <i>Libri per diventare italiani. L'editoria per la scuola a Milano nel secondo Ottocento</i>. Milano: Franco Angeli. Myers, Lindsay. (2012). <i>Making the Italians. Poetics and Politics of Italian Children's Fantasy</i>. Oxford: Peter Lang. 	

- Nodel man, Perry. (2008). *The Hidden Adult: Defining Children's Literature*. Baltimore: John Hopkins University Press.
- Paruolo, Elena. (Ed.). (2014). *Le letterature per l'infanzia. Prefazione di Antonella Cagnolati*. Roma: Aracne.
- Propp, Vladimir. (1988). *Morphology of the Folk Tale*. Texas: University of Texas Press.
- Rodari, Gianni. (1962). *Favole al telefono*. Torino: Einaudi.
- Salgari, Emilio. (2009). *Il corsaro nero*. Milano: Mondadori.
- Sciascia, Leonardo. (1973). *Il mare colore del vino*. Torino: Einaudi.

Additional material may be provided by the Department.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Life writing	4	3	1	0	Passed Class XII	Nil

Total No. of Credits	Distribution of Total Credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

Life writing.	
Learning Objectives:	
<ul style="list-style-type: none"> • To define and identify the characteristics of an autobiography, a biography, and a travelogue. • To distinguish between an autobiography, a biography, and a travelogue. • To read and analyse an autobiography, a biography, and a travelogue. 	
Learning Outcomes:	
<ul style="list-style-type: none"> • Help to analyse the characteristics of Autobiographical and biographical texts. • Familiarize students with Diaries and Letters. • Equip students to analyse and write about Travel experiences. 	
Syllabus:	
UNIT I	15 Hours
Reading, writing, and analysing	
<ul style="list-style-type: none"> • Autobiographies, Confessions, Memoirs. • Fictional Autobiographies. • Autobiographical Songs 	
UNIT II	15 Hours
<ul style="list-style-type: none"> • Reading, writing and analysing Diaries and Letters 	
UNIT III	15 Hours
<ul style="list-style-type: none"> • Reading, writing and analysing Travelogues, travelogues and other forms of travel narratives 	
Learning/Teaching Material: Any of the textbooks given below may be prescribed:	
<ul style="list-style-type: none"> • Caputo, Rino. Monaco, Matteo. (1997). <i>Scrivere la propria vita: l'autobiografia come problema critico e teorico</i>. Roma: Bulzoni. • Cavarero, Adriana. (2001). <i>Tu che mi guardi, tu che mi racconti, Filosofia della</i> 	

narrazione. Milano: Feltrinelli.

- De Botton, Alain. (May 11, 2004). *The Art of Travel*. New York: Vintage Books, A Division of Random House, Inc.
- Demetrio, Duccio. (1995). *Raccontarsi. L'autobiografia come cura di sé*. Milano: Raffaello Cortina.
- Derrida, Jacques. (1988). *The Ear of the Other Autobiography, Transference, Translation*. Lincoln: University of Nebraska Press (UNP).
- Fallaci, Oriana. (1997). *Lettera a un bambino mai nato*. Milano: Biblioteca Universale Rizzoli.
- Formenti, Laura. (1998). *La formazione autobiografica*. Milano: Guerini e associati.
- Geertz, Clifford. (1973). *The Interpretation of Cultures*. New York: Basic Books.
- Geertz, Clifford. (1983). *Local Knowledge*. New York: Basic Books.
- Geertz, Clifford. (1989). *Works and Lives: The Anthropologist as Author*. Stanford: Stanford University Press.
- Grisi, Cesare. (2011). *Il romanzo autobiografico. Un genere tra opera e autore*. Roma: Carocci.
- Guglielminetti, Marziano. "Biografia e autobiografia". in Rosa, Alberto Asor. (1986). *Letteratura Italiana Einaudi*, vol. 5: Le questioni. Torino: Einaudi, pp. 829–86.
- Ricoeur, Paul. (1993). *Sé come un altro*. Milano: Jaca Book.
- Segre, Cesare. (1985). *Avviamento allo studio del testo letterario*. Torino: Einaudi.
- Terzani, Tiziano. (2002). *Lettera contro la guerra*. Milano: Tascabili degli Editori Associati.

Additional material may be provided by the Department.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.