

Resolution No. 14-1 (14-1-1)

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DEPARTMENT OF GRS (FRENCH)

Semester-IV /V

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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, Airelle 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.
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.
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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’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 COURSES (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 coherence 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.

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 pédagogique 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.

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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.